FRIENDS

TEACHER'S BOOK

Year 3

MINISTRY OF EDUCATION AND CULTURE

"Friends"
Teacher's Book
Year 3

PEDAGOGICAL INSTITUTE
CURRICULUM DEVELOPMENT UNIT

"Friends", Teacher's Book, Year 3

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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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 course "Friends", which is based on the new national curriculum for English.

"Friends" is a course which implements the curriculum, as this is relevant for Primary Year 3. It generally corroborates the aims, objectives, recommended methodology and overall approach of the national curriculum. Consequently, the course focuses 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 course is one which is based on the communicative approach, task-based learning and the characteristics of young learners. It, therefore, emphasizes active and meaningful use of language and engagement in meaningful tasks. In Year 3 the proposed approach, which focuses on the development of all four skills, immerses pupils in a foreign language environment rich with interesting activities, engaging stories and fun songs.

LANGUAGE SKILLS

Listening is an essential skill and in order to be developed requires that pupils are exposed to adequate linguistic input. Listening is, therefore, promoted by teacher language (see also section 'use of L1 in the language classroom'), "Friends" audio CD for Year 3 which includes a variety of listening activities, additional audio CDs for songs and stories, online resources, 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 in a supportive and friendly atmosphere with scaffolding offered through models and group activities. Pupils are supported in their speaking efforts through songs, rhymes and jazz chants and opportunities to try things out in chorus while they are gaining in confidence. They are also offered opportunities for guided pair and group work which can maximize the time allocated to pupils for active L2 interactions. Finally, their confidence is strengthened though participation in role-plays, mini-plays and story narrations.

Reading is introduced and developed through a variety of reading activities. Pupils review the alphabet letters at the beginning of the year and then become confident in word recognition through matching and other reading games such as Swat, dominoes, etc. Shared reading takes place through storytelling, games, songs and through the story texts used in the coursebook, which gradually engage the pupils in longer texts. Pupils gradually move from the word to the sentence and then to the paragraph level, while also being introduced to useful reading strategies such as focusing on specific information, tolerating unknown words and using images to support their understanding of a text.

The classroom is key to the development of literacy and should be a literate environment which encourages and supports the development of reading. Consequently, posters, word labels and other visual aids should be placed around the classroom to stimulate children.

Writing is supported through a variety of activities which aim primarily to help pupils in their word and sentence-level writing skills. Word puzzles and writing games where practice of writing skills becomes meaningful and fun are plentiful in the present course. The pupils also make their first steps at paragraph writing through model paragraphs and parallel writing tasks.

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

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 pupils easily memorise chunks of language, which is an essential part of 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 course prefers 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 artifacts 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 pupils 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 students 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 students standing up, preferably in a circle. The teacher throws the ball to a pupils 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 holds it up and names 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, make a statement or ask a question.

Disappearing cards: This game involves a number of flashcards being placed gradually on the board. Pupils may be invited to call out the object on 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 and abilities of the pupils).

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 turns the cards face down and puts them back in their original place. 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 to be an integral part of this course 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 adopted in this course consists of three stages: pre-storytelling, while-storytelling and after-storytelling.

Pre-storytelling is the stage where pupils prepare so as to be able to follow the story. This stage 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 engaging them in discussing the illustrations or predicting what is going to happen in the story.

After-storytelling is a stage during which the pupils can practice and/or consolidate language which appeared in the story or expand further the actual storyline thus consolidating their 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.

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.

<u>INTEGRATION OF TECHNOLOGY</u>

The implementation of modern technologies in language teaching is motivating for the pupils, can offer access to more linguistic input, as well as more opportunities for creative engagement with language. Technology can thus promote the aims of the curriculum and enables the teacher to provide activities and learning materials which cater to the various learning styles in the classroom.

This course makes systematic recommendations as to how technology can be implemented in language learning and materials are recommended either from freely available online sources or from materials (online games, powerpoint presentations, etc.) especially prepared to accompany this book. There are materials aimed 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.
The main aim of the integration of technology in this course 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 pupils 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 pupils 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. 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 and through a safe and supportive atmosphere.

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 students 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 students 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 students seem anxious and seem not to be comfortable in the foreign language environment. Our aim is for students 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 of intercultural aims.

Generally, L1 is expected to be used in the introductory stages of the programme, when students are still getting used to the foreign language classroom but the aim should be to maximize L2 use as the programme gets under way. In Year 3, it is expected that the pupils are already familiar and comfortable with the L2 and ready to enjoy the foreign language environment of the language classroom. If, however, pupils seem anxious, the teacher may apply a few strategies to gradually get them comfortable and happy in a foreign language environment.

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.

"Friends" follows the guidelines of the curriculum and employs 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 pupils 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 assessment. Portfolio assessment is suitable for 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. One of the most important benefits of portfolio assessment is the development of self-reflection and learner autonomy. "Friends" actively promotes these qualities not only through the use of a portfolio, but also through focused assessment tasks such as self-assessment forms/checklists, plenary feedback sessions and peer-assessment.

Self-assessment forms: Each Unit is accompanied by a self-assessment form which is found at the back of the Pupil's Book. The self-assessment forms are in Greek as their focus is not on language but on developing pupils' self-reflection and general metacognitive skills. Each Unit's targets are expressed in clear and simple language so that they are understood by the pupils and their parents. The self-assessment forms should first be used in class so that the teacher can guide the pupils in understanding how to use them. Afterwards, pupils can also use them on their own and/or with their parents. It is important that pupils who perceive that they haven't achieved a target, set themselves goals as to how they can remedy the situation and that the target is later revisited.

European Language Portfolio: This course 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. In order to assist this process there are various points in the coursebook, which link directly to the European Language Portfolio.

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 (cross-curricular links). 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 musical dramatization project during music or drama classes.

It is, therefore, important for teachers to co-operate with the general school community and other teaching staff so that the pupils can gain the full benefit of the recommended interdisciplinary

activities. These are important in that they offer opportunities to see the relevance of the foreign language lesson in other school domains and in real life, in general.

HOW TO USE THIS BOOK

The book is aimed to help teachers implement the "Friends" coursebook series (Pupil's Book and Activity Book) for Year 3. It is not prescriptive. Teachers can feel free to adapt, omit or add activities to suit their particular contexts.

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

In particular, each Unit is taught in usually two, or sometimes more, lessons and each lesson has a complete lesson plan. Units are organised 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 student. In this case the student 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 in order to carry out 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:
- "Friends, Pupil's Book for Year 3"
- "Friends, Activity Book for Year 3"
- A set of storybooks (picturebooks) which have been sent to all schools.
  These are:
  "My many coloured days" by Dr Seuss (Red Fox)
  "Green eggs and ham" by Dr Seuss (HarperCollins)
  "Mr Brown can MOO" by Dr Seuss (HarperCollins)
  "Beautiful Bananas" by Elizabeth Laird (Oxford University Press)
  "Can't catch me" by Michael Foreman (Andersen)
- 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	LANGUAGE OBJECTIVES	INTERCULTURAL ASPECTS	LEARNING STRATEGIES	RECYCLED LANGUAGE	NEW LANGUAGE	
						PRODUCTION	COMPREHENSION
UNIT 1	3x40	Pupils should be able to: • introduce themselves • respond to classroom instructions • recognize the letters of the English alphabet (form and sound) • introduce other people	Pupils should be able to: • sing an alphabet song • become aware of names from other cultures/languages • play the traditional game of "Simon says" • play the traditional game "I spy with my little eye …"	Pupils should be able to: • cooperate with others • feel comfortable and relaxed in the foreign language classroom.	*Greetings:* Good morning. / Fine thanks *Introductions:* I'm … / What's your name? / My name is … / This is … *Instructions:* Stand up/ Sit down// Listen/ Be quiet/ Jump/ Touch/ Run		*Open your books close your books*
Project "English Around Us"	1x40	Pupils should become aware of: the large number of English words which they already know the existence of English words in our everyday lives	Pupils should become aware that languages interact with each other	Pupils should be able to: • cooperate with each other • ask for help as regards the spelling of words ("How do you spell ….?"	What's your name?' ' My name is …' A range of vocabulary items learned in the previous year		
UNIT 2	2X 40	Pupils should be able to: identify classroom objects name classroom objects		Pupils should be able to: • make predictions • to make guesses based on previous knowledge	Classroom objects: board, pencil case, sharpener, rubber, book, pen, pencil, ruler, school bag What is it? It's a … Is it a …? Yes, it is/No, it isn't.	*What is it?* desk, computer, chair	

Unit	Time						
UNIT 3	**3x40**	Pupils should be able to: • identify and name the colours taught • identify and name the feelings taught • express how they feel • follow and participate in a children's story	Pupils should be able to: • come into contact with foreign language literature (My many coloured days' by Dr Seuss) • become aware of how different cultures have different associations in relation to colours.	Pupils should be able to: • predict what's going to happen next in a story • use imagery • relate information to personal experience	Colous: red, yellow, pink, orange, purple, green, blue, brown, black, white, grey Feelings: happy, sad Animals: horse, bird, bear, fish, flamingo, Days of the week School objects (e.g. pen, pencil, book, ruler) How do you spell?	Feelings: bored, angry Animals: bee, owl, dinosaur, wolf, seal	
UNIT 4	**2X40**	Pupils should be able to: • ask about the identity of people • introduce people	Pupils should be able to: • become familiar with the festival of Halloween	Pupils should be able to: • personalise learning • co-operate with others to complete tasks	He/She is…	Is he/she? Yes he/she is. No, he she isn't. Woman, man	He/She is from… Who's he/she?
PROJECT Halloween	**1 x 40**	• Pupils should be able to use Halloween vocabulary and relevant expressions	Pupils should become familiar with aspects of the Halloween festival	Pupils should be able to: • personalize knowledge	"Happy Halloween", "Trick or Treat!" ghost, pumpkin, costume		
UNIT 5	**2x40**	Pupils should be able to: • identify members of a family • name members of a family		Pupils should be able to: • personalize knowledge • co-operate with others to complete tasks	mum, dad, sister, brother grandma, grandad, uncle, auntie This is my… He is ... She is…	cousin, family Who's this? His/Her	Possessive 's'
UNIT 6	**3x40**	Pupils should be able to: • identify the animals mentioned in the story • name the animals mentioned in the story) • express ability (can/can't) • follow and actively engage with a story	Pupils should be able to: • come into contact with foreign language literature (storybook "Can't Catch Me by Michael Foreman) • learn a traditional number rhyme.	Pupils should be able to: • predict what's going to happen next in a story • infer meaning from gestures and visuals	Animals: monkey, lion, leopard, elephant, hippo, crocodile and other animals taught (e.g. bear, frog, cat, dog, sheep, fish, horse, bird, duck, giraffe, camel) Action verbs: jump, clap, run, walk, Adjectives: colours, big, small Is it a…? It's a… This is a…	I/you/he/she/it can/can't… Action verbs: catch, swim, fly, play (football, basketball, tennis etc) Aliens	Spaceship, bedtime

UNIT 7	**2x40**	Pupils should be able to: • confidently use the numbers 1-10 in English • say how old they are • ask about others' age	Pupils should: • learn the traditional rhyme: "Ten little monkeys" • become familiar with a variety of number rhymes (English rhymes and rhymes from other cultures/languages) • become aware of the fact that nursery rhymes exist in most cultures	Pupils should be able to: • use music and song to help retain vocabulary • dramatise /act out in order to improve knowledge retention	Numbers 1-10 How many …? Monkey, jump, Happy Birthday	How old are you? How old is he/she? Present	candles
UNIT 8	**3X40**	Pupils should be able to: • recognise the plural form in known vocabulary (regular plural) • use the plural form of known vocabulary (regular plural)		Pupils should be able to: • notice forms and deduce linguistic rules • know how to ask for help using the phrase "How do you spell .?" • create a picture dictionary	Numbers 1-10, Objects: books, pens, pencils, rulers, school bags, pencil cases, sharpeners, boards, rubbers Animals, fruit "How do you spell ..? "	What are they..? They are…. Are they? Yes, they are. No, they aren't.	
UNIT 9	**2X40**	Pupils should be able to: • identify and use prepositions of place (in, on, under). • identify and name rooms in a house (bedroom, bathroom, kitchen, living room). • ask and answer about the location of animals/objects/people		Pupils should be able to use music and song in order to improve vocabulary retention	Under Classroom objects (e.g. pencil, pen, desk, rubber, ruler, book) Are they..?, Yes, they are / No, they aren't He/she/it is… Is he/she/it …? Yes, he is/No, he isn't	Prepositions: in, on Rooms of a house: bedroom, bathroom, kitchen, living room. Where is it/he/she/ are they..?	

UNIT 10	**2X40**	Pupils should be able to: • count up to twenty in English • identify numbers 11-20 • ask about the number of objects /animals/people		Pupils should be able to: • co-operate with others to complete tasks • self-assess task results	Numbers 1-10 Plural form (regular) /animals (e.g. cat, dog, rabbit, snake) objects (books, pens, pencils, rulers, school bags, pencil cases, sharpeners, boards, rubbers) Colours	Numbers 11-20 How many … are there?	Let's count See you there Pet shop
PROJECT UNIT 'CHINESE NEW YEAR'	**1X40**	Pupils should be able to follow basic instructions with the help of gestures and/or visual support.	Pupils should become familiar with Chinese New Year and the Chinese Lantern Festival	Pupils should be able to: • use images to support their understanding • personalise knowledge			
UNIT 11	**4x40**	Pupils should be able to: • ask about likes and dislikes (Do you like…?). • reply about likes and dislikes (Yes, I do/No, I don't). • follow and actively engage with a children's story.	Pupils should come into contact with foreign children's literature ("Green eggs and ham" by Dr. Seuss).	Pupils should be able to: • make predictions based on context • pay sustained attention to a task • use L1 in order to substitute gaps in L2 • understand rhyming patterns	I like…/I don't like… Food vocabulary (milk, pizza, tea, banana, orange, apple, etc.) Prepositions (in, on, under) Other: House, mouse	Do you like…? Yes, I do/No, I don't Cheese, chips, cake, coffee, tea, water, eggs, ham, train, car	Language included in the story (e.g. 'let me be', try them, here, there, box, fox, dark, tree, goat, train, car, boat etc)
UNIT 12	**2x40**	Pupils should be able to: • express possession using I've got… • express lack of possession using I haven't got…	Pupils should become aware of the importance of animals in different countries	Pupils should be able to apply selective attention	Classroom objects (e.g. pencil case, sharpener, rubber, book, pen, pencil, ruler, school bag). Animals (e.g. cat, dog, rabbit, mouse, tiger, lion, etc), pet Fruit (e.g. apple, banana, orange, pear)	What have you got? I've got… I haven't got…	Box, finally

UNIT	Time						
UNIT 13	**2x40**	Pupils should be able to: • talk about possession (Have you got…? Yes, I have/No, I haven't).		Pupils should be able to: • use language to enhance cooperation ('Your turn') • know how to ask for help using the phrase "How do you spell ? • understand rhyming patterns	I've got… I haven't got… What have you got? Classroom objects (e.g. pencil case, sharpener, rubber, book, pen, pencil, ruler, school bag) Animals (e.g. cat, dog, rabbit, mouse, fish, frog, duck, horse, parrot) Fruit (e.g. apple, banana, orange, pear)	Have you got..? Yes, I have / No, I haven't.	
UNIT 14	**4X40**	Pupils should be able to: • express likes and dislikes • apologise using "I'm sorry!" • follow and actively engage with a children's story	Pupils should be able to: • come into contact with foreign children's literature (Beautiful Bananas by Elizabeth Laird) • learn a traditional song "The animals went in two by two"	Pupils should be able to: • understand a story using visuals to support comprehension • ask for help in compensating gaps in L2 ("How do you say ….. in English?") • reflect on performance	I like/I don't like Do you like…? Yes, I do/No, I don't I/He/She/It can… I've got… Fruit included in the story (banana, mango) and other fruit they know Animals included in the story (monkey, bee, giraffe, lion, parrot, elephant) and other animal they know	He/She/It likes… He/She/It doesn't like… I'm sorry! Beautiful, honey, flowers	Language included in the story (e.g. whisker, feather etc)
UNIT 15	**2 x 40**	Pupils should be able to: • ask and answer about the time (What time is it? It's….o'clock).	Pupils should become aware of different time zones	Pupils should be able to: • use music and song to improve vocabulary retention • use language to enhance cooperation ('Your turn') • apply selective attention	Numbers 1-20 Action verbs (play football, play basketball, etc.) I can… Can I /he/she ….? Yes, I/he/she can.	What time is it? It's…o' clock Action verbs (watch, sleep, clean, eat, do) Clock	lunch

18

PROJECT UNIT 'A CELEBRATION OF BOOKS'	**1 x 40**	Pupils should be able to: • enjoy participating in a storytelling session • participate actively in a storytelling session • creatively engage with a story • identify the title, author and main characters of a story	Pupils should become familiar with a range of international authors and stories	Pupils should be able to: reflect critically on their work based on specific success criteria			
UNIT 16	**3x40**	Pupils should be able to: • identify and name at least 10 body and face parts • give simple descriptions of fantasy creatures • talk about possession (has got/ hasn't got)		Pupils should be able to: • infer meaning from short oral and written texts based on known vocabulary	Parts of the body (head, shoulders, knees, toes, eyes, ears, mouth, nose, neck, arms, hands, back, legs, foot) How many … ? Numbers Days of the week Adjectives: big, scary, small, colours	He's got/She's got/It's got … He/She/It hasn't got … monster, hair, finger	
Unit 17	**3 x40**	Pupils should be able to: • express ability (can/can't) • ask others about abilities (Can you …?) • recognize onomatopoeic words	Pupils should become: -aware of the similarities and differences in onomatopoeic words and especially animal sounds in different languages -familiar with international children's literature ('Mr Brown can MOO' by Dr Seuss)	Pupils should be able to: • compare and contrast between two languages • apply selective attention • infer meaning based on gestures and facial expressions	I can …./ I can't…… Sports: basketball, tennis, volleyball, football Action verbs: run, jump, touch, walk, clap, play, fly Other: bee, horse, owl, clock, train	Can you…? Yes, I can. No, I can't. cow, rooster climb, cook, dance my favourite	Fast, wonderful Vocabulary from the story (e.g. shoe, rain, whisper, door, kiss, thunder, butterfly, lightning)

Unit	Time						
UNIT 18	**2 x40**	Pupils should be able to: express possession		Pupils should be able to reflect on progress	He's got/She's got/It's got … He/She/It hasn't got … Classroom objects, animals, members of the family, rooms of a house colours	Possessive 's (e.g. It's Rose's) ball, doll, robot, car, kite	Whose ……… is it?
UNIT 19	**2X40**	Pupils should be able to: • identify vocabulary relating to different types of weather • name different types of weather • ask and answer about weather	Pupils should become familiar with: • a traditional rhyme • various proverbs about weather	Pupils should be able to: • infer meaning from gestures • apply selective attention • manipulate/act out information	I like.. / I don't like… Do you like..? Days of the week	What's the weather like? sunny, hot, cold, cloudy, rainy, windy, snowy	
PROJECT 'PUTTING ON A PLAY'	**1 X 40**	Pupils should be able to: • enjoy participating in a storytelling session • participate actively in a storytelling session • participate in a dramatisation of a story	Pupils should become familiar with a range of international authors and stories	Pupils should be able to: • manipulate/act out in order to assist knowledge retention • cooperate with each other • reflect critically on their work	title, author, characters, costume	stage, actors	
UNIT 20	**2x40**	Pupils should be able to: • identify and name the months of the year • ask and answer about when events such as birthdays and festivals are		Pupils should be able to: • cooperate with each other in carrying out tasks • use music and song to help retain vocabulary	I like …/ I don't like … Possessive case: ...'s his/her Family members	Months: January – December When is …?	

LESSON PLANS

UNIT 1

OBJECTIVES	
Language:	Pupils should be able to: • introduce themselves • respond to classroom instructions • recognize the letters of the English alphabet • introduce other people
Intercultural aspect:	Pupils should be able to: • sing an alphabet song • become aware of names from other cultures/languages • play the traditional game of "Simon says" • play the traditional game "I spy with my little eye …"
Learning strategies:	Pupils should be able to: • cooperate with others • feel comfortable and relaxed in the foreign language classroom

NEW LANGUAGE	
Production	
Comprehension	Open your books, close your books
RECYCLED LANGUAGE	*Greetings:* Good morning. / Fine thanks *Introductions:* I'm … / What's your name? / My name is … / This is … *Instructions:* Stand up/ Sit down// Listen/ Be quiet/ Jump/ Touch/ Run
MATERIALS	class puppet/s, alphabet song, photocopiable material (door sign, door hanger), flashcards (photocopiable material)
TIME	3 X 40 minutes

LESSON 1

	PROCEDURE
PRESENTATION/ REVIEW	• The teacher greets the pupils and encourages them to respond appropriately (e.g. Good morning? How are you?). S/he introduces him/herself "I'm …..", "My name is ….." and writes the sentence on the board. S/he then introduces the class puppet/s. "This is …". (The puppet/s can either be last year's puppet/s or a new puppet of the teacher's choice.) • The class puppet and the teacher ask the pupils to introduce themselves by asking the question "What's your name?". The pupils take turns to introduce themselves and are encouraged to use "My name is …..".

	- The teacher asks the class if they like songs and if they remember any songs from last year. They are encouraged to sing any song that they might prefer and any alphabet song that they learned last year.
	
	- The teacher introduces the pupils to a new alphabet song. S/he can choose any alphabet song from the many that are freely available on the Internet or the one found on the CD accompanying the textbook ('Friends' audio CD for Year 3). Recommended songs are:
	
	   - http://tinyurl.com/6c9pcnf (http://www.youtube.com/watch?v=BELlZKpi1Zs) this song can help pupils learn additional vocabulary and makes letter-word-sound connections
	   - http://tinyurl.com/7d8hbxx (http://www.youtube.com/watch?v=7XYQd_sJVzk)
	   - http://tinyurl.com/7u6fgex (http://www.youtube.com/watch?feature=endscreen&NR=1&v=rvNCmb9a6Qc)
	
	Tip: *The variety of alphabet songs recommended above can serve as a way to remind the pupils of the alphabet at different intervals. By introducing a new alphabet song every now and then, you can keep the pupils interest high. Keep the above songs in your repertoire and introduce them at different times.*

PRACTICE	- The pupils sing the new alphabet song. If the song selected has an accompanying video, they can view the video of the song with the help of a projector and sing it together with the teacher while doing the appropriate actions (if any). - Ball game: The pupils stand in a circle. The teacher starts by saying "My name is …" and then throwing the soft ball to a pupil. The pupil who catches the ball says "My name is …." and throws the ball to another pupil and so on. - The pupils sit down in a circle. The teacher writes "This is" on the board and asks if anyone can read it. S/he then completes the sentence by adding either a pupil's name or the puppet's name. The teacher goes round the circle and pats pupils saying "This is + name". If the teacher says the right name, the pupils say "Yes!" (or "Yes, it is.") but if the teacher makes a mistake, the pupils say "No" (or "No, it isn't.") and correct the teacher ("This is … ."). Pupils are encouraged to take the teacher's (or the puppet's) role and walk round the circle with the puppet patting their classmates on the back either saying the correct name or making

	deliberate mistakes.
	• Ball game: The pupils stand in a circle. The teacher throws the ball to a pupil and says the pupil's name, e.g. "This is Marios" (s/he throws the ball to Marios). The pupil who catches the ball throws it to another classmate, saying the classmate's name, etc.
PRODUCTION	• The pupils return to their seats and are given cards with their names on and name badges (see photocopiable material).
	Tip: *When you write the pupils' names on the cards, be aware of the fact that people write their names in different ways. If you are not sure how a pupil's name is spelled in English, let the pupil know – just in case his/her parents have a particular preference. The pupil may already know his/her family's preference (if any). If not, ask the pupil to check with his/her family, if there is such a preference.*
	• The pupils copy their name on the badge. To complete the badge they need to colour it, cut it and stick a safety pin at the back. Pupils can take the name badges at 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 up their own badge to put on (name recognition).
	Note: Although this activity may have also been done in Year 2, it is useful to repeat it at the beginning of the year as it helps the teacher get to know the pupils' names in addition to giving the pupils a chance to practise writing their name.
EVALUATION	• Pupils come to the front of the class, show their name badge and introduce themselves.

LESSON 2

PROCEDURE	
PRESENTATION/ REVIEW	• The pupils wear their new name badges. The teacher greets the pupils and invites them to start the lesson with the new alphabet song they learned in the previous lesson. A pupil can be invited to be 'the teacher' and point to the alphabet letters being sung (either on the board or on an alphabet poster).

	• The teacher sticks alphabet flashcards around the classroom and asks a group of pupils to come out. The teacher then gives instructions such as "Find letter A" and the pupils have to search for the card. The pupil that finds the card, takes it and the winner is the one that collects more cards. Once all the flashcards are found, the pupils sit down and the teacher asks the class to close their eyes. S/he places the flashcards in different positions and calls out a different group of pupils to play the game. • The class puppet comes to class and greets the pupils. The puppet tries to remember the pupils' names. It approaches a pupil and says "This is…. ". The teacher then says "Yes" or "No" accordingly. If the answer is "No", the teacher invites the pupil to introduce him/herself saying "My name is ….". The puppet continues identifying pupils and the pupils are encouraged to give feedback saying "Yes" or "No", while the pupil in question introduces him/herself where appropriate. • The teacher introduces the main characters of the coursebook (Rose, Omar, Alexis, Anna, Claudia and Datu) either using flashcards (see photocopiable materials) or using a PowerPoint presentation found at http://www.schools.ac.cy . If the teacher uses flashcards, then s/he writes sentences on the board, e.g. "This is Anna." linking each sentence to the relevant flashcard. The teacher asks pupils to guess where the characters are from, based on their names. This brief discussion might take place in L1, if necessary and the teacher can encourage the pupils to share other international names they might be familiar with either from the characters' countries or from other countries.
PRACTICE	• The teacher tells pupils that they are going to listen to the characters talking and that they should try and remember what names they hear. The pupils listen to the text of Unit 1 ('Friends' audio CD for Year 3). The teacher asks the pupils, if they would like to listen to it again and when they are ready they report what names they heard mentioned in the text. The teacher writes their answers on the board. **Tip:** *When there is a listening activity always offer the pupils the opportunity to listen to the text again. Sometimes more advanced pupils, may be ready after the first listening but ask them to keep their answer secret and allow the other pupils to listen again, if they need to.* • The pupils open their books and listen again to the text while following in their books.

	Pupils are asked to underline all the names in the text and compare those names with the names they reported after they listened to the text. • The teacher plays the recording again, pausing it after each sentence for the pupils to repeat
PRODUCTION	• The pupils choose one of the characters' names and write it on a card or in the back of their book without anyone else seeing it. Then pupils take turns to stand up and the rest of the class asks in chorus "What's your name?". The pupil responds saying the name on his/her card, e.g. "My name is Claudia.". • Pupils do activities 1 and 2 in the Pupil's Book. • The teacher introduces the variety of names which are used around the world. S/he can begin by telling pupils about names of her/his friends from other countries. This can lead to completing activity 2b by discussing about other people pupils know and the portfolio activity (see below). The activity can begin in this lesson and be continued either in the next lesson or at home, if the pupils want to ask their parents and friends to become involved. Pupils work on one of the portfolio options individually, in pairs or groups. It is important for the pupils to understand the concept and start thinking about the activity but it is not expected to be completed in this lesson as the pupils may need the support of their families. There will be also time to work on the portfolio activity in the next lesson. • Door hanger/door sign: The teacher gives the outline of door hangers or door signs to pupils, according to what they choose to make (use the photocopiable material, preferably printed on card). Pupils write their name and decorate their door hanger or door sign. If the pupils want to write more – in addition to their name - they can be helped to do so. Sample ideas: "My name is Maria Princess Maria!" **"My name is Petros: THE KING!"**
EVALUATION	• Evaluation takes place through observation of the pupils during all the activities above. Teachers are encouraged to keep notes on the pupils' performance for their records.
PORTFOLIO	• These ideas can be used for the portfolio section "Other

Cultures and Languages". Pupils can work individually, in pairs or in groups.

Option A:
- Pupils write names from other cultures which are familiar to them (friends, relatives, famous people, etc.), e.g. :
Antje – Germany
Jennifer – the USA
Oscar – Spain
Bakil - Yemen

Option B: Pupils choose one or two countries and find a few names from each country (the websites http://www.20000-names.com or http://baby-names.adoption.com can be helpful). Discussion about the meaning of the names can take place in L1.

Example for option B:

Germany

Girls	Boys
Antje (Anna)	Leopold (bold leader)
Angelika (Angelic)	Johann (god's gift)
Bernadette (Bold as a bear)	Norbert (blond hero)
Gretchen (little pearl)	Roderick (famous one)

Armenia:

Girls	Boys
Altoon (gold)	Emin (faithful)
Anahidn (pure)	Armen (from Armenia)
Arpi (sun)	Ishkan (prince)
Anoush (sweet)	Bedros (a rock)

Option C: Pupils choose one or two names from their L1 and find which countries have equivalent names. The pupils can use their own knowledge as well as resources such as their teacher, classmates, the Internet, etc.

Example for option C:

| *Γίαννης*	
Irish	Sean
English	John
Italian	Giovanni
Spanish	Juan
French	Jean

	Latvian Russian Arabic	Janis Ivan Yahya

If teachers are interested in learning more about names, they can visit: http://www.meaning-of-names.com or http://www.behindthename.com or http://publicintelligence.info/ROCICInternationalNames.pdf

This is also a good time to fill some sections from the portfolio (ELP) section on "Other Cultures and People".

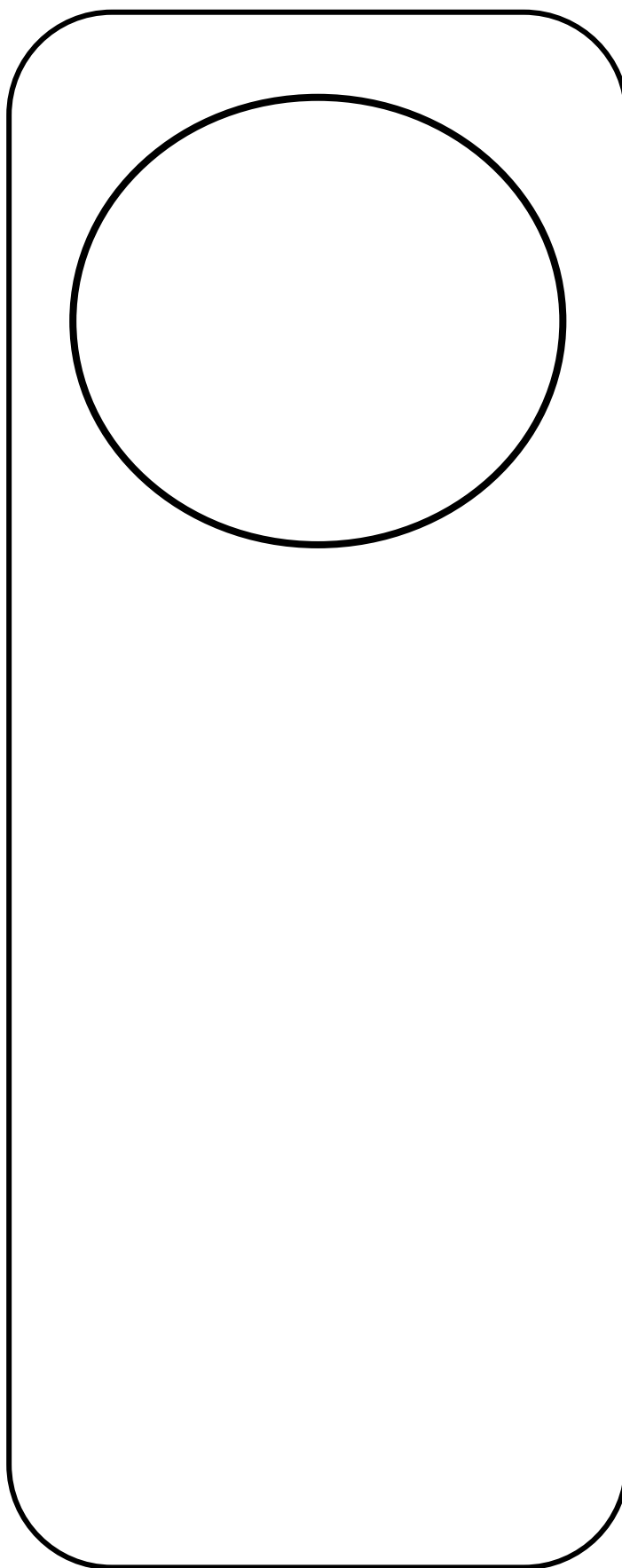| **CROSS-CURRICULAR LINKS**	• Art: Door hangers and door signs can also be designed and decorated during Art. Designs or drawings based on the pupils' names can also take place during Art.

LESSON 3

PROCEDURE

REVIEW / PRESENTATION	• The teacher greets the pupils and invites them to remember the names of the new characters. • The pupils listen to the text again (Unit 1) and are then divided into four groups. Each group takes on the role of one of the characters and they read the text. • S/he then asks pupils about progress on their portfolio task about names and invites individuals, pairs or groups to present their work to the class, while letting them know that they can also work on their project today. • 'Simon says": The pupils play a "Simon says" game with the teacher using the following instructions and more: Listen / Stand up/ Sit down/ Be quiet/ Jump/ Touch/ Run. The instructions 'open your books' 'close your books' can also be introduced at this point as useful language to be used throughout the course. • Flashcards showing the various actions (see photocopiable material) are placed on the board and the instructions are also written next to/under each flashcard. The pupils read the action words in chorus.

PRACTICE	• The teacher removes the flashcards and invites the pupils to read the words without the support of the visuals.
	• The teacher then points to different action words on the board (without the pictures) and the pupils respond to the instructions by doing the actions.
	• Pupils are asked to place the flashcards back in the right place (next to the matching instruction).
	• Pupils do activity 4 of the Pupil's Book and activity 4 of the Activity Book.
	• Pupils sing the alphabet song (any one of their choice).
	• Pupils are divided into two teams. Different alphabet letters are written on the board but they are mixed up. Each letter that appears, appears both as a capital letter and as a small letter, e.g:
	A E m c
	a
	n
	C M N e
	The teams take turns to send a pupil to match two letters. Each time a pupil matches two letters, his/her team gets a point.
PRODUCTION	• The pupils do the listening activity in their Activity Book (activity 5). The activity is a dot-to-dot activity but the pupils have to listen to the teacher (or the recording) before deciding what letters to join.
	The recording can be found on "Friends" audio CD for Year 3. Alternatively, the teacher can give the instructions using the transcript below:
	A – B – E – Y – V –D – F – J – M – G – K – L – N – C – I – H – P – R – Q- X – W – O – U – T – Z – S – K
	• The pupils work in their Activity Book to complete the rest of the activities while the teacher offers support and help wherever needed.
	• Those who finish can continue working on their portfolio project.
	• Finally, the pupils can play "I spy'. The teacher begins by saying "I spy with my little eye something beginning with B."

	S/he makes the sound /b/ and also writes the letter on the board. S/he then invites the pupils to guess what she is spying. This game will help pupils remember already known vocabulary. Names can also be used at this point due to the still limited vocabulary of the pupils. Pupils can also be encouraged to come out and 'spy' words for the others to guess.
EVALUATION	• If there is time, pupils can play "Simon says" again, this time with volunteer pupils giving the instructions. • Evaluation is ongoing and pupils' progress is noted by the teacher in his/her records. • The teacher can explain to pupils what the self-assessment forms are for and how they can be used. S/he helps the pupils complete the form for this unit.

Remind pupils to bring old magazines and newspapers for the following lesson

Hello! I' m

_____

Hello! I' m

_____

Hello! I' m

_____
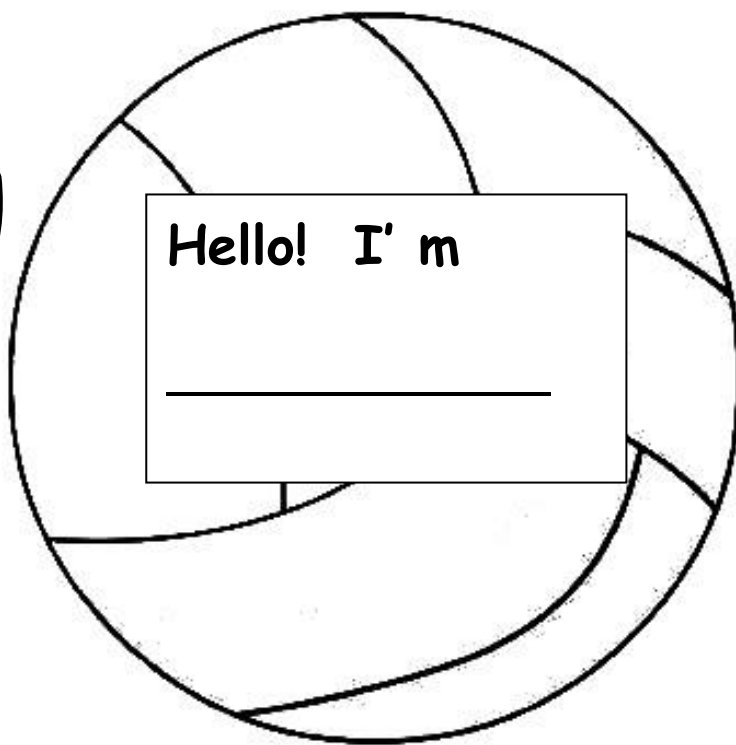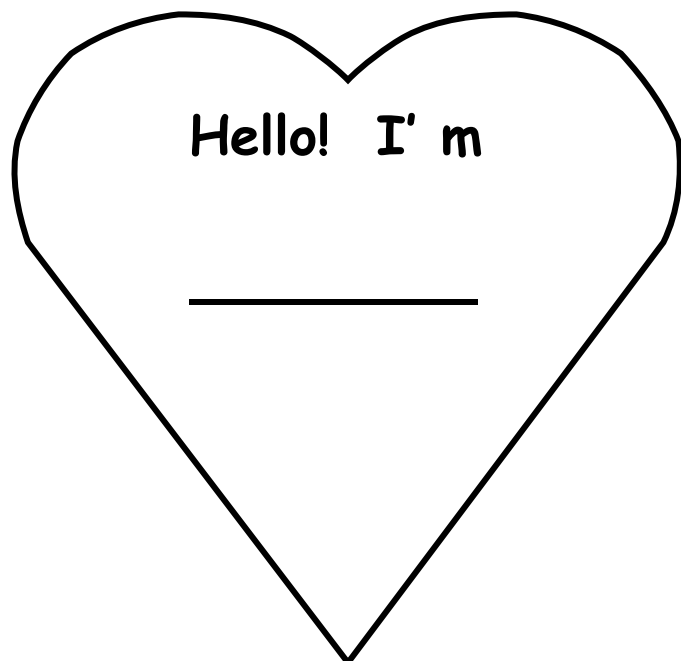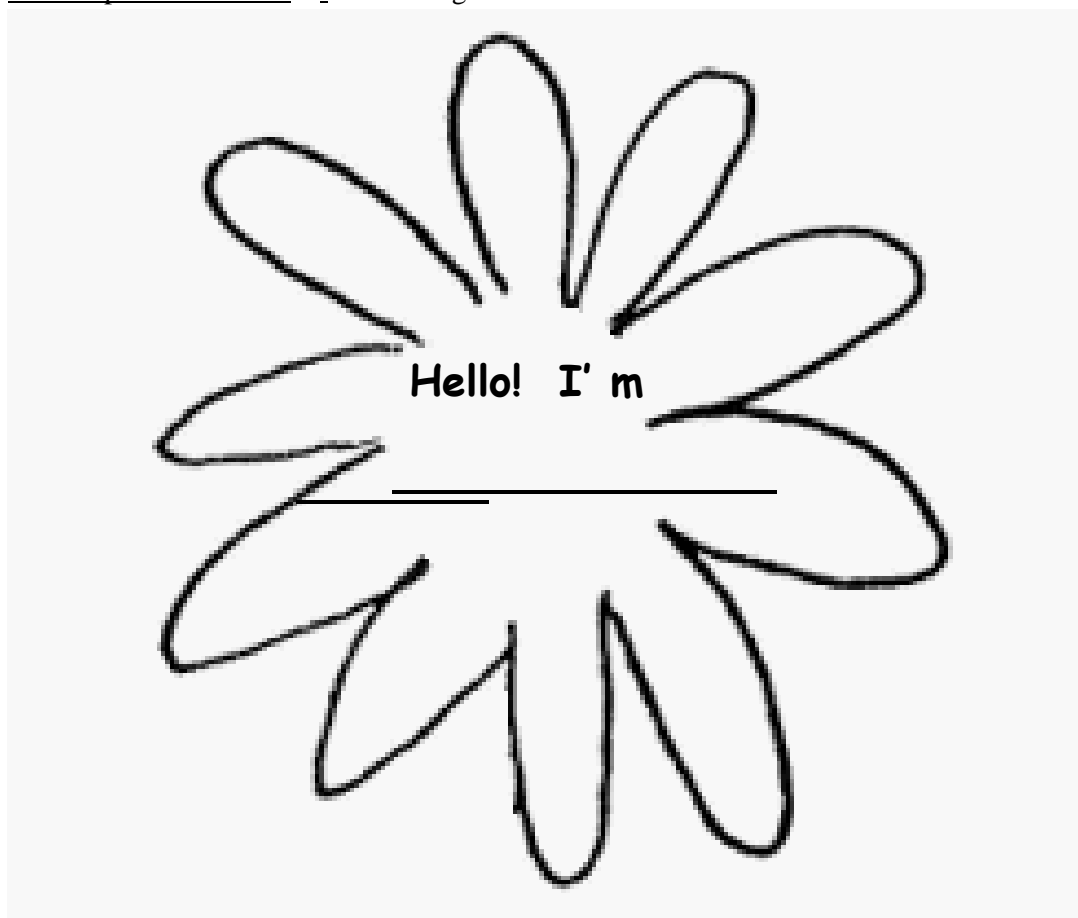
Photocopiable Material: Door hanger cutout.
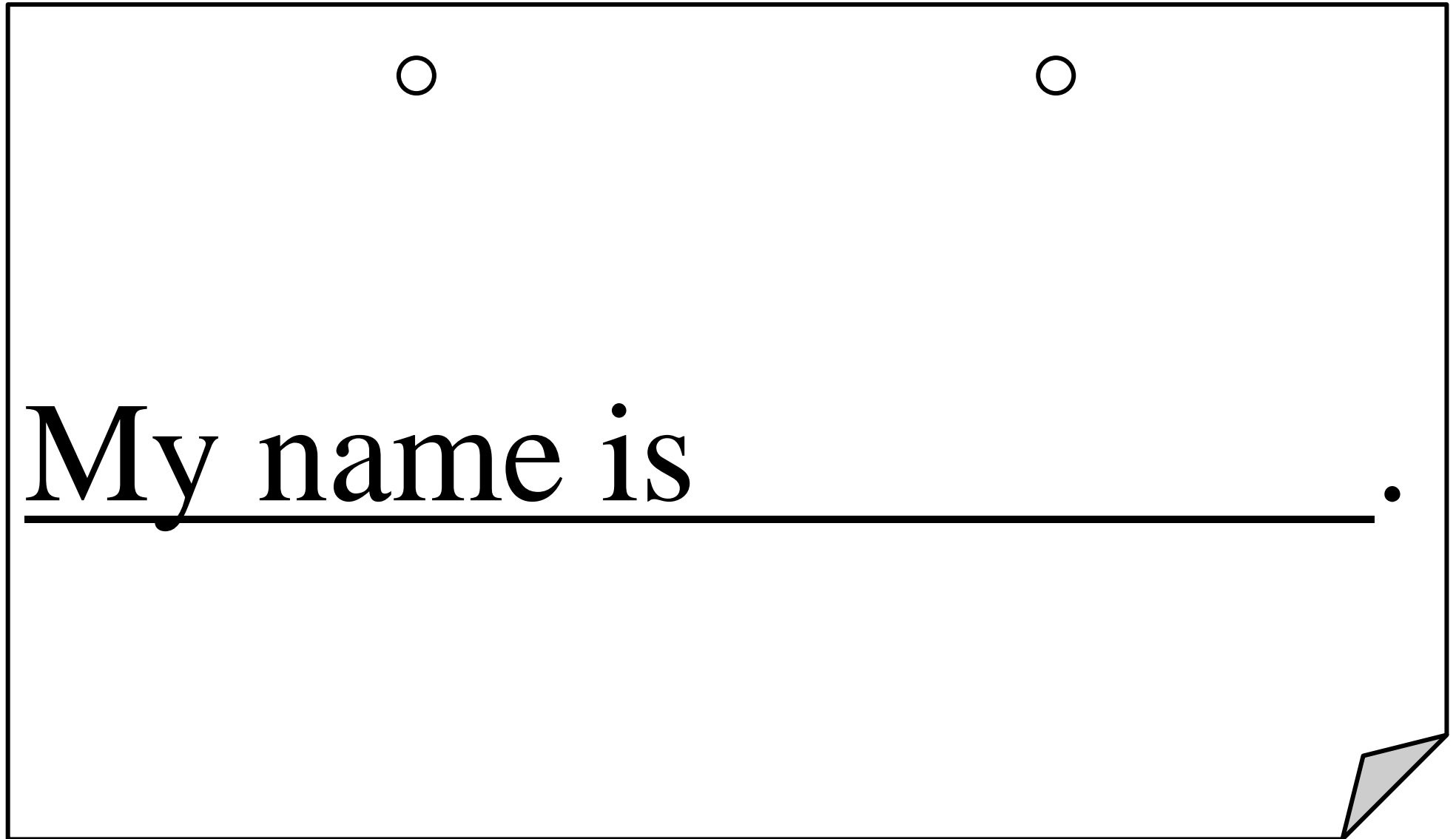
My name is _____ .
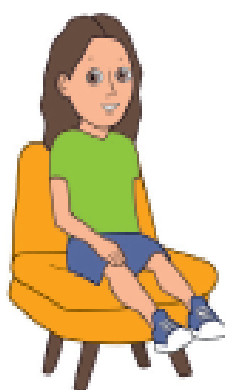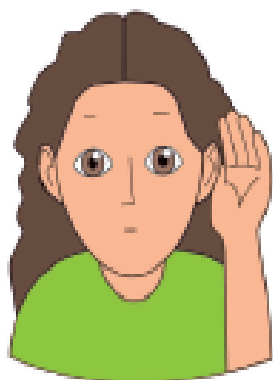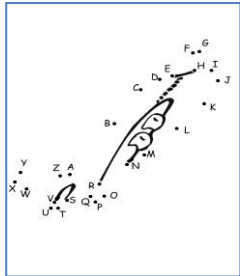
Photocopiable material: Flashcards
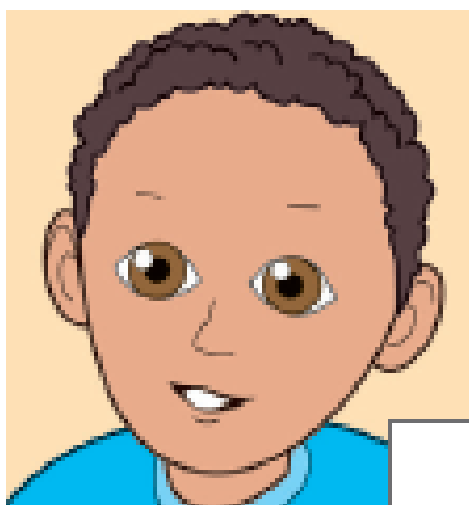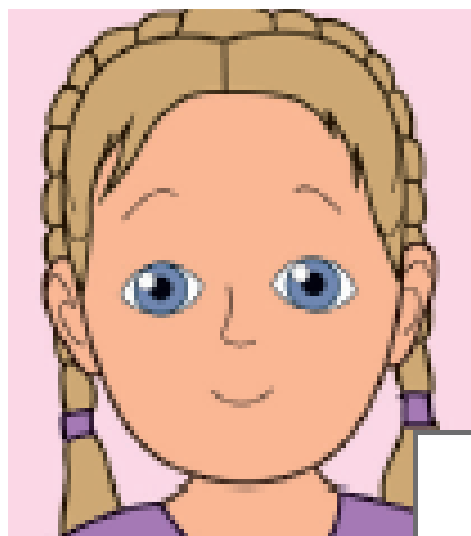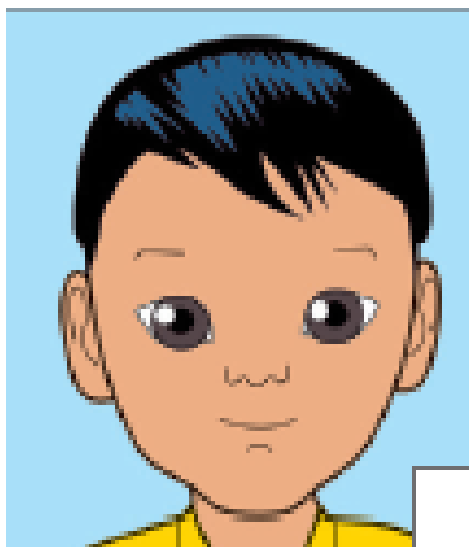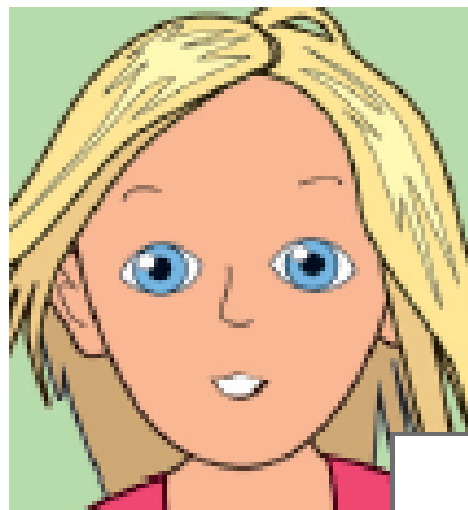
PROJECT UNIT 'ENGLISH AROUND US'

OBJECTIVES	
Language	Pupils should become aware of: • the large number of English words which they already know • the existence of English words in our everyday lives
Intercultural Aspect	Pupils should become aware that languages interact with each other.
Learning Strategies	Pupils should be able to: • cooperate with each other • ask for help as regards the spelling of words ("How do you spell ….?"
NEW LANGUAGE	"How do you spell …. ?"
RECYCLED LANGUAGE	'What's your name?' ' My name is …' A range of vocabulary items learned in the previous year
MATERIALS	A3 cards, old magazines and newspapers, presentation from http://www.schools.ac.cy , glue, scissors, small blank cards, online activities – see lesson plan
TIME	1 X 40 minutes
	PROCEDURE
REVIEW	• Pupils begin the lesson with an alphabet song they like. • Ball game. A pupil throws the ball to another pupil and asks "What's your name?". The pupil who catches the ball replies "My name is ...." and so on. The pupils can choose whether they want to play the game using their real names, the characters' names, other international names (inspired from their portfolio project in the previous Unit), or imaginary names.
INTRODUCTION TO THE PROJECT	• The teacher shows a presentation about 'English around us'. The presentation involves pictures from objects and street signs around Cyprus (presentation found at http://www.schools.ac.cy). The teacher asks the pupils if they know what each word means. • Pupils then brainstorm words they already know in English. These can be words they learnt last year or words from their surroundings. e.g. pizza, hamburger, computer, internet, basketball, cinema, wings, shampoo, etc. • The teacher gives each pupil a card. Pupils choose one word from all the words they know (perhaps their favourite word) and are asked to write it on the card. If they don't know how to

	write it, the teacher helps them write it and introduces the question "How do you spell ….?" for the pupils to use. The pupils then stick their word cards in a section of the classroom wall or classroom notice board which the teacher labels "Word Wall". **Tip:** *The phrase "How do you spell ....?" e.g. "How do you spell giraffe?" is a very useful phrase and an important learning strategy (knowing how to ask for specific help). The teacher should encourage the pupils to use it throughout the course and write/stick the phrase in a prominent place in the classroom so the pupils can refer to it.* • The teacher draws the pupils' attention to the words on the word wall and explains that they can add words there whenever they learn more vocabulary. The teacher invites the pupils to play an "I spy" game using the words that are now posted on the "Word Wall". **Tip:** *The "Word wall" is a good technique to use throughout the year. It can be used to remind pupils of new vocabulary when they are just learning it or to help them revise previously learned vocabulary, as in the "I spy" game above.*
PROJECT WORK	• Pupils look at activity 1 in "English Around Us' in their Pupil's Book and discuss where the signs were found. • Pupils look at the "English Around Us" poster in the Pupil's Book and try to identify words they can recognize or discuss where they think the cuttings came from. • Pupils work in pairs or in groups and use the old magazines or materials they brought from home to create their own "English Around Us" poster by sticking the various pictures they found on an A3 card. The teacher may also have a selection of digital pictures in a folder on the class computer/s and depending on how many computers there are in the classroom, one or more groups can work to create a PowerPoint presentation similar to the one used in the presentation stage. • Fast finishers: Pupils who finish early can be given alphabet dot-to-dot activities downloaded from http://bogglesworldesl.com/connect-dots.htm such as the one below:

	or play interactive alphabet games at the following sties: http://www.playkidsgames.com/games/beeGame/bee.htm http://www.playkidsgames.com/games/letterFire/lfire.htm OR • Pupils, pairs or groups who finish their poster, can choose one alphabet letter. They are then given A3 cards and they draw/write the letter in the middle. They then work from old magazines and newspapers so as to find pictures of words which begin with that letter. They stick the pictures on the card around the letter and can ask the teacher to help them label each picture.
FEEDBACK	• When pupils finish their projects, they take turns to present them to the class. The class can guess where the cuttings come from, for each of the posters presented. Poster projects can also be placed around the classroom for the pupils to view and later on can be moved to public areas of the school.
PORTFOLIO	• The pupils' projects can be photographed and included in their portfolio. The pupils can add comments to accompany their work. Possible comments can be: "I know words which begin with the letter …" (alphabet letter project) or "I can recognize English words around me' (English around us project). • The teacher can also link this Unit with the 'my language sources' section of the portfolio and get the pupils to brainstorm other sources of English in their everyday lives.
CROSS-CURRICULAR LINKS	• During an excursion or a walk in the neighbourhoood the pupils take pictures of signs in English and then present their findings during the next English lesson.

UNIT 2

OBJECTIVES	
Language:	Pupils should be able to: • identify classroom objects • name classroom objects
Intercultural aspect:	
Learning strategies:	Pupils should be able to: • to make predictions • to make guesses based on previous knowledge
NEW LANGUAGE	
Production	What is it? desk, computer, chair
Comprehension	
RECYCLED LANGUAGE	Classroom objects: board, pencil case, sharpener, rubber, book, pen, pencil, ruler, school bag What's this? It's a … Is it a …? Yes, it is/No, it isn't.
MATERIALS	'Friends' audio CD Flashcards showing classroom objects and small game cards showing classroom objects (e.g. from http://www.mes-english.com/flashcards/classroom.php) PowerPoint presentations found at http://www.schools.ac.cy
TIME	2 x 40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	• The teacher holds flashcards of the school objects that pupils were taught in the previous years (see recycled language above) and flashcards showing new vocabulary. S/he holds them in a way that pupils can only see part of the picture and asks each time "What is it?" Pupils reply and the teacher encourages them to use "It's a/an…". The pupils repeat the words in different ways (e.g. quickly, loudly, etc.). The teacher also writes the question: "What is it?" on the board. S/he places the flashcards on the board

	and writes "It's a/an…" along with the appropriate word each time. • The teacher shows the flashcards again, each time asking the pupils "Is it a …?" and revising "Yes, it is.", "No, it isn't.". The presentation can also be done with the help of the game found at www.schools.ac.cy (Unit 2-game 1).
PRACTICE	• The teacher changes the place of the pictures and/or distributes them to pupils. Pupils are then asked to match them with the sentences on the board. • The teacher removes the pictures from the board and leaves the sentences. S/he numbers the sentences and asks the pupils to read the one with the number that s/he calls out. Each time a sentence is read, the picture is placed back on the board. • The pupils play an "I spy" game with the pictures which are on the board. • The teacher presents the following picture found at www.schools.ac.cy (introduction to text) and pupils are encouraged to say what they can see. The teacher explains that the children are playing a card game (guessing game).
PRODUCTION	• The teacher tells the pupils that they are going to listen to the characters playing the game and that they should listen carefully to the text to find out which school objects are mentioned. The pupils listen to the text ('Friends' audio CD for Year 3) one or more times and then they report what objects they

	heard in the text. The teacher writes their answers on the board.
	• Pupils open their Pupil's Book and listen again while following in their books. They are then asked to underline the school objects mentioned. They compare their answers (on the board) with the text and self-assess their earlier responses.
	• Pupils number the speech bubbles. The teacher reads a speech bubble and pupils say what number it is.
	• The teacher reads and stops mid-sentence. Pupils are asked to continue from where s/he stops.
	• The teacher calls out a number and pupils read the appropriate speech bubble.
	• Pupils do the listening activity (activity 2) in their Pupil's Book. They listen to the text and √ the correct answer. The transcript is as follows:
	-Number 1: What is it? Is it a book? No, it isn't. Is it a board? Yes, it is. *-Number 2: What is it? Is it a chair? Yes it is.* *-Number 3: What is it? Is it a pencil? No, it isn't. Is it a rubber? No, it isn't. What is it then? It's a desk.*
	• Bingo: Pupils circle five items from the pictures included in activity 2. The teacher calls out words and each time a pupil hears a word that s/he has circled s/he puts a √ next to the picture. When a pupil has all his/her circled words called out by the teacher, s/he shouts Bingo. The first one to call "Bingo!" is the winner.
	• Pupils complete activities 1 and 2 in their Activity Book.
	Tip: *Remember to add the new and recycled words on the 'Word Wall'. You can assign this task to a group of pupils who can each prepare a word label to add on the word wall.*
EVALUATION	• Evaluation is ongoing and takes place through observation of the pupils while they are carrying out the above activities.

LESSON 2

	PROCEDURE
PRESENTATION	• Progressive drawing. The teacher progressively draws one of the school objects on the board and pupils are asked at each stage of the drawing to guess what it is. They are encouraged to use "Is it a…?". The game can also be played with the PowerPoint presentation found at www.schools.ac.cy (Unit 2-game 2) • The teacher writes the school objects on the board and pupils read the words in chorus. • The teacher points to a word on the board and 'reads' it. The pupils listen and if the teacher reads the word correctly, they touch their nose. If the teacher makes a mistake, they touch their head, e.g.: Teacher: It's a desk. (points to the word 'chair') Pupils touch their heads Teacher: It's a desk. (points to the word 'desk') Pupils touch their nose.
PRACTICE	• Flashcards are distributed to pupils who then match them to the right word on the board. • The teacher removes the flashcards from the board and asks a pupil to come out and pick one without showing it to the rest of the class. The pupil asks the class "What is it?" and the other pupils guess by asking "Is it a...?". The pupil who finds the object comes out and picks a new card. • Pupils open their Pupil's Books and listen to the text while following in their books. The teacher then divides them into 4 groups. Each group takes on the role of one of the characters and read the text in chorus.
PRODUCTION	• The teacher tells the pupils they are going to play the game that the characters in their book were playing. The game can be played in groups or pairs. They pupils are given small game cards with school objects. The cards are placed face down. Pupils take turns to pick up a card. Each time a pupil

	picks a card, s/he asks "What is it?". The others need to find what is on the card by asking 'Is it a…?'. The one who finds the object, keeps the card. If no one finds it, the pupil who asks the question keeps the card. **Tip:** *It is always helpful for pupils, if they can see a model/example of what is expected of them. Before pupils play the game in their groups, you can play the game with one or two pupils for the class to see.* • Pupils complete activities 1 and 3 in their Pupil's Books and the rest of the activities in their Activity Book. The teacher monitors and offers support wherever necessary. • Fast finishers, can play a memory game on the computer found in the CD Rom "Αγγλικά Δ εώς Στ Δημοτικού", which is available at all schools. The game can be found in the "Level 1-Activities" link.
EVALUATION	• Board game: The pupils play the board game (activity 5 in their Pupil's Book). The game can be played in pairs or groups. Each time a pupil lands in a square, the others in the group ask him/her: "What is it?". The pupil responds "It's a …". If s/he responds correctly, s/he can stay in the square. If not, s/he has to return to his/her previous position. **Tip:** *The pupils can understand how to play the game, if first you play the game with the class (or with one or two pupils) while the board game is projected on a screen using a projector.* • After the board game, pupils can work on their self-assessment forms.

UNIT 3

<table>
<tr><td colspan="2">OBJECTIVES</td></tr>
<tr><td>Language:</td><td>Pupils should be able to:

identify and name the colours taught
identify and name the feelings taught
express how they feel
follow and participate in a children's story
</td></tr>
<tr><td>Intercultural aspect:</td><td>Pupils should:

come into contact with foreign language literature ('My many coloured days' by Dr Seuss)
become aware of how different cultures have different associations in relation to colours.
</td></tr>
<tr><td>Learning strategies:</td><td>Pupils should be able to:

predict what's going to happen next in a story
use imagery
relate information to personal experience
</td></tr>
<tr><td colspan="2">NEW LANGUAGE</td></tr>
<tr><td>Production</td><td>Feelings: bored, angry
Animals: bee, owl, dinosaur, wolf, seal</td></tr>
<tr><td>Comprehension</td><td></td></tr>
<tr><td>RECYCLED LANGUAGE</td><td>Colous: red, yellow, pink, orange, purple, green, blue, brown, black, white, grey
Feelings: happy, sad
Animals: horse, bird, bear, fish, flamingo
I like …
Days of the week
School objects (e.g. pen, pencil, book, ruler, rubber)
How do you spell?</td></tr>
<tr><td>MATERIALS</td><td>Flashcards for feelings and colours from: http://www.eslflashcards.com (emotions Flashcard set C and colour flashcards) or esl-kids.com (colours and feelings)
Song "I can sing a rainbow": http://tinyurl.com/6eelz2u (for a faster paced version) or http://tinyurl.com/2cdkyy2 .
Photocopiable materials, storybook "My many coloured days" ,
"Friends" audio CD for Year 3, soft ball, mini-whiteboards, interactive activity at http://www.schools.ac.cy</td></tr>
<tr><td>TIME</td><td>3 x 40 minutes</td></tr>
</table>

LESSON 1

<table>
<tr><td colspan="2">PROCEDURE</td></tr>
<tr><td>PRESENTATION</td><td>

The teacher reminds the pupils of the rainbow song, which they learned in year 1 ('I can sing a rainbow'), and pupils are encouraged to sing along. The teacher can use video clips to
</td></tr>
</table>

remind the pupils of the song and to support them while singing. Recommended video clips are: http://tinyurl.com/6eelz2u (for a faster paced version) or http://tinyurl.com/2cdkyy2.

The teacher can give the pupils blank cards and ask them to colour the cards in one of the colours of the song. The pupils then listen to the song again and sing along. Whenever they hear the colour on their card mentioned in the song, they lift the card up. All the pupils lift their cards up during the lyrics 'I can sing a rainbow'.

- When the song ends the teacher asks the pupils to say the colours that were included in the song. Each time a colour is mentioned the teacher shows the appropriate flashcard, puts it on the board and writes the colour next to it. The teacher asks the pupils to say any other colours that they might know. These are also written on the board.

- The teacher calls out a colour and the pupils touch something of that colour.

- The teacher numbers the target words (see recycled colours). S/he then calls out various numbers and pupils read the word with the number called out by the teacher.

PRACTICE	- The teacher mixes up the flashcards and pupils are then asked to match them with the words. - The teacher writes the first letter or the first two letters of each colour and pupils are asked to say which colour it is. - The teacher asks the pupils how they feel. (e.g. How do you feel today?) S/he says how s/he feels (e.g.happy or sad/angry/bored) and gives a reason for that e.g. "I'm very happy today. My friends are coming to see me". The teacher can use the class puppet to present more feelings. The class puppet can, for example, say: "I'm sad today. I lost my cat. I can't find my cat. I'm sad. No, I'm angry… Where did my cat go? Why did it go away?" (meaning is supported through intonation, facial expressions and gestures). All the target words depicting feelings are written on the board. Pupils read them and mime each feeling using facial expressions and/or movements that can accompany each feeling. - The teacher presents flashcards showing people with different feelings. S/he asks pupils how they think the people feel e.g. "Look at this man. Is he sad? Is he angry? What do you

	think?" If pupils don't know the feeling, the teacher can say the word. If there are new words, that weren't introduced in the previous activity, they are added on the board.
	• The teacher mimes different feelings and pupils are encouraged to identify them.
	• The teacher calls out feelings and pupils mime them using the appropriate gesture/facial expression. Then, the teacher shows a word on the board (without reading it) and pupils mime the feeling.
	• The teacher introduces a jazz chant (below) which can be found on 'Friends' audio CD for Year 3. The teacher supports comprehension of the chant by accompanying it with gestures (e.g. frowning/looking sad for "I feel down').
	Red, Yellow, Green, Blue I'm happy. What about you? Orange, Pink, Black, Brown. I'm sad. I feel down. Red, Yellow, Green, Blue I'm happy again. What about you?
	The teacher writes the jazz chant on the board so that the pupils can engage in shared reading and can be supported in saying the jazz chant. The pupils can then sing the jazz chant either as a class or divided into two groups so that one group asks, the other responds and vice versa.
PRODUCTION	• The pupils work in groups to create their own variety of the above jazz chant, e.g. by changing colours and/or feelings. If pupils want to they can also create completely new jazz chants as long as they use a few colours (e.g. four colours) and a few feelings (e.g. two) in the jazz chant. Pupils present their jazz chants to the class and encourage their classmates to join them. • The pupils can play a pelmanism game with colours and feelings. The game can be played with cards on the board (using words and images) or can be played using the interactive game available at http://www.schools.ac.cy . To play the game with cards you'll need two sets of cards. A set of picture cards and a set of matching word cards. The class is divided into two groups. Two representatives from

	group 1 come up and choose two cards to turn around. Each time they turn a card around, they should say what the picture shows or read the word card. If the two cards are the same, they are collected by the pupils (or they get points if the game is interactive). If they are different, they are put back face down. Representatives of the next group take their turn and so forth.
	• Pupils complete activity 1 in their Activity Books.
	• If there is time, pupils can play 'Colour hunt': Pupils work in groups. Each group is given A4 cards in different colours. They are then asked to look on their desks and around the classroom and find school objects that have the colour that their group card is showing. They write the names of the objects on their cards (e.g. a sharpener, a rubber etc). The teacher allows around two minutes. When time is up a representative of each group announces what they have found. The winner is the group that managed to find the most objects.
	The pupils are reminded of the question "How do you spell ….? " so that they can ask for help, if they find objects but they don't know how to write them.
	Tip: *In order to support pupils who may not be able to write many words, each group can be allowed to draw some of the objects they find – provided that they also write down two or three words, too.*
	After the game has finished, the teacher can stick all the cards together and put them on the notice board. Alternatively, pupils with the help of the teacher can put the handouts together in such a way to make a colour chain or a colour booklet.
EVALUATION	• Pupils play a ball game in two parts. In the first part a pupil has the ball and says which colour s/he likes (e.g. I like red). S/he then throws it to another pupil who has to say what colour s/he likes, etc. In the second part the pupils throw the ball and make statements about feelings (e.g. I am sad).
	• While the pupils are carrying out the activities, the teacher monitors and can chat to pupils individually asking them questions to evaluate their progress on the lesson's targets.(e.g. can you read that word for me? How do you say angry in Greek?, etc.)
PORTFOLIO	• Pupils can be encouraged to record their jazz chants. The teacher can help them to do so at school or they can record their jazz chants at home. The recordings can be included in their portfolio.

CROSS-CURRICULAR LINKS	• <u>Maths:</u> During maths, the teacher can begin a lesson by asking the pupils how they feel and at the same time s/he can prepare a chart on the board to show the class results as regards feelings. e.g.:

<table>
<tr><td>Happy</td><td>Sad</td><td>Bored</td><td>Angry</td></tr>
<tr><td>8</td><td>4</td><td>3</td><td>2</td></tr>
</table>

Alternatively, the pupils can be asked to find out the information and create their own charts.

• <u>Art:</u> The teacher can ask pupils to identify colours in English or talk about colour mixing in English. Pupils can draw and colour a rainbow.

Pupils can also cut their rainbows and hang them around the classroom as decorative mobiles.

Alternatively, the pupils can create new ways of designing a rainbow such as using pipe cleaners (see below) or any other tools/materials they would like.

LESSON 2

	PROCEDURE
REVIEW	• The class puppet greets the pupils and says s/he feels very happy. S/he then asks the pupils how they feel. • The teacher mimes various feelings and asks pupils to identify the feeling s/he is miming. Each time the pupils identify a feeling, the teacher puts the relevant flashcard and writes the word on the board. Volunteer pupils are invited to come out and mime feelings for their classmates to identify. • The pupils sing the jazz chant they learned in the previous lesson. Pupils who may not have had a chance to complete and present their jazz chants, can do so now.
PRE-STORYTELLING	• The teacher tells the pupils (in Greek if necessary) that feelings are very often associated with colours and that different colours can represent different feelings for different people. They are encouraged to give such associations and say what different colours mean for them. • The teacher gives the pupils a small piece of paper and asks them to draw a face expressing a feeling and colour it with the colour they think suits that feeling (if necessary, the teacher can give clarifications for this activity in Greek). Pupils then show their classmates what they have done by reporting the feeling and the colour e.g. 'He is sad. He is blue.'. • The teacher introduces the fact that certain languages/cultures have associations between colours and feelings and gives the pupils some examples, e.g. in English the following associations are common: Blue = sad (I'm feeling blue) Red = angry Black = bad (a black day) Green = envy (green with envy) • The teacher asks pupils if they know of any other colour/feeling associations in other languages and these are discussed in class (in L1). • The teacher tells pupils they are going to listen to the coursebook characters talking with their grandma. S/he asks the pupils to guess

	how the characters will be feeling and the pupils' suggestions are written on the board. The teacher then asks pupils to listen and note down what feelings they hear ("Friends" audio CD for Year 3). Pupils can listen to the text a second time, if they need to and then they share their answers. They then listen again with their books open. They underline the feelings mentioned and check whether they were right. • The teacher asks the pupils whether they would like him/her to tell them a story. The pupils sit in a circle and the teacher shows them the book "My many coloured days". S/he asks them to look at the cover and say what they can see (e.g. what colours, etc.). S/he reads the title of the book and asks the pupils to remember the days of the week. Pupils are also asked to discuss what the book could be about. The teacher says that the book is about feelings and that our days can have different colours depending on the feelings we have. S/he then asks the pupils how they feel today and asks them to relate their feelings to colours, e.g. "I feel blue", "I feel yellow", etc. • The teacher asks the pupils to guess the colours that are mentioned in the book and writes the pupils' guesses on the board. S/he says to the pupils that some animals are also included in the book and encourages them to guess the animals too. These could also be written on the board.
WHILE-STORYTELLING	• The teacher tells the story. During storytelling the teacher can invite the pupils to discuss what they see in the pictures (colours, animals, etc.) and perhaps mime the actions (kick, flap wings, etc.) or discuss what the feeling is and maybe mime the feeling (angry, bored, happy, etc.). The teacher can also ask the pupils to guess what colour, animal or feeling comes next.
AFTER-STORYTELLING	• The teacher asks the pupils to recall the colours and animals that were included in the book. They check these against their earlier predictions which were written on the board and new words (e.g. new animals) are added. Pupils also try to relate the colours and animals to feelings. • The teacher puts coloured figures of the story's character in a bag (see photocopiable materials). The bag goes round from pupil to pupil while music is playing. Once the music stops, the pupil holding the bag picks a card from the bag and says how the boy feels (e.g. "I feel brown"). The class is encouraged to remember the feeling associated with the particular colour and also the animal that represented it in the story. The class can also mime how this was portrayed in the book (e.g. kicking, busy bees, etc.).

	• The teacher tells the story again and encourages pupils to participate more this time by making gestures and movements like the animals in the book and joining in the narration.
EVALUATION	• Evaluation takes place through observation of the pupils' reactions and participation in storytelling and other activities.
PROJECT WORK	• Keeping a Feelings' Diary (activity 3 in the Activity Book): pupils are asked to keep a feelings diary during the week and each day draw a face and colour it to show how they felt (they may draw several faces during the same day). This activity should be carried out on a volunteer basis, i.e. pupils should not be forced to keep a diary, if they do not want to. • Pupils who have friends or family who speak other languages can research colour associations in their languages by talking to their parents, friends or relatives and present their results in the next lesson. The relevant handout (see photocopiable maerials) can be a helpful structure for them to report their research. Other pupils who are interested in researching colour associations should also be encouraged to do so.
PORTFOLIO	• Pupils can add their knowledge of colour associations in different languages in their portfolio under the section "Other People and Cultures". The completed handout (see above) can also be included in the portfolio.

LESSON 3

PROCEDURE	
REVIEW	• The teacher asks the pupils how they feel and invites them to sing the jazz chant together. If pupils want to sing the jazz chants they created, they can do so, too. • Pupils present what they have noted so far in their Feelings' Diary. They can, for example say: "On Monday I am blue. I am sad". The teacher encourages them to continue for the rest of the week. • The teacher assists the pupils in remembering colour associations which exist in the English language whereas pupils who might have researched colour associations in other languages are invited to present their findings to the class, using L1 where necessary. If pupils have not managed to find any associations, the teacher can give them some information so that they can fill in their handout for their portfolio. They should, of course, already be able to add the colour associations which were discussed in class as regards the

	English language. Useful websites for more information about colour associations are: http://en.wikipedia.org/wiki/Color_in_Chinese_culture http://webdesign.about.com/od/color/a/bl_colorculture.htm.
WHILE-STORYTELLING	• The teacher tells the story again and encourages pupils to participate. Pupils are also encouraged to say a day of the week that they felt the same way as the character. The teacher could ask them "When did you feel purple? When did you feel sad? Which day of the week did you colour purple?". Please note that this is language which is supported by gestures and facial expression and the pupils are not expected to produce the past simple tense.
AFTER-STORYTELLING	• The teacher gives out mini-whiteboards to pupils (in pairs or groups). S/he then shows different scenario cards (see photocopiable materials) and asks pupils to discuss with their partner or group how they would feel in that situation. The pupils write their feeling down on their mini-whiteboard and hold it up when the teacher asks them to report back. They are encouraged to use both feelings and colours. **Tip:** *A mini-whiteboard can be easily made by laminating an A4 paper or by inserting a blank paper in a plastic A4 paper pocket.*
PRACTICE	• Pupils carry out the listening activity (activity 4a and 4b) in their Pupil's Book. The recording can be found on "Friends" audio CD for Year 3. The transcript is as follows: *Number 1: Hello! I am happy today. I am orange,* *Number 2: Today I feel very sad. Colour me purple.* *Number 3. I am so angry today. Can you colour me black?* *Number 4. Today I am like a bee. Busy and yellow.* *Number 5: I feel so down today. I think you should make me brown.* *Number 6: I am so bored today. Can you make me grey please?* **Tip:** *You may not want to wait for pupils to colour the complete figure during the listening activity. In this case, you can ask the pupils to draw a line or two of the colour they think the figure should be in (based on the listening). After the listening is over, they can spend time colouring in the picture.* *If you want to wait for them to colour the picture, you can pause the recording for them to do so.* • After the pupils finish their colouring they can proceed with the writing the colours under the figures.
PRODUCTION	• Pupils continue with activities 2 and 3 and 4 in their Pupil's Book as well as activity 2 in their Activity Book. The teacher monitors

	the activities and offers help whenever needed.
	• If there is time, the pupils write a small piece about how they feel, based on the story (see photocopiable materials). The teacher can first write her piece on the board so that the pupils can use it as an example.
	Example:
	On Mondays I feel pink! Like a flamingo I'm very happy!
	Pupils can then work on their own. If they like, they can illustrate and decorate their work at home and in the next lesson their work can go up on the notice board.
EVALUATION	• Simon says: The teacher uses instructions which involve different animals or feelings from the story.
	Example: Simon says be like a busy bee. Simon says be like an angry wolf. Simon says show me sad.
	• Pupils can work on their self-assessment forms.
PROJECT WORK	• "What colour do you feel today?" project: Pupils are given a blank piece of paper and are asked to draw an animal and colour it in order to show how they feel. They are also encouraged to decorate it with different shapes and drawings in order to express their feelings better. Pupils are also assisted to write a sentence under their picture e.g. "Today I feel blue." Pupils' drawings can be put on the notice board (see picture below) and then included in their portfolios.
	The pupils' drawings can also be scanned and inserted in PowerPoint or another programme so that a presentation may be created. This presentation can either go on the school's website or included in the pupils' portfolios. If it is possible, the pupils can also be recorded reading their sentence when their drawing is showed in the presentation.

| **PORTFOLIO**	• Pupils can include the piece they wrote about how they feel in their portfolio. They can also write a little note, either in the L1 or in the L2, with the help of the teacher as regards why they chose that particular piece of work and what they have learnt by doing the activity.
CROSS-CURRICULAR LINKS	• Art: Pupils can work on the project "What colour do you feel today?" (see above). • Music: Pupils can work with various types of music and identify the feelings it generates. Pupils can also work with various instruments and create music which expresses feelings which can be specified by the teacher. • Physical Education: Interpretive dance. Pupils listen to music which evokes different feelings and try to interpret these feelings through dance. They then report what feelings they were interpreting.

On _____ I feel _____

Like a _____

I am very _____ .

Name: _____ Class: _____

Photocopiable material: figures based on the story
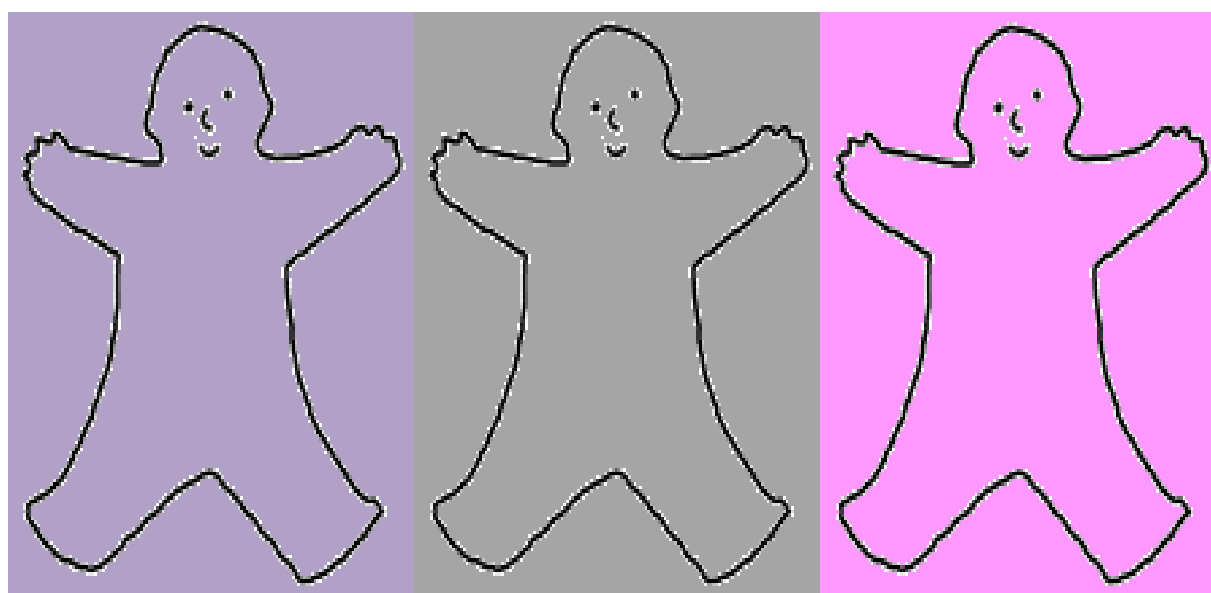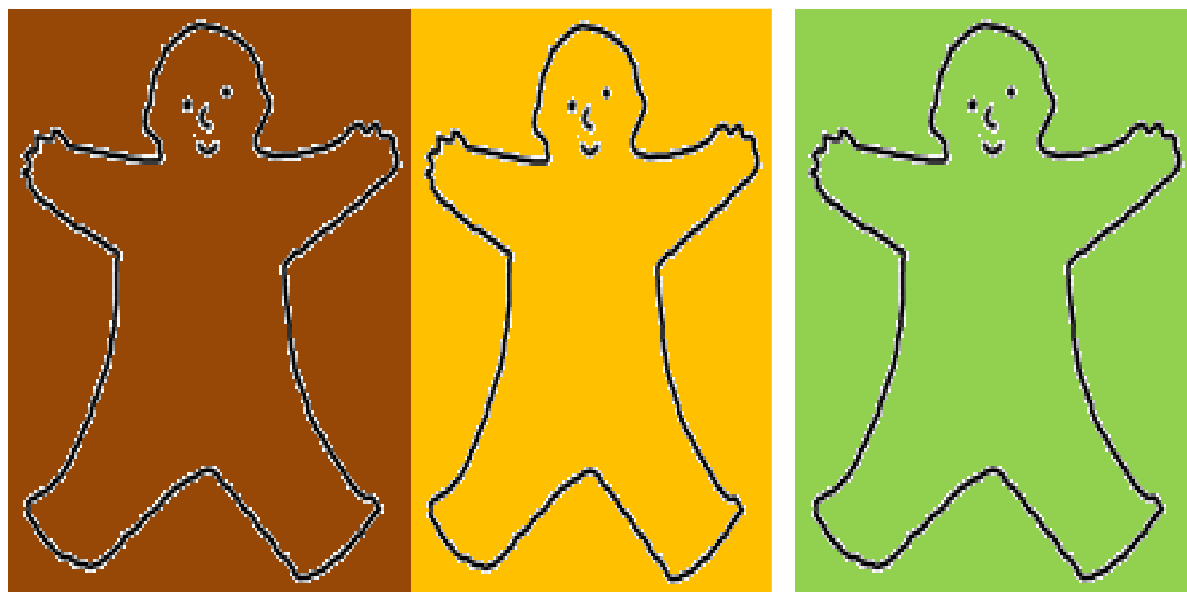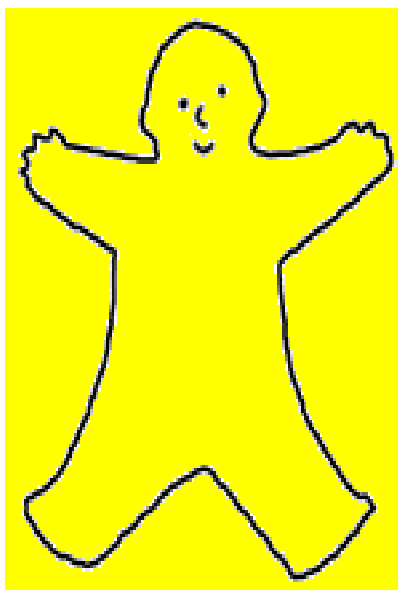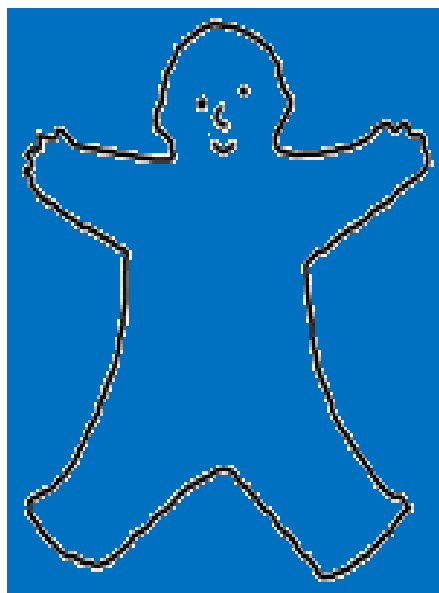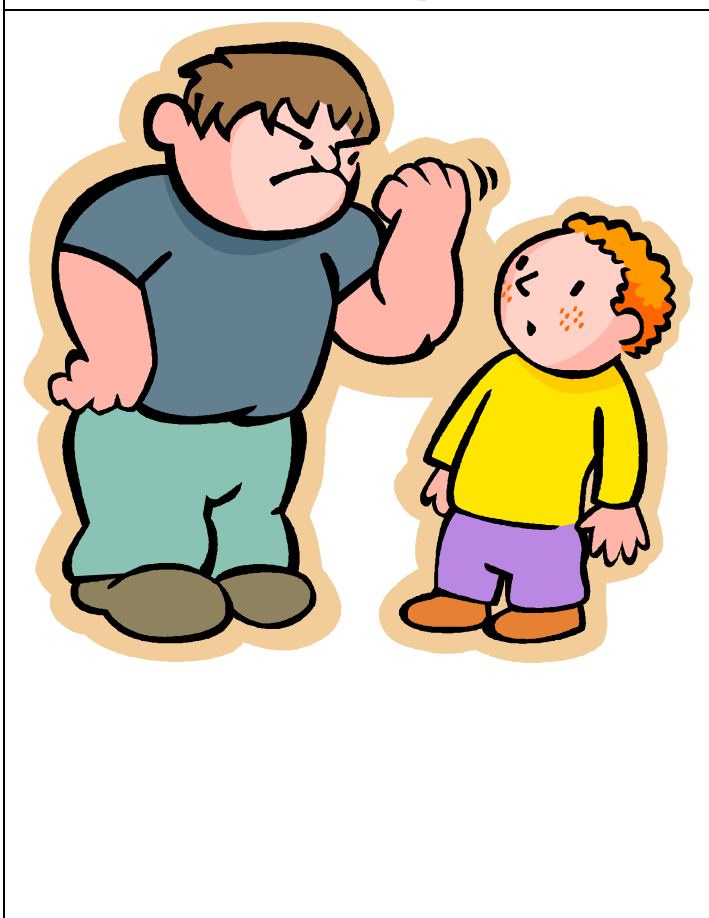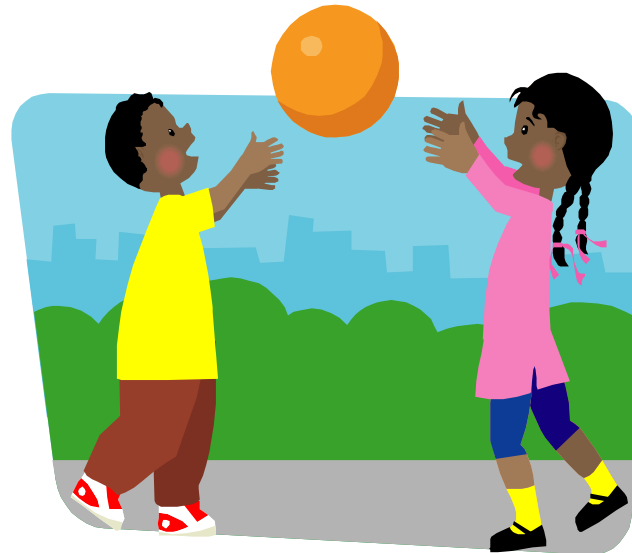
What do colours mean?

Colour Χρώμα	Country/Culture Χώρα/Πολιτισμός	Feeling Συναίσθημα
White	China	Mourning / πένθος
Green	England/the USA	Envy / ζήλια

UNIT 4

OBJECTIVES	
Language:	Pupils should be able to: • ask about the identity of people • introduce people
Intercultural aspect:	Pupils should become familiar with the festival of Halloween
Learning strategies:	Pupils should be able to: • personalise learning • cooperate with others to complete tasks
NEW LANGUAGE	
Production	Is he/she …? Yes, he/she is No, he/she isn't Woman, man
Comprehension	*He/She is from …* *Who's he/she?*
RECYCLED LANGUAGE	*He/She is …*
MATERIALS	flags (photocopiable material), flashcards with the coursebook characters, pictures of famous people, big envelopes, soft ball, small pieces of blank paper
TIME	2 X 40 minutes

LESSON 1

	PROCEDURE
PRESENTATION	• The teacher presents the class puppet who greets pupils and tells them that s/he wants their help to remember the coursebook characters and find out where they come from. • The teacher puts flashcards with the characters on the board and has a set of flags (see photocopiable materials) e.g. British, Cypriot, Egyptian, Filipino and German flags which correspond to the nationality of the characters. The class puppet/mascot pretends that s/he has forgotten the names and makes mistakes, e.g. Puppet: He is Alexis. Pupils: No! He is Omar Puppet: Oh, yes you are right. And who's he? Is he Datu?

Pupils: Yes, he is.

The puppet then reminds pupils where the characters come from.

e.g.
Puppet: She is Rose. She is from England like me! (and sticks the British* flag next to Rose)
He is Alexis. Where is he from?
Pupils: Cyprus.
The puppet continues introducing all the characters and reminds pupils where each one comes from.

Answers: Anna, Alexis - from Cyprus
            Omar - from Egypt
            Datu - from the Philippines
            Claudia - from Germany
            Rose – from England

The teacher writes under each flashcard, e.g.
He is Omar.
She is Anna.

(***Note:** Although Rose is from England, the British flag is used here as it is widely recognized and familiar to most of the pupils. Later on in the course the pupils will get to know the difference between the British flag and the England flag.)

- The teacher presents pictures of famous people who may be familiar to pupils (e.g. Justin Bieber, Selena Gomez, Miley Cyrus, Anna Vissi, Michalis Hadjiyiannis, Marcos Pagdatis, Pavlos Kontides, etc.) and asks pupils to identify them, e.g.:

  Teacher: Who's he?
  Pupils: He is Justin Bieber.
  Teacher: Who's she?
  Pupils: She is Anna Vissi.

- The teacher puts the pictures in envelopes and shuffles the envelopes. S/he lets pupils guess who is in each envelope by showing only a small part of the picture and asking:
  Is he ….?
  Is she …?

  The teacher writes the question format on the board. When the guessing game starts, the teacher answers:
  No, he/she isn't. or **Yes, he/she is**.
  and writes the answers on the board.

	• When pupils guess correctly, the teacher reveals the picture and continues the game again with the next envelope.
	• Alternatively the teacher can prepare a PowerPoint presentation where s/he firstly presents the pictures of the famous people one by one and then continues with a second presentation where part of the picture is shown and pupils are expected to guess the famous person.
PRACTICE	•Pass the card (envelope): Pupils sit in a circle and the teacher hands them the envelopes with the pictures inside. The teacher puts on some music to be playing in the background and the pupils pass on the envelope to the pupil next to them while the music is playing. When the music stops, the pupils that hold the envelopes open them carefully (hiding the picture from their classmates) and see whose picture they have. They then state if it is a boy or a man, a girl or a woman and their classmates guess whose picture is in the envelope, e.g.:

Pupil 1: It's a boy
Pupil 2: Is he Justin Bieber?
Pupil 1: No, he isn't.
Pupil 3: Is he Hadjiyiannis?
etc.

Once they have found the answers the game starts again.

• The teacher either asks pupils to open their books and look at the pictures of the text or projects one of the story's main pictures on the board (such a picture can be found at http://www.schools.ac.cy - introduction to text):

The pupils discuss the picture assisted by various questions posed by the teacher, such as:

	Where are the children? (At a Halloween party) How many children are there? (Six children) Who are they? (Rose, Anna, Omar, Alexis, Claudia, Datu) Why are they dressed up? (It's Halloween). What are they dressed up as? (fairy, Shrek, ghost, witch, pirate) This is a good opportunity to briefly introduce the festival of Halloween. Discussion can take place in Greek with the teacher explaining briefly what it is and how it is celebrated. The pictures and words in the Pupil's Book (activity 5) can also be introduced now (pumpkin, costume, ghost, trick or treat) to support this discussion. **Note:** The following Project Unit is dedicated to Halloween so the pupils will have more time to familiarise themselves with the festival in the following lessons. Halloween is an annual holiday observed mostly in the USA on October 31st, the night before All Saints' Day. It is believed to have originated in Ireland. The festival has also become popular in the UK, Canada and other English speaking countries. Typical festive Halloween activities include trick-or-treating, attending costume parties, carving jack-o'-lanterns, lighting bonfires, apple bobbing, and telling scary stories. • The pupils listen to the recording while following in their books. • The teacher divides the class into four groups. Each group takes on one of the roles in the story (Rose, Datu, Anna, Alexis) and they act it out by reading their parts of the dialogue in chorus and trying to read using the appropriate tone of voice and intonation.
PRODUCTION	• Pupils do activities 4 and 5 in their Activity Book. • Pupils close their eyes and lean on their desks. The teacher walks around the classroom and pats a pupil on the back. This pupil says "Hello" and the others try to identify who s/he e.g. Pupils: Is she Helen? Teacher: No, she isn't.
EVALUATION	• Evaluation is carried out through observation with the teacher taking notes on the progress of pupils.

Note: *Pupils are asked to bring to the next lesson a picture/photograph of their favourite famous person. The teacher tells them that they should not show this picture to any of their classmates so that they can play a guessing game during the lesson.*

LESSON 2

<table>
<tr>
<td colspan="2" align="center">PROCEDURE</td>
</tr>
<tr>
<td>REVIEW</td>
<td>

• Pupils play an "I spy with my little eye" game. The teacher looks around the classroom and thinks of a pupil but doesn't reveal his/her name. S/he tells pupils:

"I spy with my little eye somebody whose name begins with …"
Pupils try to guess who the pupil is by asking:
"Is he/she ….?"

Pupils can later on take the role of the teacher and lead the game.

• Pupils are divided into groups and act out the dialogue from their pupil's book while reading from their books. Pupils can also form small groups of four and read the dialogue in their groups. Finally pupils that feel comfortable can come out and act the dialogue out in front of the class.

Tip: *Acting out a dialogue in class can be much more fun, if you use some props. Props can be very simple and can either be made by the pupils or brought from their homes. In this case props can be a variety of items used during carnival time such as a magic wand, a Shrek mask, a witch's and a pirate's hat, etc.*

</td>
</tr>
<tr>
<td>PRACTICE</td>
<td>

• Ball game: the teacher points to a pupil and says 'He is Stelios'. S/he then throws the ball to Stelios. Then Stelios points to another pupil and identifies him/her using He is/She is, (e.g. She is Andria) and throws the ball to Andria.

• Pupils who brought pictures of their favourite famous person take turns to come to front of the class and invite their classmates to guess who the person is. Pupils are allowed three guesses per picture.

> Pupil 1: It's a girl.
> Pupil 2: Is she …?
> Pupil 1: No, she isn't.
> etc.

Tip: *If you have a large class and all the pupils have brought pictures, this activity may take a long time. Instead, you can have two or three pupils start the activity (as above) with the whole class and then – once the pupils are familiar with what they should be doing – the pupils can work in groups.*

</td>
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</table>

	• Pupils work in their Pupil's Book and carry out activities 2 and 3. Activity 3 includes vocabulary the pupils are not expected to be able to read. The pupils might therefore, need to complete this activity with the support of the teacher. • Pupils continue with activities 1, 2 and 3 in their Activity Book.
PRODUCTION	• Pupils work in pairs to carry out activity 1 in their Pupil' Book. Pupil A chooses a character but s/he does not show the character to Pupil B. Pupil B then tries to guess which character Pupil A chose, e.g.: Pupil B: Is he Datu? Pupil A: No, he isn't. When Pupil A finds the answer, they change roles. • If there is time, pupils play the game in activity 4 of their Pupil's Book. Pupils are divided into groups and each pupil is given a piece of blank paper. Each pupil writes the name of one of the characters or of a famous person. The pupils then take turns to guess and find out each other's secret person. **Tip 1:** *In order to make sure pupils understand the instructions and work well in their groups you can first carry out part of the activity with a couple of pupils so the others can see the process. It is always very useful for pupils to see a model of what is expected of them.* **Tip 2:** *Pupils should be encouraged to use the target language during group work. Apart from monitoring the groups, you can also call on a group to present how they worked to the rest of the class after the activity is over. It is also a good idea after the activity is over to evaluate the groups not only as regards the achievement of the task but also as regards how well they worked, how much English they used, etc. This will help pupils remain in English during group work.*
EVALUATION	• The class is divided into two groups and pupils play a noughts and crosses game. One group are the 0s and the other are the Xs. The teacher creates a noughts and crosses game board like the example below:

	 ┌─────┬─────┬─────┐ ├─────┼─────┼─────┤ ├─────┼─────┼─────┤ └─────┴─────┴─────┘ The teacher places a set of pictures showing the coursebook characters and some of the famous people presented in the previous lesson face down on each square of the game board. A representative from each group chooses a square. S/he then goes to the board and takes down the picture which s/he sees but doesn't show to his/her group and asks: 'Who is she/he?'. Pupils from his/her group can guess using the question "Is he/she …?". They are allowed three guesses. If they find the answer, their team gets a 0 or a X in their chosen box, whereas if the answer is wrong nothing is added in the box. The first group that completes three boxes in a row (vertically, diagonally, horizontally) is the winner. • Pupils can work on their self-assessment forms.

Photocopiable material: Flags

PROJECT UNIT 'HALLOWEEN'

OBJECTIVES	
Language	Pupils should be able to use Halloween vocabulary and relevant expressions
Intercultural Aspect	Pupils should become familiar with aspects of the Halloween festival
Learning Strategies	Pupils should be able to personalise knowledge
NEW LANGUAGE	
RECYCLED LANGUAGE	"Happy Halloween", "Trick or Treat!" ghost, pumpkin, costume,
MATERIALS	Paper plates (one for each pupil), stapler, paints and paint brushes or colour markers, string, scissors, photocopiable materials (printed on card paper), online activity from http://funschool.kaboose.com/preschool/learn-abcs/games/game_letter_matching.html and video clip about Halloween (e.g. from http://www.youtube.com/watch?v=skdVouumMk4)
TIME	1 X 40 minutes

PROCEDURE

REVIEW	• The class puppet appears dressed up in a Halloween costume (e.g. a wizard's hat) and calls out "Happy Halloween!". The pupils are encouraged to respond appropriately. • The teacher asks the pupils what they remember about Halloween from the previous Unit (Unit 4).
INTRODUCTION TO THE PROJECT	• The pupils watch an excerpt from a film about Halloween (e.g. with Donald and his nephews http://tinyurl.com/blopjpc). It is not necessary to watch the whole film but it is useful for pupils to note important points related to Halloween. For example the pupils can notice the following: - The title - The characters who are dressed up in Halloween costumes - The bowl full of candies to give to the trick-or-treaters (do note that Donald does not give them candy and so he is the victim of a trick. Trick-or-treaters can play tricks, if they are not given treats, e.g. cover a house in spray, litter the garden, etc.).
PROJECT WORK	• The teacher can explain more about what a jack-o-lantern is (http://en.wikipedia.org/wiki/Jack-o'-lantern). Pupils make the Jack-o-Lantern masks (see Pupil's Book). (Teachers can choose to bring a variety of other masks, too.) Although the instructions are printed in the book, the pupils are not expected to read them by themselves. Instead the teacher reads the text and helps the pupils understand by using the pictures and or other visual aids

	or realia. The teacher can also give the instructions orally and use the activity as a listen-and-do task. • Once the pupils have their masks prepared, they put them on and in groups of 4-5, visit different classes around the school as well as the staff room, the headteacher's office and other administrative staff. The pupils wear the masks, knock on each door and say "Trick or Treat!". The teachers (who should be informed of the project beforehand) give them candy and the pupils leave wishing everyone "Happy Halloween!". **Tip:** *If you have a large class or if there are two or more Year 3s in the school, and therefore many groups of pupils to go trick-or-treating, make arrangements so that not all groups visit the same classes as this would interrupt lessons too many times!* • When the pupils return to the classroom, or while groups of pupils are waiting for their turn to go trick-or-treating, they can work on the following activities: a) they can go to http://funschool.kaboose.com/preschool/learn-abcs/games/game_letter_matching.html and find the alphabet letters in the haunted house. The game can be played with all the pupils while it is projected on the board or pupils can play the game in pairs or groups on the class computer. b) pupils can make a "Happy Halloween" card (see photocopiable materials).
EVALUATION/ PORTFOLIO	• The pupils can take photos of each other (individually or in their trick-or-treat groups) with their masks and their candy. The photo can go in their portfolio (section "Other People and Cultures) with a note/comment on what they did and how they celebrated Halloween. If pupils don't want to have their photos taken, they can include their jack-o-lantern masks in their portfolios, with the relevant comments.

Photocopiable material: Halloween card

Happy Halloween!

UNIT 5

OBJECTIVES	
Language:	Pupils should be able to: • identify members of a family • name members of a family
Intercultural aspect:	
Learning strategies:	Pupils should be able to: • personanlise knowledge • co-operate with others to complete tasks
NEW LANGUAGE	
Production	*cousin, family* *Who's this?* *His / her*
Comprehension	possessive 's'
RECYCLED LANGUAGE	*mum, dad, sister, brother, grandma, grandad, uncle, auntie* *This is my ...* *He is ... / She is ...*
MATERIALS	Flashcard with Datu, Datu stick puppet, mini whiteboards, name cards, "Friends" audio CD for Year 3, cards with family vocabulary on them, online activities at http://www.schools.ac.cy and http://www.puzzlemaker.com, PowerPoint presentation from http://www.schools.ac.cy, glue, A4 cards
TIME	2 X 40 minutes

LESSON 1

	PROCEDURE

PRESENTATION	• The teacher sticks a flashcard showing Datu and draws Datu's family tree around the picture naming them each time, writing the relevant word on the board and encouraging the pupils to repeat after him/her (e.g. 'Who do you think this is? It's Datu's dad. Can you say it?").
	
	 • The teacher uses a stick puppet of Datu (e.g. Datu's flashcard stuck on a ruler, a straw or a stick) and introduces Datu to the pupils. Datu then introduces his family to the pupils, e.g.:
	
	   'Hello everybody. This is my family
	   This is my mum. This is my dad.' etc.
	
	   Particular attention is drawn to the new vocabulary
	   (auntie, uncle, cousin).

	• Datu asks pupils about their family (e.g. How many cousins have you got? What are their names? Who's your favourite cousin? etc.)
PRACTICE	• The pupils can do the listen, look and learn activity in their Pupil's Book (activity 2).
	Tip: *Listen, look and learn activities can be used in various ways. In this case, the teacher can encourage the pupils to match the family members to their own family members and add theirs and their family members' names next to the new vocabulary.*
	• Kim's game: Pupils close their eyes. The teacher removes one of the cards or erases one of the drawings and matching word. Pupils open their eyes and say which family member is missing.
	• The teacher says they will listen to Datu and his friends talking about Datu's family and asks the pupils to listen carefully and note down which family members they will hear.
	The pupils listen (one or more times) and then in groups or pairs write down their answers on their mini-whiteboards.
	• The pupils then listen again while following in their coursebooks. They underline or highlight the family members mentioned in the text and compare that with their answers on the whiteboard. The teacher asks them to report how they did and if it was difficult easy to listen to the text and why.
	• The teacher divides the class into three groups. Each group takes one of the three parts of the story (Datu, Omar, Alexis) and they act it out by reading the dialogue in chorus and in the right intonation, tone of voice, etc.
	• Pupils proceed with activity 1 in their Pupil's Book.
PRODUCTION	• The teacher writes words (family vocabulary) on the board and reads each word s/he writes. If s/he reads the word correctly, the pupils touch their nose. If the teacher makes a mistake, the pupils touch their head.
	• Pupils sit in a circle and the teacher hands them cards with family vocabulary (mum, dad, uncle, etc). Pupils pass the cards round while music can be playing at the background. When the music stops, pupils that are holding cards take

	turns to call out the word on their card and make a sentence, e.g.
	Mum Mum. My mum is Maria.
	• Pupils play a hangman game with family vocabulary. The game can be played on the board or using an online interactive version found at http://www.schools.ac.cy .
	• Pupils carry out activities 1 and 2 in their Activity Book while the teacher monitors and offers help whenever necessary.
	Tip: *Don't forget that while pupils are working, it is a good time to carry out individual evaluations of pupils through brief private chats/conferences on progress, feelings/attitudes, difficulties, etc. In this case, the teacher can also carry out individual evaluations by asking pupils to use family member vocabulary, etc.*
	• Fast finishers can either continue playing the hangman game in groups on the class computer or try to make their own wordsearch puzzle using family member vocabulary on http://www.puzzlemaker.com
	Tip: *Pupils can work in groups to create puzzles in this and the next lesson. Make sure you give them a fixed time to work on the computer (e.g. 5 minutes) so they don't waste time, For pupils who do not manage to work on puzzlemaker during this Unit, there will be other opportunities in future Units. It is a good idea to keep records of the names of the pupils that work on the computer in each lesson so that you can make sure all pupils have a chance to do so.*
	ALSO, *the puzzles that pupils create can be printed and handed out to the rest of the class to solve .If you use puzzlemaker.com, show pupils to create the puzzles in text format. This allows you and them to copy and paste the puzzles into Word, which means they can enlarge the font used and also keep a record of their work.*
EVALUATION	• Pupils are evaluated through observation of their oral activities as well as through monitoring of the written tasks.
PORTFOLIO	• Pupils can add the puzzles they create in their portfolio.

*<u>**Note:**</u> Ask pupils to bring - if possible - photos of their family. **This is optional.**

LESSON 2

	PROCEDURE
REVIEW	• Pupils listen to the dialogue again and then read it in groups of three. Pupils who feel comfortable can come out and act the dialogue out in front of the class.
PRACTICE	• Pupils work individually or in pairs to complete activity 3a in their Pupil's Book. The activity is then corrected on the board. During the correction stage, the teacher asks each time "Who's this?". When the pupils respond (e.g. grandad), the teacher can expand saying "Yes, it's Rose's grandad" or "Yes, it's her grandad". • The teacher then asks the pupils to have a good look at Rose's family tree for 30 seconds and then asks them to close their books so that they can play a memory game. The teacher then asks questions such as "Who is number 9?, Who is number 4?" etc. The pupils are supported in using the possessive 's' with an example sentence which can be written on the board by the teacher, e.g.: He/ She is Rose's ….. . The pupils can then complete activity 3b in their Pupil's Book.
PRESENTATION	• The teacher either uses the PowerPoint presentation found on http://www.schools.ac.cy or draws two family trees on the board; one of a boy and one of a girl. The teacher invites the pupils to identify the people but encourages them to use his and her, e.g. Teacher: Who is this? What's **her** name? Pupils: Mary. Teacher: Who is Mary? Pupils: She is **Katia's mum**. Teacher: So she is **her** mum Pupils: She is her mum. After the presentation, the pictures of people appear and the pupils need to identify who each person is, e.g. 'She is her mum.' 'She is his mum.'

	The activity can also be carried out as a competition/quiz between two groups and each group can take turns in answering a question. • Pupils proceed with activity 4 in their Pupil's Book and the rest of the activities in the Activity Book.

PRODUCTION	• If there is time, pupils choose any words from the family vocabulary group and write them in their Bingo boxes (activity 5 in their Pupil's Book). The teacher then calls out words and pupils cross out accordingly, e.g.:
	
	    a) He's dad.
	    b) She is grandma.
	
	• The teacher gives pupils A4 cards and the pupils use the photographs of their family which they brought to create a presentation about their family in the form of a small poster. Pupils stick the picture and then draw arrows and identify their family members by writing: 'This is my mum.' 'This is my dad.', etc.
	
	If pupils have not brought pictures, they can draw their family members.
	
	OR pupils can draw their own family tree on the A4 card either drawing their relatives in or adding pictures of them.
	
	• Fast finishers can:
	- make puzzles using the new vocabulary
	- add the new words on the Word wall
	- carry out further activities such as those suggested at http://www.schools.ac.cy .

EVALUATION	• Pupils can work on their self-assessment forms.

UNIT 6

<table>
<tr><td colspan="2">OBJECTIVES</td></tr>
<tr><td>Language:</td><td>Pupils should be able to:

identify the animals mentioned in the story
name the animals mentioned in the story
express ability (can/can't)
follow and actively engage with a story
</td></tr>
<tr><td>Intercultural aspect:</td><td>Pupils should:

come into contact with foreign language literature (storybook 'Can't Catch Me' by Michael Foreman)
learn a traditional number rhyme.
</td></tr>
<tr><td>Learning strategies:</td><td>Pupils should be able to:

predict what's going to happen next in a story
infer meaning from gestures and visuals
</td></tr>
<tr><td colspan="2">NEW LANGUAGE</td></tr>
<tr><td>Production</td><td>I/you/he/she/it can/can't…
Action verbs: catch, swim, fly, play (football, basketball, tennis etc)
Aliens</td></tr>
<tr><td>Comprehension</td><td>Spaceship, bedtime</td></tr>
<tr><td>RECYCLED LANGUAGE</td><td>Animals: monkey, lion, leopard, elephant, hippo, crocodile and other animals taught in previous years or previous units (e.g. bear, frog, cat, dog, sheep, fish, horse, bird, duck, giraffe, camel, snake)
Action verbs: jump, clap, run, walk
Adjectives: colours, big, small.
Is it a…? / It's a… / This is a…</td></tr>
<tr><td>MATERIALS</td><td>Animal flashcards from previous years and/or previous units (e.g. from: http://www.eslflashcards.com or esl-kids.com) and action flashcards (e.g.. from http://www.esl-kids.com – Action flashcards set1and set2) "Friends" audio CD for Year 3, storybook "Can't Catch Me!' or PowerPoint presentation at http://www.schools.ac.cy , soft ball,
Video of Song: 5 little monkeys swinging from a tree
from:http://www.teachertube.com/viewVideo.php?video_id=192206&title=5_Little_Monkeys_Swinging_from_a_Tree (or
http://tinyurl.com/ctpajkm)</td></tr>
<tr><td>TIME</td><td>3 x 40 minutes</td></tr>
</table>

LESSON 1

<table>
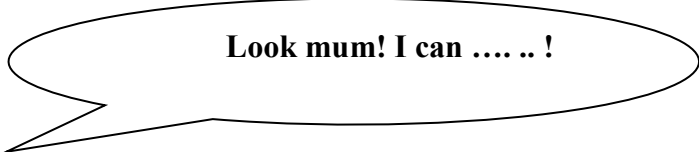<tr><td colspan="2">PROCEDURE</td></tr>
<tr><td>PRESENTATION</td><td>

The teacher holds flashcards of the animals included in the book. S/he asks pupils to guess what animals s/he may be holding. The teacher assists the pupils to remember the animals taught in previous years or in previous units. When
</td></tr>
</table>

	pupils find animals that are shown on the flashcards, the teacher places the picture on the board and also writes the word next to the picture. • The teacher then takes away the flashcards and gives them to pupils who come to the board and stick them in the right place (next to the matching word). • The teacher then presents action flashcards and asks the pupils to identify the actions thus helping review previously learned vocabulary and introduce new words. All the words are written on the board. Pupils are also encouraged to do the appropriate actions. • The teacher asks the pupils about what different animals can do (recycled and new vocabulary can be used) also doing the appropriate actions/gestures to help pupils. Sentences are also written on the board. Example: Teacher: Can an elephant fly? Pupils: No Teacher: No, elephants can't fly. Can an elephant jump? Pupils: No Teacher: That's right. Elephants can't jump. Can an elephant walk? Pupils: Yes. The teacher writes on the board next to the picture of the elephant: *It's an elephant. It can walk. It can't fly.* The same is done for other animals. Pupils are encouraged to read the sentences written by the teacher.
PRACTICE	• The teacher reads sentences from the board without saying the name of the animal. Pupils listen to find out the animal. Example: Teacher: It can walk. It can't fly. What is it? Pupils: It's an elephant. After a few more examples by the teacher, the pupils are encouraged to do the same. • The teacher asks pupils to guess what s/he can do. S/he writes on the board "You can..." to help the pupils respond and then mimes various actions such as jump, play football, etc. The pupils find out the action and respond, e.g. "You can play football" or "play football".

	The teacher then follows the same process but with actions s/he can't do. The pupils use the structure "You can't ….".
	• Pupil volunteers are then asked to come out and mime things they can or can't do for their classmates to find out.
	• The teacher introduces a jazz chant to the pupils. A recording of the jazz chant can be found on "Friends" audio CD for Year 3. The jazz chant can also be accompanied by actions to help support vocabulary retention in pupils.

I can run run run.
I can jump jump jump.
I can walk walk walk.
And I can play basketball.

The pupils are encouraged to join in and sing the jazz chant doing the actions, if possible. A group of pupils can also come out and do the actions while the rest of the pupils sing the jazz chant. |
| **PRODUCTION** | • Finally, the pupils can read the jazz chant in their Pupil's Book (activity 5a) and then work individually or in pairs to create their own version.

Volunteer pupils can then present their jazz chants and the teacher can encourage the class to join in.

• Pupils do activities 1a, 1b and 3 in their Pupil's Books.

• Fast finishers can work on recording their jazz chants (see portfolio below) or play a "Make a word" game on the computer found in the CD Rom "Αγγλικά Δ εώς Στ Δημοτικού", which is available at all schools. The game can be found in the "Level 1-Activities" link. The game can be either played with the teacher and the whole classroom using the projector, or with groups of pupils going to the computer. |
| **EVALUATION** | • Ask pupils to reflect on what new words they learned today or what words they remembered. Add these words to the Word Wall.

• Simon says: The class plays the game with the teacher giving instructions which practice the new language as well as revise already known language.
Example:
Simon says jump.
Simon says play football.
Touch your nose. etc. |

PORTFOLIO	• If pupils like, they can record their jazz chants and add them in their Portfolios as evidence of creating a song about things they can do. The teacher can help by encouraging recording while the pupils present their jazz chants to the class (see production stage above) or privately while others are engaged in other tasks such as written tasks. Pupils may also prefer to record their jazz chants at home with their help of their family.

LESSON 2

	PROCEDURE
REVIEW	• Pupils sing the jazz chant they learned in the previous lesson. If some pupils did not have time to present their own jazz chants and they wish to do so, they can present now. Pupils should also inform the teacher, if they need help to record their jazz chant so that s/he can arrange time for them to do so. • The teacher describes animals and pupils are asked to identify them. Example: Teacher: It's a big animal. It's grey. It can swim. What is it? Pupils: Is it a hippo? Teacher: Yes, it is.
PRACTICE	• The teacher puts a picture/flashcard with Omar on the board and adds an empty speech balloon. The speech balloon writes: **Look mum! I can …. .. !** The pupils are then asked to guess what Omar is saying. Their answers can be written on the board. • Pupils listen to the text ("Friends" audio CD for Year 3) and are asked to find out what Omar is saying and see if they got it right. The pupils can listen to the text more times and when they are ready, they report the correct answer. A pupil is invited to

	complete the speech balloon on the board.
	• The pupils then listen again while following in their books.
	• Pupils take the part of Omar and the teacher takes the part of Omar's mum. They read the dialogue trying to use the appropriate intonation and tone of voice. Then they change roles.
PRE-STORYTELLING	• The teacher asks the pupils to guess what story Omar's mum is going to read him. The pupils can say the titles of various stories they know, thus remembering previous stories read in class. • The teacher then shows the storybook "Can't catch me" and tells them that it is the story that Omar's mum is going to read him and that they are going to read it together, too. They are encouraged to read the title and discuss the cover of the book. The meaning of the word 'catch' is also explained. • Pupils are asked to guess the animals that are included in the story. Their guesses are written on the board.
WHILE-STORYTELLING	• The teacher tells the story. At intervals, the pupils are asked to say what they see in the pictures (animals, numbers of animals, etc.). The teacher also encourages the pupils to guess what comes next in the story. Example: Teacher: What animals do you think come next? Pupils: Lion, giraffe, hippo… Teacher: hippos….maybe… How many hippos? Pupils: Two, three….. • Also at some point, the teacher asks the pupils to guess what the animals mean by saying "Coming to get you and when we do…" whereas when the animals catch the monkey, the pupils are asked what the animals might do to the little monkey, e.g. "What do you think the animals do to the monkey?"
AFTER-STORYTELLING	• The teacher asks the pupils to recall the animals that appeared in the story. They check these animals against the answers they gave before reading the book and which are already written on the board. • The teacher makes the sounds of the animals in the story and pupils identify which animal it is. • The teacher names an animal and pupils make the appropriate

	sound.
	• The teacher tells the story again and encourages pupils to participate more this time by making the sounds of the animals in the book.
	• Pupils do activity 2 in their Pupil's Books. It is a listening activity and the recording is found in "Friends" audio CD for Year 3.
	The teacher tells the pupils they are going to listen to a song and along with the pupils reads the text of the song found in the book. The teacher may need to explain the meaning of the song to the pupils but should not reveal the missing words.
	The pupils listen to the song and complete the missing words. Please note that the pupils do not have to listen to the whole song at this point. They can listen to a verse or two so that they can complete the missing words.
	• Pupils listen to the song again and are encouraged to sing along. The teacher can also give them a handout with the lyrics of the song (see photocopiable materials).
	In addition, the teacher might like to have the pupils view a video clip with the song online at: http://tinyurl.com/ctpajkm .
	Tip: *Adding movements to words helps pupils retain vocabulary better. This song has a set of movements (you can see them here: http://tinyurl.com/d27pmbp). You can either use all of the movements or some of the movements, depending on what you feel comfortable with.* • Pupils do activities 1 and 2 in their Activity Books.
EVALUATION	• Evaluation is ongoing and takes place throughout the lesson.

LESSON 3

PROCEDURE	
REVIEW/ PRE-STORYTELLING	• Pupils sing the song "Five little monkeys swinging from a tree'.
	• Pupils follow the text in their book while listening to the recording. They then read the dialogue in pairs. The teacher monitors the pairs.
	Volunteer pupils come to the front of the class and act the dialogue out.

	• The pupils sit in a circle and the teacher asks them if they remember the story that Omar's mum read to him. They are encouraged to remember what the little monkey says to the different animals ("Can't catch me!').
WHILE-STORYTELLING	• The teacher tells the story. Pupils are assigned roles, either individually if the class is small or in groups, if the class is large. For example, one pupil or group takes up the role of the monkey, another pupil or group takes up the role of the lions etc. While the teacher tells the story pupils are asked to participate. For example, the animals make the appropriate sounds and movements and the monkey/s say "Can't catch me". Depending on the class, the pupils could also move in the middle of the storytelling circle. Alternatively, all the pupils participate doing all the sounds and being encouraged to say the phrases "Coming to catch you and when we do …" and "Can't catch me!"
AFTER-STORYTELLING	• While the pupils are sitting in a circle, the teacher puts flashcards with people doing various actions in a bag and gives it to the pupils. Each pupil passes the bag to the person sitting next to him/her, while music plays in the background. When the music stops, the pupil who has the bag picks a card and shows it to the rest of the class who make statements, e.g. S/he can jump. etc. Alternatively, the class can play any of the two following variations of the game: -The pupil who picks the card, makes the statement and the rest of the class says if it was wrong or right. -The pupil who picks the card, mimes what the person on the picture can/can't do. The rest of the class is encouraged to guess. • The pupils stand in one row or in two rows, depending on the class size. The teacher shows flashcards with people doing things and says either "S/he can't … or S/he can …". If the teacher's statement agrees with the flashcard, the pupils jump to the right, whereas if the statement is wrong the pupils jump to the left. • Pupils return to their desks and do activity 4 in their Pupil's Book. It's a listening activity and the recording is found on "Friends" audio CD for Year 3. Pupils listen and number the pictures. Transcript: *Number 1: It's a scary animal. It is orange. It can run.* *Number 2. It's a big animal. It can walk. It can't fly.*

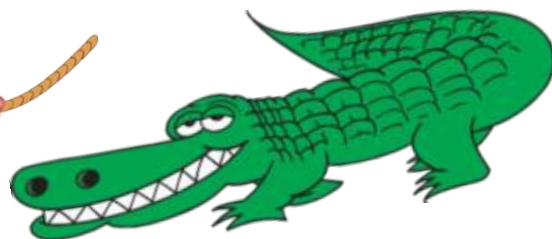|	*Number 3. It's a big animal. It's grey. It can swim.* *Number 4: It's a green animal. It can swim.* • Pupils carry out the activities in their Activity Book while the teacher monitors and offers help whenever necessary. • Fast finishers, can: - continue with recording their jazz chants - work in their portfolio to complete self-assessment on being able to use can/can't and adding evidence (e.g. the jazz chant and/or activity 5 of their Activity Book) -play a game found in the Greek Pedagogical Institute software - available on all computers at schools. The game is called "Can you guess?" and can be found in "Αγγλικά Τάξεις Δ-Ε", in the "Party" link.
EVALUATION	• Ball game: The teacher throws the ball to a pupil and calls out an action verb e.g. fly, play basketball, etc. The pupil who catches the ball makes a statement depending on whether s/he can/can't do the relevant action, e.g. "I can't fly" / "I can play basketball' etc. • Pupils can work on their self-assessment forms.

Five little monkeys swinging from a tree

Five little monkeys swinging from a tree,
teasing Mr. Alligator "Can't catch me".
Along came Mr. Alligator quiet as can be
and snatched a monkey right out of the tree.

Four little monkeys swinging from a tree,
teasing Mr. Alligator "Can't catch me".
Along came Mr. Alligator quiet as can be
and snatched a monkey right out of the tree.

Three little monkeys swinging from a tree,
teasing Mr. Alligator "Can't catch me".
Along came Mr. Alligator quiet as can be
and snatched a monkey right out of the tree.

Two little monkeys swinging from a tree,
teasing Mr. Alligator "Can't catch me".
Along came Mr. Alligator quiet as can be
and snatched a monkey right out of the tree.

One little monkey swinging from a tree,
teasing Mr. Alligator "Can't catch me".
Along came Mr. Alligator quiet as can be
and snatched a monkey right out of the tree.

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UNIT 7

OBJECTIVES	
Language:	Pupils should be able to: • confidently use numbers 1-10 • say how old they are • ask about others' age
Intercultural aspect:	Pupils should: • learn the traditional number rhyme: "Ten little monkeys" • become familiar with a variety of number rhymes (English rhymes and rhymes from other cultures/languages) • become aware of the fact that nursery rhymes exist in most cultures
Learning strategies:	Pupils should be able to: • use music and song to help retain vocabulary • dramatise / act out in order to improve knowledge retention
NEW LANGUAGE	
Production	How old are you? How old is he/she? Present
Comprehension	candles
RECYCLED LANGUAGE	Numbers 1 – 10 How many ...? monkey, jump, Happy Birthday
MATERIALS	"Friends" audio CD for Year 3, mini-whiteboards, introductory picture from http://www.schools.ac.cy, PowerPoint presentation from http:/www.schools.ac.cy, photocopiable materials, small blank pieces of paper, http://www.puzzlemaker.com, Optional: Monkey masks downloaded from: http://www.firstpalette.com/tool_box/printables/monkeymask.html online activities found at http://www.schools.ac.cy
TIME	2 X 40 minutes

LESSON 1

	PROCEDURE
REVIEW / PRESENTATION	• The teacher invites the pupils to count together with him/her from 1 to 10. • S/he then gives pupils simple oral addition and subtraction tasks to do in English. • The teacher writes the numbers and the corresponding number words on the board.

	• Pupils play an "I spy …" game with the numbers on the board, e.g. "I spy a number beginning with …".
PRACTICE	• The teacher writes mixed up numbers on a separate area of the board and invites pupils to come and write the right number word above each number. • The pupils choose to sing one number song/rhyme from the ones they learned in the previous years (e.g. "Ten little Indians/aeroplanes", "One two three four five, once I caught alive" etc.) or earlier this year ('Five little monkeys swinging from a tree'). • The teacher presents a new number rhyme "Ten little monkeys jumping on the bed" which can be found on "Friends" audio CD for Year 3 or presented as a video clip (http://tinyurl.com/ce584yt). The song is also presented in the Pupil's Book (activity 4). Pupils are encouraged to sing along. **Tip:** *It may be useful to show the video clip to the pupils in the beginning so as to assist pupils in understanding the meaning of the song and then encouraging pupils to do the accompanying gestures/actions while they listen to/sing the song.*
INTRODUCTION TO PROJECT WORK	• The teacher helps pupils count how many number rhymes they already know (4) and asks them if they know any more. Pupils are encouraged to share knowledge gained from home/family/friends etc. The teacher tells the pupils to make a list in their exercise book or their portfolio of the number rhymes they already know. All the pupils include the four they know and are encouraged to explore the knowledge of family and friends and other sources to learn some more, which they can – if they like present to class. A useful online source which includes English rhymes and nursery rhymes from different languages/cultures, is http://www.mamalisa.com/ . **Tip:** *This is a good opportunity to allow pupils with other cultural backgrounds to explore and share their heritage with the rest of the class. Encourage such pupils to include number rhymes in their heritage languages.*
PRESENTATION	• The teacher presents a picture of a birthday cake (or draws one on the board) and asks the pupils to guess whose birthday it is today. The teacher says it is the puppet's birthday and asks the class puppet 'How old are you … ?' The class puppet responds 'I'm …' and the teacher draws the corresponding number of candles on the cake.

	• The teacher and the puppet ask various pupils how old they are.
	• The question "How old are you?" and the answer "I am …" are written on the board.
PRACTICE	• The teacher tells pupils that one of the coursebook characters also has a birthday today and asks them to guess who that could be.
	• The teacher then projects a picture showing Rose's birthday party (the picture can be found at http://www.schools.ac.cy – introduction to the text) and asks pupils various questions so as to encourage discussion:
	a) Where are the children? (At Rose's birthday party) b) Who are they? (Rose, Anna, Claudia, Datu, Alexis, Omar) c) How old is Rose? (She's nine) d) How many children are there? (Six children) e) Can you see the presents? (introduce the word present) f) What present do you think Rose would like? (brainstorm various ideas with the pupils, e.g. a computer, a cat, a doll - the pupils might need to use L1 in which case the teacher can then offer the English equivalent of the word)
	• The teacher the asks the pupils to listen to the text ("Friends" audio CD for Year 3) with their books closed and find out what presents Rose got. Pupils listen one or more times and then report their answer.
	• Pupils listen once more while following in their books.
	• The teacher divides the class into five groups. Each group takes one of the five parts of the story (Rose, Datu, Anna, Alexis, Claudia) and they act it out by reading in chorus while trying to use the correct intonation, tone of voice, etc.
	• Pass the card (round 1): Pupils sit in a circle. The teacher gives all the pupils one little blank piece of paper and each pupil writes one number word on the paper (any number from 1 to 10). The teacher puts music at the background (preferably number rhymes) and pupils start passing their cards round while the music is playing. When the music stops, the teacher nominates pupils, whom the rest of the class ask in chorus "How old are you?". The pupil responds according to what is written on the

	paper s/he is holding at the time.
	The game continues with the teacher nominating different pupils the next time the music stops.
	• Pass the card (round 2): The pupils continue passing their cards while the music is playing like above but when the music stops, the teacher nominates a pupil and asks "How old is s/he?". The pupil shows his/her card and the rest of the class reply in chorus "S./he is …." according to the number written on the card.
PRODUCTION	• Pupils return to their desks and carry out activities 1, 3 and 4 in their Activity Books, while the teacher monitors and offers help whenever necessary.
	• Fast finishers can do any of the following:
	- create their own puzzles on puzzlemaker.com so that they can print them out and give them to their classmates to complete -research number rhymes at http://www.mamalisa.com -play online games with numbers using the activities recommended on http://www.schools.ac.cy .
EVALUATION	• Pupils work in pairs using their mini-whiteboards. The teacher sets a set time, e.g. 1 minute, in which time the pupils have to write the numbers on their mini-whiteboard.
	Once time is up, the teacher checks the mini-whiteboards.

LESSON 2

PROCEDURE

REVIEW	• Pupils sing the number rhyme "Ten little monkeys".
	• The teacher asks pupils what number rhymes they found and invites pupils who would like to share their rhymes to present them to the class. The pupils can present their list of rhymes to the class and perhaps present one rhymes of their choice to their classmates. This can be done with the help of audio CDs, books, or videos on youtube, etc.
	If pupils need more time and they are still working on their projects, the teacher can allow some time for them to present their results the next lesson. If, however, pupils don't find any rhymes, then the teacher can introduce a new rhyme, e.g. "ten fat sausages" (found in the audio CD 'here we go round the

	mulberry bush'- available at all schools), "five little speckled frogs", etc. There is a large variety of number rhymes on various websites.
PRACTICE	• Pupils listen to the text and then read and act it out while reading from their books. Pupils that feel comfortable can come out and act the dialogue out in front of the class.
	• Pupils do the puzzle in activity 1a of their Pupil's Book and then do 1b in pairs.
	• Pupils do the listening activity (activity 3) in their Pupil's Book. The recording is in the "Friends" audio CD for Year 3 and the transcript is as follows:
	Transcript: A: It's Tom's birthday today. He's three. B: How old is Anna then? A: Anna is 9. B: It's Maria's and Andy's birthday today too. A: Really? How old is Maria? B: Maria is 5. Andy is 10. A: And how about Petros? How old is he? B: Petros is 8.
	• They proceed with the listening activity in their Activity Book (activity 2).
	Transcript: How old is Jill? Let's find out! Start from 6. Go to 5, then 7. From 7 go to 10 and then go to number 1. From 1 go to 9 and then 8 and 7. From 7 go to 3, 2 and 8 How old is Jill? (Answer: Jill's age is 2)
	• Pupils continue with activities 5 and 6 in their Activity Book.
PRODUCTION	• Find your partner: The teacher gives out small, blank pieces of paper to the pupils (one per pupil) and tells them to write any number from one to ten on the paper but not show it to anyone.
	The teacher tells pupils that the number they wrote will be their hypothetical age for this game and that they have to find one more pupil with that age. To do that they need to walk around the classroom and ask their classmates the question "How old are you?". The teacher writes the question on the board and carries out an example holding his/her own piece of paper and wondering around the classroom asking one or two pupils how

	old they are.
	If the class is too large for all the pupils to be doing this activity at the same time, the teacher can divide the class into two groups. The groups can take turns to come out and do the activity.
	Before the pupils return to their seats, the teacher asks them about their partner's age (How old is s/he?) so as to check they have found matching partners.
	Tip: *Since the pupils wrote down their own numbers, there is no guarantee that they will all find a matching partner. Monitor the activity and end it when you think the pupils have worked adequately without requiring that all of them find a partner.*
EVALUATION	• The pupils work in groups or pairs using their mini-whiteboards. The teacher shows a PowerPoint presentation found at http:///www.schools.ac.cy which shows various characters. Each time a character is presented the question "How old is she?' or 'How old is he?' appears. The pupils work in their pairs or groups and write on their mini-whiteboards their guess in the form of sentences e.g. "He is 10." or "He is ten.". The teacher calls for all groups/pairs to hold their whiteboards up and s/he checks their answers. S/he then moves the PowerPoint presentation on to reveal the age of the character.
	The activity continues with a few slides so as to give the pupils the opportunity to use He is / She is and for the teacher to check how they are progressing.
	• Pupils can work on their self-assessment forms
PROJECT WORK	• Pupils can dramatise the song "Ten little monkeys". Ten pupils act out the monkeys, a girl is the mother and another pupil takes the role of the doctor.
	All the class sings the song while the pupils act out the lyrics.
	Tip: *Remember props can be fun! If you like you can give pupils masks of monkeys. These can downloaded from http://www.firstpalette.com/tool_box/printables/monkeymask.html (or other similar sites).*
	• The dramatised version of "Ten little monkeys" can be videorecorded and can also be presented at a school event or a school assembly.
	Tip: *Presenting the pupils' work outside the classroom is a great motivation booster for the pupils and it also helps the school community (colleagues, pupils), the parents and even the wider community become aware of the pupils' activities and share in their*

	learning and their achievements.
PORTFOLIO	- The pupils either in groups or individually can record the song in voki.com. The links to the pupils' vokis can go on the school website and included in the pupils' portfolio. - The pupils' lists of number rhymes should also go in their portfolio. They can go in the section 'Other people and cultures' or in 'My language sources' or the pupils can simply list the rhymes in the section "songs and rhymes I know" (page 28). - If the class produces a recording of a dramatised version of the song, this can also be included in the pupils' portfolios.
CROSS-CURRICULAR LINKS	- <u>Maths or P.E:</u> Activities using numbers can be included in the maths or P.E. lessons - <u>Music:</u> the nursery rhyme project can be continued during the Music lesson. It can also extend to include the wider variety of nursery rhymes (i.e. not just number rhymes).

UNIT 8

OBJECTIVES	
Language:	Pupils should be able to: • recognise the plural form in known vocabulary (regular plural) • use the plural form of known vocabulary (regular plural)
Intercultural aspect:	
Learning strategies:	Pupils should be able to: • notice forms and deduce linguistic rules • know how to ask for help using the phrase "How do you spell …?" • create a picture dictionary
NEW LANGUAGE	
Production	What are they? They are … Are they …? Yes, they are. / No, they aren't.
Comprehension	
RECYCLED LANGUAGE	Numbers 1 -10 Objects: books, pens, pencils, rulers, school bags, pencil cases, sharpeners, boards, rubbers Animals, fruit "How do you spell …. ?"
MATERIALS	Presentations from http://www.schools.ac.cy Domino cards from: http://www.toolsforeducators.com/dominoes/plural.php Dice and counters for Bingo game, "Friends" audio CD for Year 3, online activities found at http://www.schools.ac.cy Real classroom objects, a paper bag, a soft ball, small blank pieces of paper For project work: pictures from old magazines, video camera, photo camera
TIME	3 X 40 minutes

LESSON 1

	PROCEDURE
REVIEW	• The pupils sing the number rhyme they learned in the previous Unit ("Ten little monkeys jumping on the bed"). • The teacher encourages more pupils to report what new number rhymes they found for the project which started in Unit 7 and maybe the pupils can be taught a new rhyme by one of their

	classmates (perhaps in a different language other than English). If there are pupils with other cultural backgrounds, this might also be a good opportunity for the class to come into contact with another language and such pupils might be encouraged to teach their classmates the numbers to ten in their heritage language. **Tip:** *If the class is monolingual, the teacher can use his/her knowledge and resources and perhaps introduce pupils to a number rhyme in another language using online resources (e.g. http://www.mamalisa.com). The teacher could also introduce the numbers 1-10 in this language NOT with an aim for the pupils to learn the numbers as such but with an aim to familiarise pupils with another language, expose them to other stimuli and get them interested in other languages.*
PRESENTATION	• The teacher shows pupils part of the picture of a monkey and asks: Teacher: What **is it**? Pupils: **It's** a monkey. (The teacher writes the question and the answer on the board.) The teacher then puts a second picture and asks: Teacher: What **are they**? Pupils: **They are** two monkey**s**. The teacher adds one more picture and then one more and pupils count: 3 monkeys, 4 monkeys, etc. Alternatively, the teacher can just write the numbers on the board (e.g. 3 monkeys) OR can use any other object that s/he happens to have flashcards of or is easier to draw (pencils, books, etc.). The teacher draws the pupils' attention to the difference between the word 'monkey' and the word 'monkeys' with the help of coloured markers and asks them to tell him/her what they can see and why do they think there is that difference (-s) between the two words.

	Once the pupils identify the reason, the teacher can give them other words and ask them to tell him/her what would happen, e.g. "1 book – 2 …..?" The different examples are written on the board and the plural – s is highlighted for the pupils to notice. • Ball game: the teacher throws the ball to a pupil and says a word (an animal or classroom objects vocabulary item or other known vocabulary with a regular plural form, e.g. apples, bananas, cakes, etc.). The pupil who catches the ball, turns it into its plural form and throws the ball back to the teacher and so forth. • The teacher draws the pupils' attention back to the board and the questions and answers written there (What is it? It's a … Vs What are they? They are …). The teacher encourages the pupils to discuss the differences between the two and assists them in reaching a conclusion/a rule as to when each form/structure is used. • The pupils look at activity 1 in their Pupils' Book (listen, look and learn) to have another look at how plural is formed and they highlight points to notice (e.g. plural form endings –s).
PRACTICE	• The teacher puts classroom objects in a bag and plays a guessing game with the pupils using the recycled vocabulary (books, pens, pencils, rulers, pencil cases, sharpeners, rubbers). S/he shows only part of two, three objects of the same kind, and asks pupils 'What are they?'. Once the pupils identify the objects, the teacher asks them to guess how many there are in his/her bag, (e.g. How many pencils are there?). • Pupils work in groups using their mini-whiteboards. The teacher shows the PowerPoint presentation found at http://www.schools.ac.cy . Each time a picture appears in the presentation, the pupils decide which structure to use, (e.g. 'It's a ….' or 'They are ….'). They write their answer on the mini-whiteboard. At the end of the activity, all the right answers appear on the screen and the pupils self-correct and assess their work. The teacher monitors and checks progress.

	Tip: *If pupils are working in groups, make sure they take turns in writing on the mini-whiteboard. The decisions as regards the answer can be taken collectively but each time a separate pupil can be in charge of writing the answer.* • The teacher tells pupils that they are going to listen to Rose and Alexis talking about school things and asks them to guess what school things they are going to hear mentioned in the text. The pupils' suggestions are written on the board. Pupils listen to the dialogue with their books closed and try to remember the school things mentioned. They listen to the text one or more times and report the objects they heard which the teacher circles on the board. They then listen to the text again while following in their books so as to confirm their answers. • The teacher reads the text and pupils repeat after him/her while following in their books. The teacher may ask the pupils to read in various different styles (e.g. angrily, silently, etc.). • The class is divided into two groups. Each group takes one of the two parts of the story (Rose and Alexis) and they act it out by reading the dialogue in chorus. The teacher can motivate the pupils by scoring the performance of each group.
PRODUCTION	• Pupils play a pelmanism game using the game found at http://www.schools.ac.cy . The class is divided into two groups. Representatives from each group take turns to come to the board. One pupil turns the first card around and s/he makes a statement according to the picture shown. The statement could be a singular or plural statement (It's ... or They are..). The second pupil turns another card around and reads the sentence on the picture. If the sentence matches the picture, the two cards remain open and the pupil's group takes a point. If not, the cards are turned back face down and the other team tries their luck. • Pupils use the small game cards found in photocopiable materials and play the pelmanism game in pairs or small groups. • Pupils proceed with activity 2 in their Pupil's Book and activities 1 and 3 in their Activity Book. • Fast finishers can do any the following: - related activities at http://www.schools.ac.cy -add new words on the Word Wall -design puzzles using recycled vocabulary with puzzlemaker.com or other similar programmes

	- work on their portfolio
EVALUATION	• The teacher monitors, offers help whenever necessary and has one-to-one conversations with pupils as regards their progress (if they are having problems, etc.).

LESSON 2

	PROCEDURE
REVIEW	• The pupils listen to the main text of Unit 8 ('Friends" audio CD for Year 3) and then practice reading the dialogue in pairs trying to use the right intonation, tone of voice, etc. The teacher monitors the pairs and evaluates their work as regards cooperation, reading ability, acting out, etc. One or two pairs can then be invited to read/act out the dialogue for the class. • The teacher asks the pupils if they have any unusual objects like the ones in the text. Pupils show any objects which they may have and tell the class what they are, using the structures "It's a…." and "They are …" appropriately. • The teacher uses a presentation found at http://www.schools.ac.cy (Unit 8, Lesson 2), flashcards or realia and asks the pupils to guess what the objects/pictures are (without revealing the objects at first instance). The question 'What are they?" and the answer format "They are …." are written on the board to support the pupils.
PRACTICE	• Pupils work in pairs or groups and play dominoes using domino cards which can be created at: http://www.toolsforeducators.com/dominoes/plural.php They are given the domino cards which they put face down on the desk and shuffle them. Pupils randomly divide the cards between them. Pupil A puts down a domino card. Pupil B tries to find a matching card (either word or picture) in his/her cards. If s/he doesn't have a card to use, then s/he misses a turn. The winner is the pupil with no domino cards left, e.g.:

The aim of the game is for the pupils to identify whether the word is in singular or plural form and match it with the appropriate picture.

- Pupils play the Bingo game in their Pupil's Book (activity 4). Each pupil crosses out three pictures and then the teacher makes statements such as "They are lions." or "It's a lion.". When pupils hear a statement, they cross out the box which corresponds to that. The pupil that first crosses out all his/her boxes, calls Bingo! and is the winner.

PRESENTATION	• The teacher asks the pupils to close their eyes. S/he then puts classroom objects in a paper bag (e.g. 4 pencils). The pupils then open their eyes and try to guess what is in the bag. The teacher introduces the question form "**Are they ....?"** and writes it on the board. Then when answering the pupils' questions, s/he also adds on the board the answers "**Yes, they are**." and "**No, they aren't."** When the pupils find the answer, the teacher asks them to close their eyes again and puts different objects in the bag. The activity continues three or four times.
PRACTICE	• Pupils are given a small piece of blank paper each. Each pupil chooses to write on the piece of paper a word in its plural form (fruit, animals, classroom objects, etc.) but does not show the word to anyone else. The pupils can ask for help from the teacher who takes this opportunity to remind them of the phrase "How do you spell ....?" Pupils are called out to the front of the class and the rest of the class tries to guess their word by using the question "Are they ....?" The pupils leading the activity respond with "Yes, they are." or "No, they aren't.". Pupils are allowed three guesses to find the word and if not, then the pupil with the secret word reveals it to his/her classmates. • Pupils can either continue playing this game in pairs or move

	on to activity 5 in their Pupil's Book. They guess the strange shaped classroom objects by asking:
	Are they ....? *Answers: a) Pencil cases b) Sharpeners c) rubbers* • Pupils work with activities 3 and 4 in their Activity Book. • Fast finishers can work with the following activities: - play dominoes again -add new words on the Word Wall -design puzzles using recycled vocabulary with puzzlemaker.com or other similar programmes - work on their portfolio
EVALUATION	• The teacher observes, monitors and helps whenever necessary.

LESSON 3

PROCEDURE	
REVIEW	• The teacher writes a word or draws objects on a mini-whiteboard and asks the pupils to find the word/objects by "What are they?". The pupils are encouraged to use the question form "Are they ....?" and the teacher responds using "Yes, they are." or "No, they aren't.". • The teacher divides the pupils into groups and then asks each group to write a word on their mini-whiteboard. Each group then comes out and asks "What are they?" inviting their classmates to guess.
PRACTICE	• Board game - Pupil's Book activity 3. Pupils play in pairs or in groups of four. They take turns throwing the die and moving their counters accordingly. They must identify the classroom object(s) that they land on, after their partner(s) asks them the question, e.g.: *Pupil A: What is it?* *Pupil B: It's a sharpener.* *Pupil B: What are they?* *Pupil A: They are books.* If they answer incorrectly, they go back to where they were before their turn. The first person to finish wins. **Tip:** *It is very important for pupils to know exactly what they should*

	be doing when they work in pairs or groups so that the activity runs smoothly and time is used productively. In this case, in order to help explain how the board game works, the teacher can show an example by displaying the game on the projector and playing a couple of turns with a few pupils while the class watch and clarify any queries they might have. It is also important for the pupils to have the basic structures on the board, e.g.: What is it? It's a … / *What are they? They are …*
INTRODUCTION TO PROJECT WORK	• The class puppet greets pupils and tells them that s/he has a very good friend who lives on another planet (alien friend). He/she shows a picture of the alien friend. and tells them that he plans to visit earth and their class soon but he doesn't know any English words. The puppet, the teacher and pupils discuss ways to help the alien so that s/he can prepare before coming to Earth and learn some useful vocabulary. One idea which can be suggested is to prepare a picture dictionary and send it to him. The teacher can show examples of picture dictionaries to the pupils (hard copy picture dictionaries and digital picture dictionaries e.g. http://www.esolhelp.com/online-picture-dictionary.html or http://www.enchantedlearning.com/Dictionary.html). The picture dictionary can include as many words as pupils can think of (objects, animals etc.).
PROJECT WORK	• Pupils start their project. They can work in pairs or in groups with either one of the following ways: a) <u>Using a video camera – making a movie-dictionary.</u> Pupils decide which words they can video and who will present each word in the movie. They then prepare short films for each particular group of objects and one pupil acts as the presenter for each film. For example, when filming the word 'pencils': One pupil is recording the movie, another is presenting the word (e.g. holding and showing the pencils to the camera) and another uses a recommended script, e.g. 'Pencils. They are pencils.'

Once the short films have been prepared, they can be entered in movie maker, or another movie editing software, where the pupils with the help of the teacher can edit the movie and may even add text to the video. (see sample project at http://www.schools.ac.cy).

b) Using a digital camera. Pupils decide which objects they are going to present and take photos of these objects. They can then insert the photos in a Power point presentation and add relevant text, e.g.

(see sample project at http://www.schools.ac.cy)

c) Using pictures from old magazines/drawings – making a hard copy picture dictionary. Pupils decide on the objects they will include in their dictionary and use pictures from magazines or drawings in order to make a picture dictionary in hard copy form. Each picture is glued/drawn on an A4 paper and relevant text added. Finally, all the pages are stitched together and a cover is made in order to finalize the picture dictionary.

- While pupils are working on their project, the teacher monitors and helps both with the procedure and the language. If a group feels there are certain words that might be useful to the alien but they don't know them in English, the can ask the teacher to help them.

Tip 1: *If there are pupils in the groups who come from other countries and speak different languages, they may want to write the words the group came up with in their own L1 too. This will mean that they will create a picture dictionary for two languages.*

Tip 2: *The project can start in this lesson and the teacher can make sure the pupils understand what they should be doing. The project does not have to end in this lesson, however. It can be completed, if you aim only for a few words but it may be very useful, if the pupils continue working on it throughout the year adding new vocabulary along the way. The teacher can make time to work on the project at various intervals during the year.*

Tip 3*: Schools that participate in international programmes such as Comenius school partnerships or e-twinning can send the pupils' picture or digital dictionaries to their partners.*

EVALUATION / PORTFOLIO	- The pupils can include their picture dictionaries in their portfolio and can write a comment to accompany their work.

	Comments can involve how they: -worked together with others -learned new vocabulary -can create a picture (or digital) dictionary -picture dictionaries can be used for their learning If the picture dictionary will be continued throughout the year, the pupils can just add something about it in the section "How do you learn languages best?" • Pupils can work on their self-assessment forms.

UNIT 9

<table>
<tr><td colspan="2">OBJECTIVES</td></tr>
<tr>
<td>Language:</td>
<td>

Pupils should be able to:

- identify and use prepositions of place (in, on, under).

- identify and name rooms of a house (bedroom, bathroom, kitchen, living room).

- ask and answer about the location of animals/ objects/ people

</td>
</tr>
<tr>
<td>Intercultural aspect:</td>
<td></td>
</tr>
<tr>
<td>Learning strategies:</td>
<td>Pupils should be able to use music and song in order to improve vocabulary retention</td>
</tr>
<tr><td colspan="2">NEW LANGUAGE</td></tr>
<tr>
<td>Production</td>
<td>Prepositions: in, on
Rooms of a house: bedroom, bathroom, kitchen, living room
Where is it/he/she/are they..?</td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
</tr>
<tr>
<td>RECYCLED LANGUAGE</td>
<td>

Under/ Classroom objects (e.g. pencil, pen, desk, rubber, ruler, book) / Are they…?, Yes, they are. No, they aren't.

He/she/it is… Is he/she/ it …..? Yes, he is. / No, he isn't.

</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>Flashcards of prepositions and rooms of the house (e.g. from www.eslflashcards.com – rooms in a house and prepositions)</td>
</tr>
<tr>
<td>TIME</td>
<td>2 x 40 minutes</td>
</tr>
</table>

LESSON 1

PROCEDURE	
PRESENTATION	• The class puppet greets the children. Then teacher says the puppet wants to play hide and seek and puts the puppet in different places (e.g. on the books, on the desk, on the chair) and asks "Where is …?". Through the responses, s/he introduces **on, in** and **under**. • The teacher uses drawings or pictures/flashcards illustrating the three prepositions -in, on, under (e.g. flashcards from http://www,eslflashcards.com). For each flashcard/drawing the teacher asks the pupils: "Where is the ….."? giving opportunities for pupils who have some knowledge to contribute. If there is no response, the teacher gives the answer (e.g. "It's on the box."). The question and answers are written on the board and the pupils repeat each sentence.
PRACTICE	• The teacher removes the flashcards from the board and pupils are asked to place them back, next to the appropriate sentence. • Pupils are asked to take a pencil from their pencil cases. The teacher gives instructions using the target prepositions and the pupils carry them out, e.g.: "Put the pencil in your pencil case. Put it under your book. Put it on your book". • The teacher asks pupils to close their eyes and then hides different school objects in different places on his/her desk. Pupils guess where they are. Example: Teacher: Where is my pen? Pupil A: It's in the pencil case. Teacher: No, it isn't. etc.
PRESENTATION	• The teacher uses flashcards to present the rooms of the house. Pupils repeat loudly, happily, sadly, etc. The words are written on the board. Alternatively, or additionally, activity 2 in the Pupil's Book can also be used at this point. • The teacher teaches the pupils the following Jazz chant

	which can be found on "Friends" audio CD for Year 3 (activity b in the Pupil's Book). Kitchen, bedroom, bathroom, living room These are the rooms of the house I'm in the kitchen. You are in the living room. Where is the mouse? The pupils are encouraged to sing the jazz chant. They can do this in various ways, apart from singing it all together as a class. They can , for example, be divided into two groups and say it in the following way: Group A: Kitchen, bedroom, bathroom, living room Group B: These are the rooms of the house Group A: I'm in the kitchen. Group B: You are in the living room. ALL together: Where is the mouse?
PRACTICE	• The teacher uses a picture of a mouse and places it in the different rooms of the house shown on the flashcards. The teacher then asks the pupils where the mouse is. Example: Teacher (after placing the mouse on the flashcard with the bedroom): Where is the mouse? Pupils: It is in the bedroom. • The teacher removes the pictures from the board and carries out the previous activity but this time without showing the picture to the pupils but by choosing a room flashcard and holding it facing him/her. Pupils are asked to guess where the mouse is. The pupils are encouraged to use the structure "Is it in the ….?" and the question form is also written on the board.
PRODUCTION	• The teacher tells the pupils that they are going to listen to Alexis who is looking for his pencil case ("Friends" audio CD for Year 3). Pupils are encouraged to guess where the pencil case could be and their suggestions/ideas are written on the board. • Pupils listen to the text one or more times without opening their books in order to find the right answer.

	• They report their answers and then listen to the text again, while following in their books in order to check whether they were right or wrong.
	Before reporting the right answer pupils do activity 1 in their Pupil's Books.
	• The pupils highlight the prepositions found in the text.
	• The teacher reads the text in different ways (angrily, happily, loudly etc) and pupils repeat in the same way.
	• The pupils number the pictures of the text. The teacher then says words from the text (e.g. in, on, under, desk etc.) and pupils find the word and say the number of the picture where the word is included. Then they read the whole speech bubble.
	• Pupils carry out activity 4 in their Pupil's Book. It's a listening activity and the recording can be found on "Friends" audio CD for Year 3. The transcript is as follows: *Number 1: Draw two books under the desk.* *Number 2: Draw three pencils in the box.* *Number 3: Draw five rubbers on the chair.* *Number 4: Draw one ruler in the pencil case.* Since this is a 'listen and draw' activity, the teacher may need to pause the recording so as to give time to pupils to draw. While the pupils are drawing and the recording is paused, the teacher can monitor the activity and check on how pupils are responding to the task.
	• Pupils do activities 3 and 5 in their Pupil's Book.
	• If there is time, pupils are encouraged to make their own jazz chants using the rooms of a house. If there is no time, pupils can – if they want to – create jazz chants at home.
EVALUATION	• Evaluation is ongoing and takes place through the whole lesson by the teacher observing the children while carrying out tasks.
PORTFOLIO	• Pupils can record their jazz chants on voki.com or another

	audio recorder. The recording can be included in their portfolio along with additional comments made by the pupil, e.g. "I know the rooms of a house."

LESSON 2

PROCEDURE	
REVIEW	• The teacher pretends that s/he or has lost the class puppet. The teacher asks the pupils to help him/her find it. Example: Teacher: Where is Mr B (puppet's name)? I can't find him. Pupils: Is he on the desk? Teacher: No, he isn't. Pupils: Is he in the bag? Teacher: Oh yes! Here he is. He's in my bag. • Pupils can be invited out to hide the puppet. The other pupils close their eyes. The pupil hides the puppet and then the rest of the class asks questions trying to find the puppet. • Pupils are encouraged to sing the jazz chant they learned in the previous lesson. • If pupils have prepared their own jazz chants, they are invited to present them to the class.
PRACTICE	• Pupils are asked if they remember what Alexis was looking for and where he finally found it. • Pupils open their Pupil's Books and read the text. • Pupils do activity 1 in their Activity Books. It's a listening activity. The recording is found on "Friends" audio CD for Year 3 and the transcript is as follows: *Mum: Oh no! What a messy bedroom! Daisy! Where is your pen?* *Daisy: It's on the chair mum.* *Mum: And where is your rubber?* *Daisy: It's in the box.* *Mum: What about your ruler? Where is it?*

	Daisy: It's on my bed. *Mum: And your pencils? Where are they?* *Daisy: They are in my schoolbag.* *Mum: What about your books Daisy? Where are they?* *Daisy: Under the desk mum.* In this activity the pupils first listen and match, whereas in the second listening they can draw the exact place where the objects are. In the second listening, the teacher may need to pause the recording so as to give pupils time to draw. • The pupils play a game either using cards on the board or using the interactive version found at http://www.schools.ac.cy There are two sets of cards on the board all turned face down. One set of cards has objects or animals (chair, pencil, cat, dog) and the other has statements e.g. 'the cat is on the chair', 'The pencil is under the chair'. The class is divided into two groups. Two pupils from group A come to the board. One pupil turns an object/animal card and depending on the object or animal on the card, asks a question, e.g. if the object was a chair, the pupil asks: 'Where is the chair?' The other pupil then turns a card and reads the statement aloud. If the statement matches the question, then the group wins a point and the cards are taken down. If the statement does not match the question, the cards are turned face down again and remain on the board. • Pupils continue with activities 2 and 3 in their Activity Book.
PRODUCTION	• Pupils carry out activity 6 in their Pupil's Book. First pupils do part 6a where they are given a minute to decide where they want to place the objects (ball, chair, computer, etc.). They can either draw the objects in a particular room or draw a line indicating where the objects are. They should do this without allowing their partner to see their picture. The pupils then take turns to ask their partner where the objects are. Pupil A, for example, asks where the objects are and then draws then in the right rooms. When Pupil A is finished, Pupil B asks questions and draws the objects in the right place.

	At the end of the activity, the two pupils put their pictures side-by-side and check whether they have correctly recreated their partner's house.
EVALUATION	• Evaluation is ongoing. Special focus is given to practice and production activities which are carried out in groups or pairs and the teacher can monitor and pay individual attention to pupils. Additionally, evaluation can also take place through a Simon says game: • Simon says: The teacher tells the pupils to put their things in different places. Example: Simon says, put your pen on your chair. Simon says, put your rubber in your book. • Pupils can work on their self-assessment forms
PROJECT	• Pupils can create their own home. They can draw it on an A4 paper under a heading "My dream home", they can then label the rooms. If they need help with additional vocabulary (e.g. swimming pool, garage, etc.), the teacher can provide assistance.

UNIT 10

OBJECTIVES	
Language:	Pupils should be able to: • count up to twenty in English • identify numbers 11 – 20 (written and aural form) • ask about the number of objects/animals/people
Intercultural aspect:	
Learning strategies:	Pupils should be able to: • cooperate with others to complete tasks • self-assess task results
NEW LANGUAGE	
Production	Numbers: 11- 20 How many … are there?
Comprehension	Let's count, See you there, pet shop
RECYCLED LANGUAGE	Numbers: 1 – 10 Plural form (regular) / animals (e.g. cat, dog, rabbit, snake) objects (books, pens, pencils, rulers, school bags, pencil cases, sharpeners, boards, rubbers) Colours
MATERIALS	"Friends" audio CD for Year 3, a bag with various classroom objects (books, pens, pencils, rulers, pencil cases, sharpeners, rubbers) a set of flashcards with classroom object, animals, fruit etc (previously used flashcards can be used here as long as numbers are written on the cards – see Tip in the lesson plan below). Domino game cards (e.g. from: http://www.toolsforeducators.com/dominoes/numbers.php) mini whiteboards, non-permanent markers online activities found at http://www.schools.ac.cy puzzlemaker.com
TIME	2 X 40 minutes

LESSON 1

	PROCEDURE
REVIEW	• Pupils sing one of the number rhymes they have learned. While pupils sing, the teacher writes the numbers on the board (1 – 10). • The teacher writes the number words (1 – 10) mixed up on the board and involves pupils in reading the words while s/he is

	writing (e.g. what do you think I'm writing now?, What word is this?, etc.).
	• Pupils play a matching game. They form two groups and take turns to match numbers with the number words on the board.
PRESENTATION	• The teacher counts from 11 – 20 and writes the numbers on the board. S/he then counts again and writes the number words under or next to each number. Pupils are invited to count along. The pupils can also listen to the 'listen, look and learn' presentation of the numbers in their Pupil's Book (activity 1).
PRACTICE	• Pupils play 'BANG!'. The pupils sit in a circle and begin to count to 20, one pupil at a time – but they must say BANG! every five numbers, For example, the first pupil says "one", the second says "two" , the third "three", the fourth "four" and the fifth says "BANG!". The game then continues with regular numbers until they come to numbers divided by five in which case they say BANG! (i.e. they say BANG instead of numbers 5, 10, 15 and 20).
	Once the pupils count to 20, they then start again and continue the game as many times as the teacher feels appropriate.
PRESENTATION	• As pupils are sitting in a circle, they play a guessing game: The teacher has a bag where s/he hides various classroom objects, e.g. a book, 10 pens, 15 pencils, 20 rulers, 6 pencil cases, 17 sharpeners, 13 rubbers.
	Alternatively, if it's difficult to have so many objects, the teacher can prepare flashcards showing pictures of the objects with the relevant number, e.g.
	Tip: *If you already have laminated flashcards of classroom objects, you don't need to use different ones now. You can use the same ones but simply use a non-permanent marker to write a number next to the object.*
	The teacher asks pupils to guess how many objects of each kind there are in the bag and also writes the question **"How many … are there?"** on the board.
	Once the pupils have guessed the correct number, the teacher shows the objects (or the flashcard).

PRACTICE	• The teacher tells the pupils s/he went to a pet shop yesterday and asks the pupils if they know what a pet shop is and if they have been to a pet shop before. They can also discuss what animals are usually found in a pet shop, etc.
	• The teacher tells pupils that Anna and Rose went to a pet shop too and that they are now going to listen to what happened there. The teacher writes three questions on the board and asks pupils to listen carefully so as to find out the answers:
	a) How many people are in the story? (three) b) How many dogs are there? (Fourteen dogs) c) How many cats are there? (I don't know)
	Pupils listen to the text one or more times and then report their answers.
	• Pupils listen again to the text while following in their books and check their answers.
	As far as the answer to question c) is concerned, pupils are encouraged to count the cats in their book and find the answer (16 cats).
	• The teacher divides the class into three groups. Each group takes one of the three parts of the story (Rose, Anna, the Pet shop lady) and they act it out by reading the dialogue in chorus while trying to use the right intonation, tone of voice, etc.
	• Pupils do activity 2 in their Pupil's Book and activity 1 in their Activity Book.
	• Pupils proceed with activity 3 in their Pupil's Book. It is a listening activity and the recording is found on "Friends" audio CD for Year 3. The transcript is as follows:
	- How many books are there? *- There are six books.* *- Six books? Ok! And how many pencils are there?* *- Let's see … there are sixteen pencils.* *- Sixteen? That many? And rulers? How many are the rulers?* *- Eleven rulers. There are pens too.* *- Really? How many pens are there?* *- Guess* *- Seventeen?* *- No. Twelve. There are twelve pens.*
	Tip: *It is always useful for pupils to be familiar with the task they have to carry out before they are actually required to begin working on it. In this case, it is important to allow some time for the pupils to read the choices*

	offered to them before they start listening to the text.
PRODUCTION	• Pupils play in pairs or in groups of four a game of dominoes with numbers and number words. The pupils are expected to match number words with numbers. Domino cards can be downloaded from http://www.toolsforeducators.com/dominoes/numbers.php
EVALUATION	• Evaluation takes place through observation of pupils during the above activities. The teacher notes progress in his/her records.

LESSON 2

PROCEDURE	
REVIEW	• Pupils play a matching game in groups. Each group is given a set of numbers and number words which they have to match. The first group to do so correctly is the winner (see photocopiable materials). • Pupils act the dialogue from their Pupil's Book in groups, while reading from their books.
PRACTICE	• Pupils play a maths game in groups. Each group has a mini whiteboard. The teacher gives simple math questions and asks the groups to decide on an answer, write it on the whiteboard and lift it up for the teacher to see. The questions can be simple ones (e.g. twelve and six) or richer in language input, i.e. in the form of short stories (e.g. A boy ate 12 strawberries. Then he ate 3 more. How many strawberries did he eat?). • The teacher uses the flashcards from the previous lesson (i.e. the flashcards with an object and a number written with a marker on the card). S/he puts the flashcards in a pile – face down – on the teacher's desk and calls pupils to come out and pick one. The pupil who picks a card does not show the number to the rest of the class but states what the objects are and then the others guess how many objects, e.g.: Pupil 1: They are cats. How many cats are there? Pupil 2: Fifteen Pupil 1: No

Pupil 2: Eighteen
Pupil 1: Yes.

- The pupils play a BINGO game (activity 4 in their Pupil's Book). The pupils fill in the empty boxes with any number from 1 – 20. They should write their numbers in words, e.g. seven. The teacher then calls out numbers and the pupil who first crosses out all his/her numbers, shouts BINGO! and wins.

  The pupils can play BINGO again with a pupil calling out numbers this time, instead of the teacher.

- Pupils do activity 2 in their Activity Book. The recording is found in "Friends" audio CD for Year 3 and the transcript is as follows:

  Start with number 15
  11 – 6 – 16 – 18 – 9 – 10 – 20 – 12 – 14 – 15 – 8 – 19 – 0
  – 7 – 13 – 17 – 3 – 4 – 5 – 1 - 15

- Pupils proceed with activities 3, 4 and 5 in their Activity Book while the teacher monitors and offers help whenever necessary.

- Fast finishers can do one of the following:

  - work in their portfolio
  - create puzzles using number words in puzzlemaker.com or other similar tools
  - work with online activities at: http://www.schools.ac.cy
  - play with the domino cards used in the previous lesson
  - add number words in their picture dictionary

PRODUCTION	- Pupils work in pairs on an info gap activity (see photocopiable materials).
	Each pupil gets a separate handout and does not show it to his/her partner. Pupils work together so as to find the information they are missing and complete their handouts, e.g.:

       Pupil A: How many …. are there?
       Pupil B: 14
       Pupil A: Thank you.
       Pupil B: How many … are there?
       Pupil A: 16
       Pupil B: Thank you.

At the end of the activity the pupils show their handouts to each other and check how well they did. At a plenary

	session (the whole class), the teacher encourages pupil to reflect on how well they did and how well they worked on this task. The teacher monitors the activity, helping whenever necessary and noting down how pupils are doing. **Tip:** *Make sure the pupils understand the instructions and know what to do before they start working on their own in pairs. Also offer feedback on how they worked (e.g. quietly, used English, etc.) in addition to how they did (e.g. completed the task, used language correctly, etc.). Note cooperation skills and make clear these are valued in the lesson. A pair that worked well can later present how they worked to the rest of the class.*
EVALUATION	• Evaluation is ongoing with the teacher taking note of the pupils' progress and/or difficulties during the class tasks and with individual monitoring during group or pair work. The teacher can also chat individually to pupils' about their progress during individual written work tasks. • Pupils can work on their self-assessment forms.

Photocopiable material – matching cards for numbers and number words
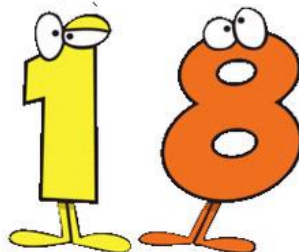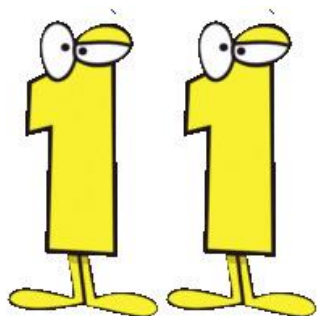
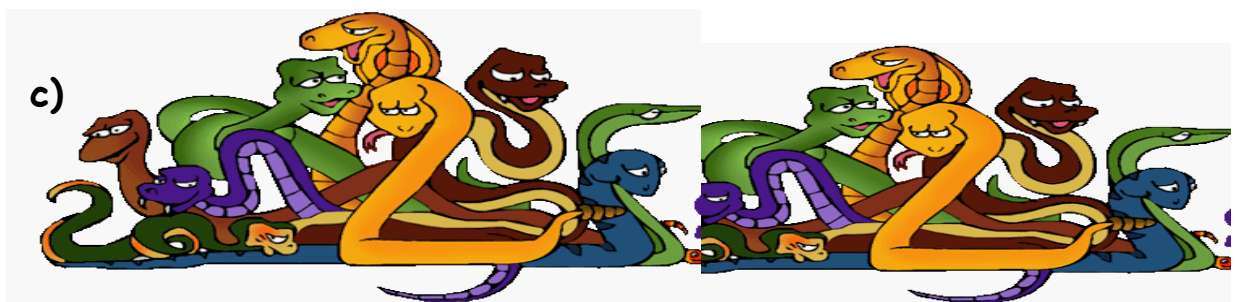|	
eleven	twelve
thirteen	fourteen
fifteen	sixteen
seventeen	eighteen
nineteen	twenty

Pupil A

a)

b) Dogs = _____

c)

d) Rabbits = _____

e)

f) Lions: _____

Use:

How many …….. are there?

Other useful expressions:

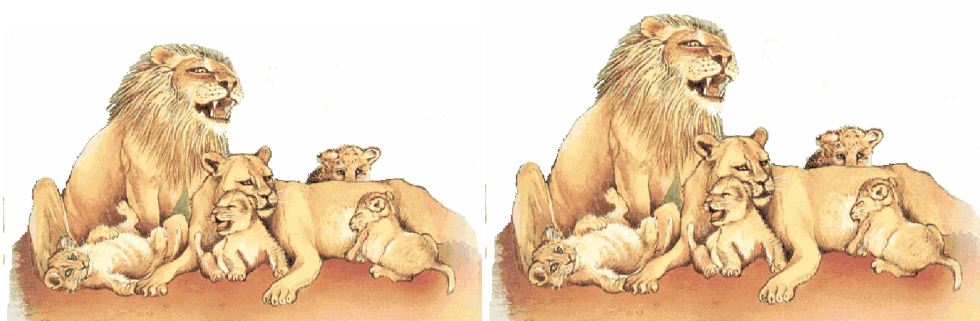How do you spell …. ?
Your turn!

Pupil B

a) Cats = _____

b)

c) Snakes = _____

d)

e) Elephants = _____

f)

Use:

How many …….. are there?

Other useful expressions:

How do you spell …. ?

Your turn!

PROJECT UNIT 'CHINESE NEW YEAR'

OBJECTIVES	
Language	Pupils should be able to follow basic instructions with the help of gestures and/or visual support.
Intercultural Aspect	Pupils should become familiar with Chinese New Year and the Chinese Lantern Festival
Learning Strategies	Pupils should be able to: • use images to support their understanding • personalise knowledge
NEW LANGUAGE	Happy New Year, cut, scissors, paper, stapler, fold, Chinese Lantern Festival
RECYCLED LANGUAGE	
MATERIALS	coloured A4 papers, scissors, staplers, projector, online sites (see in lesson plan), photocopiable material **Note:** This Unit should take place in late January/early February during Chinese New Year celebrations For more information on Chinese New Year, visit http://en.wikipedia.org/wiki/Chinese_New_Year or http://www.history.com/topics/chinese-new-year
TIME	1 X 40 minutes
INTRODUCTION TO THE PROJECT	• The teacher and the class puppet greet pupils and wish them a "Happy New Year!". The pupils may wonder why the teacher celebrates New Year in late January/early February so the teacher tells pupils that she has a Chinese friend and Chinese people celebrate New Year usually in late January or early February. • The teacher encourages pupils to say "Gung hay fat choy!", which is Happy New Year in Chinese (go to http://www.schools.ac.cy to hear how Gung hay fat choy! is pronounced). • Pupils discuss the pictures in the Pupil's Book (activity 1). The teacher asks the pupils what they think the lights are. The pupils can brainstorm in their L1 and the teacher accepts all their ideas as valid possibilities. Pupils then watch a video clip from http://tinyurl.com/c4b7x7x which shows the Chinese lantern festival. The teacher then asks pupils if they now have any better ideas as to what the lights are. S/he then explains that the lights are from a Chinese New Year celebration, called "Lantern Festival". Chinese New Year celebrations take place for 15 days and on the 15th day – the last day of the celebrations – Chinese people celebrate the Lantern

	Festival. On that day, people make lanterns and launch them in the sky or carry them in evening parades
PROJECT WORK	The teacher guides the pupils in reading the instructions for making their own Chinese lanterns (activity 2 in the Pupil's Book). The teacher can also be doing the various actions while s/he is reading the instructions. • S/he then gives the pupils the materials they need to make their own Chinese lanterns. While the pupils are working, they can listen to traditional Chinese music, which can be playing in the background (e.g. from http://www.ibiblio.org/chinese-music/html/traditional.html • Pupils who finish early can make signs saying "Gung Hay Fat Choy!" either by copying a sign from the board on A3 or A4 papers or by printing out and decorating ready-made signs (see photocopiable materials). **Note:** remember Chinese is written vertically (from top to bottom) • The Chinese lanterns and the "Gung Hay Fat Choy" signs are then used by the pupils to decorate their classroom.
PORTFOLIO	• The pupils can take photos of each other holding their lanterns. The photo can go in their portfolio (section "Other People and Cultures") with a note/comment on what they did and why. The pupils can also video or audio record themselves in groups or individually saying "Gung Hay Fat Choy!" and add the recordings in their portfolio, too. If pupils don't want to have their photos taken, they can just include a photo of their lantern and relevant comments. • If pupils finish early, or if they want to work on an additional activity, they can research how to say "Happy New Year" in more languages. They can use as sources of information the teacher, other classmates and the Internet (e.g. http://www.enchantedlearning.com/calendar/newyear.shtml).

	Pupils who work on this project, can present their findings to the class and add the information in their portfolio ("Other People and Cultures" section).
CROSS-CURRICULAR LINKS	• Music: The pupils can listen to and explore Chinese music. • Art: The pupils may continue decorating their lanterns during the art lesson or make more elaborate lanterns.

Photocopiable material: Gung Hay Fat Choy!

出入平安

UNIT 11

OBJECTIVES	
Language:	Pupils should be able to: • ask about likes and dislikes (Do you like…?). • reply about likes and dislikes (Yes, I do/No, I don't). • follow and actively engage with a children's story.
Intercultural aspect:	Pupils should come into contact with foreign children's literature ("Green eggs and ham" by Dr. Seuss).
Learning strategies:	Pupils should be able to: • make predictions based on context • pay sustained attention to a task • use L1 in order to substitute gaps in L2 • understand rhyming patterns
NEW LANGUAGE	
Production	Do you like…? Yes, I do/No, I don't. Cheese, chips, cake, coffee, water, eggs, ham, train, car
Comprehension	Language included in the story (e.g. 'let me be', 'try them', here, there, box, fox, dark, tree, goat, boat, etc)
RECYCLED LANGUAGE	I like…/I don't like… Food vocabulary (milk, pizza, tea, banana, orange, apple, etc.) Prepositions (in, on, under) Other: House, mouse,
MATERIALS	"Friends" audio CD for Year 3, storybook "Green eggs and ham" , photocopiable materials, soft ball, scissors, A4 cards, glue, presentations from http://www.school.ac.cy Flashcards with food (existing flashcards for recycled vocabulary and flashcards for the new vocabulary e.g. from http://www.esl-kids.com/flashcards/food.html). Photocopiable material, Online game from: http://www.seussville.com/games/lb_sam_i_am.html
TIME	4 X 40 minutes

LESSON 1

	PROCEDURE
PRESENTATION/ REVIEW	• The teacher asks the pupils to say things they like to eat (using "I like…") thus revising both the structure and previously learned food and fruit vocabulary. The teacher writes the structure and vocabulary on the board and adds a relevant flashcard, if this is available. If pupils say words included in the new vocabulary, the teacher puts the appropriate flashcard on the board and writes the word next to it.

	Following the same procedure as above, the teacher asks pupils what food they don't like to eat and the pupils are encouraged to respond using "I don't like …." .
	• The teacher introduces the new food vocabulary (cheese, chips, cake, coffee, water) by showing flashcards. Each time the word is also written on the board and pupils repeat the word. Recycled vocabulary can also be added on the board.
PRACTICE	• Kim's game. Pupils close their eyes and the teacher removes one of the flashcards and matching word from the board. The pupils open their eyes and find out which word is missing.
	• I spy…: The teacher or the class puppet asks the pupils to guess the food item that s/he has in mind. Pupils choose from the words already written on the board.
	Example: Puppet: I spy with my little eye something beginning with "c". What is it? Pupils: Is it coffee? Puppet: No, it isn't.
	When a pupil finds the word, s/he can come out and lead the game by choosing a word, and so forth.
	• Pupils do activity 1 in their Pupil's Books. If possible, the teacher can cover the words and flashcards on the board (e.g. by pulling the projector screen down or by using an A3 card or a poster to cover them), while the pupils are doing the matching activity and reveal them again when the pupils are done so that they can check their answers.
	The teacher plays the recording for activity 1 ("Friends" audio CD for Year 3) and the pupils repeat after each word.
	The pupils also listen to the recording for activity 2.
	• "BINGO!": Pupils circle five food items from those shown in activity 1. The teacher then makes sentences using 'I like ….' or 'I don't like'. When pupils hear one of the words they circled, they cross it out or put a √. The winner is the pupil who crosses out all of his/her circled words first and shouts "BINGO!"
	The game can be played again with a pupil leading the game.

PRESENTATION	• The teacher asks pupils to try and find three things s/he likes and three things s/he doesn't like. The teacher encourages the pupils to use the structure "**Do you like…?"** and s/he writes it on the board to support pupils using it. The teacher replies with "**Yes, I do**." or "**No, I don't**.", which s/he also writes on the board.
PRACTICE	• The teacher tells pupils that Anna (one of the coursebook characters) doesn't like a particular food. Pupils guess what food Anna doesn't like. Then, they listen to the text without opening their books to see if they found the right answer. • The pupils report their answer (but note that in the end Anna does like eggs) and then listen again to the text while following in their books. • Pupils repeat after the recording. They then number the speech bubbles and say the number of the speech bubble that the teacher reads. Pupils are divided into three groups and take the roles of the characters. The groups then read the text in chorus while trying to read in the appropriate intonation, tone of voice, etc.
PRODUCTION	• Pupils do activities 2 their Pupil's Books and activities 1 and 2 in their Activity Books. Fast finishers can add words on the Word Wall, update their picture dictionary or carry out online activities found at http://www.schools.ac.cy . • Pass the card: Pupils sit in a circle. The teacher distributes 4 or 5 flashcards with the new and recycled food vocabulary. Pupils who have flashcards pass them on to the pupil next to them and so on while music plays in the background or the pupils sing along with the teacher one of the songs they know. When the music stops, or the teacher says stop, the pupils who are holding the flashcards take turns to show them to their classmates who then ask in chorus, if the pupil likes the particular food item, e.g.: Pupil A lifts flashcard showing chips. Class: Do you like chips? Pupil: No, I don't.

	Once all the pupils have shown their flashcards to the class, the game resumes.
EVALUATION	• Ball game: The teacher throws the ball to a pupil and asks if s/he likes a particular food/drink ("Do you like milk?"). The pupil replies with 'Yes, I do.' or 'No, I don't.' and throws the ball to another pupil asking him/her the question "Do you like …. ?"

LESSON 2

PROCEDURE	
REVIEW	• The teacher puts on the board the flashcards of the food and drink items (new and recycled) which were used in the previous lesson. At intervals the teacher asks "Is it ...?" or "What is it?" questions to engage the pupils. • Swat game: Once the flashcards are on the board, the teacher divides the class into two groups and asks them to stand in two rows. The teacher calls out items from the board and the pupils who are first in each row, go to the board and touch the flashcard. The pupil who touches the flashcard first, scores a point for his/her group. The pupils then move to the back of the row and the game is played again until all the pupils have had a turn. Variation: The game can become slightly more complex, if the teacher asks the pupils to run and touch the flashcard only if s/he says "I like...". If, for example, the teacher says "I like milk.", the pupils should run and touch the flashcard. If, however, the teacher says "I don't like ..." then they should not move. Pupils who run to the card, lose their turn. **Tip 1:** *This game is much more fun if you use real fly swatters.* **Tip 2:** *If you feel your class is too large to have pupils stand in two rows, you can play the game dividing the pupils into two groups and assigning numbers to each pupil. In this way, the teacher calls a number and then the word (or statement) and the pupils with that number, run to the board. Simply make sure there is room for the pupils to run to the board (a path free of schoolbags, etc.).*

PRESENTATION	• The teacher uses the presentation found at http://www.schools.ac.cy to revise/present the prepositions and also the words: house, mouse, car, train (the slides can also be printed out and used as flashcards).
PRE-STORYTELLING	• The pupils sit in a circle. The teacher asks them what Anna didn't like in the text they read in the previous lesson. S/he asks the pupils whether they like eggs or not. The teacher then asks pupils, if they like green eggs. • The teacher tells the pupils that s/he is going to tell them a story about green eggs and presents the storybook "Green eggs and ham". Pupils are encouraged to read the title and say whether they like eggs and ham. The teacher asks the pupils to guess the name of the character. S/he then introduces the character "Sam" by showing the pupils the first two pages of the book where Sam introduces himself and draws attention to the signs that Sam is holding. In the first sign, he writes "I am Sam" and in the second he messes it up and writes "Sam I am". The teacher also introduces to the pupils Sam's friend who gets confused and calls Sam "Sam-I-Am". • The teacher can give some examples with the pupils' names or with his/her name by writing the sentence on the board and then turning it around, e.g. "I am Costas." "Costas-I-am". Pupils are asked to play with their name and say it in this way: pupil's name-I-am.
WHILE-STORYTELLING	• The teacher tells the story. S/he encourages pupils to participate by asking them whether Sam's friend will try the green eggs and ham every time Sam makes a different suggestion. For example, the teacher can ask the pupils: "What do you think? Will Sam's friend eat the green eggs and ham in a house with a mouse?". Pupils can answer with a simple "Yes" or "No". The story is in the form of a long rhyme and can be read as if it was a rhyme so that the pupils can enjoy the musicality of the words and enjoy the rhyming patterns.
AFTER-STORYTELLING	• The teacher asks pupils to say what they have understood from the story. The discussion can be done in Greek, if necessary. Pupils can also talk about food they don't like but their mum makes them eat, e.g. " I don't like ....". They can use Greek words, if they don't know the words in English and the teacher can then offer the English word as well.

	• Pupils are divided into groups of 5 or 6 and play a game where they recall words that are included in the story. They make word chains whereby each pupil adds a new word but has to repeat all the other words that were said by the group before him/her. The group gets points for each pupil that performs without mistakes.
	
	    <u>Example:</u>
	    Pupil A: eggs
	    Pupil B: eggs, ham
	    Pupil C: eggs, ham, mouse,
	    Pupil D: eggs, ham, mouse, house
	
	Pupils of this group get 4 points. If one of the pupils had made a mistake and left a word out, then the team would lose a point.
	
	Tip: *Allow some time for the pupils to organise their groups, i.e. who will be first, second, etc. During this time walk around and help the groups get organised– in particular groups which happen to have weaker pupils. Such groups can support the weaker pupils by having them start first, which means they will perform without mistake since they will only need to remember one word.*
	
	• The teacher reads parts from the book but sometimes s/he changes words. The pupils listen and put their thumbs down, if the teacher makes mistakes. If the teacher makes a mistake, the pupils are encouraged to remember the correct word that was used in the book. They can be supported by the rhyming patterns.
	
	    <u>Example:</u>
	    Teacher: I do not like them in a house. I do not like them with a **dog**.
	    Pupils (putting their thumbs down): mouse
	
	• Pupils do activities 3 and 4 in their Activity Books.

EVALUATION	• Ball game: The teacher throws the ball and says something that s/he likes. S/he then asks the pupil who caught the ball if s/he likes the particular item. The pupil replies, says something that s/he likes, throws the ball to another pupil and asks if the pupil likes the same item.
	
	    <u>Example:</u>
	    Teacher: I like apples (throws the ball to Aris).
	        Do you like apples?
	    Aris: No, I don't. I like pizza (throws the ball to Stelios). Do you like pizza?
	    Stelios: Yes, I do. I like cake. Do you like cake? etc.

LESSON 3

PROCEDURE	
REVIEW	• Pupils write something they like on a piece of paper, without showing it to anyone else. The teacher then calls out a pupil and the rest of the class try to guess what the pupil likes by using "Do you like…?". The pupil replies with "Yes, I do/No, I don't". The class is only allowed to ask three questions per pupil. If they don't manage to find the answer, the pupil tells them what s/he likes and then another pupil comes out. **Tip:** *Write the structures on the board to support the pupils.* • Pupils do activity 3 in the Pupil's Book. It is a listening activity and the recording is found in 'Friends' audio CD for Year 3. The transcript is as follows: *Number 1* *-Hi Anna! Do you like eggs?* *-No, I don't. I like Pizza.* *Number 2* *-Do you like milk Tom?* *-Yes, I do.* *Number 3* *-Do you like coffee?* *-Yes, I do.* *Number 4* *-Do you like chocolates?* *-No, I don't. I like cakes.*
WHILE-STORYTELLING	• The pupils sit in a circle. The teacher tells the story again and encourages more participation from the pupils. Pupils can reply to the teacher's questions using "I do not like green eggs and ham" or they could finish the teacher's sentences by remembering words from the story (words that rhyme will be easy to remember-e.g. house-mouse).
AFTER-STORYTELLING	• The teacher writes on the board some of the questions that Sam asks but without writing the prepositions. S/he asks the pupils to remember the appropriate prepositions in order to complete Sam's questions. <u>Example:</u> Do you like them ... a house? Do you like them ... a car?

	• Role-play: The teacher pretends to be Sam and pupils pretend to be Sam's friend. The teacher uses parts of the story to ask the pupils if they like green eggs and ham in various ways. Pupils reply by using simple phrases although the teacher can encourage them to expand. Example: Teacher: Do you like green eggs and ham? Pupils: I do not like green eggs and ham. I do not like them, Sam I am. Teacher: Do you like them in a car? Pupils: I do not like them in a car. I do not like them, Sam-I-am. **Tip:** *Props are fun! The teacher might like to wear a hat so as to look more like the character in the story and help the pupils feel more like Sam-I-am!* • Pupils do activity 5 in their Activity Books. During the activity the teacher monitors the pupils' work and uses the opportunity to chat to pupils about how they are doing, how they liked the story, if they understood it, etc. **Tip:** *The teacher can ask pupils to make a draft sketch in their book and then give them an A4 paper on which to draw their scene. This will make it easier to showcase the pupils' work on the class notice board or other areas of the school, as well as to include the pupils' work in their portfolio.* • Fast finishers can: - work in their portfolios, where they can add their favourite scene from the story, add their comments about their story, complete the target of being able to follow a story, add the story in the list of stories read, etc. - take turns to play an online game available at: http://www.seussville.com/games/lb_sam_i_am.html To play the game pupils need to pay attention to all the questions asked by Sam and then remember them in the right order.
EVALUATION	• The teacher evaluates through observation and one-to-one discussions with the pupils while they are completing their activities.

LESSON 4

REVIEW	- Pupils work in groups or pairs using their mini-whiteboards. The teacher describes a scene using the prepositions **on, in, under** and the pupils have to quickly sketch the picture on their mini-whiteboards. When they finish, they lift up the whiteboard for the teacher to see the result. The teacher can also quickly sketch the picture on his/her whiteboard and lift it up so that the pupils can check their work. Example: The ball is in the box. The cat is on the car. The book is under the schoolbag, etc. - Pupils carry out activities 4 and 5 in the Pupil's Book. For activity 5 the pupils work in pairs. The teacher monitors and offers helps whenever necessary.
WHILE-STORYTELLING	The teacher can tell the story again – depending on issues of time and pupil interest.

AFTER-STORYTELLING	• The teacher tells pupils they are going to listen to a song. S/he asks pupils to read the lyrics of the song (activity 6 in the Pupil's Book) and work with their partner to predict what the missing words are and complete the gaps. • The pupils then listen to the song, which can be found on "Friends" audio CD for Year 3 and complete the gaps, correcting their predictions whenever appropriate. • The pupils then sing the song. They can also be divided into groups and one group can make the questions while the other group answers. • Pupils create their own "silly" food combinations. The handout provided in the photocopiable materials can be used for them to draw their silly food. The pupils can chose different kinds of food and give them strange colours. The teacher could provide them with some examples of things they could draw in order to give them an idea of the project. For example, pupils could draw: -purple eggs and pizza -red bananas and cake -green cheese and chips -blue apples and milk etc. • If there is time, when pupils finish their drawings they can all come out, make a circle and ask their classmates if they like the food they have created by also showing their pictures. Each time, one of the pupils asks the question and the rest of the pupils (in chorus) answer using the same pattern than Sam's friend used in the story. Example: Stella: Do you like purple eggs and pizza? Pupils: We do not like purple eggs and pizza. We do not like them, Stella. • Pupils are given a handout with parts of the story (see photocopiable materials). They work to cut the pictures and put them in the right order according to the story. They then complete the gaps and draw the scenes to create a mini version of the story.

	Tip: *The song can be sung by the pupils at a school assembly or a school event. The song can be presented along with various props to make it more interesting, support understanding by the audience and make it more entertaining. For example, pictures or toys or models of the objects mentioned can be used (house, goat, boat, etc.).*
EVALUATION	• Pupils can work on their self-assessment forms.
PORTFOLIO	• Pupils' work (the silly food they create and/or the completed mini version of the story) can be included in their portfolios, along with their comments on the story. The pupils also include the story in their list of stories read found in their portfolio.
CROSS-CURRICULAR LINKS	• Αγωγή Ζωής: The teacher can tell the story again and discuss different kinds of food and their value in nutritional benefits.

Note: Ask pupils to bring pictures of their pets for the next lesson.

Photocopiable material : Green eggs and Ham!
a) Draw the scenes and complete the sentences.
b) Cut the pictures and put them in the right order.

Do you like them in a......?

I do not like them in a car.

Do you like green eggs and ham?

I do not like green eggs and ham.

Do you ....them on a boat?

I do not like them on a boat.

Do you like them on a.........?

I do not like them on a train.

Do you ...... them in a house?

I do not .... them in a house.

Sam, I like green eggs and ham.

Do you like……………………………… ……………………………………?

I do not like…………………………… ……………………………………. I do not like them, Sam-I-am.

UNIT 12

OBJECTIVES	
Language:	Pupils should be able to: • express possession using 'I've got…' • express lack of possession using 'I haven't got…'
Intercultural aspect:	Pupils should become aware of the importance of animals in various countries
Learning strategies:	Pupils should be able to apply selective attention
NEW LANGUAGE	
Production	What have you got? I've got… / I haven't got…
Comprehension	box, finally
RECYCLED LANGUAGE	Classroom objects (e.g. pencil case, sharpener, rubber, book, pen, pencil, ruler, school bag). Animals (e.g cat, dog, rabbit, mouse, tiger, lion, etc.), pet Fruit (e.g. apple, banana, orange, pear)
MATERIALS	Flashcards of (school objects, animals, fruit) taught in previous lessons, photocopiable material, "Friends" audio CD for Year 3, presentation from http://www.schools.ac.cy , mini-whiteboards, non-transparent bag, realia (fruit and/or classroom objects) Pictures of pupils' pets.
TIME	2 x 40 minutes

LESSON 1

	PROCEDURE
REVIEW	• The pupils sing the "Green eggs and ham' song along with the recording.
PRESENTATION	• The teacher has a variety of flashcards in a bag (animals, fruit, school objects). S/he encourages the pupils to guess what s/he has got in his/her bag by asking: "What have I got?" and at the same time writing the question on the board. Each time a pupil says something that is included in the bag, the teacher reveals it to the pupils by saying: "Yes, I've got a/an…". S/he also writes the sentence on the board and places

	the relevant picture next to the sentence. Each time a pupil says something that is not included in the bag the teacher says: "No, I haven't got a/an…" and writes the sentence on the board in a different column. By the end of the presentation there will be two columns on the board, one with sentences starting with "I've got…" and one with sentences starting with "I haven't got". Another way to present the new language is through the PowerPoint slides available at http://www.schools.ac.cy. • Pupils are encouraged to read some of the sentences on the board in different ways (loudly, quickly etc).
PRACTICE	• For this activity the teacher can either hold sentence cards with "I've got" or "I haven't got .." sentences on them, write sentences on the board or use the presentation found at http://www.schools.ac.cy The teacher shows various sentences and reads them to the pupils. If s/he reads the statement correctly, the pupils respond by touching their nose, whereas if the teacher reads the statement wrongly, they touch their head. On both occasions the teacher encourages them to read the statement. Example: Teacher: "I've got a pencil" (holds a sentence card which reads "I haven't got a pencil.") Pupils: touch their head Teacher: very good. Let's read this. What does it say? Pupils: I haven't got a pencil. Teacher: Great. What about this? "I haven't got a school bag" (holds a sentence cards saying "I haven't got a school bag') Pupils: touch their nose • Pupils make sentences using "I've got…" by showing things from their pencil cases. Example: Teacher: Show me something you've got. Pupil A: I've got a pencil" (holds a pencil) etc. • The teacher makes a gesture showing she hasn't got something and gives an example, e.g. "I haven't got a dog". The pupils then are encouraged to make sentences using "I

	haven't got …" and making the relevant gesture at the same time.
	• The teacher tells pupils that Omar has got something in a box. A picture of Omar and a mysterious box can be placed on the board. Pupils are encouraged to guess what Omar has got in his box and the teacher writes the pupils' guesses on the board.
	• Pupils listen to the recording ('Friends' audio CD for Year 3) to find what Omar has got in his box.
	• Pupils respond as to what was in the box and then listen to the text again while following in their books.
	• The pupils complete activity 1 in the Pupil's Book.
	• Pupils number the speech bubbles or the pictures of the text. The teacher reads a speech bubble and pupils say what number it is.
	• The teacher reads and pauses midsentence. The pupils are asked to continue the sentence in chorus.
PRODUCTION	• The teacher asks pupils if they like cats and engages pupils in discussion asking them if they have got pets and encouraging pupils to say what pets they have.
	• Pupils look at the pictures in activity 4 in the Pupil' Book and discuss (in Greek, if necessary) the value of animals and the importance of particular animals in certain countries at present or in past times, either due to religious beliefs or because of their crucial role in peoples' lives.
	• Pupils work on activity 3 in their Activity Book. They create a poster about their pet, using pictures of their pets (if they have brought any) or by drawing their pets. Pupils who do not have a pet can write about a pet they would like to have or an imaginary pet.
	The teacher can ask pupils to use the poster in their activity book as a draft and give the pupils an A4 card or paper to create the final version of their poster. Having a poster on an A4 card or paper allows the pupils to showcase their work on the classroom notice board or other areas of the school and include it in their portfolio.
	Some pupils can choose to create their poster using online

<table>
<tr><td></td><td>tools such as glogster.com or other software.</td></tr>
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Fast finishers can work on their portfolio. They can choose, for example, to evaluate their progress by going over the targets (can-do statements) and see what has been achieved. They can also choose to add their poster and write comments about what they have achieved, e.g. "I can make a poster in English."
If there is time, the teacher can invite the pupils to guess what the three most favourite pets in the world are. S/he writes a list on the board and asks the pupils to work in pairs or groups to complete the list on their mini-whiteboards, e.g.:
1.
2
3

The pupils decide in their pairs or groups the order of the most favourite pets and complete the list on their mini-whiteboards.

The teacher then writes the correct list on the board, which (at the time of going to print) the following:

1.cats
2.dogs
3.fresh water fish

In case pupils are interested in the rest of the list, numbers 4,5 and 6 are as follows:
4.small, animals (ferrets, rabbits, hamsters)
5.birds
6. reptiles and amphibians (turtles, snakes, lizards, etc.)

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<tr><td>**EVALUATION**</td><td>

Evaluation is ongoing and takes place throughout the lesson with the teacher monitoring pupils and paying individual attention to them when carrying out their tasks.

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LESSON 2

<table>
<tr><td colspan="2" align="center">**PROCEDURE**</td></tr>
<tr><td>**REVIEW**</td><td>

The teacher encourages pupils to show their posters and say what pet/s they have or they would like to have.

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	• The teacher puts a few school objects or fruit (or both) in a non-transparent bag. S/he asks pupils to come out, put their hand in the bag, pick an item without revealing it and identify it by feeling it. They use "I've got…" to say what they think the object is and then show it to their classmates. • The teacher calls out various school objects. Pupils who have the object called by the teacher, hold it up and say "I've got a/an…". Pupils who haven't got the specific object can say "I haven't got a/an…". Example Teacher: a red pen. Pupils that have a red pen: I've got a red pen Pupils that haven't got a red pen: I haven't got a red pen.
PRACTICE	• Pupils open their books and listen to the text again while following in their books. • Pupils work in pairs and read the dialogue, while the teacher monitors the activity. Volunteer pupils can then read the text for the rest of their classmates. • Pupils do activity 2 in their Pupil's Book. They are asked to listen and match the items that belong to each child. The pupils can listen to the recording twice ("Friends" audio CD for Year 3. It might also be necessary during the second listening to pause the recording after Peter's statement so as to give time for the pupils to match the objects, before continuing with Anna. Transcript *-Hello Peter! What have you got in your schoolbag?* *-I've got a book and a pencil. I've got a rubber too. What about you Anna?* *-I've got a ruler and a pen. Oh look! I've got a sharpener too.* • Pupils do activity 3 in their Pupil's Book and activities 1, 2 and 3 in their Activity Book. The teacher monitors offering help whenever necessary.
PRODUCTION	• Find your partner: The teacher gives a sentence strip to each pupil (see photocopiable materials). Each sentence needs to appear twice in the set that will be used for the class. Pupils move around the classroom to find their pair (i.e. the pupil who has the same sentence strip). The pupils use "I've

got…" or "I haven't got…" in order to tell their classmates what they have got on their card. Before the game begins, the teacher shows an example by playing with two or more pupils.

Example:
Pupil A: I've got a cat.
Pupil B: I haven't got a cat. I've got a tiger.

Pupil B: I've got a tiger.
Pupil D: I haven't got a tiger. I've got a mouse.

Tip: *Very large classes may be divided into two groups to play the game.*

- If there is time, the pupils can play pass the card: Pupils sit in a circle. The teacher gives flashcards to the pupils which they pass around to the person sitting next to them and so on. When the teacher says 'stop!', the pupils who have a card have to hold it up and either say: "I've got a …" (the object on their flashcard) or say: "I haven't got a … (if the object of their card has been crossed over.

Example:

I've got a tiger.

I haven't got a tiger.

Tip: *If the flashcards are laminated, the teacher can simply cross over some of them with a washable marker.*

EVALUATION	- Evaluation is ongoing and takes place throughout the lesson with the teacher monitoring pupils and paying individual attention to them when carrying out their tasks. - Pupils can work on their self-assessment forms.

I've got a tiger.	**I've got a tiger.**
I've got a mouse.	**I've got a mouse.**
I've got a horse.	**I've got a horse.**
I've got a cat.	**I've got a cat.**
I've got an elephant.	**I've got an elephant.**
I've got a hippo.	**I've got a hippo.**
I've got a monkey.	**I've got a monkey.**
I've got a bee.	**I've got a bee.**
I've got a snake.	**I've got a snake.**
I've got a lion.	**I've got a lion.**
I've got a giraffe.	**I've got a giraffe.**

UNIT 13

OBJECTIVES	
Language:	Pupils should be able to: • talk about possession (Have you got…? Yes, I have/No, I haven't).
Intercultural aspect:	
Learning strategies:	Pupils should be able to: • use language to enhance cooperation ('Your turn') • know how to ask for help using the phrase "How do you spell …?" • understand rhyming patterns
NEW LANGUAGE	
Production	Have you got….? Yes, I have. / No, I haven't.
Comprehension	
RECYCLED LANGUAGE	I've got… / I haven't got… What have you got? Classroom objects (e.g. pencil case, sharpener, rubber, book, pen, pencil, ruler, school bag) Animals (e.g. cat, dog, rabbit, mouse, fish, frog, duck, horse, parrot, etc.) Fruit (e.g. apple, banana, orange, pear, mango)
MATERIALS	Flashcards of vocabulary taught in previous units ¨Friends¨ audio CD for Year 3, envelopes with flashcards, online activities found at http://www.schools.ac.cy , dice, counters, small blank pieces of paper
TIME	2 x 40 minutes

LESSON 1

	PROCEDURE
PRESENTATION	• The teacher pretends to have lost his/her pencil case. S/he asks the pupils for a number of things (e.g. a red pen, a blue pencil, etc.) using "Have you got a/an …?" which s/he also writes on the board. Pupils will probably answer with a simple "Yes" or "No" so the teacher gives the full answers

	and writes them on the board (Yes, I have. / No, I haven't.).
PRACTICE	• The teacher asks the pupils: "Can you guess what I have got in my bag?" or "Can you guess what new animal I've got at home?". S/he then says "Let me give you a clue" and begins drawing a simple picture. The teacher stops at various stages of the drawing and asks pupils to guess using the question "Have you got …?" • The activity can end with the pupils guessing about the teacher's ´new´ pet. This can lead to a discussion again about the pupils' pets (e.g. what they have got, the pets' names, how old they are etc.) • Jazz Chant: The teacher tells pupils they are going to listen to a jazz chant (Pupil's Book activity 3). S/he encourages pupils to read the jazz chant first, with their partners, and guess what the missing words are. • The pupils then listen to the jazz chant which can be found on ´Friends´ audio CD for Year 3 and complete the missing words: *Have you got, have you got, have you got a dog?* *Yes I have, Yes I have, I've got a dog!* *Have you got, have you got, have you got a cat?* *No, I haven't, No I haven't, I haven't got a cat!* Once the chant is completed, the pupils practice singing it in different ways. Some suggestions are the following: -Pupils sing in chorus along with the teacher. -The teacher makes the questions and pupils say the answers and vice versa. -Pupils are divided into two groups and sing the jazz chant with one group making the questions and the other giving the answers. • The pupils work with their partners to prepare their own chant by either adding new words to the text in their book or by copying the chant in their exercise books and adding new words to the text. Volunteer pupils present their chants to the class. • The teacher tells the pupils that the coursebook characters

	have also got pets. S/he writes the names of the characters on the board and pupils are encouraged to guess what pet each character has.
	• Pupils listen to the recording and note down the pets mentioned (´Friends´ audio CD for Year 3).
	• The pupils report the pets they heard and they then listen again while following in their books.
	• The pupils underline all the pets mentioned in the story and then review their earlier guesses as to what pets the characters have (which are written on the board and should now be corrected).
	• Pupils complete activity 1 in their Pupil's Book.
	• Pupils listen again to the recording and repeat after each sentence.
	• The teacher reads the text making deliberate mistakes. Pupils correct their teacher's mistakes.
PRODUCTION	• Pupils are given small, blank pieces of paper. Each pupil writes an animal on his/her paper but does not show it to other classmates. Pupils then take turns to come out and the rest of the class asks questions to find out what the secret animal is. The class is allowed to ask each pupil 3 questions and if they don't find the answer, the pupil wins and has to tell them the secret animal, e.g. "I've got …."

Example:
Pupils: Have you got a tiger?
Pupil A: No, I haven't.
Pupils: Have you got a monkey?
Pupil A: No, I haven't.

If pupils want to write the names of animals which they don´t know how to spell, the teacher reminds them of the phrase ¨How do you spell ….?¨ so that they can use it in order to write the animal of their choice. |
| | • After the game is played with the class a few times, it can turn into a pair work activity, where each pupil has 4 questions/chances to find out his/her partner´s animal. (Pupils who have revealed their animal to the whole class, can turn the paper around and write another animal to play |

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	the game with their partner.)
EVALUATION	• Evaluation is ongoing and takes place through observation of the pupils while they are carrying out the above tasks. The teacher notes his/her observations in relevant checklists and keeps records.

LESSON 2

PROCEDURE	
REVIEW	• The teacher asks pupils what pet each of the coursebook characters has. • They are then divided into groups and asked to read the text (each group takes the role of one character). • Individual volunteer pupils can take on the parts of characters and read the text again for the class.
PRACTICE	• Pupils sit in a circle and sing the chant again in various ways as in lesson 1. • Volunteer pupils can share the chants they created and the class can sing along. • "Pass the envelope game" (variation of "Pass the card game"): The teacher prepares two or three envelopes which include different sets of flashcards (fruit, school objects, animals, rooms of a house, etc.). S/he also writes on each envelope the kind of flashcards included in it. The envelopes are distributed to the pupils and the pupils pass the envelopes on to the pupil sitting next to them while they sing a well-known song. When the teacher says ´stop´ the pupils who have an envelope at that time open it and pick a card without showing it to the rest of the pupils. The teacher tells the pupils what category the object belongs in (e.g. fruit, animal, room, school object). The rest of the class is encouraged to guess what is on the card by using "Have you got…?". The teacher can assist the pupil (if necessary) to answer "Yes, I have", "No, I haven't".

	• Pupils do activity 4 in their Pupil´s Book and activities 1, 2 and 3 in their Activity Book. The teacher monitors and offers help whenever necessary. Fast finishers can work on: - doing activity 4 (Activity Book) with other fast finishers - their portfolio - adding new words on the Word Wall **-** adding new words in their picture dictionary (hard copy or electronic dictionary) **-** record their jazz chant using a video camera or an audio recorder **-** online activities at http://www.schools.ac.cy
PRODUCTION	• Pupils work in groups or pairs to play the board game in their Pupil's Book (activity 5). Each time a pupil lands on a square, the other pupil/s ask ¨Have you got + object on square?¨. The pupil responds ¨Yes, I have.¨ or ¨No, I haven´t.¨ The teacher moves around the classroom, monitors the pupils while they are working and supports them so that they use the appropriate language in order to carry out their task (see also use of useful game expressions below). **Tip:** *The teacher can show pupils how to play the game using a projected picture of the board game on the board and playing a couple of rounds with a group of pupils. This is a good opportunity to model useful language used in games and pair work activities such as ¨***Your turn****.¨ and ¨****Here you are****¨.*
EVALUATION	• Pupils can work on their self-assessment forms.
PORTFOLIO	• Pupils can be encouraged to record their jazz chants and include them in their portfolio.

UNIT 14

OBJECTIVES	
Language:	Pupils should be able to: • express likes and dislikes • apologise using "I'm sorry!" • follow and actively engage with a children's story • participate in acting out a story
Intercultural aspect:	Pupils should: • come into contact with foreign children's literature ("Beautiful Bananas" by Elizabeth Laird) • learn a traditional song "The animals went in two by two"
Learning strategies:	Pupils should be able to: • understand a story using visuals to support comprehension • ask for help in compensating gaps in L2 ("How do you say ….. in English?') • reflect on performance
NEW LANGUAGE	
Production	He/She/It likes… / He/She/It doesn't like… I'm sorry! Beautiful, honey, flowers
Comprehension	Language included in the story (e.g. whisker, feather etc.)
RECYCLED LANGUAGE	I like/I don't like …. Do you like…? Yes, I do. /No, I don't. I/He/She/It can… I've got… Fruit included in the story (banana, mango) and other fruit they know (e.g. pineapple, pear, orange, avocado, apples, etc.) Animals included in the story (monkey, bee, giraffe, lion, parrot, elephant) and other animals they know (e.g. tiger, lion, crocodile, etc.)
MATERIALS	Flashcards of animals taught earlier this year or in Year 1 and Year 2 (e.g. bear, gorilla, parrot, goat, monkey, giraffe, zebra, elephant). Flashcards of fruit taught previously (e.g. guava, mango, pineapple, avocado, passion fruit, tangerine, banana, apple, pear, orange). These flashcards and word cards can be obtained, if not already available (e.g. from www.esl-kids.com or www.sparklebox.co.uk/cll/story/handa.html). Photocopiable material, story book ´Beautiful Bananas´, presentation from http://www.schools.ac.cy , "Friends" audio CD for Year 3, soft ball, A3 or A4 cards, scissors, glue, video (http://tinyurl.com/czuc9z6) Animal masks (e.g. from http://www.sparklebox.co.uk/topic/roleplay/masks/animal-masks.html Song "The animals went in two by two" (this is a traditional song and can be found easily, e.g. at http://tinyurl.com/y9g7qtz)
TIME	4 X40 minutes

LESSON 1

<table>
<tr><td colspan="2" align="center">PROCEDURE</td></tr>
<tr>
<td>PRESENTATION/ REVIEW</td>
<td>

- The pupils listen to the song "The animals went in two by two" and watch the video at http://tinyurl.com/y9g7qtz .

  Pupils are asked to watch the video carefully and try to identify as many animals as they can. They take notes individually or in pairs in their exercise books or on mini-whiteboards. They report to the class after the end of the video.
  If there are animals, the pupils don't know, they can ask the teacher by using the following ¨How do you say ….. in English?¨ (e.g. How do you say στρουθοκάμηλος in English?¨. The teacher writes the expression on the board to help them and encourages pupils to try it out chorus.

Tip: *Asking for help is an important learning strategy. In this case the pupils learn how to ask someone else to help support them by offering them a word they don´t know or they can´t remember. This allows them to achieve communication while also increases their vocabulary.*
Write this key expression and put it up somewhere where pupils can easily see it. Remind pupils to use this expression, whenever they are struggling with a word.

- The pupils sing the song along with the video clip or recording.

- The teacher shows animal flashcards to the pupils. The flashcards include a variety of animals taught earlier this year or in Year 1 and Year 2 (e.g. bear, gorilla, parrot, goat, monkey, giraffe, zebra, elephant). Each time a flashcard is shown, the teacher asks the pupils if they remember the word and encourages them all to say it.

- The teacher then tells pupils that s/he likes animals very much. Pupils are encouraged to guess what animals their teacher likes using "Do you like…?". The teacher replies with "Yes, I do/No, I don't", puts the flashcards that the pupils find on the board and writes the animal word next to it. On the top of the animal list the teacher writes "I like".

Note: for this activity, the emphasis should be on animal words which the pupils have this year been learning how to read and write (e.g. horse, cat, dog, rabbit, mouse, fish, parrot, frog, tiger, monkey, lion, elephant).

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	• The teacher then shows pupils the fruit flashcards asking them if they remember the words and encouraging them to say each word (e.g. guava, mango, pineapple, avocado, passion fruit, tangerine, banana, apple, pear, orange). • Ball game: The teacher throws a ball to a pupil asking him/her a question about fruit or animals, e.g. ¨Do you like cats?¨. The pupil replies with ¨Yes, I do.¨ or ¨No, I don't.¨ The pupil then throws the ball to another pupil asking him/her a different question e.g. ¨Do you like apples?¨. The pupil replies with ¨Yes, I do.¨ or ¨No, I don't.¨ and so forth. • The teacher tells the pupils that the class puppet also likes fruit and animals very much and pupils are encouraged to guess which animals the puppet likes. The teacher writes on the board "name of puppet + likes" (e.g. Marlon likes …) and places the pictures and words underneath (the 3rd person –s is underlined or highlighted to draw pupils' attention). The words that the teacher chooses to use for this activity should again be from within the following group (horse, cat, dog, rabbit, mouse, fish, parrot, frog, tiger, monkey, lion, elephant). When the pupils say an animal that the puppet doesn't like, the teacher writes it in a separate column : "name of puppet + doesn't like…" (e.g. Marlon doesn´t like ….).

PRACTICE	• The teacher numbers the animal pictures/words that are on the board and pupils are encouraged to read the word with the number called out by the teacher. This can be done first while the pictures are still on the board and again with the teacher removing the pictures so that the pupils rely entirely on the text.
	
	• The flashcards can then be distributed to the pupils to match with the words on the board.
	
	• The teacher and the pupils play "I spy…" using the words on the board.
	Example:
	    Teacher: I spy with my little eye something beginning
	             with "m". What is it?
	    Pupils: Monkey
	
	• The class is divided into two groups. The teacher tells pupils to look carefully at the board and then covers the animals, leaving only the structures ´Marlon likes´ and ´Marlon doesn't like …´.The teacher then says the name of an animal to Group A and the group needs to remember if Marlon (the puppet) likes or doesn´t like the animal and make the correct

	statement in chorus. If the statement is correct, the group gets a point. The teacher then says the name of another animal to Group B and so forth. Example: Teacher: horses Group A: Marlon likes horses. Teacher: Very good. You have one point. Now group B. Bears. Group B: Marlon doesn't like bears. Teacher: Excellent! One point! etc.

PRODUCTION	• Find someone who: Pupils carry out activity 4 in their Pupil's Book. The pupils hold their Pupil's Book and ask other pupils until they find someone who fits each category (4a). The teacher first models how the activity is carried out and reminds pupils that they should be quiet and try to speak only in English.
	
	The activity can be carried out by all the class at once or with pupils working in groups. Once the activity ends, pupils report their findings (4b).
	
	Tip: *Monitor the activity and note how the pupils are progressing. When you notice a significant number of pupils finishing, you may choose to end the activity. It is sometimes better to finish the activity while pupils are still engaged in it instead of leaving it drag on too long. As long as pupils participated actively and they all had opportunities to interact with others, it is not absolutely necessary for all the pupils to complete the task.*
	If, however, you would like to offer pupils more time with the activity, arrange a task for the fast finishers (e.g. activity book tasks).
	
	• Pupils do activities 1 and 2 in their Activity Book.
	
	• Fast finishers can do one of the following:
	   - work on their portfolio
	   - add new words on the Word Wall
	   - create a section on animals in their picture dictionary (hard copy or digital dictionary)
	   - create a puzzle with animal words using puzzlemaker.com or other software programmes.

EVALUATION	• Evaluation is ongoing and takes place through observation of the pupils while carrying out the above tasks.

LESSON 2

<table>
<tr><td colspan="2" align="center">PROCEDURE</td></tr>
<tr>
<td>REVIEW/
PRESENTATION</td>
<td>

Pupils listen to the song "The animals went in two by two" and are encouraged to participate.
The teacher uses the presentation at http://www.schools.ac.cy to review likes/doesn't like, and introduce 'They like ...' 'They don't like'. The presentation shows various people and asks the pupils to guess if they like/don't like certain things. The teacher encourages the pupils to guess and then reveals the answer.
Pupils do activity 2 in the Pupil's Book.

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<tr>
<td>PRACTICE</td>
<td>

The teacher tells pupils they are going to listen to a recording about Alexis and Anna who are talking about their Grandad's birthday.

The teacher writes the three sentences from activity 1 (Pupil's Book) on the board and asks pupils to listen carefully and find the answer:
  Grandad likes chocolates.
  Grandad likes flowers.
  Grandad likes fruit.
Pupils report their answers and then listen again while following in their books to see if they were right.
The teacher asks some simple questions (e.g. What does grandad like? What doesn't grandad like?)
The pupils read the text in chorus, changing the way they read according to the teacher's instructions (silently, loudly, sadly, etc.).

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<tr>
<td>PRE-
STORYTELLING</td>
<td>

Pupils sit in a circle. The teacher tells the pupils that s/he is going to tell them a story about a girl that is taking a present to her granddad and encourages them to guess what the present could be.
The teacher then shows the pupils the cover of the picture book "Beautiful Bananas' and encourages them to say what they can see and what Beatrice's present for her grandad is. The teacher also introduces the character (Beatrice) and asks them to guess where she comes from (an East African country). Pupils are also encouraged to read the title and

</td>
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	guess what animals and/or fruit are going to appear in the story. **Note**: The book does not specify where Beatrice is from. It is, however, an East African country. It might be good to name a country for the pupils. Possible countries could be Uganda, Kenya or Tanzania since they include the savanna and forest shown in the illustrations.
WHILE-STORYTELLING	• The teacher tells the story. S/he pauses before a new animal appears and asks pupils to guess what animal will appear and what that animal will give to Beatrice. The teacher can simplify the language where s/he thinks pupils might not understand. S/he can also use the phrase "My grandad likes…" (instead of "My grandad will like this") every time Beatrice gets a new gift for her granddad so as to practice the new language. • During storytelling, the pupils can also discuss the animals which appear in the story. They can talk about their colour, whether they are big or small, what the animals can do, etc. This discussion helps review vocabulary as well as introduce certain vocabulary such as honey, whiskers, feathers, etc. Pupils can also say what animal they like or don't like.

AFTER-STORYTELLING	• The teacher asks pupils to remember the animals that appear in the story and what they give to Beatrice.
	
	• The teacher makes false sentences about what the animals in the story like and pupils correct him/her.
	
	    Example:
	    Teacher: The bees like apples.
	    Pupils: No! They like honey.
	
	The teacher can help the pupils with new words (e.g. honey, whiskers, feathers, etc.).

EVALUATION	• The teacher makes sentences using the pupils' names and fruit or animal they might like. If the pupils who hear their names like the particular fruit or animal, they put their thumb up. If they don't like the particular fruit or animal they put their thumb down. The rest of the pupils make sentences according to their classmate's gesture using "He/she likes/doesn't like…".
	
	    Example:
	    Teacher: Stelios likes mangoes.
	           (Stelios puts his thumb up)

	Pupils: Stelios likes mangoes. Teacher: Maria likes lions. (Maria puts her thumb down) Pupils: Maria doesn't like lions. • If there is time the pupils can play a hangman game using the animal vocabulary focused in this lesson. The game can also be played using an interactive game found at http://www.schools.ac.cy .

LESSON 3

PROCEDURE	

REVIEW	• The teacher asks pupils if they remember the story and encourages them to call out animals and objects that are included in the story. The teacher puts the flashcards (or draws pictures) of the animals and objects on the board and writes the words next to them.
	
	• The teacher describes various animals and asks pupils to find which animal it is.
	    Example:
	    Teacher: It's a scary animal. It´s green. It can swim.
	           What is it?
	    Pupils: It's a crocodile.
	
	• Pupils carry out activity 5 in their Pupil's Book.

PRE-STORYTELLING	• Pupils work in pairs using their mini-whiteboards to write the animals in the order in which they appear in the story. The teacher monitors the activity but does not correct it so that the pupils will listen to the story and correct it themselves later on.
WHILE-STORYTELLING	• Pupils sit in a circle. 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. Pupils can also make the sounds and movements of the animals. At the same time, the teacher can at intervals ask the pupils, if they got the animals right on their mini-whiteboards.

AFTER-STORYTELLING	• Pupils talk about the story (what they liked about it, their favourite part, etc.).
	
	• Ball game Round 1: The teacher throws the ball and says something that s/he likes. The pupil who catches the ball needs to remember what the teacher said and add a sentence about what s/he likes. The pupil then throws the ball to someone else who is asked to do the same, etc.
	
	  <u>Example:</u>
	  Teacher: I like apples. (throws the ball to a pupil)
	  Stella: Miss Sophie likes apples. I like mangoes.
	             (throws the ball to another pupil)
	  Yiota: Stella likes mangoes. I like strawberries.
	             (throws the ball to another pupil)
	  Yiannis: Yiota likes strawberries. I like oranges.
	
	• Ball game Round 2: The previous game is repeated but this time pupils say things that they don't like.
	
	Tip: *Structures used in both ball games can be written on the board so that pupils use them as examples.*
	
	• Pupils complete activities 1, 2 and 3 in their Activity Book and activity 3 in their Pupil's Book.
	
	  Fast finishers can begin work on their animal masks (see below).
	
	• Pupils create animal masks based on the animals in the story. Monkey, elephant, giraffe and parrot mask templates can be found at: http://resources.sparklebox.me.uk/501-999/sb976.pdf Monkey, lion and elephant mask templates can be found at http://resources.sparklebox.me.uk/501-999/sb863.pdf. A bee mask template can be found at http://resources.sparklebox.org.uk/sb1333.pdf
	
	  While pupils are working on their masks the teacher moves around the classroom asking pupils what animal they have got (thus revising "I've got…") and if they like the particular animal (revising "Do you like? Yes, I do/No, I don't"). This is also an opportunity for the teacher to discuss progress with individual pupils.

EVALUATION	• The teacher evaluates through observation and one-to-one discussion with the pupils while they are completing their activities.

CROSS-CURRICULAR LINKS	• <u>Art or Design and Technology:</u> Pupils can prepare or continue working on the masks mentioned above.

LESSON 4

PROCEDURE	
INTRODUCTION	• The story can be read again, depending on time and pupils' interest. • Pupils watch a video of another class acting out the story (http://tinyurl.com/czuc9z6).
ROLE-PLAY	• Pupils are asked whether they would like to make their own mini-play based on the story. Based on the masks that they made in the previous lesson, pupils are divided into groups and each group is assigned the role of an animal. One pupil is assigned the role of Beatrice. The teacher can give a model dialogue to the pupils in order to simplify the story. This can be written on the board. The teacher, or a pupil, can act as a narrator to link the play wherever necessary. Example: Teacher (Narrator): Beatrice is taking a present to her grandad. Giraffe (throwing Beatrice's bananas down): Oh! I'm sorry! Here you are (gives Beatrice the flowers). Beatrice: Oh! Thank you! My grandad likes flowers. The play can be acted out a number of times by changing the roles of the children. **Tip 1:** *Pupils can be assigned the role of 'official cameraman' or 'official photographer' and take pictures or video record the play. The photos or videos can be used on the school website (provided parents' give permission for their use), in the pupils' portfolios or in the school newsletter.* **Tip 2:** *Pupils can present their play at a school assembly or another school event. It is important for the school community to share progress and creative activities both within the community*

	and with the parents' and wider community. A public performance can also greatly boost the pupils' motivation and confidence.
EVALUATION	• Evaluation takes place through observation of the pupils' engagement with the task. The teacher can note development in aspects of confidence, social skills, and attitudes towards the language and the language lesson. • At the end of the mini-play, pupils can complete a self-assessment checklist (use the one in Project Unit: Putting on a play"). They also complete the Unit's self-assessment form. • If there is time, pupils carry out activity 3 in their Activity books. The pupils can use the Activity Book as a draft and then work on an A4or A3 card so that their work can more easily be showcased on notice boards or other areas of the classroom and/or school. Pupils are also given a handout with the animals and things included in the story (see photocopiable materials). They cut them out and stick them in their books to make Beatrice's route to her grandad. The teacher moves around the classroom, monitoring pupils' work and asking them checking questions, e.g. "What have you got?", "Do you like..?".
PORTFOLIO	• Pictures or videos taken during the acting out of the story can be included in the portfolios as well as the pupils' self-assessment form for the mini-play task.
CROSS-CURRICULAR LINKS	• <u>Art</u> - Pupils can create Beatrice's route either using the given materials or by choosing any other art materials, they might like. - Pupils draw their favourite scene from the story. -Pupils can prepare stick puppets of the animals mentioned in the story which they can also use to act the story out. • <u>Music</u> Pupils can learn an East African song or accompany an East African song by creating a variety of instruments. They can also use this opportunity to learn about typical African instruments. • <u>Greek</u> -Pupils give another ending to the story (in L1). For example, they can discuss what would have happened if the elephant didn't give Beatrice a bunch of bananas. Would grandad like any other things? • <u>Maths</u> -Pupils can prepare a chart about which fruit or animal mentioned in the story they like most.

Photocopiable material - pictures to cut out for creating 'Beatrice's route'

UNIT 15

<table>
<tr><td colspan="2">OBJECTIVES</td></tr>
<tr><td>Language:</td><td>Pupils should be able to:

• ask and answer about the time (What time is it? It's….o'clock).</td></tr>
<tr><td>Intercultural aspect:</td><td>Pupils should become aware of the existence of different time zones.</td></tr>
<tr><td>Learning strategies:</td><td>Pupils should be able to:

• use music and song to improve vocabulary retention
• use language to enhance cooperation ('Your turn')

• apply selective attention</td></tr>
<tr><td colspan="2">NEW LANGUAGE</td></tr>
<tr><td>Production</td><td>What time is it? / It's…o' clock.
Action verbs: watch, sleep, clean, eat, do
Clock</td></tr>
<tr><td>Comprehension</td><td>Lunch</td></tr>
<tr><td>RECYCLED LANGUAGE</td><td>Numbers 1-20

Action verbs (play football, play basketball, etc.)

I can…

Can I /he/she ….? Yes, I/he/she can.</td></tr>
<tr><td>MATERIALS</td><td>photocopiable materials, "Friends" audio CD for Year 3, [optional: time flashcards e.g. from http://www.eslflashcards.com - only use the "o'clock" cards]
Flashcards with the new action verbs (e.g. from http://www.mes-english.com/flashcards/dailyroutines.php)
Online activities at http://www.schools.ac.cy</td></tr>
<tr><td>TIME</td><td>2 x 40 minutes</td></tr>
</table>

LESSON 1

<table>
<tr><td colspan="2" align="center">PROCEDURE</td></tr>
<tr><td>REVIEW</td><td>• The teacher revises the numbers by reminding the pupils one of the number songs previously taught e.g. "Ten little Indians" or the song in any other variation (e.g.. ten little aeroplanes/elephants, etc.). A version of the song can be</td></tr>
</table>

	found at: http://tinyurl.com/lxl32q
	• Pupils are also encouraged to continue the song using numbers from 11 to 20.
	Example (variation: '20 little elephants':
	Eleven little , twelve little, thirteen little elephants, Fourteen little, fifteen little, sixteen little elephants, Seventeen little, eighteen little, nineteen little elephants, Twenty little elephants making noise!!!
	• The teacher writes the numbers from 1 to 10 on the board and invites pupils to come to the board and write the number word next to each number.
	• The teacher then writes the numbers from 11-20 on the board and also adds the number words mixed up (the words can either be written on the board or word cards can be used). Pupils are asked to come out and match the words with the numbers.
	• Pupils are divided into groups and use their mini-whiteboards. The teacher calls out numbers and the pupils write them on their mini-whiteboards.
PRESENTATION	• The teacher shows the pupils a flashcard with a clock (or draws a clock on the board) and introduces the word "clock". S/he asks pupils if they know what time it is and writes the question on the board ('What time is it?'). The teacher tells the time indicated on the clock (e.g. It's three o'clock.) and writes it on the board. The teacher follows the same procedure either using more flashcards (showing different times) or by drawing different clocks on the board (or changing the hands in the clock already on the board).
PRACTICE	• The teacher shows flashcards with different clocks to the pupils or draws different clocks on the board. Each time s/he makes a statement about the time shown on the clock. If the teacher tells the time correctly (as in the time showing on the clock), pupils touch their nose. If the teacher is wrong the pupils touch their head and state the correct time.

PRESENTATION	• The teacher tells the pupils that s/he does many different things every day and mimes a number of these things for pupils to guess. The teacher uses previously taught vocabulary (e.g. s/he mimes playing football, basketball, etc.) and new vocabulary (e.g. watching TV, sleeping, eating, cleaning the house, doing homework). When new words come up the teacher writes them on the board (watch TV, sleep, eat, clean, do my homework) along with matching flashcards and encourages pupils to repeat them. Although this activity is mostly used to revise and teach action verbs the teacher can also tell the time that s/he does the particular actions (e.g. At 8 o'clock I watch TV - and the teacher mimes watching TV). The teacher can also ask the pupils what time they do that particular action, e.g. "What time do you do your homework?"
PRACTICE	• The teacher puts Datu's flashcard on the board and draws a speech bubble which says: "Mum, it's 3 o'clock. Can I………now?". Pupils are asked to guess what Datu wants to do at 3 o'clock and work in pairs to complete the question on their mini-whiteboards and share their ideas with the class.

• Pupils listen to the text ("Friends" audio CD for Year 3) with their books closed to find out if their predictions were correct and, if necessary, correct their answers on their whiteboards.

• The pupils listen again to the text while following in their books.

• They then repeat after the teacher and/or the recording.

• Pupils are divided into two groups and they read the dialogue while using the appropriate intonation and tone of voice.

• Pass the card: The teacher distributes time flashcards or small cards on which the teacher writes a specific time. The pupils pass the cards to the person next to them until the teacher says 'Stop!'. The class then ask in chorus "What time is it"?. The pupils that are holding flashcards or cards, take turns to tell the time that their cards show.

• Pupils do activities 1 and 2 in their Pupil's Book and activity 1 in their Activity Book. |

PRODUCTION	• Pupils work in pairs to do activity 3 in their Pupil's book. Pupils first draw the hands on their clocks (My clocks). Then they need to ask their partner in order to draw the hands on the rest of the clocks (My friend's clocks). They use: "What time is it?".
	The teacher can show a couple of examples to make sure that pupils have understood the activity. During the example, the teacher also models language useful for pair and group work such as "Your turn." And "Ready?".
	Once the pupils complete the activity, the can put their books side by side and check how they did (i.e. if they got the correct answers).
	The teacher monitors the activity and offers help whenever necessary. At the end of the activity, the teacher offers feedback to the class emphasizing how they worked (e.g. cooperated well, used only English, used expressions such as "your turn", etc.).
EVALUATION	• Swat: A variety of clocks are placed or drawn on the board. Pupils are divided into two groups and stand in two rows in front of the board. The teacher calls out different "times" and a representative from each group (i.e. the pupil who stands first in the row) runs to the board to touch the appropriate flashcard/drawing. Points are given to the group that touches the flashcard first each time.
	The pupil who ran to the board, moves to the back of the row and the next pupil takes a turn.
	Tip 1: *The pupils who run to the board, can use real fly swatters!*
	Tip 2: *If the class is too large to have pupils standing in a row, you can divide the class into two groups and ask each group to assign themselves numbers (e.g. from 1to 12). You then call a number and the pupils with that number (one from each group) run to the board. Just make sure the aisles are clean of clutter so the pupils can have an open path to the board.*
CROSS-CURRICULAR LINKS	• Maths: The teacher may revise telling the time (o'clock) and or use different maths problems in English, e.g. It is two o'clock. Yiannis plays football for two hours. What time is it now?

LESSON 2

<table>
<tr>
<td colspan="2" align="center">PROCEDURE</td>
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<tr>
<td>REVIEW</td>
<td>

- Simon says: Pupils play a "Simon says" with the teacher asking them to do different actions (e.g. Simon says play football, Simon says watch TV, etc.).

- Pupils are asked if they remember what Omar does at different times of the day without looking at their books.

- Pupils open their Pupil's Book and read the text silently to check if they remembered correctly. They report the answers found in the text.

- Pupils work in pairs and practice reading the dialogue. Volunteer pupils can then read out the dialogue for the class. Pupils are encouraged to read the dialogue with the appropriate tone of voice, etc.

- Pupils are asked what time they do different things (e.g. What time do you play with your friends? What time do you watch TV? What time do you sleep?) Each time they are asked to come out and show the time on the teacher's clock (if one is available).

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<tr>
<td>PRACTICE</td>
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- Pupils do activity 4 in their Pupil's Book. The recording is found in "Friends" audio CD for Year 3. The transcript is as follows:

Number 1: What time is it?
        It's ten o' clock.
Number 2: Hi Paul. What time is it?
        It's nine o' clock.
Number 3: Good afternoon ladies and gentlemen!
        It's one o' clock.
Number 4: It's time to go to school.
         What time is it?
        It's seven o'clock.

- The teacher asks pupils if they know that there are time differences between various countries and encourages pupils

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	who may have some knowledge or experience to talk about it (in Greek, if necessary). With the help of a map, the teacher introduces the concept of hours ahead and hours behind. Using Cyprus as a base, the teacher discusses various examples and asks pupils to decide whether countries are hours ahead, hours behind or have the same time as Cyprus.
	• The pupils do activities 2, 3 and 4 in their Activity Book. The teacher monitors, offering help whenever necessary.
	Fast finishers can:
	- update their portfolio (adding progress on telling the time, completing it as a target, adding evidence towards achievement of the target, etc.) - work with online activities found at http://www.schools.ac.cy - play a game of dominoes (see below) with other fast finishers
	• Dominoes (activity 5 in Pupil's Book): Pupils play in pairs. The teacher gives half of the domino cards (see photocopiable materials) to one pupil and half to the other. Pupils need to match the time shown on the cards with the right clock.
PRODUCTION	• Pupils are given a handout with blank clocks (see photocopiable materials). They are divided into two groups. Pupils from each group take turns to say something they can do at a particular time. The members of the other group need to draw the hands on a clock to show the time mentioned. Groups get points if all the pupils manage to show the correct time. The teacher shows a couple of examples first to make sure that all pupils understand the task. Example: Pupil from group A: It's 6 o' clock. I can watch TV. Pupils from group B show the time on their clocks. Alternatively, if pupils made their own clocks (cross-curricular link from lesson 1), they can use these instead of the handout to show the time.
EVALUATION	• Pelmanism: Pupils play in pairs using sentence strips (see photocopiable material-two sets of sentences will be needed). The strips are placed face down on the desk. Pupils take turns to turn around two strips of sentences. Each time a pupil turns a sentence strip around, s/he reads it. If the two sentences match, the pupil keeps them. If not, they are placed back

	again face down.
	An online interactive version of the game can also be found at http://www.schools.ac.cy and a number of pairs can play it, depending on the number of computers in the classroom.
	• Pupils can work on their self-assessment forms.
	• If there is time, pupils work in pairs or groups using their mini-whiteboards. The teacher invites a pupil to the board and asks him/her to draw a clock on the board. The pupil draws the clock (showing an o'clock time) and asks "What time is it?. The rest of the class (pairs or groups) write the answer on the mini-whiteboards. The teacher monitors the work and then one pupil is invited to write the answer on the board for all to compare and self-correct. Another pupil is then invited to draw a clock on the board and the process continues

It's twelve o'clock.	
It's two o'clock.	
It's four o'clock.	
It's six o'clock.	
It's eight o'clock.	
It's ten o'clock.	
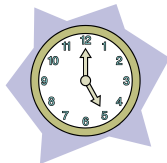
It's one o'clock.	
It's three o'clock.	
It's five o'clock.	
It's seven o'clock.	
It's nine o'clock.	
It's eleven o'clock.	

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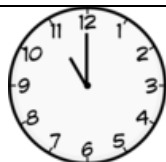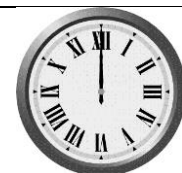
Photocopiable material: Handout with blank clocks.
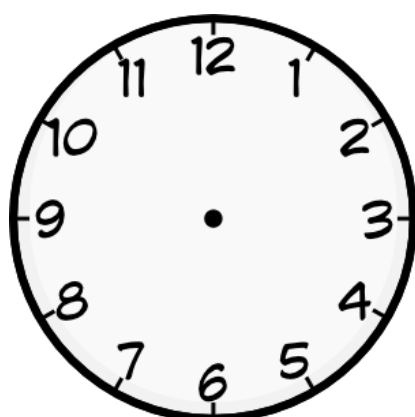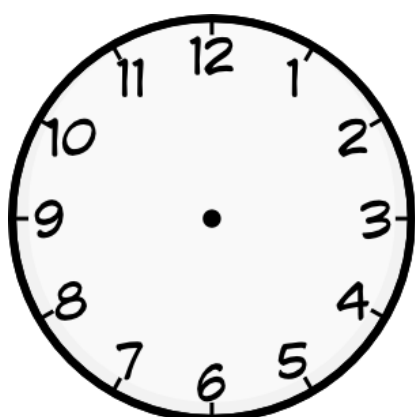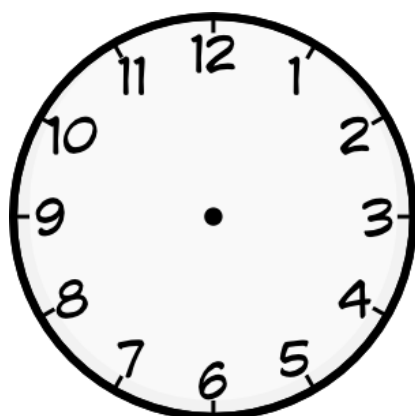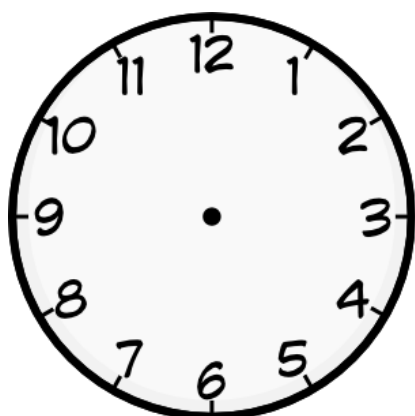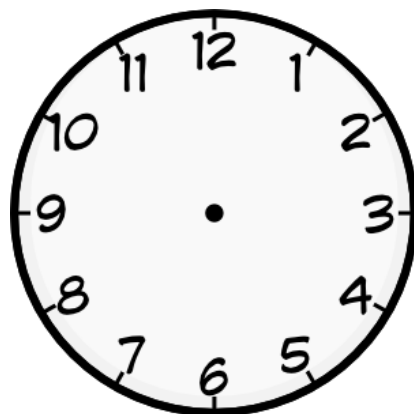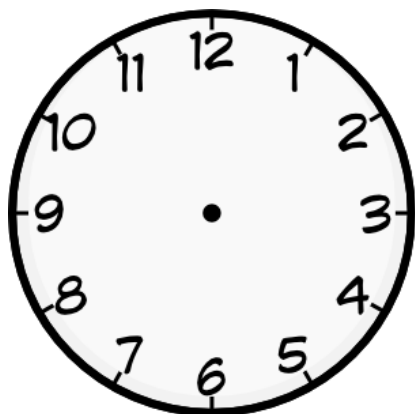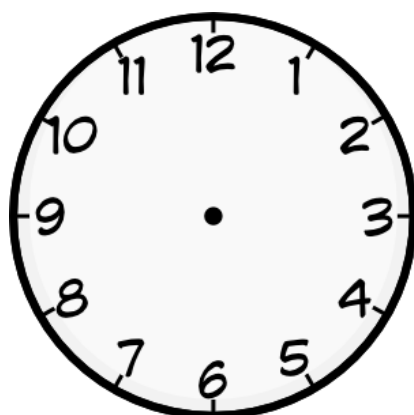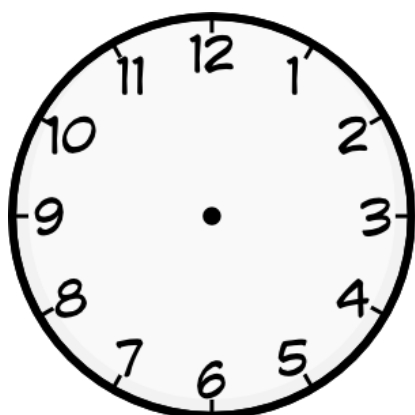
It's two o' clock.
I can eat pizza.

It's five o' clock.
I can play football.
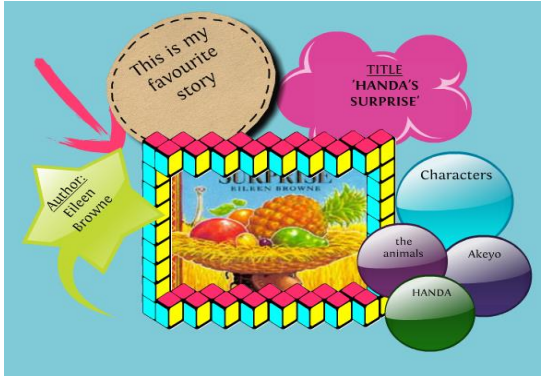
It's seven o' clock.
I can watch TV.

It's nine o' clock.
I can sleep.

It's four o' clock.
I can eat an apple.

PROJECT UNIT   'A CELEBRATION OF BOOKS'

OBJECTIVES	
Language	Pupils should be able to: • enjoy participating in a storytelling session • participate actively in a storytelling session • creatively engage with a story • identify the title, author and main characters of a story
Intercultural Aspect	Pupils should become familiar with a range of international authors and stories
Learning Strategies	Pupils should be able to: • reflect critically on their work based on specific success criteria
NEW LANGUAGE	Title, author, character
MATERIALS	Class puppet, all the storybooks used until now (from Year 1 to Year 3). According to project selected by pupils or teacher: Poster: A4 or A3 paper, markers, crayons or coloured pencils – for digital poster: glogster.com or Word or another suitable programme For narration: voki.com, mp3s or other audio-recording programmes For digital stories: PowerPoint or other suitable programmes
TIME	1 X 40 minutes
PROCEDURE	

REVIEW/PRE-STORYTELLING	• Pupils sit in a circle. The puppet greets the pupils and holds a set of storybooks. S/he says how much s/he loves books /stories and asks the pupils, if they remember all the stories they read until now.
	
	 • The teacher lays out all the storybooks they have read until now (from Year 1 to Year 3) on the floor in the middle of the circle.
	
	 • The teacher picks up a number of books and engages the pupils in a discussion around each book, e.g.
	     Do you remember this? What's the title?
	     What animals are in this story? What happened?
	     Did you learn a song about this story?
	
	 For each book, the teacher encourages the pupils to notice the title and the author and remember the main characters.
	 S/he can also go through some of the pages with the pupils or help them remember a relevant song.

WHILE-STORYTELLING	• The teacher asks the pupils to name their favourite story and asks them which one they would like to read today. • The teacher tells the story chosen by most of the pupils and invites the pupils to participate actively by discussing the

	pictures, guessing what's going to happen next, making the sounds of the animals, etc.
AFTER-STORYTELLING	• Pupils carry out activities 1 and 2 in their Pupil's Book. For activity 2, the pupils can identify the title and the author from the picture shown in the Pupil's Book but the might need help in order to remember the main characters. This activity can, therefore, be carried out with the whole class. • Pupils choose which story they'd like to work with and then choose one of the following activities to work on, in pairs or groups: - Make a poster advertising/presenting their favourite story. The poster can be on hard A4 or A3 card or digital (e.g. on glogster.com, Word, or another suitable programme). The poster can include the following: title, author, main characters, pictures/scenes from the book, a favourite phrase, etc. (see example below). The teacher can also help the pupils by giving them an idea template (see photocopiable materials). - Make a digital story of their favourite storybook. Digital stories can be made either using power point or other suitable tools (see samples of digital stories on http://www.schools.ac.cy). - Narrate the story orally and record their narration on voki.com, mp3s or other audio-recording programmes (listen to samples at http://www.schools.ac.cy) Before the pupils begin to work, the teacher shows (e.g. projected or written on the board) and explains to them the main success criteria for their work. These are the criteria by which their work will be assessed and are available in the self-assessment form (see photocopiable materials). **Tip 1:** *Pupils can choose to work on different projects (i.e. a group can work on a poster whereas another can work on*

	narration,,etc.). Nevertheless, if your class is not used to working in this way, it may be easier for all the groups to work on the same project. In this case you might allow the pupils to choose which project they would like to work on and then provide them with the instructions, materials and support they need. **Tip 2:** *It is important that the pupils' work is appreciated and respected. Put their posters on display on the class notice boards, around the school or on the school's website. Upload their digital books or their narrations on the school's website and encourage the parents to watch them. Finally, if the pupils have created a dramatization of the story, show it at a school assembly or at another school event.*
FEEDBACK	• Once the pupils complete their work, they present it to the rest of the class. • Finally, the pupils complete a self-assessment form (see photocopiable materials).
PORTFOLIO	• Encourage the pupils to complete the section "Books and Stories I've read/heard" in their portfolio (Language Biography section). • The pupils can also add their project work in their portfolio, along with their self-assessment and a comment on it, e.g. "I like stories in English." / "This is my favourite English story because …" (You may need to help them to express why although they can also use Greek to state why.) "I can make a poster in English." or whatever comment is relevant to their work and their achievements.
NOTE	• This project can take place at any time of the year. You may choose, for example, to use it during the period when schools celebrate "Γιορτή των γραμμάτων" or when the school is organizing a book exhibition. It can also be used more than once and be repeated at different times of the year, according to the teacher's preferences. In such a case, the pupils might choose to work on one of the other project options offered in the lesson that they may not have tried (e.g. work on the poster if in an earlier lesson they worked on narration). Generally, this project unit gives an opportunity to the pupils to enjoy stories they liked and engage more actively with the stories.

Photocopiable Material: An idea template for a storybook-based poster

A FAVOURITE SCENE

TITLE

AUTHOR

CHARA
CTER

CHARA
CTER

CHARACTER

CHARA
CTER

CHARAC
TER

A celebration of books
My self-assessment

Name: _____ Class: _____	My group members / *Τα μέλη της ομάδας μου*: _____ _____

My group worked on: a poster / a digital story / story narration
Η ομάδα μου εργάστηκε για: αφίσα / ψηφιακή ιστορία / αφήγηση ιστορίας

	Yes	A little	No
Our poster / story / narration is very good. *Το/Η _____ είναι πολύ καλό/ή.*			
Our _____ looks/sounds nice. *Το/Η _____ φαίνεται/ακούεται ωραία.*			
Our _____ can make someone interested in the book. *Το/Η _____ μπορεί να κάνει κάποιο να ενδιαφερθεί για να διαβάσει το βιβλίο.*			
We used nice pictures. *Χρησιμοποιήσαμε ωραίες εικόνες.*			
We did not make many language mistakes. *Δεν κάναμε πολλά γλωσσικά λάθη.*			
Everyone in my group worked hard. *Όλοι στην ομάδα μου δούλεψαν σκληρά.*			
My group cooperated well. *Η ομάδα μου συνεργάστηκε καλά.*			

UNIT 16

OBJECTIVES	
Language:	Pupils should be able to: • identify and name at least 10 body and face parts • give simple descriptions of fantasy creatures • talk about possession (has got/ hasn't got)
Intercultural aspect:	
Learning strategies:	Pupils should be able to: • infer meaning from short oral and written texts based on known vocabulary
NEW LANGUAGE	
Production	He's got/She's got/It's got … He/She/It hasn't got … monster, hair, finger
Comprehension	
RECYCLED LANGUAGE	Parts of the body: head, shoulders, knees, toes, eyes, ears, mouth, nose, neck, arms, hands, back, legs, foot How many … ? Numbers Days of the week Adjectives: big, scary, small Colours
MATERIALS	¨Friends¨ audio CD for Year 3, photocopiable material, Parts of the body flashcards downloaded from: http://www.mes-english.com/flashcards/bodyparts.php song ¨head and shoulders¨ (found in the audio CD 'here we go round the mulberry bush'- available at all schools) song ´days of the week´ from http://www.schools.ac.cy PowerPoint slides from http://www.schools.ac.cy , A4 cards and coloured pencil, online activities at http://www.schools.ac.cy
TIME	3 X 40 minutes

LESSON 1

	PROCEDURE
REVIEW/ PRESENTATION	• The teacher presents the class puppet who tells pupils s/he misses a song they learned last year and asks the pupils to sing it for him/her. It's the "Head, shoulders, knees and toes" song. Pupils sing the song "and do the matching actions: Head and shoulders knees and toes, knees and toes

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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.

The song is traditional and is, therefore, easily available. It is also found on the audio CD 'here we go round the mulberry bush' which is available at all schools as well as on a variety of Internet sites.

- The teacher presents the parts of the body revising known vocabulary and introducing the new words: hair and finger/s. This can be done using flashcards (e.g from.: http://www.mes-english.com/flashcards/bodyparts.php).   The teacher helps the pupils remember the known words and writes the words under each picture. These words can also be presented through a power point presentation found at http://www.schools.ac.cy .

During the presentation the teacher asks the pupils to repeat the words in various ways and also asks pupils various questions, e.g. "How do you spell nose?" or "How many eyes have you got?", "What colour is your hair?".

- The teacher then presents the pictures of two monsters (see photocopiable materials or the teacher can use other any monster pictures). The teacher introduces the monsters, e.g.:

He is Bel.   She is Flora.

and encourages pupils to talk about them. Sample questions to be asked by the teacher are:

- What are they? (They are monsters – teacher introduces they word "monster")
- What colour is Bel/Flora?
- How many (eyes, ears, etc.) has he/she got?
- Has he/she got hair/a nose?

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	• The teacher distributes to pupils word cards with the new and recycled vocabulary: head, shoulders, knees, toes, eyes, ears, mouth, nose, neck, arms, hands, back, legs, foot, hair, finger and asks them to label the monsters. Some pupils will not be able to put their word card on the monsters as there is no back, for example. Ask them to point to the body part on another pupil or themselves and explain to the class why it does not suit the monster.
	
	• The pupils can at this point also do the 'listen, look and learn activity' (activity 1 in the Pupil's Book).
	
	• The teacher writes on the board two or three sentences about Bel (under Bel's picture) and two or three sentences about Flora. e.g.:
	
	   He's got one eye. She's got four hands.
	    He's got six toes. She's got three eyes.

PRACTICE	• Pupils play a true/false game using PowerPoint slides found at http://www.schools.ac.cy.The slides show the two friendly monsters (Bel and Flora) and each time a sentence appears (He's got / She's got). The pupils read the sentence silently and if it is a true statement based on the monster in the picture, they touch their nose. If it is a false statement, the pupils touch their head and are asked to correct it.
	
	      Example:
	(The slide shows Flora and the statement says "She's got three eyes")
	Pupils touch their heads.
	Teacher: Very good. What does it say? Can we read it?
	Pupils: She's got three eyes.
	Teacher: What about this one?
	(The slide shows Flora and the statement says "She's got two hands")
	Pupils touch their nose.
	Teacher: Why? What does it say? Can we read it?
	Pupils: She's got two hands.
	Teacher: What's wrong with that? Who can fix it?
	Costas: She's got four hands.
	
	• The teacher asks pupils to listen to the text (recording in "Friends" audio CD for Year 3) and find:
	
	g) How many people/voices are there? (three)
	h) What are their names? (Claudia, Datu and Zuk)
	
	   The pupils listen to the recording one or more times and then report their answers. The teacher does not provide feedback so

PRODUCTION	that they can find out themselves after listening to the text again and following in their books at the same time. • The pupils repeat after the recording while following in their books. • The teacher divides the class into three groups. Each group takes one of the parts of the story (Datu, Claudia and Zuk the monster) and they act it out by reading their parts of the dialogue in chorus while trying to use the appropriate intonation and tone of voice. • Pupils do activities 3 in their Pupil's Book and activities 1 and 2 in their Activity Book. • Pupils create a 'hand monster'. They trace their hand on an A4 paper/card. They then draw and colour eyes, mouth, etc. and create a monster. The pupils can also write simple sentences to describe their monster, e.g.
	This is … (monster's name). It's blue. It's got three hands. It's got four eyes. *Sample of pupil's work* The teacher monitors the activity, helps pupils whenever necessary and discusses progress with individual pupils.

	Tip: *It is always useful for pupils to see a model of the work they are expected to produce. It is, therefore, a good idea for you to first create a monster on the board and go through the process while discussing the stages with the pupils. Also, remind pupils that they can use the expressions "How do you spell .... ?" and "How do you say .... in English?", if they need any help.*
EVALUATION	• Evaluation is carried out through observation of the pupils during the activities above and individual chats with pupils.
PORTFOLIO	• The pupils can add their monster in their portfolio, after these are removed from the class notice board.
CROSS-CURRICULAR LINKS	• <u>Art:</u> Pupils work in groups. The teacher gives each group a big piece of paper (1.50 X 1.50) and a pupil from the group lays down on the paper. The other pupils trace his/her body's outline. Then another pupil in the group lays down on the same piece of paper and pupils trace over the other pupil's tracing. A third pupil can lay down too, and the same procedure is followed. The aim is to come up with a 4 legged, 2 headed, etc. monster which the pupils can draw, colour and describe on a piece of paper. After completing the task the teacher can take pictures of the drawings. The pupils can then use the pictures and make a presentation using PowerPoint. The presentation can include the pupils' simple description of the monster and can be called "Mrs/Mr + teacher's name monsters", e.g. "Mrs Mary's monsters" The presentation can be included in pupils' portfolios.

LESSON 2

PROCEDURE	
REVIEW	• Pupils sing the 'head and shoulders' song. • The teacher points to parts of her/his body and makes statements such as "This is my back." These are my eyes.", etc. After each statement, the pupils either shout "Yes!" (if it is correct) or "No!", if it is wrong. If it is wrong, the teacher asks them to correct it (e.g. "What is it, then?" "It's your nose.").
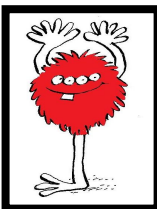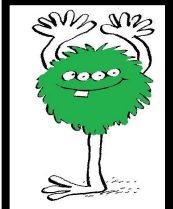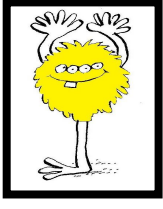
	• Pupils play a hangman game using the target vocabulary. Hangman can be played on the board or using the interactive game found at http://www.schools.ac.cy .
	• Pupils act the dialogue from their Pupil's Book in groups. Pupils that feel confident can act out the dialogue in front of the class.
PRESENTATION	• The teacher presents the two friendly monsters from Lesson 1 (Bel and Flora) and asks pupils to help him/her compare them, e.g.: Bel has got two ears. Flora hasn't got any ears. Bel has got one eye. Flora has got three eyes. Flora has got four arms. Bel hasn't got any arms. etc. At this point the teacher introduces the negative form **hasn't got** which s/he writes on the board. He has got …. She has got …. He hasn't got … She hasn't got …
PRACTICE	• Pupils look at the picture of Bel for 10-20 seconds and then the teacher removes the picture. The teacher shows them a word card which has a body part word written on it. The pupils then need to make a statement using "has got" or "hasn't got", according to the picture. Example: Teacher shows a word card which reads "fingers". Pupils: Bel hasn't got any fingers. Teacher shows a word card which reads 'toes' Pupils: Bel has got six toes. The above activity can also be carried out using the PowerPoint slides at http://www.schools.ac.cy (Unit 16 – Lesson 2a). **Tip:** *The above activity can also be turned into a group game. Divide the class into two groups. Each group takes a turn and gets points according to their response.* *It is also helpful to pupils, if you give them a few seconds before you ask for their response. You can, therefore, show the word card, but tell them not to respond until you give them a signal. This helps all*

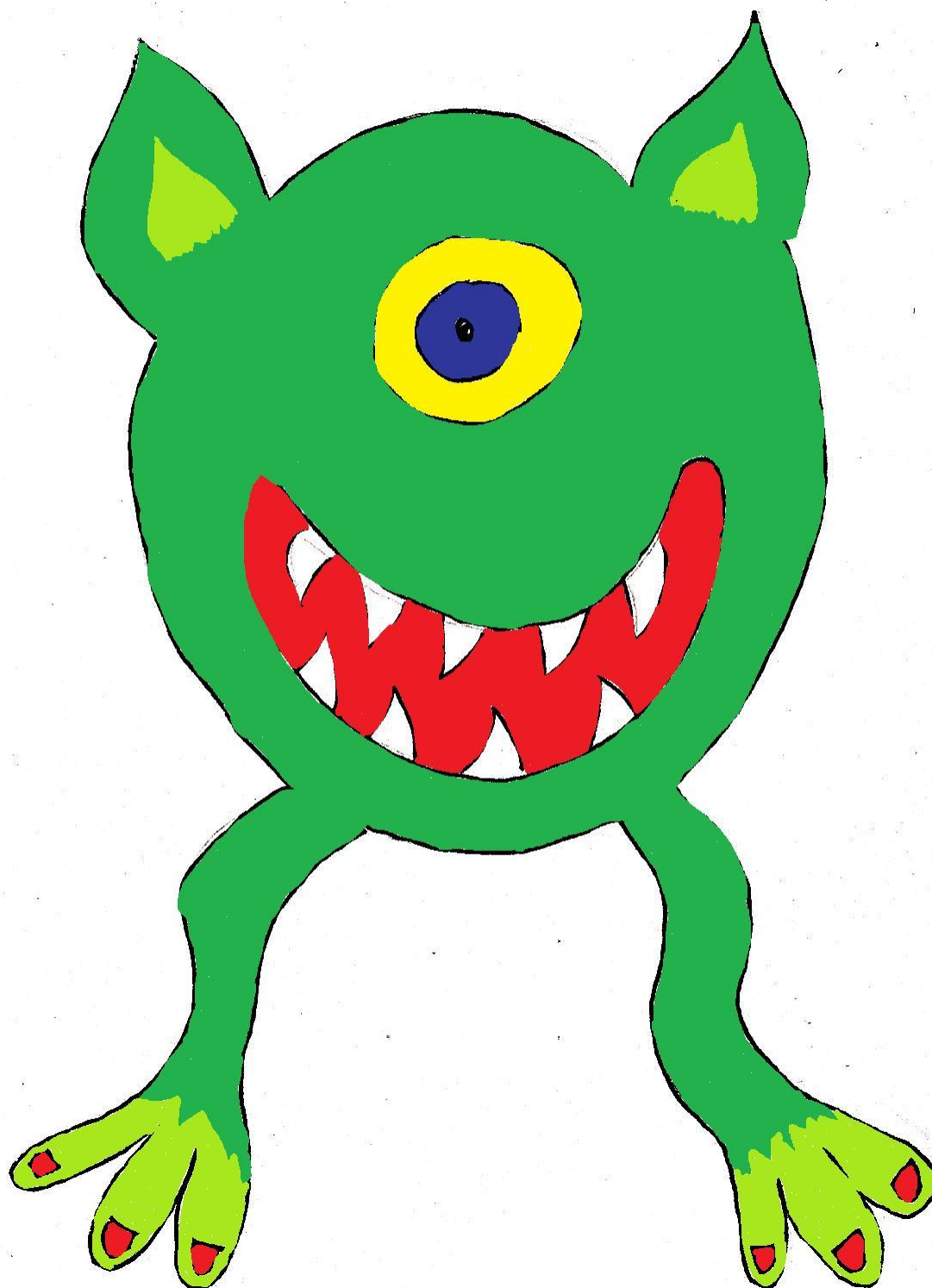|	*pupils respond and avoids having the activity hijacked by stronger or more vocal pupils.*

	• The above activity can be repeated with Flora but this time with pupils working in smaller groups and responding using their mini-whiteboards. The PowerPoint slides for this activity are also available on http://www.schools.ac.cy (Unit 16 – Lesson 2b).
	
	Example:
	Teacher shows a word card which reads 'eyes'.
	Pupils write on their mini-whiteboards: Flora has got three eyes.
	The teacher then writes the correct answer for pupils to self-correct (or uses the PowerPoint slides) etc.
	
	Tip: *If there isn't enough time to do both activities, you can choose to do one depending on the needs of your pupils, as regards oral or written work. Another idea is to use one presentation but use half the slides to work orally and the rest to work with mini-whiteboards.*
	
	• Pupils do activity 4 in their Pupil's Book. It's a listening activity and the recording is found in "Friends" audio CD. The transcript is as follows:
	
	   a) *Look at this monster! It's got three legs and one eye. It's got a big mouth. It's got four arms too!*
	   b) *Look at this little monster. It hasn't got a mouth and has got three eyes.*
	   c) *A scary green monster! Look at it! It's got 6 arms and one leg. It's got purple hair.*
	   d) *Look at this pink monster! It's so funny it's got orange hair, six ears and two heads!*
	
	• The teacher describes monsters based on those pictured in activity 4 and the pupils listen to find which monster it is.
	
	Volunteer pupils are also invited to describe monsters for their classmates to identify (based on pictures from activity 4).

PRODUCTION	• Pupils work in pairs for activity 5 (Pupil's Book). Pupil A ticks a monster (without showing it to Pupil B) and describes it to Pupil B. Pupil B tries to identify which of the four monsters pupil A has chosen. Then they change roles.
	
	• Pupils work with activities 3 and 4 in their Activity Book. The teacher monitors and offers help wherever necessary.
	
	Fast finishers can:
	  - work on updating their portfolio
	  - add new and recycled words on the Word Wall

	- do online activities at http://www.schools.ac.cy - create puzzles with the new and recycled words either on puzzlemaker.com or elsewhere - work on their presentation (if the cross-curricular activity in Art – see lesson 1 has been carried out.)
EVALUATION	• Evaluation is carried out through observation of the pupils during the activities above and individual chats with pupils.

LESSON 3

PROCEDURE	
REVIEW	• The teacher puts (or draws) the outline of a monster's body on the board (see photocopiable materials) and spreads out the cut out face and body parts on a table (see photocopiable materials). Volunteer pupils are blindfolded – one pupil at a time - and other pupils choose to give them one of the cut out face and body parts, identifying the body part each time. The blindfolded pupil sticks the cut out in the monster outline. The result is a funny picture of a monster which pupils name and describe.
PRACTICE	• Pupils do activity 2 (Pupil's Book). The pupils are divided into two groups. A pupil volunteer from each group is asked to come to the front of the class. The teacher has two sets of post-it notes with the parts of the face and body written on them. A pupil from each group comes out. The teacher gives each pupil a post-it note which s/he has to stick on the pupil volunteer from their group. The pupils then sit down and other pupils from each group come out and get a post-it note. Once all the post-it notes are placed, the teacher – along with the class – checks whether each note was placed at the right place and gives feedback to each group.
REVIEW	• The teacher encourages pupils to remember the days of the week. S/he writes the days on the board. The pupils say the chant or sing the song they learned in Year 2 (available at http://www.schools.ac.cy under Year 2 materials), while the teacher points to the appropriate word each time (shared reading). Sunday, Monday Tuesday Wednesday, Thursday Friday, Saturday Seven days in a week.

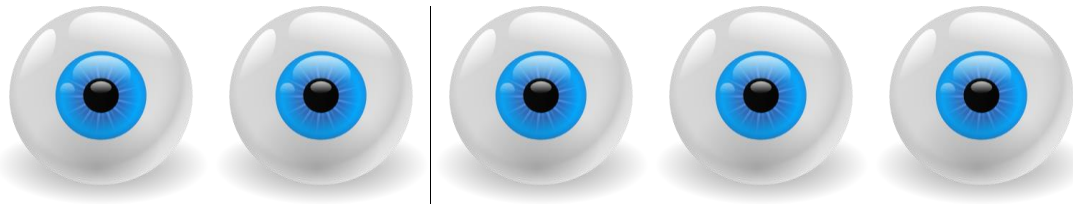|	
PRACTICE	• The teacher puts under each day that is written on the board a picture of a monster (see photocopiable materials) and introduces him to the pupils as Zok. Zok has got a different hair colour each day and pupils discuss this characteristic (e.g. What colour hair has he got on Sunday? "He's got … hair,"). • Pupils are asked to look carefully at the pictures for 10 seconds and the teacher removes the pictures from the board. • S/he then shows a picture of Zok (e.g. with green hair) and says "Zok has got green hair on Sundays". The pupils shout "Yes!" if the statement was right or "No!", if the statement was wrong. If the statement was wrong, the teacher encourages them to correct it and writes a model sentence on the board: "He hasn't got green hair on Sunday. He has got green hair on Tuesday." The process continues with other pictures and days of the week. Monday Tuesday Wednesday
PRODUCTION	• Pupils work in pairs to complete activity 5 and 6 in their Pupil's Book.
EVALUATION	• Evaluation is carried out through observation of the pupils during the activities above and individual chats with pupils. • If there is time, pupils work in pairs using their mini-whiteboards. They write as many face and body part words as they can in one minute. The teacher sets the timer and stops the pupils after one minute. They then report how many words they wrote and the teacher checks the spelling of the words used by the winning pair. • Pupils can work on their self-assessment forms.

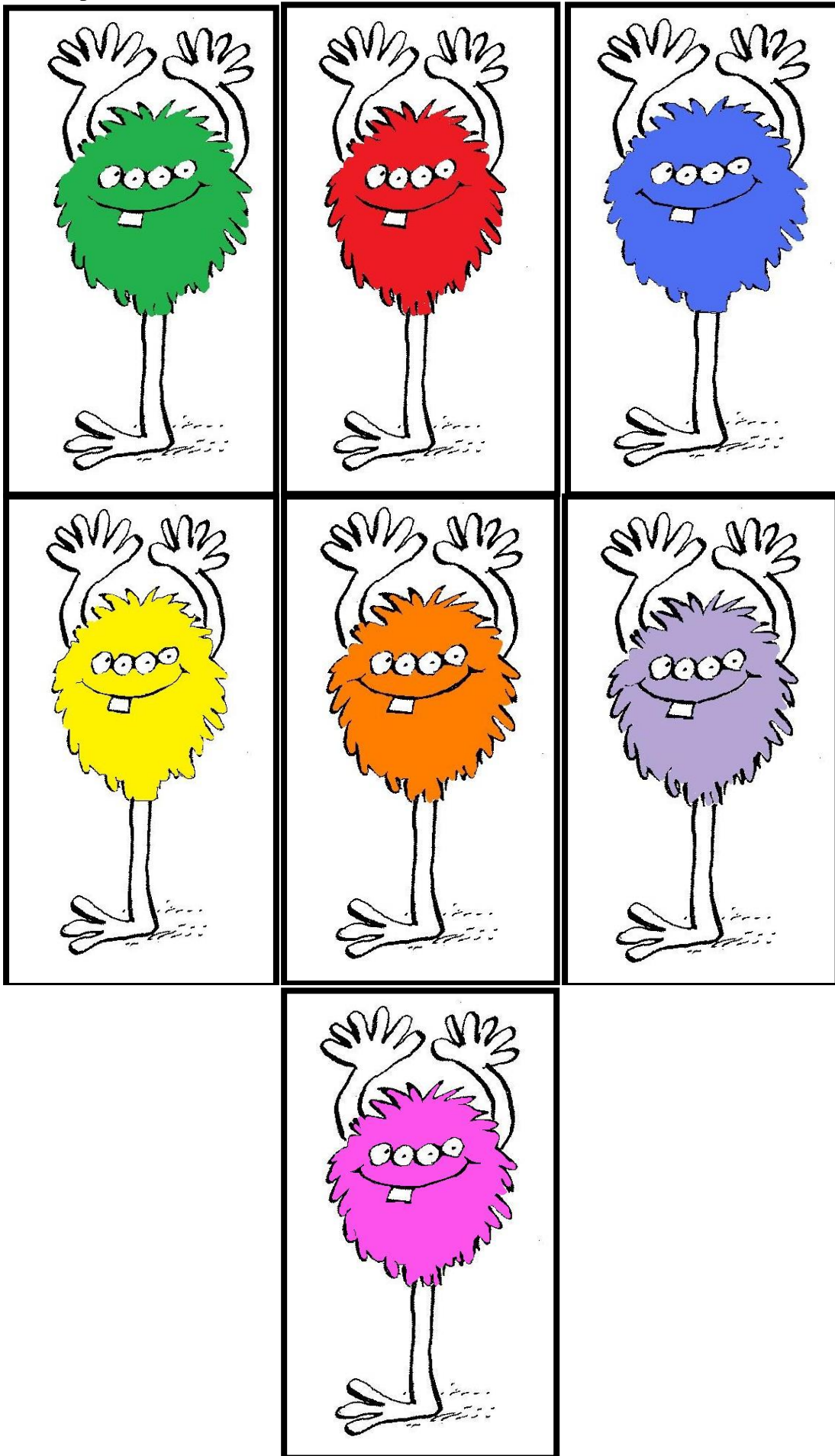Photocopiable material - Pin the parts on the monster
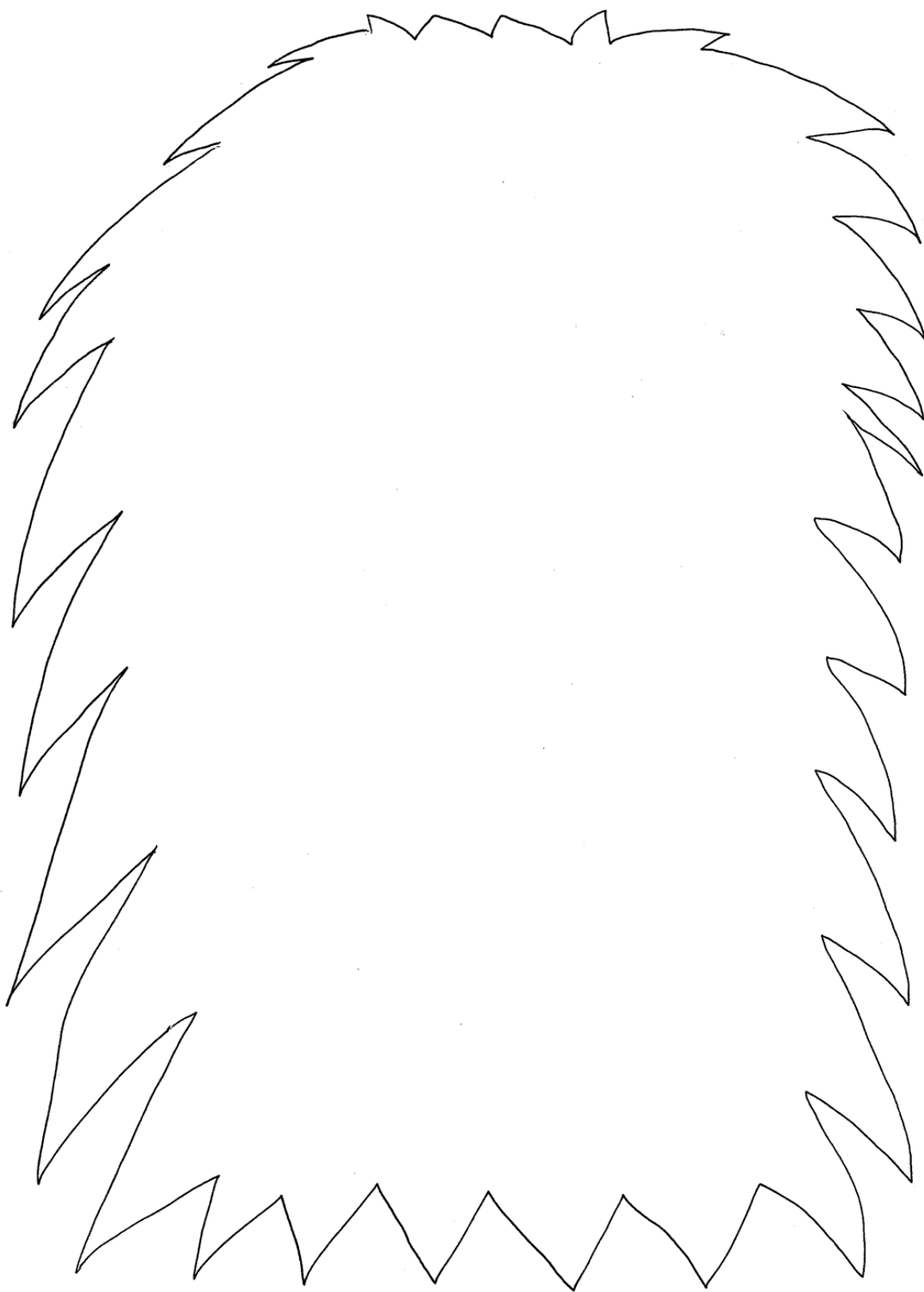
Photocopiable material: Zok

UNIT 17

<table>
<tr><td colspan="2">OBJECTIVES</td></tr>
<tr><td>Language:</td><td>Pupils should be able to:
• express ability (can/can't)
• ask others about abilities (Can you …?)
• recognize onomatopoeic words</td></tr>
<tr><td>Intercultural aspect:</td><td>Pupils should become:
• aware of the similarities and differences in onomatopoeic words and especially animal sounds in different languages
• familiar with international children's literature ('Mr Brown can MOO' by Dr Seuss)</td></tr>
<tr><td>Learning strategies:</td><td>Pupils should be able to:
• compare and contrast between two languages
• apply selective attention
• infer meaning based on gestures and facial expressions</td></tr>
<tr><td colspan="2">NEW LANGUAGE</td></tr>
<tr><td>Production</td><td>Can you…? Yes, I can. No, I can't.
cow, rooster
climb, cook, dance
my favourite</td></tr>
<tr><td>Comprehension</td><td>fast, wonderful
vocabulary from the story (e.g. shoe, rain, whisper, door, kiss, thunder, butterfly, lightning)</td></tr>
<tr><td>RECYCLED LANGUAGE</td><td>I can …./ I can't……
Sports: basketball, tennis, volleyball, football
Action verbs: run, jump, touch, walk, clap, play, fly
Other: bee, horse, owl, clock, train</td></tr>
<tr><td>MATERIALS</td><td>"Friends" audio CD for Year 3, Flashcards and small game cards for pelmanism (e.g from: http://www.esl-kids.com/flashcards/actions/small-actions.pdf and http://www.mes-english.com/flashcards/sports.php) soft ball, pictures of superheroes, storybook "Mr Brown can MOO', photocopiable materials</td></tr>
<tr><td>TIME</td><td>3X40 minutes</td></tr>
</table>

LESSON 1

<table>
<tr><td colspan="2" align="center">PROCEDURE</td></tr>
<tr><td>REVIEW / PRESENTATION</td><td>• The teacher greets the pupils and asks them what song they would like to sing today because the class puppet really wants to sing a song.
• The pupils sing a song of their choice and then the puppet</td></tr>
</table>

	reminds them of the jazz chant they learned in Unit 6 (´Friends´ audio CD for Year 3): I can run run run. I can jump jump jump. I can walk walk walk. And I can play basketball. • The teacher writes the chant on the board and the pupils sing it along with the puppet and make the accompanying movements. • The teacher has a set of flashcards illustrating action verbs (run, jump, walk, clap, play football/basketball/volleyball/tennis). S/he shows the cards to the pupils and each time mentions whether s/he can do the action on the flashcard. The teacher also asks the pupils to say if they can or can't do the action which is shown on the flashcard. Example: Teacher: I can play basketball. What about you? Pupil A: I can play basketball. Pupil B: I can't play basketball. etc. During this activity the teacher introduces the question form by asking the pupils, e.g. " What about you, Maria? Can you play basketball?" The pupils are encouraged to respond using, "Yes, I can. / No, I can't." The teacher writes both the question form and the answers on the board.
PRACTICE	• The teacher tells the pupils that they will talk about favourite superheroes who can do wonderful things. S/he asks pupils which superheroes they know and writes the names of the superheroes mentioned on the board. Some superheroes that might be mentioned by the pupils are Superman, Batman, Spiderman. There are of course others which the teacher might like to add (The Hulk, Wolverine, Green Lantern, etc.). It is good to add some female superheroes too such as 'the powerpuff girls", "Kimpossible", "Wonder woman" or the female characters from X-men (e.g. Storm). • The teacher puts pictures of some of the most well-known superheroes on the board (Superman, Batman, Spiderman) and asks the pupils, if they know what each superhero can do, e.g.:

| | Teacher: "Do you know what Spiderman can do? Let's see. Can he fly? (teacher writes the question on the board)
Pupils: No, he can't.
Teacher: Can he run fast? (teacher supports the meaning of fast with relevant gestures)
Pupils: No, he can't
Teacher: Can he climb walls?
Pupils: Yes, he can.

Similar discussions take place about one or two more superheroes and the results can be written on the board, e.g.

He can fly.   He can climb walls.   He can do karate.
He can run fast.   He can jump.   He can do Kung Fu.

The teacher asks the pupils who their favourite superhero is and makes a start by fist introducing her/his own favourite superhero and writes the sentence on the board:

My favourite superhero is ......
The teacher tells pupils that the coursebook characters are also talking about their favourite superheroes and the class is asked to guess what superheroes the characters like.
They are then asked to listen to the text and find out which superheroes are Claudia's and Anna's favourite ones.
Once the pupils listen to the text (one or more times) and report their answer, they then listen once more while following in their books so as to check whether they found the right answer.
The pupils then listen and repeat, while the teacher pauses the recording.
Pupils are then divided into groups. Each group takes the role of one of the characters and the class reads the text in chorus.
Pupils read about 'Mr Speed' in their Pupil's Book (activity |

	1). Pupils match the sentences with the pictures and can also be encouraged to read the sentences in various ways (e.g. quickly, sadly, loudly, quietly). • Pupils do activity 2 (Pupil's Book) about "Mr Tall" either individually or in pairs and then do activity 1 in their Activity Book.
PRODUCTION	• The teacher tells the pupils that she has a superhero in mind and the pupils try to find out who it is by asking questions. They are allowed to ask four questions and if they don't find the answer they lose. The teacher writes on the board the phrase "Can he/she….? " so as to help the pupils and also adds the answers "Yes, she/he can. No, he/she can't." • Pupils are encouraged to write the name of a superhero either from existing superheroes or from those introduced in the book (Mr Speed or Mr Tall) on a piece of a paper. Then a pupil is invited to the front of the class and the others try to guess who his/her superhero is by asking questions "Can he/she …?" . If after four questions they don't find the answer, the pupil gives them the answer and sits down. After two or three pupils, the activity can then be carried out in pairs or groups (activity 1c, Pupil's Book). • Pupils do activities 2 and 3 in their Activity Book. • Pupils brainstorm together, as a class, to create their own imaginary superhero. They give him/her a name and then decide what the superhero can do. The teacher writes the class suggestions on the board until the superhero is ready. • Pupils work individually or in pairs to create a poster about their own imaginary or favourite superhero in their exercises book, an A4 card or electronically as a PowerPoint presentation or on glogster.com. If pupils would like to create an electronic/digital poster but access to computers cannot be made available to all at the same time, pupils can create their poster first in their exercise books – as a draft version - and prepare their final version electronically when access to computers is more easily arranged. On the poster, the pupils write what their favourite superhero can do, e.g. "Batman can play football." "Batman can't cook,". They can ask for help from the teacher, if they want to add more verbs or other phrases. Sample pupil posters and PowerPoint presentations as well as sample digital posters can be found at http://www.schools.ac.cy .

	The pupils' work can be displayed on the school's website and elsewhere.
EVALUATION	• Evaluation is ongoing through observation of the pupils' work and through individual discussions with pupils during their writing tasks.
PORTFOLIO	• Pupils can place their superhero posters in their portfolio. They can be encouraged to reflect on what they have achieved. Suggested relevant targets which can be expressed as achievements for the pupils through this task, are: "I can create a poster in English." "I can talk about a superhero." "I can say what someone can do."

LESSON 2

	PROCEDURE

REVIEW	• The teacher encourages pupils who have finished their superhero project to present their superhero to the class. If some pupils have not completed it yet, they can be offered more time to complete it and encouraged to present it in the next lesson.
	
	• Pupils read the Pupil's Book text in chorus divided into groups for each different character. If pupils feel confident, they can take the parts of the characters and read the text individually.
	
	• The pupils do activity 3 in their Pupil's Book. It is a listening task and the recording is found in 'Friends' audio CD for Year 3. The transcript for the task is:
	
	a. *Can he dance? Yes, he can.*
	b. *Look at Mary. She is in the sea.*
	  Can she swim? No, she can't.
	c. *Costas is up on the cliff.*
	  Can he climb the cliff? No, he can't

PRACTICE	• Pupils sit in a circle. The teacher holds a picture of a superhero turned face down and asks the pupils to guess who it is by asking what the 'mystery' superhero can do. The teacher writes the question 'Can he/she ….?' and the answers 'Yes, he/she can.' 'No, he/she can't' on the board.

	Volunteer pupils can select a superhero and come to the front of the circle for the class to guess who they've chosen.
	• The teacher uses the flashcards illustrating action verbs (run, jump, walk, clap, play football/basketball/volleyball /tennis/climb/fly/swim) and shows them to the pupils to remind them of the words. S/he then asks a pupil to come out and pick a flashcard while the rest of the pupils close their eyes. The other pupils then open their eyes and try to guess what is on the card. <u>Example:</u> Pupil A: "Can you play tennis?" Pupil holding the card replies "Yes, I can" or "No, I can't" The teacher writes the key phrases on the board and helps the pupils where necessary.
PRE-STORYTELLING	• The teacher tells pupils that just like superheroes can do wonderful things, other people can do wonderful things too. S/he can give examples of everyday people who can do wonderful things such as: Marcos Paghdatis, who although from a small village in Cyprus went on to rank as the world's number 8th tennis athlete in 2006. Susan Boyle, who became famous during the 2009 "Britain's Got Talent" competition for her wonderful singing, She was 48 years old at the time. • The teacher tells pupils everyone can do wonderful things: sometimes big, sometimes small and that today they are going to read a story about Mr Brown who can make wonderful sounds/noises. • The teacher tells the pupils s/he can make noises too and asks them to recognize some sounds/noises s/he makes, e.g. Teacher: Listen! What's this? Tick tock, tick tock. Pupils: a clock Teacher: How about this? Knock knock. Pupils: a door (someone knocking at the door – the pupils can use their L1) Teacher: Meow, meow. Pupils: cat Teacher: Moo, Moo. Pupils; cow (they can use their L1 and the teacher can introduce the word in English) • The teacher shows the cover of the book and introduces Mr

	Brown to the pupils. The pupils are asked to look at the cover and say what Mr Brown is doing. The teacher reads the title "Mr Brown can MOO" and s/he makes the sound "MOO". Then s/he reads "Mr Brown can MOO. Can you?" pointing to the words on the cover page and inviting the pupils to answer and make the sound "MOO".
WHILE-STORYTELLING	• The teacher asks the pupils to listen carefully to the story so as to find what wonderful things and other sounds/noises Mr Brown can do. The teacher tells the story and tries to make the sounds each time whereas every time after the question "How about you?", s/he invites the pupils to make the sound, too. The teacher can also pause when the story reviews the sounds and ask the pupils to tell him/her what each sound is (e.g.: MOO, MOO – what is it?). If the pupils are not ready to say the word, the teacher can provide the relevant word each time.
AFTER-STORYTELLING	• The teacher asks the pupils if they remember what Mr Brown can do and s/he writes the noises/sounds the pupils mention on the board. • The teacher asks pupils to listen again to the story and see if they remembered all the noises. • Ball game. The teacher throws a soft ball to a pupil and asks, e.g. "Can you play football?". The pupil who catches the ball replies e.g. "Yes, I can" or "No, I can't" and then throws the ball back to the teacher who throws it to another pupil and asks other "Can" questions (Can you fly? Can you swim? Can you say MOO? etc.). After a while, the teacher invites pupils to throw the ball to each other and form "Can you …..?" question themselves.
EVALUATION	• Activity 3 (Pupil's Book): The teacher leaves a limited selection of actions (flashcards and words) on the board. The actions should be about half the number of the pupils (e.g. if there are 18 pupils, there should be 9 options). Each pupil gets a small piece of paper and writes on it something s/he can do by choosing any of the actions which are on the board (dance, play tennis, etc.). Then the pupils walk around the classroom trying to find another pupil with a matching card. They ask each other: Can you ….? and respond using Yes, I can. / No, I can't.

	The teacher explains the activity and models an example with one or two pupils, before the activity begins.
CONCLUDING ACTIVITY	• The pupils listen to the song "Mr Brown can MOO". If it is possible, it would be useful if the pupils could also see the video which accompanies the song (http://tinyurl.com/cnclqrg).

LESSON 3

	PROCEDURE
REVIEW	• Pupils sit in a circle. The teacher invites pupils who had not presented their superhero project last time, to present it to the class. • The pupils play a pelmanism game using two sets of flashcards showing people being able to do/not being able to do actions (swim / fly / cook / climb / jump / play tennis / etc.) The flashcards are placed on the board face down and the class is divided into two groups. One pupil from Group A comes to the board, and turns around a card. S/he then asks his/her team a "Can " question relevant to the flashcard, e.g.: "Can he fly?" while showing the flashcard to his team. S/he then nominates a pupil to answer the question. If the answer is correct, the pupil picks another picture. If the picture is the same, the team keeps the two cards. If not, the two cards are put back in the same place, face down and the pupil sits down. A pupil from the next team comes up and the process continues until all the matching cards are found. The winning team is the one with the most matching pairs.
PRE STORYTELLING	• The teacher shows the pupils flashcards with the various sounds/noises Mr Brown can do (see photocopiable materials) and asks the pupils, if they remember who or what makes the sound. Answers in the L1 can be accepted. • The teacher may also stick each sound flashcard along with the matching object/animal on the board, e.g. BUZZ, BUZZ Bee

WHILE-STORYTELLING	• The teacher distributes the sound flashcards to the pupils, so that each pupil has a noise/sound flashcard. Alternatively, each pupil writes a noise/sound on a piece of paper. • The teacher tells the story again with the pupils lifting up their sound/noise card and making the appropriate sound, when their turn comes in the story.
AFTER-STORYTELLING	• The teacher asks the pupils what animals were in the story and writes the animals on the board. S/he then asks if pupils remember what sounds the animals made and adds the sounds next to the animals: Cow – moo moo Rooster - cock a doodle doo Bee - buzz buzz The teacher asks the pupils if they notice anything strange. The discussion can lead to the fact that although the cow sounds the same in Greek, the rooster sounds different. The pupils notice that the rooster in Greek says 'κικιρικου'. The teacher asks the pupils if they know the sounds other animals make and a list is formed on the board, e.g.:

	Greek	**English**
Rooster	Κικιρικου	cock a doodle doo
cow	Μου μου	Moo moo
Sheep	Μπεε μπεε	Baa baa
Cat	Νιαου νιαου	Meow meow
Dog	Γαβ γαβ	Woof woof
Duck	Κουακ κοακ	Quack quack
Frog	Κουαξ κουαξ	Ribbit ribbit

The pupils' attention is drawn to the fact that although some animals may make the same sounds in both languages, other animals don't. If there are pupils with additional languages (home languages, heritage languages), they may be able to contribute to the discussion with further examples so more comparisons can be made.
The teacher can also tell the pupils that when words make the sound that we hear, then this is called onomatopoeia (greek word: ονοματοποιία). The pupils can think of other examples in the story such as: BOOM BOOM, EEK, etc.

• The pupils learn a song which includes a great deal of onomatopoeia: 'Old MacDonald had a farm' (activity 4 in the Pupil's Book).

The pupils can look at the song in the coursebook and try to identify the animal sounds and highlight them. They can then listen and sing along to the song ("Friends" audio CD

	for year 3). If there is time and interest, pupils can - with the help of the teacher - add more verses to the song with more animals and sounds. Videos of the song can also be used. There is a variety of videos on the Internet. Here are two recommendations: http://tinyurl.com/cxc2uwh http://tinyurl.com/cm4ngfd • Pupils sit at their desks and do activities 5 and 6 in the Activity Book.
EVALUATION	• Evaluation is ongoing. The teacher observes the pupils during the activities and makes notes on the pupils' progress, soon after the lesson. • Pupils can work on their self-assessment forms.
PORTFOLIO/ PROJECT	• The pupils are encouraged to research animal sounds and prepare a list such as the one created on the board. The list does not have to be long; it could only involve 5 or 6 animals (i.e. the animals discussed in class), if the pupils have limited resources. The handout in the photocopiable materials can be used for this project. Pupils with additional languages are encouraged to include animal sounds in their mother tongue/heritage language. Internet sources may also be used (e.g. http://www.laits.utexas.edu/hebrew/personal/language/animals/sounds.html • The activity can be included in the portfolio section of "Other people and cultures". • The pupils also include the story in the list of stories read or heard as well as comments on the story, etc. They can also add a drawing of Mr Brown (activity 6, Activity Book) with a few sentences about him.

ANIMALS CAN SPEAK FOREIGN LANGUAGES!!!!

Animal	Greek	English	Other?

Meow!

Νιάου!

Photocopiable material: Sound Flaschards

BOOM BOOM

GRUM GRUM

SPLATT SPLATT

COCK-A-DOODLE DOO

TICK TOCK

BUZZ
BUZZ

MOO
MOO

POP
POP

KLOPP
KLOPP

SIZZLE
SIZZLE

KNOCK
KNOCK

EEK
EEK

MOO
MOO

HOO
HOO

DIBBLE DIBBLE DIBLE DOPP

BLURP
BLURP

CHOO
CHOO

WHISPER
WHISPER

SLURP
SLURP

UNIT 18

OBJECTIVES	
Language:	Pupils should be able to: • express possession
Intercultural aspect:	
Learning strategies:	Pupils should be able to: • reflect on progress

NEW LANGUAGE	
Production	Possessive 's' (e.g. It's Rose's) ball, doll, robot, car, kite
Comprehension	Whose ……… is it?
RECYCLED LANGUAGE	He's got/She's got/It's got … He/She/It hasn't got … Classroom objects, animals, members of the family, rooms of a house, colours, his/her
MATERIALS	flashcards of pets (cat, dog, rabbit, fish, frog) e.g. from: http://www.mes-english.com/flashcards/animals.php photocopiable materials, ´Friends´audio CD for Year 3, online activities at http://www.schools.ac.cy House flashcards (either those used in earlier units or from: http://www.mes-english.com/flashcards/house.php and http://www.eslflashcards.com/)
TIME	2 X 40 minutes

LESSON 1

	PROCEDURE
REVIEW / PRESENTATION	• The puppet greets pupils and asks them if they remember what pets each of the coursebook characters has. The teacher writes the names of the characters in one column on the board and their pets (cat, dog, rabbit, fish, frog) in another column. Pupils come to the board and match each character with his/her pet. Each time a pupil makes a match, the rest of the class are asked to say, if they agree with it, e.g.: Teacher: What do you think? Is this OK? Pupils: Yes. Teacher: So, Claudia´s ...... Pupils: Claudia's got a fish.

	• The teacher then shows flashcards with the characters´ pets and sticks them on the board saying "This is Claudia's fish". S/he then writes the sentences on the board highlighting the possessive ´**s´.** The teacher can also encourage the pupils to talk about the pets using questions such as ´What colour is it? Is it big or small?´ ´Do you think it´s scary?´, etc. • The teacher removes the flashcards from the board and mixes them up. S/he then picks one up, without showing it to the pupils. The pupils try to find out whose pet the teacher is holding. The teacher encourages them to use the possessive ´s´. Example: Teacher: Whose pet is it? Pupils: It's Datu's pet. Teacher: No, it isn't Pupil's: It's Anna's pet. Teacher: Yes, it is. It's a rabbit. It's Anna's rabbit
PRACTICE	• The teacher tells pupils they are going to listen to some of the characters talking. The pupils should listen carefully and try to find out how many people are talking. • The pupils listen to the recording (´Friends´ audio CD for Year 3), with their books closed, and respond to the question (above). The teacher accepts all answers and writes them on the board, asking who agrees with each answer that is written on the board. • The pupils listen to the dialogue again while following in their books, so as to check/confirm their answer/s. • The teacher asks comprehension questions to help pupils with their understanding, e.g.: Whose house is it? (Claudia's) Has Claudia got a brother? Has Claudia got a sister? Who is Claudia's brother? (Hermann) Who is Claudia's sister? (Brigitte) Whose cat is it? (Rose's cat) • The teacher either reads the text or plays the recording, pausing after each sentence for pupils to repeat while using the right intonation and tone of voice. • Pupils do activity 1 in their Pupil´s Book. They first do the puzzle and then make sentences.

	After the pupils complete the activity, the teacher asks them to close their books. S/he then makes sentences which can be true or false based on the activity. If the sentence is correct they touch their nose. If it's false they touch their head and correct the statement.
	• The teacher asks pupils to take out a classroom object from their pencil case and s/he goes round the class and randomly picks up 5 - 6 of these objects, which s/he puts in a bag. The teacher then takes out one object and pupils try to remember whose it is, e.g.:
	Teacher: What's this? Pupils: It's a sharpener Teacher: Whose sharpener is it? Pupils: It's Maria's Teacher: Maria, is it your sharpener? Maria: Yes, it is.
	They continue the game with more objects.
PRODUCTION	• Ball game: The teacher throws the ball to a pupil and the rest of the class says who the ball belongs to at that moment, e.g. Teacher: Whose ball is it? (throws to George) Pupils: It's George's ball. (George throws it to the teacher) Teacher: Whose ball is it now? Pupils: It's Lena's ball. The pupils can later also throw the ball directly to another classmate. In this case, the teacher supports the pupils to make the question ¨Whose ball is it?¨. • If there is time, the pupils can play in groups. Each pupil takes out a classroom object from his/her pencil case. The teacher puts on music to be playing at the background. While the music is playing, pupils circulate their objects by passing them on to the pupil that is sitting next to them. When the music stops, each pupil has to say whose classroom object s/he is holding, e.g. 'I've got George's pencil'.
EVALUATION	• Evaluation is ongoing and takes place through observation of the pupils during the above activities.

LESSON 2

PROCEDURE

REVIEW

- Pupils can read and act out the dialogue from their Pupil's Book. Each character's part can be read chorally by a group of pupils. Pupils that feel comfortable can act out the dialogue in front of the class.

- The teacher presents a picture of a house (e.g. downloaded from: http://www.mes-english.com/flashcards/house.php) and tells pupils that this is the house of one of the coursebook characters. S/he asks pupils to guess whose house it is and writes the structure ´Is it …. ?´ on the board.

  Teacher: Whose house do you think it is?
  Pupils: Is it Anna's house?
  Teacher: No, it isn't.
  Pupils: Is it Claudia's house?
  Teacher: Yes, it is.

  Pupils are asked to guess how many rooms Claudia's house has got and then what rooms it has. Each time pupils mention a room from the recycled vocabulary (living room, bedroom, bathroom, kitchen) the teacher sticks the flashcard on the board.

  Gradually, the flashcards help create a cross section of Claudia's house, e.g.:
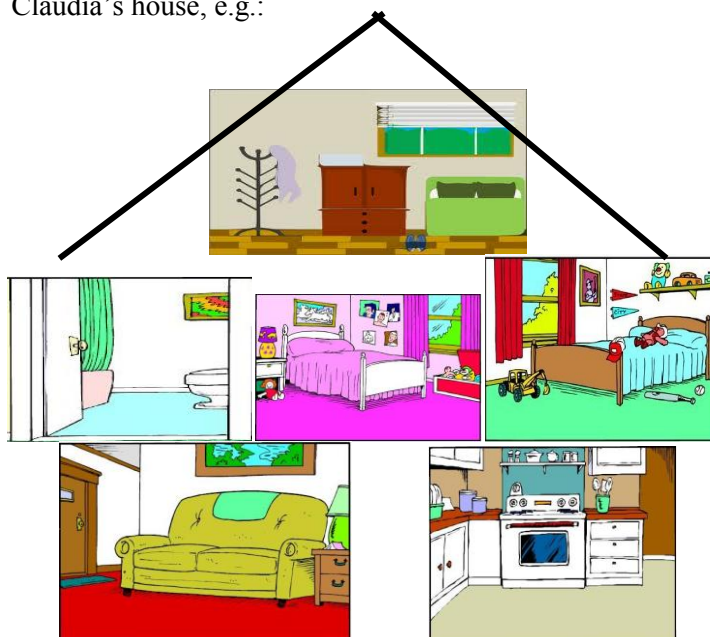
- The teacher can ask various questions, depending on the

	flashcards, such as: Teacher: Whose bedroom is this? Pupils: It's Brigitte's and Claudia's bedroom. Teacher: Whose is this bedroom? Pupils: It's Herman's bedroom. Teacher: What has Hermann got in his bedroom? Pupils: He's got a bed, toys …
PRACTICE	• The pupils look at the picture in activity 2 in the Pupil´s Book or the teacher projects the picture on the board. S/he tells pupils that it is Alexis' and Anna´s room and asks them who they think each toy belongs to, e.g.: Teacher: Look at this robot. Whose do you think it is? Pupils: It´s Alexis´ robot. Teacher: Right. It´s *his* robot. **Note:** This is an opportunity to help pupils notice what happens when a name ends in _s_. In this case, they can either add the possessive ´s´ (Alexis´s) although they can also omit it, since the ´s´ sound is already in the word (e.g. Alexis´). Both are acceptable uses of the possessive ´s´. The pupils complete the sentences in 2a and then work in pairs to complete 2b. • Pupils continue with activities 3 in their Pupil´s Book and activities 1 and 2 in their Activity Book. The teacher monitors and offers help whenever necessary. Fast finishers can: - add words on the Word Wall - add words in their picture dictionary (print or digital dictionary) - do the online activities at: http://www.schools.ac.cy
PRODUCTION	• Pupils play a card game in groups of four (see photocopiable materials). The teacher gives each group two sets of cards: one set showing children with their toys, and one set of toy cards. Each pupil should take one card showing a child. The toy cards are put face down in a pile in the middle. Player A takes a toy card and holds it up saying what it is, e.g.: Pupil A: It's a doll The players should look at their cards with the children and if the toy belongs to the child they have they call out: e.g. Pupil B: It's Tina's doll.

| | The aim is for each pupil to get all the toy cards for the child s/he has. The player that does so first is the winner.

Note: The teacher gives an example before pupils start playing the game and also writes the sentence on the board: **It's …..'s …… .**
The teacher also models language used in group or pair work such as ¨Your turn¨ and useful expressions such as ¨How do you say …. in English? |
|---|---|
| **EVALUATION** | • Pupils can work on their self-assessment forms. |

Photocopiable material - Game
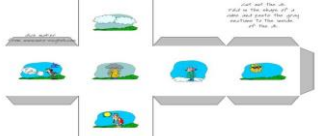
UNIT 19

<table>
<tr><td colspan="2">OBJECTIVES</td></tr>
<tr>
<td>Language:</td>
<td>Pupils should be able to:

identify vocabulary relating to different types of weather
name different types of weather
ask and answer basic questions about the weather
</td>
</tr>
<tr>
<td>Intercultural aspect:</td>
<td>Pupils should become familiar with:

a traditional rhyme
various proverbs about weather
</td>
</tr>
<tr>
<td>Learning strategies:</td>
<td>Pupils should be able to:

infer meaning from gestures
apply selective attention
manipulate/act out information
</td>
</tr>
<tr><td colspan="2">NEW LANGUAGE</td></tr>
<tr>
<td>Production</td>
<td>What's the weather like?
sunny, hot, cold, cloudy, rainy, windy, snowy</td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
</tr>
<tr>
<td>RECYCLED LANGUAGE</td>
<td>I like …/ I don't like …
Do you like …?
Days of the week</td>
</tr>
<tr>
<td>MATERIALS</td>
<td>'Friends' audio CD for Year 3, photocopiable material, puppet, video camera (or other videorecording tools: phones, photo camera) Flashcards of weather, e.g. downloaded from:
http://www.esl-kids.com/flashcards/weather/large-weather-words.pdf,
photocopiable material, die prepared and downloaded from:
http://www.toolsforeducators.com/dice/</td>
</tr>
<tr>
<td>TIME</td>
<td>2 X 40 minutes</td>
</tr>
</table>

LESSON 1

<table>
<tr><td colspan="2" align="center">PROCEDURE</td></tr>
<tr>
<td>PRESENTATION</td>
<td>

The class puppet greets the pupils and talks about the weather, using gestures to support meaning, e.g.: "It's very hot/cold today".

The puppet tells pupils about different types of weather s/he likes or s/he doesn't like introducing the target weather vocabulary at the same time. The teacher presents a flashcard each time a weather word is mentioned and puts it on the board along with the weather word. (Flashcards can be downloaded e.g. from: http://www.esl-kids.com/flashcards/weather/large-weather-words.pdf .)
The presentation can take the form of a dialogue between the puppet and the teacher, e.g.:

Puppet: I like sunny weather. Do you like sunny weather too?
Teacher: No, I don't. I like rainy weather.
</td>
</tr>
</table>

	Once all weather words have been presented, the pupils can also listen to the recording in 'Friends' audio CD for Year 3 (activity 2: listen, look and learn). The pupils repeat the words after the recording.
	• The teacher asks pupils what kind of weather they like and encourages them to talk about the kind of weather they like or don't like, e.g.:
	Pupil A: I like rainy and snowy weather. Pupil B: I don't like snowy weather. I like sunny weather.
	• The puppet tells pupils s/he doesn't like rain and introduces the rhyme "Rain, rain, go away"
	Rain, rain, go away Come again another day Little Johnny wants to play. Rain, rain, go away!
	(the puppet can substitute Johnny with his/her name.)
	The pupils can then listen to the rhyme ("Friends" audio CD for Year 3) and read the text in their books (Pupil's Book activity 1). They can then sing along while following in their books or while following the text projected on the board (shared reading).
	Pupils can change the rhyme and add their names or classmates' names, e.g.:
	Rain, rain, go away Come again another day Little Maria wants to play Rain, rain, go away!
	• Pupils play "I spy …" with the weather words. The teacher thinks of a word and tells pupils: "I spy with my little eye something beginning with w"
PRACTICE	• The pupils play a disappearing words/pictures game with the weather flashcards. The pictures 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.
	• The teacher holds the flashcards face down and asks the pupils to guess what the weather is on the flashcard s/he has. S/he encourages them to use the question "What's the weather like?" and also writes the question on the board.

	• The teacher mimes different types of weather and asks the pupils to guess what the weather is. S/he then asks pupils to mime different types of weather and then ask "What's the weather like?" for their classmates to find the answer.
	• The teacher tells pupils that they are going to listen to Rose, Datu and Alexis who are in the park. S/he tells pupils they need to listen carefully and find the weather words which are mentioned in the story. Pupils work in pairs or groups and write the weather words they hear on their mini-whiteboards.
	• Pupils report their answers by lifting up their whiteboards and then listen to the dialogue while following in their books so as to confirm/check their answers.
	• Pupils underline the weather words in the text.
	• The class is divided into three groups. Each group takes one of the three parts in the story (Rose, Alexis and Datu) and they act it out by reading the dialogue in chorus.
PRODUCTION	• Pupils work with activities 1, 2 and 4 in their Activity Book. • Pupils form groups to create their own puzzles using weather vocabulary. They can create word searches, puzzles, anagrams, etc. If available, they can also use online programmes such as puzzlemaker.com . The pupils can give their puzzles to the teacher who can then photocopy some and give them to the class to solve in the next lesson. **Tip:** *If pupils have been regularly creating word puzzles, throughout the year, you can gather them all and create a class 'puzzle magazine'. The magazine can be photocopied and given to pupils to use as an activity book over the summer holidays.*
EVALUATION	• Pupils play a die game. They are divided into two groups and play with a large die which has pictures of weather on each side. A representative from one group throws the die and asks: "What's the weather like?". The other group responds. Then a pupil from the other group throws the die and asks the question and so forth. **Note:** If the teacher doesn't have a large die, s/he can prepare a die from http://www.toolsforeducators.com/dice/

PROJECT	• The pupils are encouraged to talk to their parents and/or use other resources to find weather proverbs in their mother tongue or other languages. • Pupils who would like to continue working with word puzzles for weather vocabulary can continue doing so and bring their puzzles in the next lesson.
PORTFOLIO	• Pupils can add the weather proverbs they collect in their portfolio under the section of "Other people and cultures".
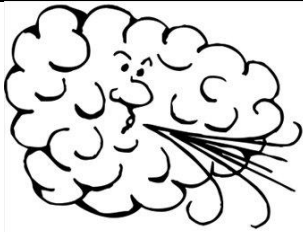
LESSON 2

PROCEDURE	
REVIEW	• Pupils sing the rhyme "Rain, rain, go away". The teacher may also like to present the rhyme through one of the many videos found online. The following are two recommendations: http://tinyurl.com/mko8ju http://tinyurl.com/yzll4nx (this version includes vocabulary for family members, too). • Pupils are invited to share any rhymes or proverbs they have discovered in their home project. • Pupil volunteers mime different types of weather for the rest of the class to guess. • Pupils can read and act out the dialogue from their Pupil's Book.
PRACTICE	• Pupils are divided into groups of 7 and play a memory game. Every member of the group has to say a weather word. The words are gradually added and each player has to remember all the words previously said but also add a new word. e.g.: Pupil 1: sunny Pupil 2: sunny, hot Pupil 3: sunny, hot, windy etc. **Tip 1:** *If some groups have fewer members, then one or two of the pupils will need to play twice.* **Tip 2:** *Try to leave some time for the groups to get organized as regards who will be first, second, etc. During this time you can help the groups get organized so that all their members are successful. Weaker members, for example, can begin the game, whereas stronger members can be the last ones.* • A couple of puzzles that the pupils have prepared in the previous lesson can be given to the class to solve. The

	puzzles are then corrected on the board, with the pupil/s who prepared each puzzle leading the feedback session.
	• If many puzzles have been created, then they can be given only to those pupils who want to solve them and they can be solved at home. The puzzles can also be uploaded on the school website for the pupils to access freely.
PRODUCTION	• The pupils play a pelmanism game (activity 3, Pupil's Book) either with flashcards on the board or an interactive pelmanism game found at http://www.schools.ac.cy .The pupils are divided into two groups and two representatives of each group come to the board. One pupil points to a card s/he chooses and asks: "What's the weather like?" The other pupil turns the card around and answers: "It's …." They then swap parts. If the two cards show the same type of weather, the team gets the point, otherwise the cards are turned face down again and the next team gets to play.
	• Pupils play the same game in pairs, using small weather pictures (see photocopiable material).
	• The pupils watch a video of a child/puppet doing a simple weather forecast. A sample video can be found at http://www.schools.ac.cy . The pupils are encouraged to create their own weather forecasts.
	Pupils first work in groups to do activity 3 in their Activity Book, where they write a weather forecast for one of the coursebook character's country (Cyprus, Egypt, England, Germany, Philippines).
	They then work in their groups to role-play the weather forecast they wrote. One or two pupils can be the reporter/s, while another pupil can be the director and another the cameraman. If there is time, the pupils in the group can change roles and video the weather forecast again with different weather boys/girls. Other countries can also be used in the weather forecast.
	Tip: *If there are shy pupils who are not comfortable with being video-recorded, you can encourage them to do the weather forecast through a puppet.*
	• Those who finish recording their weather forecasts or groups waiting to be recorded can either work on more puzzles (see above) or work on the following activities:
	-play in pairs an info gap activity (see photocopiable material). -play the pelmanism game again either with the small game cards or

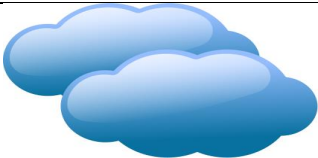|	
	online at http://www.schools.ac.cy
	-update their portfolio
	-do online activities at http://www.schools.ac.cy
	-do the activity "What's the weather like?". from the Greek Pedagogical Institute software "Αγγλικά Τάξεις Δ-Ε" (in the "Home" link)
	-play a "Make a word" from the CD Rom "Αγγλικά Δ έως Στ Δημοτικού". The game can be found in the "Level 2-Activities" link.
EVALUATION	• Pupils work on their self-assessment forms.
PORTFOLIO	• The video clips from the weather forecast can be added to the pupils' portfolios. • The pupils can also add their puzzles and indicate with a note or comment that they know the weather words. This achievement can also be recorded in the portfolio can-do (balloon) statements and added either in an empty balloon or on the 'other' boxes.

Photocopiable material: Pelmanism game

	windy	rainy
cloudy	hot	cold
snowy	sunny	

<u>**Pupil A**</u>

<u>**Ask your friend to find out.**</u>

What's the weather like on ....?

Monday	Sunny
Tuesday	
Wednesday	Cloudy
Thursday	
Friday	Windy
Saturday	
Sunday	snowy

Ask your friend to find out.

What's the weather like on ….?

Monday	
Tuesday	Cloudy
Wednesday	
Thursday	rainy
Friday	
Saturday	rainy
Sunday	

PROJECT UNIT 'PUTTING ON A PLAY'

OBJECTIVES	
Language	Pupils should be able to: • enjoy participating in a storytelling session • participate actively in a storytelling session • participate in a dramatisation of a story
Intercultural Aspect	Pupils should become familiar with a range of international authors and stories
Learning Strategies	Pupils should be able to: • manipulate/act out in order to assist knowledge retention • cooperate with each other • reflect critically on their work
NEW LANGUAGE	stage, actors
RECYCLED LANGUAGE	title, author, characters, costume
MATERIALS	Class puppet, storybooks
TIME	1 X 40 minutes

REVIEW/PRE-STORYTELLING	• Pupils sit in a circle. The puppet greets the pupils and holds a set of storybooks. S/he asks the pupils if they remember all the stories they read until now and invites them to read a story.
	• The teacher lays out all the storybooks they have read until now (from Year 1 until now) on the floor in the middle of the circle.
	• S/he picks up a number of books and engages in a discussion with the pupils around each book, e.g.
	    Do you remember this? What's the title?
	    Who are the characters in the story?
	    Who is the author?
	For each book, the teacher might go through some of the pages with the pupils or help them remember a relevant song.

WHILE-STORYTELLING	• The teacher asks the pupils which story they would like to read today. • The teacher tells the story most of the pupils choose and invites the pupils to participate actively by discussing the pictures, guessing what's going to happen next, making the sounds of the animals, etc.
AFTER-STORYTELLING	• The teacher shows pupils examples of pupils putting on a play. Such examples can be found on http://www.schools.ac.cy • The pupils discuss the examples viewed and say what they liked or what they didn't like. They discuss if they would like to put on a play and how they think it can be done in their context. The discussion can take place in L1 and can involve issues such as the props, costumes and stage. During this discussion the teacher also introduces the words: stage, actors, costumes. The

	picture in the Pupil's Book can also help the pupils with the new words.
	• The pupils decide which story they would like to transform into a play.
	• The teacher then reads part of the story (if it is not the one already told to the pupils earlier) and discusses with the pupils about the script of the story. Depending on the story the teacher may need to introduce the helpful role of a narrator and lead the class to create the first part of the play, on the board. For example, if the class decides to work on 'Handa's surprise', the first part of the play could be: <u>Narrator</u>: On a beautiful, sunny day Handa wants to visit her friend… The pupils may notice that some stories include a lot of narration, whereas others have mostly dialogue. Depending on the story selected, the class can work on writing a simple script. This can either take place as a class or the teacher can get the pupils started with an example scene on the board and then divide the various story scenes to pupil groups so that each group can prepare a scene following the example on the board.
	• Once the scripts are ready, it is time for the pupils to practise the play. If pupils have worked in groups to create scenes, then each group can be in charge of acting out one scene. If the class has prepared the script together, then the teacher can assign roles.
	• After the pupils practise in their groups, the play can come together and it can be presented as a whole for the class to watch.
	Tip 1: *If there are not enough roles for everyone, you can create more roles in the play. For example, in Handa's surprise, you can have two monkeys or two parrots stealing the fruit or Handa can have two friends waiting for her at the village. You can also create more roles by assigning roles to inanimate objects. For example, in 'Green eggs and ham', you can give roles to the objects and animals in the story such as the fox, the goat, the train, the car, etc.* **Tip 2:** *There might be pupils who are too shy to be involved in acting or you may still not have enough roles for everyone. Remember there are other important roles when putting on a play, such as the director, the cameraman, the photographer and the prompters (those who remind pupils of their lines).*
	• Once the play is presented in class and feedback offered (see below), it can then be presented to parents or the rest of the school on another day.

FEEDBACK	• After the presentation, the teacher engages pupils in a feedback session (in L1) as regards their work and the final product (Did they like the play? Is there something which could be improved? How was the script?, etc.) • Finally, the pupils complete a self-assessment form (see photocopiable material).
PORTFOLIO	• The pupils can add pictures or video recordings of the play in their portfolio, along with their self-assessment and a comment on it, e.g. "I like stories in English." / "This is my favourite English story because …" (you may need to help them express why). They may also add the achievement of: "I can act out a part in a play." in the A1 targets for 'Talking to others'.
NOTES	• This project can take place again at a different time of the year, according to the teacher's preferences. It gives an opportunity to the pupils to enjoy stories they liked and engage more actively with the story.

Putting on a play – My self-assessment

Name:	My group members / *Τα μέλη της ομάδας μου:*
_____	_____
Class: _____	_____

My group worked on putting on a play for the story

_____

Η ομάδα μου εργάστηκε για θεατρικό βασισμένο στην ιστορία

_____

	Yes	A little	No
Our play was very good. *Το θεατρικό μας ήταν πολύ καλό.*			
We had clever prompts and costumes. *Είχαμε έξυπνες λύσεις για κοστούμια κτλ.*			
Our play can make someone interested in the book. *Το θεατρικό μας μπορεί να κάνει κάποιο να ενδιαφερθεί για την ιστορία.*			
I was good in my assigned role. *Ήμουν καλός/ή στο ρόλο μου.*			
Our language did not have many mistakes. *Η γλώσσα που χρησιμοποιήσαμε δεν είχε πολλά λάθη.*			
Everyone in my group worked. *Όλοι στην ομάδα μου δούλεψαν.*			
My group cooperated well. *Η ομάδα μου συνεργάστηκε καλά.*			

In my next play I would like to:

Στο επόμενο μου θεατρικό θα ήθελα:

_____

_____

_____

UNIT 20

OBJECTIVES	
Language:	Pupils should be able to: • identify and name the months of the year • ask and answer about when events such as birthdays and festivals are
Intercultural aspect:	
Learning strategies:	Pupils should be able to: • cooperate with each other in carrying out tasks • use music and song to help retain vocabulary
NEW LANGUAGE	
Production	Months: January – December When is …?
Comprehension	
RECYCLED LANGUAGE	I like …/ I don't like … Possessive case: ...'s his/her Family members
MATERIALS	'Friends' audio CD, mini-whiteboards, soft ball, photocopiable materials, word cards (with names of months) Optional: online activities at http://www.schools.ac.cy and flashcards from http://www.english-4kids.com/cards/months%20of%20the%20year.pdf
TIME	2 X 40 minutes

LESSON 1

	PROCEDURE
PRESENTATION	• The teacher presents the class puppet with a birthday hat and tells pupils that today is the puppet's birthday. The puppet also tells pupils that his/her birthday is today. Pupils wish the puppet a happy birthday and sing the birthday song. • The teacher says that "(Puppet's name)… birthday is in June" and writes 'June' on the board. The teacher asks if other pupils have birthdays is in June. • The puppet asks the teacher: Puppet: When is your birthday Miss/Mr … ? Teacher: My birthday is in ….. . The teacher writes his/her birthday month on the board, too and again asks if other pupils have their birthdays that month.

PRACTICE	• The puppet asks the pupils if they know the months of the year and tells them s/he will teach them the months with a song. The pupils then listen to the "Months of the year" song ('Friends' audio CD for Year 3) **Tip:** *Many activities in this and the next lesson can also take place using flashcards with the months' names instead of word cards and/or writing on the board. Whether you decide or not to use flashcards, they are always useful to put around the classroom and remind pupils of key words they are learning. You can download word flashcards for months from* http://www.english-4kids.com/cards/months%20of%20the%20year.pdf • The pupils listen to the song again while reading the months of the year from their book - activity 2a (Pupil's Book) or reading them from the board: January, February, March and April May, June, July and August September, October, November, December These are the months of the Year • The pupils repeat the names of the months after the teacher and then sing along to the song again. • The teacher tells pupils that they are going to listen to some of the characters talking about birthdays and that they should listen carefully to find out when is Omar's and Anna's birthday – or for a more simplified task – the teacher can give the pupils options for them to choose from, e.g. Omar's birthday: April – March - June Anna's birthday: January – December - October Pupils listen to the dialogue with their books closed (one or more times) and then report what they think the answers are. • Pupils listen to the dialogue again while following in their books so as to confirm/check their answers. • The pupils listen again to the text while the teacher pauses the recording so that they can repeat after the characters. • The class is divided into three groups. Each group takes one of the three parts of the story (Rose, Anna and Omar) and they act it out by reading the dialogue in chorus, while using appropriate intonation and tone of voice. • Pupils do activity 1 in their Pupil's Book.

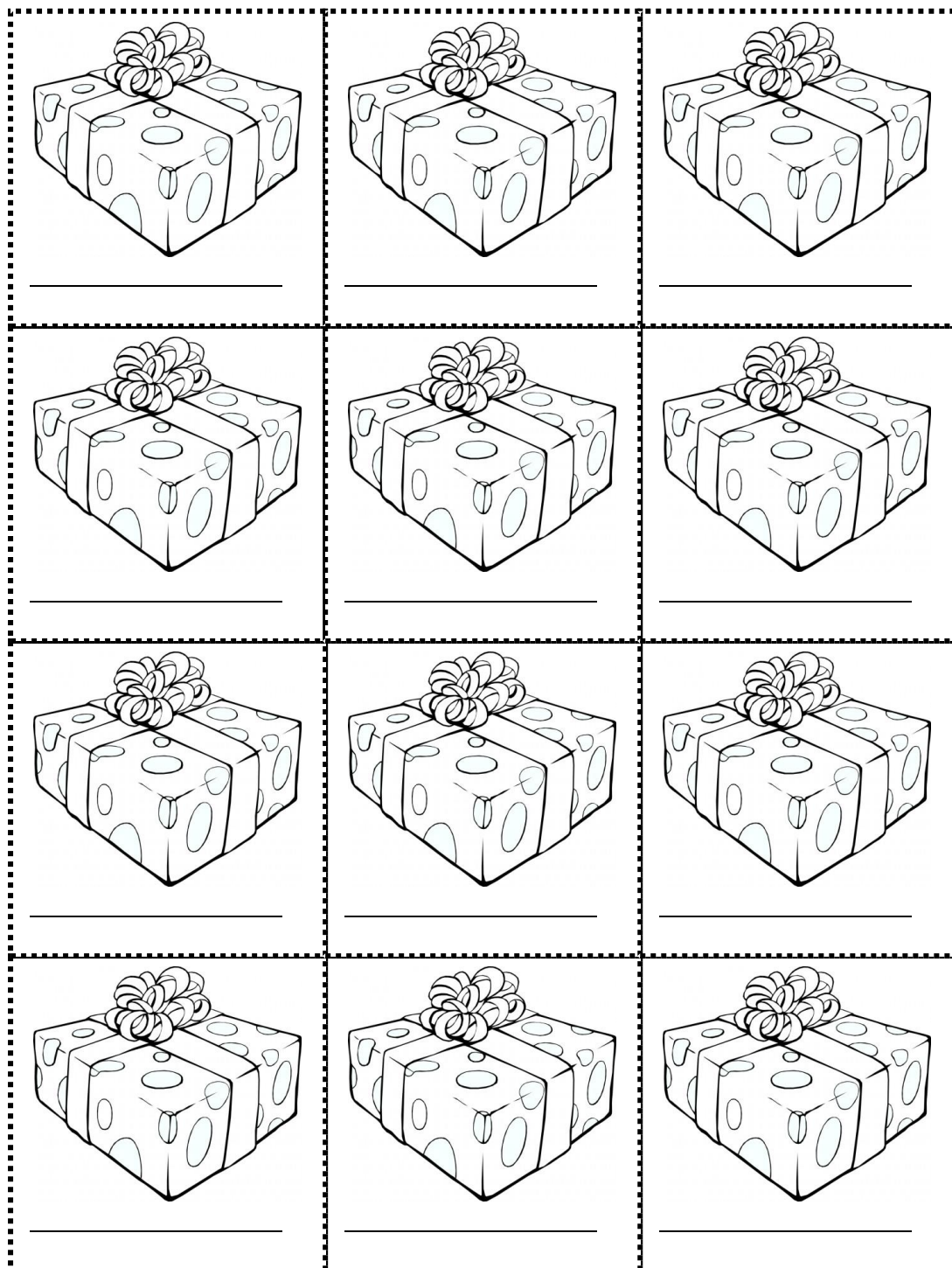| PRODUCTION	• Blank cards are given to pupils. The teacher tells pupils to write a particular month on their card so that all the 12 months are represented. Depending on the size of the class, some months will be written twice, others three times or even only once. This does not matter – as long as all the months are represented. Pupils then put blu tack on the back of their word cards, come out to the board and arrange their word cards so that all the months are in the right order. • The teacher gets 12 word cards from the board (one for each month) and distributes them to 12 pupils. The pupils are asked to come to the front of the class, hold their word cards and arrange themselves so that the months are in the right order. The rest of the class observes and pupils are asked to spot possible mistakes and come to rearrange the months, if necessary. • Pupils stand in a circle. The teacher puts the 12 month cards (held earlier by the pupils) on the floor and says a jazz chant: My birthday is in January (teacher's birthday month). My birthday is in January. January is the best (and the teacher jumps on the flashcard that says his/her birthday month). The teacher calls out a month and encourages the pupils to say the chant. Pupils that have their birthday that month jump on the appropriate flashcard, e.g.: My birthday is in February My birthday is in February February is the best …(pupils jump on the February flashcard, if their birthday is in February) • Pupils proceed with activity 2b in their Pupil's Book (colouring in the months) and 2c as well as activity 1 in their Activity Book. The teacher monitors and offers help whenever necessary. • If there is time, the pupils play a dominoes game in pairs or groups (see photocopiable materials).
EVALUATION	• Pupils play a ball game. A pupil says when his/her birthday is 'My birthday is in .....' and throws the ball to another pupil. Then the pupil who catches the ball says when his/her birthday is and throws the ball to someone else, etc.

LESSON 2

PROCEDURE	
REVIEW / PRESENTATION	• The teacher writes the months of the year mixed up on the board. Pupils work with their mini-whiteboards in pairs or groups to write the months in the right order. They then pass their mini-whiteboards to another pair/group who corrects their work by looking at the correct order of the months which the teacher arranges on the board. • Pupils sing the "Months of the Year" song. The teacher can also introduce a new song for the months of the year with a faster pace. The song can be found at http://tinyurl.com/cgyx7hk (the calendar polka). • Pupils listen to the audio recording of the Pupil's Book text again and act the dialogue from their Pupil's Book reading each character's part in groups. Pupils that feel comfortable can come out and act the dialogue out in front of the class. • The teacher asks pupils various questions using 'When is …' (when is your birthday? When is your sister's/mother's birthday? etc.). • The teacher then asks pupils about important festivals, e.g.: When is Christmas? When is Halloween? When is New Year's day? When is mother's day? etc.
PRACTICE	• Pupils do activities 2a and 2b in their Activity Book. • Pupils sit in a circle and the teacher distributes a number of word cards with months on them. The teacher puts on some music in the background and pupils pass the card to the pupil sitting next to them until the music stops. When the music stops, the pupils holding cards say something about the month they are holding, e.g.: "December. I like December" or "I don't like December" or "My mum's birthday is in December".
PRODUCTION	• Each pupil takes a "present" (see photocopiable materials) and writes his/her birthday month under the present, e.g.:May.

	The pupils then move around the classroom talking to other pupils and trying to find another pupil who has the same birthday month (activity 4, Pupil's Book).
	Pupil A: When's your birthday? Pupil B: It's in December. When is your birthday? Pupil A: It's in March Pupil B: Thank you.
	The teacher fist shows pupils how the game works by modelling the activity with a volunteer pupil. S/he also writes the key structures on the board so as to support pupils.
	Tip: *Do not wait until everyone has found a partner. Once a number of pupils have found a partner, the activity can end. It is often better to leave pupils wanting more rather than allowing an activity to drag on.*
	• Pupils read the paragraph in activity 3 in their Activity Book. The teacher helps the pupils notice the structure of the paragraph and then asks them to make their own. The teacher supports a couple of pupils to form a similar paragraph orally. The pupils then complete their own short paragraph in their books. The teacher monitors and offers help whenever necessary.
	• Pupils work in groups to create their own puzzles using the names of the months. They can create word searches, puzzles, anagrams, etc. If available, they can use software which can help them (e.g. puzzlemaker.com).
	Once pupils are done, they can photocopy their puzzles. They can either give them to the rest of the class, or different groups swap puzzles between them and then give them back to the group which created the puzzles for them to check their answers. The teacher can collect all puzzles and add them to the school website or in a mini-booklet for the pupils.
	Fast finishers can do any of the following: - update their portfolio - online activities at http://www.schools.ac.cy - go round the classroom and ask their classmates about their birthday month to make a chart (see activity 5 in the Pupil's Book). - play the dominoes game once more
EVALUATION	• Evaluation is ongoing while the teacher observes the pupils during the activities. The teacher takes notes as regards the pupils' development.

	• Pupils can work on their self-assessment forms.
PORTFOLIO	• The pupils record in their portfolio that they have learned the months of the year. As evidence they can include either a puzzle they created or a recording of them singing one of the songs they've learned. • The pupils can also note in their portfolio that they have made progress in writing a short paragraph. The teacher can verify the statement, based on the pupil's paragraph in activity 3 of the Activity Book.
CROSS-CURRICULAR LINKS	• Maths: The birthday chart results can be used to make a histogram and/or charts. • Pupils create a class calendar in groups. Each group is assigned to prepare 2 or more months. Pupils can write the month, the days of the week, the numbers and draw illustrations. The illustrations can be weather pictures or special celebrations/festivals for each month.

January	**FEBRUARY**	**September**	**OCTOBER**
February	**MARCH**	**October**	**NOVEMBER**
March	**APRIL**	**July**	**AUGUST**
April	**MAY**	**August**	**SEPTEMBER**
May	**JUNE**	**November**	**DECEMBER**
June	**JULY**	**December**	**JANUARY**