

CYPRUS MINISTRY OF EDUCATION AND CULTURE
PEDAGOGICAL INSTITUTE - CURRICULUM DEVELOPMENT UNIT

FRIENDS

TEACHER'S BOOK FOR YEAR 4



MINISTRY OF EDUCATION AND CULTURE

**“Friends”
Teacher’s Book
--
Year 4**

**PEDAGOGICAL INSITUTE
CURRICULUM DEVELOPMENT UNIT**

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Αγαπητοί εκπαιδευτικοί,

Η εκμάθηση ξένων γλωσσών είναι ιδιαίτερα 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 δέσμευσή μας για μια ευρωπαϊκή και διαπολιτισμική διάσταση στην εκπαίδευση.

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

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

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

Ελπιδοφόρος Νεοκλέους
Διευθυντής Δημοτικής Εκπαίδευσης

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INTRODUCTION

INTRODUCTION

GENERAL PHILOSOPHY

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

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

"Friends" for Year 4 implements the curriculum, as this is relevant for Primary Year 4. 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 4 the proposed approach, which focuses on the development of all four language skills, immerses pupils in a foreign language environment rich with interesting activities, engaging stories, games 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 the teacher's input (see also section 'use of L1 in the language classroom'), "Friends" audio CD for Year 4 which includes a variety of listening activities, additional audio CDs for songs, 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 through participation in role-plays, mini-plays and story narrations.

Reading is introduced and developed through a variety of reading activities. Pupils review the alphabet at the beginning of the year through a creative way which reviews known vocabulary and integrates writing and creative writing, in particular. During Year 4 the pupils' vocabulary repertoire will grow; an aspect which will help them greatly in their overall development in the target language.

The course includes various activities which aim to help pupils become confident in word recognition. Such activities include matching and reading games such as Swat, dominoes, etc. Shared reading continues to take place through storytelling, games, songs and through the story texts used in the coursebook.

Parallel to helping pupils deal with new words in the above way, reading in Year 4 moves from the word to the sentence and to the paragraph level. Pupils come regularly into contact with short paragraphs and learn how to use reading strategies to help them respond to their reading tasks. Pupils work on focusing on specific information, tolerating unknown words and using images to support their understanding of a text.

Primary to the pupils' development of literacy is the classroom environment and as such the classroom 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 and support children.

Writing is supported through a variety of activities which aim primarily to help pupils in their word, sentence-level and the first level of paragraph writing skills. Paragraph level is the main new development as regards Year 4. Pupils are supported in this through paragraph models and paragraph completion. Nevertheless, as the course is one based on spiral development, it offers plenty of opportunities for word level and sentence-level development, while consistently promoting meaningful writing. Word puzzles and writing games where practice of writing skills becomes meaningful and fun are plentiful in the present course as well as activities where word level writing is done in parallel with word classification and visual organisers which aim to promote learning strategies.

Emphasis is placed on children seeing writing as a fun task and as a way to express their creativity. There are opportunities for them to use writing in games, in group or pair work and in creative and communication-focussed activities such as poster and sign writing and poem compositions. It is important for pupils that such activities are seen to be appreciated by their teachers and peers so a display of the pupils' work on the class notice board should be something done on a regular basis.

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.

There is a variety of games used in this set of materials. There are too many to include in the introduction but are explained in detail when they appear in a lesson. Some of the most frequent ones are the following:

Ball game: This is played with a small, soft ball and the pupils standing up, preferably in a circle. The teacher throws the ball to a pupil and provides a model sentence, e.g. “My favourite food is pizza.”. 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 PowerPoint or interactive whiteboard software. A number of objects are presented to the pupils who are then allowed a limited 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.

Kim’s game can also be played with text, i.e. instead of using pictures or real objects the teacher uses a number of words written on the board.

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 or makes a statement relevant to the object (e.g. I love / I hate, etc.).

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.

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).

Storytelling is also an important tool in developing key learning strategies. This can only be achieved if storytelling is done in the L2 and if the teacher avoids translation. This process will enable the pupils develop some of the most important language learning strategies for this age group; primarily the strategies of tolerating ambiguity, using gestures, facial expressions and tone of voice to make meaning, using visuals to make meaning.

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.

INTEGRATION OF TECHNOLOGY

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 teachers to provide activities and learning materials which cater to the various learning styles found in their classes.

This course makes systematic recommendations as to how technology can be implemented in language learning and teaching and materials are recommended either from freely available online sources or from materials especially prepared to accompany the course (online games, PowerPoint presentations, video clips). The recommended materials aim to help the teacher better prepare for class, to enhance the linguistic input the pupils are exposed to and 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 use the foreign language practicing 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 and give them useful models of language use. Teachers should use natural English in class both when teaching new language but also in the everyday classroom routines, which provide valuable opportunities for learning. Pupils' understanding should be supported through gestures and visuals 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 pupils seem confused and have not understood the instructions. It is ineffective to waste the time allocated to an activity. If the instructions are too complicated for the pupils to understand, it is better to give the instructions in the L1, rather than waste valuable time and risk confusion and/or disappointment.
- b) If the pupils seem anxious and seem not to be comfortable in the foreign language environment. The aim is for pupils to be comfortable, relaxed and happy. If the foreign language seems to be making them frustrated or anxious, a comforting break in the L1 might be useful.
- c) If the topic requires more advanced language or abstract terms. Sometimes the aims of the lesson involve discussion of themes which require more advanced language.

Although some aspects of the topic might be adequately dealt with using the language pupils know, in order to achieve the aims fully there might be need to carry out a discussion in the L1. This might usually be the case, if there is need for more in-depth discussion of a story or an analysis or presentation of intercultural aspects.

The aim should be to maximize L2 use. In Year 4, 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 make them comfortable and happy in a foreign language environment.

ASSESSMENT

Assessment is necessary so that pupils' progress is monitored and assisted so that all pupils can reach the defined targets and fulfill their potential.

The "Friends" course 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 in these materials 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, self-assessment forms/checklists, plenary feedback session, peer-assessment and learning conversations between teacher and pupils.

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 bilingual (Greek/English) 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. It is not necessary to use the self-assessment forms in every Unit but it is advised that pupils become familiar with using them so that they can use them on their own, if they wish to.

European Language Portfolio: This course should be used along with the European Language Portfolio (2013, Cyprus Ministry of Education and Culture) which is based on the Common European Framework of Reference for Languages. The pupils can visit their portfolio at intervals to evaluate their progress and add evidence of their learning. Portfolios can 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 and the teacher's book, which link directly to the European Language Portfolio. The teacher does not need to use the portfolio every time there is such a suggestion. There are numerous suggestions so that teachers can choose which ones suit them and their timeframe.

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 learnt during English can be integrated in a Physical Education lesson, sung as a small break in between lessons or while children are drawing something in art or turned into a musical dramatization project during music or drama classes.

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 4. 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 pupil. In this case, the pupil is only required to comprehend the new language.

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

MATERIALS – this section lists all the materials a teacher needs in order to implement 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.

VOCABULARY KNOWN TO THE PUPILS FROM PREVIOUS LEARNING EXPERIENCES IN YEARS 1, 2 AND 3

It is very important for teachers of Year 4 to be aware of language that has been taught during Years 1, 2 and 3 so that they may systematically include this vocabulary in activities which can help pupils remember and consolidate vocabulary. A guessing game, for example, can include more language than that which is targeted in a new Unit.

The vocabulary list which is provided here will help teachers decide what to include in their activities, on their Word Walls, etc. The pupils have, at the end of their Pupil's Book, a list with vocabulary which they will be expected to know by the end of Year 4.

Teachers can make use of this list in vocabulary games and other activities. The pupils can use it for 'I spy' games or hangman games, for adding to their picture dictionaries or for help when they need to check how to spell a word.

Greetings

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

Colours

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

Farm animals

cat, dog, rabbit, mouse, horse,
bird, sheep, goat, hen, duck,
frog, fish, cow, rooster, bee, pet

Parts of the face and body

head, shoulder, knee, toe, eye,
ear, mouth, nose, neck, arm,
hand, back, leg, foot, hip,
chest, hair, finger

Wild animals

bear, flamingo, monkey, lion,
snake, leopard, polar bear,
elephant, hippo, zebra, tiger,
crocodile, giraffe, parrot, camel,
peacock, walrus, kangaroo,
ostrich, antelope, penguin, gorilla,
owl, dinosaur, wolf, seal

Family/people

mum, dad, sister, brother,
grandma, grandad, uncle,
auntie, cousin, family, girl, boy,
teacher, friend

Days of the week

Sunday, Monday, Tuesday,
Wednesday, Thursday, Friday,
Saturday

Feelings

happy, sad, scared, bored,
angry, hungry

Counting

Numbers 1-20

Adjectives

big, small, tall, scary, naughty,
bad, perfect, beautiful

Prepositions of place

over, through, in, on, under

Months

January, February, March,
April, May, June, July, August,
September, October,
November, December

House

bedroom, bathroom, kitchen,
living room

Weather

sunny, hot, cold, cloudy, rainy,
windy, snowy

Sports

Basketball, tennis, volleyball,
football

Storytime

princess, teddy, dinner, zoo,
zookeeper grass, river, mud,
forest, cave, jungle, aliens,
monster, title, author,
characters, stage, actors

Expressions

Excuse me, please, Sorry,
Thanks, Thank you, I'm sorry!
my favourite

Objects

pencil case, sharpener, rubber,
book, pen, pencil, ruler,
schoolbag, board, desk,
computer, chair, kettle,
umbrella, violin, xylophone, yo-
yo, present, clock, car, train,
flowers

Festivities

Merry Christmas, angel, Happy
Easter, Happy Birthday,
Happy New Year,
Christmas tree, Christmas
cake, Christmas card, present,
Santa, Hot cross buns,
Happy Halloween, Trick
or Treat, ghost, pumpkin,
costume

Food

apple, banana, pear, orange,
mango, pineapple, avocado,
tangerine, plum, strawberry,
watermelon, carrot, tomato,
pizza, chocolate, milk, tea, ice-
cream, fruit, honey, cheese,
chips, cake, coffee, water,
eggs, ham

Instructions

Stand up, sit down, clap your
hands, listen, be quiet, jump,
touch, run, turn, walk, put,
take, catch, swim, fly, play,
climb, cook, dance, watch TV,
sleep, clean, eat, do

PLANNING MAP

UNIT	Teaching periods	MAIN OBJECTIVES	INTERCULTURAL ASPECT	LEARNING STRATEGIES	RECYCLED LANGUAGE	NEW LANGUAGE	
						Production	Comprehension
UNIT 1	2 x 40'	Pupils should be able to: -give information about themselves orally and in a written/visual form -write a creative list poem - identify and name the letters of the alphabet	Pupils should be able to play the traditional games: "Simon says ..." "I spy"	Pupils should be able to: -co-operate with each other -ask for help using expressions such as "How do I spell ...?" , "How do I say in English?" , "Can you help me, please?"	the alphabet (letters and phonetic sounds) I'm /My name is ... /I'm ... years old. / I've got Colours / family / animals / pets I like/ don't like /I can/can't Is it? Yes, it is. / No, it isn't. Do you like? Yes, I do. / No, I don't. Greetings: Good morning! How are you? Fine, thanks.		
Project Unit: How do you learn English	1 x 40'	Pupils should be able to: -ask questions to support their understanding -ask questions to seek help in communicating meaning -ask for help in completing a task -use key phrases such as: 'How do I spell?' / 'How do you say in English?' / 'I don't understand.' / "Can you help me, please?"		Pupils should: -be able to actively seek help when they have problems in understanding or communicating meaning or when they are struggling to complete a task -become aware of a variety of learning techniques which they can use to support their learning (word walls, picture dictionaries or other visual organizers, songs, games)	How do you spell ? How do I say in English? Excuse me School, home, teacher, play, look song, game, picture dictionary, word wall	"I don't understand." "Can you help me, please?"	learn

UNIT 2	2 x 40'	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> -ask other people about basic information (e.g. name, age, likes, dislikes, etc.) -say where they live give appropriate greetings according to the time of day -fill in a form with simple information about themselves 	<p>Pupils should come into contact with other languages through basic greetings.</p>	<p>Pupils should be able to work with others to complete tasks</p>	<p>He's / She's + name. His/Her name is ... He's/She's ... years old. He/She has got ... Possessive 's (e.g. My father's/mother's name is) Family/animals/pets s/he likes... S/he doesn't like Greetings: Good morning, Goodbye Can you/he/she? Who is s/he? - Have you got? Yes, I have. No, I haven't.</p>	<p>Where do you live? I live in Greetings: Good afternoon, Good night, See you soon e-mail, e-pal</p>	<p>Countries (the Philippines, Egypt, Germany, Cyprus, England, Italy, Greece and other countries which may be mentioned by children during the lesson)</p>
UNIT 3	2 x 40'	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> -give a simple description of a person -understand a simple description of a person -talk about things they like, dislike, love or hate -write a simple poem with the help of a model -talk about their favourite things 		<p>Pupils should be able to:</p> <ul style="list-style-type: none"> -remain focused on a longer piece of listening text -personalize knowledge 	<p>My favourite is I like / I don't like S/he's got I live in Vocabulary: colours, sports, food (learnt from previous years – see vocabulary list in the Introduction) eyes, tall, hungry, happy, sad, angry, bored</p>	<p>I love + object / I hate + object short, fat, thin, glasses, hair, long, freckles</p>	<p>Pepperoni, wearing</p> <p>'What does s/he look like?'</p>
UNIT 4	2 x 40'	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> -name at least five countries and nationalities -ask where other people are from -say where they are from -write a short paragraph about themselves 	<p>Pupils should:</p> <ul style="list-style-type: none"> -identify at least five of the flags of the countries included in this Unit become familiar with food from other countries 	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> -use a K W L chart -set personal targets 	<p>I am...He is...She is... / Is he/she....? I like... I've got....</p> <p>Where do you live? I live in ...</p> <p>My favourite fish, chips, pizza</p>	<p>Cyprus, Cypriot, Egypt, Egyptian, Philippines, Filipino, Germany, German, Britain, British, Italy, Italian, Greece, Greek, France, French / Where are you from? I'm from. Where is s/he from? S/he is from</p>	<p>croissant, international, food, countries and nationalities of different pupils in class</p>

UNIT 5	2 x 40'	Pupils should be able to: -talk about likes and dislikes (ask and answer) -read short paragraphs for specific information	Pupils should learn a traditional song (ten fat sausages)	Pupils should be able to: -deduce rules based on samples of language -create a visual organizer in their picture dictionaries or electronically -use scanning when reading a text (read for specific information)	Do you like...? Yes, I do/No, I don't. / I like..., I don't like... He/She likes ... / He/She doesn't like... Sports vocabulary: basketball, tennis, volleyball, football Food vocabulary: apple, banana, etc. (see list of known vocabulary in Introduction), sausage Animal vocabulary: cat, dog, (see list of known vocabulary in the Introduction) Other: naughty, ears	Does he/she like...? Yes, he/she does. No, he/she doesn't. Do they like? Yes, they do. / No, they don't. Food vocabulary: hamburger, rice, lemonade, chicken, pop corn Animal vocabulary: koala, panda, lemur, puppy Other: cute	Shoes
Project Unit: Friends from around the world	1 x 40'	Pupils should be able to: -read a short paragraph -follow simple instructions	Pupils should become familiar with: -games played by children in other cultures -a traditional song	Pupils should be able to: -learn by personalizing experiences -scan a short text for specific information	has got, family members, countries and nationalities learnt, like/don't like, plural form, live in ..., I'm from, Can you? , chocolate, jelly, egg, cheese, school, ice cream, flowers, strawberry	the USA, Ireland	milkshake, vanilla, hot dog, sandwich
UNIT 6	3 x 40'	Pupils should be able to: - write a short story -follow and participate in the narration of a story -identify and use vocabulary for rooms of a house - identify and use vocabulary for at least five basic pieces of home furniture -talk about what there is in a room	Pupils should: -become familiar with the Halloween custom of telling scary stories. -be able to enjoy foreign language children's literature (On a dark, dark night)	Pupils should be able to: -co-operate with each other -categorize vocabulary according to meaning	kitchen, bedroom, bathroom , living room, room, window, TV, house, scary, scared, chair, desk, bed, table, tree, flower, popcorn This is my in, on, under	There is a... There isn't a ... There are... There aren't ... dining room, garage , garden, veranda, fridge, sink, cupboard, bath, armchair, sofa, door, stairs, window bag, ready, dark, wood, street	What is there...? everybody Is there a? Are there any ...? storytime , dinner, other vocabulary included in the story

UNIT 7	2 x 40'	Pupils should be able to: -talk about what there is in their classroom	Pupils should: -become aware of different types of schools around the world -compare schools in different countries -learn a traditional song	Pupils should be able to: -co-operate with each other to carry out tasks	There is a... There isn't a ... There are... There aren't .../ There aren't any How many....? Onomatopoeic animal sounds (moo, quack, oink), rooms of a house, furniture (TV, chair, desk, bed, fridge, sink, cupboard, bath, table, armchair, sofa, etc.) big, small, mum, auntie, cat, dog, duck, pig	Is there...? Are there any...? Are there + number of objects ? Yes, there is. / No there isn't. Yes there are./ No, there aren't. picture, pupil, wall, classroom, teacher, school, dustbin	India, Sudan, Kenya, village, What is there ...? chase away
UNIT 8	3 x 40'	Pupils should be able to: -talk about favourite things use polite expressions ("Would you like ...?" / "Yes, please" / "No, thank you.") -actively engage with a children's story during storytelling -write a list of things -use the plural form of regular nouns and nouns ending in -ch, -s, -sh, and -x	Pupils should: -become familiar with the English 'afternoon tea' -be able to enjoy and appreciate foreign children's literature ("The tiger who came to tea") -learn a tongue twister	Pupils should become aware that name words from other languages can be used in English or other languages without change (e.g. food words)	There is/ There are There isn't/There aren't Is there ...? Yes, there is/No, there isn't. Are there ...? Yes, there are/No, there aren't. family members Rooms of the house and furniture (home, kitchen, table, fridge, cupboard, bath, etc.) Food vocabulary (cake, milk, chips, ice cream, tea, fish and chips, etc.) Other: Excuse me, hungry	Would you like ...? Yes, please. / No, thank you. Food vocabulary: food, sandwich, biscuits, orange juice, beer, water, salad, cereal Meals: dinner, breakfast, lunch, My favourite is dinner, breakfast, lunch	milkman, grocer, tap, saucepan, café, teapot, supper, cooker (vocabulary found in the story) of course, polite, rude What's your favourite food/animal/ colour
UNIT 9	4 x 40'	Pupils should be able to: -follow and engage with a story during storytelling -give and follow instructions -talk about what is happening in the present time -write a simple sign in English	Pupils should: -be able to appreciate and enjoy foreign children's literature ('Class two at the zoo') -become familiar with a variety of international names. -learn a tongue twister	Pupils should be able to: -tolerate ambiguity use visuals in order to - make meaning -infer and communicate meaning using gestures	<u>Animals</u> : kangaroo, snake, parrot, monkey, penguin, etc. <u>Instructions/verbs</u> : listen, be quiet, jump, touch, run, walk, etc <u>Feelings</u> : scared <u>Adjectives</u> : big, small, scary, bad, dangerous, long, short <u>Places</u> : jungle, zoo <u>Structure/s</u> : There is/are Other: teacher, children	Pr. continuous: I am . ing. / S/he is ing. / They are ...ing. Giving instructions Animals: anaconda, cheetah Verbs: kiss, hop, sing, dance, eat, laugh, sleep, open, close / Other: 'I love it!', "Be careful!"	ponder, rescue, wander, swallow, having a laugh (vocabulary used in the story) What is s/he/it doing?

UNIT 10	2 x 40'	<p>Pupils should be able to:</p> <p>identify and use at least 7 action verbs</p> <p>talk about what people are doing at the present time</p>	Pupils should learn a traditional song	<p>Pupils should be able to:</p> <p>use music to remember grammatical forms</p> <p>make predictions based on previous knowledge</p>	<p>Present continuous (I am/you are/he is/she is/it is/we are/you are/they are verb+ing) Action verbs (e.g. jump, run, walk, clap, swim, fly, play, climb, cook, dance, watch, sleep, clean, eat, do, play, sing, kiss, hop)</p>	<p>Are you/they + verb-ing? Yes, you/they are. / No, you/they aren't. / Is s/he/it...+verb ing? Yes, s/he/it is./ No, s/he/it isn't. What are you/they doing? / What is s/he doing?</p>	have a party
Project Unit: Christmas Around the world	1 x 40'	<p>Pupils should be able to:</p> <p>-read a short paragraph</p> <p>-scan a simple document for specific information</p> <p>-expressing ideas using "I think"</p>	<p>Pupils should:</p> <p>-become familiar with how other people and cultures celebrate Christmas</p> <p>-become aware of the fact that certain local traditions are shared by other people and cultures</p> <p>-learn how to say "Merry Christmas" in other languages</p>	Pupils should be able to identify important information in a text	<p>Christmas tree, Christmas, present, eat, Santa Claus, England, France, milk, cake, weather vocabulary</p>	<p>pudding, Australia, Hungary, interesting, think</p>	mince pies, Yule log, barbeque
UNIT 11	3 x 40'	<p>Pupils should be able to:</p> <p>-make suggestions using "Would you like to ..." and "Let's ..."</p> <p>-count numbers by tens up to a hundred (10, 20, 100)</p> <p>-make a poster about adopting a pet</p> <p>-read a short text</p> <p>-follow and actively participate in a storytelling session</p>	Pupils should become familiar with a traditional story (Chicken Licken)	<p>Pupils should be able to:</p> <p>-tolerate ambiguity</p> <p>-recognise rhyming patterns</p> <p>-make predictions</p> <p>-use visuals to make meaning</p>	<p>Would you like + noun ...? Yes, please. / No, thank you</p> <p>Pr. Continuous, has got</p> <p>Countries, Numbers (1-20)</p> <p>Prepositions: on, in</p> <p>Animals: Farm animals: chicken, hen, rooster, duck, etc.</p> <p>Wild animals: bear, lion, elephant, tiger, snake, giraffe, etc.</p> <p>Adjectives: scared, cute, big, small / I've got / I haven't got</p>	<p>Making suggestions: "Let's ..." / "Would you like to + verb?"</p> <p>Verbs: fall, come</p> <p>Animals: goose, turkey, cockerel, fox</p> <p>Numbers (10, 20, 100)/ Adjectives: clever / Other: king, next to, "What's the matter?"</p>	acorn, pond, 'I don't mind'

UNIT 12	2 x 40'	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> -talk about routine activities -tell the time using o'clock (revised language) and half past (new language) -write a short paragraph 	Pupils should learn a traditional song	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> -use a K W L chart -co-operate with each other to carry out tasks -make logical predictions 	<p>days of the week, piano</p> <p>Telling the time (It's ...o'clock)</p> <p>sports (e.g. football, tennis, basketball,)</p> <p>action verbs (e.g. play, go, eat, have, watch etc.)</p> <p>dinner, lunch, breakfast</p>	<p>Present Simple every day, on + day</p> <p>Verbs: get up/brush my teeth/wash my face/brush my hair/put on my clothes/go to school/do my homework/ go to bed at + time</p> <p>What time is it? It's half past.....</p>	honey, toast
UNIT 13	3x 40'	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> -identify and use at least six vocabulary items relating to professions -talk about everyday activities -read a short passage about everyday activities -say what they want to be when they grow up -identify specific information from a listening text 	The pupils learn a traditional tongue twister	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> use a K W L chart organize learned vocabulary in a visual graphic organiser to support their learning (picture dictionary) form grammatical rules based on observation of patterns in language they use 	<p>Professions: teacher, zookeeper</p> <p>Present simple</p> <p>Vocabulary: days of the week, action verbs, food vocabulary, sports</p> <p>Time (o'clock and half past)</p>	<p>Professions: pilot, doctor, nurse, singer, actor, football player, reporter, waiter, police officer</p> <p>I want to be a</p> <p>Present simple: Question form "Do you ?" and response "Yes, I do. / No, I don't."</p>	What do you want to be?
UNIT 14	2 x 40'	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> -talk about things people do on a typical day (Pr. simple 3rd person singular) -write a short paragraph -express ideas using "I think" 	Pupils become aware of a number of fairy tales which form part of our international heritage.	Pupils should be able to deduce grammar rules from samples of language	<p>Verbs: sleep, watch TV, play, cook, walk, do homework, listen, put on, go, fly, have breakfast/lunch/dinner, get up, eat, like</p> <p>Time: (o'clock/half past)</p>	<p>Present Simple 3rd person singular</p> <p>I think ...</p> <p>Verbs: clean, read</p>	

UNIT 15	4 x 40'	Pupils should be able to: -follow and participate in the narration of a story -act out a role in a simple dramatization of a story -identify and use at least seven vocabulary for clothes -talk about what people are wearing	Pupils should be able to enjoy and appreciate foreign language children's literature ("The smartest giant")	Pupils should be able to: -set targets for themselves -reflect on their learning -prepare a visual organizer -tolerate ambiguity	Present continuous I've got... colours, animals Other learned vocabulary (e.g. boat, bed, up, down, open, close, sad, happy, house, little, glasses) Expressions: "What's the matter?"	What's he/she wearing? She /he is wearing .. / Clothes vocabulary: clothes, dress, boots, hat, shorts, shoes, skirt, T-shirt, shirt, trousers, belt, tie, socks, scarf, sandals, jacket / Other vocabulary: smart, giant / Expressions: 'Cheer up!'	Language included in the story (e.g. gown, sleeping bag, crown, scruffy), charity bazaar, old, new, kind, shop
Project Unit: Easter Egg Hunt	1 x 40'	Pupils should be able to give directions/instructions	Pupils should become familiar with how other people and cultures celebrate Easter -become aware of the fact that certain local traditions are shared by other people and cultures -experience an Easter egg hunt	Pupils should: learn by personalizing experiences	Giving instructions (imperatives) egg, Easter, Happy Easter, easter eggs, on, in, under, next to, look, walk, jump	Easter egg hunt, steps	
UNIT 16	2x 40'	Pupils should be able to: -ask about habits (3 rd person singular: Does s/he /it ...?) -write a short paragraph -make a poster	Pupils should: - become familiar with a number of endangered animals from around the world -learn a traditional song	Pupils should be able to: -organise vocabulary in a visual organiser -pay attention to form -use rhythm to learn target language	Does s/he /it ...? Yes, s/he/it does. No, s/he/it doesn't. present simple 3 rd person singular / animals / verbs / adjectives (big / small - long / short / naughty / cute/ etc.) It has got/It hasn't got It can/It can' / parts of the body other: weather, forest, Greece, jungle	endangered, dangerous, furry, animal, meat, fast, Africa	adopt, I know, leaves, eucalyptus, sea,

UNIT 17	3 x 40'	Pupils should be able to: follow and actively engage with a story -describe a fantasy creature -draw a fantasy creature based on an oral description -play creative word games with food vocabulary -find specific information in a reading text -write a short paragraph	Pupils should be able to appreciate foreign children's literature ("The Gruffalo")	Pupils should be able to: -tolerate ambiguity -use visuals in order to make meaning -infer and communicate meaning using gestures -predict what is going to happen next in a story -cooperate to carry out tasks	<u>Animals:</u> fox, mouse, snake, and other animals which can be mentioned by pupils <u>Feelings:</u> scared, hungry <u>Body parts:</u> legs, toes, eyes, mouth, ears, knees, nose, tail, hair <u>Adjectives:</u> big, small, scary, bad, dangerous, dark, quiet <u>Places:</u> jungle, forest <u>Colours:</u> brown, purple, orange, pink, etc. / <u>Days of the week</u> 'my favourite' / He/she/it has got /There is / are breakfast, lunch, dinner	Body parts: tusks, claws, wart, tongue, prickles Animals: owl Places: lake, wood Adjectives: terrible, silly Food: apple crumble, scrambled eggs, toast, roast Expressions: "It's very kind of you"	underground, logpile, stroll, poisonous, meet, amazing and other vocabulary found in the story
UNIT 18	3 x 40'	Pupils should be able to:- identify and use numbers up to 100 -carry out a short, simple interview -respond to simple questions about themselves -read a dialogue -ask questions about the time particular activities are carried out -distinguish between present simple and present continuous and use each tense appropriately		Pupils should be able to: -use a K W L chart -form grammatical rules based on examples of language use	Professions days of the week, time, present simple, present continuous, description of people, 'my favourite', numbers, 'where are you/is s/he from?', 'I/s/he live/s in....', nationalities, greetings, action verbs (go, get up, go to bed, eat) Numbers (1-20 and 30, 40, 50, 60, 70, 80, 90, 100) have you got ...?	"What time do/does ?" Famous, interview, 'you're welcome', 'of course', question	

UNIT 19	2x 40'	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> -identify and use vocabulary about places found in cities, towns and/or villages -describe the position of places and objects -read a text for detailed information 	<p>Pupils should become:</p> <ul style="list-style-type: none"> -familiar with a typical city in a foreign country -interested in cities in other countries 	<p>Pupils should be able to cooperate with each other so as to complete tasks</p>	<p>There is a... There isn't a ... There are... There aren't .../ There aren't any / Is there a...? Are there any...? Are there + number of objects ? Yes, there is. / No there isn't. / Yes there are./ No, there aren't. / No, there aren't any /Where is.....? / Present continuous / Places: school, house, pet shop, garden, river Prepositions: on, in under, next to / Other: big/small</p>	<p>Places: city, post office, police station, bakery, supermarket, hospital, restaurant, park, toy shop, café Prepositions:, between, opposite Other vocabulary: new</p>	<p>What is there...? village, noodles</p>
Project Our favourite story- book characters	1 x 40'	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> follow a short oral presentation give a short oral presentation 	<p>Pupils should be able to enjoy and appreciate international children's literature.</p>	<p>Pupils should be able to: cooperate with others reflect on their performance</p>	<p>I live in / I like / I'm / I've got /</p>		
UNIT 20	2 x 40'	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> name the four seasons talk about the weather 	<p>Pupils become aware of different weather and seasons in various countries</p>	<p>Pupils should be able to reflect on their progress</p>	<p>months of the year , 'my favourite', 'I think ...' clothes: dress, glasses, hat, shoes, shoes, skirt, t-shirt, trousers, socks, scarf, sandals, jacket / weather: sunny, rainy, windy, snowy, cloudy, hot, cold / I like / I don't like / I hate/ I love + noun</p>	<p>Seasons: autumn, winter, spring, summer Clothes: gloves, sunglasses, raincoat, jumper</p>	

LESSON PLANS

UNIT 1

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • give information about themselves orally and in a written/visual form • write a creative list poem • identify and name the letters of the alphabet
<i>Intercultural aspect:</i>	Pupils should be able to play the traditional games: “Simon says ...” “I spy”
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • co-operate with each other • ask for help using expressions such as “How do I spell ...?” , “How do I say in English?” , “Can you help me, please?”
NEW LANGUAGE	
<i>Production</i>	
<i>Comprehension</i>	
RECYCLED LANGUAGE	the alphabet (names of letters and phonetic sounds) I’m /My name is ... I’m ... years old. I’ve got Colours / family / animals / pets I like/ don’t like I can/can’t Is it? Yes, it is. / No, it isn’t. Do you like? Yes, I do. / No, I don’t. Greetings: Good morning! How are you? Fine, thanks.
MATERIALS	Internet sites for alphabet songs (see in Lesson 2), Friends Audio CD for Year 4, a ball of wool, a soft ball, A4 cards Optional: photocopiable materials, fly swatters
TIME	2 X 40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher greets the pupils and encourages them to respond appropriately (e.g. Good morning? How are you? Fine thanks). S/he then introduces him/herself and asks the pupils

	<p>to guess a few more things about him/her. E.g.:</p> <p>Teacher: I'm ... My name is ... I'm ... years old. I have got a pet. Can you guess what pet I have?</p> <p><i>(Teacher writes: 'Is it a.....?' on the board to encourage use of the question form).</i></p> <p>Pupils: Is it a dog?</p> <p>Teacher: Yes, it is.</p> <p>Teacher: I like ... I don't like ... Can you guess more things that I like? Ask me! <i>(Teacher writes: 'Do you like?' on the board.)</i></p> <p>Pupils: Do you like pizza? Do you like cats?, etc.</p> <ul style="list-style-type: none"> • The teacher can encourage pupils to ask more questions about things they would like to know about her/him and lead the activity according to the pupils' abilities. • The class puppet can then also introduce him/herself and questions can be invited from the pupils in a similar way as above. <p>Tip: <i>If you have taught the pupils in the previous year, the class may continue with the same puppet. If, however, it is a new class, you can use this opportunity to introduce a new class puppet or even introduce two or three puppets and ask the pupils who they would like to have as the class mascot.</i></p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils sit in a circle and take turns to introduce themselves by saying their name and one piece of information about them. This additional information can be about something they like, something they have or something they can do. The teacher and the puppet can start first so as to give a couple of examples for the pupils, e.g.: <p>Teacher: I'm Katia. I've got a dog. Puppet: I'm Mr Green. I like green. Pupil 1: I'm Maria. I've got a cat. Pupil 2: My name is Zoe. I like cats. Pupil 3: I'm Marios. I've got two brothers.</p> <p>Tip: <i>It will be helpful to the pupils, if you allow a few seconds for them to think about what they want to say, before the activity begins. This preparation time can help pupils feel more confident when it is their turn to speak.</i></p>

	<ul style="list-style-type: none"> Pupils then play a game using a ball of wool. While the pupils are in a circle, the teacher holds the end of the wool and says something s/he likes. H/she then throws the ball of wool to a pupil who has to hold the string, say something s/he likes and then throw the wool to someone else, etc. When a number of pupils have used “I like ..” the wool goes back to the teacher who begins with “I don’t like ... “ and then throws the wool to another pupil, etc. Once “I don’t like ...’ has been used by a number of pupils, the ball of wool goes back to the teacher who begins another round using “I can ...”. The game can include “I can’t ...’ too before the game finishes or the wool runs out. If there is more time, and/or more wool, the pupils can take turns using “I’ve got ...”, too. In the end the circle will look something like a big spider web.
PRODUCTION	<ul style="list-style-type: none"> The teacher asks the pupils if they remember the characters of the book (Alex, Omar, Datu, Rose, Claudia, Anna). S/he tells the pupils that the characters are back to school and that they have prepared posters to get to know the children in their class. The pupils look at the posters presented in the Pupil’s Book. The teacher asks them to read the posters and find the answers to the questions in activity 1. The teacher can ask more questions about the information on the posters or ask the pupils to ask questions. Other questions that can be asked are: What can’t Melina do? What doesn’t Melina like? What has Demi got? What can Demi do? What can’t Ron do? What doesn’t Ron like?, etc. The teacher invites pupils to create their own posters so as to present themselves to their classmates. S/he draws or projects the template (see photocopiable materials) on the board so as to show pupils what is to be included in the poster (i.e. things they like/don’t like, things they can do / can’t do / age/ name / something they have/don’t have.). The teacher can also complete a “This is me’ poster on the board about him/herself while discussing the process with the pupils. The poster template example can remain on the board to help the pupils. The pupils can complete the poster in their Activity Books (activity 1) as a draft version of the poster they would like to make. Once it is completed, they can then choose to make the poster and decorate it on an A4 card or

	<p>design an electronic poster (e.g. using glogster.com). They are encouraged to decorate the poster in any way they like and can add their photo (if they want to) when they go home. If it is helpful, the photocopyable template can be photocopied to be given to pupils to prepare their final version of the poster.</p> <ul style="list-style-type: none"> After the posters are completed, the pupils can present them to the class in mini oral presentations. That is, they stand up and show their poster, which they can use as a visual prompt, and they present orally the information on their poster. <p>Before giving their presentations, they practice in pairs, by presenting their posters to their partners.</p> <ul style="list-style-type: none"> If the pupils finish early, they can choose their favourite songs from English class and sing them with the help/support of the teacher.
EVALUATION	<ul style="list-style-type: none"> Observation of the pupils' responses to the various activities. (how well they remember the structures reviewed, etc.).
PROJECT	<ul style="list-style-type: none"> If pupils want to, they can scan their posters and a PowerPoint presentation can be created showing one slide per pupil. The pupils can also record themselves saying two/three sentences presenting their poster and the audio recording can supplement the slides in the presentation. <p>The posters can also be presented using any other tool, e.g. smilebox.com, etc, although tools which allow for recording of audio are preferable.</p> <p>The project can be done gradually starting in this lesson and continuing throughout the following lessons during this Unit and further on. If the classroom has one or two computers at the back, the teacher can assign times for the pupils to take turns at the computer, scanning and pasting their posters into the PowerPoint presentation and making the recording to go with it. The recording can have only a few sentences and not necessarily the complete oral presentation the pupils gave to the class.</p>
PORTFOLIO	<ul style="list-style-type: none"> The pupils can include their posters in their portfolio as evidence of being able to give information about themselves.

LESSON 2

REVIEW	<ul style="list-style-type: none"> The teacher writes a word on the back of a card and asks the pupils to guess what it is. S/he writes the question “Is it a ...?” on the board to support pupils as well as the answers “Yes, it is.” “No, it isn’t”. <p>The pupil who finds the answer comes out and writes a word on the back of a card for the rest of the class to guess and so forth.</p> <ul style="list-style-type: none"> The class puppet tries to remember the pupils’ names and asks the pupils to introduce themselves by asking them the question “What’s your name?”. The pupils take turns to introduce themselves to the puppet and are encouraged to use the following pattern: “My name is I’m ... years old”. Pupils who did not have time to present their posters in the previous lesson, are offered the chance to present them now.
PRACTICE	<ul style="list-style-type: none"> Ball game: Pupils stand in a circle. The teacher throws a ball to a pupil saying “Hello! I’m + teacher’s name” and one or two bits of other information e.g. “I like pizza. I don’t like snakes.”. <p>The pupil that catches the ball does the same. The ball goes round the class and all pupils participate in a similar way.</p> <p>Tip: Before the game starts remind the pupils of all the phrases they can use either by writing some examples on the board or by pointing to phrases that you may have already positioned in the classroom or on the Word Wall. Such phrases which are revised in this Unit are: <i>I can / I can’t – I’ve got / I haven’t got – I like / I don’t like.</i></p>
REVIEW	<ul style="list-style-type: none"> The teacher asks pupils if they have a favourite alphabet song. The class then either sings their favourite alphabet song or the teacher can introduce one of the following: <ul style="list-style-type: none"> http://tinyurl.com/6c9pcnf (http://www.youtube.com/watch?v=BELIZKpi1Zs) 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)

	<ul style="list-style-type: none"> • The pupils work in pairs or groups doing activity 2 in their Activity Book. They add a word for as many of the alphabet letters as they can within a time-limit, which the teacher sets, e.g. two/three minutes. <p>The teacher then completes the alphabet list on the board adding all the words the pupils mention and helping all pupils complete the activity with at least one word per letter. If the teacher feels the pupils need the extra support, s/he can add flashcards or drawings next to the words mentioned.</p> <p>Tip: <i>An alternative is to separate the class into groups and have different groups complete different parts of the alphabet (e.g. Group A completes A – H, Group B completes I – P). Each group/pupil will have a complete alphabet list after the pooling of the vocabulary on the board during the feedback session. During this stage the pupils copy words for the alphabet letters which they have not completed.</i></p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils play an “I spy ...” game using the words which are on the board. The teacher starts the game using “I spy with my little eye something beginning with ...”. The pupil who finds the answer can then lead the game and so on. • If there is time, pupils play Swat: Pupils are divided into two groups and play a swat game using the words 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 word. The pupil who touches the word 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. <p>Tip 1: <i>This game is much more fun if you use real fly swatters. The pupils use the fly swatters to ‘hit’ the words.</i></p> <div data-bbox="842 1644 1070 1744" data-label="Image"> </div> <p>Tip 2: <i>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. The teacher calls a number and then a word from the board. The pupils with the number called, run to the board. Simply make sure there is room for the pupils to run to the board (a path free of schoolbags, etc.).</i></p>

PRODUCTION

- The teacher tells pupils that another pupil like them wrote an alphabet poem. The pupils look at the Alphabet poem in their Pupil's Book and the teacher reads the poem or has the pupils listen to the recording from the audio CD.

The pupils then discuss the alphabet poem, e.g. Did you like it? / What did the pupil use for the letter O? Is that funny? / What pets has she got? etc.

They are then encouraged to note how the poem is structured, i.e. for each letter there are two small sentences, one which adds the word beginning with the letter (e.g. A is for apple.) and then a small sentence about that word, e.g.:

A is for apple. I like apples.

The teacher then begins an Alphabet poem about him/her and writes a few examples on the board with the help of the pupils.

The pupils can then begin writing their Alphabet poem in their Activity Books (activity 3).

Tip 1: *Make sure that on the board there are examples using the basic structures the pupils can use (I've got / I haven't got / I like / I don't like / I can / I can't ..).*

Pupils can of course use this activity according to their own level. A pupil can, for example, only use a limited range of structures (e.g. I like / I don't like) whereas another one can add more variety.

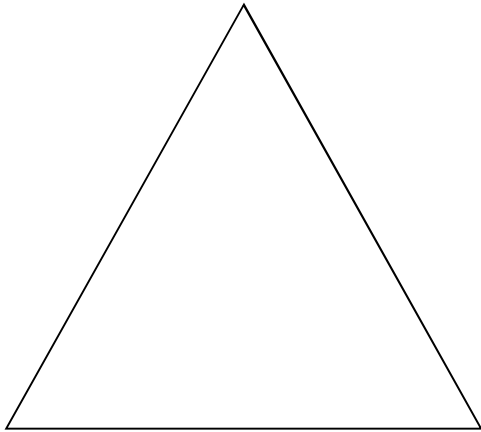
Tip 2: *Encourage the pupils to ask you for help so that they can write whatever they want to. Remind them of key phrases learnt in Year 3 (How do you spell? How do you sayin English?) and add a new one (Can you help me, please?). These useful phrases should be written on the board and used throughout the year.*

If pupils do not manage to complete this activity during the lesson, they can be offered time to complete it in following lessons. The teacher may, for example, choose to work with only a section of the alphabet during this lesson (e.g. A – F) and find times to continue with other sections of the alphabet in the following week.

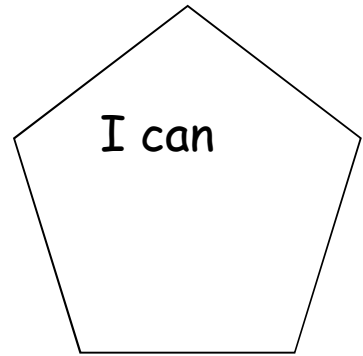
Tip: *Remember to showcase the pupils' work. After the teacher has corrected the pupils' poems, pupils can write up their alphabet poems (or sections of their alphabet poems) on A4 paper (either handwritten or on a word processing programme) and decorate them so that they will be displayed on the classroom notice board.*

<p>EVALUATION</p>	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils' response during the tasks above. The teacher can also use the opportunity during the pupils' writing tasks to have individual chats with pupils and assess attitudes towards the lesson and/or towards writing as well as development as regards vocabulary, etc. • If there is time, the pupils can play a pass the card (variation) game. Pupils sit down in a circle and the teacher places cards face down in the middle of the circle (see photocopiable materials). A ball or the puppet is passed round from pupil to pupil until the teacher says 'Stop!'. The pupil who is holding the ball/puppet when the teacher says 'Stop!', picks up a card from the centre of the circle and completes the sentence. The card is then placed face down back in the middle of the circle. • Pupils can complete the self-assessment form.
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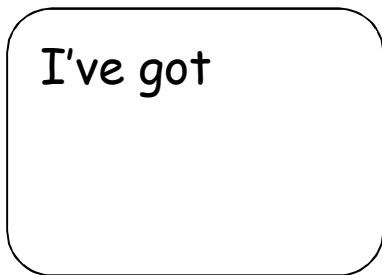
This is me!



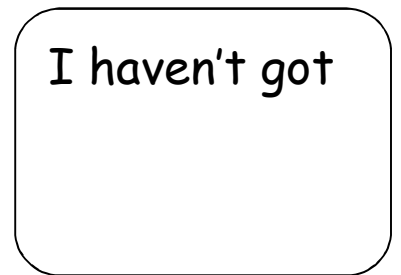
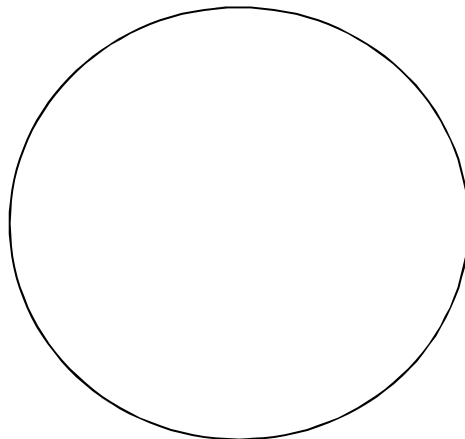
I like



I can



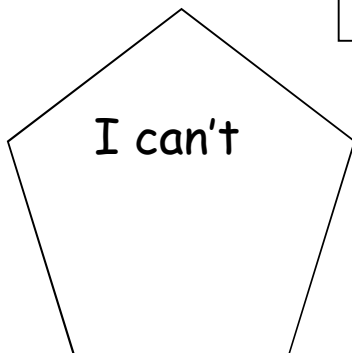
I've got



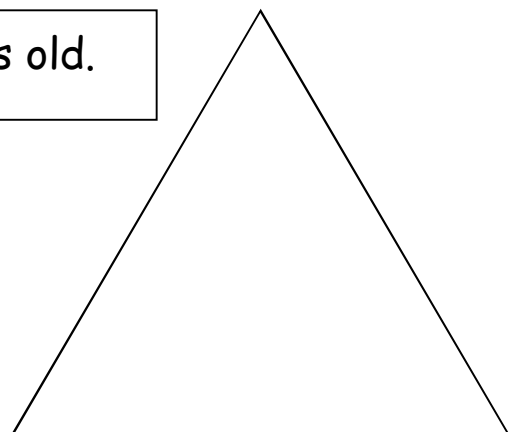
I haven't got

My n_____ is _____ .

I am _____ years old.



I can't



I don't like

My name is

I'm years old.

I have got

I like

I don't like

I can

I can't

PROJECT UNIT: HOW DO YOU LEARN ENGLISH?

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> ask questions to support their understanding ask questions to seek help in communicating meaning ask for help in completing a task use key phrases such as: ‘How do I spell?’ / ‘How do you say in English?’ / ‘I don’t understand.’ / “Can you help me, please?”
<i>Intercultural aspect:</i>	
<i>Learning strategies:</i>	<p>Pupils should:</p> <ul style="list-style-type: none"> be able to actively seek help when they have problems in understanding or communicating meaning or when they are struggling to complete a task become aware of a variety of learning techniques which they can use to support their learning (word walls, picture dictionaries or other visual organizers, songs, games)
NEW LANGUAGE	
<i>Production</i>	<p>“I don’t understand.” “Can you help me, please?”</p>
<i>Comprehension</i>	Learn
RECYCLED LANGUAGE	<p>How do you spell ? / Excuse me / How do I say in English?</p> <p>School, home, teacher, play, look song, game, picture dictionary, word wall</p>
MATERIALS	<p>Word Wall European Language Portfolio (or copies of the A1 targets, if the ELP is not available)</p>
TIME	1 x 40 minutes

PROCEDURE	
	<ul style="list-style-type: none"> The teacher helps pupils reflect on how much English they have already learned in the past years. This should have already become evident from the previous unit when the pupils use structures and

INTRODUCTION

vocabulary already learnt.

- Pupils work in pairs and list what they think they've learnt until now. This can be in terms of vocabulary which they group thematically, e.g.

Colours

Animals

Sports

etc.

A review of learning achieved can also happen by reviewing functions they are able to do. They can do this in Greek, e.g.

Μπορούμε να μετρήσουμε μέχρι το 20.

Μπορούμε να πούμε την ώρα.

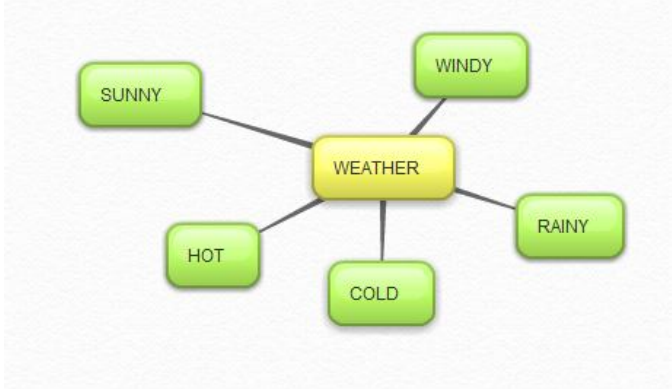
This activity can be carried out with the help of the targets illustrated in the European Language Portfolio (Ministry of Education, 2013) by using, for example, the targets for A1 in the various skills (see example below – the targets for the skill of listening). The pupils can look at the targets and discuss their progress with their pairs.



The pupils can colour in the balloons, if they think

	<p>they have achieved the target and even write examples next to the balloon, if possible (e.g. colour the colours they think they can understand or write the numbers they think they can understand). If they think they have not completely mastered the target, they can partly colour it (e.g. half, a quarter of the balloon, etc.).</p> <p>The teacher monitors the activity and engages in learning conversations with the pupils.</p> <ul style="list-style-type: none"> • Pupils share their thoughts on progress with the class and the teacher. Each pupil should be applauded for the learning s/he has already done. • The teacher praises the pupils for everything they have achieved and talks about the year ahead of them and what targets they will aim to achieve in English during the year. <p>These targets are clear from the targets in A1 in their portfolio. They should, for example, aim to complete the targets for A1 by the end of the year, or at least as much as they can as this depends also on each pupil's abilities.</p> <p>Pupils may also suggest more targets which can either be personal targets or can be adopted by the rest of the class as well. These targets can be included as extra balloons in their portfolios.</p>
EXPLORATION	<ul style="list-style-type: none"> • The teacher asks pupils to think about good ways of learning or any 'tricks' they have to help them with learning English. The discussion can be in L1. As pupils share tricks/strategies, other pupils are encouraged to say, if they tried them or if they think they would be useful to them and how. • The pupils then look at the Pupil's Book and discuss the tricks/strategies other learners of English are suggesting in this Project Unit. They are asked to read silently for a minute and see if they find any techniques which they have already mentioned. • The teacher then takes the techniques mentioned in the Pupil's Book and asks pupils to think of examples for which these techniques have helped them.

	<p>e.g.</p> <ul style="list-style-type: none"> -the song ‘head and shoulders’ helped them learn body vocabulary -bingo games have helped them understand spoken vocabulary -mini-whiteboard games helped them to practice writing, etc. <p>The teacher can also add examples from his/her personal experience in using learning strategies/tricks.</p> <ul style="list-style-type: none"> • The teacher introduces the key phrases used by pupil number 3 in the Pupil’s Book and tells pupils they will be using them regularly during the year and explains their usefulness to pupils. At this stage, the teacher also adds the question “Can you help me, please?”. <p>Tip: <i>The teacher writes the above key phrases on card, or asks pupil volunteers to do it, and places them in a central area in the classroom for the pupils to be able to refer to them during the year.</i></p> <ul style="list-style-type: none"> • The pupils can repeat the phrases a few times in the form of a game, e.g. the teacher can ask them to say or write something really unusual and they have to respond by using either “How do you say ...?” or “How do you spell?” e.g. <p>Teacher: Write the word rhinoceros!</p> <p>Pupils: How do you spell rhinoceros?</p> <p>Or</p> <p>Teacher: Look at this (shows a flashcard / draws a picture / writes a word or number, e.g. 100.000) Who can tell me this number in English?</p> <p>Pupil: How do you say εκατο χιλιάδες in English?</p> <ul style="list-style-type: none"> • The teacher then shows the pupils the Word Wall s/he has prepared in the classroom and explains to pupils
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	<p>how they will be using it during the year. New words will be placed there for them to learn whereas other words they know can be placed there for them to remember and revise.</p> <p>Tip: <i>The Word Wall can be prepared on a big piece of card or can be an area on the classroom wall or a classroom notice board. It is important, however, that it is an area pupils can refer to and is, therefore, easy for them to see.</i></p> <ul style="list-style-type: none"> • The teacher tells pupils they can start by remembering the weather vocabulary they learnt last year. S/he presents the words: sunny, rainy, windy, hot, cold. The pupils repeat them while doing matching actions for each word. • Volunteer pupils write the weather words on card and place them on the Word Wall. • The teacher then draws a mindmap on the board with the weather words. S/he tells pupils that this is just one way to arrange vocabulary visually so that they can later remember it easily. The pupils can mention other ways which can help them remember vocabulary, e.g. add little drawings next to each word, arrange the words in a different way, stick pictures next to each word, etc. 
IMPLEMENTATION	<ul style="list-style-type: none"> • The teacher gives each pupil an exercise book without lines in it which is going to be their picture dictionary. The pupils start by working on their first entry which is 'the weather'. They add the weather words they know and illustrate them.

	<ul style="list-style-type: none"> • Fast finishers can: <ul style="list-style-type: none"> - write words they would like to add to the Word Wall - create a mindmap about weather on kidspiration or other similar software
EVALUATION	<ul style="list-style-type: none"> • The pupils reflect on what they have learnt in this lesson and summarise the various learning techniques discussed. • The pupils used their portfolio to reflect on progress (see introduction above). • They also work on the portfolio section on learning strategies and complete information about the strategies they talked about (section: how I learn languages)

UNIT 2

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> ask about information regarding other people (name, age, likes/dislikes, etc.) say where they live give appropriate greetings according to the time of day fill in a form with simple information about themselves
<i>Intercultural aspect:</i>	Pupils should come into contact with other languages through basic greetings.
<i>Learning strategies:</i>	Pupils should be able to work with others to complete tasks
NEW LANGUAGE	
<i>Production</i>	<p>Where do you live? I live in</p> <p>Greetings: Good afternoon, Good night, See you soon</p> <p>e-mail, e-pal</p>
<i>Comprehension</i>	Countries (the Philippines, Egypt, Cyprus ,Germany, England, Italy, Greece and other countries which may be mentioned by children during the lesson)
RECYCLED LANGUAGE	<p>He's / She's + name.</p> <p>His/Her name is ...</p> <p>He's/She's ... years old.</p> <p>He/She has got ...</p> <p>Possessive 's (e.g. My father's/mother's name is)</p> <p>Family/animals/pets</p> <p>He/she likes He/she doesn't like</p> <p>Greetings: Good morning, Goodbye</p> <p>Can you/he/she?</p> <p>Who is s/he?</p>
MATERIALS	<p>Friends Audio CD for Year 4, PowerPoint presentations from http://www.schools.ac.cy, online activities at http://www.schools.ac.cy, photocopiable materials, mini-whiteboards</p>
TIME	2 X 40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> The class puppet greets pupils but makes a mistake and says “Good afternoon” instead of “Good morning”. The puppet is corrected by the teacher and then corrects him/herself by repeating the right greeting (Good morning!). The teacher explains to the puppet and the pupils when people say ‘Good morning!’ and when ‘Good afternoon!’. The teacher asks pupils if they know any other greetings and listens to what they have to say. S/he then uses a PowerPoint presentation found at http://www.schools.ac.cy (unit 2 – presentation 1) and asks pupils what the people in the pictures should say to each other in each situation. The teacher mimes situations and the pupils greet her appropriately (e.g. waking up, going to bed, being sleepy). Pupils do the matching activity in their Pupil’s Book (activity 1). They then listen to the recording on the audio CD and repeat the greetings. The teacher introduces the pupils to a song which can be found in Friends Year 4 audio CD (Pupil’s Book – activity 2): <p style="text-align: center;"> Good morning! Good morning! Good morning! I’m very happy this morning! Good afternoon! Good afternoon! I’m so happy to be with you. Good night! Good night! Good night! See you tomorrow! Sleep tight! </p> <p>The pupils can sing while using matching gestures and movements to accompany the meaning of the song.</p>
PRACTICE	<ul style="list-style-type: none"> The puppet tells pupils that a few days ago s/he has received an e-mail from an e-pal. At this point the teacher explains to pupils what an e-pal is, using L1 if necessary. S/he asks pupils if they have any e-pals or pen pals. If there are pupils that do have pen pals/e-pals, they can talk about their friends and how the process works.

	<p>The e-mail received by the class puppet is projected on the board with words missing (see PowerPoint presentation at http://www.schools.ac.cy – Unit 2, presentation 2):</p> <p>Hi everybody!</p> <p>I'm Tommy. I live in Germany. My mum's name is ... and my dad's name is I'm ... years old. I like ... and I don't like</p> <p>Love Tommy</p> <ul style="list-style-type: none"> • Pupils ask the teacher questions so as to find the missing information about the puppet's e-pal. This can be done by using the technique below which can offer additional support to pupils. <p>Pupils work in groups. Each group is given one mixed up question (see photocopiable material) which they have to put in the correct order. When they are ready they use the question to ask the puppet about his/her e-pal. (Alternatively the teacher can write the mixed up questions on the board and each group can be assigned one question to write on their mini-whiteboard), e.g.:</p> <ul style="list-style-type: none"> • his mum's name What is ? • name What is his dad's ? • old How he is ? • he Can cook ? • sing he Can? <p>If there is time, each group can get two questions or second questions can be handed out to the groups who finish first.</p> <p>Pupils put their questions to the puppet and the puppet gives the answers. The teacher adds the missing words to the e-mail which is projected on the board.</p> <ul style="list-style-type: none"> • The teacher tells pupils that the coursebook characters also have e-pals. S/he shows pictures of each of the characters (Anna, Rose, Claudia, Datu, Alexis, Omar) and writes their names on the board (see photocopiable materials). <p>S/he says that one of the children has got an email today</p>
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	<p>and asks the pupils to listen to the text and find out who it is. The pupils listen with their books closed and then in pairs, groups or individually write their answer on their mini-whiteboards.</p> <ul style="list-style-type: none"> • The teacher then asks one more question: “What’s the e-pal’s name?”. S/he writes the question on the board and asks pupils to open their books and read the text in order to find out the answer to the new question and confirm their answer to the previous one (Who got an email today?). <p>The pupils read the text silently and write the name of the e-pal on their whiteboard. They then share their answers with the class.</p> <ul style="list-style-type: none"> • Pupils listen to the dialogue again while following in their books. • Pupils repeat after the recording while following in their books. • Pupils work in pairs to practice the dialogue using the right intonation and expression. The teacher monitors the activity and offers feedback. Pupils should practice both parts/roles of the dialogue by switching roles after they are satisfied with their performance. • Volunteer pupils read the dialogue for the class.
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PRODUCTION	<ul style="list-style-type: none"> • Pupils read Simon’s email (activity 3, Pupil’s Book) and work in pairs or individually to find the answers to the T/F questions. They then report their answers and read the sections of the email which state the answer. • The teacher tells pupils that all the characters have e-pals and that they will now find out the names of their e-pals. The pupils listen and match the e-pals with the characters. (activity 4, Pupil’s Book). <p>The pupils listen to the text at least twice. At the second listening, the teacher can pause the recording after each e-pal so as to give the pupils time to note down their answer.</p> <p>The transcript is the following:</p> <p><i>Hi! I’m Sam. My e-pal is Omar. Omar lives in Cyprus. I live in Canada with my mum and dad. I’ve got many friends. We like dogs. I’ve got a dog. His name is Sparky.</i></p> <p><i>Hi! I’m Jackie! My e-pal is Claudia. I live in Scotland. I’ve got a sister. Her name is Stephanie. We love horses. I’ve got a beautiful white pony. His name is Charlie.</i></p> <p><i>Hi! I’m Oscar. My e-pal is Datu. I live in Spain. I’m 10 years old. I’ve got two sisters, Maria and Dolores. We live with my father, my mother and my grandmother. We’ve got two dogs.</i></p> <p><i>Hi! I’m Alexandra. I’m nine years old. I live in Greece. I like animals. I’ve got cats, dogs, and rabbits. This is my rabbit, Mavroulis. My e-pal is Anna.</i></p> <p><i>My name is Jenny. I live in Canada. I like football and swimming. I don’t like basketball. I’ve got a brother and a sister. We all like football. My e-pal is Alexis.</i></p> <ul style="list-style-type: none"> • If there is time, the pupils can listen again to the text and work further with the listening activity. They can, for example, listen to identify the names of the children mentioned, or listen and note down which animals are mentioned. • Pupils do activity 1 in the Activity Book.
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • The pupils sing the new song once more. • The teacher reminds pupils of all the greetings they

	<p>know now in English (Good morning, Hi, Hello, Goodbye, See you soon, Good afternoon, Good night) and asks them, if they know any greetings in other languages. The pupils are encouraged to share anything they know either from experiences from traveling or from their cultural background.</p> <p>If the pupils do not have any knowledge in this area, the teacher can contribute by giving them a few greetings in other languages, e.g. Hello!:</p> <p>Hola! – Spanish (pronounced Ola)</p> <p>Ni hao! - Mandarin Chinese (pronounced nee how)</p> <p>Salut! – French (silent t)</p> <p>Namaste - Gujarati / Hindi</p> <p>Aloha – Hawaiian</p> <p>Ciao - Italian</p> <p>As an optional activity, pupils may explore this at home (either through family or through an internet search) with a target to introduce more ways of saying ‘hello!’ at the next lesson.</p> <ul style="list-style-type: none"> • If there is time: <ul style="list-style-type: none"> -volunteer pupils can write the new English greetings on cards so that they are included on the Word Wall. - volunteer pupils can create a big ‘Hello’ poster on an A3 card, adding ways of saying hello in other languages, with an aim to complete it in the next lesson. -pupils start an entry in their picture dictionaries with the heading: ‘Greetings’. They can include the greetings they already know.
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing. The teacher observes pupils and notes their progress and/or difficulties.

LESSON 2

PROCEDURE	
REVIEW/ PRESENTATION	<ul style="list-style-type: none"> • Pupils sing the song they learnt last time (activity 2, Pupil’s Book). • Pupils remember and try to say ‘Hello!’ in the languages they learnt in the previous lesson. <p>If pupils worked at home and discovered other ways of saying ‘hello!’, they present them to the class.</p>

	<ul style="list-style-type: none"> • Pupils are divided into pairs and read the dialogue from their Pupil's Book with the appropriate intonation and expression. Volunteer pupils can read the dialogue for the class. • The teacher writes questions and answers mixed up on the board. The questions and answers may either be written on cards beforehand or the teacher can write them on the board, while engaging the pupils at the same time. e.g. <p>The teacher writes: How Teacher asks: what do you think this question will be? Pupils: How old are you? etc.</p> <p>During this activity the teacher also introduces the question "Where do you live?" and asks the pupils to repeat it quietly, loudly, etc.</p> <p>The teacher writes on the board "I live in ..". The teacher asks various pupils "Where do you live?" The pupils can answer using not only "Cyprus" but using their town or village (I live in Limassol. etc.)</p> <p>The pupils then play a 'crazy match' matching game. They are divided into two teams. Teams take turns to send a pupil to the board. The pupil draws a line between a question and the matching answer. If, however, the pupil's line crosses over another line, then that team misses a point.</p> <p>A matching game can also be played using an interactive game found online at http://www.schools.ac.cy.</p> <p>Sample questions and answers for this activity: How old are you? I'm ten. Where do you live? I live in Paphos. Can he cook? Yes, he can. Do you like pizza? Yes, I do. What's your name? My name is Stelios. Have you got a sister? Yes, I've got one sister. Have you got a dog? No, I haven't. Can you sing? No, I can't.</p>
PRACTICE	<ul style="list-style-type: none"> • Pupils do activity 5 in their Pupil's Book. • Find your partner/match (activity 6, Pupil's Book): Each pupil gets a piece of paper. The pupils imagine they live in another country and write the name of that country on the

	<p>piece of paper (names of countries can be written on the board to help them). They then move around the classroom trying to find their match, i.e. another pupil who lives in the same country as them. The expected interaction is as follows:</p> <p>Pupil A: Where do you live? Pupil B: I live in Egypt. Where do you live? Pupil A: I live in Germany. Pupil B: Thank you (and moves on to find another pupil)</p> <p>An example can be carried out between the teacher and a pupil to serve as a model for the class.</p> <p>Tip: <i>If pupils find a partner early in the game, you can ask them to try and find one more match, thus giving them a chance to play the game a little longer.</i></p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> The teacher tells pupils that s/he has an e-pal too and shows the following form on the board. S/he then invites the pupils to ask questions so that they can find out more about her/his e-pal. <div data-bbox="721 1106 1233 1444" data-label="Form"> <p>Name: _____ Age: _____ Father's name: _____ Mother's name: _____ Sister: _____ Brother: _____ Pet: _____ He can: _____</p> </div> <p>The question forms are gradually written on the board, e.g.:</p> <p>What's his/her name? How old is he/she? What's his/her father's name? What's his/her mother's name? Has s/he got a sister? Has s/he got a brother? Has s/he got a cat/dog/ rabbit? Can he ...?</p> <ul style="list-style-type: none"> After the pupils find the answers and the form is completed, the teacher asks pupils to complete the form in activity 3 (Activity Book) about a real or imaginary e-pal

	<p>they would like to have. The pupils should be careful not to show their form to their partner.</p> <p>Once the pupils complete their form, they work in pairs asking each other questions so that they can find out about each other's real or imaginary e-pal and complete the second form in the activity.</p> <ul style="list-style-type: none"> Pupils who finish the above activity continue with activities 2, 4 and 5 in the Activity Book. <p>Fast finishers can:</p> <ul style="list-style-type: none"> - work at creating (or completing) an A3 poster with different ways of saying hello! - work with online activities at http://www.schools.ac.cy - begin playing the dominoes game (see below) with other fast finishers - update their picture dictionary - complete any unfinished projects (e.g. alphabet poem from Unit 1) <p>Tip 1: <i>Whether the poster about hello in different languages is created in class or whether it is completed by volunteer pupils, it is a good idea to exhibit it somewhere in a public area in the school such as the lobby, etc. It is a good way to promote interest and curiosity in other languages and to make pupils with other languages feel accepted in the school.</i></p> <p>Tip 2: <i>Another idea would be for the class to present different ways of saying hello to the rest of the school, perhaps during an assembly. It can, for example, be used for the opening of an assembly with pupils naming the country and then saying 'hello!' in that language.</i></p>
EVALUATION	<ul style="list-style-type: none"> Pupils work in pairs or groups and play a game of dominoes (see photocopiable materials). If the pupils are playing in groups you may want to use two sets of cards for each group so that the game can be expanded. Pupils complete the self-assessment forms.
PORTFOLIO	<ul style="list-style-type: none"> Pupils can complete part of p.34 (ways of Greeting People) in their European Language Portfolio. They can use the page to add the countries and the ways of saying 'hello!' they learnt. The teacher can tell the pupils that they will revisit the page at another time to talk about the gestures people use. <p>Another way to record their knowledge of 'hello' in different languages can also be to add all the ways of saying hello on p. 7 or p. 20 and 21 (if this hasn't been</p>

	<p>already completed). You may also use the opportunity to discuss the languages shown there and add them to the list of ‘hellos’ completed already by the pupils and to their poster.</p> <p>The languages used in these pages of the portfolio are the following:</p> <p>Merhaba – Turkish Bonjour – French Selamat – Maronite Barev – Armenian Привет! – Russian (pronounced pree-vyet) Hej – Swedish (pronounced hey) Hei – Norwegian (pronounced hey)</p> <p>The pupils can also add to the Intercultural targets for A1 (page 46), in the box for additional targets, the target ‘I can say ‘hello’ in different languages’.</p>
PROJECT	<ul style="list-style-type: none"> • If the class or the school is involved in a Comenius or e-twinning, the pupils can write up their emails (activity 5 in the Pupil’s Book) on papers which they can decorate and/or add photos and the teacher can post them to a class in the partner school/s. <p>If the school is not involved in such a programme, partner schools/classes can be found through other programmes which do not require whole school involvement, such as epals.com.</p> <p>Tip: <i>Beginning communication with a partner class does not have to take too much time. For pupils at this level you can keep it simple with basic exchanges which can take place at key times of the year (beginning of year, Christmas, Easter, before holidays) and perhaps on one or two other occasions depending on the school’s programme.</i></p>

Where he does live ?

his mum's What's name ?

old How is he ?

? he Can sing

? Can he cook

name What's ? his dad's

How old are you?	He's six.
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How old is he?	Yes, he can.
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Can he dance?	I'm ten.
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Has she got a dog?	No, he can't.
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Can he play tennis?	Yes, she has.
---------------------	---------------

What's his dad's name?	No, she hasn't.
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Has she got a fish?	His name is Harry.
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How old is she?	Yes, I have.
-----------------	--------------

Where do you live?	Yes, I do.
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Have you got a sister?	She's ten.
------------------------	------------

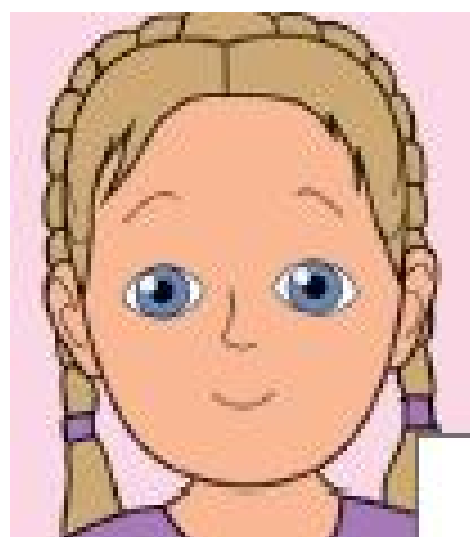
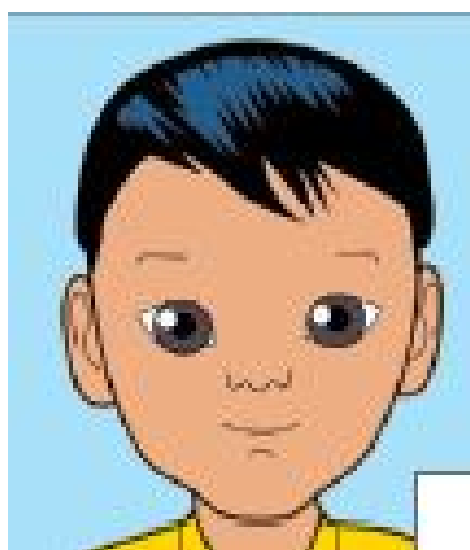
Has she got a sister?	I live in England.
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Do you like cats?	Peter
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What's your name?	Yes, I can.
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Can you play football?	Yes, I have.
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Photocopiable material: Characters

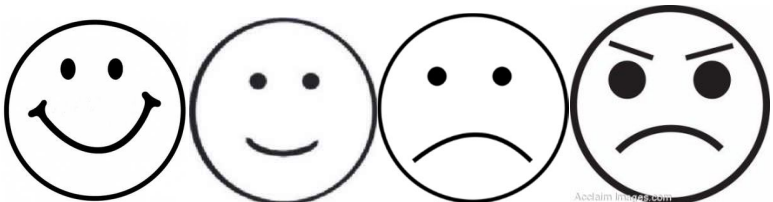



UNIT 3

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • give a simple description of a person • understand a simple description of a person • talk about things they like, dislike, love or hate • write a simple poem with the help of a model • talk about their favourite things
<i>Intercultural aspect:</i>	
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • remain focused on a longer piece of listening text • personalize knowledge
NEW LANGUAGE	
<i>Production</i>	I love + object / I hate + object short, fat, thin, glasses, hair, long, freckles
<i>Comprehension</i>	Pepperoni, wearing ‘What does s/he look like?’
RECYCLED LANGUAGE	My favourite is I like / I don’t like I live in Vocabulary: colours, sports, food (learnt from previous years – see vocabulary list in the Introduction) eyes, tall, hungry, happy, sad, angry, bored
MATERIALS	Soft ball, powerpoint presentations (from http://www.schools.ac.cy), Friends Year 4 Audio CD, A4 cards and markers, mini-whiteboards
TIME	2 x 40 minutes

LESSON 1


PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • Pupils start the lesson with the ‘Good morning!’ song they learnt in Unit 2. They can also say ‘hello!’ to the

	<p>teacher in any language they can remember from the project carried out in Unit 2.</p> <ul style="list-style-type: none"> The teacher draws on the board four very simple faces but with very different expressions, e.g.  <p>S/he asks pupils how these children/people feel. Expected answers can be: very happy, happy, sad, very sad, angry, bored.</p> <p>The teacher asks pupils to guess why these people feel like this. S/he can tell pupils that there is one word that makes all four people feel like this and asks pupils to guess which word it is.</p> <p>After a few ideas have been suggested (all ideas are accepted as good ideas) the teacher says the word that makes them feel like this is: ham. The teacher explains that:</p> <p>Number 1 loves ham (it's his favourite food) Number 2 likes ham. Number 3 doesn't like ham. Number 4 hates ham. (the teacher supports the meaning of the strength of feeling conveyed by each word by using gestures and facial expressions)</p> <p>Speech balloons can also be placed above each picture, e.g.:</p>  <ul style="list-style-type: none"> The teacher asks pupils how they feel about ham and encourages them to express their likes/dislikes using like/don't like/love/hate.
<p>PRACTICE</p>	<ul style="list-style-type: none"> Pupils look at activity 2 (listen, look and learn) in their Pupil's Book and repeat the phrases after the recording (or the teacher).

	<ul style="list-style-type: none"> • The teacher then shares with the pupils something s/he loves (e.g. I love cats) and encourages pupils to share with the class something they love, too. The same process is followed for the rest of the expressions in activity 2. • The teacher then based on the examples the pupils shared, identifies a few favourites they mentioned (i.e. things they love) e.g. if the pupils talked about food: “Mmm... Many of you said you love pizza. Pizza is your favourite food.” S/he then writes what her/his favourite food is on the board, e.g.: “My favourite food is salad.” <p>The teacher then encourages pupils to talk about their favourite food.</p> <ul style="list-style-type: none"> • The teacher tells pupils they are going to listen to the coursebook characters and they should write (in their exercise books or on their mini-whiteboards) the two ‘favourite’ questions they will hear in the story. The teacher can write the beginning of the question on the board: “What’s your favourite ?” <p>The pupils listen to the recording and report the questions they noted. They then listen once more to find the answers to those questions and write them on their whiteboards.</p> <ul style="list-style-type: none"> • Pupils open their books and read the text so as to find out who likes what. The teacher asks questions, e.g. “Who loves yellow?” “Who loves pizza?”, etc. • The teacher also asks pupils who Vladimir is and what they know about him (where he lives, where he’s from and what he looks like). The pupils may need support with the ‘What does he looks like?’ question as this language is new. The teacher uses this opportunity to make sure the pupils understand the new language (short, hair, wearing glasses). • Pupils repeat the text after the teacher or the recording. • Pupils carry out activity 1 in the Pupil’s Book.
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PRODUCTION	<ul style="list-style-type: none"> Pupils do activity 3 in the Pupil's Book. They can just turn to the pupils who are sitting closest to them and ask each of three pupils about their favourite food, colour and sport. The teacher monitors the activity. <p>Once the pupils complete the activity, they take turns to present what they found out. In order to involve as many pupils as possible, each pupil reports only one piece of information about one of the three pupils s/he talked to, e.g.:</p> <p>Pupil A: Yiota's favourite food is fish. Pupil B: Maria's favourite colour is red. Etc.</p> <ul style="list-style-type: none"> Pupils work with activity 1 in the Activity Book listing at least 3-4 things in each category (colours, animals, food, sports, etc.). They then write sentences. In the sentence the pupils are guided to use 'and'. The teacher can give an example on the board, e.g. "I love cats, pizza, yellow and red." <p>Tip: <i>The pupils can write anything they want and should not, therefore, be limited only to words they can write. Remind them that they can ask you for help by using some of the key phrases they know: "How do I spell?", "How do you say in English?" "Can you help me, please?", etc.</i></p>
EVALUATION	<ul style="list-style-type: none"> Ball game round 1: (two things you love) The teacher gives everyone 30 seconds to think of two things they love. S/he says two things s/he loves (I love pizza and ice cream) and throws the ball to another pupil. The pupil says two things s/he loves and throws it to another pupil and so forth. Ball game round 2: (two things you hate) The activity is the same as above but this time the pupils talk about two things they hate.
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> Pupils can create posters expressing their likes and dislikes, based on activity 1 in the Activity Book.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils who have prepared posters about things they like /hate/ etc. present them to the rest of the class. Ball game: The teacher says a word (animal, food, colour, sport) and then how s/he feels about it. S/he then says another word and throws the ball to a pupil who says how s/he feels about it and then says another word before throwing the ball to someone else, e.g.: Teacher: tennis. I like tennis. Basketball. Pupil A: I don't like basketball. Football. Pupil B: I love football. Pizza Pupil C: I like pizza. Apples etc. Pupils work in pairs using their mini-whiteboards. They are shown a PowerPoint presentation found at http://www.schools.ac.cy. Each slide shows a person or animal and a half-finished sentence. The children need to complete the sentence based on the person's facial expression and then check their answers from the next slide, e.g. <div data-bbox="550 1288 1141 1601">  </div> <p>Answer: I love ice-cream!</p>
PRESENTATION	<ul style="list-style-type: none"> Pupils open their books and practice reading the text. Volunteers read/act out the text for the rest of the class (i.e. they read with appropriate intonation and expression). The teacher asks pupils to highlight how Alexis describes Vladimir and asks them to say how they can

	<p>describe someone. The discussion is expected to conclude that we need to describe someone's height (tall / short), eyes (colours), hair (long/short and colour), built (fat or thin) and perhaps describe something special they might have, e.g. glasses/freckles, etc.</p> <p>During this discussion the target vocabulary is written on the board and the pupils are encouraged to repeat the words and use gestures, if relevant, to show they understand the meaning of the words. The teacher can also give examples for each new word, e.g. "Marios is very tall." or "Who wears glasses?", etc.</p> <ul style="list-style-type: none"> Pupils look at activity 4 (listen, look and learn) in the Pupil's Book and repeat after the recording.
PRACTICE	<ul style="list-style-type: none"> The teacher gives descriptions of pupils and the class tries to identify which pupil it is, e.g. "She is not very tall. She has brown eyes and short brown hair. She loves cats." <p>Tip: <i>Because there may be a number of pupils matching your description, it may be useful to add something relating to the likes/dislikes of the particular pupil. This may be known to the other pupils due to the previous lesson and will, therefore, help them identify the mystery person.</i></p> <ul style="list-style-type: none"> Pupils do activity 5 in the Pupil's Book. It is a listening activity and the transcript is as follows: <p><u>Transcript</u></p> <p><i>These are friends from Class 4. Can you find out who is who? First let's find Maria. She is a tall girl with long, brown hair and freckles. Then there's Panayiotis. He's a bit short. He has blond hair and green eyes. Eleni is a bit short too. She's got long black hair and she wears glasses. Niki is very tall with long brown hair and brown eyes. She loves cats. Andrei is a tall boy with blond hair and freckles. He loves orange.</i></p> <p>Pupils should be allowed to listen to the text at least two times and should be asked if they need to listen to</p>

	<p>it again before they report their answers. If the pupils need extra support, the teacher can pause the recording at key points to allow the pupils time to take in the information.</p> <ul style="list-style-type: none"> • Pupils do activities 2 and 4 in the Activity Book.
PRODUCTION	<ul style="list-style-type: none"> • Pupils do activity 3 in the Activity Book. The pupils need to think of a friend and complete the text. The teacher may first complete one example working with the whole class on the board so as to help support pupils. • Volunteer pupils can read their description while leaving out the first sentence (My friend is _____). The class listens to the description and tries to identify the friend. • The teacher tells pupils that there are different ways to describe someone other than just writing a paragraph about them. S/he asks pupils to think of other ways. One way is through writing a paragraph just as they have done. Another way is through a poster which they've also done in Unit 1 ('This is me'). The teacher listens to all the ideas suggested and, if not mentioned, s/he introduces the idea of a poem. • The pupils listen to and/or read the poem (activity 6, Pupil's Book) and are asked to describe Melina based on the information given in the poem. <p>The teacher then uses the poem as a model and writes another poem on the board about him/herself explaining to the pupils what should be included and the structure of the poem. e.g.</p> <p>first name, sister/brother/friend of _____, tall/short, fat/thin with long/short, colour hair colour eyes loves animal/colour/food but hates animal/colour/food lives in _____ last name</p>

	<ul style="list-style-type: none"> • Pupils write a poem about themselves in activity 5 (Activity Book). • Fast finishers can write their poem on A4 card or paper and decorate the paper according to their poem. Poems can later be displayed on the class notice board or another area on the school as well as on the school website. <p>If pupils don't have time to present their poem on paper and decorate it, they can, if they like, finish it at home.</p>
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils during the activities and the teacher takes notes on their progress soon after the lesson is over. • Pupils complete the self-assessment form.

UNIT 4

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • name at least five countries and nationalities • ask where other people are from • say where they are from • write a short paragraph about themselves
<i>Intercultural aspect:</i>	<p>Pupils should:</p> <ul style="list-style-type: none"> • identify at least five of the flags of the countries included in this Unit • become familiar with food from other countries
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • use a K W L chart • set personal targets
NEW LANGUAGE	
<i>Production</i>	<p>Cyprus, Cypriot, Egypt, Egyptian, Philippines, Filipino, Germany, German, Britain, British, Italy, Italian, Greece, Greek, France, French sausage Where are you from? I'm from.... Where is s/he from? S/he is from...</p>
<i>Comprehension</i>	<p>croissant, international, food, countries and nationalities of different pupils in class</p>
RECYCLED LANGUAGE	<p>I am...He is...She is... / Is he/she....? I like... I've got.... Where do you live? I live in ... My favourite fish, chips, pizza</p>
MATERIALS	<p>World map, Friends Audio CD for Year 4, mini-whiteboards, flashcards with flags (they can be printed off the ppt presentation), powerpoint presentation from http://www.schools.ac.cy , online activities found at http://www.schools.ac.cy</p>
TIME	<p>2 x 40 minutes</p>

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> The teacher asks pupils if they remember where the coursebook characters come from. S/he writes the names of the children on the board along with the countries they come from. The teacher then introduces their nationalities. E.g: Teacher writes on the board: Omar – Egypt – Egyptian Teacher says: Omar is from Egypt. He is Egyptian. The teacher can also use a world map and ask pupils to come to the front and show the counties on the map. If pupils don't know where particular countries are located on the map, the teacher can help them. The teacher tells pupils that in this Unit they are going to learn about countries. S/he makes a column on the board and adds the letter 'K' on the top. S/he explains to the pupils that the 'K' means what we Know and asks pupils to say which countries they already know. The teacher writes in this column the countries all the pupils know, i.e. not a country which is known by a few children only. When a country is mentioned by a pupil, the teacher checks who knows the country. S/he can ask pupils to reflect on whether they know how to say it, identify it, know how to write it, etc. If it is not known by all, the teacher can ask the pupils if they want to know it and can include the country in a column with the heading 'W' which means 'what we want to know'. Pupils can add other countries in the countries they want to know. The teacher then guides the pupils in being realistic and asks them to choose a few countries (e.g. 5-7) they would like to focus on and learn in this Unit. <p>Tip: Make sure you copy the K and W columns so that you can bring them into class for the next lesson. An easier solution</p>

might be that you use an A3 card for the K W L chart which you can then move from the board to the notice board ready to be used for the next lesson.

Your K W L chart should look like this:

<i>K</i> (what we Know)	<i>W</i> (what we Want to know)	<i>L</i> (what we learnt)

- The teacher asks pupils if they can identify any other countries on the map and if they know people from these countries. If yes, pupils can show the countries and say the name of their friends/acquaintances or famous people they know from these countries. The teacher can use this opportunity to introduce some of the countries and nationalities which are included in the ‘Want to Know’ column and those included in the target vocabulary (Italy, France, Greece).
- If there are pupils who come from different countries and have not mentioned this before, the teacher asks the pupils where they come from, using the question ‘Where are you from?’ and writing it on the board.
- Pupils open the Pupil’s Book and do the Listen look and learn activity (activity 2). The teacher encourages a discussion about the countries that appear in the activity. S/he can ask the pupils if they have visited one of the particular countries, what sights they saw and if they can recognize the sights that appear in the pictures. Pupils are not expected to know the names of the sights. These are the sights which appear in the pictures:

Cyprus	Curium	Germany	Bradenburg gate
France	the Eifel tower	Italy –	the Colosseum
Britain	Big Ben	the Philippines	- tropical beach
Egypt	the Pyramids	Greece	the Parthenon

	<p><u>Note:</u> Britain – British will need to be explained to pupils, i.e. that Britain is a country which includes Scotland, England, Wales and Northern Ireland.</p> <ul style="list-style-type: none"> The teacher can also use this opportunity to include in the ‘Listen, look and learn’ activity, the countries which were included in the pupils’ ‘Want to know column’ provided that these provide a realistic target for the pupils. <p>Alternatively, the teacher can write the countries and nationalities on the board and only the pupils who want to include them can copy them in their books.</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> The teacher tells pupils that three children (two girls and one boy) from other countries are visiting the coursebook characters’ school on a European exchange project. The teacher asks pupils to guess where the pupils are from and writes the question “Is s/he from?” on the board. <p>The teacher writes the pupils’ guesses on the board and asks them to listen to the text to find out if their guesses were right.</p> <ul style="list-style-type: none"> Pupils listen to the text and take notes on their mini-whiteboards. They share their answers with the class but the teacher does not say if their answers were right or wrong. Pupils listen again while following in their books to check their answers. The teacher asks the pupils comprehension questions on the text (e.g. Where is Paolo from? Where does Pascale live? Who lives in Volos?, etc.). Pupils then read the text in chorus repeating after the recording or after the teacher. The teacher reads the text and leaves sentences unfinished for the pupils to complete. <p>and/or:</p>

	<p>The teacher reads the text but makes various mistakes, e.g. “And I’m Pascale. I’m from Egypt”. The pupils identify the mistake and call out “No!”. The teacher pauses for the pupils to correct the sentence.</p> <ul style="list-style-type: none"> • Pupils do activities 1 and 3 in their Pupil’s book. • The teacher jokes that there are new pupils visiting their class too and asks pupils to close their eyes so that s/he will bring the new pupils. The teacher pats a pupil on the shoulder and gives him/her a card with a country’s name written on it. The pupil stands up and the rest of the class open their eyes. <p>The class then ask the pupil in chorus: “Where are you from?” The pupil replies based on what is written on the card, e.g. “I’m from Greece.”.</p> <p>The pupil sits down and the rest of the pupils close their eyes again. The teacher chooses another pupil and gives him/her a card, and so forth.</p> <ul style="list-style-type: none"> • The teacher asks pupils if they know what kind of food the guest pupils (Paolo, Rita and Pascale) might like to eat in their countries and encourages pupils to say any types of food they know that might be Italian, French or Greek. <p>Examples of typical food from these countries are: Italian: pasta (lasagna, spaghetti, cannelloni), pizza, etc. Greek: mousaka, gyro, souvlaki, ovelias, tzatziki, etc. (note similarities and differences from Greek Cypriot food) French: crepes, ratatouille, soufflé, etc.</p> <ul style="list-style-type: none"> • Pupils look at activity 5 in the Pupil’s Book. The teacher asks pupils to say what their favourite foreign/international food is and supports them by writing “My favourite international food is” on the board. <p>If the class includes pupils from other cultural backgrounds, the teacher can encourage them to talk about traditional food from their countries.</p> <p>The pupils can either write the name of their favourite food in the blank box or stick a picture of their favourite</p>
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	<p>food which can be brought from home.</p> <p>This way pupils from other cultural backgrounds can ask their parents and collect more information about food in their countries which they can share with the class in the next lesson.</p>
PRODUCTION	<ul style="list-style-type: none"> Pupils play a pelmanism game with countries and nationalities. The game can either be played in its interactive version found at http://www.schools.ac.cy or the teacher can use the cards found in the photocopiable materials at the end of this Unit. Pupils carry out activities 1 and 2 in their Activity Book.
EVALUATION	<ul style="list-style-type: none"> Evaluation is ongoing and takes place through the whole lesson by the teacher observing the children while carrying out tasks, providing feedback and help.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils open their Pupil's Books and silently read the text for Unit 4. <p>The teacher then makes statements about the coursebook characters and the guest pupils who appear in Unit 4 and pupils identify who the teacher refers to.</p> <p><u>Example:</u></p> <p>Teacher: He is from Egypt. Who is he?</p> <p>Pupils: He is Omar.</p> <p>Teacher: He is from Italy. Who is he?</p> <p>Pupils: He is Paolo.</p> <p>Teacher: She is French. Who is she?</p> <p>Pupils: She is Pascale.</p> <ul style="list-style-type: none"> Pupils play the pelmanism game (see lesson 1) again either in its interactive version or using the photocopiable cards.

<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils stand in a circle and play a ball game. <p>Ball game (round 1): The pupil who throws the ball says the name of a country and the pupil who catches the ball says the name of the nationality. S/he then names another country and throws the ball to someone else.</p> <p><u>Example:</u></p> <p>Pupil A: Italy (throws the ball to Pupil B) Pupil B: Italian. France (throws the ball to Pupil C) Pupil C: French. Greece etc.</p> <p>Ball game (round 2): The pupil who throws the ball says “I’m from ...” and then the rest of the class says “You are ...”, e.g.</p> <p>Pupil A: I’m from Italy. Class: You are Italian. Pupil A throws the ball to Pupil B Pupil B: I’m from Egypt. Class: You are Egyptian.</p> <p>Alternatively, round 2 can be more challenging by engaging individual pupils. The pupil who throws the ball says “I’m from” and the pupil who catches it says “ You are ...”, e.g.</p> <p>Pupil A: I’m from Italy. (throws the ball to Pupil B) Pupil B: You are Italian. I’m from France. (throws the ball to Pupils C) Pupil C: You are French. I’m from Cyprus. etc.</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Find your partner: Each pupil is given a card with a country and a place (see photocopiable materials). Make sure that at least two pupils have the same card (cards need to be photocopied twice). <p>Before the game begins check that the pupils can read the places on their card. The pupils then walk around the class trying to find their partner (the person who has the same card as them) by asking the following questions:</p> <p><i>Where are you from?</i> <i>Where do you live?</i></p>

Tip 1: Monitor the pupils and end the activity when you feel that the pupils had plenty of interaction opportunities and have used the language adequately. It is not necessary that everyone has found their partner before you end the activity.

Tip 2: You can allow the pupils to stay longer in the game, if you tell them that there might be one more partner for them and they have to keep looking. In this case, nobody completes the task and sits down but everyone is engaged until you decided to end the activity.

- Pupils sit back at their desks and do activity 5 in the Pupil's Book. It's a listening activity and the transcript is as follows:

Transcript

Good morning children! I've got some emails of children that are looking for e-pals. This one is from Norbert. He comes from Germany. The second one is from John. He comes from Britain. This one is from Maria. Maria is Cypriot. And the last one is from Eleni. She comes from Greece.

- The teacher tells pupils that they will play a game with flags. S/he shows pupils the flags of the eight countries targeted in this Unit (use flashcards from or the powerpoint presentation found at <http://www.schools.ac.cy>). The pupils discuss the flags and the colours on the flags.

- The teacher then describes a flag and the pupils try to identify it, e.g:

Teacher: This flag is black, yellow and red. Which flag is it?

Pupils: It's the German flag.

- Pupils do activities 3, 4, 5 and 6 in their Activity Book.
- Fast finishers can:
 - create an entry in their picture dictionary: "countries and nationalities"

	<ul style="list-style-type: none"> - update their portfolios - work with relevant online activities found at http://www.schools.ac.cy - play an interactive game found at “Logismika Paidagogikou Elladas” (Grades D-E) Party-Let’s make new friends
EVALUATION	<ul style="list-style-type: none"> • The pupils revisit the K W L chart. They look at what they wanted to learn and reflect on what they have achieved in relation to that target. Based on these reflections, they can set further targets for the future (e.g. to revisit the countries and nationalities again, etc.) • Pupils can complete the self-assessment form
PORTFOLIO	<ul style="list-style-type: none"> • The pupils can look at the A1 targets for Intercultural Competence and complete the balloon (to the point they feel they have achieved the target) about being able to identify flags from other countries. • The pupils can also add in the box for additional targets, that they have learnt a few types of food from different countries.

EGYPT

EGYPTIAN

CYPRUS

CYPRIOT

ITALY

ITALIAN

GERMAN

GERMANY

BRITAIN

BRITISH

FRANCE

FRENCH

THE PHILIPPINES	FILIPINO
GREECE	GREEK

France Paris	Cyprus Limassol
Cyprus Nicosia	Greece Athens
Greece Volos	Britain Manchester
Britain London	Italy Rome
Italy Milan	The Philippines Manila
Cyprus Paphos	Greece Thessaloniki

UNIT 5

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • talk about likes and dislikes (ask and answer) • read short paragraphs for specific information
<i>Intercultural aspect:</i>	Pupils should learn a traditional song (ten fat sausages)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • deduce rules based on samples of language • create a visual organizer in their picture dictionaries or electronically • use scanning when reading a text (read for specific information)
NEW LANGUAGE	
<i>Production</i>	Does he/she like...? Yes, he/she does. No, he/she doesn't. Do they like? Yes, they do. No, they don't. Food vocabulary: hamburger, rice, lemonade, chicken, pop corn Animal vocabulary: koala, panda, lemur, puppy Other vocabulary: cute
<i>Comprehension</i>	Shoes
RECYCLED LANGUAGE	Do you like...? Yes, I do/No, I don't. I like..., I don't like... He/She likes ... / He/She doesn't like... has got Sports vocabulary: basketball, tennis, volleyball, football Food vocabulary: apple, banana, pear, orange, carrot, tomato, pizza, chocolate, milk, tea, ice-cream, fruit, cheese, chips, cake, coffee, water, egg, ham, etc. (see list of known vocabulary in the Introduction), sausage Animal vocabulary: cat, dog, rabbit, mouse, fish, snake, bird (see list of known vocabulary in the Introduction) Other: naughty, ears
MATERIALS	Friends Audio CD for Year 4, mini-whiteboards, food flashcards (e.g. downloaded from: http://www.mes-english.com/flashcards/food.php), PowerPoint presentations from http://www.schools.ac.cy
TIME	2 X 40 minutes

LESSON 1

PROCEDURE					
REVIEW/ PRESENTATION	<ul style="list-style-type: none"> The teacher says s/he is hungry and tells pupils what food s/he likes using new and recycled food vocabulary. Each time a type of food is mentioned the teacher adds a flashcard or draws a drawing on the board while also writing the relevant word. The teacher then asks pupils what food they like and writes on the board the food mentioned by the pupils. The teacher then talks about food s/he doesn't like; again using new and recycled vocabulary. S/he invites the pupils to say what food they don't like while continuing to write the food items mentioned on the board. <p>The teacher draws the pupils' attention to all the food vocabulary on the board and the pupils discuss how much they've learnt. The pupils can also repeat the words quietly/loudly, etc.</p> <ul style="list-style-type: none"> The pupils play 'I spy' using the food vocabulary on the board. The teacher tells pupils that s/he is so hungry, s/he wants to eat ten fat sausages. S/he introduces the song to the pupils using the recording on Friends Audio CD for Year 4. (activity 4, Pupil's Book). The teacher gives the pupils a small piece of paper. The pupils divide it in two columns and write three things they like and three things they don't like chosen from the food flashcards and words which are on the board. <table border="1"> <thead> <tr> <th>3 things I like</th><th>3 things I don't like</th></tr> </thead> <tbody> <tr> <td></td><td></td></tr> </tbody> </table> <ul style="list-style-type: none"> The teacher also makes a list for him/herself and then asks the pupils to guess what s/he has on the list. S/he writes the question "Do you like?" on the board and then adds the answers "Yes, I do." / "No, I don't" as s/he responds to the pupils' questions 	3 things I like	3 things I don't like		
3 things I like	3 things I don't like				

- The teacher then calls two pupils to the front of the class (e.g. Yianna and Petros) and asks the rest of the pupils to try to guess the food Yianna and Petros like. The class, however, are only allowed to ask the teacher questions and the teacher answers for the pupils. To make this more fun, the pupils can pretend to drink a potion which takes away their voice for two minutes.

The teacher writes the question form on the board 'Do they like ..?'. S/he then adds the answers "Yes, they do./No, they don't."

- After a couple of pairs pretend to take the magic potion, then the teacher calls out a volunteer pupil to the front of the class on his/her own. The teacher gives the pupil the 'magic potion' and the class tries to guess the food that the pupil likes/doesn't like. They are again only allowed to ask the teacher questions and the teacher answers for the pupil.

The teacher writes the question form on the board 'Does he/she like ..?'. S/he then adds the answers "Yes, he does./No, he doesn't."

Example:

Teacher: Who wants to come out? OK, Stelio come out.
Here is the magic potion. Now Stelios can't talk for two minutes! Let's see, can you find the three things he likes and the three things he doesn't like?

Pupil A: Does he like chips?

Teacher: Yes, he does.

Pupil B: Does he like pizza?

Teacher: No, he doesn't.

- The teacher draws the pupils' attention to the two different kinds of questions and answers that are now on the board:

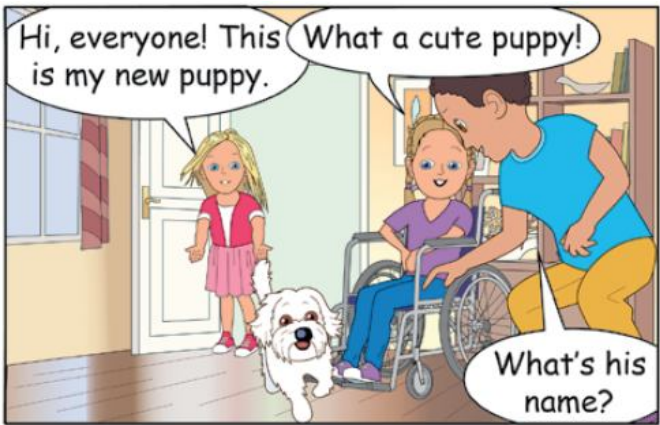
Do you like? Yes, I do. /No, I don't

Do they like? Yes, they do. / No, they don't.

versus:

Does he/she like? Yes, he does. / No, he doesn't.

The teacher asks the pupils if they notice the differences and why they think these differences are used. The pupils are assisted in deducing that 'does/doesn't' is used for when questions are asked about a third person (he, she, it) and that 'do/don't' is used for all other cases (I, you, we, they).

	<p>During this discussion the pupils can also make use of the examples in Listen, look and learn (activity 2, Pupil's Book).</p>
PRACTICE	<ul style="list-style-type: none"> The pupils can continue with the 'magic potion' game and more pupils 'take the magic potion'. Those pupils who don't, save their lists for the game to continue later in the lesson. <p>Tip: Remember to have pupils come to the front both on their own but also as pairs so that the pupils have the opportunity to practice "Do they" as well as Does s/he ...?</p> <ul style="list-style-type: none"> The teacher shows the picture for the introduction to the text (found at http://www.schools.ac.cy) and discusses it with the pupils using questions such as: <ol style="list-style-type: none"> How many children are there? (Three children) Who are they? (Rose, Claudia and Omar) What animal can you see in the picture? (a puppy) Whose puppy is it? (Rose's) What do you think is the puppy's name? (pupils make guesses)  <ul style="list-style-type: none"> The pupils then listen to the recording with their books closed, so as to find what the puppy's name is as well as the answers to additional questions which are written on the board: <ul style="list-style-type: none"> - Is the puppy naughty? - Does the puppy like fish? - What does the puppy like? <p>Tip: If you think answering three questions might be challenging for your class, you can divide the class into three groups and only give one question to each group.</p>

	<p>The pupils listen and report their answers. They then open their books and listen to the dialogue again, while following in their books so as to check their answers.</p> <ul style="list-style-type: none"> • Pupils repeat the text after the recording or after the teacher. • Pupils work with activity 2 (Pupil's book). • Pupils work in groups of three. Each pupil takes one of the parts of the story (Rose, Claudia and Omar) and they practice reading the dialogue.
PRODUCTION	<ul style="list-style-type: none"> • Pupils work in groups of three. Pupil A gives the list s/he has created earlier (three things they like and three things they don't like) to another classmate, e.g. Pupil B. Pupil A 'drinks the magic potion' and pretends that s/he can't talk for a few minutes. So Pupil C tries to guess the things on Pupil A's list by asking Pupil B 'Does s/he like?'. They then swap until all three pupils have had a chance both to ask and answer questions. The teacher chooses two pupils to work with him/her and gives an example at the beginning. S/he then makes sure that the pupils understand what to do and that the question form and answers are on the board to offer support for pupils. • Pupils work with activity 3 (Pupil's Book) and activities 1,2 and 3 in their Activity Book. • Fast finishers begin working on their picture dictionary for a section dedicated to food vocabulary. They record the food vocabulary they have learnt by classifying it in different ways, e.g. fruit, sweets, drinks. <p>A group of pupils can work on the computer and prepare a visual organizer about food on kidspiration or other relevant software.</p> <p>Tip: <i>When all the pupils are working on their picture dictionaries, you can play the song 'ten fat sausages' in the background. Some pupils will sing along whereas others will just listen to it but everyone will benefit from listening to the song again.</i></p>

EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils during all the activities of the lesson. • The teacher has individual learning conversations/chats with pupils during their written work and the preparation of the new entry in their picture dictionary
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LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing the song “Ten fat sausages” they learnt in the previous lesson. • Pupils play a ‘tennis’ game. The teacher divides the class into two or more groups and groups take turns to ‘bounce’ food words to each other. , e.g. Group A: chicken Group B: pizza Group A: hamburger etc. <p>Tip: <i>You can start the game and allow the groups to shout out words at the beginning – something like a warm up. Then only one pupil for each group should ‘bounce’ a word. Make sure all pupils take a turn.</i></p> <p><i>You can make the game more demanding by not allowing for any ‘wait’ time, i.e. the exchanges/‘bouncing’ of words between the groups needs to be pretty fast.</i></p> <ul style="list-style-type: none"> • Pupils listen to the text while following in their books. They repeat after the recording. • Pupils work in pairs and practice acting out the dialogue from their Pupil’s Book while reading from their books. • Pupils that feel comfortable can act out the dialogue in front of the class, while reading from their books.
PRACTICE	<ul style="list-style-type: none"> • The teacher asks pupils if they know what wild animals like. S/he asks them a few questions such as “What do monkeys like?”, “What do crocodiles like?, etc. The teacher then introduces the new animals: lemur, koala and panda. S/he asks pupils if they know what these animals like to eat. Pupils can suggest a few ideas.

	<p>Pupils silently read the passages in their books (activity 5, Pupil's Book) in order to find the answer to the question: "What do these animals eat?"</p> <p>After they report their answers, the teacher asks further questions based on the text such as: Where do pandas live? Which animal is grey and brown? Which animal sleeps in the water?, etc.</p> <p>Tip: <i>The above activity and the reading tasks aim to develop the pupils' scanning skills. Scanning means reading for specific information. This is more effective if the reader does not get distracted by unknown words and is not slowed down by information which is irrelevant to the task. You will help pupils better develop these strategies, if you encourage them to work at a speed.</i></p> <p>Tip 2: <i>You can help pupils work at a speed by turning this activity into a competition. Set a time limit for the pupils to find the answer to each question and check who has finished within the time limit. Don't have pupils tell you the answer when they find it. Have them look up and wait until the time limit is over so that more pupils can complete the task.</i></p> <ul style="list-style-type: none"> The teacher asks pupils if they have dogs/puppies or other pets and what their pets like. S/he then tells them that they are going to listen to a dialogue between a girl named Patty and her friend. The pupils need to listen carefully so that they find out what pet Patty has: a dog, a cat, a rabbit or a hamster? (activity 5 in the Activity Book) <p>The transcript is as follows:</p> <p><u>Transcript</u> <i>Hi there Patty! Look! I've got a new pet!</i> <i>It's so cute. Does it like bananas?</i> <i>No, it doesn't.</i> <i>Does it like cheese?</i> <i>No, it doesn't.</i> <i>Does it like fish?</i> <i>No, it doesn't.</i> <i>Does it like apples?</i> <i>No, it doesn't.</i> <i>What does it like then?</i> <i>It likes carrots! Rabbits like carrots!</i></p> <ul style="list-style-type: none"> Pupils work on activities 4 and 6 in the Activity Book.
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	<ul style="list-style-type: none"> If there is time, the following activity can be carried out. The teacher holds 2 envelopes. One envelope has Datu's name on it and the other envelope has Rose's AND Claudia's names on it. Each envelope has three pieces of paper inside (one with the name of a food, one with the name of an animal and one with the name of a sport). The teacher tells pupils that in one envelope there are things Datu likes and in the other one things Rose and Claudia like. These are things they like to eat, something they like to play (a sport) and an animal they like. The pupils then try to find out what's in the envelopes by asking the teacher. The question forms "Does he/she like?" and "Do they like" as well as the answers "Yes, he does. / No, he doesn't." and "Yes, they do. / No, they don't." are written on the board. <p><u>Example:</u></p> <p>Teacher: OK, Would you like to try and find out something that Datu likes to eat? Who's going to try?</p> <p>Pupil A: Does he like hamburgers?</p> <p>Teacher: No, he doesn't.</p> <p>Pupil B: Does he like rice?</p> <p>Teacher: Yes, he does. Well done! You found it! Let's see if you can find out what he likes to play. What do you think? Is it basketball, football, tennis?</p> <p>Pupil F: Does he like basketball?</p> <p>Teacher: No, he doesn't. etc.</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> Pupils work in pairs using their mini-whiteboards. The teacher uses PowerPoint presentation –lesson 1 (http://www.schools.ac.cy) and shows the first slide. The teacher asks pupils if they think the person/s on the slide like/s playing football, e.g. "Does he like playing football?" (the question is also written on the slide). The pairs need to decide if the answer is 'yes' or 'no' and write the full answer on their mini-whiteboards. <p>e.g.</p> <p>Yes, he does No, he doesn't</p> <p>The teacher then projects the answer in a new slide and pupils check their answers.</p>

	<ul style="list-style-type: none"> • Pupils work on completing their entry on ‘food’ in their picture dictionaries. • Fast finishers can work on the class computer/s playing the games from ‘Logismika Paidagogikou Ellados': Grades D-E- Toy store (additional material)-level 1- Memory game-food Grades D-E- Toy store (additional material)-level 2- Crossword-food Grades D-E- Supermarket-Let’s go shopping
EVALUATION	<ul style="list-style-type: none"> • Pupils work in pairs using their mini whiteboards. The teacher uses PowerPoint presentation – lesson 2 (http://www.schools.ac.cy). Pupils complete the missing part on their whiteboards. Each time a sentence/question is completed, pupils raise their whiteboards for the teacher to see their answer. The pupils then self-correct after the answer is revealed on the slide. • Pupils complete the self-assessment forms.

PROJECT UNIT: FRIENDS FROM AROUND THE WORLD

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • read a short paragraph • follow simple instructions
<i>Intercultural aspect:</i>	Pupils should become familiar with: <ul style="list-style-type: none"> • games played by children in other cultures • a traditional song
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • learn by personalizing experiences • scan a short text for specific information
NEW LANGUAGE	
<i>Production</i>	the USA, Ireland
<i>Comprehension</i>	milkshake, vanilla, hot dog, sandwich
RECYCLED LANGUAGE	has got, family members, countries and nationalities learnt, like/don't like, plural form, live in ..., I'm from, Can you? , chocolate, jelly, egg, cheese, school, ice cream, flowers, strawberry
MATERIALS	Friends Audio CD for Year 4, photocopiable materials
TIME	1 x 40 minutes

PROCEDURE	
INTRODUCTION	<ul style="list-style-type: none"> • The teacher tells pupils they are very lucky because they have received some postcards from friends in other countries. S/he asks pupils to guess which countries the postcards are from. When pupils mention countries they have already learnt, the teacher encourages them to remember the nationality as well, e.g.: Teacher: Where do you think they are from? Pupil: ...from France Teacher: So you think our friends are... Pupil: French

	<ul style="list-style-type: none"> Once the pupils mention a number of countries, the teacher gives them the answer: Ireland, the USA and Britain.
EXPLORATION	<ul style="list-style-type: none"> The pupils open their books and carry out scanning tasks, i.e. reading in which they are required to find out specific information. <p>Pupils read the text silently and quickly to find out:</p> <ul style="list-style-type: none"> - the names of the children who sent the postcards. - who likes jelly - who likes hot dogs etc. <p>Tip 2: <i>You can help pupils practice scanning more effectively by encouraging them to work at a speed. Set a time limit for the pupils to find the answer to each question and check who has finished within the time limit. Don't have pupils tell you the answer when they find it. Have them look up and wait until the time limit is over so that more pupils can complete the task.</i></p> <ul style="list-style-type: none"> The pupils can then read each paragraph/postcard more carefully and discuss the information sent by each child, e.g. where the child is from, where s/he lives, favourite things, etc. <p>During this stage the pupils can also discuss the cities mentioned and shown in the photos, perhaps identify them on a map, talk about personal experiences (if any), etc.</p> <p>In paragraph/postcard two (Fay) the teacher explains to the pupils that UK is another name for Britain or Great Britain. It is once more explained that Britain includes Scotland, England and Wales.</p> <ul style="list-style-type: none"> The teacher tells the pupils that each child sent them a present and asks them to guess what presents they sent, starting from Michael. <p>The teacher tells pupils that Michael sent them his favourite song: "He's got the whole world in His</p>

	<p>hands”, which is a traditional American spiritual song. The pupils get a gapped handout with the lyrics of the song (see photocopiable materials). They read the lyrics and work with their partners to guess what the missing words are.</p> <p>They then listen to the song to check their answers.</p> <ul style="list-style-type: none"> • The teacher draws the pupils’ attention to the fact that ‘His’ is always written with a capital H although it is in the middle of the sentence and asks them why they think this is so (the songs refers to God). • The pupils sing the song. The song can also be sung with the class divided into two groups, e.g. <p>Group A: He’s got the whole world</p> <p>Group B: in His hands</p> <p>Group A: He’s got the whole world</p> <p>Group B: in His hands</p> <p>Group A: He’s got the whole world</p> <p>Group B: in His hands</p> <p>Everyone: He’s got the whole wide world in His hands</p> <p>Group B: He’s got my mother and my father</p> <p>Group A: in His hands</p> <p>etc.</p> <ul style="list-style-type: none"> • The pupils guess what present Fay sent them. Fay sent the pupils her favourite game: “One potato, two potato” . <p>The teacher writes the name of the game of the board for the pupils to notice that there is mistake. If it is two potatoes then we need a plural. The pupils decide what plural form should be used, i.e. should it be potatos or potatoes? (answer: potatoes)</p> <ul style="list-style-type: none"> • The pupils watch the game as sis shown on the video available at http://www.schools.ac.cy
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	<ul style="list-style-type: none"> • The teacher plays the game with a couple of pupils for the class to see once more. Pupils then practice playing the game in groups. • The pupils move on to the postcard sent by Kevin. They watch a video with children playing “What’s the time Mr Wolf?” www. videojug.com/film/how-to-play-whats-the-time-mr-wolf <p>If there is time, the pupils can go outside and play the game. Otherwise, they can play it during break time or during a P.E lesson with the cooperation of the P.E teacher.</p>
EVALUATION	<ul style="list-style-type: none"> • Pupils include the games and songs they learnt (photos, audio or video recordings) in their portfolio as evidence of having achieved/partly achieved the targets “I can play games from other countries’, “I can sing songs from other countries’. Also, they can, if they like, explain the game and song or stick pictures etc. on page 35 ‘interesting things I noticed in other countries’ • Pupils reflect on how they liked the lesson and the song and games they learnt. This can be done quickly through the use of post-it notes. Each pupil gets a post-it note and can either draw a face (smiley, sad, neutral) to express his/her feelings towards the lesson or write a sentence/short phrase. The post-its can be stuck anonymously on the wall on the pupils’ way out.
PROJECT	<ul style="list-style-type: none"> • Pupils can write similar postcards to those they read in this Unit. The teacher can give a model for them similar to the postcards in the book, e.g. I’m I’m from I live in I like ... etc. <p>The postcards can be sent to another class in another country. The class can be one from a Comenius project or other partnership the school is involved in. Otherwise a partner class for a brief postcard-exchange project can be found from other sources such as e.pals.com</p> <p>Tip: <i>Instead of sending all the postcards to one class, you can</i></p>

	<p><i>divide your postcards and send them to various classes in other countries, e.g. 3 cards in the UK, 3 cards in Canada, etc. This will give you more chances of a reply and will result in the pupils receiving postcards from a variety of places around the world. The postcards received can be displayed on a classroom wall/notice board with the heading 'Friends from around the world'.</i></p>
CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> • Physical Education: The pupils can play “What’s the time Mr Wolf?” at the P.E lesson • Greek language: Pupils can create a video with a traditional game they play • Music: The pupils can discuss and explore American traditional spiritual songs further.

Photocopiable materials: He's got the whole world in His hands

He's got the whole world in His hands

He's got the whole world in His hands,
He's got the whole world in His hands,
He's got the whole world in His hands,
He's got the whole wide world in His hands.

He's got my _____ and my _____ in His hands,
He's got my _____ and my _____ in His hands,
He's got my _____ and my _____ in His hands,
He's got the whole wide world in His hands.

He's got my _____ and my _____ in His hands,
He's got my _____ and my _____ in His hands,
He's got my _____ and my _____ in His hands,
He's got the whole wide world in His hands.

He's got my _____ and my _____ in His hands,
He's got my _____ and my _____ in His hands,
He's got my _____ and my _____ in His hands,
He's got the whole wide world in His hands.

He's got the _____ and the _____ in His hands,
He's got the _____ and the _____ in His hands,
He's got the _____ and the _____ in His hands,
He's got the whole wide world in His hands.

He's got everybody here in His hands,
He's got everybody here in His hands,
He's got everybody here in His hands,
He's got the whole wide world in His hands.

UNIT 6

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • write a short story (with the help of a model) • follow and participate in the narration of a story • identify and use vocabulary for the rooms of a house • identify and use vocabulary for at least five basic pieces of home furniture • talk about what there is in a room
<i>Intercultural aspect:</i>	<p>Pupils should:</p> <ul style="list-style-type: none"> • become familiar with the Halloween custom of telling scary stories. • be able to enjoy foreign language children's literature
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • co-operate with each other • categorize vocabulary according to meaning
NEW LANGUAGE	
<i>Production</i>	<p>There is a... There isn't a ... There are...There aren't ... dining room, garage , garden, veranda, fridge, sink, cupboard, bath, armchair, sofa, door, stairs bag, ready, dark, wood, street</p>
<i>Comprehension</i>	<p>What is there...? everybody</p> <p>Is there a? Are there any ...?</p> <p>storytime , dinner, other vocabulary included in the story (path, gate, yard, town,).</p>
RECYCLED LANGUAGE	<p>kitchen, bedroom , bathroom , living room, room, window, TV, house, scary, scared, chair, desk, bed, table, tree, flower, popcorn</p> <p>This is my</p> <p>in, on, under</p>
MATERIALS	<p>Friends Audio CD for Year 4, flashcards with rooms of a house and house objects (e.g. from mes-english.com), mini-whiteboards, photocopiable materials, PowerPoint presentations from http://www.schools.ac.cy</p>
TIME	3 x 40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • The pupils sing ‘He’s got the whole world in His hands’ which they learnt in the previous Project Unit. They can sing it as one group or divided into two groups as was explained in the previous Unit (Project Unit ‘Friends from around the world’). • The teacher presents flashcards of the new and recycled vocabulary for rooms of the house. Pupils are encouraged to identify the words already known (recycled words). The flashcards are placed the board. The teacher writes the matching words next to each flashcard and asks the pupils to repeat them. • The teacher mimes various actions (e.g. cooking, eating, sleeping, watching TV, having coffee, brushing teeth, etc.) and asks the pupils to name the room the action takes place in. <p>Pupils take turns to mime actions for the rest of the class to guess the room they are supposed to be in.</p> <ul style="list-style-type: none"> • The teacher presents the new and recycled furniture vocabulary and asks pupils to say which room each item should be in, e.g.: <p>Teacher: What’s this? Do you know? It’s a bath. A bath. Can you say it?</p> <p>Pupils: Bath</p> <p>Teacher: Which room does it go in? Is it in the living room?</p> <p>Pupils: No. In the bathroom.</p> <p>The flashcards along with the words are placed on the board in an arrangement such as the one below (furniture vocabulary can appear under one or more rooms):</p>

	<table><tr><th>Living Room</th><th>Kitchen</th><th>Bathroom</th><th>Bedroom</th><th>Dining Room</th></tr><tr><td>armchair sofa</td><td>Fridge table chair</td><td>bath</td><td>Bed</td><td>table chair</td></tr></table> <ul style="list-style-type: none">The teacher can use activities 1 and 2 in the Pupil’s Book at this point. Activity 1 is a Listen, look and learn activity whereas activity 2 asks the pupils to match the words and then listen to the recording.	Living Room	Kitchen	Bathroom	Bedroom	Dining Room	armchair sofa	Fridge table chair	bath	Bed	table chair
Living Room	Kitchen	Bathroom	Bedroom	Dining Room							
armchair sofa	Fridge table chair	bath	Bed	table chair							
PRACTICE	<ul style="list-style-type: none">The teacher takes the flashcards off the board and distributes them to pupils who place them back next to the matching word.The teacher asks the pupils to close their eyes and places word cards with the target vocabulary in different places around the classroom. The pupils then open their eyes and the teacher calls out a small group of pupils (5-6). S/he then calls out names of rooms and the pupils search around the classroom to find the right word card. If there is time, more groups of pupils can play the game or the game can be repeated at the end of the lesson.										
PRESENTATION	<ul style="list-style-type: none">The teacher presents PowerPoint Presentation 1 (found at http://www.schools.ac.cy). The first slide shows the picture of a kitchen and the teacher asks pupils what there is in the kitchen, e.g.: Teacher: What’s this? Pupils: It’s a kitchen. Teacher: What can you see in the kitchen? What is there in the kitchen? Pupils: a fridge Teacher: Yes, there is a fridge in the kitchen (the teacher writes the sentence on the board) Teacher: Have a look again. Is there a bed in the kitchen? Pupils: No.										

	<p>Teacher: That's right. There isn't a bed in the kitchen (the teacher writes the sentence on the board)</p> <p>Teacher: What else is there in the kitchen?</p> <p>(At the end of the discussion for each room shown in the presentation, the slide highlights all the key words)</p> <p>In the same way the teacher uses the presentation to present "There are.../There aren't...." e.g.:</p> <p>Teacher: Are there any chairs in the dining room?</p> <p>Pupils: Yes, there are.</p> <p>Teacher: There are four chairs in the dining room. (the teacher writes the sentence on the board)</p> <p>Teacher: Are there any windows in the garden?</p> <p>Pupils: No, there aren't.</p> <p>Teacher: There aren't any windows in the garden. (the teacher writes the sentence on the board)</p> <ul style="list-style-type: none"> • Pupils do activity 3 (Listen Look and learn) in their Pupil's Books and highlight the key language.
PRACTICE	<ul style="list-style-type: none"> • The teacher shows PowerPoint presentation 2 (found at www.schools.ac.cy). The pupils silently read the statement for each slide. They put their thumbs up and read the statement out loud, if it is correct or put their thumbs down and correct the statement, if it is wrong. The teacher then reveals the right statement on the slide that follows. <p><u>Example:</u></p> <p>The statement says: There is a kitchen in the house.</p> <p>Pupils put their thumbs up.</p> <p>Teacher: Very good! What does it say?</p> <p>Pupils: There is a kitchen in the house.</p> <p>Teacher: What about this one?</p> <p>The statement says: There are two bedrooms in the house.</p> <p>Pupils put their thumbs down.</p> <p>Teacher: Why? What's wrong?</p> <p>Pupils: There aren't two bedrooms in the house. There are three bedrooms in the house.</p>

	<ul style="list-style-type: none"> • The teacher asks the pupils what they remember/know about Halloween. They are encouraged to recall vocabulary from the previous year (trick or treat, pumpkin, etc.) and can discuss what children do on Halloween (in L1 if necessary). The teacher reminds them that on Halloween children/families sometimes have fun by getting together and telling scary stories. Sometimes they eat popcorn and other candies while listening to stories. Sometimes they also switch the lights off to create a scary atmosphere! • The teacher tells the pupils that the coursebook characters are celebrating Halloween and s/he asks pupils to listen to the story and answer the following questions: <ul style="list-style-type: none"> a) How many children can you hear? b) Which of the following words can you hear? (The teacher writes the words on the board: popcorn, candy, 'trick or treat', happy Halloween). • The pupils report their answers. They then check their answers by listening again to the recording while listening in their books. • The pupils read the text in chorus, repeating after the teacher or the recording. • The teacher asks the pupils to guess what is in the end of the dark, dark path and share their idea with the class by using "There is" or "There are". • If there is time, the teacher shows a PowerPoint presentation (Presentation 3-Ghost game found at http://www.schools.ac.cy). Pupils need to find out how many ghosts there are in each room. Each time a room is shown in the presentation, the teacher asks the pupils to guess how many ghosts they think will be there. <u>Example:</u> Teacher: What room is this? Pupil 1: A kitchen.
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	<p>Teacher: And how many ghosts are there in the kitchen? What do you think?</p> <p>Pupil 1: There is one ghost.</p> <p>Pupil 2: There are two ghosts.</p> <p>Pupil 3: There are 5 ghosts.</p> <p>Teacher: Let's see. There are two ghosts.</p>
PRODUCTION	<ul style="list-style-type: none"> • The pupils play a memory game in groups of 4 or 5. The teacher gives each group a handout (see photocopiable material) and asks them to read the statements. S/he then shows a picture (Presentation 4 available at www.schools.ac.cy) and asks pupils to look carefully for 30/40 seconds. The picture is then taken off the screen and the pupils complete the handout based on what they remember. The groups exchange their handouts and each group corrects another group's handout against the picture which is revealed. • Pupils do activities 1, 2 and 3 in their Activity Books. • Fast finishers: <ul style="list-style-type: none"> - write the new words on cards for the Word Wall - update their portfolios - work with online activities found at http://www.schools.ac.cy - play a game from the 'Logismika Paidagogikou Ellados': <ul style="list-style-type: none"> (Grades D-E)-Extras-Word Search-Places of a house (Grades D-E)-Home-Let's make a home (Grade St)-Space House-Cat Robot
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing and takes place through the whole lesson through teacher observations of children while they are carrying out tasks.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> The pupils choose a song to sing. The teacher draws the pupils' attention to the Word Wall and the words there (rooms and furniture). The pupils play various vocabulary games using those words. They can for example play "I spy" or the teacher can, with the use of gestures and miming where appropriate, describe a room or a piece of furniture for the pupils to identify, e.g. <p>"We watch TV there."</p> <p>"There are armchairs and a sofa there."</p> <p>"We sleep there."</p> Pupils play a game in groups of 4 or 5. Each group starts with "In my house there is ...". Each pupil adds something (a room/ furniture). Each pupil adds a word but needs to remember the previous ones. For each thing remembered the group gets one point and the group with the most points wins, e.g.: <p>Pupil 1: In my house there is a dining room.</p> <p>Pupil 2: In my house there is a dining room and a kitchen.</p> <p>Pupil 3: In my house there is a dining room, a kitchen and a fridge.</p> <p>etc.</p> <p>Tip 1: Before you start the game, give some time to the pupils to organise their groups, i.e. who goes first, who goes second, etc. You can also help some of the groups to make better use of their members, e.g. the strongest pupils can be last, etc.</p> <p>Tip 2: You can make the game more challenging, if you make the groups larger or if you have the game continue in two rounds, i.e. everyone in the group has two turns: Pupil A, B, C, D and then again Pupil A, B, C. and D.</p> Pupils read the text in groups (in chorus) or are allocated roles which they read individually.

PRE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the pupils that s/he is going to tell them the story that the children in the coursebook are reading. • The teacher tells the pupils that the story is a scary story and asks the pupils to guess what words there will be in the story. The pupils' answers are written on the board. During this activity the teacher also introduces the vocabulary included in the story (town, street, gate, yard) using flashcards or simple drawings. • Pupils sit in a circle. The lights can also be switched off and the curtains drawn in order to create a 'Halloween' atmosphere.
WHILE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the story to the pupils often stopping and asking the pupils to guess what will come next. The pupils also discuss the picture book illustrations and the teacher uses the illustrations to show what the words of the story mean (e.g. gate, street, etc.). <p>Note: <u>Although the story uses the structure "There was...", it can be told using "There is..." instead.</u></p>
AFTER-STORYTELLING	<ul style="list-style-type: none"> • Pupils try to remember the sequence of the story. The teacher can either have pictures/drawings on the board or write some key words: gate, door, house, town, etc. The pupils number the pictures/words based on the order in which they appear in the story. • The teacher tells the story again and pupils are encouraged to participate by saying which place will come next or by telling/repeating the text after the teacher. The teacher can, for example, encourage the pupils to repeat after her/him in a serious/scary voice.
EVALUATION	<ul style="list-style-type: none"> • A PowerPoint presentation (evaluation) is used to play a memory game. The picture is shown on the board and taken away after 30/40 seconds. The pupils work in their groups and try to remember what was in the picture. They write as much as they can remember on their mini-whiteboards. <p>On the board the teacher writes the following phrases to help the class: There is</p>

	<p>There are</p> <p>While the pupils work in their groups the teacher monitors the activity and offers help wherever needed.</p> <p>When the teacher calls stop, the groups stop writing. The results are then written on the board for checking, with groups taking turns to write sentences on the board. The groups get one point for each correct sentence.</p> <ul style="list-style-type: none"> Alternatively, an easier variation of the previous activity can be used. In this case, the teacher writes a number of words on the board. These include things that are included in the picture (e.g. cats, books, table, etc.) and things that are not included in the picture (e.g. elephant, bath, sink, etc.). <p>The teacher then shows the picture to the pupils for 30/40 seconds and after the picture is taken away, they are asked to write sentences on their mini whiteboards using the words on the board. They are expected to use “There is/are...” “There isn’t/aren’t...”. The structures are also written on the board to support the pupils.</p>
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LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Bingo: Pupils play a variation of Bingo. They circle 5 words from those included in the Listen Look and Learn activity in their Pupil’s Book (activity 1). The teacher then calls out words and pupils tick their circled words, if they hear them from the teacher. The winner is the first pupil whose words will be called out first by the teacher. The teacher tells a strange story to the pupils. S/he talks about his/her house but says silly things. Pupils shout ‘Stop!’ when s/he says something silly and correct the statement. <u>Example:</u> Teacher: I’ve got a very big house. In my house

	<p>there is a big living room. There is a lion in my living room...</p> <p>Pupils: Stop! There isn't a lion in the living room.</p> <p>Teacher: OK! There isn't a lion in my living room but there is a sofa and an armchair. There are also 100 kitchens in my house.</p> <p>Pupils: Stop! There aren't 100 kitchens in your house.</p> <p>etc.</p>
PRACTICE	<ul style="list-style-type: none"> The teacher tells pupils that they will now hear Omar talking about his house and they need to listen and find out which house it is (activity 4, Pupil's Book). It is a listening activity and the recording is found in Friends Audio CD for Year 4. <p><u>Transcript:</u> <i>Listen and find Omar's house.</i> <i>Hi! I'm Omar. This is my house. There are three bedrooms in my house. There is one kitchen and one living room. There are also two bathrooms. There is a garage too. There is a veranda but there isn't a garden.</i></p> <ul style="list-style-type: none"> Pupils also do activity 4 in the Activity Book.
WHILE-STORYTELLING	<ul style="list-style-type: none"> Pupils sit in a circle. The teacher tells the story and pupils are encouraged to participate.
AFTER-STORYTELLING	<ul style="list-style-type: none"> Pupils do activity 5 in their Pupil's Books. The teacher asks pupils to think about other alternatives for a similar story. The teacher can begin the sentences and pupils can continue with their own ideas. The teacher provides a couple of examples to make sure that pupils have understood what they are asked to do. <p><u>Example:</u> Teacher: In a dark dark forest, there is Pupils:there is a dark dark house. Teacher: In the dark dark house... Pupils: ...there is a dark dark kitchen.</p>

	<p>Teacher: In the dark dark kitchen....</p> <p>Pupils: ...there are dark dark cupboards.</p> <p>Teacher:in the dark dark cupboards...</p> <p>Pupils: ...there are cakes!</p> <ul style="list-style-type: none"> • Pupils do activity 6 in their Activity Books in which they are asked to write their scary stories. They can use activity 5 in the Pupil's Book as a guide/model. Pupils can work individually, in pairs or in groups. • Fast finishers can work on creating an entry in their picture dictionary with the theme 'house'. The pupils can think of various ways to create a visual organizer of the vocabulary so that they can include rooms and furniture within the theme.
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing and takes place throughout the lesson but especially while the pupils are writing and/or presenting their stories. During the pupils' writing, the teacher can go around checking understanding and progress individually. • Pupils complete the self-assessment form.
PROJECT	<ul style="list-style-type: none"> • Pupils can record themselves reading the story using the simplified version found in the Pupils' Book or reading the story they wrote themselves in the Activity Book. They aim to read with appropriate expression for a scary story and record themselves on voki.com or other audio-recording programmes. • Pupils can work individually, in pairs or in groups and choose one of their stories to recreate as a digital story. Pupils can create the story in PowerPoint, Kartouche, or using other similar tools (sample story at www.schools.ac.cy). <p>If there aren't enough computers, some groups can work on the computer while others can prepare their story in the form of a film strip (see photocopiable materials). You can, however, plan this lesson to be in the school computer lab, if one is available, thus allowing all pupils to work on computers.</p> <ul style="list-style-type: none"> • Pupils present their stories to their classmates. They can leave the last sentence unfinished to allow their classmates to guess what they have written.
PORTFOLIO	<ul style="list-style-type: none"> • If pupils carry out the project above, they can add their story in their portfolio. The stories can be on a

	<p>simple paper, on the film strip or in the form of a PowerPoint or other digital format.</p> <ul style="list-style-type: none"> • Pupils are reminded to add the story “On a dark, dark night” in their list of stories they have heard or read. They can also add something about Halloween in the section “other cultures”. They can for example add Halloween as a traditional celebration in a section about the culture of the USA, which can gradually be completed in the future (page 32, European Language Portfolio, Cyprus Ministry of Education and Culture).
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TEST YOUR MEMORY!

A. ✓ the right answers.

- | | |
|--|--------------------------|
| 1. There are two chairs in the bedroom. | <input type="checkbox"/> |
| 2. There aren't any beds in the bedroom. | <input type="checkbox"/> |
| 3. There are two cats in the bedroom. | <input type="checkbox"/> |
| 4. There are many books in the bedroom. | <input type="checkbox"/> |
| 5. There is a red table in the bedroom. | <input type="checkbox"/> |
| 6. There are pictures in the bedroom. | <input type="checkbox"/> |
| 7. There isn't a ball in the bedroom. | <input type="checkbox"/> |

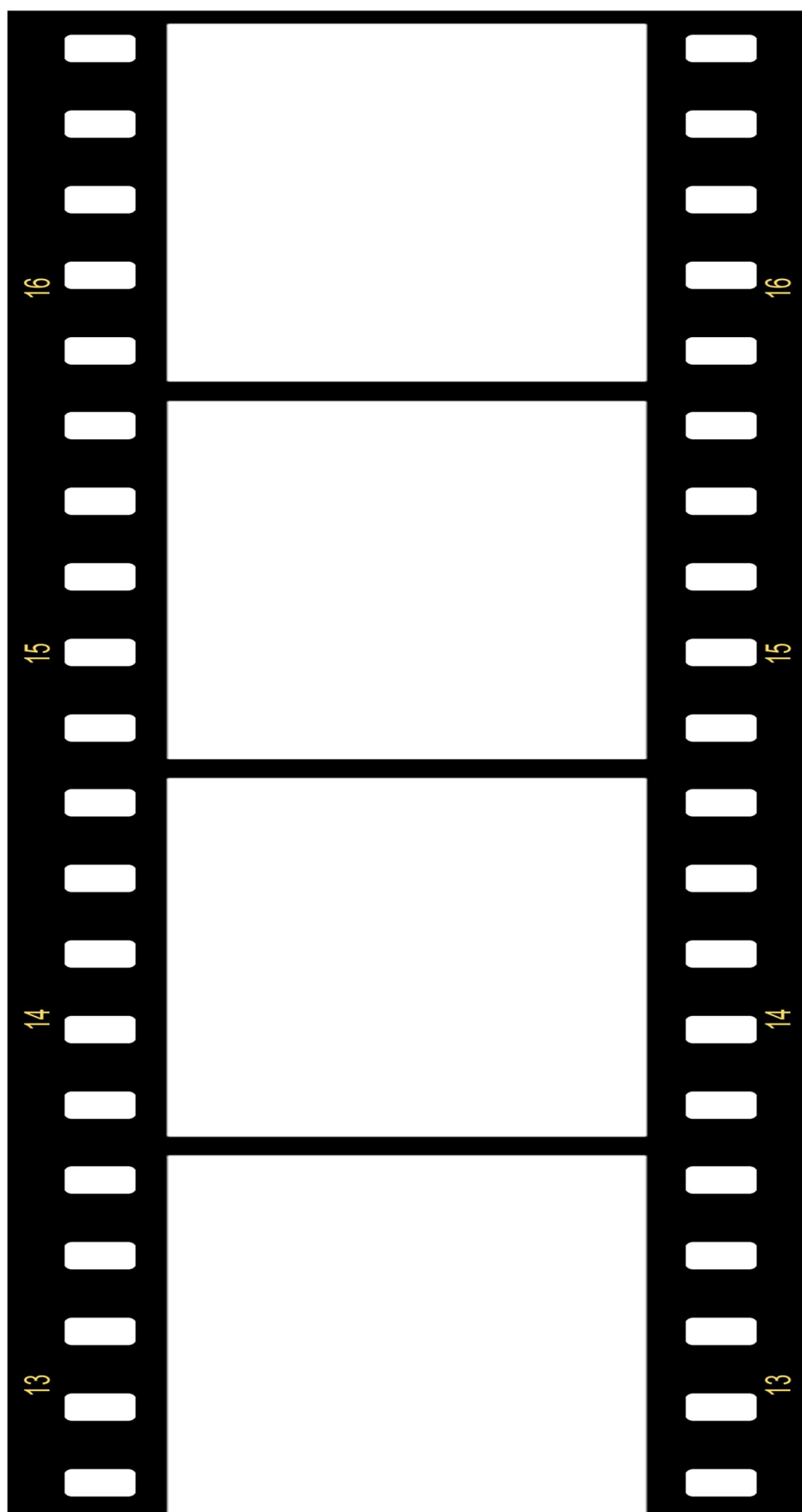
B. Now look at the picture again and correct the false statements.

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UNIT 7


OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • talk about what there is in their classroom
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> • become aware of different types of schools around the world • compare schools in different countries • learn a traditional song “Cows in the kitchen”
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • co-operate with each other to carry out tasks
NEW LANGUAGE	
<i>Production</i>	Is there...? Are there any...? Are there + number of objects ? Yes, there is. / No there isn't. Yes there are./ No, there aren't. picture, pupil, wall, classroom, teacher, school, dustbin
<i>Comprehension</i>	India, Sudan, Kenya, village What is there ...? chase away
RECYCLED LANGUAGE	There is a... There isn't a ... There are...There aren't .../ There aren't any How many....? Onomatopoeic animal sounds (moo, quack, oink, etc.) kitchen, bedroom , bathroom , living room, TV, house, chair, desk, bed, dining room, garage , garden, veranda, fridge, sink, cupboard, bath, table, armchair, sofa, door, stairs, computer, board, window big, small, mum, auntie, cat, dog, duck, pig
MATERIALS	Flashcards of rooms of the house (as used in the previous lesson), mini-whiteboards, Friends Audio CD for Year 4, PowerPoint presentations found at www.schools.ac.cy Optional: photocopiable materials
TIME	2 x 40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> The teacher tells pupils that they are going to talk about interesting houses, schools and other buildings. S/he shows a PowerPoint presentation that shows photos of such buildings (http://www.schools.ac.cy - Unit 7 - introduction). The pupils discuss the pictures talking about which country they think the house/school/building is in and interesting things they notice (e.g. There are no walls., There are no windows., There are many pupils., etc.). The teacher can encourage discussion by using questions such as “What is there ..?” (e.g. What is there in this school? What is there in this house?) , “Is there a?”, “Are there any ...?”, etc. <p>During this discussion the new vocabulary is introduced (wall, picture, pupil, teacher, classroom, school) and the new question forms are written on the board.</p>
PRACTICE	<ul style="list-style-type: none"> The teacher asks pupils if they have visited any interesting schools, houses or other buildings and invites them to talk about their experiences. Volunteer pupils can choose to bring pictures of such interesting buildings to show with the class in the next lesson. The teacher tells pupils that the coursebook characters are also talking about schools and that Datu is talking about schools in his mum’s village in the Philippines. <p>The teacher asks the pupils what they think the school in the Filipino village will be like and gives them the following questions: -Are there any computers in the classrooms? -Are the classrooms big?</p>

	<p>-Are there any boards in the classrooms?</p> <p>After pupils make their predictions, they are asked to listen to the text and check their answers. They then listen again while following in their books.</p> <ul style="list-style-type: none"> • Pupils listen and repeat after the recording or the teacher using the appropriate intonation and expression. • The teacher reads the text and stops midsentence. The pupils continue the sentence. OR The teacher reads the text and at various times reads 'BOOM' instead of the word in the text. The pupils call out the right word, e.g.: Teacher: Yes, it is a big "BOOM!" Pupils: school! • The class is divided into groups. Each group takes on a role and they read the text in chorus trying to use the appropriate intonation and expression. • Pupils do activity 1 in the Pupil's Book. The pupils' attention is drawn to the two different types of question: 'Is there a ...' and 'Are there any ...' and the relevant answers. • Pupils do activity 2 in the Pupils' Book. They first discuss the pictures as a class and then complete the gaps individually or in pairs. <p>The discussion about the different schools shown in the photos can go beyond basic description of the schools. A discussion in L1 can take place about the large differences between schools in different parts of the world, about the right of all children to education and how some children are deprived of this right due to lack of schools, teachers, etc.</p> <p>Tip: <i>Some of the schools and organisations that have kindly given permission for use of the photos in this Unit (e.g. the Ruben Centre in Nairobi and the Sudan Orphan Education Support) as well as many other schools and organisations in numerous countries would value any support given towards building and equipping a school. Do consider supporting a school – or the building of a school – through a class</i></p>
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	<i>project in English or as part of a larger school project.</i>
PRODUCTION	<ul style="list-style-type: none"> • The teacher shows PowerPoint presentation 1 (http://www.schools.ac.cy) and makes true or false sentences about the pictures. Pupils are asked to put their thumbs up when the sentences are true. When the sentences are false, pupils put their thumbs down. In this case, the teacher asks them to correct the sentence. Pupils can also be invited to take the lead role and make statements themselves. • The teacher writes the number of one of the PowerPoint slides on a piece of paper. Pupils try to find out which school the teacher has chosen by asking questions such as: “Is there a computer in the classroom?” “Are there any chairs?” etc. When they find the answer, a pupil can then pick a school for the others to guess which one it is. • The pupils then carry out the activity in pairs or groups (activity 3, Pupil’s Book). One of the pupils chooses a picture from activity 2 without telling the others. The other pupils ask questions to find out which picture it is. • Pupils do activities 1, 2 and 3 in the Activity Book. • Fast finishers work on: <ul style="list-style-type: none"> - updating their portfolio - completing previous entries in their picture dictionaries
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing and takes place through teacher observations of children while they are carrying out tasks.
PROJECT/ CROSS- CURRICULAR LINKS	<ul style="list-style-type: none"> • The pupils can work to create a campaign around the school so as to support another school or the building of another school in a needy area. The campaign can focus on the children’s basic right to education. The project can take place with the cooperation of other teachers and can involve other subjects such as Art (creating posters) or Agogi Zois (children’s

	<p>rights/ empathizing with other people/ active citizenship).</p> <p>Posters can be created using a variety of materials and/or digitally using PowerPoint or sites such as glogster.com</p> 
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LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils say what they remember about the school in Datu's mum's village in the Philippines. They then open their book and read the text to find out if they remembered correctly. • Pupils listen to the text and repeat after the teacher or the recording. Volunteer pupils take on roles and read the text for the class. • If pupils have brought pictures of interesting and unusual buildings they would like to share, they present them to the class.
PRACTICE	<ul style="list-style-type: none"> • The teacher uses PowerPoint presentation 2 and asks pupils to identify what is strange about the first picture (there is a cow in the kitchen). The teacher then presents the second slide and asks the pupils to guess what strange things might be there. The pupils

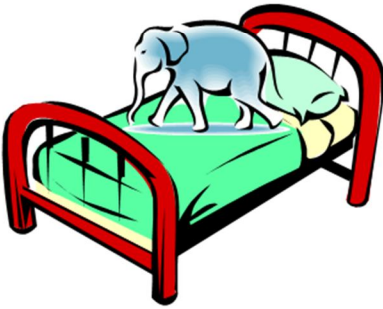
	<p>ask questions using ‘Is there a ...’/ ‘Are there ...?’ e.g. ‘Is there a on the table?’ ‘Are there ... under the table?’ After a few guesses the teacher reveals the answer. The same process continues for the following slides.</p> <ul style="list-style-type: none"> • The teacher tells pupils they are going to listen to a song about a funny house which is full of different animals. S/he asks pupils to guess what animals there are in the house. <p>Pupils work in pairs and write their guesses on their mini whiteboards using “Is there.../Are there...?”. If they ask about an animal whose sound/noise has been learnt in Year 3 (through the story Mr Brown can MOO or the Old McDonald song) the teacher also asks them to make the sound of that animal. Then they listen to the song from the audio CD and check their answers.</p> <ul style="list-style-type: none"> • After the first listening, pupils open their Pupil’s Books (activity 4a, Pupil’s Book) and listen to the song again, trying to participate. Alternatively, the lyrics can be presented on the board for the pupils to follow. • The teacher can ask questions about the song (e.g. “Let’s see who remembers the song. Are there cows in the kitchen? Are there pigs in bathroom? What is there in the dustbin? What did you think was very funny?” etc.).
PRODUCTION	<ul style="list-style-type: none"> • The pupils write one more verse for the song (activity 4b in the Pupil’s Book). They then share it with the rest of the class who are encouraged to sing along. • The teacher draws a ‘crazy’ classroom on a mini whiteboard, i.e. a classroom that includes a few ‘unusual’ objects or animals. Pupils try to find out what unusual things there are in the classroom by asking questions using ‘Is there a?’ / ‘Are there any ...?’. <p>Each time a question is asked, the teacher can have the pupils work in pairs and write on their mini whiteboards what they think the answer is (“Yes,</p>

	<p>there is/are'. or 'No, there isn't/aren't") before s/he replies.</p> <ul style="list-style-type: none">• Pupils do activity 4 in their Activity Books which is a similar activity to the one above Pupils are first allowed some time to complete their classroom. Then, they work in pairs and complete their partner's picture.• If there is still time, pupils play a 'Find your partner' game using the cards found in the photocopiable materials. The set should be photocopied twice to ensure that there are two cards of each kind. <p>Each pupil gets one card but they do not to show their picture to their classmates. Instead they need to move around the classroom so as to find the pupil that has the same picture as them.</p> <p>Before the activity begins, the teacher carries out a couple of examples with one or two pupils for the class to see.</p> <p><u>Example:</u></p> <p>Pupil A (has a card with a cow in the kitchen):</p> <p>Is there a cow in the kitchen?</p> <p>Pupil B: No, there isn't.</p> <p>Pupil A: OK. Thank you.</p> <p>Pupil A asks another pupil until s/he finds someone who has the picture with the cow in the kitchen.</p>									
EVALUATION	<ul style="list-style-type: none">• The teacher draws a table on the board (3 by 3) as below: <table><tr><td>1 Is there....?</td><td>2 Are there?</td><td>3 Is there ...?</td></tr><tr><td>4 Are there?</td><td>5 Is there?</td><td>6 Are there ...?</td></tr><tr><td>7 Is there?</td><td>8 Are there?</td><td>9 Is there?</td></tr></table>	1 Is there....?	2 Are there?	3 Is there ...?	4 Are there?	5 Is there?	6 Are there ...?	7 Is there?	8 Are there?	9 Is there?
1 Is there....?	2 Are there?	3 Is there ...?								
4 Are there?	5 Is there?	6 Are there ...?								
7 Is there?	8 Are there?	9 Is there?								

	<p>The pupils are divided into two groups and play a noughts and crosses game. Teams take turns to choose a square and they then have to form a correct question and answer sequence to win it. For example, if group A chooses square number 5, a member of the group needs to form a question using “Is there...?”. Then another member of the group needs to answer it correctly.</p> <p>The questions can be based on their own classroom, e.g. Are there two doors in our classroom? Is there a computer in our classroom?, etc.</p> <ul style="list-style-type: none"> • Pupils complete the self-assessment form.
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • Pupils sing the song and/or draw one of the scenes illustrated in the song. The teacher can have the song playing in the background.
PORTFOLIO	<ul style="list-style-type: none"> • Pupils include the song in the list of songs they know. They can also reflect and decide whether and to what degree they achieved the target of understanding what is said in a song (Listening – A1).

Photocopiable material: Game cards



UNIT 8

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • talk about favourite things • use polite expressions (“Would you like ...?” / “Yes, please” / “No, thank you.”) • actively engage with a children’s story during storytelling • write a list of things • use the plural form of regular nouns and nouns ending in –ch, –s, –sh, and –x
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> • become familiar with the English ‘afternoon tea’ • be able to enjoy and appreciate foreign children’s literature (‘The tiger who came to tea’) • learn a tongue twister
<i>Learning strategies:</i>	Pupils should become aware that name words from other languages can be used in English or other languages without change (e.g. food words)
NEW LANGUAGE	
<i>Production</i>	Would you like ...? Yes, please. / No, thank you. Food vocabulary: food, sandwich, biscuits, orange juice, beer, water, cereal Meals: dinner, breakfast, lunch My favourite is
<i>Comprehension</i>	milkman, grocer, tap, saucepan, café, teapot, supper, cooker (vocabulary found in the story) of course, polite, rude What’s your favourite food/animal/colour/sport?
RECYCLED LANGUAGE	There is/ There are There isn’t/There aren’t Is there ...? Yes, there is/No, there isn’t. Are there ...? Yes, there are/No, there aren’t. family members Rooms of the house and furniture (home, kitchen, table, fridge, cupboard, bath, etc.) Food vocabulary (cake, milk, chips, ice cream, tea, fish and chips, chicken, sausage, hamburger, lemonade, rice, salad) Other vocabulary: Excuse me, hungry
MATERIALS	a soft ball, Friends Audio CD for Year 4, food flashcards (NEW vocabulary: sandwich, biscuit, orange juice, water, beer, cereal, chicken, salad RECYCLED vocabulary: chips, fish, tea, milk, lemonade, cake, sausage, pizza, apples, oranges, carrots, bananas, cheese, hamburger, rice) can be made using the PowerPoint presentation at www.schools.ac.cy (presentation2), PowerPoint presentations from http://www.schools.ac.cy , photocopiable materials Optional: Tiger mask
TIME	3 X 40 minutes

LESSON 1

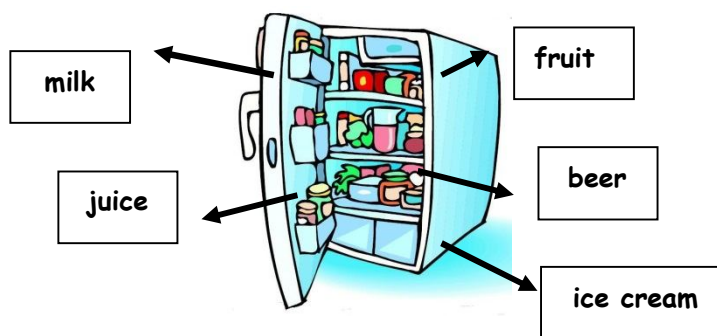
PROCEDURE	
REVIEW	<ul style="list-style-type: none">Pupils sit in a circle and sing ‘Cows in the kitchen’ which was taught in the previous Unit.The teacher tells pupils they are going to see a presentation which includes rooms of a house (found at www.schools.ac.cy – presentation 1) and asks pupils to guess what rooms there are in the presentation. Pupils make guesses according to the rooms they previously learnt. <p>The teacher writes the question forms “Is there ...?” “Are there?” to remind the pupils. Questions expected by the pupils are: “Is there a kitchen?” “Is there a bathroom?”, etc.</p> <ul style="list-style-type: none">As each picture appears in the presentation, the teacher encourages pupils to say what there is in each room, e.g. for the kitchen: <div data-bbox="691 1252 1211 1588"></div> <p>There are cupboards. There is a cooker. (the word cooker is introduced here)</p> <p>The teacher tells pupils there are more things in the kitchen which they cannot see but they’ll have to guess by asking, e.g.</p> <p>Pupils: Is there a fridge? Teacher: Yes, there is. Pupils: Is there a table? Teacher: Yes, there is.</p>



Once a few guesses are made by the pupils, the teacher reveals the items in the picture.

The same process is repeated with every room that is presented in the PowerPoint presentation. The teacher uses the opportunity to revise vocabulary (table, door, bed, schoolbag, etc.).

- The teacher shows the picture of the kitchen again and asks the pupils to guess what food there might be in the kitchen.
- Pupils brainstorm food items. This is an opportunity to revise previously learnt vocabulary and to introduce the new vocabulary. The teacher can use the PowerPoint presentation found at <http://www.schools.ac.cy> or use flashcards or drawings on the board e.g.:



The pupils can be encouraged to look at the Word Wall or remember previously learnt vocabulary from their picture dictionaries.

The pupils can play an “I spy ...” game with the new and recycled vocabulary. The teacher starts the game with “I spy with my little eye something beginning with What is it?” Afterwards the teacher can invite pupils to lead the game.

<p>PRESENTATION</p>	<ul style="list-style-type: none"> • The teacher says what his/her favourite food is and writes the phrase on the board, e.g.: “My favourite food is ...”. S/he then asks a number of pupils: “What’s your favourite food?” • Pupils play a ball game. The teacher throws the ball to a pupil and says what her/his favourite food is. The pupil that catches the ball says what his/her favourite food is and throws it to another pupil, etc. <p>Teacher: My favourite food is salad. (throws to Pupil A) Pupil A: My favourite food is pizza, (throws to Pupil D) Pupil D: My favourite food is chicken. etc.</p> <p>Note: <i>If pupils want to talk about food they don’t know how to say in English, the teacher can accept the Greek word. The pupils can also be made aware that food which originates from another culture keeps its name in English, too (e.g. mousaka, pastitsio, kalamari, halloumi, afeleia, souvlaki, pizza, curry, etc.). This applies to any language and the teacher can also use examples from international food which keeps its original name in the Greek language (e.g. pizza, hamburger, cannelloni, ravioli, curry, sushi, etc.).</i></p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher asks the pupils about their favourite food for breakfast, explaining that we eat breakfast in the morning. S/he writes the sentence on the board “My favourite breakfast is” and begins another round of the ball game, e.g “My favourite breakfast is milk and cheese/ cereal/ tea and biscuits/ orange juice and cereal, etc.” . • The same process is followed in order to talk about ‘favourite lunch’ and ‘favourite dinner’ e.g. “My favourite lunch is fish and chips.” “My favourite dinner is salad.” <p>Tip: <i>You don’t need to have all the pupils talk about all three meals (breakfast, lunch and dinner). A number of pupils can talk about one meal and then you can move to the next meal. All the pupils at this point are practicing the structure ‘My favourite ...’ “ and becoming familiar with the new vocabulary.</i></p> <ul style="list-style-type: none"> • The teacher uses PowerPoint presentation 3 to play a reading game. The food vocabulary appears in the PowerPoint presentation in the form of visuals accompanied by a sentence, e.g. “My favourite food/breakfast/lunch/dinner/drink is ...”. If the sentence that appears matches the visuals, the pupils touch their

	<p>nose. If not, the pupils touch their head.</p> <ul style="list-style-type: none"> Pupils sit at their desks and do activities 1 and 2 and 3 in their Activity Book. In activity 2 they have to choose what they have for breakfast, lunch and dinner. Pupils can use their picture dictionaries to add more words in each category or ask for help from the teacher using the phrases “How do you spell?”, “How do you say in English?”, etc.
PRESENTATION	<ul style="list-style-type: none"> After the activities are completed and checked, the teacher draws the pupils’ attention to the word sandwiches (in activity 2 and activity 3) and asks them what they think is different about this word. The teacher can help the pupils find the difference by drawing their attention to the rest of the plural forms in the text in activity 3 (highlight the plural forms) and by writing examples on the board (apple / apples – banana / bananas - sandwich / sandwiches). <p>Once pupils identify the difference (ends in –es), they look at activity 3 in the Pupil’s Book in order to find out why this happens.</p> <p>Note: <i>The plural for most nouns ends in –s but for nouns that end in –ch –s –sh and –x the plural noun is formed with an –es. The teacher can have the pupils experiment with sound e.g. can they hear an –s if they add it after these words? (No) This means that plural has to be more pronounced, hence –es.</i></p>
PRACTICE	<ul style="list-style-type: none"> Pupils do activity 4 in the Activity Book.
PRODUCTION	<ul style="list-style-type: none"> Find your partner/match game. Each pupil is given a small piece of paper and is asked to write what their favourite food is using the structure ‘My favourite food is ...’. <p>The pupils don’t show their note to anyone and walk around the classroom to find their partner (someone who has the same favourite food) by talking to other pupils, e.g.:</p> <p>Pupil A: My favourite food is pizza. Pupil B: My favourite food is sausages.</p> <p>Pupil A: My favourite food is pizza. Pupil C: My favourite food is pizza, too.</p> <p>When pupils find their partner, they sit down until everyone is done.</p>

	<p>Tip 1: <i>If the class is very large, you can divide it into two groups and groups can take turns in playing the game. While group A is playing the game, group B can observe and listen to the interactions of the other pupils. They can also later on be asked to evaluate group A, e.g. Do you think they worked well? Did they use English? Were they quiet? The questions can be placed on the board from the beginning of the activity thus making pupils aware of some key guidelines which are expected of them.</i></p> <p>Tip 2: <i>It is always useful to first give an example. The teacher can show how the activity works by carrying out an example with another pupil.</i></p> <p>Tip 3: <i>You don't need to wait until everyone has a partner before you end the activity. Because pupils decide what to write on their cards, not everyone may have a partner. End the activity when you feel that pupils had plenty of opportunities for interaction and practice of the structure. Praise everyone for chatting to each other and using English so well.</i></p> <ul style="list-style-type: none"> • If there is time, pupils can work to create word puzzles in their exercise books using food vocabulary. One or two groups of pupils, depending on how many computers there are available in the classroom, can prepare the word puzzles on puzzlemaker.com or other similar and child-friendly programmes <p>The word puzzles can later be collected and be used in one or more of the following ways:</p> <ul style="list-style-type: none"> - They can be posted online on the school website for pupils to access and solve - They can be displayed (in numerous copies) in a public area of the school for pupils to pick up and solve during break time* - They can be collected and printed together in a small puzzle booklet for pupils to take home and use during holidays (Christmas, Easter or Summer) - They can be photocopied and given to the rest of the class to solve (a few puzzles at the time). The pupils who created the puzzles can also be in charge of correcting the puzzles when their classmates return them
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place throughout the lesson mainly through observation of the pupils during practice and production activities.

- We owe this idea to Loukia Mavrogeni who used it effectively in Dromolaxia Primary School.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none">Pupils are divided into two groups and play a game of ‘tennis’. This means that each group has to give the name of a food or a drink in turns until they run out of vocabulary. The vocabulary item needs to be given in its plural form, if one is available. (The teacher writes or adds a flashcard on the board for each item mentioned.) <p>The game can be also played in more groups than two (e.g. three or four groups) but in all cases, care should be taken so that as many pupils as possible can contribute to the game and that it is not monopolized by a few pupils.</p> <p><u>Example:</u> Group A: pizza Group B: apples Group A: bananas Group B: chocolates Groups A: cheese etc.</p>
PRACTICE	<ul style="list-style-type: none">The teacher tells pupils that they are going to listen to a recording and they should try to find out:<ul style="list-style-type: none">How many people are talking?Who are these people?What food is mentioned. <p>The pupils listen to the recording for the text of Unit 8 and they then report their answers.</p> <p>Tip: <i>If you feel three questions are difficult for your pupils to focus on, you can divide the class into three groups and give one question to each group. More able pupils may still try to answer all three questions.</i></p> <ul style="list-style-type: none">The pupils open their books and listen again while following in their books.The teacher asks comprehension questions on the text, e.g.:<ul style="list-style-type: none">⇒ What is there for dinner?⇒ Do the boys want to eat dinner?

	<p>⇒ What do they want to eat?</p> <ul style="list-style-type: none"> • The teacher asks if the boys are polite and draws the pupils' attention to how the boy use 'Yes, please'. S/he asks pupils if they notice other polite forms of expression and the pupils highlight the question form 'Would you like ..?'. • Pupils repeat after the recording. • Pupils do activity 1 in the Pupil's Book.
PRE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the pupils they are going to read a story about someone who loves food very much. S/he asks pupils to guess who this could be? (e.g. a boy, a girl, an animal, etc.). • Pupils sit in a circle. The teacher then presents the cover of the book and reveals that it is about a tiger. S/he then asks pupils to discuss the cover and identify the author and the title of the book. Some indicative questions are: What colour is the tiger? (It's orange) (The teacher tries to get the pupils to describe the tiger (big and furry, friendly/not scary, maybe hungry) What is the tiger doing? (having tea with a girl) Here the teacher can remind the pupils of what 'having tea' means and that teatime in the UK is a light afternoon meal and not just tea. <i>(This should be familiar to the pupils from the story "Walking through the Jungle" in Year 2.)</i> What's the girl's name? (pupils guess) Can you read the title? Why do you think the tiger came to tea? (it was hungry) What do you think the tiger would like to eat? What is the tiger's favourite food? The teacher then invites the pupils to listen to the story and find out what the tiger is going to eat while having tea with the little girl.
WHILE-STORYTELLING	<ul style="list-style-type: none"> • The teacher starts telling the story pointing to pictures where necessary to make things clearer for pupils. While telling the story the teacher pauses at intervals and lets pupils guess parts of the story, e.g.: "It can't be the milkman ... It can't be the boy from the grocer ... and it can't be Daddy" Who can it be? " So the tiger came into the kitchen and sat down at the table"

	<p>What did the tiger eat?</p> <p>“And then he looked round the kitchen to see what else he could find”</p> <p>What do you think he could find in the kitchen? What is there in the kitchen for the tiger to eat?</p> <p>“And Sophie’s daddy said, ‘I know what we’ll do. I’ve got a very good idea’</p> <p>Can you guess daddy’s idea?</p> <p>Also during the story the teacher draws the pupils attention to how polite mummy and Sophie are and the language used, e.g. “Would you like a sandwich?” etc.</p>
AFTER STORYTELLING	<ul style="list-style-type: none"> • The teacher discusses the story with the children asking them various questions to check comprehension, e.g.: <ul style="list-style-type: none"> ○ Who are the characters in the story? (Sophie, her mum, her dad, the tiger) ○ Has Sophie got any brothers or sisters? (No, she hasn’t) ○ Is mummy polite or rude? (She is polite. She asks the tiger ‘Would you like ...?’) ○ Is the tiger polite or rude? (rude – eats too much – doesn’t eat one but eats ALL the buns, drinks all the milk, etc.) • The teacher asks the pupils, if they can be as polite as Sophie and her mummy so s/he writes the question “Would you like?” on the board as well as the responses “Yes, please” and “No, thank you.”. • The teacher asks the pupils, if they can be as polite as Sophie and her mummy so he/she writes the question “Would you like?” on the board as well as “Yes, please” and “No, thank you.” <p>The teacher then shows food flashcards to the class and invites them to ask her/him in chorus “Would you like a?” Preferably use flashcards such as: apples, oranges, carrots, biscuits, bananas and generally vocabulary which can be used with “would you like a ...?” (e.g. Would you like a sandwich/a biscuit/ an apple/a banana/a carrot, etc.) and avoid uncountable nouns which would require the omission of ‘a’ (Would you like some tea?, etc.)</p> <ul style="list-style-type: none"> • The teacher asks for a pupil volunteer to stand in the middle

	<p>of the circle. The teacher shows a flashcard to the rest of the class so that they can form a “Would you like ...” question in chorus. The pupil then answers the question. Another pupil is selected and so on, e.g.:</p> <p>Teacher shows a flashcard (a hamburger) Pupils: Would you like a hamburger? Pupil A: No, thank you. etc.</p> <ul style="list-style-type: none"> • Pupils do activity 4 in the Pupil’s Book. • Fast finishers can: <ul style="list-style-type: none"> - work with activity 6 in the Activity Book - continue working on word puzzles which they started next week. - update their picture dictionaries with the new food vocabulary - create word cards with new vocabulary to add to the Word Wall -work on the computer/s using the “Logismika Paidagogikou Ellados”: Grades D-E- Toy store (additional material)-level 1-Memory game-food Grades D-E- Toy store (additional material)-level 2-Crossword-food Grades D-E- Supermarket-Let’s go shopping Grades D-E- Supermarket-Let’s order
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • The teacher tells pupils they are going to learn a tongue twister. S/he can either say the tongue twister or have the pupils listen to it on the audio CD. The pupils try out the tongue twister in pairs. The teacher monitors and helps pupils. Volunteer pupils can say the tongue twister out loud for the class.
EVALUATION	<ul style="list-style-type: none"> • The teacher observes and evaluates pupils during the lesson activities.

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils sit in a circle and practice their tongue twister. They first practice saying it quietly to the pupils next to them and then try saying it out loud for the rest to hear. Pupils play a ball game. The teacher throws the ball saying a word in its singular form. The pupil who catches the ball says the same word in its plural form. Words used should include plurals ending in -es too. The pupils play a memory game in groups of 5 or 6 where each member of the group adds a food item and the next one has to add one of his/her own and remember the rest. Also the pupils have to start their sentence with “My favourite food is....” e.g. Pupil A: My favourite food is sandwiches. Pupil B: My favourite food is sandwiches and sausages. Pupil C: My favourite food is sandwiches, sausages and chips. etc. <p>Tip: Give time to the groups and encourage them to prepare as to who will be number 1, number 2, etc. You can help them make the most of their team members, e.g. by leaving the strongest pupil last and allowing the weakest pupil to be first. This will make the pupil and the team feel successful and will make each pupil a valuable part in the team.</p>
PRE-STORYTELLING	<ul style="list-style-type: none"> The teacher gives pairs mixed-up sentences (photocopiable materials) and asks the pupils to put them in the order they think they will appear in the story. The teacher monitors and supports the pupils. Alternatively, the teacher gives pupils a handout showing the drink and food items in the story (a sandwich, a bun, a biscuit, a cake, a sausage, chips, an ice cream, milk, orange juice, water, beer – see photocopiable materials) and asks the pupils if they can number them according to the order in which they appear in the story.
WHILE STORYTELLING	<ul style="list-style-type: none"> The teacher tells the story or shows the animated video for the story (http://www.youtube.com/watch?v=3pZxvxmry4A). <p>The pupils check their answers while they listen to the story.</p>

AFTER STORYTELLING	<ul style="list-style-type: none"> • The pupils report their answers (either to the first task – sentences – or the second – food items) and the teacher returns each time to the page which refers to the point mentioned so that the pupils answers are verified. • The teacher reminds pupils that with all the food gone, Sophie’s house, the cupboards and her fridge were empty and Sophie and her mum had to go shopping. S/he then asks the pupils to write the shopping list for Sophie and her mum (activity 6, Pupil’s Book). <p>The teacher monitors the activity and those who finish progress to activity 7 in the Pupil’s Book.</p> <ul style="list-style-type: none"> • The teacher discusses with the pupils if they think the tiger will come back and whether they want the tiger to come back and why. • Pupils go to their seats and work in pairs or groups to decide whether they would like the tiger or another animal to come and visit them. They are then asked to prepare the dialogue they would have with their guest over tea (activity 5, Activity Book). • Once they finish the activity, they work in pairs to prepare and role-play the dialogue they wrote. The teacher monitors and supports the pupils. <p>Pairs who feel confident can present for the class.</p> <p>Tip: <i>Props always make role-plays much more fun. If you like, you can prepare the tiger mask or the finger puppet (see photocopiable materials) so that the pupils who will present for the class can use it as a prop.</i></p>
EVALUATION	<ul style="list-style-type: none"> • The pupils are encouraged to reflect on the fact that in this unit they have written a shopping list. They are encouraged to reflect on a new skill/competence they have and record it in their portfolio, e.g. record achievement of the goal “I can write a list” • The pupils can also add ‘the tiger who came to tea’ in the list of stories they have heard. • Pupils complete the self-assessment form.
CROSS-CURRICULAR LINKS	<p>Agogi Zois: Pupils can set up and act out an English tea with appropriate food and a role-play which also emphasizes polite language.</p>

Sophie is having tea with her mummy.

Sophie opens the door! Wow what a big tiger!

"Would you like a sandwich?"

Sophie gives the tiger the buns.

The tiger eats the biscuits and the cake.

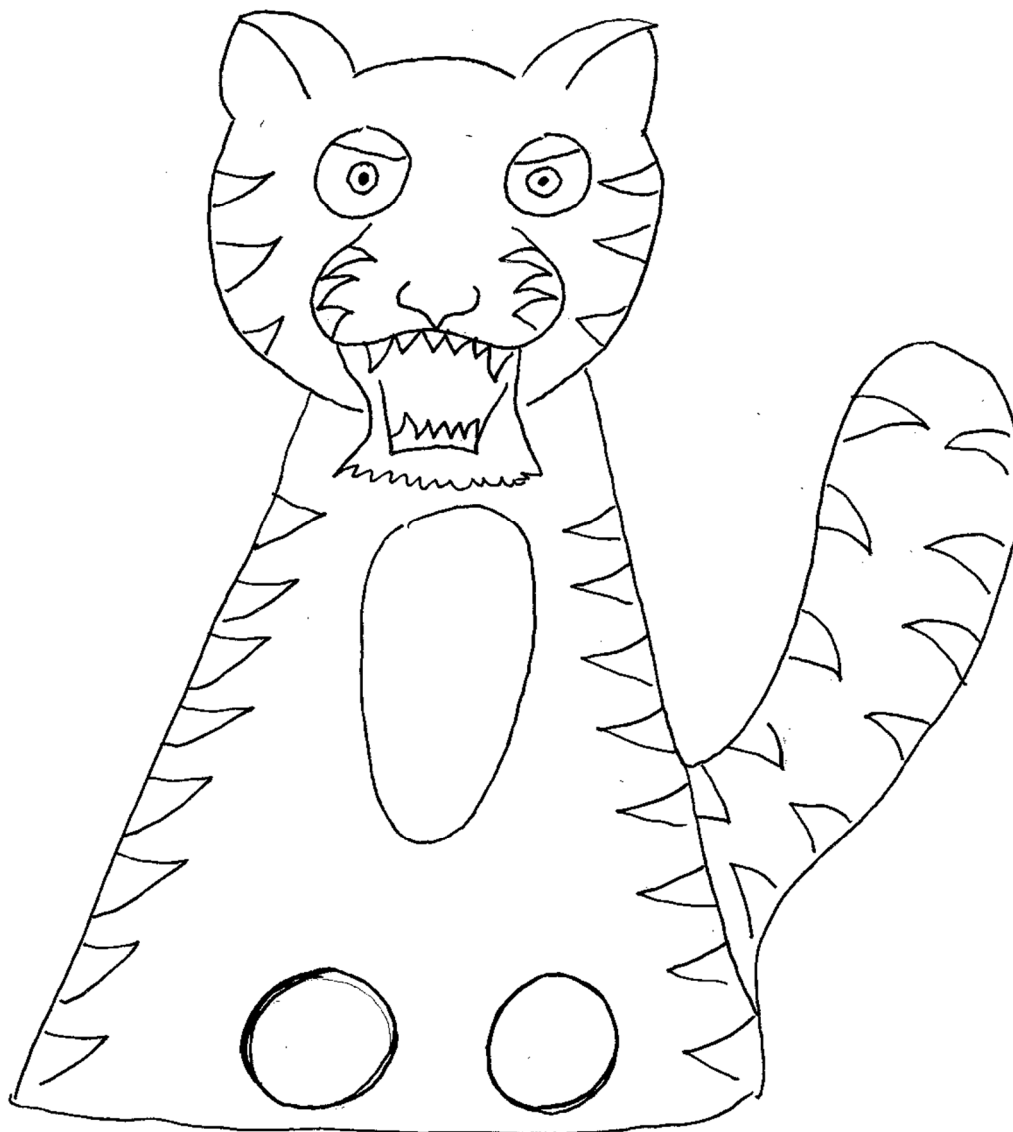
The tiger eats the dinner and the food in the
fridge.

The tiger eats all the packets and tins in the
cupboard






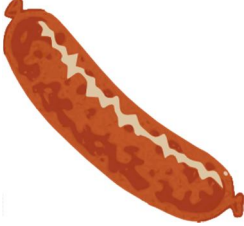


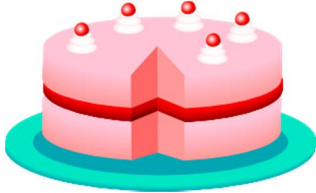
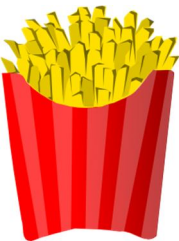
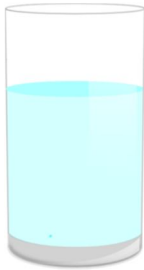
Daddy, mummy and Sophie go to the cafe.

Photocopiable material - Tiger mask template





Number the pictures

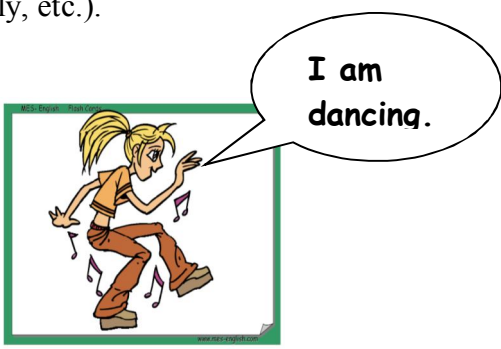
 <p>sandwich</p>	 <p>milk</p>	 <p>orange juice</p>
 <p>beer</p>	 <p>biscuit</p>	 <p>sausage</p>
 <p>bun</p>	 <p>ice cream</p>	 <p>cake</p>
 <p>chips</p>		 <p>water</p>

UNIT 9

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • follow and engage with a story during storytelling • give and follow instructions • talk about what is happening in the present time • write a simple sign in English (e.g. be quiet!)
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> • be able to appreciate and enjoy foreign children's literature ('class two at the zoo' by Julia Jarman) • become familiar with a variety of international names. • learn a tongue twister
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • tolerate ambiguity • use visuals in order to make meaning • infer and communicate meaning using gestures
NEW LANGUAGE	
<i>Production</i>	Present continuous: (affirmative and negative forms) Giving instructions / use of imperatives Animals: anaconda, cheetah Verbs: kiss, hop, sing, dance, eat, laugh, sleep, open, close Other expressions: 'I love it!', "Be careful!"
<i>Comprehension</i>	ponder, rescue, wander, swallow, having a laugh (vocabulary used in the story) What is s/he/it doing?
RECYCLED LANGUAGE	<u>Animals:</u> kangaroo, snake, parrot, monkey, penguin, gorilla, giraffe, hippo, crocodile, peacock, koala <u>Instructions/verbs:</u> listen, be quiet, jump, touch, run, walk, fly, stand up, sit down, play <u>Feelings:</u> scared <u>Adjectives:</u> big, small, scary, bad, dangerous, long, short <u>Places:</u> jungle, zoo <u>Structure/s:</u> There is/are Other: teacher, children
MATERIALS	Storybook "Class two at the Zoo", Friends Audio CD for Year 4, PowerPoint presentations found at http://www.schools.ac.cy Flashcards with the new and recycled verbs (e.g. downloaded from http://www.mes-english.com/flashcards/verbs.php - use flashcards from sets 1, 2 and 3), A4 cards or paper, colouring pencils or pictures of animals and glue, pictures of famous people in action (see note below)
TIME	4 X 40 minutes

Note: Tell pupils to bring pictures of their favourite personalities (athletes, singers, etc.) in action, i.e. doing what they are famous for (singing, playing tennis, etc.). You will need these pictures in **Lesson 1**.

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils sit in a circle. The teacher asks the pupils to choose which one of the songs they learnt until now, they would like to sing and the pupils sing that song.
PRESENTATION	<ul style="list-style-type: none"> The teacher mimes various actions and the pupils guess what s/he is doing (e.g. walking, eating, flying, playing basketball/football, etc.). S/he then writes the sentences on the board e.g.: I am walking. I am flying. I am playing basketball. S/he asks the pupils if they notice anything in these sentences. The pupils might notice the –ing ending which the teacher highlights and s/he also draws their attention to ‘am’. The pupils are asked to deduce why/when we use “I am ... ing.” (when we are doing something NOW). <p>The teacher also shows pupils that ‘I am’ and ‘I’m’ are the same.</p> <ul style="list-style-type: none"> The teacher places action flashcards with known verbs on the board and draws speech balloons for each flashcard. S/he completes the speech bubbles accordingly (e.g. I am jumping, I am walking, etc.). New verbs are also introduced (singing, dancing, eating, laughing, sleeping). The pupils repeat in various ways (quietly, loudly, etc.). <div data-bbox="798 1545 1300 1892">  </div>
PRACTICE	<ul style="list-style-type: none"> The teacher takes away the flashcards and distributes them to pupils who come up and place them next to the right speech bubble.

- Once all the flashcards are back on the board, the teacher divides the pupils into two groups. Each group assigns numbers to its members (both groups need to have the same numbers). The teacher then reads a sentence from the board and calls out a number. The two pupils with that number run to the board and touch the right flashcard.

The pupil who touches the flashcard first, wins a point for his/her group.

- If there is time, pupils play a pass the card game. The teacher gives out flashcards showing various actions or word cards with different actions written on them (flying, singing, etc.). Each pupil passes the card on to the pupil sitting next to him/her while music is playing in the background. When the music stops, the pupils holding a card take turns to show the flashcard to the class and say what they are doing, e.g. "I am jumping". The rest of the pupils in the circle mime the action.

Tip: *If a pupil holding a card is not entirely ready to say the sentence which corresponds to his/her flashcard, be ready to give support (e.g. whisper the sentence in his/her ear) so that the pupil is not discouraged.*

- The teacher introduces the following jazz chant by getting the pupils to say it with her/him and doing matching actions to support meaning.

I am playing. I am playing. I am playing.

I love it! I'm playing!

I am flying. I am flying. I am flying.

I love it! I'm flying!

I am singing. I am singing. I am singing.

I love it! I'm singing!


The pupils can also say the jazz chant in various ways. One such way is shown below:

Group A: I am playing. I am playing. I am playing.
I love it! I'm playing!

Group B: I am flying. I am flying. I am flying.
I love it! I'm flying!

Group A: I am singing. I am singing. I am singing.
I love it! I'm singing!

Tip: *Although the jazz chant is written in the Pupil's Book, you can keep the pupils in the circle and support them when they*

	<i>say the chant by projecting it on the board.</i>
PRODUCTION	<ul style="list-style-type: none"> Pupils return to their desks and work in pairs to complete activity 4 (make their own jazz chant) in the Pupil's Book by using the jazz chant (activity 3) as a model. Fast finishers practice saying their jazz chants until everyone is ready. Volunteer pupils say their jazz chants while the rest of the class does the movements which match the jazz chants. Pupils do activity 2 in their Activity Books. Fast finishers can work on: <ul style="list-style-type: none"> -updating their portfolio -adding new words on the Word Wall -creating word puzzles with action verbs ending in -ing using www.puzzlemaker.com - begin to work on the project below
PROJECT	<ul style="list-style-type: none"> The pupils use A4 cards and create posters by sticking a picture of a favourite actor/athlete/singer and then drawing and completing a speech bubble based on what the person is doing. <p>The activity can also take place on computers where the pupils may use digital images of their favourite persons.</p> <div style="text-align: center;">  </div> <p>The pupils' posters are later displayed in the classroom.</p>

EVALUATION	<ul style="list-style-type: none"> Pupils work in pairs using their mini-whiteboards. The teacher shows flashcards with people doing things and the pupils write in a speech balloon what the person is saying. Before the activity begins, the teacher helps pupils review the action verbs and can leave them written on the board for reference. Each time the pupils complete a speech balloon, they raise their whiteboard for the teacher to check their answers.
PORTFOLIO	<ul style="list-style-type: none"> If pupils like, they can record their jazz chant (using an audio or video recorder) to include in their portfolio.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> They sing the jazz chant they learnt in the previous lesson while doing the appropriate actions. Volunteer pupils can present the jazz chants they wrote for activity 4 (see previous lesson) and the teacher encourages the class to join in. Pupils also present their posters with their favourite people (see project lesson 1) and read what they wrote in the speech bubbles.
PRESENTATION	<ul style="list-style-type: none"> Volunteer pupils come to the front one at a time and the teacher whispers in their ear an action verb (or gives them a piece of paper with an action verb written on it), e.g. singing, dancing. The pupils mime the action and then the teacher asks “What is s/he doing?” <p>The teacher supports pupils in using the structures: He is ing. She is ing. and writes examples on the board highlighting the –ing ending and ‘is’. The teacher also adds what the pupil is not doing and writes on the board the structure: He/She isn’t ing. e.g.:</p> <p>Teacher: What is he doing? Pupil A: She is dancing.</p>

	<p>Teacher: Yes, she is. She is dancing. She isn't running.</p> <ul style="list-style-type: none"> The teacher guides the pupils in noticing how the structure works and then uses the posters prepared by the pupils and asks the pupils to say what each person is doing, e.g.: Teacher: Who is he? Pupil: He is Messi. Teacher: What is he doing? Pupil: He is playing football. The teacher shows a PowerPoint found at http://www.schools.ac.cy (lesson 2) and invites the pupils to predict what animal/s will follow next and discuss what the animal/s is/are doing. <p>An example of the interaction expected is:</p> <p>Teacher: Which animal do you think will come next? Pupils mention a variety of animals. Teacher: Let's see. Which animal do you think this is? (teacher shows the slide with the animal partly hidden) Pupils guess the animal Teacher: Yes, it is a cat. What do you think it is doing? Can you guess? Pupil A: It is sleeping. Pupil B: It is eating. Teacher: Yes, it is eating. Here, let's have a look. (Teacher reveals the picture)</p> <p>During the presentation, the teacher draws attention to the fact that when we are talking about two or more animals/people/things we use 'They are ing.'</p>
PRACTICE	<ul style="list-style-type: none"> The teacher tells pupils the coursebook characters went to a zoo recently. S/he asks pupils if they like zoos, which zoos they have visited and what animals one can find there. S/he writes on the board the animals the pupils mention and introduces the animals: cheetah and anaconda. The pupils listen to the recording (Friends audio CD for Year 4) and note on their mini-whiteboards which animals they hear. Once they note the animals down, the teacher asks them to listen again to find out what the animals are doing. The pupils then open their books and listen to the recording while following in their books. They are

	<p>asked to look at their notes and correct them. They then report the correct answers to the class.</p> <ul style="list-style-type: none"> • The pupils are encouraged to highlight the –ing instances in the text. They then repeat the text after the recording or after the teacher.
PRESENTATION	<ul style="list-style-type: none"> • The teacher asks pupils to note what the teacher is saying to the children in the text (Come here / Be careful / Don't feed the animals / etc.). <p>The teacher asks pupils if they can think of any other instructions the children's teacher could say. The teacher writes on the board any instructions suggested by the pupils and then writes additional instructions (see below). S/he asks the pupils to guess what the instructions could mean and then explains their meaning to the pupils using examples, gestures and miming.</p> <p>Don't wander off. Don't ponder. Be careful! Keep together. Keep your eyes open. Watch out!</p>
PRE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells pupils s/he is going to tell them a story about a group of children who went to the Zoo. • Pupils sit in a circle. The teacher shows the cover of the book "Class Two at the zoo" (but hides the title) and encourages pupils to observe and discuss the illustration on the cover. (e.g. what can you see? Is it a long or short snake? What kind of snake is it? (anaconda) what is it doing?). • Pupils read the author and the title of the story. The teacher explains what "class two" means by referring to the classes in their school, e.g. you are class 4, class two is Mrs Elena's class, etc. • The pupils are asked to predict what will happen in the story. They can use L1 if they need to. All ideas are accepted and the pupils are then invited to listen to the story to find out, if what they predicted is right.
WHILE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the story. Gestures, facial expressions

	<p>and exaggerated intonation are used to illustrate the meaning of words. The teacher encourages the pupils to describe what they see in each picture by asking questions such as “What are the koalas doing? What animals can you see? What do you think the teacher is saying?” The pupils are also asked to guess what animals the children are going to see next and what they will be doing, e.g. “What animals are next? What are they doing? Can you guess?” (The verb hopping is introduced during the story).</p>
AFTER-STORYTELLING	<ul style="list-style-type: none"> • The pupils say what their favourite part of the story was (they can use L1, if they need to). The teacher can each time go back to the part of the book mentioned by the pupils and show the relevant scene/picture again. • The pupils work in small groups and choose one scene from the story (perhaps their favourite scene) to create as a still scene. The groups work to create/prepare the scene and when they are ready, they return to the circle and take turns to come to the middle of the circle and show the class the scene while the rest of the class have to guess which scene it is and identify what the pupils are doing. A pupil or the teacher can take pictures of each still scene.
EVALUATION	<ul style="list-style-type: none"> • Pupils return to their desks and work in pairs or groups. Each pair/group is given a set of cut up word cards/sentences (see photocopiable materials). The pupils work to form the right sentences, according to the story: <p>The koala is kissing a kangaroo. The parrots are flying. The anaconda is opening one eye. The hippos are hopping. The monkeys are eating. The cheetahs are running. The gorillas are jumping.</p> <p>The pupils can also do this in the form of a game, if they play it in groups. Each team is given a number and the numbers are written in different areas on the board. Each time a sentence is formed, the group sends one team member to the board to write the sentence formed. The winning team is the one who writes all the sentences (correctly) first.</p>

Note: For the next lesson you will need to print out the still scenes

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils play a hangman game in two rounds. The first round uses animal vocabulary whereas the second round uses verbs. The game can either be played in the traditional way or using the interactive version found at http://www.schools.ac.cy The teacher uses the PowerPoint presentation found at http://www.schools.ac.cy (Unit 9 -lesson 3). The pupils work in pairs or groups using their mini-whiteboards. Each time a sentence appears on the slide, they have to decide how to complete the gap ('is'/'isn't' or 'are'/'aren't') and write it on the whiteboard. They raise it and show the teacher before the answer is revealed. Pupils are divided into groups. Each group takes one of the roles of the text and read that role in chorus while using appropriate intonation, expression, etc. Pupils do activity 1 in the Pupil's Book. The pupils can look at activity 2 (listen, look and learn). They can highlight the – ing ending and discuss the use of "I am" and "I'm". They can also be encouraged to write under the pictures sentences in -3rd person singular or other persons, e.g. He is walking. He isn't walking. He is dancing. This will give pupils an opportunity to focus on is – isn't / are – aren't.
PRE-STORYTELLING	<ul style="list-style-type: none"> Pupils sit in a circle. The teacher asks the pupils, if they remember what animals were in the story 'Class Two at the Zoo' and what they were doing. The teacher writes the animals mentioned by the pupils on the board and then writes on the board a variety of verbs. S/he asks the pupils to match the words with each animal based on what they were doing in the story.
WHILE-STORYTELLING	<ul style="list-style-type: none"> The teacher tells the pupils to listen to the story and try to remember what the animals are doing. Pupils are encouraged to participate whenever appropriate.

<p>AFTER-STORYTELLING</p>	<ul style="list-style-type: none"> • The pupils report on what they remember as regards what animals are doing what. • The teacher names an animal and then a verb and the pupils form a sentence according to the story, e.g. Teacher: koalas dancing Pupils: The koalas aren't dancing. Teacher: anaconda flying Pupils: The anaconda isn't flying. • The pupils match/correct the verbs with the animals on the board. • Pupils carry out activities 5 in the Pupil's Book and activities 2 and 3 in the Activity Book. • The teacher then shows the pupils (with the help of a projector) the photos of the still scenes taken from the previous lesson. The pupils identify the animals, people and actions taking place in the still scenes. • Each group is handed photos of their own still scene. The pupils stick the photos in their exercise book and write sentences about the scene, e.g. <i>The anaconda is opening its mouth. The children are running.</i> • Pupils work individually, in pairs or groups to create a crazy zoo. They can choose a name for their zoo and add as many animals as they like while also adding signs/labels for each type of animal. The animals should be doing something a little crazy (e.g. bears playing football, giraffes playing tennis, etc.). The pupils can use A4 cards or paper and either draw the animals or stick animal pictures and create a collage. They then can write a few sentences about their zoo on a piece of paper which can be attached on the A4 paper or in strips of paper which can be stuck on the poster. The sentences can describe what the animals are doing (e.g. The camels are singing.). Groups of pupils can also create their zoo on the class computers using kidspiration, kartouche, or other software.

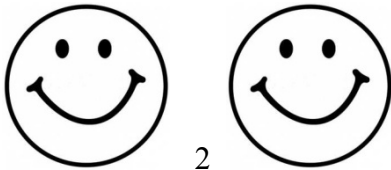
	<ul style="list-style-type: none"> Fast finishers can: write a paragraph about their zoo. The teacher encourages pupils to use the structure ‘there is/are ...’ in their paragraphs and a writes a model paragraph on the board to support pupils e.g.: <p><i>This is Happy Zoo in Happyland. There are three lions in the zoo. There are two bears and four zebras. There is one elephant, too.</i></p> <p>Or</p> <ul style="list-style-type: none"> work on their portfolios play ‘hangman’ with other fast finishers. play relevant interactive games from http://www.schools.ac.cy record their jazz chant on voki.com or similar programmes
EVALUATION	<ul style="list-style-type: none"> The teacher monitors pupils during their writing tasks (zoo, still scene, activity book tasks), observes pupils and discusses progress with them.
PORTFOLIO	<ul style="list-style-type: none"> Pupils can add their group’s still scene and its description in their portfolios. They can also add their zoos in their portfolios. <p>The pupils can write comments about what they can do, e.g. ‘I can write the names of these animals.’ Or ‘I can talk about what people are doing’.</p> <ul style="list-style-type: none"> Pupils also write the story under the list of stories they heard/read.

LESSON 4

PROCEDURE	
PRE-STORYTELLING	<ul style="list-style-type: none"> Pupils sit in a circle. The pupils can present their crazy zoos to their classmates (see previous lesson). They can use their paragraph and/or the sentences they wrote about the animals when presenting their zoo.

	<ul style="list-style-type: none"> The teacher asks the pupils, if they remember any names of children mentioned in the story. The teacher writes the names mentioned by the pupils on the board. <p>If the pupils need hints or clues, the teacher can read parts of the story and encourage them to remember names based on the rhyming pattern of the story.</p>
WHILE-STORYTELLING	<ul style="list-style-type: none"> The teacher tells the story and the pupils try to remember the names of the children.
AFTER-STORYTELLING	<ul style="list-style-type: none"> The pupils say the names they remember from the story and the teacher confirms their answers by reading the relevant parts from the book. The teacher also writes the names on the board. The teacher asks the pupils where they think the children are from and starts a discussion on names. Pupils are encouraged to mention other foreign names they know and say which country the name is from. Pupils work in pairs – while still in the circle - using their mini-whiteboards. The teacher writes mixed up phrases on the board – one at a time - and the pupils work to put them in the right order, e.g.: <p>On the board: careful be Pupils: be careful! On the board: keep open eyes your Pupils: keep your eyes open!</p> <p>After each phrase is completed, the pupils raise their whiteboards and the teacher checks their answer. Each time the teacher checks that the pupils remember what each phrase means.</p> <p>Phrases to be practiced with this activity include the ones from the story:</p> <p>Don't wander off. Be careful! Keep together. Keep your eyes open. Watch out!</p> The teacher tells the pupils that these instructions come from the story and revisits each instruction turning to the right page and encouraging the pupils to read the relevant section.

	<ul style="list-style-type: none"> • The pupils come in the middle of the circle and pretend they are walking in the zoo. The teacher gives instructions, e.g. “Stop!”, “Walk carefully!”, “Sit down!” “Come here!” <p>The pupils follow the instructions. When a pupil fails to follow the instructions for a second time, he is eaten by the anaconda.</p> <p>Pupils can take turns being the teacher and give instructions.</p> <ul style="list-style-type: none"> • The teacher asks pupils to say if they notice any signs/ instructions in their everyday surroundings. S/he encourages the pupils to report any signs/instructions they may have noticed on their way to school or around the school, either in L1 or in L2. <p>A PowerPoint presentation found at http://www.schools.ac.cy (lesson 4) can also be used to help the pupils become aware of the signs which are present in our surroundings. For each slide the pupils are encouraged to read the sign and discuss its meaning and possible areas where that particular sign can be found.</p> <ul style="list-style-type: none"> • Pupils work in pairs to prepare their own signs with the aim to place them around the school and/or the community. <p>e.g.</p> <p>"Be quiet!" (place outside classrooms or in corridors/areas around the school)</p> <p>"Don't run" (place outside classrooms or in corridors/stairs/areas around the school)</p> <p>"Sit down" (place in the school bus)</p> <p>"Don't put your hands out" (place in the school bus)</p> <p>"Don't put your head out." (place in the school bus)</p> <p>"No smoking" (place around the school and/or community)</p> <p>"Be careful!" (place at staircases or areas where there are dangerous equipment, e.g. knives)</p> <p>"Don't walk on the grass" (to be used on the grass, if school or community has gardens/grass)</p> <p>"Put your rubbish in the bin" (to be placed around the school/community)</p>
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	<p>The teacher monitors and helps pupils. The signs are later placed in the right places and photos are taken so that they can be included in the pupils' portfolios.</p> <ul style="list-style-type: none"> Pupils do activities 4, 5 and 6 in their Activity Books.
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> The teacher tells pupils they are going to learn a tongue twister. S/he can either say the tongue twister or have the pupils listen to it on the audio CD (activity 6, Pupil's Book). The pupils try out the tongue twister in pairs. The teacher monitors and helps pupils. Volunteer pupils can say the tongue twister out loud for the class.
EVALUATION	<ul style="list-style-type: none"> Pupils complete the self-assessment form. Pupils self-assess their work in a session with the whole class. The teacher can first ask questions such as "How well do you think you did today?" What do you think you learnt today". Pupils are first allowed time to reflect and can then discuss with the teacher. The teacher can also ask questions such as "Did you like the story?" (attitudinal goals) or "Can you make your own sign now?" (functional goals). The pupils should not be forced to discuss progress publicly but can respond privately e.g. by drawing happy, sad or average/normal 'smiley' faces for each question on post-its. These can then be stuck on a predetermined area (e.g. a part of the wall near the door) anonymously as they leave the classroom. If, for example, the first question was "Did you like the story?" and the second "Did you enjoy this lesson?", the pupils may respond like this: <div style="text-align: center;">  </div>
PORTFOLIO	<ul style="list-style-type: none"> Pupils include photographs of their signs. They also record the story they have read and may add comments about the story. Pupils can record their progress on the targets: <ul style="list-style-type: none"> "I can read signs and posters" (A1 – reading, p. 42) "I can recognise names of people from other countries" (intercultural competence, p. 45)

Photocopiable material: sentences to cut up

The	koala	is	kissing	a	kangaroo
The	giraffe	is	laughing		
The	parrots	are	flying		
The	anaconda	is	opening	one	eye
The	hippos	are	hopping		
The	monkeys	are	eating		
The	cheetahs	are	running		
The	gorillas	are	jumping		

UNIT 10

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify and use at least 7 action verbs • talk about what people are doing at the present time
<i>Intercultural aspect:</i>	Pupils should learn a traditional song (Are you sleeping?)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • use music to remember grammatical forms • make predictions based on previous knowledge
NEW LANGUAGE	
<i>Production</i>	Are you/they..... + verb-ing? Yes, you/they are. / No, you/they aren't. Is he/she/it...+verb-ing? Yes, he/she/it is. / No, he/she/it isn't. What are you/they doing? / What is he/she doing?
<i>Comprehension</i>	having a party
RECYCLED LANGUAGE	Present continuous (affirmative and negative forms) Action verbs (e.g. jump, run, walk, clap, swim, fly, play, climb, cook, dance, watch, sleep, clean, eat, do, play, sing, kiss, hop)
MATERIALS	Friends Audio CD for Year 4, flashcards with action verbs (e.g. from mes-english.com), mini-whiteboards, photocopiable materials, PowerPoint presentations from http://www.schools.ac.cy
TIME	2 x 40 minutes

LESSON 1

PROCEDURE	
REVIEW / PRESENTATION	<ul style="list-style-type: none"> • Pupils practice their tongue twister (Quick kiss) individually or in pairs. Volunteer pupils say it out loud for the rest to hear. If pupils need more time to practice it, they can try saying it again in the next lesson.

	<ul style="list-style-type: none"> The teacher uses the PowerPoint presentation at http://www.schools.ac.cy (presentation 1) to play a guessing game with the pupils. For the first slide the teacher accepts guesses in the form of sentences thus revising present continuous statement forms. The teacher models the negative form in her/his answers e.g. 'No, he isn't sleeping.', etc. S/he then encourages pupils to make their guesses by asking questions (e.g. Is he playing football?). The teacher writes the question forms on the board and pupils are encouraged to use them. Gradually all the question forms appear on the board (e.g. singular and plural forms) as well as the answer forms, e.g. Yes, he is. No, he isn't.
PRACTICE	<ul style="list-style-type: none"> The teacher tells pupils that they are going to listen to a song (a traditional nursery rhyme) about someone called Brother John ("Are you sleeping?"). Before listening s/he asks pupils to listen carefully and find out what the song is asking Brother John. Pupils report their answers. They then open their Pupil's Books on the page with the song lyrics (activity 3) and listen to the song again while singing along. Once the pupils are comfortable with the song the teacher can divide them into two groups and the class can sing the song as a circle song, i.e. one group starts singing and continues until the teacher tells them to stop. The other group starts after the first group, when they get the signal from the teacher. The trick is for everyone to keep singing and not be confused by the other team which is singing different lyrics. <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>Group A</p> <p>Are you sleeping?</p> <p>Are you sleeping?</p> <p>Brother John,</p> <p>Brother John</p> </div> <div style="width: 45%;"> <p>Group B</p> <p>Are you sleeping?</p> <p>Are you sleeping?</p> </div> </div>

	<ul style="list-style-type: none"> • Guessing game: The teacher divides the pupils in two groups. S/he assigns a leader for each group and gives a number of action flashcards to each leader. Both leaders should hold the flashcards in a way that only the members of their group can see them. In turns, the pupils of each group ask the members of the other group what the people on the card they are holding are doing. Each group has three or four guesses to find the answer and get a point. <p><u>Example:</u> Pupils from group A (in chorus): What is she doing? A member from group B: Is she cooking? Pupils from group A (in chorus): No, she isn't. A member from group B: Is she dancing? Pupils from group A (in chorus): Yes, she is.</p> <p><u>Note:</u> Make sure that you also use flashcards with two or more people so that the pupils can also practice the plural form (Are they?)</p> <p>Tip: <i>You can reinforce the affirmative and negative forms of present continuous if at times you encourage the pupils to state in chorus what is or is not happening, e.g.</i></p> <p><i>Pupils from group A (in chorus): What is she doing?</i> <i>A member from group B: Is she cooking?</i> <i>Pupils from group A (in chorus): No, she isn't.</i> <i>Teacher: so what can we say She isn't....</i> <i>Pupils (in chorus): She isn't cooking.</i></p> <ul style="list-style-type: none"> • Miming competition: The teacher prepares paper strips with sentences about people doing different things (see photocopiable materials). S/he divides the class in two (the teacher can keep the same groups created for the previous game). Representatives from each group take turns to come to the front of the class. Each time the representative of the group picks a strip (strips are facing down so that pupils cannot see them) and mimes what is written on the paper strip. The rest of the members of his/her group are expected to find what their classmate is miming. They can have three guesses and if they find the answer they get a point. Then a member from the
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	<p>second group takes a turn to mime a sentence for his/her team.</p> <p><u>Example:</u> A pupil from group A (e.g. George) picks a paper strip with the sentence “Tom is sleeping”.</p> <p>George: What is Tom doing? George mimes the action Pupil from Group A: Is he sleeping? George: Yes, he is.</p> <p><u>Note:</u> If the sentence strip involves plural, the pupil holding the sentence strip is allowed to call another pupil out to help him/her mime the action</p> <p>The teacher tells pupils they are going to listen to a text about Alexis and Anna. S/he asks the pupils to work in pairs and guess what they think Alexis and Anna might be doing and write their guesses on their mini-whiteboards.</p> <ul style="list-style-type: none"> • Pupils listen to the text and check their answers. • Pupils open their books and read the text in chorus repeating after the teacher or the recording. • The teacher reads the text and stops at various points for the pupils to continue. • The pupils work in pairs. Each pupil takes a part and they practice reading the dialogue, using the appropriate expression, etc. The pupils decide between them who will play the role of the father or they can both take on the role. After they practice, the teacher gives the opportunity to pairs who want to, to act out the dialogue for the class. • Pupils do activity 1 in their Pupil’s Books.
PRODUCTION	<ul style="list-style-type: none"> • The teacher asks pupils to guess who else is at Alexis and Anna’s party and what they could doing at the party (dancing, eating cake, etc.). All the pupils’ ideas are accepted and as many as possible are written on the board.

	<ul style="list-style-type: none"> • The pupils are then asked to draw a scene from the party as they imagined it and write sentences about what the children are doing (activity 6 in the Activity Book). The teacher monitors the activity and offers help wherever necessary. • Those who finish continue with activities 1, 2 and 3 in the Activity Book.
EVALUATION	<ul style="list-style-type: none"> • The teacher puts 5-6 action flashcards on the board. S/he chooses one and asks the pupils to find out which one it is by asking questions. She initiates the game by using a variation of “I spy”, e.g. “I spy with my little eye a girl. What is she doing?” or “I spy with my little eye two children. What are they doing?” <p>The teacher then explains that they are going to play the same game but working in pairs and using the pictures in activity 4 of their Pupil’s Book. The pupils take turns to choose a picture.</p> <p>Pupil A puts a mark on a picture but holds his/her book in such a way that Pupil B does not see it. Then Pupil B tries to find which picture it is by asking questions. Once Pupil B identifies the picture, the roles are changed, etc.</p>

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing the song “Are you sleeping” and play a circle song competition/game as this was described in lesson 1. • Pupils discuss what the coursebook characters are doing. They then open their books and practice reading the dialogue in pairs (while sharing the role of the father). Volunteer pairs can act the dialogue out for the class.

	<ul style="list-style-type: none"> • Pupils highlight the target question form in the text and they are reminded of how it is formed and when it is used. Pupils look at activity 2 in the Pupil's Book where they note again the difference between the singular and the plural form of the question. The pupils can also add the answer forms below/next to each picture (Yes, they are./ No, they aren't. / etc.). • Pupils' attention is drawn to how the song can help them remember the structure of the question form "Are you ...ing?" Pupils can discuss other times when songs have helped them learn and remember new language (e.g. Head and Shoulders, Good morning song, etc.)
PRACTICE	<ul style="list-style-type: none"> • Pupils say which characters they drew in the party scene (activity 6). The rest of the class then has to guess what those characters are doing. Examples of the question forms to be used are written on the board to support pupils (Is s/he ...ing? / Are they ...?). If there is time, the activity can also be played in pairs. • The pupils play a game in pairs or groups using their mini-whiteboards. They watch a PowerPoint presentation found at http://www.schools.ac.cy . In each slide a hidden image appears. Pupils make a guess about what the image (group, girl, boy, animal) is doing and write their question on their mini-whiteboards which they raise and show the teacher before the image is revealed. • Pupils do activities 4 and 5 in the Activity Book. • Fast finishers can work on: <ul style="list-style-type: none"> - updating their portfolio -writing cards with new words for the Word Wall -creating an entry in their picture dictionary with the heading "Things we do" and including the action verbs taught

	<p>-creating word puzzles using action verbs in their exercise books, in puzzlemaker.com or similar programmes</p> <p>- record the song on voki.com</p> <p>- online activities found at http://www.schools.ac.cy</p>
PRODUCTION	<ul style="list-style-type: none"> • Pupils work in groups or pairs and play the board game in their Pupil's Book (activity 5). Every time a pupil lands in a square, s/he makes a statement about the picture, e.g. "He is playing basketball". If however, the pupil can also turn the statement into a question ("Is he playing basketball?"), he can get an extra bonus and move forward one more square. • If there is time, the pupils sing the "Are you sleeping?" song again. They try to create their own rhymes using the song as a model. They can, for example, ask "Are you singing?", "Are you dancing?". The pupils' suggestions can be written on the board and the class can sing a longer version of the song using their suggestions to add verses.
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing and takes place through observation of the pupils' participation during the lesson. Particular focus can be paid during the board game. The teacher monitors and notes down her observations soon after the lesson. • Pupils complete the self-assessment form.
PORTFOLIO	<ul style="list-style-type: none"> • Pupils can record themselves singing the song either in groups or as a whole class and add the recording (audio or video) in the portfolio as evidence of being able to sing a song (Speaking target, A. The song can also be listed under "songs and rhyme I know" (p. 27) and discussed as a way to learn language in that it can help them remember the new structure. (p. 36 – how do you learn languages best).

Photocopiable material

Tom is sleeping.

Elena is cooking.

**George and Nicos are playing
football.**

Maria and Elena are dancing.

John is jumping.

Julia and Tim are running.

Anna and Alexis are swimming.

Peter is eating.

PROJECT UNIT: CHRISTMAS AROUND THE WORLD

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • read a short paragraph • scan a simple document for specific information • expressing ideas using “I think”
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> • become familiar with how other people and cultures celebrate Christmas • become aware of the fact that certain local traditions are shared by other people and cultures • learn how to say “Merry Christmas” in a number of other languages
<i>Learning strategies:</i>	Pupils should be able: <ul style="list-style-type: none"> • to identify important information in a text
NEW LANGUAGE	
<i>Production</i>	pudding, Australia, Hungary, interesting, think
<i>Comprehension</i>	mince pies, Yule log, barbeque
RECYCLED LANGUAGE	Christmas tree, Christmas, present, eat, Santa Claus, England, France, milk, cake, weather vocabulary
MATERIALS	mini-whiteboards, photocopiable materials, website: http://www.youtube.com/watch?v=RjoMqFlc5zQ optional: http://www.videojug.com/film/how-to-say-merry-christmas-in-ten-languages ; http://www.wikihow.com/Say-Merry-Christmas-in-Different-Languages ; http://www.holidays.net/christmas/voices.htm
TIME	1 x 40 minutes

PROCEDURE	
INTRODUCTION	<ul style="list-style-type: none"> The teacher writes the following words on the board: angel, presents, cake <p>S/he asks pupils if they can predict what they are going to talk about. If they can't guess, the teacher can add a few more words (e.g. tree, Santa). When they find the answer, the teacher encourages them to add any more words they know on the subject (e.g. Christmas tree, Christmas, Santa Claus, candle, snow, etc.). The words can form a mind map which can be left on the board so that it can help pupils create one for their picture dictionary.</p>
EXPLORATION	<ul style="list-style-type: none"> The teacher asks pupils if they know which countries celebrate Christmas (over 160 countries) and the pupils can say any countries they know (in L2 or L1). The teacher asks pupils if they know anything about how other countries celebrate Christmas. Pupils might have some knowledge from TV and other media, which they can share. If they have any experiences of having spent Christmas in another country (due to a visit or due to family links) and they are aware of this country's Christmas traditions, they can share them with the class using L1. Pupils open their books. The teacher asks them to silently read the text and find out the four countries which the text talks about. <p>Tip: <i>The above activity is a 'scanning' activity. It is an activity that requires the pupils to find out specific details in the text without necessarily reading or understanding all the text. In order for this to happen, it is very useful for the teacher to set a time limit or a competition style to the activity (e.g. let's see who will find it first! Put your hand up if you find it.). If you do not set a time limit, the pupils will take longer to read the text and might get stuck on words they don't know.</i></p> <ul style="list-style-type: none"> Once the countries have been identified, the teacher can set more scanning tasks such as:

	<p>Where is it hot at Christmas? Where do they have two Christmases?</p> <ul style="list-style-type: none"> The teacher asks pupils to read the text silently once more and find one thing about each country which they find interesting. They can then discuss it with their partner and decide on one thing they find very interesting and write it on their mini-whiteboard. The teacher monitors the activity. <p>Pupils share their interesting facts with the class. The teacher supports pupils by writing the opening and ending of the sentence on the board, e.g.:</p> <p>I think is very interesting.</p> <p>Sample ideas expected to be shared by the pupils are:</p> <p>“I think the Yule log cake is very interesting.”</p> <p>“I think two Christmases in Hungary is very interesting.”</p> <ul style="list-style-type: none"> Each paragraph is then read out either by the teacher or by a volunteer pupil and the information presented in the text is discussed further with the pupils with support by the L1.
	<ul style="list-style-type: none"> The teacher draws the pupils’ attention to how the children in the text say “Merry Christmas” and s/he encourages pupils to try saying the Christmas wishes out loud. If there are pupils with links to other languages/cultures, they can teach their classmates how to say Merry Christmas in their language. <p>Tip 1: <i>Useful links to help you teach the pupils to say Merry Christmas in more languages can be found at</i> http://www.wikihow.com/Say-Merry-Christmas-in-Different-Languages; http://www.videojug.com/film/how-to-say-merry-christmas-in-ten-languages ; http://www.santas.net/howmerrychristmasissaid.htm <i>Some of these sites also provide audio so you will also be able to hear Merry Christmas pronounced in different languages.</i></p> <p>Tip 2: <i>You can use this opportunity along with the project idea below (see project) and have the pupils share this</i></p>

	<p><i>knowledge with the rest of the school. You can, for example, divide pupils into groups and have each group learn to say “Merry Christmas” in two or three languages (using the above sites). They can then present this either at a school assembly or at the school Christmas fete. This mini-presentation can also be enriched with props from different countries.</i></p> <ul style="list-style-type: none"> • The teacher introduces the Christmas song “Santa Claus is coming to town” and encourages the pupils to sing along. The handout with the lyrics can be photocopied and given to the pupils (see photocopiable materials). The song is a popular one and available on many websites (e.g. http://www.youtube.com/watch?v=RjoMqFlc5zQ). • Pupils can be encouraged to find and highlight any -ing endings in the song. They can notice ‘is coming’ / ‘is making’ and discuss why it is used (because the song is emphasizing Santa is doing these things NOW). <p>This is a song recommended to be used with the class. The teacher can, however, choose another song to use. There is a variety of Christmas songs which the pupils might like or may be linked to the school’s Christmas fete.</p> <p>Tip: <i>Make the most of the song the children learn. Have them sing it at the school Christmas fete, teach it to another class or present it to the school during an assembly.</i></p>
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • Pupils work on their picture dictionary and add a section about Christmas where they include the vocabulary which is already on the board in the form of a mindmap. <p>A group of pupils may choose to work on kidspiration or another digital visual organizer.</p>
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation. The pupils may be also given a quick form of evaluation at the end of the lesson. Such an example would be for them to write one thing they liked and one thing they didn’t like about the lesson on a post-it note which they can

	anonymously stick at a designated area on their way out.
PORTFOLIO	<ul style="list-style-type: none"> The pupils complete page 34 of their portfolio “Interesting things I noticed in other countries”. This page can be photocopied and multiplied so the pupils can add their experiences with many different countries. In this case the pupils can change the title to be ‘Interesting things I noticed about Christmas in other countries’ and add the new things they learnt.
PROJECT	<ul style="list-style-type: none"> Pupils can do either of the following projects, if they want to: <ol style="list-style-type: none"> research ways of saying “Merry Christmas” in other languages research about how Christmas is celebrated in at least one more country. <p>The pupils who work on these projects can present them in the following lessons and put them up on the class notice board. All the class should join in the information shared, i.e. by practicing saying “Merry Christmas’ in other languages or discussing interesting facts about how other countries celebrate Christmas.</p>

SANTA CLAUS IS COMING TO TOWN

You better watch out
You better not cry
Better not pout
I'm telling you why
Santa Claus is coming to town
Santa Claus is coming to town
Santa Claus is coming to town

He's making a list
And checking it twice;
Gonna find out who's naughty and nice
Santa Claus is coming to town
Santa Claus is coming to town
Santa Claus is coming to town

He sees you when you're sleeping

He knows when you're awake
He knows if you've been bad or
good

So be good for goodness sake!

Oh! You better watch out!

You better not cry

Better not pout

I'm telling you why

Santa Claus is coming to town
Santa Claus is coming to town
Santa Claus is coming to town



UNIT 11

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • make suggestions using ‘Would you like to ...’ and ‘Let’s ...’ • count numbers by tens up to a hundred(10, 20, 30, 100) • make a poster about adopting a pet • read a short text • follow and actively participate in a storytelling session
<i>Intercultural aspect:</i>	Pupils should become familiar with a traditional story (Chicken Licken)
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • tolerate ambiguity • recognise rhyming patterns • make predictions • use visuals to make meaning
NEW LANGUAGE	
<i>Production</i>	<p>Making suggestions: “Let’s ...” / “Would you like to + verb?”</p> <p>Verbs: fall, come</p> <p>Animals: goose, turkey, cockerel, fox</p> <p>Numbers (10, 20, 30, 40, 50, 60, 70, 80, 90, 100)</p> <p>Adjectives: clever</p> <p>Other vocabulary and expressions: king, next to, “What’s the matter?”</p>
<i>Comprehension</i>	acorn, pond, ‘I don’t mind’
RECYCLED LANGUAGE	<p>Would you like + noun ...?</p> <p>Yes, please. / No, thank you</p> <p>Countries, has got</p> <p>Prepositions: on, in</p> <p>Animals:</p> <p>Farm animals: chicken, hen, rooster, duck, horse, pig, rabbit, sheep, goat, cow</p> <p>Wild animals: bear, lion, elephant, tiger, snake, giraffe</p> <p>Adjectives: scared, cute, big, small</p> <p>I’ve got / I haven’t got ...</p> <p>Numbers (1 – 20)</p>
MATERIALS	<p>Soft ball, Friends Audio CD for Year 4, a picture of a Genie and a picture of a Genie lamp.(see photocopiable materials)</p> <p>Farm animal flashcards (e.g. from http://www.mes-english.com/flashcards/animals.php - the animal flashcards should include a chicken, a hen, a rooster/ cockerel, a duck, a goose, a turkey and a fox) PowerPoint presentations for Chicken Licken and other activities (downloaded from:</p>

	http://www.schools.ac.cy) mini-whiteboards, photocopiable materials For the Old McDonald song: Friends Audio CD for Year 3 or online e.g. at http://www.youtube.com/watch?v=7_mol6B9z00 or http://learnenglishkids.britishcouncil.org/en/songs/old-macdonald-had-farm
TIME	3 x 40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> Pupils sit in a circle. The teacher presents a picture of a magic lamp and places it on the board, e.g.: <div data-bbox="826 763 1102 904" data-label="Image"> </div> <p>The teacher tells pupils that s/he has found it on his/her way to school. The teacher or the pupils suggest they rub the lamp to see what will happen. A genie or a puppet comes out (the teacher puts a picture of a genie on the board too – or brings out the puppet), e.g.:</p> <div data-bbox="616 1173 836 1433" data-label="Image"> </div> <div data-bbox="857 1449 1074 1559" data-label="Image"> </div> The teacher tells pupils that the Genie can make their wishes come true but first the Genie needs to know what they would like. The teacher asks them if they would like various things, e.g. “Would you like a swimming pool?” or “Would you like a cinema?” and encourages them to reply using “Yes, please.” Or “No, thank you.”. The teacher writes “Would you like ...” and “Yes, please.”, “No, thank you.” on the board. The teacher puts the “Would you like a ...” cards in the middle of the circle (see photocopiable materials) and gives pupils a ball which they pass round while music is

	<p>playing at the background. When the music stops, the pupil that has the ball picks up a wish card and reads it aloud addressing it to a classmate s/he chooses, who then responds according to personal preferences, e.g. Pupil A: Maria, would you like a cat as a pet? Pupil B: No, thank you.</p> <ul style="list-style-type: none"> After the pupils play the game, the teacher picks someone that replied positively to the question ‘Would you like a cat as a pet?’. The pupil comes out and the teacher asks him/her to rub the genie lamp. The teacher changes her/his voice to sound like a Genie and says: “Your wish will come true” and presents a flashcard showing 10 cats. S/he asks pupils what went wrong and pupils are expected to say that the Genie made a mistake and gave their classmate 10 cats instead of 1. The teacher does the same with a pupil that replied positively to the question “Would you like a dog as a pet?” and presents a flashcard showing 20 dogs, and with a pupil that wanted a fish as a pet and presents 30 fish. <p>At this point the teacher says the Genie must be confused and they should help him by teaching him the numbers. S/he presents all the numbers in tens using flashcards (e.g. from http://www.mes-english.com/flashcards/numbers.php) or by simply writing the numbers on the board.</p> <p>Pupils repeat the numbers after the teacher in different ways (quietly, happily, angrily). They can also repeat the numbers after the recording in the audio CD (activity 2 Pupil’s Book).</p>
PRACTICE	<ul style="list-style-type: none"> The teacher mixes up the number words on the board and calls out pupils to write the numerals next to each number word. If there is time, pupils can also play a quick ‘I spy’ game with the number words, e.g.: I spy with my little eye a number beginning with ‘f’.
PRESENTATION	<ul style="list-style-type: none"> The teacher asks pupils where they think they could get a pet from, since the Genie keeps making mistakes and gives them many more dogs or cats than what they ask for. The pupils might suggest getting a pet from a friend or from a pet shop.

At this point the teacher introduces ‘Would you like to + verb’ by using the structure to ask pupils various questions, e.g.:

Would you like to go to a pet shop?

Would you like to buy a dog?

Would you like to buy a cat?

The teacher writes the question form: ‘Would you like to ...?’ on the board.

- The teacher introduces animal shelters as alternatives to pet shops and explains what animal shelters are (in L1 or L2) and the benefits of adopting a pet from a shelter. The teacher can show relevant posters too, e.g.:



First poster: <http://www.peta.org/features/Kellan-Lutz-Adopt-Dont-Buy.aspx>

Second poster: <http://alamedaseespotrun.com/in-store-adoption-event/>

The teacher asks pupils, if they have ever been to an animal shelter and whether they know if there are any animal shelters in Cyprus. The teacher can inform pupils about animal shelters in their area.

PRACTICE

- The teacher tells pupils that some of the coursebook characters went to an animal shelter. S/he asks pupils to guess who the characters who went to the animal shelter are, as well as what animal shelter it was (for cats, for dogs, etc.).

The pupils then listen to the text on the audio CD and check whether their predictions were correct.

- Pupils listen to the dialogue again while following in their books.

- The teacher can ask more comprehension questions about the text, e.g.:

- ⇒ What's the man's name? (Tom)
- ⇒ Who's the woman with Claudia? (Claudia's mum)
- ⇒ Do Claudia and her mum want a big or a small dog? (They don't mind – teacher explains meaning of "I don't mind")
- ⇒ Which dog do they finally take? (They take Fluff)
- ⇒ Can you describe Fluff?

- The pupils listen to the text on the audio CD and repeat after the recording.

- Pupils do activity 1 in their Pupil's Book.

- Pupils do activity 3 in their Pupil's Book (listening activity). The pupils are told that they are going to listen to a radio advertisement for adopting dogs from an animal shelter. They have to find which animals the advertisement is talking about.

The transcript is as follows:

Would you like to adopt a dog? Visit our dog shelter in Nicosia. Would you like a small dog? We can recommend Sparky, a small, brown Chihuahua. Sparky is so clever and always very happy.

Would you like a big dog? We can recommend Paloma, a big, black and white Dalmatian. Paloma is a very good and friendly dog.

- The teacher introduces pupils to a Jazz chant (activity 4, Pupil's Book). The jazz chant is as follows:

	<p>Would you like to have a pet? Would you like to have a pet? Yes, please. Yes, please Let's have a pet!</p> <p>Would you like to have a dog? Would you like to have a dog? Yes, please! Yes, please! A big, big dog!</p> <p>Pupils say the jazz chant along with the recording or the teacher. Once they are familiar with it, they can say the jazz chant in a variety of ways, e.g:</p> <p>Teacher: Would you like to have a pet? Would you like to have a pet?</p> <p>Pupils: Yes, please. Yes, please Let's have a pet!</p> <p>Teacher: Would you like to have a dog? Would you like to have a dog?</p> <p>Pupils: Yes, please! Yes, please! A big, big dog!</p> <p>The above variation can also work between the pupils divided into two groups with one group taking the role of the pupils (above) and the other the role of the teacher.</p>
PRODUCTION	<ul style="list-style-type: none"> Pupils study the posters in activity 5 (Pupil's Book). They note key features such as an attractive title, contact details (website, phone or address) and an attractive photo. <p>Pupils work individually or in pairs to make their own posters to encourage people to adopt pets. More posters can be shown to pupils, if available. The teacher monitors the activity and supports pupils.</p> <p>Tip: <i>The posters can be placed in a central area of the school, on the school website or in the school newsletter. If there is a local animal shelter, the pupils can use the details of the shelter (name, address, phone number, etc.). You may even get in touch with the shelter who may be interested in using the pupils' posters for their publicity campaigns, Pupils' posters may also be sent to local or other newspapers who can print them in support of the animal shelter.</i></p>

	<ul style="list-style-type: none"> Those who finish can continue with activities 1 and 2 and 3 in the Activity Book.
EVALUATION	<ul style="list-style-type: none"> Evaluation takes place through observation during the lesson activities.
PORTFOLIO	<ul style="list-style-type: none"> The pupils can include that they have achieved the writing target “I can make a poster” (A1 writing) and include their posters or copies/photos of their posters in their portfolios.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils sit in a circle. The teacher reminds the pupils of the crazy Genie and tells them that the Genie wants to grant them more wishes. The teacher uses the presentation found at http://www.schools.ac.cy (lesson 2) to encourage pupils to make wishes for the Genie. Pupils play crazy match with numbers 10 – 100. They try to match number words and numerals on the board without any of the lines crossing over each other. Pupils sing the jazz chant they learnt in the previous lesson Pupils present to the rest of the class their pet adoption posters. If there are pupils who have not completed theirs, they can be given time to complete them over the next few lessons. Pupils work in groups of three and practice reading the text for Unit 11. Volunteer pupils can read it/act it out in front of the class.
PRE-STORYTELLING	<ul style="list-style-type: none"> The teacher asks pupils what pets they’ve got (I’ve got a ...). S/he then asks them if they’ve got various farm animals (Have you got a? Yes, I have. No, I haven’t.) and introduces the new vocabulary using flashcards (goose, fox, turkey, cockerel) while also revising previously learnt vocabulary (duck, horse, pig, etc.)

	<p>The pupils conclude that some animals cannot be pets in a city although they could be pets for pupils who live on a farm.</p> <p><u>Note:</u> The teacher explains the difference between hen and chicken (hen is the adult female chicken whereas chicken is the general non-gender term). The pupils may also remember the word rooster from “Mr Brown can MOO” in Year 3. The teacher explains that rooster and cockerel are mostly the same but rooster is used mainly in American English.</p> <ul style="list-style-type: none"> • The teacher asks pupils if a fox could live on a farm with other animals and why not. Pupils are expected to say that a fox might eat the farm animals. • The teacher tells the pupils they s/he is going to tell them a traditional story about a farm animal. S/he asks pupils to guess what animal will be the main character or if they can guess which story this could be? (they can give titles in L1). • The story is available as a book and as a PowerPoint presentation found at http://www.schools.ac.cy. The teacher presents the first slide of the story and reveals that it is about a chicken, called Chicken Licken. <p>Pupils describe Chicken Licken (small, yellow, cute, etc). The teacher also draws the pupils’ attention to the name “Chicken Licken” so that they notice the rhyming pattern.</p> <ul style="list-style-type: none"> • The teacher then invites the pupils to listen to the story and see what it is about. S/he also tells the pupils that this story has many funny names and asks the pupils to try and remember all the funny names they will hear in the story.
WHILE STORYTELLING	<ul style="list-style-type: none"> • The teacher starts telling the story presenting the pictures in the PowerPoint presentation. While doing so, the teacher pauses and lets pupils predict aspects of the story , e.g.: <p>“This is a story about Chicken Licken and Henny Penny” Can you guess the other animals?</p> <p>“And this is a story about Foxy Loxy ... ” Where do these animals live?</p>

	<p>“They live on a farm, in a beautiful village next to the forest” What other animals might live on the farm?</p> <p>“One day Chicken Licken is sleeping under a big tree” Can you guess what happens?</p> <p>“Oh no! says Henny Penny, what can we do?” What do you think they do?</p> <p>Each time a new animal appears the teacher asks pupils: “What can we do?”, expecting pupils to repeat the pattern: “Let’s tell the king” Generally, the teacher tries to encourage the pupils to participate by joining in the repeated pattern: “What’s the matter? The sky is falling down! Oh, no! What can we do? Let’s tell the king!”</p>
AFTER STORY TELLING / PRODUCTION	<ul style="list-style-type: none"> • After the story the teacher asks the pupils to remember all the animals and their funny names and writes them on the board drawing the pupils’ attention to the rhyming patterns in the names. • The teacher asks further comprehension questions e.g.: <ul style="list-style-type: none"> ○ Is the sky really falling? ○ Which animal is clever and why? ○ What do you think happens in the end? (Possible guesses: Foxy Loxy eats Chicken Licken, the other animals save Chicken Licken, The king comes and saves the animals, etc.) • The teacher gives pupils a card with the name of one of the animal characters in the story (see photocopyable materials). The pupils come in the middle of the circle and put the animals in the order they appear in the story. The rest of the class observes and checks the order of the animals. • If there is time, the teacher gives each pupil a card with the name of one of the animal characters in the story (see photocopyable materials) and tells the story again. Each time the animal characters talk, pupils holding the name of the animal character are invited to say the relevant part.

	<ul style="list-style-type: none"> • Pupils go back to their desks and do activities 6a and 6b in their Pupil's Book. • Pupils work with activities 4 and 5 in their Activity Book.
EVALUATION	<ul style="list-style-type: none"> • The teacher observes and evaluates pupils during the lesson activities.

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The pupils sit in a circle taking with them their mini-whiteboards. The teacher asks pupils if they remember the story and encourages them to remember what happened, the characters' names and key phrases from the story (e.g. "What's the matter?", "The sky is falling down" "Let's tell the king!". etc.). • The teacher tells pupils that on a farm we cannot just find one hen, one chicken, one duck etc. S/he tells them that on Chicken Licken's farm there are many hens, chickens, cockerels, turkeys and ducks. S/he reviews numbers in tens by writing them on the board and asks pupils to guess how many of each animal can be found on that farm. S/he has the answer written on a piece of paper and asks pupils to guess by using their mini whiteboards, e.g.: <p>Teacher: How many hens are there? Pupils write their answer in number words on their mini whiteboards and then the teacher gives them the correct answer, e.g. twenty</p> <p>The same procedure is followed with a few other animals e.g. turkeys, ducks, etc.</p> <p>The teacher tells pupils they will do some maths and s/he asks questions (additions and subtractions) to practice numbers, e.g.:</p> <p>A farmer has got 30 hens. Another farmer gives him 20 more hens. How many hens does he have now?</p> <p>In a farm there are 10 pigs, 10 sheep, 20 goats, 30 ducks and 10 cows. How many animals are there?</p>

	<p>A farmer has 100 animals (hens, rabbits and cockerels). He has got 50 hens, and 40 rabbits. How many cockerels are there?</p> <p>Pupils listen to each maths problem and then write their answer (in number words) on their mini whiteboards. They then raise the whiteboards to show their answer to the teacher.</p> <ul style="list-style-type: none"> • Pupils sing “Old Macdonald” which they learnt in the previous year. The teacher reminds them of the song (in Friends Audio CD for Year 3 or online e.g. at http://www.youtube.com/watch?v=7_mol6B9z00 or http://learnenglishkids.britishcouncil.org/en/songs/old-macdonald-had-farm) and pupils sing along. • The genie returns to the class but the teacher tells the pupils that he has lost his magic powers and now it is the pupils who have to grant him some wishes. The teacher uses PowerPoint presentation (www.schools.ac.cy lesson 3) and the pupils use the cues on each slide to make offers/suggestions to the genie. The first suggestions can be made in chorus, whereas the rest can be turned into a game with the class divided into two groups and each group getting a point for each correct suggestion. • Find your partner game. The teacher makes two copies of each card (see photocopiable materials) and distributes the cards to the pupils so that in the class there are two pupils holding the same card. Half the pupils have made a ‘secret wish’ to the genie. The rest of the pupils are the genies. The objective of the game is for the pupils to find the right genie (the pupil with the same card) so that they get their wish. To do this pupils move around the classroom and talk to the other pupils. The expected interaction is the following: <p><u>Example:</u></p> <p>Pupil A: Would you like to play tennis? Pupil B: No, thank you. Would you like to play basketball? Pupil A: No, thank you. Pupil A: Would you like to play tennis? Pupil C: Yes, please. Pupils A: Great! Let’s play tennis.</p> <p><u>Note:</u> This dialogue is written on the board before pupils begin the game.</p>
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	<ul style="list-style-type: none"> • The children who find their partner sit in the circle for the story.
WHILE STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the story and encourages pupils to participate by joining in with the names of the characters, key phrases etc.
AFTER STORYTELLING	<ul style="list-style-type: none"> • The pupils return to their seats. The teacher reads the extract of the story in activity 7 of the Pupil's Book while pupils follow in their books. The teacher can guide them to notice and underline key phrases. • Pupils work with the following matching activities (Pupil's Book activities 8 and 9) based on the extract. • Pupils read the extract in groups. The teacher can be the narrator, Group A Chicken Licken and Group B Henny Penny. • Then pupils work in in groups of three and read the text taking one role each (narrator, Chicken Licken and Henny Penny). The teacher monitors the activity. Volunteer pupils can also read the text interpretively for the class. • Pupils do activity 6 in the Activity Book.
EVALUATION	<ul style="list-style-type: none"> • Pupils complete the self-assessment forms. • Evaluation is ongoing and takes place through teacher observation.
PROJECT	<ul style="list-style-type: none"> • Pupils can recreate the story either on computers using software such as kartouche or using a comic strip style on A4 paper. OR • Pupils can work to put on a play based on the story. The play can be presented during a school plenary session/assembly or on another occasion. OR • Pupils record themselves reading (or narrating) part of the story on voki.com or other similar programmes
PORTFOLIO	<ul style="list-style-type: none"> • The pupils can add the story 'Chicken Licken' in the stories they know. • They can also record their progress as regards the reading targets "I can read part of a story" and "I can take part in a play about a story" (if they do the project work) - (A1 reading). Evidence to be added in the portfolio can be video or photographs from their performance.



Would you like a doll house ?



Would you like a computer game?



Would you like a dog as a pet?



Would you like a cat as a pet?



Would you like a fish as a pet?



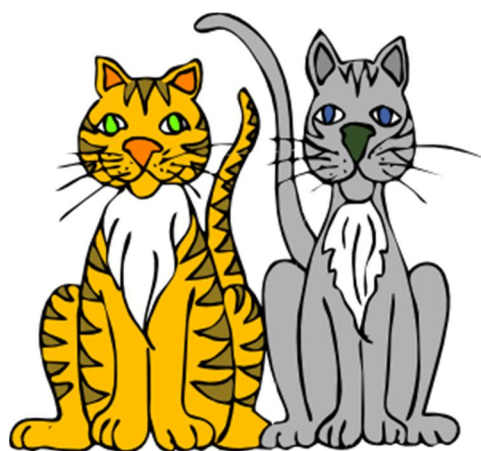
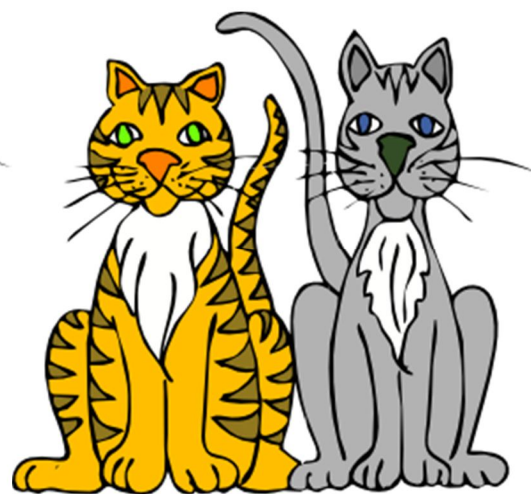
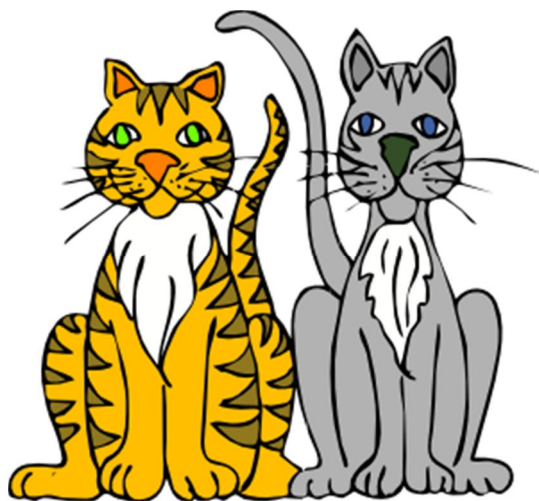
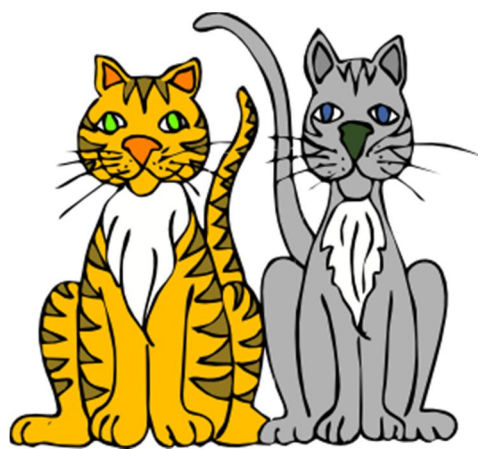
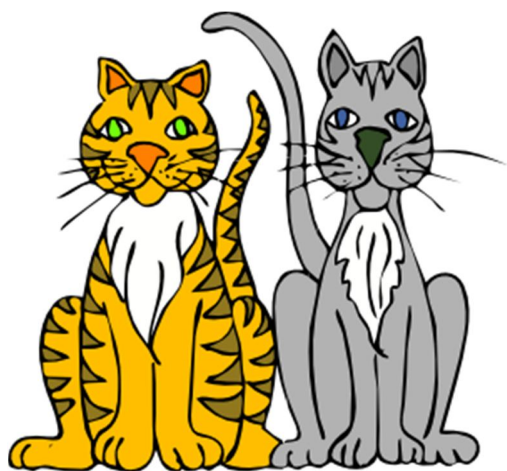
Would you like a lemonade?

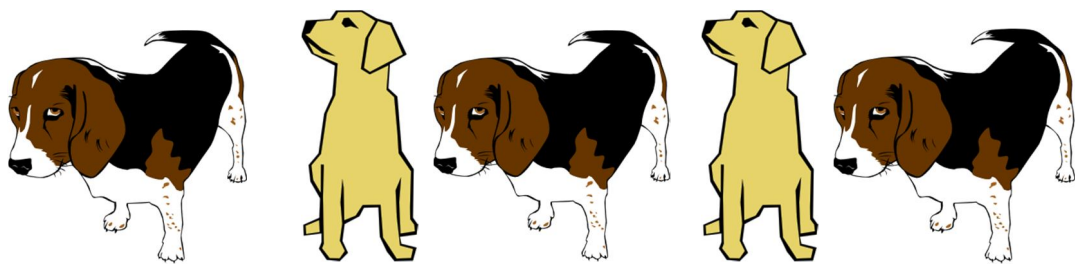
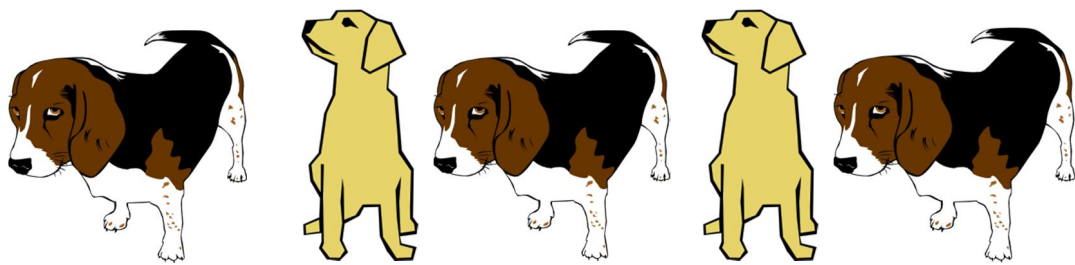
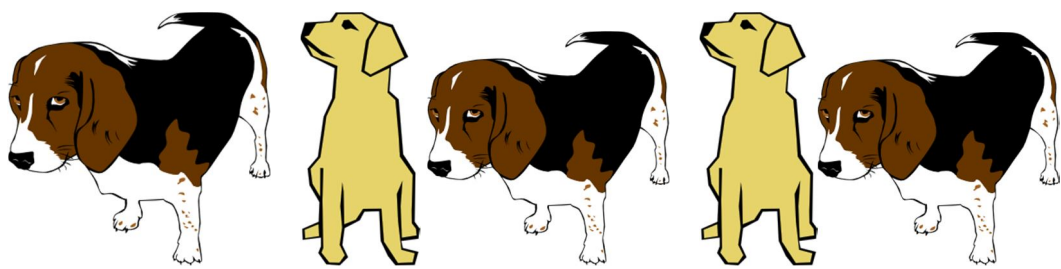
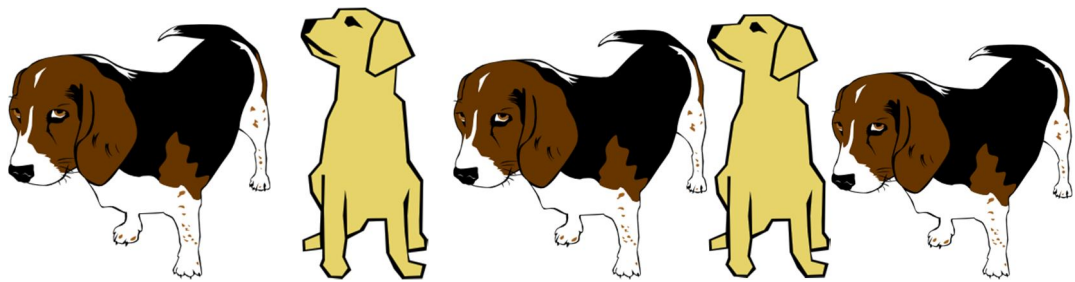


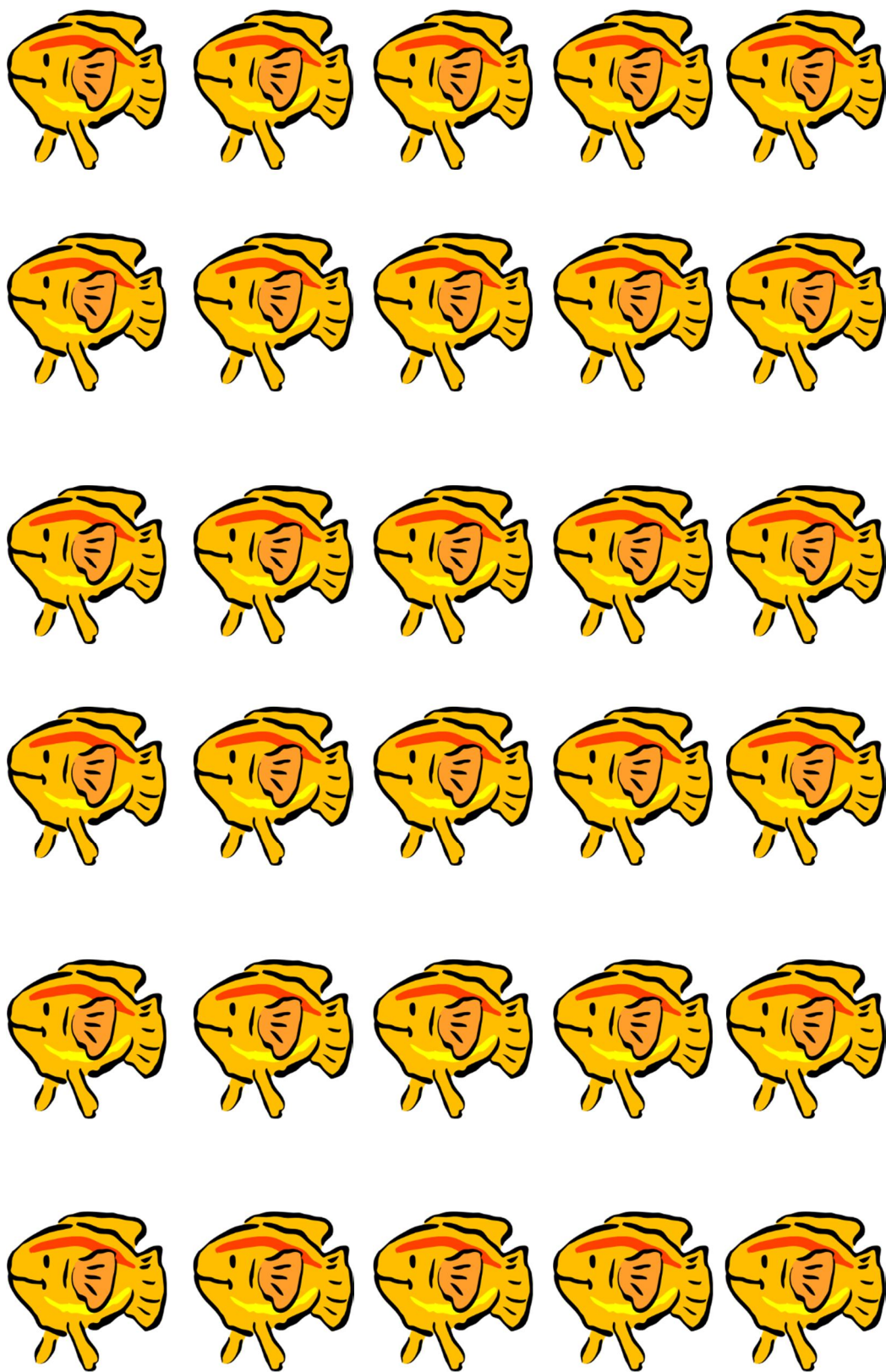
Would you like a hamburger?



Would you like a biscuit?







<p>play tennis</p> 	<p>play football</p> 	<p>go to a party</p> 
<p>have an ice cream</p> 	<p>have a hamburger</p> 	<p>play basketball</p> 
<p>have a fish</p> 	<p>go to Italy</p> 	<p>watch TV</p> 
<p>listen to song</p> 	<p>play on the computer</p> 	<p>go to the cinema</p> 
<p>have a cake</p> 	<p>play with a dog</p> 	<p>play with a cat</p> 

Chicken Licken

Henny Penny

Cocky Locky

Ducky Lucky

Goosey Loosey

Turkey Lurkey

Foxy Loxxy





UNIT 12

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • talk about routine activities • tell the time using o'clock (revised language) and half past (new language) • write a short paragraph
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> • learn a traditional song ('This is the way')
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • use a K W L chart • co-operate with each other to carry out tasks • make logical predictions
NEW LANGUAGE	
<i>Production</i>	Present Simple every day, on + day (e.g. on Mondays) Verbs: get up/brush my teeth/wash my face/brush my hair/put on my clothes/go to school/do my homework/ go to bed / play the piano at + time (e.g I go to school <i>at seven o'clock</i>) telling the time ("What time is it? "It's half past....")
<i>Comprehension</i>	honey, toast
RECYCLED LANGUAGE	days of the week telling the time (It's ...o'clock) sports (e.g. football, tennis, basketball,) action verbs (e.g. play, go, eat, have, watch etc.) food: dinner, lunch, breakfast, cereal, chicken, rice
MATERIALS	Friends Audio CD for Year 4, flashcards showing daily activities (e.g. from www.eslflashcards.com), (Optional: flashcards with clocks showing the time (o'clock and half past))
TIME	2 x 40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • The teacher tells the pupils that they are going to learn a new song. The teacher either sings the song ('This is the way') or plays it on the audio CD. (Friends Audio CD for Year 4). Each time an action is introduced in the song, the teacher mimes it and the pupils copy it. The actions are later written on the board. • The pupils listen to the song again and sing along while also doing the matching actions. • Pupils do activity 4a and 4b in their Pupil's Books. • The teacher tells the pupils that this is a traditional English song about things we do every day. S/he then asks the pupils to say what other things people do every day. Pupils reply using verbs that they might know and the teacher can add more. The actions are written on the board (e.g. watch TV, play football, eat dinner, etc.).
PRACTICE	<ul style="list-style-type: none"> • Pupils work in pairs or groups (depending on the sitting arrangement of the class) and do activity 5 in their Pupil's Book. They can use the verbs that are written on the board to add one more verse to the song. The teacher can provide a couple of examples (e.g. This is the way we put on our shoes..../This is the way we wash our hands...etc.). <p>A group or two can present their song to the class. Each time a group presents their song, the rest of the pupils are encouraged to sing along and mime the matching actions. The rest of the groups can present their song at the end of the lesson.</p>
PRESENTATION	<ul style="list-style-type: none"> • The teacher asks pupils to guess what time s/he does some of the actions mentioned earlier. When the pupils find the correct time, the teacher writes the sentence on the board (e.g. I get up at 6 o'clock). S/he can also use

clock flashcards and action verb flashcards and stick the appropriate clock (or draw it) next to the flashcard. The teacher can start with an example:

Example:

Teacher: Every day I get up at 6 o'clock (S/he puts or draws the matching clock next to the "getting up" flashcard and also writes the statement underlining "at" and/or highlighting it in another way).



I get up at 6 o'clock.

Can you guess what time I have breakfast? (The teacher gives 3 chances to the pupils after which s/he has to give them the answer and continue with another action.)

Pupils: at 7 o'clock.

Note: The pupils are only familiar with 'o'clock' at this stage so the teacher gives answers using 'o'clock'.

- The teacher jokingly tells pupils that s/he doesn't do everything at 'o'clock' times.
S/he asks the pupils to remember what they know when it comes to telling the time and s/he draws a K W L chart. S/he includes what the pupils say they know under K (what we know) and asks them what other things there are to know and they would like to know about telling the time. Pupils can use L1, if required, and the teacher adds these under 'W' (what I want to know). The teacher tells pupils that in this Unit they will learn one more bit about telling the time: half past.
- The teacher presents how to tell the time (half past) and draws the pupils' attention to how it is formed by using activity 2 (Listen, look and learn).

Note: It should be also explained to pupils that 'half past' can also be expressed in a different way, e.g. "half past six" can be expressed as "six thirty". The pupils should also be given opportunities to try telling the time using the second option.

PRACTICE

- The teacher draws various clocks on the board showing ‘half past’ and ‘o’clock’ times. S/he asks pupils to tell the time, while encouraging the rest of the class to repeat. Each time s/he asks the class “What time is it?”. After a few times, the teacher asks the class to join her/him in asking in chorus: “What time is it?”.
- The teacher asks pupils what time they do some of their routine activities, e.g:
Example:
Teacher: What time do you have breakfast?
Pupil: I have breakfast at 7:00.
- The teacher tells pupils that today they will find out about Alexis and Anna and about their day. The teacher explains that Alexis is sending some photos to his cousin George in England. Pupils are asked to guess what photos Alexis may be sending (e.g. photos of him at school? Photos of him with his friends? etc.) Then they listen to the recording to confirm their predictions. The teacher can help pupils by telling them that there are four photos and can pause after each description to make the task easier to pupils, if necessary.
- Pupils listen to the text again while following in their books and check their answers.
- Pupils answer comprehension questions on the text (e.g. What is Alexis favourite food? What time does Alexis go to school? When does he play football? etc.).

Note: The teacher should not expect replies that include the 3rd person since the pupils don’t know it yet. In this case, short answers without full sentences can be adequate (e.g. at 7:30, etc.).

- Pupils do activity 1 in their Pupil’s Book which is based on the reading text.
- Pupils choose one of the paragraphs and work individually to substitute the information so that it represents them. They can then read the paragraph to

	<p>the class, e.g.:</p> <p>“Here I’m playing the piano. I play the piano on Tuesdays and Saturdays at 4:00.”</p> <p>“This is my family at dinner. We have dinner at 7:30. My favourite food is spaghetti.”</p>
PRODUCTION	<ul style="list-style-type: none"> • Pupils play BINGO! (activity 3, Pupil’s Book.) They choose and cross out one picture from each line. The teacher then calls out times. The winner is the first to cross out all the boxes and call BINGO! Before the teacher calls out a time, s/he can have all the pupils ask her/him in chorus: “What time is it?”. • Pupils do activities 1 and 2 in their Activity Books. • Fast finishers can: <ul style="list-style-type: none"> - prepare new words for the word wall - work with online activities at http://www.schools.ac.cy - pupils record their verse of ‘this is the way’ on voki.com • If there is time, the teacher places action verb flashcards in different places around the classroom. S/he invites a group of pupils to come to the front of the class. The teacher makes statements about every day activities, e.g. “Every day I brush my teeth.”. The pupils move around the classroom to find the matching flashcard and put it on the board (next to the matching sentence, if this is still on the board). <p>Tip: <i>If the teacher does not have flashcards, the actions can simply be written with large print on pieces of paper (e.g. have breakfast, go to school) and the papers can be placed around the classroom and used for the game above.</i></p> <ul style="list-style-type: none"> • The same game can be played with another group of pupils but this time the teacher places the clock flashcards around the classroom and makes statements including the time, e.g. ‘I watch TV at 8:30’.

	Tip: <i>As above, if the teacher does not have flashcards, the times can simply be written down on pieces of paper (e.g. half past eight) and these can be placed around the classroom and used for the game above.</i>
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> Pupils sing “This is the way’ again and more groups can share the verse they wrote to add to the song.
EVALUATION	<ul style="list-style-type: none"> Evaluation is ongoing and takes place throughout the lesson with the teacher monitoring the pupils while they are working, providing feedback and help.
PORTFOLIO	<ul style="list-style-type: none"> Pupils can video-record themselves and add their video in their portfolios. The video can be linked to the list of songs I know (p. 27) and to the targets: Listening (A1) «Μπορώ να κατανοήσω ένα απλό τραγούδι που έμαθα» Intercultural competences: «Μπορώ να τραγουδώ τραγούδια από άλλες χώρες»

Note: (optional for pupils) If pupils want to, they can bring photos of themselves to use in the next lesson. The photos can be similar to the photos used by Alexis in the text (e.g. the pupils doing some of their routine, everyday activities).

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils listen to the song they were taught in the previous lesson (“This is the way”) and sing along. They are also encouraged to sing the verses which they added to the song in the previous lesson. The rest of the pupils are encouraged to sing along and do the matching actions. The teacher asks pupils if they remember various details from the text they read last time. S/he can add a few statements on the board and ask the class to choose if they think the statements are True or False, e.g.: Alexis plays the piano on Mondays. Alexis’s favourite food is pasta.
PRACTICE	<ul style="list-style-type: none"> Pupils open their books and read the text silently to

	<p>check if they were right in their True/False choices. They correct the false statements which were on the board.</p> <ul style="list-style-type: none"> • Pupils work in pairs practising reading the text. They are encouraged to offer feedback to each other as regards their reading. The teacher monitors the activity. Volunteer pupils can later read for the class. • The teacher tells pupils that Alexis sent an email to George along with the photos he sent him. Pupils read the email and complete it (activity 6, Pupil's Book). If there is time, when the activity is completed the teacher can ask a few comprehension questions about the text. • Pupils then do activity 7 in their Pupil's Book. It is listening activity where George replies to Alexis. Before the pupils listen to the recording, the teacher can ask them to predict what times George gets up, watches TV and goes to school. They can note their predictions and then listen to the recording to find out the answer. The recording can be found on Friends Audio CD for Year 4. The transcript is as follows: <p><u>Transcript:</u> <i>Hi Alexis! How are you? Thank you very much for the photos.</i> <i>I don't get up at 6:30. I get up at 7:30. I wash my face, brush my teeth and have breakfast. At 8:30 I go to school. My school starts at 9:00. In the afternoon I do my homework and watch TV. I watch TV at 8:00 and then I go to bed at 9:00. On Saturdays I go to the park with my friends. I really like Saturdays!</i></p>
PRODUCTION	<ul style="list-style-type: none"> • Pupils play a memory game in groups of 4 or 5. One pupil begins by making a sentence about what s/he does every day. The following pupils need to remember and repeat what the pupil said while also adding a new sequence in the sentence, e.g. <p>Pupil A: Every day I get up at 6:30.</p>

	<p>Pupil B: Every day I get up at 6:30 and I have breakfast.</p> <p>Pupil C: Every day I get up at 5:30 and I have breakfast. At 7:30 I go to school.</p> <p>For each correct statement repeated by the group the team gets a point.</p> <ul style="list-style-type: none"> • Pupils are given A4 cards. They use the pictures they brought of themselves to create a photo presentation (using 3 or 4 photos) similar to that of Alexis. <p>If pupils did not bring photos, the teacher can use a school camera and pupils can take pictures of each other pretending they are doing things they usually do on a typical day. Alternatively, pupils might like to design the presentation and write the captions but leave the spaces blank to complete with photographs when they go home.</p> <p>The pupils work is displayed on the classroom notice board.</p> <p>Tip: <i>Pupils are usually happy to talk about themselves. Nevertheless, if you think your class needs a bit more enthusiasm, you can ask them to do the presentation while pretending they are someone else. They can for example write as if they are a famous actor or cartoon character or another fictional character, perhaps inspired by one of the stories they learnt. In such a case they can either pretend to be the characters in the photos (using a mask or other props) or just draw the character instead.</i></p> <p>e.g.</p> <p>I am Mr Gruffalo. Every day I get up at 6:30. I brush my teeth and go to the forest. I have breakfast at 7:30. My favourite breakfast is Roasted Fox.</p> <p>OR</p> <p>I am Sam-I-am. I get up at 7:00. I have breakfast at 7:30. My favourite breakfast is green eggs and ham.</p> <ul style="list-style-type: none"> • Pupils do activity 3a and 3b in their Activity Books.
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	<ul style="list-style-type: none"> • Fast finishers can work on: <ul style="list-style-type: none"> - updating their portfolios - relevant online activities at http://www.schools.ac.cy
EVALUATION	<ul style="list-style-type: none"> • At the end of the lesson the pupils revisit their K W L chart and discuss what they have learnt as regards telling the time. They can set further goals for development and discuss these with the teacher. • They include their achievements as regards telling the time in their portfolio (Speaking A1 “Μπορώ να πω τι ώρα είναι” . • The pupils can include their photo presentation in their portfolios and reflect on the target (Writing A1) “Μπορώ να γράψω κάποια πράγματα για τον εαυτό μου.” • Pupils complete the self-assessment form.

UNIT 13

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • identify and use at least six vocabulary items relating to professions • talk about everyday activities • read a short passage about everyday activities • say what they want to be when they grow up • identify specific information from a listening text
<i>Intercultural aspect:</i>	The pupils should learn a traditional tongue twister.
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • use a K W L chart • organize learned vocabulary in a visual graphic organiser to support their learning (picture dictionary) • form grammatical rules based on observation of patterns in language they use
NEW LANGUAGE	
<i>Production</i>	<p>Professions: pilot, doctor, nurse, singer, actor, football player, reporter, waiter, police officer</p> <p>I want to be a</p> <p>Present simple: Question form “Do you ?” and response “Yes, I do. / No, I don’t.”</p>
<i>Comprehension</i>	What do you want to be?
RECYCLED LANGUAGE	<p>Professions: teacher, zookeeper</p> <p>Present simple</p> <p>Vocabulary: days of the week, action verbs, food vocabulary, sports</p> <p>Time (o’clock and half past)</p>
MATERIALS	<p>Soft ball, PowerPoint presentations at http://www.schools.ac.cy, video clips found at http://www.schools.ac.cy, online activity (mixed up words) from http://www.schools.ac.cy Friends audio CD for Year 4, small pieces of paper, A4 cards, glue, scissors, mini-whiteboards. Children should bring: photos of themselves and pictures of people from the pupil’s chosen profession</p>
TIME	3 x 40 minutes

LESSON 1

PROCEDURE	
REVIEW/ PRESENTATION	<ul style="list-style-type: none"> • Pupils sing the song they learnt in the previous Unit (This is the way). They can also add the verses they created. • Pupils who did not have the time to present their photo project in the previous lesson are encouraged to present them now. After a pupil presents his/her project, the teacher can ask questions using “Do you ...?” e.g. “Do you play football every Monday?” etc. • The teacher shows a video clip found at http://www.schools.ac.cy and asks the pupils to find out who the person in the video is (video clip 1). The teacher helps them by asking “Do you think she is a police officer? Do you think she is a singer?” The pupils are expected to find out that the person in the video is a teacher. They then watch the next video clip (video clip 2) and try to find out the mystery person (a pilot). • The teacher then notes that they have now met a teacher and a pilot and asks them if they know any other professions. S/he lists the professions the pupils mention under a ‘K’ column on the board (we Know) and explains that today they are going to learn about professions. The pupils work in groups and are given small pieces of paper. They discuss with their group and decide on 4 professions they would like to learn by the end of the Unit. The pupils then give the papers to the teacher who sticks them under ‘W’ (what we want to know) on a K W L chart which she has either on the board or on a notice board. • S/he then presents a PowerPoint presentation found at http://www.schools.ac.cy to introduce the target vocabulary relating to professions. The pupils are encouraged to participate in this process e.g. say the word (if they know it), repeat the word, discuss the profession (is it interesting? Would you like to be a ...? Do you know anyone who is a?)
PRACTICE	<ul style="list-style-type: none"> • The pupils then look at activity 4 in the Pupil’s Book (Listen, look and learn) and repeat after the recording.

	<ul style="list-style-type: none"> • The teacher then asks the pupils what they want to be. S/he writes on the board “I want to be...” and asks the pupils to think about what they want to be while s/he gives each pupil a piece of paper or a post-it note. The pupils write what they want to be on a piece of paper (“I want to be a”). If they don’t know how to write the profession they chose, they leave the piece of paper at the edge of their desk for the teacher to pass by and help them. The others keep the piece of paper in their book. • Pupils do activities 1, 2 and 3 in their Activity Books. While they are working the teacher helps the pupils who need to know how to say (and write) the profession they want to be.
PRODUCTION	<ul style="list-style-type: none"> • Find your partner (activity 5, Pupil’s Book). The pupils hold their pieces of paper with the sentence “I want to be a ..” (now completed by all with the help of the teacher). They get up and walk around the classroom talking to other pupils and trying to find one or more pupils who want to have the same profession as them. <p>The teacher carries out an example with one or two pupils and also encourages pupils to use the question “What about you?”.</p> <p><u>Example:</u></p> <p>Pupil A: I want to be a pilot. What about you?</p> <p>Pupil B: I want to be a teacher.</p> <p>After a specified time, the activity finishes and pupils can report if they found one, two or no pupils that want to have the same profession as them.</p> <ul style="list-style-type: none"> • The pupils prepare a section in their picture dictionary for professions. They can organize their dictionary in any way they like as long as the information is clear to them. They can, for example, draw pictures representing the professions, use pictures found on the internet or elsewhere or find another solution to help

	<p>them remember the meaning of the words visually. Pupils may choose to work on digital picture dictionaries using tools such as kidspiration.</p> <ul style="list-style-type: none"> • Fast finishers can: <ul style="list-style-type: none"> - work on their portfolios - create word puzzles using the target vocabulary on puzzlemaker.com or other similar programmes - work with online activities found at http://www.schools.ac.cy
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • The teacher tells pupils they are going to learn a tongue twister. S/he can either say the tongue twister or have the pupils listen to it on the audio CD. The pupils try out the tongue twister in pairs. The teacher monitors and helps pupils. Volunteer pupils can say the tongue twister out loud for the class.
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place throughout the lesson. The teacher observes pupils and takes notes soon after the lesson. • Ball game: The teacher starts the game by throwing the ball to a pupil and asking “What do you want to be?”. The pupil responds “I want to be a ...” and then throws the ball to another pupil, etc. .

LESSON 2

PROCEDURE	
REVIEW/ PRESENTATION	<ul style="list-style-type: none"> • Pupils practice their tongue twister and share it with the class. • Pupils play a hangman game either on the board or using the interactive version at http://www.schools.ac.cy • The teacher asks the pupils to find out which profession s/he is talking about and makes key statements about different professions. Example statements can be: <p>“I fly every day. What am I?” “I work at a café. What am I?”</p>

	<p>“I sing every day. What am I?” “I work at a school. What am I?” etc.</p> <p>If the teacher uses vocabulary which may be unknown to pupils, s/he can support understanding through gestures, miming, etc.</p> <p>The pupils answer using the question form: “Are you a?”</p> <ul style="list-style-type: none"> • A similar game can be played, if there is time, with profession words written on cards and placed at various places in the classroom. The teacher can then make statements such as the ones above and the pupils have to find the paper with the right word. The game can be played with the whole class at the same time (if it is a small class), or with the pupils divided in groups.
PRACTICE	<ul style="list-style-type: none"> • The teacher asks pupils to guess what the coursebook characters want to be and writes the characters’ names on the board, while listening to pupils’ ideas. • Pupils work in pairs and listen to the recording of the main text (Unit 13, Story – Friends Audio CD for Year 4) to find out: <ul style="list-style-type: none"> a) what Anna wants to be b) where the pupils are <p>They listen and report their answers. The teacher introduces the word airport.</p> • Pupils open their books and listen to the recording again. • The pupils listen to the text again and repeat after the recording. • The teacher asks the pupils to underline all the questions that Anna asks the pilot. S/he then asks them to notice what the questions have in common (e.g. Do you + verb). The teacher writes the example on the board and encourages the pupils to try and make other questions using verbs they know (e.g. Do you play

	<p>football/jump/eat/etc.) using endings in the end such as every day / on + days of the week. They are assisted to conclude that these are questions asked when we are asking someone about things that happen regularly.</p> <ul style="list-style-type: none"> • Pupils do activity 1 in the Pupil's Book. The teacher assists with the words in the activity by first reading the sentences together with the pupils. • Pupils work in pairs (and sometimes in threes) to practice reading the dialogue. If they are reading in pairs one of them also takes the part of the guide. Later the teacher invites volunteer pairs (or groups of 3) to act out the dialogue for the class. • Pupils do activity 2 in the Pupil's Book (listening activity) to find out what the rest of the characters want to be when they grow up. The transcript is as follows: <p><u>Transcript:</u> <i>Anna: I want to be a pilot!</i> <i>Alexis: We know Anna...</i> <i>Anna: What about you Alexis? What do you want to be?</i> <i>Alexis: Hmmm.... I think I want to be a reporter. What about you Claudia?</i> <i>Claudia: I want to be a teacher. Omar wants to be a teacher, too.</i> <i>Omar: Yes, I do. I think it is a very interesting job.</i> <i>Datu: I want to be a doctor.</i> <i>Rose: I want to be a doctor, too Datu!</i> <i>Datu: I didn't know that, Rose. That's great!</i></p> • Pupils do activity 4 in the Activity Book.
PRODUCTION	<ul style="list-style-type: none"> • Pupils work with the online activity found at http://www.schools.ac.cy (mixed up sentences). The activity can be used in the form of a game. The class is divided into two groups. Each group takes turns to send two pupils to the board or computer to work together in order to put the words in the right order, either to form a question or a sentence. While the two pupils are on the board, the rest of the class works in pairs to form the sentence or question on their mini-

	<p>whiteboards. All the pupils put up their whiteboards for the teacher to see and compare with the answer on the board. If the pupils on the board makes a mistake but the rest of his/her team gets it right, the team still gets a point.</p> <p>Tip: <i>If there is no Internet connection or no projector in your classroom, you can do the same activity by writing up mixed up sentences or questions on the board yourself. The groups take turns to put a mixed-up sentence in the right order by sending two pupils to the board who work together to re-write the sentence correctly. The rest of the class writes the sentence on their mini-whiteboards as above.</i></p>
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place throughout the lesson. The teacher observes pupils and takes notes relating to the targets of this unit soon after the lesson. • If there is time, the pupils can work on their mini-whiteboards, individually or in pairs. The teacher writes a mixed up question on the board and the pupils write it in the right order on their whiteboards. It can be done a couple of times with question forms and a couple of times with statement forms.

Reminder: Remember to tell pupils to bring photos of themselves and pictures of people doing the profession the pupils want to be.

LESSON 3

PROCEDURE											
REVIEW	<ul style="list-style-type: none">Pupils play a noughts and crosses game. The teacher draws on the board a table similar to the one below:										
		<table><tr><td>play the piano</td><td>play football</td><td>every Sunday</td></tr><tr><td>do my homework</td><td>every day</td><td>Swim</td></tr><tr><td>every Monday</td><td>watch TV</td><td>Cook</td></tr></table>	play the piano	play football	every Sunday	do my homework	every day	Swim	every Monday	watch TV	Cook
play the piano	play football	every Sunday									
do my homework	every day	Swim									
every Monday	watch TV	Cook									
		<p>The pupils are divided into two teams. One group plays with noughts (0) and the other with crosses (x).</p>									

	<p>Each team takes turns to choose a square. They then need to form a correct sentence or question using the word or phrase in the box. If their word or phrase is correct, their team's mark (0 or X) goes in the box. If their sentence or question is wrong the box remains open. The winning team is the one which first forms a diagonal, vertical or horizontal line with their symbol.</p> <p>Tip: <i>Explain the game to the pupils and make sure they remember how to form questions and statements. Give a couple of examples and write them on the board, e.g.: I play the piano every day. Do you play the piano on Mondays?</i></p> <ul style="list-style-type: none"> • The teacher tells pupils to name any professions they remember. Professions are written on the board and flashcards are added as they are mentioned by the pupils. Pupils may be naming professions that were not included in the Unit's target vocabulary. The teacher can ask them if that vocabulary was included in the list of the professions they wanted to learn in the K W L chart. • The class revisits the K W L chart. They are reminded of what they knew at the beginning and what they wanted to learn. They now check and see if they learnt what they wanted to, i.e. if their targets were achieved. They can discuss whether they are happy with what they learnt or if they still have pending targets. If so, the teacher tries to help them focus on how they can achieve their targets during learning conversations, which s/he can have with them while they work on their project in the production stage. • Volunteer pupils mime professions for the other pupils to find out.
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils play a game. They work in pairs using their mini-whiteboards. The teacher shows a presentation found at http://www.schools.ac.cy (lesson 3). Each time a statement appears the pupils need to write the question on their whiteboards. They then raise their whiteboards for the teacher to see their question. If a question appears they need to think of an answer and write it. They then raise their whiteboards and wait for the next slide to see, if they found the right one. • The teacher reminds pupils of Mr Georgiou, the pilot.

	<p>The pupils can read the text again silently to remember a few things that Mr Georgiou does. They then do activity 3 (listening activity) to find out more about Mr Georgiou. The recording can be found in Friends Audio CD for Year 4. The transcript is as follows:</p> <p><u>Transcript:</u> <i>Well, children. Here is what I do every day. Every day I get up at 6:00 o'clock. I have a shower and I have breakfast at 7:00 o'clock. I really like cereal for breakfast. I then go to the airport half past eight. I talk to the rest of my crew and then I fly to London at half past 10. The flight to London is about 4 hours. When I get to London I have lunch and some coffee. That's at about one o'clock London time. I then get some sleep and I fly back to Cyprus at 10:00 in the evening.</i></p> <ul style="list-style-type: none"> • The teacher tells pupils they will also find out about a football player's day and they do activity 5 in the Activity Book.
PRODUCTION	<ul style="list-style-type: none"> • The teacher tells pupils they will now imagine themselves in the profession they want to be when they grow up. Pupils stick the pictures they brought showing professions that they want to be in their exercise books or on an A4 card. They substitute the head of the person in the picture with a picture of themselves. <p>They then draw a speech bubble and they write a few sentences about themselves as the person they want to be. They get help from the text in activity 5 in the Activity Book but it will also be very useful if the teacher goes through the process with an example on the board. S/he draws or sticks a picture on the board and asks pupils what should go in the speech balloon.</p> <p>Expected details include: Name / profession. Routine: getting up / breakfast / lunch / dinner / afternoon activities (TV / sports). Something related to the profession (e.g. big football game / fly to another country / sing at a concert etc.)</p> <p>The basic format can be written on the board:</p>

	<p>My name is I am a Every day I get up at I havefor breakfast at 7:00. Then I(something related to work)..... every day. I have for lunch at I go home at.....</p> <p>The above can be used by the pupils as a basic model to follow, although pupils who can do more should be encouraged to do so. In the meantime, the teacher goes round and supports pupils who may want to write something about the profession and they don't know how to do it.</p> <p>Fast finishers can:</p> <ul style="list-style-type: none"> - update their portfolios - work with online activities at http://www.schools.ac.cy - create word puzzles at puzzlemaker.com - create a digital version of their poster <p>Tip: <i>If pupils are waiting for the teacher to help them with their poster but s/he is busy with other pupils, they can begin working on the fast finishers activities until the teacher can help them. Also, stronger pupils who may have finished early may be used to offer help/support to other pupils who are still working</i></p> <ul style="list-style-type: none"> • Pupils present their posters and share with other pupils what they wrote.
EVALUATION	<ul style="list-style-type: none"> • Pupils complete their self-evaluation form. • Pupils have already during the lesson carried out self-assessment during reflection on the KWL chart. • The teacher uses the time during the pupils individual work to have one-to-one learning conversations about their progress and about their portfolios.

UNIT 14

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • talk about things people do on a typical day (Present simple 3rd person singular) • write a short paragraph • express ideas using “I think”
<i>Intercultural aspect:</i>	Pupils become aware of a number of fairy tales which form part of our international heritage.
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • deduce grammar rules from samples of language
NEW LANGUAGE	
<i>Production</i>	Present Simple 3 rd person singular I think ... Verbs: clean, read
<i>Comprehension</i>	
RECYCLED LANGUAGE	Verbs: sleep, watch TV, play, cook, walk, do homework, listen, put on, go, fly, have breakfast/lunch/dinner, get up, eat, like Time: (o'clock/half past)
MATERIALS	Friends Audio CD for Year 4, PowerPoint presentation from http://www.schools.ac.cy , photocopiable materials Flashcards downloaded from: http://www.mes-english.com/flashcards/verbs.php [Flashcards for the verbs: read, sleep (from set 1), watch TV, (set 2) play football, cook, play the piano, play on the computer (set 3)]
TIME	2 X 40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • The class puppet holds a storybook and asks pupils if they like stories. The pupils are encouraged to respond and perhaps name their favourite stories. • The teacher tells pupils that s/he likes stories very much and that s/he reads a story every night. S/he then writes the sentences on the board: I like stories. I read a story every night. <p>The teacher tells pupils that their class puppet likes stories</p>

very much, too. All day s/he reads stories and every night s/he reads a story, too. The teacher writes the sentences on the board emphasizing with a different colour marker the 3rd person singular -s, e.g.:

Froggy (or other puppet name) like**s** stories very much.
He read**s** a story every night.

As these sentences are written on the board, they now present a contrast to the sentences written about the teacher. The teacher draws the pupils' attention to the contrast. (e.g. 'Oh, what's going on? I read / He reads???'). The pupils are encouraged to notice the difference and perhaps reach a conclusion about why this happens (e.g. when we are talking about what someone usually does and we use He/She/It, then we add an -s).

The teacher tells pupils the puppet likes stories so much that he wakes up every morning and reads a story. S/he doesn't like TV so s/he doesn't watch TV or play on the computer. The teacher writes the sentences on the board:

He doe**s**n't like TV.
He doe**s**n't watch TV.

The teacher can write next to the sentences above, sentences about him/herself thus contrasting 'I don't' with 'S/he doesn't' Pupils look at the Listen, look and learn activity (activity 2) in their Pupil's Book to further understand the new language structure.

- Pupils can add to the listen, look and learn activity the pronouns before the first column (I, you, we, they) and the pronouns before the column for third person singular (he/she/it). Pupils can also add more verbs to the list either orally or in a written note next to the activity.

Note: the third person singular in the present simple is usually formed by adding an -s to the verb's base. When the base form ends in one of the sounds /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/ and its spelling does not end in a silent e, then -es is added, e.g. *catch* → *catches*. Verbs ending in a consonant plus *o* also add -es: *go* → *goes*. Verbs ending in a consonant plus *y* add -es after changing the *y* to an *i*: *cry* → *cries*.

Tip: *At this point you can just teach pupils to add the -s ending and help them learn the irregular verbs (goes, watches) without necessarily focusing on the rule. At this point you may just draw their attention to the fact that those words are formed differently.*

	<ul style="list-style-type: none"> The teacher asks pupils to guess the stories the puppet likes to read. Pupils ask questions using “Does s/he like?” which is also written on the board. The pupils might mention a variety of stories. If traditional stories are not suggested by the pupils, then they are introduced by the teacher. Such stories include Snow White, Pinocchio, Goldilocks and the three bears, etc.
PRACTICE	<ul style="list-style-type: none"> The teacher tells pupils they will watch a presentation about some favourite story characters and what they do every day. The PowerPoint presentation (http://www.schools.ac.cy) shows the characters and pupils guess what things the characters usually do. The presentation shows a funny thing each time, e.g. Goldilocks cooks and cleans for the three bears, Little Red Riding Hood plays with the wolf, etc. The pupils are encouraged to use “I think” before their guesses. <u>Example:</u> Teacher: Who is this? Do you know her? Pupils: Red Riding Hood Teacher: And can you guess what she does every day? Pupil A: I think she goes to school. / Does she go to school? Teacher: No, she doesn’t. (the teacher reveals the picture and pupils make a correct statement): She doesn’t go to school. She goes to the park and plays with the wolf. The teacher asks pupils to listen to the text and note down which names/characters they hear (Red Riding Wolf, Goldilocks, Snow White, etc.). Pupils listen again and try to note down at least what one character usually does. Pupils then listen again to the text while following in their books so as to check if they got the correct answers to the above questions. The class can then discuss where the children are (Storyland), if this place is real or not or how the children got there. Pupils work in groups of four. Each pupil takes one of the parts of the story (Omar, Datu, Rose and the Fairy) and the pupils read their parts while paying attention to read with appropriate intonation and expression. The teacher monitors the activity and offers feedback to the pupils. Pupils do activity 1 in their Pupil’s Book

<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils play a bingo game (activity 3, Pupil’s Book). The teacher asks pupils to cross out 3 pictures and then makes statements about the pictures. Pupils cross out the pictures being described. The pupil that first crosses out all nine pictures and shouts out “bingo” is the winner. Example statements to be called out by the teacher are: She doesn’t go to work in the mornings. She reads books. He doesn’t play volley ball on Saturdays. He plays basketball. etc. • If there is time, the pupils can play the game again. This time a pupil can call out the statements. • The teacher holds flashcards downloaded from http://www.mes-english.com/flashcards/verbs.php which she quickly shows to the pupils and then turns them face down on her desk. S/he then picks one up and asks pupils to guess what that person does in the afternoons. The pupils are encouraged to use “I think” to express their suggestion. <u>Example:</u> Teacher: (hiding the flashcard) This is Tom. What does he do at 6:00 in the afternoon? Guess! Pupil A: I think he plays football. Teacher: No, he doesn’t play football. Pupil B: I think he cleans his room. Teacher: No, he doesn’t clean his room. Pupil C: I think he reads a book. Teacher: Yes! He reads a book. • Pupils do activities 1, 2 and 3 in their Activity Book. • Pupils work on their picture dictionary. They can add to their entry on “Things we do” which they started during Unit 10 and enrich it with more action verbs.
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Evaluation takes place throughout the lesson through observation and individual learning conversations with pupils during their individual work above.

LESSON 2

PROCEDURE	
REVIEW/ PRESENTATION	<ul style="list-style-type: none">Pupils sing the song “This is the way” they learnt in Unit 12. The teacher projects the song on the board.The teacher asks five pupils to come to the front of the class and asks the first pupil, e.g.: Teacher: Andreas, how do you wash your face? The pupil mimes the way he washes his face and the teacher tells pupils and writes the sentence on the board: <i>This is the way he washes his face.</i> S/he does the same with the rest of the pupils and comes up with these sentences which s/he writes on the board: This is the way he washes his face. This is the way she brushes her teeth. This is the way he brushes his hair. This is the way she puts on her clothes. This is the way he goes to school.The sentences are written on the board so that pupils can compare them to the song that is already projected. The teacher calls out pupils to highlight the differences between the two songs (-es, -s endings) and asks them to explain in their own words and in L1 why these differences appearThe teacher invites the pupils to sing this new version of the song “This is the way ...”: This is the way he washes his face, washes his face, washes his face. This is the way he washes his face so early in the morning. This is the way she brushes her teeth, brushes her teeth, brushes her teeth. This is the way she brushes her teeth so early in the morning. etc. Pupils sing and mime the actions at the same time.

<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils are divided into groups of four and practice reading the dialogue from their Pupil's Book. The teacher goes round and listens to the groups reading. Pupils that feel comfortable can later act the dialogue out in front of the class. • The teacher asks the pupils to choose a fairy tale character and to create his/her unusual day. The pupils suggest various characters until one is decided on and together the class imagines a few things about his/her typical day which the teacher writes on the board. • The pupils then look at activity 4 in their Activity Book and read about the Big Bad Wolf. The teacher can read the text for the pupils in a 'Big Bad Wolf' voice. The pupils are then asked to change the text as if it is the fairy talking about the big bad wolf.
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils work in pairs or groups to create a day for another fairy tale character of their choice and write it down in their exercise books. The teacher monitors and helps the pupils whenever necessary. S/he also reminds pupils to ask for help using the phrases "How do you spell...?", "Can you help me, please?", "How do you say In English?", etc. • When they finish they can play the board game. Fast finishers can work with other fast finishers and start playing the board game. The pupils need a die and some pawns. Each time they land on a square, they need to make a correct statement about what Pinocchio does. If the statement is wrong, they need to go back a square. <p><u>Example:</u> He goes to school. He cleans the house. He plays with his dad.</p> <p>Tip 1: <i>If there is no die, one of the pupils closes his/her eyes and begins to count until the others shout stop. S/he then tells them the number (from 1 to 6 – if the pupil is not stopped s/he starts from 1 again).</i></p> <p>Tip 2: <i>If the pupils need some more challenge, the game can have one more rule: if a pupil adds a negative statement, s/he gets a bonus point and moves up one more square. If for example, the pupil just says "He watches TV.", s/he stays in his/her square. If, however, the pupil adds a</i></p>

	<p><i>negative statement, e.g. “He watches TV. He doesn’t play football.”, then s/he can move up one more square.</i></p> <ul style="list-style-type: none"> • Pupils present their fairy character. • If there is more time when all pupils finish their fairy tale character and play the board game, pupils can work on preparing their work on their fairy tale character to be presented on the notice board or on the school website. They can either write it up clearly and illustrate it on an A4 paper or they can prepare it digitally using Kartouche, PowerPoint or other relevant software. • Fast finishers can work on: <ul style="list-style-type: none"> - updating their portfolio - updating their entry on action verbs in their picture dictionary - relevant online activities at http://www.schools.ac.cy
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place throughout the lesson through observation of the pupils’ responses to activities. Pay individual attention to pupil’s progress by observing them during their board game. • Pupils complete the self-assessment form. • Alternatively, and if there is time, pupils play a game in groups of 4. The teacher gives each group a set of boards (see photocopiable materials) and a pack of cards (the same pictures cut as single pictures). The cards should be placed face down in a pile in the middle. The first pupil takes a card from the pile and look at it without showing it to the others. S/he makes a statement about it, e.g.: She cooks every day. When a pupil thinks the card matches one of the pictures on his/her board, s/he can ask to see it. If it does match, s/he can place it on his/her board. The second pupil takes a card from the pile and the same procedure is followed. The objective of the game is for each pupil to find cards that match all his/her four pictures and place them all on the board. The pupil to do so first is the winner.

Photocopiable material



UNIT 15

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • follow and participate in the narration of a story • act out a role in a simple dramatization of a story • identify and use at least seven vocabulary items for clothes • talk about what people are wearing
<i>Intercultural aspect:</i>	Pupils should be able to enjoy and appreciate foreign language children's literature ("The smartest giant" by Julia Donaldson)
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • set targets for themselves • reflect on their learning • prepare a visual organizer • tolerate ambiguity
NEW LANGUAGE	
<i>Production</i>	<p>What's he/she wearing? She /he is wearing</p> <p>Clothes vocabulary: clothes, dress, boots, hat, shorts, shoes, skirt, T-shirt, shirt, trousers, belt, tie, socks, scarf, sandals, jacket</p> <p>Other vocabulary: smart, giant</p> <p>Expressions: 'Cheer up!'</p>
<i>Comprehension</i>	Language included in the story (e.g. gown, sleeping bag, crown, scruffy), charity bazaar, old, new, kind, shop)
RECYCLED LANGUAGE	<p>Present continuous</p> <p>I've got...</p> <p>colours, animals</p> <p>Other learned vocabulary (e.g. boat, bed, up, down, open, close, sad, happy, house, little, glasses)</p> <p>Expressions: "What's the matter?"</p>
MATERIALS	<p>Flashcards with clothes (e.g. from www.mes-english.com.)</p> <p>PowerPoint presentation from http://www.schools.ac.cy ,</p> <p>mini-whiteboards, photocopiable materials, video for story: http://www.youtube.com/watch?v=S2Y-z0jzWw (part 1)</p> <p>http://www.youtube.com/watch?v=k0whQAknJgE&feature=relmfu (part 2)</p>
TIME	4 x 40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none">• The teacher talks about charity bazaars which may take place where the pupils live or shows pictures or other objects from charity bazaars and asks the pupils why such bazaars are organised. (The pupils may reply in their L1). The teacher then asks the pupils if they would like to organise a bazaar for a charity and asks them what they could collect to sell at the bazaar. Different ideas can be suggested. When the pupils mention clothes, the teacher takes the opportunity to write the word on the board and asks the pupils if they know any words for clothes.• The pupils are then asked what clothes vocabulary they would like to learn. They work in groups and agree on the 10 words they would really like to learn. The groups report their words and the teacher makes a list of the words requested and tells pupils that by the end of the Unit they will revisit the list to check what they learned. The list is placed on the notice board so that it can be revisited by the pupils later.• The teacher introduces the new target vocabulary for this Unit and can also include a few words which were on the pupils' list but not in the predetermined target vocabulary. The teacher's and the pupils' clothes can be used as examples (e.g. what's this? What is Maria wearing? etc.).• The new words are also presented using flashcards placed on the board.• The teacher mixes up the flashcards and pupils match the words with the pictures (flashcards and words). The matching activity can take the form of the 'crazy match' game (see introduction), where each time the pupils draw a line, that line should not touch any of the other lines on the board or they will lose. Each time a pupil matches a word with a flashcard s/he also says the word.

PRACTICE	<ul style="list-style-type: none"> • I spy...: The teacher picks a word from the board and asks the pupils to identify it by just giving them the first letter (e.g. I spy with my little eye something beginning with “s”. What is it?). • Pupils take the lead and choose the mystery word in the “I spy” game. • Pupils do activity 2a in their Pupil’s Book (Listen, look and learn). They repeat each word after the recording. • The teacher tells the class that the coursebook characters are organizing a bazaar and asks the pupils to listen to the text and write in their exercise books or on their mini whiteboards any clothes vocabulary that they hear. <p>Pupils listen to the recording twice (Friends Audio CD for Year 4) and then open their books and listen to the text again so as to check their answers. They can award themselves points depending on how many clothing items they noted down (the items in the text are 8).</p> <ul style="list-style-type: none"> • Pupils carry out Pupil’s Book activity 1. 												
PRESENTATION	<ul style="list-style-type: none"> • The pupils highlight the clothes vocabulary in the text. The teacher asks them if they notice anything in the words they highlighted. If the pupils cannot see the point in question, the teacher asks them to report the words they found and s/he writes them on the board encouraging pupils to include ‘a pair of’ when this is mentioned in the text. <p>In the end there should be a table on the board like this:</p> <table> <tr> <td>a skirt</td> <td>a pair of shoes</td> </tr> <tr> <td>a t-shirt</td> <td>a pair of trousers</td> </tr> <tr> <td>a dress</td> <td></td> </tr> <tr> <td>a scarf</td> <td></td> </tr> <tr> <td>a hat</td> <td></td> </tr> <tr> <td>a shirt</td> <td></td> </tr> </table> <p>The pupils discuss why they think ‘shoes’ and</p>	a skirt	a pair of shoes	a t-shirt	a pair of trousers	a dress		a scarf		a hat		a shirt	
a skirt	a pair of shoes												
a t-shirt	a pair of trousers												
a dress													
a scarf													
a hat													
a shirt													

	<p>‘trousers’ have ‘a pair of’ before the word. The pupils are assisted in understanding that some clothes words are used in plural form and in these cases ‘a pair of’ is used with the word.</p> <p>They are then asked to go through the ‘Listen look and learn’ vocabulary and classify the two different categories of words accordingly (activity 2b).</p>
PRACTICE	<ul style="list-style-type: none"> The pupils are divided into groups of 4 or 5 and practice reading the text in their groups. If the group has only 4 pupils, one pupil can take on two parts. The teacher monitors the activity. <p>One or two volunteer groups can read the dialogues for the class trying to use the appropriate intonation and expression.</p>
PRODUCTION	<ul style="list-style-type: none"> Pupils do activity 3 in their Pupil’s Book. It’s a listening activity. The transcript is as follows: <p><i>Look at these girls. They are friends. They come from China. Lni is wearing a pink dress. Mei is wearing a red t-shirt and black shorts. Huan is wearing a yellow skirt. Chen is wearing a white and green t-shirt and a white skirt. Look at her shoes. What colour are they?</i></p> Pupils do activities 1 and 2 in their Activity Books. When they finish they can add the words in their picture dictionary. There can be different arrangements in which the pupils can present the clothes in their picture dictionaries, e.g. <ul style="list-style-type: none"> They can present the clothes separated in boys’ and girls’ clothes They can present the clothes separated by season etc. <p>Some pupils can also work on digital picture dictionaries by presenting the new vocabulary on kidspiration or other suitable software.</p> <p>The teacher monitors the activity, offers help whenever necessary and has one-to-one learning conversations with the pupils.</p>

	<ul style="list-style-type: none"> Fast finishers can: <ul style="list-style-type: none"> - add new words on the Word Wall - work on their portfolios - work on relevant online activities found at http://www.schools.ac.cy - play an interactive game found at “Logismika Paidagogikou Elladas”: Grades D-E-Toy Store-level 2-odd one out-clothing Grades D-E -Home-Let’s get dressed - create a word puzzle using clothes vocabulary either in their exercise books or electronically on puzzlemaker.com or other similar programmes
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> The teacher tells pupils they are going to learn a tongue twister. S/he can either say the tongue twister or have the pupils listen to it on the audio CD. The pupils try out the tongue twister in pairs. The teacher monitors and helps pupils. Volunteer pupils can say the tongue twister out loud for the class.
EVALUATION	<ul style="list-style-type: none"> Pupils play a game of BINGO! using the pictures in the Listen, look and learn activity. Pupils choose and circle five items of clothing. The teacher then calls out words and the pupils cross out a word they hear, if it is one they have circled. The first one to cross out all the circled words, calls out BINGO! and is the winner of the game. During the activity the teacher moves about and observes pupils and their response, e.g. whether they identify the right word, how fast the response was, etc. If there is time, the teacher shows a PowerPoint presentation found at http://www.schools.ac.cy with pictures of different people and/or animals wearing various items of clothing. The pupils are asked to silently read the statements in each slide. If the statement is correct, pupils are asked to touch their nose. If the statement is wrong, they touch their head and are asked to correct the statement. This reading game can also be played with the use of different movements for true/false, e.g. thumbs up/down, etc. The teacher observes pupils’ learning during individual

	chats with the pupils while they are working on their written activities and their picture dictionaries.
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LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils try out their tongue twister and share with the class. Pupils stand in a circle and are separated into two teams. Pupils on each team are given numbers so that each team has the same numbers (e.g. both teams have numbers 1 – 8). The teacher places the flashcards on the board and invites the pupils to name the clothes as this is done. S/he then calls an item of clothing and a number. The pupils with that number run to the board to hit the flashcard. The first one to hit the flashcard gets a point for his/her team. Pupils sit in the circle. The teacher makes statements about what s/he is wearing and asks the pupils to touch their head, if the statement is wrong or touch their nose, if the statement is correct. (e.g. I'm wearing black shoes. / I'm wearing a green t-shirt). Volunteer pupils take turns to make statements to which the pupils respond to as above.
PRE-STORYTELLING	<ul style="list-style-type: none"> The teacher shows the cover of the book "The smartest giant" to the pupils and asks them what they can see. The pupils are expected to name the animals and talk about who the two big legs that appear in the picture might belong to (the teacher introduces the word giant). The teacher then draws the pupils' attention to the author of the book and the title of the book and asks them to say what they think "the smartest giant in town" means. This is an opportunity for the teacher to explain that in this case 'smart' means dressed very well and not clever.

	<ul style="list-style-type: none"> The teacher then asks the pupils to guess what the giant could be wearing in the story. “Why is he the smartest giant in town? What clothes do you think he is wearing?”
WHILE-STORYTELLING	<ul style="list-style-type: none"> The teacher tells the story frequently encouraging pupils to say what they can see in the pictures. The teacher also encourages the pupils to guess which animal will come next and what item of clothing the giant will give to it, how the giant feels each time (happy, sad), etc. When the pupils see the giant for the first time, the teacher encourages them to discuss what he is wearing, whether he is smart or scruffy and compare with what they predicted before. During storytelling the teacher can focus on key phrases the pupils are expected to focus on in the story such as “What’s the matter?” and “Cheer up!”. <p><u>Note:</u> Please note that – as usual with stories - the text includes vocabulary and phrases that the pupils are only expected to understand through gestures, pictures or through the help of the story’s context. These will not be focused on for active use later on and do not, therefore, require extra focus by the teacher.</p>
AFTER-STORYTELLING	<ul style="list-style-type: none"> Pupils discuss whether they liked the story and what they think of the giant (kind, nice). They can also use their L1, if necessary. Pupils are given word cards (see photocopiable materials) with the clothes which appear in the story and are invited in the middle of the circle to arrange themselves in the order in which the giant gives the clothes away. The same activity can be done using word cards with the names of the animals which appear in the story. (for word cards see photocopiable materials).

	<ul style="list-style-type: none"> Pupils do activity 4 in their Pupil's Book. When they finish, they read the text out aloud and identify the text as the giant's song. Pupils do activities 4 and 5 in their Activity Book.
EVALUATION	<ul style="list-style-type: none"> Evaluation is ongoing and takes place throughout the lesson with the teacher taking notes about the pupils' progress as regards understanding and participation in storytelling.
PROJECT	<ul style="list-style-type: none"> If there is access to computers, the pupils can work on illustrating their own version of the story using appropriate software (e.g. Kartouche). The project may start in this lesson and continue through the next lesson in the Unit (and more if necessary), with different groups of pupils using the class computer at specific times of the lesson when individual work is being carried out. In this way different groups will work to create different scenes of the story until the story is completed.

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> The teacher writes the words for the clothes vocabulary on the board and asks the pupils to guess the words s/he writes as these are being written. S/he then distributes clothes flashcards to the pupils, which they have to match with the right word on the board.
PRACTICE	<ul style="list-style-type: none"> The teacher rubs out a few of the letters from each word and divides the class into two groups. Each group takes turns to send a representative on the board to complete the missing letters from a word. <p>Tip: <i>It is always good to include as many pupils as possible in the activities you use. In the case of the above activity, you can have all the pupils involved by asking them to work in pairs and write the missing letters on their mini-whiteboards when a pupil is out on the board.</i></p> <ul style="list-style-type: none"> Pupils stand in a circle and play a ball game. The

	<p>teacher begins by making a statement about what s/he is wearing. S/he then throws the ball to a pupil and asks him/her “What are you wearing?”. The pupil that gets the ball needs to make a statement about something that s/he is wearing (e.g. I’m wearing black shoes) and then throws the ball to another pupil.</p> <p><u>Example:</u> Teacher: I’m wearing glasses. What are you wearing? (throws the ball to Pupil A) Pupil A: I’m wearing a t-shirt. What are you wearing? etc.</p>
PRE-STORYTELLING	<ul style="list-style-type: none"> • Pupils are encouraged to remember the story (e.g. What clothes the giant buys, which animals he meets and what clothes the giant gives to them).
WHILE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the story and pupils are encouraged to participate. S/he frequently asks pupils to discuss what the giant is wearing, describe the pictures, etc.
AFTER-STORYTELLING	<ul style="list-style-type: none"> • Pupils do activities 5 and 6 in their Activity Books. • Fast finishers can work on: <ul style="list-style-type: none"> - adding new words on the Word Wall - relevant online activities found at http://www.schools.ac.cy - updating their portfolio - updating their picture dictionary entry on clothes - creating word puzzles online (puzzlemaker.com or other similar programmes) or in their exercise books
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing and takes place throughout the lesson with the teacher monitoring pupils and taking notes as regards their progress soon after the end of the lesson. • The teacher uses the powerpoint slides found at http://www.schools.ac.cy (lesson 3) to play a game with the pupils. The pupils work in pairs using their mini-whiteboards. Each time a slide is shown for only 30 seconds. The pupils then write on their whiteboards as many clothes as they can remember. Their answers are later checked against the slide which is revealed. They are encouraged to score themselves.

LESSON 4

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> The teacher puts the clothes flashcards face down on a desk. S/he picks one up and tells pupils that the picture shows what s/he is wearing but they have to find out by asking. Pupils are encouraged to use the question “Are you wearing?” which is written on the board. The teacher can give the pupils 5 chances before s/he reveals the answer. A pupil can then pick a card and lead the game. Pupils play a memory game. They are divided in groups of 5 or 6. Each group has to try and make a long sentence gradually with each pupil in the group adding a clothing item to the phrase “I’ve got ...”. Each pupil adds a clothing item but has to remember and repeat all previous items. For each pupil who carries out the task, the team gets a point, e.g.: Pupil 1: I’ve got a scarf. Pupil 2: I’ve got a scarf and a t-shirt. Pupil 3: I’ve got a scarf, a t-shirt and a skirt. Pupil 4: I’ve got a scarf, a t-shirt, a skirt and a pair of socks. Pupil 5: I’ve got a scarf, a t-shirt, a skirt, a pair of socks and a pair of shorts. Volunteer pupils present the drawings they made of the giant and tell (or read) to their classmates what clothes the giant is wearing.
STORYTELLING	<ul style="list-style-type: none"> Pupils watch the story on video, listening to it being narrated by two well-known actors. The story can be found here: http://www.youtube.com/watch?v=S2Y-z0jzWw (part 1) http://www.youtube.com/watch?v=k0whQAknJgE&feature=relmfu (part 2) The pupils act out the story. The teacher divides the pupils in 6 groups. One of the groups takes the role of the giant and the rest take the role of animals. The teacher takes on the role of the narrator and pupils

	<p>participate according to their role.</p> <p>The teacher can simplify the parts that pupils will need to say so that they are able to participate and can also write model sentences on the board for pupils to have as support.</p> <p>For example:</p> <p>Giant (each time he meets an animal): What's the matter?</p> <p>Giraffe: I am cold.</p> <p>Giant: Here is my tie.</p> <p>Giraffe: Thank you! It's perfect.</p> <p>All the pupils together chant the giant's song: "My tie is a scarf for a cold giraffe, but look me up and down, I'm the smartest giant in town."</p> <p>etc.</p> <ul style="list-style-type: none"> • Pupils can practice the dramatization of the story so that it can be presented at a school assembly or other school event. Additional roles may be added such as the shop owner, various people in the town, the giraffe's children, etc. If, however, there need to be more than one animal for each talking part the words can be adapted for the pupils to say "We" instead of "I" and the giant's clothes can be shared amongst them. Confident, volunteer pupils may even take the role of the narrator, which can be divided it in many parts so that there are numerous narrators thus making it easier for the pupils. <p>Other pupils may prefer to have the role of the cameraman or the photographer so that the play is documented for the pupils' portfolios.</p>
EVALUATION/ PORTFOLIO	<ul style="list-style-type: none"> • Pupils are reminded of the list of words they said they wanted to learn at the beginning of the Unit (lesson 1). They are asked to reflect on what they have learned during this Unit and complete the self-assessment form at the back of the book. If their targets have not been achieved, they come up with an action plan towards their target (e.g. what to do to help them learn the vocabulary) and a date by when to review their progress again.

	<ul style="list-style-type: none"> • Pupils can include their drawings of the giant in their portfolios and list the story in the stories they have read/heard. • Pupils can record that they can identify and name a few items of clothing and add evidence about this achievement in their portfolio (it can be added as an additional goal either in Speaking A1 or in Reading A1.) • The pupils' role play of the story can either be video-recorded and entered in their portfolio or recorded in their portfolios through photos as evidence both about them having read the story and/or as evidence that they can tell part of a story/take part in a dramatization of a story.
CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> • Agogi Zois: The pupils can organise their own charity bazaar and donate the profits to a local charity. • Music: Musical background can be added to the story/play by the pupils during the music lesson. • Art: The pupils can work on designing a poster for their play

shoe

shirt

tie

socks

belt

giraffe

mouse

goat

dog

fox

PROJECT UNIT: EASTER EGG HUNT

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • give directions/instructions
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> • become familiar with how other people and cultures celebrate Easter • become aware of the fact that certain local traditions are shared by other people and cultures • experience an Easter egg hunt
<i>Learning strategies:</i>	Pupils should: <ul style="list-style-type: none"> • learn by personalizing experiences
NEW LANGUAGE	
<i>Production</i>	Easter egg hunt, steps
<i>Comprehension</i>	
RECYCLED LANGUAGE	Giving instructions (imperatives) egg, Easter, Happy Easter, easter eggs, on, in, under, next to, look, walk, jump
MATERIALS	Small cards, markers, pencils, small chocolate eggs or other treats (or plastic eggs), photos from http://www.schools.ac.cy
TIME	1 x 40 minutes

PROCEDURE	
INTRODUCTION	<ul style="list-style-type: none"> • Pupils sing a song of their choice. • The teacher draws the pupils' attention to the pictures in the coursebook or to similar pictures available at http://www.schools.ac.cy and asks them what they think the children in the photographs are doing. Pupils can share their ideas in L1, if necessary. <p>The teacher can give them a clue that this has to do with Easter.</p> <ul style="list-style-type: none"> • If none of the pupils finds the answer, the teacher tells them that the children in the pictures are doing an Easter egg hunt and explains what an Easter egg hunt

	<p>is.</p> <p>Background information: The Easter egg hunt is an Easter tradition popular in many countries such as the UK, the USA, Australia and Ireland. It takes place on Easter Sunday and it is the highlight of the Easter celebrations. Chocolate, real or plastic eggs (filled with treats) are hidden around a garden or a park. Children have baskets which they fill in with the eggs they find. Easier Easter egg hunts for younger children have eggs hidden and children just wonder around and try to find them. Easter egg hunts for older children can be a bit more challenging and include clues for the children to follow. Children are given the first clue and then find a clue each time they find an egg.</p>
IMPLEMENTATION	<ul style="list-style-type: none"> • The pupils explore the pictures in the coursebook and look at the various ‘treasure hunt’ signs. • The teacher tells pupils they are going to organize an Easter egg hunt at school and explains the process following the instructions in the coursebook (also see the steps below). S/he can also show pupils a sign which s/he has already prepared (e.g. a note stuck on a pencil). • The teacher encourages the pupils to think of ideas for clues and writes them on the board, e.g.: Look next to the desk. Walk 10 steps. Look under the tree. Look next to the bin. Look up/ down, etc. Jump 3 times. Run 6 steps. • The pupils are divided into groups of five. Each group is given five eggs to hide. They work in their groups to: <ul style="list-style-type: none"> - <u>Step 1:</u> think where to hide the eggs - <u>Step 2:</u> prepare signs to use for clues so that the other pupils can find the eggs. Each group needs


	<p>to prepare only four clues, since the final/fifth egg will be the last one.</p> <ul style="list-style-type: none"> - <u>Step 3</u>: pupils take turns to go out in the yard and place their signs - <u>Step 4</u>: once all the teams are ready, they go out for their Easter hunt. The first team to collect all their eggs is the winner. <p>Tip 1: <i>You can use very small chocolate eggs. These are sold in bags of 20-30 and will be enough for one class. If this solution is not practical or too expensive, you can decide with the pupils not to use real eggs. In this case you can roll up some colourful paper to make it look like eggs or you can have other treats wrapped up, instead of eggs.</i></p> <p>Tip 2: <i>During Step 3 above, instead of waiting for each team to hide their eggs and come back before another team goes out to hide their eggs, you can divide the school grounds, e.g. team A works in the front of the school, team B works in the vegetable garden, team C works in the classroom, etc.</i></p> <p><i>You can give a time limit for the pupils to hide their eggs and place their signs, e.g. 7 minutes. After that time all the pupils need to return to the classroom. The groups then are allocated different areas of the school (as above) in which to search for the eggs. Once more give a time limit and expect everyone to return to the classroom once the time limit is up.</i></p> <p>Tip 3: <i>If there are pupils who don't want to play the game or be part of the groups, they can be timekeepers. They will, therefore, be in charge of checking the time and informing the groups when time is up. They can also function as 'official' photographers (see below).</i></p> <p>Tip 3: <i>Don't forget to take photos of the Easter egg hunt for the pupils' portfolios.</i></p>
EVALUATION	<ul style="list-style-type: none"> • Pupils reflect on how they liked the lesson and the Easter egg hunt. Photos of the egg hunt can go in their portfolio. The pupils can choose to add comments next to the photos of in speech balloons on the photos.
CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> • The Easter egg hunt can be played or re-played (pupils love to play the game again and again) as a school event on the last day before Easter. Different

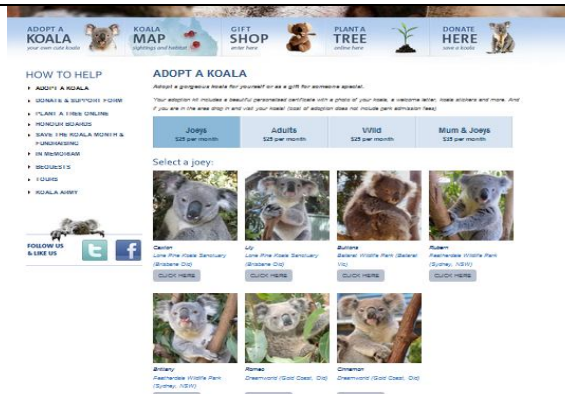
	<p>classes can prepare Easter egg hunts for other classes, e.g. D1 can be divided in two groups and prepare an Easter egg hunt for D2's two groups and vice versa. If the Easter egg hunt will take place for all groups at the same time, either divide the school grounds (as above) or have each group colour code their clues e.g. clues for group 2 are yellow, clues for group 4 are green, etc.</p>
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UNIT 16

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> ask about habits (3rd person singular: Does s/he /it ...?) write a short paragraph make a poster
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> become familiar with a number of endangered animals from around the world. learn a traditional song (“Row, row, row your boat”)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> organise vocabulary in a visual organiser pay attention to form use rhythm to learn target language
NEW LANGUAGE	
<i>Production</i>	endangered, dangerous, furry, animal, meat, fast, Africa
<i>Comprehension</i>	adopt, I know, leaves, eucalyptus, sea,
RECYCLED LANGUAGE	Does s/he /it ...? Yes, s/he/it does. No, s/he/it doesn't. present simple 3 rd person singular (affirmative and negative forms) animals (koala, fish, polar bear, seal, leopard, hippo, penguin, tiger, panda, wolf) adjectives: big / small - long / short scary / naughty / cute/ cold / hot / It has got/It hasn't got It can/It can't parts of the body (ears, mouth, nose, eyes) verbs: read, eat, run, swim, love, climb, sleep other vocabulary: weather, forest, Greece, jungle
MATERIALS	Friends Audio CD for Year 4, A picture of a koala (e.g. downloaded from: : https://www.savethekoala.com/adopt-a-koala) Animal flashcards which have already been used in previous lessons (bear, panda, seal, koala, wolf, turtle, tiger, penguin, hippo, lion) (e.g. from: http://www.mes-english.com/flashcards/animals.php) PowerPoint presentations from http://www.schools.ac.cy , mini-whiteboards, post-it notes
TIME	2 X 40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none">The class puppet holds a picture of a koala and shows it to the pupils. (The picture can be downloaded from: https://www.savethekoala.com/adopt-a-koala)  <p>The puppet tells pupils the name of the Koala (e.g. Lilly) and that s/he has adopted that specific koala. The puppet asks pupils if they like his/her koala and describes it along with the pupils, e.g.:</p> <p>Teacher: Look. Isn't this koala so cute? It's small and furry. What colour is it? Pupil: It's grey. Teacher: Yes. It has got a big black nose and two small eyes. Look at his ears! Are they small? Pupils: No! They are big!</p> <ul style="list-style-type: none">Pupils are encouraged to share anything they know about koalas (they can use L1, if necessary). During this discussion the teacher explains that the koala is an endangered animal and introduces the word 'endangered'.The teacher asks pupils to think how they can help the koala. Various ideas can be shared (either in L2 or in L1) and accepted. The idea of animal adoption is also introduced at this stage.The class puppet projects the website: https://www.savethekoala.com/adopt-a-koala and asks pupils if they would like to adopt a koala and if yes, which koala they would like to adopt.



- The teacher asks pupils if they want to find out more things about Lilly, the koala and encourages pupils to ask the class puppet questions about Lilly. In order to help them s/he projects a PowerPoint presentation found at <http://www.schools.ac.cy> with word cues.

For example, the slide shows the following cue: like/leaves?. The pupils form the question: “*Does* it like leaves?”

The teacher writes on the board the question emphasizing with a different colour the 3rd person ‘*Does*’.

Once a question is formed, the puppet is expected to answer it giving more information, which is also presented in the PowerPoint presentation too, e.g. ‘Yes it does. It likes eucalyptus leaves.’.

The same procedure is followed with the other questions too, which are also written on the board to help pupils focus on the question form of the 3rd person singular, e.g.:

Does it live in Africa?
Does is sleep for 8 hours?
Does it climb trees?
Does it have babies?

- Activity 2 in the Pupil’s Book can help pupils understand the question form. It helps them notice that whereas the -3rd person has an ending in –s, the ending disappears from the verb when we have a question. Instead – in a question- the third person ending is added to “Do” which becomes “Does”, e.g. ‘He sings.’ “Does he sing?”.
- The teacher asks pupils if they know any other

	<p>endangered animals and writes the names of any animals mentioned on the board. If the pupils don't know of any other animals, the teacher can introduce them to some (possible suggestions: Giant Pandas, Monachus Monachus seals, polar bears, tigers, leopards, Caretta Caretta sea turtles).</p>
PRACTICE	<ul style="list-style-type: none"> • The teacher tells pupils they are going to listen to the coursebook characters talking about an endangered animal. S/he asks pupils to listen carefully and find out the following: <ul style="list-style-type: none"> a) How many children can they hear? (three) b) Who are they? (Anna, Claudia and Omar) c) What is the endangered animal they are talking about? <p>The teacher can write the following on the board: How many children? Who are they? Endangered animal:</p> • Pupils work in pairs. They listen to the text and write their answers on their mini-whiteboards. They raise their whiteboards to show their answers and then open their books and read the text so as to check if they were right or wrong. • If the pupils need some more challenge, they can listen again to answer a few more questions which the teacher can write on the board: <p>Does the polar bear live in Africa? Does it eat meat? Does it eat fish? Does it run fast?</p> • Pupils listen to the text again while following in their books. • Pupils do activity 1 in their Pupil's Book. • Pupils work in threes to practice the dialogue. They try to read it with the appropriate intonation and expression. The teacher monitors the activity and offers feedback. • The teacher tells pupils they will listen to a jazz chant about an endangered animal. Pupils guess which animal it could be about. They then read the jazz chant (activity

	<p>5a) and try to guess what the missing words are.</p> <ul style="list-style-type: none"> Pupils listen to the jazz chant and complete the missing words. The jazz chant can be found at in Friends Audio CD for Year 4. Pupils say the jazz chant: <p><i>Does it live, does it live does it live in Africa?</i> <i>Yes, it does. Yes, it does. It lives in Africa.</i> <i>Does it eat, does it eat, does it eat meat?</i> <i>Yes, it does. Yes, it does. It eats a lot of meat.</i> <i>It's scary and dangerous, it runs so very fast.</i> <i>I know it's a leopard, Be careful if you must.</i></p> <p>They can say the jazz chant all together and then try different combinations such as the teacher asking the questions and the pupils answering (or vice versa) or the pupils divided into two groups with one group asking the questions and the other answering (and vice versa),</p>
PRODUCTION	<ul style="list-style-type: none"> The teacher presents a set of animal flashcards (e.g. bear, panda, seal, koala, wolf, turtle, tiger, penguin, hippo, lion) and pupils say the names of the animals in different ways (sounding scary like a lion, sounding quiet like a mouse, etc.). The teacher chooses an animal from the board and writes it on a piece of paper which s/he doesn't show to the pupils. The pupils try to find out which animal it is but they are only allowed four or five questions. If they don't find the animal, the teacher reveals it and calls a pupil to choose an animal and continue the game in the same way. <p>The teacher helps the pupils when they try to find the first animal and writes sample questions on the board, e.g.:</p> <p>Is it big/small/black/white? Has it got a long/short tail? Has it got + adjective + body parts Does it eat/live? Can it run/climb/swim?</p> Pupils do activities 1 and 3 in their Activity Book. Pupils begin an entry in their picture dictionary on animals. They can divide it into farm animals and wild

	<p>animals and perhaps have a section on endangered animals.</p> <p>A group of pupils might like to create a digital entry for their picture dictionary using kidspiration or other similar software.</p>
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • If there is time, pupils sing the jazz chant once more.
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation during the lesson. The teacher has one-to-one learning conversations with the pupils during their individual writing tasks.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils are divided into groups of 3 and act out the dialogue from their Pupil's Book while reading from their books. Pupils that feel comfortable can act the dialogue out in front of the class. • Pupils say the jazz chant they learnt in the previous lesson. They can say the jazz chant using various combinations (in two groups, teacher – pupils, etc.). • If there is time, the pupils can work to create their own jazz chant by changing some of the words in the jazz chant so that it refers to another animal. The pupils can also add their own music/rhythm to the chant.
PRACTICE	<ul style="list-style-type: none"> • The teacher tells pupils they are going to learn a few more things about some endangered animals. Pupils do activity 3a and 3b in the Pupil's Book. • Pupils do activities 3 and 4 in the Activity Book. The teacher monitors and offers help. S/he encourages pupils to use the phrases "Can you help me, please?", "How do you say ... in English?", "How do you spell...?" etc. • The teacher tells pupils s/he has adopted an endangered

	<p>animal and asks pupils to guess which animal it is. S/he writes on the board the key questions which were used in the previous lesson, too, e.g.</p> <p>Is it big/small/black/white? Has it got a long/short tail? Has it got + adjective + body parts Does it eat/live? Can it run/climb/swim?</p> <ul style="list-style-type: none"> When the pupils find out the teacher's adopted animal (e.g. tiger), s/he asks them to think of which endangered animal they would like to adopt and write it in their book but not show it to anyone. Pupils then take turns to come to the front of the class and the rest of the class tries to find out their chosen animal. Pupils do activity 4a) in their Pupil's Book.
PRODUCTION	<ul style="list-style-type: none"> Pupils can then play the same game in pairs (activity 4b, Pupil's Book). They can take turns to write their secret endangered animal at the back of their book and their partner tries to find out the animal by asking questions. The teacher shows pupils sample posters encouraging people to help endangered animals. The pupils discuss the posters, i.e. what information is on them, how they are made to draw the readers' attention. Pupils work to prepare a poster about their favourite animal. The completed posters can go on the school website or in the school magazine or in a notice board in a public area of the school. Fast finishers can: <ul style="list-style-type: none"> - continue working on the animal entry in their picture dictionary - add new words on the Word Wall - update their portfolio - work with online activities at http://www.schools.ac.cy
EVALUATION	<ul style="list-style-type: none"> Evaluation takes place throughout the lesson through observation.

	<ul style="list-style-type: none"> • Pupils complete their self-assessment form. • Pupils play a game. They stand in a row. The teacher shows a PowerPoint presentation found at http://www.schools.ac.cy which presents five endangered animals (polar bear, caretta caretta turtle, panda, leopard and wolf). Each slide poses a question (e.g. .Does the polar bear live in hot weather?). Pupils read the question silently and jump to the left they think the answer is ‘No’. They jump to the right if the answer is ‘Yes’.
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • Pupils can learn a new song (Pupils Book, activity 6). The song is a traditional circle song (Row, row, row your boat) which is presented to the pupils with a fresh twist often used by children. The pupils can listen and sing to the original version of the song (in the first verse) and then continue with the fun twist in the second verse, e.g. <p>Row, row, row your boat. Gently down the stream. Merrily, merrily, merrily, merrily Life is but a dream</p> <p>Row, row, row your boat. Gently down the stream. If you see a crocodile, Don’t forget to scream!</p> <p>The song can be found on Friends Audio CD for Year 4 but can also be found in a variety of websites such as http://www.youtube.com/watch?v=-5RKxqeKL5Q.</p>
PORTFOLIO	<ul style="list-style-type: none"> • Pupils can include their poster as evidence of achieving the target (Writing A1) «Μπορώ να κάνω μια αφίσα.». • They can also use the paragraph in their Activity Book (activity 4) as evidence of having achieved the target (Writing A1) «Μπορώ να γράψω μια μικρή παράγραφο.».

UNIT 17

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • follow and actively engage with a story • describe a fantasy creature • draw a fantasy creature based on an oral description • play creative word games with food vocabulary • find specific information in a reading text • write a short paragraph
<i>Intercultural aspect:</i>	Pupils should be able to appreciate foreign children's literature ("The Gruffalo" by Julia Donaldson)
<i>Learning strategies:</i>	Pupils should be able to <ul style="list-style-type: none"> • tolerate ambiguity • use visuals in order to make meaning • infer and communicate meaning using gestures • predict what is going to happen next in a story • cooperate to carry out tasks
NEW LANGUAGE	
<i>Production</i>	Body parts: tusks, claws, wart, tongue, prickles Places: lake, wood Adjectives: terrible, silly Food: apple crumble, scrambled eggs, toast, roast Expressions: "It's very kind of you"
<i>Comprehension</i>	underground, logpile, stroll, poisonous, meet, amazing and other vocabulary found in the story
RECYCLED LANGUAGE	<u>Animals:</u> fox, mouse, snake, owl, and other animals which can be mentioned by pupils <u>Feelings:</u> scared, hungry <u>Body parts:</u> legs, toes, eyes, mouth, ears, knees, nose, tail, hair <u>Adjectives:</u> big, small, scary, bad, dangerous, dark, quiet, long, short <u>Places:</u> jungle, forest <u>Colours:</u> brown, purple, orange, pink, etc. <u>Days of the week</u> 'my favourite' He/she/it has got There is / are breakfast, lunch, dinner other: monster
MATERIALS	Storybook "The Gruffalo", Friends Audio CD for Year 4, photocopiable materials, mini-whiteboards, song from http://www.youtube.com/watch?v=5ZfEIX2lhII
TIME	3 x 40 minutes

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> Pupils sit in a circle and sing “Row, row, row your boat”. The pupils can also sing the song as a circle song in the style of a competition/game. The pupils are divided into two groups. One group begins to sing and the other begins to sing later on (they begin to sing when the first group is at the second line). The two groups continue singing until the teacher tells them to stop. The winner is the team that continues singing and doesn’t get confused. The teacher says she read a story about a very strange monster and asks pupils if they can guess which monster it was. The pupils brainstorm various names of monsters or mythical/fantasy creatures they might know (e.g. from TV, Greek mythology, etc.). The teacher says the name of the monster is “Gruffalo” and writes it on the board. S/he asks pupils to imagine what the Gruffalo looks like, e.g. <p><i>Do you think Gruffalo has two legs? How many legs has the Gruffalo got?</i></p> <p><i>Do you think Gruffalo is purple? What colour do you think the Gruffalo is?</i></p> <p>Each time the pupils agree on something, the teacher draws it/colours it on the board so that gradually a monster is created collaboratively with the whole class.</p> <p>During the discussion the teacher revises known vocabulary and introduces new vocabulary (e.g. tusks, claws, prickles, warts) using flashcards and/or drawings on the board.</p> Once the monster is drawn on the board, the teacher reviews the relevant body parts by labeling the words and getting the pupils to repeat after her/him. The teacher asks the pupils to guess the monster’s favourite food. The pupils brainstorm various food items they know. The teacher says that Gruffalo likes strange food and reminds pupils of strange food such as ‘green eggs

	<p>and ham'. S/he asks pupils if they can come up with other kinds of strange food and gets them started with some ideas such as 'orange chocolate', 'pizza ice-cream' or 'purple pears'.</p> <ul style="list-style-type: none"> • After the pupils give a few ideas, the teacher introduces crumble (a traditional English sweet) and says that although usually people have <i>apple crumble</i>, what strange combinations can we have? (e.g. mouse crumble, bear crumble). The teacher also introduces <i>Sunday roast</i> (a traditional English Sunday lunch: roast meat, roast or mashed potatoes, Yorkshire pudding, vegetables and gravy) and introduces funny combinations such as 'roast Anna' or 'roast jelly'. S/he also asks them to imagine funny kind of ice-creams, e.g. fish ice-cream or cheese ice-cream.
PRE-STORYTELLING	<ul style="list-style-type: none"> • The teacher shows pupils the cover of the book and tells them this is the monster s/he read about: the Gruffalo. • The pupils compare the Gruffalo on the cover of the book with the monster they imagined (on the board). They describe the Gruffalo on the cover of the book and the teacher makes sure to focus on new vocabulary (tusks, wart, prickles, claws). • The teacher then draws their attention to the mouse and asks the pupils what the mouse and the Gruffalo could possibly be talking about? What could be happening? Pupils share their predictions (using L1, if necessary) and the teacher invites them to find out by listening to the story.
WHILE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the story. Gestures, facial expressions, exaggerated intonation and the story's illustrations are used to clarify meaning. • Pupils are encouraged to discuss the pictures, e.g. in the first picture (before the story begins): <i>What is this?</i> (a forest, a wood) <i>What can you see? Can you see the Gruffalo? Where can it be hiding?</i> (behind the tree, on the tree, under the rock, etc.). • During storytelling, the teacher should focus mostly on the descriptions of the Gruffalo and the recurring pattern in the story (e.g. animal meets mouse/ animal invites mouse to home/ mouse kindly refuses, etc.) whereas certain words and phrases should not be


	emphasised (e.g. ‘It’s frightfully nice of you, logpile, underground, etc.), although comprehension can be ensured through intonation, gestures and use of the storybook’s illustrations.
AFTER-STORYTELLING	<ul style="list-style-type: none"> • The teacher discusses the story with the pupils asking them about their favourite part of the story and using comprehension questions such as: <i>What animals do you remember? What animals were in the story? / What is the Gruffalo’s favourite food / Is the mouse clever?</i>, etc. The teacher also asks the pupils to see if they understood how the little mouse tricked all the animals as well as the Gruffalo. The pupils can explain how this happened in L1, if necessary. • If there is time, the lesson can end with the pupils listening to the Gruffalo song from http://www.youtube.com/watch?v=5ZfEIX2lhII . The teacher can also give the pupils the lyrics of the song, which are found at the back of the storybook.
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation and the teacher completes her/his notes and checklists soon after the lesson. Evaluation focuses mainly on the pupils’ engagement with and comprehension of the story as well as comprehension of the key vocabulary.

LESSON 2

PROCEDURE	
REVIEW/ PRE-STORYTELLING	<ul style="list-style-type: none"> • The pupils sit in a circle and the lesson begins with them singing the Gruffalo song (http://www.youtube.com/watch?v=5ZfEIX2lhII) • The teacher projects a picture of the Gruffalo on the board and/or puts up a picture of the Gruffalo and invites the pupils to come up and label the body parts of the Gruffalo (tusks, claws, toes, wart, prickles, teeth, etc.) by giving them word cards to stick on the board (see photocopiable material for the word cards). • The teacher then asks the pupils, if they remember what food the Gruffalo likes (mouse on a slice of bread) while also revising the names of the new food

	<p>learnt (roast, scramble, crumble). The pupils talk about their own favourite food and they are encouraged to create silly imaginary foods, too.</p> <ul style="list-style-type: none"> The teacher tells the pupils to listen to the story again and try to remember the animals' favourite food. 														
WHILE-STORYTELLING	<ul style="list-style-type: none"> The teacher tells the story, encouraging the pupils to participate whenever appropriate either by encouraging them to add to the story and do gestures (e.g. "and the mouse looked good" – pupils say 'yummy' and rub their tummies) or by stopping at places and inviting them to contribute e.g. "It's terribly kind of you, Fox but no, I'm going to have lunch with a"). 														
AFTER-STORYTELLING	<ul style="list-style-type: none"> The pupils report the animals' favourite food and the teacher goes back each time so as to read the part and check their answers or invites pupils to come up and read the relevant part from the book. The teacher also writes the names of the food on the board (roast fox, owl ice cream, scrambled snake). Pupils do activities 2 and 3 in the Pupil's Book. Pupils work in pairs or groups in order to come up with a week's menu for a Gruffalo. They try to come up with interesting foods for the Gruffalo's week (activity 3, Pupil's Book). <table border="1"> <tr><td>Monday</td><td></td></tr> <tr><td>Tuesday</td><td></td></tr> <tr><td>Wednesday</td><td></td></tr> <tr><td>Thursday</td><td></td></tr> <tr><td>Friday</td><td></td></tr> <tr><td>Saturday</td><td></td></tr> <tr><td>Sunday</td><td></td></tr> </table> <ul style="list-style-type: none"> Each group then reports the foods they chose. Volunteers can later write up their menus on the handout found in the photocopiable materials and post it the class notice board. Pupils then do activities 1 and 2 in their Activity books where the label the different parts of the Gruffalo (activity 1) and then complete the paragraph and colour the picture (activity 2). Note that the gaps in activity 2 are all to be completed with colours. The 	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
Monday															
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Wednesday															
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	<p>pupils can use any colours they like for their Gruffalo.</p> <ul style="list-style-type: none"> • Pupils do activity 3 in the Activity Book. It is a listening activity where the pupils listen and colour in Gruffalo's sister. <p>The transcript for activity 2 is as follows:</p> <p><i>This is Gruffalo's sister. She has purple eyes and her tongue is orange. She has red prickles on her back and a green wart on her nose. She has long, brown hair. Her terrible claws are pink and her terrible tusks are yellow. Isn't she a pretty Gruffalo? What do you think her name is?</i></p> <p>The pupils are allowed time to complete their picture and come up with a name for Gruffalo's sister.</p> <p>They then swap drawings with their partners and they check the activity when the class goes through it again and completes the picture on the board (drawing or powerpoint presentation). The pupils comment/mark their partners' drawing and return it to them.</p>
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place mainly through observation of the pupils' response and participation during storytelling as well as during the relevant activities.
CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> • Agogi Zois – The pupils can organize a Gruffalo party. They can choose the menu so that it is related to the story and decide what food they can use, e.g. carrot sticks – roast fox pop corn - scrambled snake green grapes – Gruffalo's wart, etc • Drama: Imagine and improvise a dramatization of being in a deep, dark wood. How does it feel? What can they hear? What can they smell? etc. • Music – pupils create the sounds of the deep, dark wood. • Art: pupils create a class display for the Gruffalo either by collaboratively creating a giant Gruffalo or by creating the animals in the story e.g.:

	 <p>More ideas on classroom displays and posters can be found on sparklebox.com (http://displays.tpet.co.uk/#/search/gruffalo) or on http://www.primarytreasurechest.com/popular-book-resources/the-gruffalo.html.</p>
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LESSON 3

PROCEDURE	
REVIEW/ PRE-STORYTELLING	<ul style="list-style-type: none"> The pupils start off singing the ‘Gruffalo song’.
WHILE-STORYTELLING	<ul style="list-style-type: none"> The teacher reads the story again or chooses to show the pupils the narration of the story from http://www.youtube.com/watch?v=ADqon006eRY. The Gruffalo is also an award winning animated movie (a production by the BBC), which can be found on DVD and shown to the pupils.
AFTER-STORYTELLING	<ul style="list-style-type: none"> The pupils do activities 4 and 5 in the Pupil’s Book and 4 in the Activity Book. For activity 5 in the Pupil’s Book, the pupils first read the text and number the squares before they listen to the audio recording (Friends Audio CD for Year 4) and check their answers. The teacher tells pupils they are going to find about other mythical creatures/monsters. They look at the text in their Pupil’s Book and the teacher gives them the following questions which are written on the board: <ul style="list-style-type: none"> - What are the names of the monsters? - Which monster lives in water? <p>The pupils are allowed about 1 or 2 minutes to read the text silently and write their answers on their mini-whiteboards. When the time is up, they raise the</p>

	<p>whiteboards to show their answers.</p> <ul style="list-style-type: none"> • Pupils listen to the recording (Friends Audio CD for Year 4) while following in their books. • The teacher asks other comprehension questions which can be used either for scanning (if there is a time limit and relative speed in the process). Examples of such questions are: Which monster lives in Canada? Which monster has nine heads? etc. • Pupils do activity 1 in their Pupils' Book. • The teacher invites the class to create a pet monster. Collaboratively the class creates a monster on the board and names it. A pupil is then assigned to copy the monster from the board and draw it on an A4 paper. <p><u>Note:</u> The class monster can then be used for a monster exchange project with another class either in Cyprus or abroad (see monster exchange: http://tinyurl.com/cktu5a4)</p> <ul style="list-style-type: none"> • The teacher can then use a projector and have pupils make a monster using the website http://learnenglishkids.britishcouncil.org/en/make-your-own/make-your-monster . <p>The website works in two modes: a) pupils listen to the instructions and make a monster or b) pupils make their own monster. The teacher can use mode a) and divide the pupils in two groups. Groups take turns and send a representative each time to respond to the instruction. For each correct response the group gets a point.</p> <ul style="list-style-type: none"> • Each pupil draws his/her own monster and writes a paragraph about it (activity 5, Activity Book). <p>While working on this activity, some pupils may choose to create their monsters using paint or other similar tools or by using the above website (http://learnenglishkids.britishcouncil.org/en/make-your-own/make-your-monster) in which case they can print the monster, stick it in their books and describe it.</p>
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	<ul style="list-style-type: none"> • If there is time, volunteer pupils can take turns reading their monster descriptions to the class. The other pupils try to draw the monster being described and compare their drawings with the pupil's drawing at the end of the activity.
EVALUATION	<ul style="list-style-type: none"> • Pupils complete their self-assessment form. • Evaluation also takes place through observation and through the pupils' written work.
PORTFOLIO	<ul style="list-style-type: none"> • The pupils can include their monsters in their portfolio. They can use it as evidence that they can describe a fantasy creature.
PROJECT	<ul style="list-style-type: none"> • Pupils who may be interested can research mythical creatures and choose one to present to class in one of the following lessons. • Each pupil can be assisted to scan their monster and the files can be used to create a power point presentation for the class (e.g. The Gruffalos of D'1, etc.). • Pupils can put on a simple dramatization of the story to present to parents or other schoolmates.

CLAWS

TUSKS

PRICKLES

WART

EYES

TOES

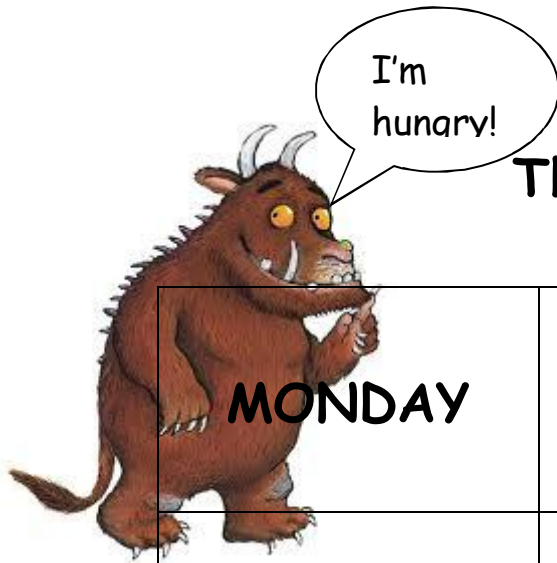
TAIL

TEETH

KNEES

EARS

TONGUE



The Gruffalo's menu

MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	
SUNDAY	

UNIT 18

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • identify and use numbers up to 100 • carry out a short, simple interview • respond to simple questions about themselves • read a dialogue • ask questions about the time particular activities are carried out • distinguish between present simple and present continuous and use each tense appropriately
<i>Intercultural aspect:</i>	
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • use a K W L chart • form grammatical rules based on examples of language use
NEW LANGUAGE	
<i>Production</i>	“What time do/does ?” famous, interview, ‘you’re welcome’, ‘of course’, question
<i>Comprehension</i>	
RECYCLED LANGUAGE	<p>Professions, days of the week, time, present simple, present continuous, description of people, ‘my favourite’, numbers, ‘where are you/is s/he from?’, ‘I/s/he live/s in....’, nationalities, greetings, action verbs (go, get up, go to bed, eat)</p> <p>Numbers (1-20 and 30, 40, 50, 60, 70, 80, 90, 100)</p>
MATERIALS	Friends Audio CD for Year 4, soft ball, online activities at http://www.schools.ac.cy
TIME	3 x 40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • The teacher asks pupils if they remember any number rhymes. The pupils choose a number rhyme and sing it.

	<ul style="list-style-type: none"> • The teacher asks pupils to remember and reflect on what numbers they learnt in English until now. The pupils can say the numbers 1 -10, 11-20 and then the numbers in 10s up to one hundred (10 / 20/ 30/ etc.). • The teacher can write all these numbers under K (we know) on a K W L chart s/he has drawn on the board. S/he asks pupils what's missing so that they can be able to count up to a hundred and the pupils write the numbers missing under W (what I want to know). The teacher says they will focus on those numbers in this Unit. • The teacher writes the number 20 on the board and asks the pupils to say it in English. S/he then writes the number word next to it. The teacher then writes 21 on the board and asks the pupils how they think the word will be formed. Some pupils may know, others may just make a logical deduction. The teacher says the word 21, writes the number word 'twenty-one' on the board and asks pupils to repeat it. • S/he asks pupils to say how they think the rest of the number words will be formed and writes the number 22 on the board. The pupils are expected to recognize the pattern and start saying the numbers. The numbers 21 – 29 are written on the board. • The teacher then asks the pupils to say the numbers after thirty so that they notice the same pattern being repeated. • Pupils do the listen, look and learn activity (activity 2, Pupil's Book) and repeat after the recording.
PRACTICE	<ul style="list-style-type: none"> • Pupils play a quiz game. They are divided into groups and work with their mini-whiteboards. The teacher gives a problem and each group needs to solve it and write their answer on their mini-whiteboard. When the teacher calls them, they raise the whiteboards to show their answers. Each group is awarded points for correct answers. Sample problems are given below: I have 25 pencils and Marios has 32. How many pencils have Marios and I got? Mary's mum has 63 Euro. She went to a restaurant and

had pasta. She paid 10 Euro. How much has she got now?

A zoo has 46 animals. 23 animals are coming to the zoo on Monday. How many animals will the zoo have?

Tip 1: *If the context of the problem is clear, then you shouldn't worry about using past tense. The pupils can understand the problem as long as the context is clear. You can also support them through gestures, etc.*

Tip 2: *You can make the task easier, if you pause so that the pupils can note down the numbers mentioned. You can also repeat the problem as many times as the pupils ask you to.*

Alternatively, if the pupils have difficulties listening to and comprehending problems such as the above, simple maths questions can be asked, e.g. How much is 25 plus 16? How much is 3 times 20?, etc.

- Pupils do activity 3 in the Pupil's Book. The teacher tells the pupils that they have to listen carefully and see if they can identify the number in the recording.

Before the pupils listen, the teacher draws their attention to the difference between the numbers shown in the activity (e.g. 15 vs 50 or 17 vs 70) and gives them one or two examples before they start. When the numbers end in '-teen' the second syllable is stressed but when the numbers end in '-ty' the second syllable is stressed and is also a shorter syllable than the -teen syllable.

The answers to the questions are:

- a) 15 b) 70
c) 90 d) 14

- Pupils carry out activities 1, 2 and 3 in the Activity Book. Activity 3 is a listening activity. The recording can be found in Friends Audio CD for Year 4. The transcript is as follows:

	<p><u>Transcript</u></p> <p><i>Are you ready? Start from 16. Did you find 16? OK then! Now go to 37. Then to 48, 60, 44, 14, 79, 25 and 40. OK now. From 40 go to 13, then to 100. 30, 51, and 22. From 22 go to 12 then 93, 77, 17, 70. From 70 go to 84, 18, 39, 80 and 11. From 11 go to 65 50, 15 and 25. Excellent! You did it! Do you like the picture?</i></p> <p>Tip: <i>If the pupils need support to write the numbers in activities 1 and 2, encourage them to use the vocabulary list in the back of their Pupil's Book (All the Words I know!).</i></p> <ul style="list-style-type: none"> Fast finishers can work on: <ul style="list-style-type: none"> -updating their portfolio - preparing an entry about numbers in their picture dictionary -writing new words on the word wall -making word puzzles using numbers on puzzlemaker.com or other similar programmes -working with relevant online activities at: http://www.schools.ac.cy
PRODUCTION	<ul style="list-style-type: none"> Pupils play 'Bang!'. Each pupil says a number, starting from number 1 and going upwards. Every 5 numbers a pupil has to say Bang!, e.g. <p>Pupil 1: one Pupil 6: six</p> <p>Pupil 2: two Pupil 7: seven</p> <p>Pupil 3: three Pupil 8: eight</p> <p>Pupil 4: four Pupil 9: nine</p> <p>Pupil 5: BANG! Pupil 10: BANG!</p> <p>etc.</p>
EVALUATION	<ul style="list-style-type: none"> Evaluation is ongoing and takes place throughout the lesson by observation of the pupils while they are involved in the activities. The teacher notes the pupil's progress and/or areas of concern soon after the lesson.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> The teacher distributes cards with number words (see photocopiable materials or simply write the numbers on A4 paper). The pupils with a number card come to the front of the class and try to place themselves in the right order. When they are done, the rest of the class checks on the arrangement and gives feedback. <p>Tip: <i>It is always better to keep everyone engaged. You can, therefore, give smaller cards (see photocopiable materials) to the rest of the class who can work in pairs or groups. In this case, when the group of pupils who are working at the front of the class are done, all the others can also compare that answer to theirs.</i></p> <ul style="list-style-type: none"> Pupils play a game of BANG!
EVALUATION	<ul style="list-style-type: none"> Pupils revisit the K W L chart, which is on their notice board. They are reminded of what they knew before and their targets (W – what I want to know). The teacher asks them to reflect and decide on what they learned until now. This can be done individually and silently and the results can be written in the relevant question of the pupils' self-assessment form. <p>The teacher discusses with the pupils what they can do, if they need to work more with numbers. All the pupils can share ideas as to how one can support him/herself in this area. Suggested ideas could be to work more with the online activities at http://www.schools.ac.cy, to solve (or create) more puzzles (perhaps puzzles made at puzzlemaker.com by their classmates), etc.</p>
PRESENTATION	<ul style="list-style-type: none"> The teacher asks pupils who they would like to invite to their school, if they had an opportunity to invite a famous guest (anyone they like). The pupils suggest ideas. For every person suggested, the teacher asks a few questions (e.g. Is he a singer? Who is he? Where is he from? Where does he live? etc.). The teacher tells pupils that the coursebook characters had this opportunity to invite someone famous. S/he asks pupils to guess who they think was invited. The

	<p>pupils then listen to the recording (Friends Audio CD for Year 4) to find out who the mystery guest is.</p> <ul style="list-style-type: none"> • Pupils listen to the text again while following in their books and later discuss it with the teacher (Where is he going? Why?). During the discussion pupils note the word ‘famous’ and ‘interview’ and the politeness of the children (can we ask ...) and the guest (of course). • Pupils close their books and work in pairs or groups to think of possible questions the children could ask a famous guest. The teacher monitors the activity. The groups share their questions with the class. Some of these questions can be written on the board and more examples can be elicited from the pupils. The teacher can remind the pupils of the various forms of questions they encountered during the year, e.g.: How old are you? Are you? Do you? Can you? What is your favourite?
PRACTICE	<ul style="list-style-type: none"> • The teacher tells pupils that Rinaldo’s interview was published in the school magazine. The pupils read the interview and note the questions in the text checking whether the questions they suggested earlier are included in Rinaldo’s interview or what new questions appear in the text. • The teacher reads the interview and pupils repeat after Rinaldo’s answers. The activity can be repeated with the pupils repeating after the questions posed by the children. • Pupils work in pairs to practice reading the interview. In order to work in pairs the interview becomes only two parts: the pupils and Rinaldo. The teacher monitors the activity offering support and feedback to the pupils. • Volunteer pairs can read the interview for the rest of

	<p>the class while trying to read it ‘in part’, i.e. reading it out in appropriate intonation and expression.</p> <ul style="list-style-type: none"> • Pupils do activity 1 in their Pupil’s Book. Pupils should be made aware of the three options in this case, i.e. in some cases the information is not offered in the text.
PRODUCTION	<ul style="list-style-type: none"> • Pupils do activity 4 in the Activity Book. They pretend they are someone famous. They can either pretend to be a real famous person (dead or alive) or an imaginary person they create themselves. The teacher can first do an example for the pupils to understand how to work. S/he asks pupils to ask her/him “Who are you?”. The teacher then gives the name of his/her chosen person e.g. a famous scientist, an alien, an animal, a famous artist. The pupils then continue by asking the teacher the questions which are in the activity book. The teacher responds to these based on the character s/he has chosen. <p><u>Example:</u></p> <p>Pupils: Who are you?</p> <p>Teacher: I am Mr Green Apple.</p> <p>Pupils: Where are you from?</p> <p>Teachers: I’m from the Green Farm.</p> <p>Pupils: What’s your favourite food?</p> <p>Teacher: My favourite food is green ice-cream.</p> <p>etc.</p> <p>Pupils work on their own interviews. When they decide who they are going to be, they write their name in the speech balloon and then they continue. The teacher monitors the activity offering help whenever necessary.</p> <p>Those who finish their interview can have it checked by the teacher and then write it up on an A4 paper or on the computer so that it can be displayed on the class</p>

	<p>notice board, in other school areas or on the school website.</p> <ul style="list-style-type: none"> Fast finishers can work on: <ul style="list-style-type: none"> -updating their portfolio -working with relevant online activities at: http://www.schools.ac.cy (based on their needs, e.g. numbers or question and answers)
EVALUATION	<ul style="list-style-type: none"> Evaluation takes place during the lesson through observation. The teacher also uses the time during individual written work for individual learning conversations with pupils.
PROJECT	<ul style="list-style-type: none"> Pupils can decide to interview someone they find interesting. This can be someone from the school (e.g. a teacher, the headteacher), a local athlete or artist, or someone not living in Cyprus such as a teacher or pupils they met in a Comenius project, etc. The teacher can try and arrange for the person/s selected by the pupils to either come to class or for the class to interview him/her via Skype or other similar software.

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils read Rinaldo's interview (text part b) but the pupils who take on Rinaldo's part change the answers to represent themselves or an imaginary person. Volunteer pupils read the interviews they wrote for activity 4 in the Activity Book.
PRESENTATION	<ul style="list-style-type: none"> The teacher draws the pupils' attention to some of Rinaldo's answers (e.g. I get up at / I go to bed at) and asks pupils why Rinaldo did not say "I'm getting up ..." or "I'm going to bed ..." The teacher writes on the board two sentences, e.g. I play basketball every Saturday. I'm playing basketball.

	<p>S/he asks pupils to notice the two sentences and say why one sentence has “I play” and the other “I’m playing”. The pupils are assisted to come to the conclusion that when something is happening NOW it is expressed with –ing, whereas if it happens regularly there is no ending on the verb (infinitive form), unless it is third person singular (-s).</p> <ul style="list-style-type: none">• The pupils look at the examples in activity 4 (listen, look and learn) and discuss them in relation to the rule above.									
PRACTICE	<ul style="list-style-type: none">• Pupils do activity 5 in the Pupil’s Book and activity 5 in the Activity Book. The teacher monitors the activity.• The class is divided into two teams. Each group is further divided into pairs or smaller groups who work using their mini-whiteboards. The teacher draws a table on the board similar to the one below so that they can play a game of noughts (0) and crosses (x): <table><tr><td>every Monday</td><td>now</td><td>on Saturdays</td></tr><tr><td>on Sundays</td><td>now</td><td>Now</td></tr><tr><td>Now</td><td>every day</td><td>every week</td></tr></table> <p>One team is noughts and the other crosses. Teams take turns to choose a square. Then the team works in their pairs or groups to create a correct sentence using the phrase or sentence on the board. When the teacher says stop, all the pupils in the team hold their whiteboards up. If most of the whiteboards have correct sentences, the team gets their mark on the square. The winning team is the one that first creates a horizontal, diagonal or vertical line with their mark (0 or x).</p>	every Monday	now	on Saturdays	on Sundays	now	Now	Now	every day	every week
every Monday	now	on Saturdays								
on Sundays	now	Now								
Now	every day	every week								
PRESENTATION	<ul style="list-style-type: none">• The teacher tells pupils that newspapers usually write reports of interviews/articles about interviews. The pupils look at an article written by the newspaper about Rinaldo’s interview (activity 6, Activity Book). They notice how the article is now written in 3rd person (He / his / loves) and are asked to complete the gaps.									

PRODUCTION	<ul style="list-style-type: none"> Pupils write a report about their own interview, which they wrote in activity 4 (Activity Book) in their exercise books.
EVALUATION	<ul style="list-style-type: none"> Ball game: The teacher throws the ball to a pupil and says a sentence in the present simple. The pupil turns that sentence in the present continuous and may also mime the action to help strengthen the fact that the action is taking place now. S/he then makes another sentence and throws the ball to another pupil. <u>Example:</u> Teacher: I play basketball every day. Pupil A: I'm playing basketball now. I go to bed at 9:00 o'clock. Pupil B: I'm going to bed now. I watch TV every day. Pupil C: I'm watching TV now. I play football every Saturday. etc. Pupils complete the self-assessment form.
PORTFOLIO	<ul style="list-style-type: none"> Pupils add the new numbers they learnt in the relevant target balloon in A1 speaking. They also add the target «Μπορώ να κατανοήσω όταν κάποιος με ρωτά ποιος είμαι, πού ζω, πόσων χρονών είμαι και να του απαντήσω.» (A1 – Talking to other people).

UNIT 19

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • identify and use vocabulary about places found in cities, towns and/or villages • describe the position of places and objects • read a text for detailed information
<i>Intercultural aspect:</i>	<p>Pupils should become:</p> <ul style="list-style-type: none"> • familiar with a typical city in a foreign country • interested in cities in other countries
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • cooperate with each other so as to complete tasks
NEW LANGUAGE	
<i>Production</i>	<p>Places: city, post office, police station, bakery, supermarket, hospital, restaurant, park, toy shop, café</p> <p>Prepositions: , between, opposite</p> <p>Other vocabulary: new</p>
<i>Comprehension</i>	<p>What is there...? village, noodles</p>
RECYCLED LANGUAGE	<p>There is a... There isn't a ... There are... There aren't .../ There aren't any / Is there a...? Are there any...? Are there + number of objects ?</p> <p>Yes, there is. / No there isn't. / Yes there are./ No, there aren't. / No, there aren't any</p> <p>Where is.....?</p> <p>Present continuous</p> <p>Places: school, house, pet shop, garden, river</p> <p>Prepositions: on, in under, next to</p> <p>Other vocabulary: big/small</p>
MATERIALS	<p>Friends Audio CD for Year 4, PowerPoint presentations found at www.schools.ac.cy</p> <p>Flashcards of different places in a town (they can be printed out from PowerPoint presentation 1 above)</p>
TIME	2 x 40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> The teacher tells the pupils that Alexis and Anna have got an email from their cousin George who lives in England. The teacher can ask the pupils if they have relatives or friends in England (or other countries) and where they live. <p>S/he asks pupils to guess what the email could be about (e.g. a new pet, school, holidays?). The teacher then tells the pupils that George has moved to a new town and asks them to guess if it is a big or a small town and what there is in George's town.</p> <ul style="list-style-type: none"> The teacher shows a slideshow (PowerPoint presentation 1) with pictures from George's town (available at www.schools.ac.cy). S/he discusses the pictures with the pupils and presents the new vocabulary. The words are also written on the board and pupils repeat them. The teacher presents the picture of George's street (also included in the PowerPoint presentation) and introduces the new prepositions - opposite, next to, between - (e.g. Look at the supermarket. It's next to the restaurant). <p>Pupils can also do activity 3 in the Pupil's Book (listen, look and learn).</p>
PRACTICE	<ul style="list-style-type: none"> The teacher returns to the picture of George's street in the previous PowerPoint presentation and asks pupils to guess which building is George's house. Once the pupils make various guesses, they listen to the audio CD and check their answers. The pupils listen again to the audio CD, while following in their books. They then do activity 1 in their Pupil's Books. The pupils can also do a range of reading activities such as:

	<p>-They listen and repeat after the audio CD/teacher.</p> <p>-The teacher reads the text and stops midsentence. The pupils finish the sentence.</p> <p>-The teacher reads and deliberately makes mistakes. The pupils correct the teacher.</p> <ul style="list-style-type: none"> Pupils look at George's street in activity 1 (Pupil's Book). The teacher gives descriptions for the pupils to identify the place s/he is talking about, e.g. "It is between and What is it?". Pupils can then take turns to do the same for their classmates.
PRODUCTION	<ul style="list-style-type: none"> Pupils play a variation of a BINGO game using the listen, look and learn activity in the Pupil's book. They circle 4 places and then listen to the teacher calling out various places. Each time they hear one of the places they circled, they tick (✓) it. The first one to hear all four places, calls Bingo! and wins the game. If there is time, the game can be played again with pupils taking turns in calling out places. Pupils do activities 1, 2 and 3 in their Activity Books. If there is time, pupils do a Listen and draw activity. Pupils can work in pairs using their mini-whiteboards and drawing what the teacher describes. Pupils don't have to draw the buildings they can just draw squares and write the appropriate word or add a symbol inside. <p><u>Example:</u></p> <p><i>Draw a park. Draw a hospital next to the park. Draw a police station opposite the hospital.</i></p> <p>The teacher can give a number of instructions for one single drawing or have the children make two-three different and simpler drawings to make the activity easier.</p> <p>Tip: <i>To make sure the pairs are cooperating well, remind them to share the marker. For example, one pupil draws the first instruction and gives the marker to the other pupil (Pupil</i></p>

	<i>B). Pupil B draws the next item and gives the marker to Pupil A, etc.</i>
EVALUATION	<ul style="list-style-type: none"> The teacher uses PowerPoint presentation 2 (http://www.schools.ac.c.y) to play a game with the pupils. Pupils work in pairs and use their mini-whiteboards. For each slide, they guess where the people are and write their guess on their whiteboards (e.g. restaurant, park, etc.). Pupils can also be asked to guess what the people are doing and write that on their whiteboard, too (e.g. They are eating). The pupils then raise their whiteboards up to show their answers and self-correct after the answers are revealed.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> The teacher asks for 4 volunteers to come to the front. S/he then gives them instructions as to how they should stand e.g.: <i>Costas stand between Marios and Petros.</i> <i>Maria stand opposite Petros.</i> <i>Yianna stand next to Maria.</i> <p>The teacher can then ask the rest of the class to identify which pupil s/he is talking about, e.g. ‘This pupil is standing next to Maria. Who is it?’.</p> <ul style="list-style-type: none"> More groups of 4 or 5 pupils come to the front of the class. Each group places themselves in a particular order. The teacher first asks the rest of the class where pupils are (e.g. Where is Zoe? She is). <p>The rest of the class describes someone in the group using prepositions and the groups themselves need to identify which one of them the pupils are talking about.</p> <p><u>Example:</u> Zoe, Stephanie, Costas, Andreas and Katalin are standing in the arrangement they decided. Pupil A: You are standing next to Zoe. Stephanie: It’s me! Pupil A: Yes! Pupil B: You are standing opposite Katalin. Costas: It’s me!</p>

<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher asks pupils if they remember which city George lives in. They read the email again and the teacher asks a few comprehension questions such as: Does George like his house? What's George's favourite food? Has George got a pet? etc. • The teacher asks pupils if they know anything else about Manchester and listens to what they have to say. S/he then asks pupils to silently read the texts in activity 4a and see what they can find out about Manchester. The teacher gives the pupils a time limit to do the activity (e.g. 2 minutes). The pupils read the text and share what things they found out. The pupils may want to add more information or have questions and a brief discussion about Manchester may take place in L1. Pupils do activity 4b. • Pupils work in groups of five. Each member of the group is given a post-it note or a small card with one of the following place names on it: school, toy shop, pet shop, park, supermarket. Each group is then given a card with the following description (see photocopyable materials): <div data-bbox="632 1447 1267 1624" data-label="Text" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The school is next to the park. Opposite the park there is a supermarket. The pet shop is between the toy shop and the supermarket.</p> </div> <p>The group then has to read the description carefully and together work to arrange themselves according to the description.</p> <p>The teacher calls for all the groups to freeze. S/he reads the description and checks that all the groups positioned themselves in the right way.</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • The teacher tells the pupils that they are going to create their own town by playing a game. The class is divided

	<p>into two groups. The teacher draws on the board an outline of a town without drawing particular buildings or places. S/he then gives pupils the flashcards with the different places (equal flashcards for each group). Pupils from group A ask pupils from Group B: Where is the supermarket? If the group has the flashcard, the pupil who has it replies with directions (e.g. It's next to the park and opposite the post office). The pupil from Group A then places the flashcard at the right place. Then Group B starts with a question and the pupils from group A have to position the flashcard on the board and so forth. The teacher can start by including a couple of flashcards on the town plan as to be able to give more specific instructions (e.g. The school is next to the park. The post office is opposite the park etc.).</p> <ul style="list-style-type: none"> • Pupils play a memory game: The teacher asks the pupils to close their eyes. S/he then changes the place of one or two flashcards from the town that the pupils created on the board during the previous activity. Pupils open their eyes and report the difference (e.g. There isn't a school next to the park. There is a restaurant now.) The teacher gives an example first and s/he also writes it on the board for the pupils to follow. • Pupils do activities 4 and 5 in their Activity Books. • Fast finishers can work on: <ul style="list-style-type: none"> - preparing the new words for the Word Wall - creating and entry in their picture dictionary about "Places" - updating their portfolio - relevant online activities at: http://www.schools.ac.cy - activities from the "Logismika Paidagogikou Ellados": Grades D-E -Toy store-Level 1-Memory game-Geography
EVALUATION	<ul style="list-style-type: none"> • Pupils complete the self-assessment form. • Evaluation takes place through observation during the lesson. • If there is time, pupils are try to find out what there is in the teacher's dream village (e.g. Is there is school in your village? Is there a café in your village? etc.). <p>The teacher then shows the picture of her dream village</p>

	to the pupils (Power Point presentation 3 found at www.schools.ac.cy) only for 30 seconds. The picture is then taken away and pupils write on their mini-whiteboards what places they remember.
PROJECT	<ul style="list-style-type: none"> Pupils can write a few things about another town in England or another country. It can be a place they have visited or they would like to visit or it could be their place of origin (their parents' town or village, etc.)

Photocopiable material:

The school is next to the park.
Opposite the park there is a supermarket.
The pet shop is between the toy shop and the supermarket.

PROJECT UNIT: OUR FAVOURITE STORYBOOK CHARACTERS

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • follow a short oral presentation • give a short oral presentation
<i>Intercultural aspect:</i>	Pupils should be able to enjoy and appreciate international children's literature.
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • cooperate with others • reflect on their performance
NEW LANGUAGE	
<i>Production</i>	
<i>Comprehension</i>	
RECYCLED LANGUAGE	<p>I live in / I like / I'm / I've got /</p> <p>my favourite</p>
MATERIALS	<p>-Ask pupils to dress up like their favourite storybook character. Dressing up doesn't have to be fancy. It can be very simple, if necessary.</p> <p>Some examples are:</p> <p>Beatrice – hold a bunch of bananas</p> <p>Sam-I-am – draw a picture with green eggs and ham and pin it on the pupil</p> <p>Mr Brown - wear a funny hat and/or a bow tie</p> <p>The smartest giant – wear a long, loose white shirt or wrap a white cloth/sheet around the pupil</p> <p>little Princess – wear a paper crown and hold a potty etc.</p> <p>-For pupils who don't come to school dressed up, have a few masks ready e.g. masks for tiger who came tea (http://www.twinkl.co.uk/resource/t-t-2528-the-tiger-who-came-to-tea-role-play-masks or http://www.sparklebox.co.uk/previews/7701-7725/sb7705-tiger-who-came-to-tea-masks.html) or masks for the Gruffalo (http://www.twinkl.co.uk/resource/t-t-1193-the-gruffalo-role-play-masks or http://tinyurl.com/ogjyr6r</p> <p>-video clips from http://www.schools.ac.cy</p>
TIME	1 x 40 minutes

PROCEDURE	
INTRODUCTION	<ul style="list-style-type: none"> Pupils sit in a circle and sing a song of their choice. The teacher has all the storybooks they read until now with him/her. S/he asks pupils to listen and decide which story s/he is talking about. S/he can name characters from the stories, say key expressions they encountered in a story or narrate excerpts from the stories and ask the pupils to identify the story it comes from, e.g.: <p>Teacher: ‘I don’t like them with a mouse. I don’t like them in a house.’</p> <p>Pupils: Green eggs and ham!</p> <p>Teacher: That’s right! Now listen to this. Mr Brown can do wonderful things.</p> <p>Pupils: Mr Brown can MOO!</p> <p>Teacher: It’s big. It’s furry. It’s dangerous and hungry.</p> <p>Pupils: The tiger who came to tea! etc.</p> <p>Pupils can also give key phrases or characters for the rest of the class to identify the story.</p> Pupils talk about their favourite stories and favourite characters, e.g. My favourite character is.... <p>If the pupils are already dressed up as their favourite characters, they can stand up and have the rest of the class identify who they are dressed up as, e.g. “Your favourite character is ...” “Rania’s favourite character is ...”</p> <p>Tip: <i>If the pupils haven’t dressed up, the teacher can have a small selection of props or masks to give them, e.g. masks for tiger who came tea (http://www.twinkl.co.uk/resource/t-t-2528-the-tiger-who-came-to-tea-role-play-masks or http://www.sparklebox.co.uk/previews/7701-7725/sb7705-tiger-who-came-to-tea-masks.html) or masks for the Gruffalo (http://www.twinkl.co.uk/resource/t-t-1193-the-gruffalo-role-play-masks or http://tinyurl.com/ogjyr6r</i></p> If there is time, this is a good opportunity to revisit a favourite story which the pupils would like to hear again.

EXPLORATION	<ul style="list-style-type: none"> Pupils watch video clips with children presenting about their favourite characters. Video links can be found at http://www.schools.ac.cy Before watching each video clip the pupils are asked to listen and answer the following questions: <ul style="list-style-type: none"> What story is the child talking about? What is the name of the character? What else did you hear? (this is an open question and each pupil can add anything s/he understood and/or found interesting) <p>The pupils then discuss if they liked the presentation, if it was clear (if they could understand it, if they could hear it well) and if it was interesting.</p>
IMPLEMENTATION	<ul style="list-style-type: none"> Pupils read what the girl says in Pupil's Book activity 3. They then work either individually or with others who have chosen characters from the same book. They work to prepare an oral presentation about their favourite character. <p>The teacher can help by writing the following on the board:</p> <p>Hello! I am _____. I live in _____. I've got _____. I like _____.</p> <p>This is a basic example and might not fit every character. Remind the pupils to ask for help, if they need to using their key phrases (Can you help me, please?, How do you say in English?, etc.).</p> <p>Tip: <i>Each pupil or group of pupils can produce a presentation according to their abilities. The presentations can be simple, following the model above, or they can be richer, depending on each pupil/group of pupils' abilities and interest. In the examples below, the additional bits give an idea of what a more able pupil could do.</i></p>

‘Hello! I am Beatrice. I live in Kenya. I’ve got bananas for my grandad. He likes bananas.’ (There are many animals in Kenya. There are elephants, giraffes and monkeys.)’

‘Hello! I am a princess. I live in a palace. I’ve got a potty. I like my teddy. (Remember to say please and thank you!)’

‘Hello! I am the Gruffalo. I live in the forest. I’m hungry. I like mouse on toast. (I’m very big. I’m brown with terrible teeth and terrible claws! Grrr!)’

‘Hello! I’m the tiger who came to tea. I’m very hungry. I have a friend. Her name is Sophie. I like sandwiches, cakes and tea. Yummy!’

- When the pupils finish their presentations, they practice on their own or with their group. The teacher reminds them of the criteria discussed earlier and the pupils should evaluate themselves based on whether they are clear (if they can be easily understood) if they are interesting, etc.
- Pupils present to the class. The ‘class photographer’ can take pictures and the ‘class cameraman’ can be recording their presentations, if the pupils are not shy (and have permits from their parents).

Tip: *The presentations can take the form of a mini-production, if you add a narrator, e.g.:*

“Today we have many friends here. They live in our books and we love them. Here they are!”

If you want to turn this into a mini-event for an assembly or a school event, you can coordinate the characters who are the same to either say the same text or different pupils to add

	<i>different things to the presentation, e.g. one sentence each, You may even add little songs in between in which all the class can contribute, e.g. the Gruffalo song, the green eggs and ham song, the smartest giant song, etc.</i>
EVALUATION	<ul style="list-style-type: none"> • The pupils reflect on how well they carried out their presentations. The teacher can give the pupils post-it notes and they can draw a smiley face, a sad face or an indifferent face to show how well they feel they performed. They can stick the post-it notes on a wall or a notice board on the way out. If they prefer, they can do this anonymously. • If there is time, pupils can revisit the portfolio section about stories and make sure it is updated with all the stories they have read until now.

UNIT 20

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • name the four seasons • talk about the weather
<i>Intercultural aspect:</i>	Pupils become aware of different weather and seasons in various countries
<i>Learning strategies:</i>	Pupils should be able to reflect on their progress
NEW LANGUAGE	
<i>Production</i>	Seasons: autumn, winter, spring, summer Clothes: gloves, sunglasses, raincoat, jumper
<i>Comprehension</i>	
RECYCLED LANGUAGE	months of the year , ‘my favourite’, ‘I think ...’ clothes: dress, glasses, hat, shoes, shoes, skirt, t-shirt, trousers, socks, scarf, sandals, jacket weather: sunny, rainy, windy, snowy, cloudy, hot, cold I like / I don’t like / I hate/ I love + noun
MATERIALS	Friends Audio CD for Year 4, mini-whiteboards, Optional: Season flashcards (e.g. from http://www.mes-english.com/flashcards/weather.php) months flashcards (e.g. from: http://www.mes-english.com/flashcards/months.php)
TIME	2 x 40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • The teacher reminds pupils of the months’ song they learnt last year (Year 3). The pupils listen to it from Friends Audio CD for Year 3 and sing along. <p style="text-align: center;">Alternatively, they can listen and sing along to another</p>

months' song either from <https://www.youtube.com/watch?v=5enDRrWyXaw> or the calendar polka song from <http://www.youtube.com/watch?v=5LDc9dmBVSs>:

During the song, the teacher writes the names of the months on the board or uses months' flashcards (e.g. from: <http://www.mes-english.com/flashcards/months.php>)

- The months are written on the board in four groups, e.g.:

December	March	June	September
January	April	July	October
February	May	August	November

The teacher asks pupils to guess why s/he has put the months in these four groups. Pupils are expected to say that these are the four seasons of the year (in L1). The teacher puts as a heading for each group of months the name of the matching season and a symbolic drawing (e.g. sun, flowers, snow, tree with falling leaves) or a relevant flashcard (e.g. from: <http://www.mes-english.com/flashcards/weather.php>)



Spring



Summer



Autumn



Winter

- Pupils do the Listen, look and learn activity (activity 2) in the Pupil's Book and repeat after the recording.
- The teacher asks pupils what the weather is like in each season. Simple drawings on the board or flashcards used in Year 3 can be placed on the board to help pupils

	<p>review the weather words (sunny, rainy, windy, snowy, cloudy, hot, cold).</p> <ul style="list-style-type: none"> The teacher mimes different types of weather and asks “What’s the weather like?” Pupils name the type of weather. The teacher then asks what season it could be. <p>Volunteer pupils take turns to mime for the class to guess the weather and the season.</p> <ul style="list-style-type: none"> The teacher asks pupils what clothes people wear in different seasons, e.g. “What do we wear in winter? During this stage the pupils gradually revise known clothes vocabulary and new vocabulary (gloves, raincoat, jumper, sunglasses) is introduced.
PRACTICE	<ul style="list-style-type: none"> The teacher asks pupils about their favourite season. If pupils can, they also say why they prefer that season, e.g.: <p>My favourite season is winter. I like Christmas,</p> <ul style="list-style-type: none"> Pupils listen to the recording and note down on their mini-whiteboards which characters they hear (Anna, Claudia, Datu, Rose). Pupils listen again and this time note down which is each child’s favourite season. Pupils open their books and silently read the text so as to check if they got the correct answers to the above questions. Pupils do activity 1 in their Pupil’s Book. The pupils listen to the recording again and repeat after each character.
PRODUCTION	<ul style="list-style-type: none"> The teacher describes the weather and pupils guess the season, and write it on their mini whiteboards, e.g. <p>“It’s hot and very sunny. What season is it?”</p> <ul style="list-style-type: none"> The same activity is continued but the teacher now

	<p>describes the clothes people wear during specific seasons e.g.:</p> <p>“People wear shorts, t-shirts and sandals. What season is it?” (pupils write the season on their whiteboard)</p> <p>Volunteer pupils can also come to the front and lead the activity.</p> <ul style="list-style-type: none"> Pupils play a ball game. The teacher throws the ball and says his/her favourite month (e.g. My favourite month is January). The pupil that catches the ball says which season January is in and then says his/her favourite month e.g.: <p>Teacher: My favourite month is January Pupil A January is in winter. My favourite month is April. (throws the ball to Pupil B) Pupil B: April is in Spring. My favourite month is July. etc.</p> <ul style="list-style-type: none"> Pupils work with activities 1 and 2 in their Activity Book and activities 3 and 5 in their Pupil’s Book. <p>Fast finishers can:</p> <ul style="list-style-type: none"> –add the new words on the Word Wall –create an entry on “Weather” in their picture dictionary - work with relevant online activities at: http://www.schools.ac.cy - work with activities from the “Logismika Paidagogikou Ellados”: Grades D-E -Extras-Word search-Months Grades D-E -Home-Let’s play basketball Grades D-E-Home-What’s the weather like?
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> Pupils sing any of the months’ songs sang at the beginning of the lesson.
EVALUATION	<ul style="list-style-type: none"> Evaluation is ongoing and takes place throughout the lesson by observation of the pupils while they are involved in the activities. The teacher notes the pupil’s progress and/or areas of concern soon after the lesson.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• The pupils sing one of the songs they learnt in the previous lesson. Alternatively, they can also try the weather song from dreamenglish.com: http://www.youtube.com/watch?v=XcW9Ct000yY to review weather words.• The teacher asks pupils if they remember the favourite seasons of Anna, Claudia, Datu and Rose.• Pupils are divided into groups of 4 and practice reading the dialogue from their Pupil's Book. The teacher goes round and listens to the groups reading. Pupils that feel comfortable can later come to the front of the class and act the dialogue out.
PRACTICE	<ul style="list-style-type: none">• Pupils do activity 4 in the Pupil's Book. It is a listening activity. The pupils need to listen and number the pictures. The transcript is as follows: Number 1: <i>This season is very, very beautiful in Canada. It isn't very cold. It rains a bit and it a bit windy but the trees are very beautiful. They have a lovely yellow and orange colour. Many people in Canada put their jackets on and go for long walks in the forest to see the beautiful trees.</i> Number 2: <i>This season is very nice in Finland. It's very, very cold. It snows a lot. Children put on their jackets, their scarves and their hats and play with the snow. Everything is white.</i>• Pupils work in pairs. They open their Activity Books, read the poem (activity 3, Activity Book).and try to complete the missing words. They then listen to the poem (Friends Audio CD for Year 4) and check/correct their answers. The completed poem is the following:

	<p>It's spring, spring, spring! The flowers are lovely, yellow, red and pink. Everyone is happy in spring.</p> <p>It's summer, summer, summer! We go to the beach. We eat ice-cream and no teachers teach.</p> <p>It's autumn, autumn, autumn! The trees are yellow and gold. It's windy and it's rainy. The weather's getting cold.</p> <p>It's winter, winter, winter! The snow starts to fall. It's windy and it's so cold. But Santa makes us warm!</p> <p>Tip: Pupils can try writing their own poems. The poems can have one verse for each season or just one verse about the pupil's favourite season. (see project below)</p>
PRODUCTION	<ul style="list-style-type: none"> The teacher asks pupils about the weather in different parts of the world, e.g. <p>Teacher: What's the weather in winter in Australia? What do you think? Pupils: I think it's</p> <p>Pupils can give examples, if they've experienced different weather conditions in different countries during a certain season, e.g.</p> <p>In Australia it's hot in winter. In England it's snowy and very cold in winter.</p> <ul style="list-style-type: none"> Pupils see the table in their Activity Book (activity 4a) and talk about the weather in different countries in spring, summer, winter and autumn. They then complete the chart with information about Cyprus. Pupils then complete the paragraphs in 4b and write a small paragraph about the weather conditions in Cyprus. Pupils work with activity 5 in their Activity Book. They are expected to draw themselves and put clothes according to their favourite season and fill in the information.

	<ul style="list-style-type: none"> • If there is time, pupils can illustrate the seasons in their picture dictionary. They can draw pictures of each season but they can also add the months for each season, the weather conditions and the clothes which people wear in each season.
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation. The teacher completes relevant checklists on the pupils' progress. Individual learning conversations can take place with pupils during their written work. • Pupils complete the self-assessment form.
PORTOFOLIO	<ul style="list-style-type: none"> • The pupils' drawings of themselves and their favourite season can be scanned and added in their portfolios. They can use it as evidence for the target "I can write a small paragraph."
PROJECT	<ul style="list-style-type: none"> • Pupils can try writing their own poems using the poem in the Activity Book as a model and/or as inspiration. If there is time, the pupils can do it in class working in pairs or individually. If there is not enough time, this can be an optional activity for pupils who would like to try it out.
CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> • Geography: Present / explore weather in various countries • Drama: Pupils can express the seasons and/or the changing of the seasons through music and miming. The changing of the seasons can also represent life and the progression in life, e.g. through the life of a tree, a flower, an insect (butterfly) or a human being.

