

UNIT 1

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • introduce themselves and their friends • respond to basic questions about themselves • write a short paragraph about themselves • make a short oral presentation about themselves • write a poem • write a simple interview • ask for and give simple explanations using ‘why’ and ‘because’
<i>Intercultural aspect:</i>	Pupils should be able to sing traditional children’s songs (BINGO, Apples and Bananas)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • ask for help when they need it (e.g. use expressions such as: how do you spell? / what does it mean? / How do you say in English?, Can you help me, please?, etc.) • deduce grammatical rules from samples of language • use the class Word Wall as a learning resource • cooperate effectively with peers
NEW LANGUAGE	
<i>Production</i>	love/like/don’t like/hate + ...ing ‘Why’ questions / ‘Because’ replies ‘It’s nice to meet you!’ ‘Can you help me, please?’ surname riding a bicycle, listening to music, making cakes, fishing
<i>Comprehension</i>	dead, alive, married
RECYCLED LANGUAGE	love/ like/don’t like/hate + object I’m /He’s/ She’s /It’s My name is ... I’m from ... countries / nationalities I like / don’t like - S/he likes/doesn’t like Do you like ...? Does s/he like? I / s/he can ... Can you ... ? Can s/he ...? I’ve got ... S/he’s got.... Have you got? Has s/he got? family members animals, colours, food, sports, weather, professions learnt in the previous years My favourite ... Present continuous

	Alphabet letters I want to be a descriptions of people's appearance
MATERIALS	Soft ball, Audio CD for Year 5, A4 cards, small pieces of paper or word cards, mini-whiteboards, photocopiable materials
TIME	5 x 40 minutes

LESSON 1

PROCEDURE	
INTRODUCTION/ GETTING TO KNOW EACH OTHER	<ul style="list-style-type: none"> • The teacher introduces him/herself to the pupils. S/he gives her/his name and says they are going to be leaning English together. • S/he asks pupils to introduce themselves. Pupils make a circle. The teacher gives them a ball or a beanbag. They pass the ball from one pupil to the next and whoever has the ball says his/her name (e.g. I'm Christina). • The teacher says s/he needs more help to learn their names so they play another round of the game but this time the teacher throws the ball to a pupil and the pupil who catches the ball says his/her name (I'm ...) and then throws it to another pupil and so forth. • The teacher says s/he wants to check if s/he remembers the pupils' names and if they know all the names of their classmates so pupils play another round of the ball game. This time each pupil introduces another classmate (e.g. He's Yiannos, She's Maria) and they throw the ball to him/her. • Pupils sit in a circle. The teacher walks on the outside of the circle tapping each pupil and saying his/her name. At one point the teacher taps a pupil and says 'E'2' (the name of the pupils' class). The pupil then stands up and takes the teacher's role until s/he taps a pupil and calls 'E'2'. • The teacher asks pupils which songs they remember from the previous year, which ones they liked, etc. Pupils choose a song to sing. • The teacher says they will sing a song, which some might know/remember. S/he writes the word BINGO on the board and asks pupils if they remember the song. The teacher writes the lyrics on the board asking the pupils to predict what s/he will write next or presents the lyrics of the song on a slide.

- Pupils sing the song (Audio CD for Year 5). The song is a traditional one and can also be found easily online.
- Pupils can sing the song again but this time changing the word BINGO with classmates' names and changing the lyrics accordingly, e.g.

There was a farmer and his son and SOTOS was his name-o
 S O T O S
 S O T O S
 And SOTOS was his name-o

- The teacher tells pupils they are going to play a game and s/he needs to check if they remember the language that is going to be used in the game. The pupils listen to what the teacher says and if it is true, they need to touch their nose. If what the teacher says is wrong, they should touch their head (or use any other signalling that is preferred e.g. thumbs up/down, etc.).

The statements the teacher uses should include descriptions, weather, professions and clothes vocabulary. The teacher can, for example, begin with a few statements about him/herself, e.g.:

I've got long/short/brown/black/etc. hair.

I'm tall/short.

I'm wearing trousers/a skirt/ a dress / etc.

Today is a sunny/ rainy /snowy/ etc. / day.

The teacher can then call out one or more pupils and make more statements, e.g.:

He is wearing trousers.

He wants to be a teacher.

They are tall.

They've got long hair.

- Pupils stand up and remain in a circle. The teacher makes statements using the vocabulary areas mentioned above (descriptions, weather, professions and clothes vocabulary) as well as the structures 'has got' and 'likes/doesn't like'. e.g.:

	<p><i>Someone who's got a dog.</i> <i>Someone who likes chocolate.</i> <i>Someone who is wearing black shoes.</i> <i>Someone who has got a sister.</i> <i>Someone who wants to be a teacher.</i> <i>Someone who likes snowy weather.</i></p> <p>Every time the pupils who fit the description (e.g. who have a dog, who want to be a teacher) have to leave their place and find another place in the circle (they are not allowed to just move to their left or their right). At times, the teacher calls 'fruit salad' and this means that all the pupils move place.</p>
<p>PRESENTING ONESELF CREATIVELY</p>	<ul style="list-style-type: none"> • Pupils return to their seats. The teacher tells them they will now work on a way to present themselves to their friends. S/he writes her/his name on the board vertically or horizontally and then explains to the pupils that s/he will try to think of one thing s/he likes which begins with each letter of her name. The teacher thinks aloud and the pupils might join her/him in offering suggestions as s/he adds the words on the board: <p>S un T igers E lephants P ets H orses A irplanes N ice clothes I ndian food E nglish</p> <p>The teacher then goes over the poem telling pupils that this is called an acrostic poem and showing pupils how much they now know about her, i.e. that she likes animals very much, that she likes Indian food and nice clothes.</p> <ul style="list-style-type: none"> • Pupils can also look at other examples of 'name' poems in their Pupil's Book (activity 3). • Pupils work on their own acrostic poems in their exercise book. The teacher monitors the activity and offers help when necessary. S/he reminds pupils how they can ask for help if they have problems, e.g.:

	<p>How do you spell? How do you say ... in English? What does mean? Can you help me, please?</p> <p>Tip: <i>Remind pupils how useful these expressions are and either write these yourself or ask volunteer pupils to write them up clearly on cardboard paper so you can put them up in a prominent area in the classroom. You will need to systematically remind pupils to use these expressions and gradually increase the range of expressions used.</i></p> <ul style="list-style-type: none"> • When the pupils finish their poem, they can present it in an interesting and creative way decorating their name in the best way they can. This can be done on A4 paper or card and, if there are computers in the classroom, pupils can also work on the computers. <p>Completed poems can be presented on the notice board.</p>
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • Pupils sing a song of their choice.
EVALUATION	<ul style="list-style-type: none"> • The teacher observes the pupils' responses during the activities in order to collect information as to whether the pupils are familiar with the language revised in this lesson. The teacher should record his/her observations soon after the lesson.
PORTFOLIO	<ul style="list-style-type: none"> • Once the poems come down from the notice board, they can be added in the pupils' portfolio as evidence of being able to write a poem.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing a song of their choice or the BINGO! song. • Pupils present their acrostic poems to the class. <p>Tip 1: <i>Applaud and encourage all the pupils who present. It is important to boost their confidence and self-esteem in relation to English. Make them feel proud of themselves for writing a poem in</i></p>

English.

Tip 2: Not everyone needs to present at this time. You can have more pupils present at the end of the lesson or in following lessons.

Tip 3: The acrostic poems can be the first pupils' work to go on the English notice board this year. Make sure you have an area in your classroom to present the pupils' work. It helps give value to their work and their confidence and motivation is boosted when they see their work on the notice board or other public areas. (Collect the poems at the end of the lesson as they will be needed during this one – see below).

PRODUCTION

- The teacher says s/he is very proud of them since they can write poems in English and tells them s/he is going to help them write one more poem.

The teacher asks one of the pupils to read her/his poem and then the teacher creates another poem on the board, using the content of the pupil's acrostic poem, e.g.

M usic
A pples
R ings
I ndians
A irplanes

becomes:

Maria likes music,
apples and rings.
She likes Indian food and airplanes.
Indeed!

P onies
A nimals
V ikings
L ions
O ranges
S ports

becomes:

Pavlos likes ponies,
animals and Vikings.
He likes lions and oranges
and sports, indeed!

Or

K ites
A ntelopes
T oys
I ce-cream
A stronauts

becomes:

Katia likes kites,
antelopes and toys
She likes ice-cream and astronauts, too!
Gooooo... Katia!

Note: the poem starts with the name and one thing the person likes. It then continues with two more things the person likes per line and can finish with either a) or b):

a) one more thing they like and an ending such as: indeed!, too!
(Ponies, indeed! / Ponies, too!)

b) if the last line ends with two likes, we add one more line at the end which says either 'Indeed!' or 'Gooooo' and the name of the pupil (Gooooo Fanos!).

- The teacher can give the following pattern on the board to help pupils:

_____ likes _____
_____ and _____
S/he likes _____ and _____ , too!
Gooooo _____!

and

_____ likes _____
_____ and _____
S/he likes _____ and _____ ,
Indeed!

- Pupils can see more examples of such poems in their Pupil's Book (activity 4a).
- Pupils give their acrostic poems (on the A4 paper) to their partners. Each pupil writes in his/her exercise book a poem about the pupil whose acrostic poem s/he's got. The teacher monitors the activity and offers help, when necessary.

Tip 1: *Pupils who finish early can help other pupils with ideas or can write their poem on an A4 paper to be showcased on the notice board.*

Tip 2: *If certain pupils are having difficulties or are slow, you can proceed with presentations (see below) and discreetly go close to the pupils and help them complete their poem.*

- Pupils present the poems they wrote about their classmates.

Tip: *Don't forget to encourage the class to applaud their classmates' efforts.*

<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher tells pupils that they can interview her/him. S/he gives each pair a mixed up question (see photocopiable materials) which they need to put in the right order and use it during the interview.* <p>Variation: The activity can also take place in groups. In this case, the teacher gives two or three question strips (mixed up questions) to each group.</p> <p>Pupils prepare and practice asking their questions in their pairs/groups. They can also prepare one or two additional questions they would like to ask.</p> <p>Pairs (or groups) take turns to ask their questions to the teacher who responds accordingly.</p> <ul style="list-style-type: none"> • The teacher asks for a volunteer pupil who would like to be interviewed. For the interview the pupils can use the same mixed-up questions they prepared but substitute ‘Have you got any children?’ with ‘What do you want to be?’. The pupils can add a few more questions, if they like. <p>If there is time, one or two other pupils can also be interviewed.</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils imagine they are another person (famous or imaginary) and fill in the form in their Activity book (activity 1a) without showing it to anyone else. A sample form is first completed by the teacher on the board, as an example, while s/he also explains the new vocabulary (surname, married) e.g. <p><i>OK, Let's see. Here's my form. Who shall I be? OK, I think I'll be Superman. So, my name is Clark.</i></p> <p><i>Surname? Do you know superman's surname? What does surname mean? Yes, επίθετο. OK. So my surname is Kent. Clark Kent.</i></p> <ul style="list-style-type: none"> • Once the form is completed, volunteer pupils come out and are interviewed by their classmates while pretending to be the person about which they have filled in the form. In order to start the game, two questions should be asked every time there's a new pupil to be interviewed: <ul style="list-style-type: none"> - Are you dead or alive? - Are you a man or a woman? <p>After about 7-10 questions, the teacher stops the interview and asks pupils to guess who the person is.</p>

	<ul style="list-style-type: none"> • Pupils work in their Activity Books (activity 1b) to write up an interview with their imaginary person. • Extension activities: <ul style="list-style-type: none"> -pupils play the ‘find the mystery person’ interview with their partners. If they haven’t been interviewed by the class this means that their partner still doesn’t know who their mystery person is so they can use the chance to continue the game in their pairs. -pupils write up their interview on an A4 paper and decorate it so that it is put up on the English notice board and/or the school website. If there are computers in the classroom, a few pupils may choose to type up their interview. -pupils write questions and prepare for the project below (see project).
EVALUATION	<ul style="list-style-type: none"> • Observe the pupils’ ability to make and respond to questions both during the oral interview activities and in the written interviews in the Activity Books. Note strengths and weaknesses soon after the lesson. • Through observation of the pupils’ participation note their attitude towards the lesson. Any problems in attitude such as negativity or lack of confidence should be picked up early on. In such cases, try to find opportunities for the pupils to feel successful and create opportunities for them to enjoy the lesson.
PROJECT	<ul style="list-style-type: none"> • The pupils can work in pairs or groups to do either of the following options: <ol style="list-style-type: none"> a) Interview some of the school teachers. This is a great opportunity for them to get to know their teachers, especially if there are new teachers at the school. b) Interview each other while pretending to be a famous personality or an imaginary personality. The pupil interviewed may choose to use props so that s/he looks like the personality (or fictional character) being interviewed. The interview can be video recorded by the pupils. c) Prepare an interview for a visitor/guest. This can be a person from another country who may be living in the community or who may be related to the pupils or connected to the school in some way. d) Interview a person from another country through skype or other videoconferencing tools. This can be linked to existing school projects such as Erasmus + projects, etwinning, etc.

	<p>Tip: <i>A project can take a while to complete. You can allocate some time from each lesson to ask about progress and see if they need help (e.g. have they decided who they will interview, have they prepared their questions, etc.). The actual implementation can take place outside the lesson, too (e.g. they can interview teachers during break) or during extension activities in English (e.g. can video record each other at the back of the class while others are working) or even as home projects (carried out as optional projects at home).</i></p>
PORTFOLIO	<ul style="list-style-type: none"> • Pupils can later on add their interviews in their portfolios as evidence of being able to ask and answer questions about basic information.

** Thanks to Antonia Tambourla for this idea.*

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher calls out an alphabet letter and pupils try to make that letter using their bodies.
PRESENTATION	<ul style="list-style-type: none"> • The teacher says s/he is going to teach the pupils a silly song. S/he writes the first verse on the board: I like to eat eat eat apples and bananas. I like to eat eat eat apples and bananas. <p>The teacher sings it and asks pupils to sing too. S/he then asks pupils if they think this is silly. Pupils will probably say ‘no’, although they might find something silly to comment on.</p> <p>The teacher tells them that in the next verse, ‘a’ /ae/ is substituted with /ei/ and sings the verse for them inviting them to sing along:</p> <p>I like to ate, ate, ate ay-ples and ba-nay-nays. I like to ate, ate, ate ay-ples and ba-nay-nays.</p> <p>S/he asks pupils, if they spot anything silly now and then continues with the next verse:</p>

	<p>I like to eat, eat, eat ee-ples and be-nee-nees I like to eat, eat, eat ee-ples and be-nee-nees</p> <p>The pupils realise that each time the verse is sung by substituting all the vowels (except the vowels in ‘I like’) with a new, given vowel.</p> <ul style="list-style-type: none"> Once the pupils get the general feel of the song, the teacher can also give them the handout with the lyrics (photocopiable materials).
<p>PRACTICE</p>	<ul style="list-style-type: none"> Pupils can listen and sing along to the song from the Audio CD for Year 5 or from online sources such as http://www.youtube.com/watch?v=a4AOHOdJ1Bk (http://tinyurl.com/9r2e4yc) If there is time, the teacher asks pupils if they would like to try the song with different words and asks them to think in pairs or groups and recommend new lyrics to try. Pupils share their ideas and one (or more) is chosen and tried out. There can be many examples, e.g.: <p>I like to drink drink drink milk and lemonade (I like to drunk, drunk, drunk, mulk and lumunudu I like to drank, drank, drank malk and lamanada, etc.)</p> <p>Or</p> <p>I like to eat eat eat mangos and spaghetti. (I like to eat eat meenges and speghette, I like to ot ot ot mongos and spoghotto)</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> The teacher reads a description which can be written on the board or projected on the screen. This description should describe the teacher her/himself and have the following structure: <p>I like _____ and _____. I don't like _____. I've got _____, _____ hair and _____ eyes. _____ (free sentence) Who am I?</p> <p>e.g.:</p>

I like chocolates and ice-cream. I don't like snakes. I've got long, brown hair and brown eyes. I've got a cat. Who am I?

The teacher asks pupils to guess who the person is. If they can't identify him/her, the teacher reveals the answer (i.e. that it describes him/herself).

- S/he then gives pupils a piece of paper and asks them to write a similar paragraph about themselves. The model is left on the board, highlighting the points the pupil needs to change and adding one more sentence: 'I want to be a':

I like _____ and _____. I don't like _____. I've got _____, _____ hair and _____ eyes. I want to be a _____.
_____ (free sentence) Who am I?

or

I like chocolates and ice-cream. I don't like snakes. I've got long, brown hair and brown eyes. I've got a cat. I want to be a Who am I?

- The teacher collects the paragraphs and puts them in a hat/bowl. S/he then asks each pupil to pick a paper from the hat/bowl.

Volunteer pupils read out the paragraph they picked. They then try to identify who the writer is.

- After a few pupils do the above activity, the teacher asks all the pupils to read their paragraph carefully and approach the person who they think wrote it. If they find the right person, they return to their seats.

PRESENTATION

- The teacher tells pupils that there are new characters in this year's books. The teacher shows Jamie (see photocopiable materials) and asks pupils to describe him. S/he then asks them to work in pairs and try to predict some information about Jamie. They should write their predictions on their mini-whiteboards. The teacher writes the following or draws a form on the board which includes the points below. S/he reminds the pupils of the word 'surname' and asks them to complete the form with their predictions about Jamie.

	Name: Jamie Surname: Age: Country: Family: Likes: Dislikes: Favourite food: Favourite colour:
PRACTICE	<ul style="list-style-type: none"> • Pupils then listen to the recording (activity 5 in the Pupil’s Book) and check their predictions. The transcript is as follows: <i>Hi! I’m Jamie. I’m new to this school. It’s nice to meet you! My name’s Jamie Rover. I’m 10 years old. I’m from England but I now live in Cyprus with my family. I live in Larnaca with my mother, my father and my little sister. I like swimming very much. I don’t like playing tennis. My favourite food is pizza and my favourite colour is blue. What about you?</i> • The teacher says it’s time to meet the other characters and the pupils listen to the text (activity 1) with their books closed and write on their whiteboards the names they hear mentioned. • Pupils listen to the recording again while following in their books and check their answers. • Pupils do activity 2. • Pupils can guess what Jamie’s secret could be but the answer is not revealed at this point. • Pupils repeat after the teacher or the recording (activity 1). • Pupils practice reading the dialogue in pairs or in threes aiming to read it with the right expression and intonation. (If pupils read in pairs, they take turns to do Stella’s part, too.) Volunteer pairs/groups can read the dialogue for the class. <p>Variation: Pupils can practice the dialogue while substituting the information in the text to fit in with their own situation (their name,</p>

	their sister or brother, etc.).
PRODUCTION	<ul style="list-style-type: none"> The teacher asks pupils if they think Minas welcomed Jamie well. Pupils brainstorm on what else they could say when they meet someone for the first time. Ideas which can be shared are: <p>Greetings (Good morning, Good afternoon), expressions such as ‘Nice to meet you’, asking polite questions (e.g. Where are you from? Who is your teacher?).</p> <ul style="list-style-type: none"> The teacher asks them to see how two other pupils meet each other for the first time and what they say (activity 6 in the Pupil’s book). The pupils number the speech balloons to recreate the dialogue. If there is time, pupils practice the dialogue in activity 6 in pairs, changing it so it includes their names and their teacher’s name. The teacher monitors the activity. <p>Tip: <i>Stronger pupils can add more to the dialogue, if they can.</i></p> <p>Extension activities:</p> <ul style="list-style-type: none"> Pupils write up the dialogue (from activity 6) in their exercise books (with their own information in the dialogue) Pupils dramatise the dialogue and record it (see project below)
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> Pupils sing ‘Apples and Bananas’.
PROJECT	<ul style="list-style-type: none"> Pupils can video record their dramatization of a situation where they meet a new pupil. This is based on the dialogue from activity 6 but pupils can add more, if they like.
EVALUATION	<ul style="list-style-type: none"> The teacher observes pupils’ reactions to the lesson in order to assess pupils’ attitudes and motivation towards the lesson. Pupils’ writing abilities can be assessed by the paragraph they write to describe themselves. Pupils’ reading abilities can be assessed by observation of pairs or groups while they are practicing reading in either activity 1 or activity 6.
PORTFOLIO	<ul style="list-style-type: none"> If pupils carry out the project above, the video recording can be included in the portfolio as evidence of being able to ask and respond to basic questions.

CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> • P.E. – Pupils can make the alphabet letters with their bodies following instructions from their teacher. The instructions can also include using specific body parts, balancing, different levels, etc.
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LESSON 4

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing ‘Apples and Bananas’. • Pupils who worked on projects, share their results or their progress with the class. If other pupils would still like to work on a project (interview or dramatization of a first meeting), they can still do so and present it in a following lesson. • Each pupil is given a piece of paper (A5) or a word card and looks into his/her picture dictionary to choose one word to write on the paper. In order to ensure a variety of vocabulary is used, the teacher can allocate topics to groups, e.g. Group A chooses words from ‘clothes’, Group B chooses words from ‘food’, etc. Once the pupils write their words, they place them on the Word Wall. <p>Tip: <i>This is a good opportunity to start the Word Wall for this year. Explain to the pupils how the Word Wall works, how it will include new words for them to focus on as well as words that they have already learnt, to help them remember. You can also give them an area where they can freely add words they like.</i></p> <p>Tip: <i>The pupils should be continuing their picture dictionary from Year 4. If, however, they don’t have it you can maybe carry out this activity asking them to write their favourite words from each category or simply words they remember from each category.</i></p> <ul style="list-style-type: none"> • Charades: Volunteer pupils come to the front of the class and ‘mentally’ pick a word from the Word Wall. They then mime it for the rest of the class to identify which word it is. The

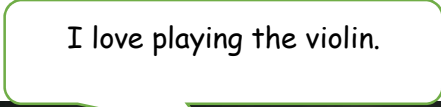

	<p>teacher has a timer and if pupils don't find the word and the time runs out, the pupil needs to reveal the word and sit down.</p> <ul style="list-style-type: none"> • The teacher mimes various actions and asks pupils to guess what s/he is doing. • The teacher writes on the board various verbs in gerund form (-ing). As s/he writes the word the pupils guess what the word will be. • The pupils look at the words for 30 seconds and then they are either rubbed out or covered. Pupils are then divided into two groups and play a 'tennis game' using any verb in -ing which was on the screen or others which they remember from last year. <p><u>Note:</u> A tennis game is played using words instead of a ball. One team starts and says a word, then a member of the other team needs to respond with another word and words bounce back and forth. Pupils need to keep a fast pace and not repeat a word that has already been used.</p>
<p>PRACTICE/ REVIEW</p>	<ul style="list-style-type: none"> • The teacher asks pupils if they remember the names of the new characters. S/he uses the cards (photocopiable materials) to help them remember. • Pupils do activity 7 in the Pupil's Book. • The teacher asks questions based on the texts in activity 7, e.g. <p>Who's got two cats? Whose favourite food is pasta? Who wants to be a singer? Where is Yasmin from? etc.</p> <ul style="list-style-type: none"> • The teacher tells pupils s/he will now show them Minas' secret but before that s/he would like them to guess what it could be. Pupils guess using 'Is it ...?' (Is it a dog?, etc.) <p>The teacher shows them a box (see photocopiable materials). S/he</p>

	<p>tells them it is a magic box and asks them to guess what it can do. S/he writes the question starter ‘Can it?’ on the board.</p> <p>After the pupils try to find out, and if they do not find the answer, the teacher reveals that it is a ‘transporter machine’, i.e. it is a machine that can take them anywhere they like.</p>
PRESENTATION	<ul style="list-style-type: none"> The teacher says such a machine would be perfect for her/him because s/he loves traveling and asks pupils if they love traveling too. S/he asks pupils to say which countries they would like to visit (‘I would like to go to ...’ or ‘I want to go to.....’). When the pupils respond, the teacher asks them ‘why’ and introduces the starter ‘because’ on the board. As the children respond s/he adds various ‘because’ replies on the board, e.g.: <p>Because I love the sea.</p> <p>Because I like the snow.</p> <p>Because I like Chinese/Indian/ Mexican food.</p> <p>Because I have friends there.</p> <p>Because I want to see Ronaldo/ the Eiffel tower/Big Ben. etc.</p>
PRACTICE	<ul style="list-style-type: none"> The teacher tells pupils to think where they would like to go with the magic box and write it down. They then tell their partners (9a and 9b). Volunteer pupils report where their partner would like to go and why (‘Panos would like to go to Greece because he’s got a sister in Greece’ / ‘Marios wants to go to Madrid because he likes Real Madrid.’). The teacher asks everyone to think and prepare a ‘because’ sentence in their mind. S/he then throws the ball to pupils asking them ‘why’ and receiving random answers (whatever they have prepared in their minds), e.g.: <p>Teacher: Why? (throws the ball to Pupil A)</p> <p>Pupil A: Because I hate football. (throws ball back to teacher)</p> <p>Teacher: why? (throws ball to Pupil D)</p> <p>Pupil D: Because I love ice-cream.</p>
PRESENTATION	<ul style="list-style-type: none"> The teacher asks pupils to help her make ‘Why’ questions and s/he writes a few on the board, e.g.:

	<p>Why do you like football?</p> <p>Why do you have blue eyes?</p> <p>Why are you crying?</p> <p>etc.</p> <ul style="list-style-type: none"> The teacher asks pupils to look at the ‘Why’ questions carefully and asks them if they notice anything. The pupils are assisted in noticing that the basic question format doesn’t change (Do you like ...? / Are you ...?) but ‘Why’ is added in front of the question, e.g.: <p>Are you crying? becomes <i>Why</i> are you crying?</p> <p>Do you like football? becomes <i>Why</i> do you like football?</p>
PRODUCTION	<ul style="list-style-type: none"> Pupils work in pairs and write as many ‘Why’ questions on their mini-whiteboards as they can until the teacher calls stop! <p>When the teacher calls ‘Stop!’, pupils take turns to read a few of the questions they prepared.</p> <ul style="list-style-type: none"> Pupils do activities 2, 3, 4 and 5 in their Activity Books. <p>Extension activities:</p> <ul style="list-style-type: none"> Pupils do relevant online activities found at www.schools.ac.cy Pupils work on the project (see below) Pupils continue working on other projects in this Unit which they haven’t finished yet (e.g. preparing their work to be displayed on the notice board, finishing their video, etc.)
PROJECT	<ul style="list-style-type: none"> Each pupil prepares a poster on an A4 paper or card with a map and pictures of the country s/he would like to visit and his/her reason why. These can be displayed together in an area in the classroom or a public area of the school with a heading such as ‘Places we’d like to visit’ or ‘We like traveling’.
EVALUATION	<ul style="list-style-type: none"> Evaluation takes place through observation of the pupils’ responses to the various activities. While the pupils are working in their Activity Books, the

	<p>teacher can monitor the class and have brief learning chats with individual pupils asking them how they are progressing, how they are feeling or praising them about their effort, etc.</p>
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LESSON 5

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• Pupils present any of the pending projects they have completed with an emphasis on the previous lesson's poster project on where they would like to visit and why.
PRESENTATION	<ul style="list-style-type: none">• The teacher says s/he is very happy this year because s/he loves traveling and this year they will have a magic 'transporter' machine which can help them travel. <p>The teacher writes 'I love traveling' on the board.</p> <ul style="list-style-type: none">• S/he asks pupils what is their favourite hobby. What is it they love doing. Pupils share their favourite hobbies and the teacher supports them in using 'I love +ing'.• Pupils do Pupil's Book activity 10 (listen, look and learn). They add under each picture their own love, like, don't like, hate ___+ing sentences. <p>Pupils are reminded of the ways they can ask for help and the teacher offers help so they can write what they want to express.</p> <ul style="list-style-type: none">• The teacher then shows pictures of famous people (singers, actors, football players) and adds blank speech bubbles to the pictures. S/he asks pupils to guess the favourite hobbies of the people shown in the pictures. The teacher writes the question 'Does s/he like ...ing?' on the board to support the pupils. <p>Tip: <i>Make the game interesting by having the famous people talking about completely unexpected hobbies, e.g.:</i></p> <div style="text-align: center;"> </div>
PRACTICE	<ul style="list-style-type: none">• The teacher continues with a PowerPoint (www.schools.ac.cy) with slides showing people and animals with speech bubbles saying what they love/like/don't

	<p>like/hate doing. Pupils work in pairs using their mini-whiteboards and complete the gaps in the slides. They then lift the whiteboard up to share their answer with the teacher before the answer is revealed.</p> <ul style="list-style-type: none"> • Pupils play a ball game. The teacher throws the ball and says something s/he loves doing. The ball is then thrown to another pupil who then throws to another, etc. Every few pupils, the teacher changes the statement so that all expressions (like/don't like/hate/etc.) are practised. • Pupils work in their Activity Book (activity 7) and write about things they love/like/don't like/hate doing. They don't show what they write to their partners. <p>Volunteer pupils come to the front of the classroom with their Activity Book and the rest of the class tries to find out at least one thing from each category, e.g. one thing they love, one they like, one they don't like, etc. They ask questions in the following format:</p> <p>Do you like ..ing?</p> <p>Do you hate ..ing?</p> <p>The class is allowed 6 questions for each pupil. The pupil then reveals what s/he wrote.</p> <ul style="list-style-type: none"> • After a couple of examples, the same activity continues in pairs where each pupil tries to find out about their partner. At the end of the activity, the pupils show each other what they wrote.
<p>INTRODUCTION TO A PROJECT</p>	<ul style="list-style-type: none"> • The teacher tells pupils that Jamie has a cousin and that the two keep in touch through emails, video-conferencing and video messages. Jamie asked his cousin to introduce himself to his new friends in Cyprus. The pupils watch the video and answer the questions in activity 11 (Pupil's Book). <p>The transcript is as follows:</p> <p><i>Hi I'm Jack. I'm Jamie's cousin. I'm 10 years old and I live in London. I live with mum, dad and my little brother, Mark.</i></p> <p><i>I've got two pets. I've got a cat and a dog. I love playing with my pets. They are great fun.</i></p> <p><i>I love swimming and playing football. My favourite food is fish and chips and my favourite colour is yellow. What about you?</i></p>

<p>PROJECT</p>	<ul style="list-style-type: none"> • The teacher asks pupils if any of them communicate with other children in other countries and how/what tools they use. • The teacher asks the pupils if they would like to prepare a video introducing themselves to other people. This video can be sent to e-pals but can also be uploaded on the school's website under a heading 'Meet E'2' or it can be collected in USB sticks or CD ROMs and be included in their portfolio. • Pupils work to prepare their presentations in the following steps: <ol style="list-style-type: none"> a) they write their presentation in written form in their Activity Book (activity 8). b) have it checked by the teacher c) practice saying it – they can practice individually or with their partner d) they arrange to be videorecorded (see other options in the tips below) <p><i>Tip 1: make sure you have informed parents that you will be working with video during the year as well as about a prospective e-pal project as soon as you plan it. It is important for parents to know that their children are safe and that you are taking all the precautions for their safety.</i></p> <p><i>Tip 2: If certain pupils are shy or do not have permission from parents to make a video for school, you can give them the option of presenting themselves through voki.com or by using a puppet (the videorecording can record the puppet talking).</i></p> <p><i>Tip 3: While pupils are practising their presentations, you can begin videorecording some of the pupils. You can use any videorecording device (ipads, smartphones, digital cameras, etc.). You can then show pupils how to use the devices on their own and have pupils record each other.</i></p> <p><i>An alternative option is for the pupils to make their oral presentations in front of the class and you can record them while they are presenting.</i></p>
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Pupils complete their self-evaluation forms.

Photocopiable materials: Coursebook characters



Photocopiable materials: The Magic Box



Photocopiable materials: Interview questions

you / are / where / from / ?

where / live / you / do / ?

children / you / got / have / any / ?

old / you / are / how / ?

got / any / you / have / pets / ?

what / favourite / your / is / colour / ?

you / got / a brother / have / ?

your / what / favourite / singer / what / ?

you / like / football / do / ?

your / food / favourite / is / what / ?

Photocopiable materials: Apples and Bananas

Apples and Bananas

I like to eat, eat, eat apples and bananas

I like to eat, eat, eat apples and bananas

I like to ate, ate, ate ay-ples and ba-nay-nays

I like to ate, ate, ate ay-ples and ba-nay-nays

I like to eat, eat, eat ee-ples and be-nee-nees

I like to eat, eat, eat ee-ples and be-nee-nees

I like to ite, ite, ite i-ples and by-ny-nys

I like to ite, ite, ite i-ples and by-ny-nys

I like to ote, ote, ote o-ples and bo-no-nos

I like to ote, ote, ote o-ples and bo-no-nos

I like to ute, ute, ute u-ples and bu-nu-nus

I like to ute, ute, ute u-ples and bu-nu-nus