

UNIT 3

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • write a short paragraph • follow and actively participate in the narration of a story • identify and use vocabulary for furniture or other home items • say where things are (using prepositions of place) • write a short story with the help of a model • identify and use four sequencing words/phrases: first, then, later, in the end
<i>Intercultural aspect:</i>	Pupils should enjoy, appreciate and interact with foreign children's literature ("A squash and a squeeze" by Julia Donaldson)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • use visuals to make meaning • make meaning from context • deduce grammatical rules based on samples of language • identify important sequencing information in a written text
NEW LANGUAGE	
<i>Production</i>	Prepositions of place: behind, in front of, near, far from 'This' vs 'that' Furniture and home items: shelf, shower, rug, washbasin, bedside table, curtains, oven, swimming pool, lamp Adjectives: enormous, huge, gigantic, tiny, teeny, weeny, old, new, plan, wise, grumpy Sequencing words/phrases: first, then, later, in the end
<i>Comprehension</i>	furniture, furniture-shop, 'squash and a squeeze', 'a curious plan', too small, and other expressions which are found in the story Which + object?
RECYCLED LANGUAGE	There is/are ... - There isn't/aren't Is there...? Yes, there is. No, there isn't. Are there ..? Yes, there are. No, there aren't. Furniture and home items: sink, bookcase, cupboards, poster, wall, window, door, sofa, table, chair, armchair, bath, picture, stairs, sink, fridge, cooker Rooms of a house: bedroom, bathroom, living room, kitchen, garage, dining room Farm animals: e.g. cow, pig, dog, goat, hen Prepositions: in, on, under, between, opposite, next to Present Continuous Left, right Why ...? Because ...
MATERIALS	Storybook "A squash and a squeeze" by Julia Donaldson, Audio CD

	for Year 5, photocopiable materials, PowerPoint presentations from www.schools.ac.cy , mini-whiteboards, soft ball, flashcards (cow, goat, pig, hen)
TIME	4 X 40 minutes

LESSON 1

PROCEDURE	
REVIEW / PRESENTATION	<ul style="list-style-type: none"> • Pupils can present projects which they may have been working on since the previous Units. • The teacher shows a PowerPoint presentation with rooms of a house (PowerPoint presentation 1 – lesson 1). S/he first goes through the slides reminding the pupils of the vocabulary for rooms of the house, furniture and other known home items. The teacher can, for example, ask pupils to identify the rooms, say if they like them, talk about what there is in each room, etc. During this stage s/he also introduces the new vocabulary (curtains, shelf/shelves, shower, rug, washbasin, bedside table, lamp). • The teacher tells pupils they are going to play a memory game and that they should look carefully at the slides and try to remember the objects and where they are. S/he shows a slide for 30 seconds and after the slide is removed, pupils say what they remember about the things in the picture/room and where they are, e.g. <p>Pupil A: There is a chair. Pupil B: There is an armchair. Teacher: Very good! What else is there in the living room? Pupil B: There is a table. Pupil D: There is a window. Teacher: OK! Now, let's see how well you remember things. Where is the chair? Pupil G: It's next to the window. Teacher: No, it isn't. Who else wants to try? etc.</p> <p style="text-align: right;">After a few responses the teacher reveals the picture again</p>

	<p>and checks their answers against the picture, e.g. ‘Let’s see. Where is the chair? Ah... yes, it’s’.</p> <p>At this point the teacher can use objects in the pictures as opportunities to both review previously learnt prepositions and write them on the board but also to introduce the new prepositions of place (near, far from, in front of, behind), e.g.:</p> <p>Teacher: Look! Where is the cat? Is it next to the table? No, it’s far from the table. Can you say that? It’s far from the table.</p> <p>Pupils: It’s far from the table.</p> <p>Teacher: Aha....Is the cat far from the fridge, too?</p> <p>The same process can be repeated with another slide/picture.</p> <ul style="list-style-type: none"> • Pupils do activity 3 in their Pupil’s Book (listen, look and learn). Pupils repeat after the recording or after the teacher.
<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher says the prepositions and uses appropriate gestures for each preposition while the pupils repeat after her/him and copy the gestures. • The teacher calls out prepositions and pupils use appropriate gestures to express the meaning of each preposition. • The teacher uses gestures to express prepositions and the pupils identify which preposition it is. • Pupils make sentences using the environment of the classroom and the prepositions in activity 3 (Pupil’s Book). • The teacher tells pupils that s/he is going to redecorate his/her house/room and s/he asks pupils, if they would like to redecorate their room, too. <p>S/he invites them to think together about how they would like to decorate their dream room. They can start with an empty room on the board (picture or drawing), with only a window placed in the room and gradually add objects which the teacher has on flashcards or draws in the room/sketch on the board (e.g. bed, bedside table, desk, poster, lamp, etc.) Pupils can discuss the colours they like and where to put each object (e.g. next to, opposite, etc.) e.g.:</p>

Teacher: Ok, here's a bed. What colour would you like your bed?

Marios: Purple? Ok, Marios let's have a purple bed.
Where shall we put it? What do you think, Simo?

Simos: Under the window.

Teacher: What do you think, everyone? Shall we put it under the window? OK, here it is (teacher draws – or sticks a flashcard - under the window).

During this activity the teacher makes a point to use prepositions (e.g. shall we put it near the .../ shall we put it far from?) and to introduce some new furniture vocabulary (bedside table, rug, curtains, lamp).

- The teacher asks pupils where they can buy furniture from. Pupils are expected to mention various ideas. The teacher can introduce the word 'furniture shop' but mention that there are other places too such as antique shops, markets, etc. The teacher also tells pupils that in other countries people sometimes organize jumble sales or garage sales.


Note: A jumble sale sells a variety of second-hand items. It is sometimes used to raise money for charity. A garage sale is mostly a North American habit and it is usually organized by families who need to get rid of old items or who may be moving elsewhere. It usually takes place in the garage or in the front garden of the family home.

- The teacher tells pupils that they will listen to Chloe, her mum and Yasmin who are visiting a jumble sale and are looking for furniture. Pupils need to listen to the text carefully and note down what things Chloe and her mum buy from the jumble sale.

The pupils can listen to the text twice and share their answers with the pupils sitting next to them or the pupils in their group (if they are sitting in a group).

They then listen once more, while following in their books, so as to check whether they found the right answer (a bookcase, a desk and a rug).

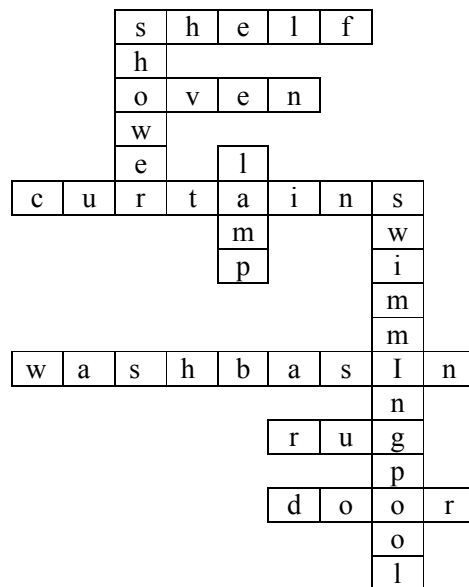
- Pupils listen again and repeat after the teacher or after the recording.
- Pupils do activity 2 in their Pupil's Book.

	<ul style="list-style-type: none"> • Pupils are divided into groups. Each group takes the role of one of the characters and the class reads the text in chorus. • Pupils can practice reading the dialogue in groups of three taking care to use the appropriate intonation and expression. The teacher goes round, monitors and helps. A group of pupils that feel comfortable can act the dialogue out in front of the class.
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils do activity 4 in their Pupil’s Book. They read the description of Chloe’s room and complete the picture. They then compare the picture with their partner’s and discuss the differences, if any. <p>The teacher then goes through the description and, with the active participation of the pupils, draws the room on the board so that they can check their work. Pupils can award themselves 1 point for each correct item they drew or coloured in the room, e.g.:</p> <ul style="list-style-type: none"> - Green curtains with flowers on them – 1 point - Red bed - 1 point - Bedside table next to the bed – 1 point - Rug in front of the bedside table – 1 point - Desk under the window - 1 point etc. <p>An example of a correct response is shown below. There are of course different ways in which the pupils may draw the bed or the rug and how the rug will be placed but as long as the drawing shows understanding of the prepositions and vocabulary, the answers should be accepted. The teacher can also discuss this with the pupil, e.g. Where’s the rug? etc.</p>  <ul style="list-style-type: none"> • Pupils do activity 5 in their Pupil’s Book. It’s a listening

activity where the pupils listen to a description and choose the right room. The transcript is as follows:

My bedroom is my favourite place. I love reading books and listening to music in my room. It's got green walls. Green is my favourite colour. I've got nice posters on my walls. I've got 2 spiderman posters. I love spiderman. He's fantastic! My favourite superhero! I've got a red lamp on my bedside table. I've got a purple rug, too. My favourite books are comic books. I've got lots of comic books in my bookcase.

- Pupils do activities 1, 2, 3 and 4 in their Activity Books. Below is the solution to the crossword puzzle:



- Extension activities for pupils:
 - adding new words to the Word Wall
 - adding an entry or enriching an existing entry in their picture dictionary entitled 'home' where they can include the furniture and home items learnt.
 - adding or enriching an entry in their picture dictionary about prepositions. They can draw pictures to illustrate the meaning of the prepositions and – if they like – they can also write sentences using the prepositions
 - use the vocabulary for furniture and home items to create word searches or other word puzzles to give to other classmates.

EVALUATION	<ul style="list-style-type: none"> • The teacher calls out prepositions and pupils use appropriate gestures to express the meaning of each preposition. Volunteer pupils can also be called to lead the activity. • Alternatively, the teacher can use the PowerPoint presentation from www.schools.ac.cy for evaluation (PowerPoint presentation 2 – lesson 1). Pupils work in pairs using their mini-whiteboards and complete the gaps.
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LESSON 2

REVIEW	<ul style="list-style-type: none"> • The teacher reminds pupils of the song ‘Cows in the kitchen’ from Year 4 and the pupils sing it along with the teacher (supported by the recording in Audio CD for Year 4). The lyrics are also found in the photocopiable materials in case the pupils need help to remember the song. • Pupils look at PowerPoint presentation 1 for lesson 2 (www.schools.ac.cy). For each slide they first silently and individually read it and decide if it is right or wrong. If it is wrong, they do a ‘thumbs down’ and if it is right a ‘thumbs up’. If it is a ‘thumbs down’ they are asked to correct it, whereas if it is a ‘thumbs up’ they can read it in chorus, e.g.: Teacher: What about this one? (Pupils do a thumbs up.) Teacher: You’re right. I agree with you. Shall we read it together? (Pupils read the slide in chorus.) Teacher: What about this one? (Pupils do a thumbs down.) Teacher: Ok, so who would like to correct it? <ul style="list-style-type: none"> • Pupils practice reading the dialogue of the text taught in the previous lesson (activity 1). They can practice in pairs with one pupil doing two roles. The teacher walks around, listens in and offers feedback to the pupils.
PRE-STORYTELLING	<ul style="list-style-type: none"> • Pupils sit in a circle. The teacher asks pupils if they would like to have a huge house (uses gestures) and listens to what they have to say – in Greek, if necessary. S/he then tells them that they are going to hear a story about someone who

wanted to live in a huge house (uses gestures) and asks them to repeat the word 'huge' while also doing the gestures. The teacher asks pupils if they know any other words that also mean 'huge' (uses gestures). Pupils can share other knowledge they have and the teacher focuses on two more words: *enormous* and *gigantic*. The two words are said in a way which emphasises their meaning with appropriate expressions and gestures. The teacher can also ask pupils, if they notice anything about the word 'gigantic' in order to help them notice its Greek origin (γίγαντιάιο).

The teacher writes on the board the following:

big / large - very big - huge / gigantic / enormous

S/he explains that large is another word for big. S/he then writes on the board the word: small, e.g.

big / large - very big - huge / gigantic / enormous

small

S/he asks the pupils to think of opposites for very big, huge, enormous, gigantic. The words tiny, teeny, weeny are introduced with the teacher using the right expression and tone of voice and matching gestures. S/he asks pupils to repeat after her/him using the same expression and gestures and completes the writing on the board:

big / large - very big - huge / gigantic / enormous

small - very small – tiny, teeny, weeny

- The teacher calls out animals and pupils say what size it is, e.g.:

Teacher: dog

Pupils: small

Teacher: horse

Pupils: very big

Teacher: elephant

Pupils: huge, enormous, gigantic

Teacher: ladybird

Pupils: tiny, teeny, weeny

	<ul style="list-style-type: none"> • The pupils look at the cover of the book and describe it, e.g.: <p>Teacher: What is there in the picture? What can you see? Pupils: There is an old lady. There is a cow Teacher: Where is the cow? Pupils: Behind the old lady. etc.</p> <ul style="list-style-type: none"> • Pupils read the title and the teacher asks them to guess what the words squash and squeeze mean. The teacher can help them out by miming the words. S/he then asks them what the story could be about. After pupils share their ideas, the teacher tells them to listen to the story and see if they were right.
<p>WHILE-STORYTELLING</p>	<ul style="list-style-type: none"> • The teacher tells the story. S/he helps pupils understand meaning by pointing to the pictures, using miming and gestures or giving examples. <p>The teacher encourages pupils to participate by asking them to discuss what happens in the story, what they see in the pictures, what the animals are doing (e.g. Oh, no – look! What is the pig doing?) or to guess what other suggestions the wise man might give each time.</p> <p>Teacher: What does the wise man suggest next? Pupil A: I think he says ‘take in the horse’. Pupil B: I think he says ‘take in the cow’.</p> <p>At the point where all the animals are brought in the house the teacher asks them to guess what happens next, e.g.:</p> <p>Teacher: All the animals are in the house now. What do you think will happen next? Pupil A: The old lady goes away. Teacher: Why? Pupil A: Because there are many animals in the house. Pupil B: She takes all the animals out again, etc.</p>
<p>AFTER-STORYTELLING</p>	<ul style="list-style-type: none"> • The teacher discusses the story with the pupils. Suggested questions are: <p>- Did you like the story?</p>

- Is the wise man clever? Why is he clever?
- Is it important to have a big house? Why?

Parts of the discussion can take place in L1, if necessary.

Tip: *Encouraging pupils to express to answer 'Why' questions encourages them to review the 'Why' and 'Because' question and answer forms but also encourages pupils to justify their opinions. If they cannot express their ideas fully in English, encourage the use of compensatory strategies such as asking for help. If they need to and after they tried expressing themselves in English, they can switch to Greek for expressing complex ideas.*

- The teacher asks pupils to say the order in which the old lady took the animals in and calls pupil volunteers to write the animals on the board.
- Pupils are divided into two groups. One group is the wise old man and the other group is the old lady. Using the order of the animals, which is now on the board, pupils act out a little dialogue in the following way:

Group A (wise old man): Take in your hen!
 Group B (old lady): I'm taking in my hen!
 Group A (wise old man): Take in your goat!
 Group B (old lady): I'm taking in my goat!
 etc.

The teacher encourages the pupils to say their part with the right expression and/or gestures and writes the first exchange on the board to help the pupils:

Group A: Take in your hen!
 Group B: I'm taking in my hen!

Tip: *Depending on the abilities of your class, you can add more to the dialogue, e.g.*

*'I'm taking in my goat! What a curious plan!' or
 'I'm taking in my goat! What a curious plan! My house is a squash and a squeeze!'*

- If there is time, the pupils can act out the dialogue again and reverse the roles.
- Pupils do activities 6 and 7 in their Pupil's Book and activities 6 and 7 in the Activity Book.

CONCLUDING ACTIVITY	If there is time, the pupils can hear the story sung by the author, Julia Donaldson, at: http://www.youtube.com/watch?v=-tI0bQ-A-H0
EVALUATION	<ul style="list-style-type: none"> • Pupils work in groups. The teacher gives each group 3 cards and asks them to write down three new words they learnt in this lesson. If pupils need help writing their words, they can ask the teacher (How do you spell?). Pupils later share their words by sticking them on the Word Wall. • The teacher observes the pupils' responses to the activities carried out during the lesson. The teacher notes down her/his observations soon after the lesson.
CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> • Agogi Ygieas: the pupils can discuss the value of appreciating what we have. This can be linked to thanksgiving which can be discussed within the framework of intercultural awareness. • Art: Pupils can use various art forms to create something based on the following ideas: <ul style="list-style-type: none"> -their ideal room -their ideal house -the old lady's house as they imagine it with all the animals in • Design and Technology: <ul style="list-style-type: none"> -Pupils may think of ways to design animals that move and perform actions as in the story, e.g. a hen that pecks, a cow that dances. - Pupils may work to design a model of the old lady's house with all the animals in it.

LESSON 3

REVIEW	<ul style="list-style-type: none"> • Pupils sing 'Cows in the kitchen'. • Pupils play 'I spy'. The teacher tells them to choose words from the Word Wall and gives them clues either using the first letter or a definition or characteristic of the object in question, e.g. 'I spy with my little eye something beginning with 'e'' or 'I spy with my little eye something very, very big.'.
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	<p>Alternatively, the teacher can ask the pupils to open their picture dictionaries and play ‘I spy’ using the words they wrote there. S/he can, for example, ask them to look at the words written under ‘places in a town/village’ and ‘home’ and play the game using those thematic groups (other thematic groups can also be used).</p>
PRE-STORYTELLING	<ul style="list-style-type: none"> The teacher asks pupils what they remember about the story. S/he hears everything they have to say and then tells them to listen more carefully this time because they will have to retell the story later.
WHILE-STORYTELLING	<ul style="list-style-type: none"> The teacher tells the story again engaging the pupils in the storytelling in a similar way as in the previous lesson but this time encouraging more participation from the pupils. S/he can, for example, pause at particular moments and wait for the pupils to complete sentences, e.g.: <p>Teacher: Wise old man,</p> <p>Pupils: ... won't you help me, please?</p> <p>Teacher: My house</p> <p>Pupils: ... is a squash and a squeeze.</p> <p>---</p> <p>Teacher: Take in your goat, said the wise old man. Take in my goat?</p> <p>Pupils: ... what a curious plan!</p>
AFTER-STORYTELLING	<ul style="list-style-type: none"> The teacher writes the following on the board: First, Then , Later, In the end <p>S/he tells pupils how they will need to use these words when they tell the story. S/he asks pupils if they know or if they can guess what the words mean and using any potential input from the pupils explains the meaning of the words and gives examples.</p> <ul style="list-style-type: none"> The teacher says they are going to make the story together first and s/he begins, e.g.: <p>‘One day a grumpy old woman says... ‘My house is too small’. A wise old man hears her.’</p> <p>The teacher then encourages another pupil to continue while</p>

supporting him/her with the beginning of the sentence, e.g.

Teacher: Andrei, ...First, the wise old man says...

Andrei: Take in your hen.

Teacher: Right and then ... Zoe? Then the old woman.....

Zoe: The old woman says 'take in my hen? What a curious plan!'

Teacher: The old woman takes in the hen but later she is still grumpy. What does she say, Eleni?

Eleni: Wise old man, won't you help me, please? My house is a squash and a squeeze!

- After the story is told, pupils open their Activity Books and work with activity 8 (putting the story in the right order). Once, they complete it, volunteer pupils read the story again for the class to hear and check their answers.
- The teacher asks the pupils to highlight the instances of: later, then, first and 'in the end' in activity 8 and asks them how they helped them put the sentences in the right order. The discussion aims to help pupils clarify the role of such words/phrases (i.e. that they indicate the time/order of events in a story.).
- Pupils do activity 9 in the Activity Book. They write their own version of a story creating one with different animals and/or main characters. Pupils use the story in activity 8 as a model. Pupils who want to, however, can also add more to the story, e.g. the animals may also be doing different things, etc.

Tip 1: *Following the model and changing only the words of the animals and the characters can help even the weaker pupils successfully write a new story. Challenge, however, the pupils who can do more to do more and to use their creativity and their abilities to their full potential.*

Tip 2: *While the pupils are working on their stories, the song 'a squash and a squeeze can be playing softly in the background.*

- Extension activities for pupils:
 - Writing up their story on an A4 paper and drawing a picture to go with it (stories will go on display). Some pupils may also choose to write the story on a computer.
 - Writing up their story in the form of a comic strip with speech bubbles for the characters OR writing it up as picture

	<p>book with scenes and a narration under each scene. Pupils can also work as a group for this activity (one scene per pupil) and a few can use the class computer/s to write the story using software such as PowerPoint or Kartouche (available in all the schools).</p> <ul style="list-style-type: none"> - Creating a new entry in their picture dictionary entitled 'Writing a story ' and adding the sequencing words/phrases taught in this lesson with an example for each word/phrase. - Adding the new sequencing words to the Word Wall.
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place throughout the lesson using observation and the teacher records his/her notes soon after the lesson. Particular focus should be paid to the pupils' writing. • The teacher can have individual learning chats with pupils while they are working on their writing tasks. S/he can use this opportunity to ask them about their progress, if they understood the new sequencing words, how they are coping with the tasks, etc.

LESSON 4

REVIEW	<ul style="list-style-type: none"> • Pupils sit in a circle. Volunteer pupils take turns to present the stories which they have written in the previous lesson.
PRESENTATION	<ul style="list-style-type: none"> • The teacher reminds the pupils of the original story and asks them if they can imagine it in one more variation e.g. what would happen if the old lady could not see and hear well. The teacher asks the class to try this variation out with them being the wise old man and the teacher being the old lady. <p>The teacher can place realia or flashcards (cow, hen, goat, pig) around the classroom to serve as the animals in the story and can help the pupils by giving them clues/hints as to what they should say, e.g.:</p> <p>Teacher: Wise old man, won't you help me, please? Class: Take in your hen! Teacher: Which hen? (pretends not to hear – uses gestures) Class: That hen! (points to a flashcard) Teacher: That's not my hen. (squints to see better) This is my hen. (use gestures to distinguish between this</p>

	and that and touches another flashcard of a hen or realia/toy hen)
PRACTICE	<ul style="list-style-type: none"> The story is continued using the above pattern until all the animals in the story are mentioned.
PRODUCTION	<ul style="list-style-type: none"> A volunteer pupil goes outside the circle and skips/walks behind the others while holding a ball. S/he stops, pats someone on the back and says ‘Take in your hen’ (or another animal). The pupil sitting down responds ‘Which hen?’ and the interaction continues in the following way: Pupil A: Take in your hen! Pupil B: Which hen? (gesturing and looking around) Pupils A: That hen! (points to another pupil) Pupil B: That’s not my hen. This is my hen. It’s here on my left/on my right (pats a pupil sitting on the left or right. The pupil standing gives the ball to the nominated pupil and sits down. The new pupil walks around the others with the ball and taps another pupil on the back, etc.) <p>Tip 1: <i>It is a good idea if the teacher does the first round to show the pupils how the game is played. If, however, you don’t want to do it, you can also do it together with the first pupil so that you can help him/her understand the game.</i></p> <p>Tip 2: <i>There is also a variation to the game but it may be difficult to play it in the classroom. You can, however, play it outside the classroom during break or other outdoor activities. It can also be played during P.E. (see cross-curricular links).</i></p> <ul style="list-style-type: none"> Pupils return to their seats. The teacher says that s/he found a huge, enormous, gigantic house and tells pupils to ask what they would like to find out about it (e.g. where is it? Who lives there? How many bedrooms has it got? How many bathrooms has it got?, etc.). The teacher takes notes of the information the pupils want to know but does not give them any replies. <p>S/he then tells pupils to open their Pupils’ book (activity 8) to read about the gigantic house and see if they find the answers. The passage is about Buckingham palace. The pupils read it silently and then answer the questions. The teacher also asks if they found the answers to their questions.</p>

Questions which have remained unanswered can be answered by the teacher in this or the next lesson or can be researched by volunteer pupils and shared with the rest of the class in the following lesson.

- The teacher says Jamie's cousin, Jack, is calling from the UK to tell them his news and some interesting things. Pupils watch the video (www.schools.ac.cy or in the relevant CD) and complete the gaps in activity 9 (Pupil's Book). The transcript is as follows:

Hi Jamie! Hi everyone!

Who is your favourite football player? I like Ronaldo. I think he is great. Did you see his house? He's got a house in Madrid and a house in England.

I read about his house in Madrid on the Internet. It's huge. It's got seven bedrooms and eight bathrooms. He's got a gym, a cinema room, and even a trophy room. That's where he puts all his prizes! It's a huge house with about 24 rooms. Wow! There is of course a swimming pool and a huge garden. It's fantastic.

My house is not like that. I've got a small house. It's got 3 bedrooms, one living room, a dining room, two bathrooms and a kitchen. That's just 8 rooms!

I like my home very much though. It's next to a park and I can play football on Saturdays and Sundays when the weather is nice. And I love my room. It's great.

How about you? What's your room like?

- The teacher asks pupils how they would like to decorate their room, if they could have anything they wanted. The teacher asks them to look at the amazing room described in the Activity Book (activity 5). S/he tells pupils that this was designed by a pupil and reads the description with the pupils emphasizing the 'amazing' aspects which were included by the pupil (grass carpet, rainbow on the walls, mushroom bedside table, etc.).

Pupils work on designing their own amazing room and writing a description about it. The teacher monitors the activity offering help whenever necessary and reminds pupils how they can ask for help by pointing out to the target phrases taught (Can you help me, please? How do I spell ...? etc.).

- Pupils do activity 10 (Pupil's Book).

EVALUATION	<ul style="list-style-type: none"> • Pupils complete their self-evaluation form.
PORTFOLIO	<ul style="list-style-type: none"> • Pupils add the new story in the list of stories they have read (page 26). • Pupils can add in their writing targets that they can write a short paragraph and/or a short story (and add evidence to support this e.g. the story they wrote or the description of their room.) • Pupils can add in their speaking targets that they can describe where things are.
PROJECT	<ul style="list-style-type: none"> • Pupils can choose to write about a house/palace of their choice and present it to class in the following lesson.
CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> • P.E: Pupils can play another version of the game they played in this lesson. The variation is as follows: A volunteer pupil goes outside the circle and skips behind the others while holding a ball. S/he stops, pats someone on the back and says ‘Take in your hen’ (or another animal). The pupil sitting down responds ‘Which hen?’ and the interaction continues in the following way: George (he is outside the circle): Take in your hen! (taps Fani) Fani: Which hen? (gesturing and looking around) George: That hen! (points to another pupil – e.g. Marios) Fani: That’s not my hen. This is my hen on my right (or on my left – depending on the pupil’s decision and tapping the specific pupil, e.g. Naso) The two pupils who were mentioned as being ‘the hen’ (Marios and Naso) get up and run to catch the pupil who is outside the circle (George). The one that catches George first, is the pupil who will now skip around the circle.

Photocopiable materials: Cows in the Kitchen

Cows in the Kitchen!

Cows in the kitchen, moo, moo, moo

Cows in the kitchen, moo, moo, moo

Cows in the kitchen, moo, moo, moo

What shall we do, Tom Farmer?

Ducks in the dustbin, quack, quack, quack

Ducks in the dustbin, quack, quack, quack

Ducks in the dustbin, quack, quack, quack

What shall we do, Tom Farmer?

Cats in the cupboard, doggies too!

Cats in the cupboard, doggies too!

Cats in the cupboard, doggies too!

What shall we do, Tom Farmer?

Pigs in the garden, oink, oink, oink

Pigs in the garden, oink, oink, oink

Pigs in the garden, oink, oink, oink

What shall we do, Tom Farmer?

Chase them away, shoo, shoo, shoo!

Chase them away, shoo, shoo, shoo!

Chase them away, shoo, shoo, shoo!

That's what we'll do, Tom Farmer!