


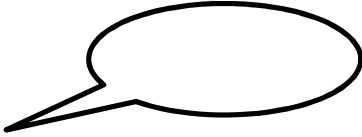
UNIT 4

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • follow and actively participate in the narration of a story • write a short illustrated story • identify and appropriately use adverbs of frequency • ask and tell the time (all forms) • name at least 3 of the animals taught in this Unit
<i>Intercultural aspect:</i>	<p>Pupils should:</p> <ul style="list-style-type: none"> • be able to enjoy, appreciate and interact with foreign children’s literature (“The bad-tempered ladybird” by Eric Carle) • become aware of how things may carry the same importance and meanings in various cultures (e.g. ladybirds) • learn how to say the word ‘ladybird’ in different languages
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • use a K W L chart • collaborate effectively with peers • understand the importance of contextual information
NEW LANGUAGE	
<i>Production</i>	<p>Adverbs of frequency: sometimes, usually, always, never, often Time: all forms of ‘past’ and ‘to’ (e.g. five past two, ten to twelve, quarter past, quarter to) Creatures: hyena, skunk, lobster, praying mantis, whale, beetle, sparrow, rhino Adjectives: friendly, bad-tempered, nice Action verbs: call names, push, shout at, fight, share, smile, make friends, help Adjective + enough (big enough, strong enough, etc.)</p>
<i>Comprehension</i>	<p>people, crawl</p> <p>Expressions: Never mind, Is anything the matter?</p>
RECYCLED LANGUAGE	
	<p>‘Why’ questions / ‘Because’ replies</p> <p>Time: o’clock, half past</p>

	<p>Present simple with on + day and at+ time</p> <p>Action verbs: stop, go, brush, have, fly, walk, swim, play, eat</p> <p>Polite, rude, scared</p> <p>days of the week</p> <p>Animals: elephant, gorilla, ladybird</p> <p>Present continuous</p>
MATERIALS	<p>mini-whiteboards, Audio CD for Year 5, photocopiable materials, storybook 'The bad-tempered ladybird', PowerPoint presentation from www.schools.ac.cy</p>
TIME	<p>5 x 40 minutes</p>

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • Pupils sing a song of their choice. • Pupils present any projects that they have just completed (these can be projects started in previous Units e.g. amazing rooms, etc.) and the teacher asks about their progress in any pending project work. • The teacher shows two pictures of very different looking children - Freddy and Bertha (see photocopiable materials) - and encourages the pupils to describe them (What does s/he look like?). The description can include physical characteristics as well as personal characteristics and the teacher can help pupils with relevant vocabulary e.g. friendly, polite, rude, etc. • The teacher then asks the pupils if they like these new characters (Freddy and Bertha) and why, e.g. 'Do you like Freddy? Why?'. Various answers are expected, e.g. Because he is friendly. Because he is smiling. etc. <p>The same process is followed for Bertha. Pupils might say they don't like her because she doesn't smile or because she is not friendly.</p> <ul style="list-style-type: none"> • The teacher writes two words on the board: <i>friendly</i> and <i>bad-tempered</i>. S/he asks pupils to say which word best

	<p>describes Freddy and which one Bertha and to explain what they think bad-tempered means. Pupils may need to use L1 in order to explain bad-tempered (person who likes to argue and fight, is usually in a bad mood and gets angry easily).</p> <ul style="list-style-type: none"> • The teacher asks pupils to say if they are friendly or bad-tempered. Some students might try to say ‘usually’ / ‘sometimes’ at this stage. The teachers can supply these words in English at this stage. They will be further clarified later.
PRACTICE	<ul style="list-style-type: none"> • The teacher tells pupils, they are now going to meet a bad-tempered boy and asks them to imagine what he might say to the other children at his school. <p>The teacher draws an empty speech balloon on the board and can also add a picture of the boy, e.g:</p> <div style="display: flex; align-items: center; justify-content: center;">   </div> <p>After pupils share their ideas, they listen to the recording on the Audio CD and check their answers. The teacher then writes the right answer on the board (‘Want to fight?’).</p> <ul style="list-style-type: none"> • Pupils open their books and listen again while following in their books. • Pupils discuss what happened in the story and what they think about the way Sam behaved and how the children reacted to support Stella. Pupils can respond in L1 when they face difficulties in using the L2. • Pupils read the text again and repeat after the teacher or the recording. • Pupils do activity 2 in their Pupil’s book.
PRESENTATION	<ul style="list-style-type: none"> • The teacher draws the following grid on the board:

Sunday	Monday	Tuesday	Wednesday.	Thursday	Friday	Saturday

S/he then asks pupils to say things that they think Bertha or Sam do and gradually completes an additional column to the left adding what the pupils mention. Some ideas might be shared in Greek and the English expression can be supplied by the teacher. Vocabulary which should be introduced at this point is: fights with other children, shouts at people, calls names, is rude, pushes children, etc. The grid will gradually look something like this:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
fights with other children							
is rude							
calls names							
pushes other children							
shouts at people							

The teacher asks pupils to suggest how many days of the week Bertha does these things and completes the grid accordingly, e.g.:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
fights with other children		✓		✓	✓		
is rude	✓	✓	✓	✓	✓	✓	✓
calls names		✓	✓	✓	✓		
pushes other children		✓	✓	✓		✓	
shouts at people			✓	✓			

	<ul style="list-style-type: none"> • The teacher asks pupils to look at the grid and say when Bertha does these things (e.g. on Friday, on Monday, etc.) and then asks them to see if they can think of another way of saying it, e.g. <p>Teacher: So she is rude to people on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. She is rude to people <i>every day</i>. How else can we say this? She is <i>always</i> rude to people. Shall we say it together? She is <i>always</i> rude to people.</p> <p>Using the same process the teacher elicits the rest of the adverbs: usually, sometimes and often and writes the words next to each column as appropriate.</p> <p>The teacher then adds another row which says ‘friendly’ and asks pupils to say when is Bertha friendly so that the adverb ‘never’ is introduced.</p> <ul style="list-style-type: none"> • The teacher then asks pupils what they think Freddy usually does and adds another weekly chart on the board. Various ideas can be suggested, e.g.: is polite, smiles, makes friends, shares his things, helps other children. <p>These are added to the chart on the board and the teacher asks the pupils if they think Freddy does this always, usually, often, sometimes or never (the teacher can add a few suggestions for never , e.g. Do you think he shouts at people?).</p> <ul style="list-style-type: none"> • At this stage the teacher checks if the pupils are clear with the meaning of the adverbs. S/he can check by asking how many days of the week Freddy does each thing and help them to understand every day means always, none of the days means never, almost always means usually, etc. • The teacher can also offer some examples, using each adverb, based on her/himself (e.g. I never drink alcohol. I usually drink coffee in the morning).
PRACTICE	<ul style="list-style-type: none"> • Pupils make sentences about themselves using the taught adverbs of frequency. • Pupils do activity 3 in the Pupil’s Book and activities 1 and 2 in the Activity Book.

	<ul style="list-style-type: none"> The teacher tells pupils they heard many reasons why we like people to be our friends (e.g. because they smile, because they are nice, polite, etc.). She invites them now to advise other pupils (What can we tell pupils to help them be good friends? What can we tell pupils to help them be nice and make friends?). Pupils look at the examples in activity 3 in their Activity Book and complete the post-it notes with ‘always’ or ‘never’ as appropriate.
PRODUCTION	<ul style="list-style-type: none"> Pupils work in pairs using their mini-whiteboards. The teacher asks them who they’d like to have as a friend: Bad Bertha or Friendly Freddy? Each pair should then write a reason beginning with ‘Because’. Some sample answers which they could write with the help of the vocabulary on the board, could be: Because he is friendly. Because he shares his things. Because he smiles. etc. <p>After they write their reason they lift their whiteboard up and share their answer.</p> <p>Pupils continue working in pairs using their mini-whiteboards. The teacher gives them one minute to write as many reasons as they can. Each reason needs to begin with the word ‘because’. Once the minute is over the pairs check how many sentences they wrote and the winner is the pair with the most correctly written sentences. The winning pair reads their sentences for the class.</p>
EVALUATION	<ul style="list-style-type: none"> Evaluation is ongoing and takes place throughout the lesson. The teacher has individual learning chats with pupils while they work on their written activities. The chats should focus on finding out whether the meaning of the frequency adverbs are clear for the pupils. The teacher can ask questions such as: What do you usually have for breakfast? What does usually mean?, etc.

<p>PROJECT</p>	<ul style="list-style-type: none"> • Pupils can work on making posters for good behaviour and/or for making friends. Pupils can first decide what could be some good advice for good behaviour and for making friends and these can be written on the board (e.g. Always smile!, Always be polite! Never shout at others!, etc.). <p>Pupils then either individually or in pairs use these to prepare and decorate their own poster. Posters can be placed around the school. A sample poster is shown below:</p> <div data-bbox="608 663 1145 1039" data-label="Image"> <p>The image shows a sample poster with a white background and a blue border. At the top left is a yellow sun with a smiling face. The word 'Always' is written in large, pink, sans-serif font, with a yellow sun with a smiling face replacing the letter 'o'. Below 'Always' is the word 'SMILE!' in a playful, multi-colored font. The 'S' is purple, 'M' is green, 'I' is orange, 'L' is blue, and 'E' is yellow. To the right of 'SMILE!' is a red exclamation mark and a yellow star with a smiling face.</p> </div>
<p>CROSS-CURRILCULAR LINK</p>	<ul style="list-style-type: none"> • Health Education: Pupils can discuss the importance of good behaviour and/or discuss how they can make friends and the importance of friendship.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• If pupils worked on the project, they can present the posters they prepared. If pupils are still working on their posters, they can present them in the following lesson.• The teacher asks pupils to guess what time Freddy or Bertha gets up. S/he can then give the right answer along with an adverb of frequency e.g. He always gets up at 6 o'clock. <p>The teacher uses the same process with other questions such as:</p> <p>What time does he have breakfast? What time does he have lunch/ dinner? What time does he go to bed? etc.</p> <p>Each time the pupils respond with their suggestions/guesses, the teacher gives the correct answer and adds adverbs of frequency, e.g.:</p> <p>Teacher: What time does Freddy go to bed? Can you guess? Pupil A: He goes to bed at 6:00. Teacher: Mmm... Do you agree? Any other ideas? Pupil B: He goes to bed at 8:00. Pupil C: He goes to bed at 9:00. Teacher: He goes to bed at half past eight. He always goes to bed at half past eight. He never goes to bed late.</p>
PRESENTATION	<ul style="list-style-type: none">• The teacher puts a K W L chart on the board and tells pupils they are going to learn to tell the time. S/he asks them to give examples of what they already know. S/he can help this process by writing on the board specific examples and asking them to tell the time, e.g.:

Teacher: Do we know this? Let's see.

(teacher writes on the board 5:30)

What time is it?

Pupils: It's half past five.

Teacher: Ok, what about this?

(teacher writes on the board 2:00)

What time is it?

Pupils: It's two o'clock.

S/he adds on the chart – under K – what they know, e.g. We know how to tell the time when it's:

o'clock

half past

The pupils are asked what they want to know as regards how to tell the time. They can write examples of what they need to know on post-it notes (e.g. 2:15 / 2:20) or this can develop from a class discussion. What they want to know is written under W (what I want to know).

Tip: *A K W L chart is a good learning strategy. K stands for 'What we Know', W stands for 'What we Want to know' and L stands for 'What we Learnt'. K is used at the beginning of a new topic/theme encouraging pupils to brainstorm on all the relevant knowledge they already have on a specific topic/theme. W is also discussed at the beginning of a topic/theme encouraging pupils to express their own interests and targets for a specific unit, thus personalizing knowledge and promoting the development of target setting skills. Finally, at the end of a Unit, pupils revisit the chart and evaluate what they learnt, checking at the same time if their personal targets have been met.*

- The teacher then presents the new time forms beginning with quarters:

quarter past

quarter to

S/he draws a clock on the board and draws the clock hands to 'a quarter past'. S/he then writes next to the clock e.g. "It's a

	<p>quarter past twelve'. The pupils repeat after the teacher and the teacher gives a few more examples on the board for the pupil to tell the time.</p> <p>S/he then follows the same procedure to introduce quarter to.</p> <p>The teacher then draws a clock face on the board and divides it into two. S/he tells pupils that everything that falls in the right half is calculated as PAST the hour whereas everything in the left half is calculated as TO (towards the next hour).</p> <ul style="list-style-type: none"> • Pupils do activity 4 (listen, look and learn) and repeat after the teacher or the recording.
PRACTICE	<ul style="list-style-type: none"> • The teacher draws clocks showing various times and asks pupils to say the time. • Pupils work in pairs using their mini-whiteboards. They draw a clock face on their whiteboard. The teacher tells the time (using all forms taught) and pupils draw the clock hands on the mini whiteboard clocks. They then lift their whiteboards up to show their answers.
PRE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells pupils that they are doing very well with the time and that it is now time for a story. Pupils sit in a circle. • The teacher shows the cover of the book to the pupils without revealing the title and asks them to say whether the ladybird seems happy, sad, angry, etc. <p>The pupils then read the title and the teacher asks them what they think the ladybird usually does, since she is bad-tempered. Expected answers could be: pushes other animals, shouts at other animals, is rude, etc.</p> <ul style="list-style-type: none"> • The teacher tells them to listen to the story and see if they were right.
WHILE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the story. At times s/he stops and asks the pupils to guess what animal comes next. Pupils are also encouraged to participate by saying/repeating some of the phrases the ladybird says as these are repeated

	throughout the story and pupils can easily learn them.
AFTER-STORYTELLING	<ul style="list-style-type: none"> • Pupils talk about what the ladybird does and compare these actions to the predictions they made during the pre-storytelling stage. • Pupils are asked to remember the animals which appeared in the story. The teacher helps them with new vocabulary and writes the names of the animals on the board. Pupils repeat them. • Pupils do activities 6a and 6b in their Pupil's Books They then number the animal words which are written on the board so that the class checks their answers to activity 6b. • Pupils do activity 6c. Note that animals can fit in more than one category.
EVALUATION	<ul style="list-style-type: none"> • Pupils are evaluated through observation with the main focus being on the pupils' progress as regards telling the time and their pupils' reactions during storytelling. Notes as regards the pupils' progress are recorded as soon as possible after the lesson.
PROJECT	<ul style="list-style-type: none"> • Pupils who may be particularly interested in the new animals which appear in the story (e.g. skunk, hyena, praying mantis), might choose to find out some more information about them and present this information to class in the next lesson.

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sit in a circle. The teacher pretends to be a clock and uses her/his hands to show different times. S/he asks the pupils to identify the time s/he shows each time. • The teacher says different times and asks pupils to show the time using their bodies as clocks and their arms as clock hands. • The teacher makes statements and pupils decide if the statements are True or False. They then do a 'thumbs

	<p>up’ or ‘thumbs down’ accordingly. e.g. Teacher: I never wear trousers. (pupils do a thumbs down) Teacher: That’s right! What should I say so that I’m saying the truth? Pupil: I usually wear trousers. Teacher: What does everyone think? Is this true? Do I usually wear trousers? True or False? (pupils do a thumbs up) Teacher: Excellent! What about this one? Listen.... I always wear glasses. (pupils do a thumbs up) etc.</p> <ul style="list-style-type: none"> • Pupils make their own statements and the rest of the class decides whether they are True or False. The right answer is later revealed. <p>e.g. Pupil: I usually go to the cinema on Saturday. (pupils do a thumbs down) It’s true. I usually go to the cinema on Saturday.</p>
PRE-STORYTELLING	<ul style="list-style-type: none"> • The teacher says s/he always likes reading stories and the pupils guess if it is True or False. The teacher says it is true of course and that’s why they are going to read a story again now. • The teacher asks pupils if they remember what times are mentioned in the story. S/he writes on the board the times which are reported by the pupils and asks pupils if they remember what happened at each time (i.e. which animal the ladybird meets). • S/he tells them they are going to listen to the story and they should try to remember the times and animals mentioned in the right order mentioned.
WHILE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the story again and encourages more participation by pausing and having pupils continue phrases, times and the animals which follow.

AFTER-STORYTELLING

- Pupils check their answers to the pre-storytelling task (which is now on the board). The times and what happens at each time can be verified again with the pupils, or the teacher, reading the relevant excerpts from the book.
- Pupils do activities 4, 5 and 6 in their Activity Books.
- Pupils play a noughts and crosses game on the board. The teacher draws clocks (or writes times) and adverbs of frequency in the squares, e.g.:

5:00	usually	always
6:30	never	8:15
3:20	sometimes	1:45

Pupils are divided into two groups. One group is noughts (0) and the other crosses (x). Representatives from each group take turns to choose a square and then have to make a correct sentence using the time or adverb in the square. If the sentence is correct, their team gets the square. The winner is the team that first completes a line (horizontally, vertically or diagonally) with their mark (noughts or crosses).

Tip 1: *Make sure you have an example of a sentence with an adverb of frequency on the board so that the pupils can be reminded of the structure of such sentences e.g.*

I usually wear glasses.

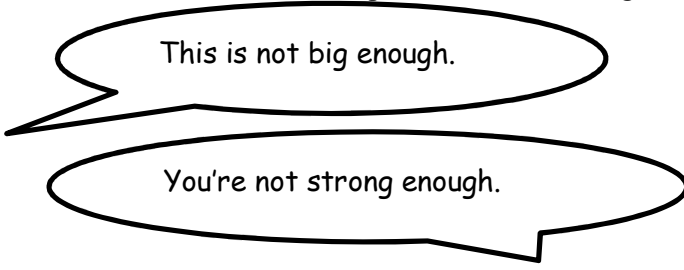
Tip 2: *Allow each team representative to only play once (i.e. only make a sentence for one square). This ensures that more pupils participate in the game.*

- If there is time, pupils can play a noughts and crosses game in pairs using the game in the photocopiable materials or by copying the noughts and crosses game from the board on the mini-whiteboards.

	<ul style="list-style-type: none"> • Extension activities for pupils: <ul style="list-style-type: none"> - adding new words on the Word Wall - playing another round of noughts and crosses in pairs - adding the new instances of telling the time in an entry in their picture dictionary (or adding all instances, if there hasn't been another entry in the dictionary). The entry can be entitled 'Telling the time' or 'What time is it?' - working on relevant interactive activities found at www.schools.ac.cy
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through careful observation of the pupils' responses to the various activities. • Use the opportunity when the pupils are playing noughts and crosses in pairs to observe selected pairs and listen to how they use the key language. As soon as you can, include your notes on your record sheet so you do not forget who you observed and how they did.

LESSON 4

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher spells out a word and the pupils have to identify it. The teacher can spell out words that are relatively new to the pupils (e.g. the animals in the new story: whale, skunk, etc.). They can note the letters down on their mini-whiteboards or on a page in the back of their exercise book to help them. • Volunteer pupils spell out words for their classmates to identify. These can be words they should already know well (e.g. animals, numbers or simple action verbs). • Pupils work in groups. The teacher gives each group an envelope with cut out words (see photocopyable materials). Pupils put their words in order to make a correct sentence. Pupils are assisted in distinguishing the sentences because each one is written using different fonts. <p>The teacher monitors and the pupils then report their answers.</p>

	<p>Alternatively, each group can be given a section on the board for them to write their answers and these are then checked by the whole class.</p> <p>Tip: <i>If you choose the variation where pupils write their answers on the board, you can make it fun and ensure the participation of all the pupils, if you ask that each pupil can only write one or two words on the board. This means that the pupils need to take turns to go to the board to complete their sentences.</i></p>
PRESENTATION	<ul style="list-style-type: none"> • The teacher asks pupils to remember what the bad-tempered ladybird kept saying to the animals. The pupils remember that the ladybird says ‘You’re not big enough’ and the teacher can flick through the book and show all the instances where the ladybird says ‘you’re not big enough’ to the various animals. Each time the pupils name the animals and together say ‘You’re not big enough’. • The teacher asks the pupils why this is a bit funny (e.g. the ladybird is tiny and the whale is enormous). • The teacher writes other examples on the board, e.g. <div data-bbox="566 1176 1252 1444" style="text-align: center;">  <p>This is not big enough.</p> <p>You're not strong enough.</p> </div> <p>For each example, the teacher asks pupils to guess who could be saying this, in what situation and to whom. The pupils can respond in their L1, if necessary.</p>
PRACTICE	<ul style="list-style-type: none"> • Pupils do the listen, look and learn activity which explains ‘adjective + enough’. • The teacher presents a PowerPoint presentation (www.schools.ac.cy) where examples of ‘adjective + enough’ are presented along with the context which they appear in. Other examples are also presented without the context for the pupils to discuss and decide on the

	<p>context (Who? Where? Why?) or a context is presented with a blank speech bubble and the pupils write on their mini-whiteboards what they think is being said.</p>
PRODUCTION	<ul style="list-style-type: none"> • The teacher asks pupils to think how the animals responded to the bad-tempered ladybird and whether the pupils can think of another way the animals could have responded. Various ideas can be shared. The pupils can think of various excuses that the animals could give (e.g. I'm sorry. I'm busy now.) <p>Pupils work on activity 7 (Activity Book) and complete the various excuses the animals give (e.g. It's half past six. I usually have a shower at half past six.).</p> <ul style="list-style-type: none"> • Pupils do activity 8 in their Activity Books where they can add any other animal they would like to be included in the story and imagine how this animal would respond. • The teacher places around the classroom clocks with the times when the ladybird meets the different animals. A group of volunteer pupil comes out and each pupil is assigned the role of an animal and asked to stand in front of one clock. One of the pupils takes the role of the ladybird and the teacher becomes the narrator. <p>Pupils are asked to think of something they would be doing when the ladybird meets them so that they can use it as an excuse. They are also asked to mime the action and when the ladybird asks them if they want to fight, each pupil/animal refuses to do so because it has other things to do at that particular time. The teacher shows an example to make sure that pupils have understood the task.</p> <p><u>Example:</u> The ladybird goes around the classroom meeting the different animals. She finds the elephant. The clock near the elephant shows four o'clock and the pupil acting as the elephant is pretending to play football. Ladybird: Do you want to fight? Elephant: No! It's four o'clock. I usually play football at four o'clock.</p>
READING	<ul style="list-style-type: none"> • The teacher asks pupils if they like ladybirds and what they think about them. Expected answers can be 'I think

they are nice', 'I think they are pretty.', etc.

- S/he tells pupils that people around the world have similar feelings about ladybirds and that they are now going to read about that and find out more information about how people around the world view ladybirds.

S/he asks them to very quickly read the information in activity 7 (Pupil's Book) and silently answer the first question (What countries can you find in the paragraphs?).

After they do that the teacher can read each section and discuss it with the children. The teacher can also use a recording (Audio CD) or volunteer pupils to read each section.

Pupils then answer the rest of the questions.

- Pupils do 7b) where they find out how ladybirds are called in different languages. The answers to the activity are found below:

"Coccinelle" -France

"Coccinella" -- Italy

"Mara" -- Latvia

"Kumbang" -- Malaysia

"Joaninha" -- Portugal

"Buburuză" -- Romania

"Pikapolonica" -- Slovakia

"Mariquita" -- Spain

Tip 1: *If you like to keep pupils in suspense or to give pupils some creative 'homeplay', you can ask them to try and solve this puzzle with their parents at home and perhaps find how ladybirds are called in more languages. The answers can be shared in the next lesson.*

Tip 2: *You can find out how the words are pronounced by typing each word in <http://el.forvo.com/> which offers you the opportunity to hear words pronounced by native speakers of each language, e.g.*

Coccinella (Italian) <http://el.forvo.com/search/coccinella/>

	<i>Coccinelle (French)</i> http://el.forvo.com/search/coccinelle/
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • The pupils can try the tongue twister in activity 8 (Pupil's Book). They can practice individually first and then they can practice saying it to their partners or group. Volunteer pupils can then try it out loudly for the class to hear. • Pupils can also practice their tongue twister home as 'homeplay' and try the tongue twister in class the following lesson.
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing and takes place throughout the lesson. • Use the time when pupils are doing written work to have individual learning chats with pupils. Note down – on your record sheet - what you discussed with each pupil.

LESSON 5

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Volunteer pupils try saying the tongue twister. A mock competition can take place with pupils trying out who can say it faster and correctly. • Pupils are divided into two groups. The teacher draws or writes times on the board (using all instances for telling the time) and representatives from each group take turns to say the time. Each pupil is only allowed to say the time once so that wider participation is ensured.
PRACTICE	<ul style="list-style-type: none"> • Pupils are divided into two groups. The teacher gives cards with clocks to the first group and cards with the respective time to the other group (see photocopiable material for the cards). Pupils get up and move about the classroom trying to find their partner (the pupil who has their matching card) by asking and telling the time (i.e. What time is it? It's...). <p>Tip: <i>If you have a very large class, you can try leaving half the class in their seats. This means that you can give the clocks to</i></p>

the pupils who are sitting down and the sentences with the time to the pupils who are standing up. The pupils standing up can move about the classroom asking the pupils who are in their seats 'What time is it?'

- Pupils do the listening activity in their Pupil's Book (activity 5a). They listen to the recording and draw the clock hands. They should listen to the transcript at least twice. Once they finish part a, they move to complete the gaps (part b).

Tip: *You can pause the recording between dialogues to give time to the pupils to draw the clock hands.*

The transcript is as follows:

a) *-What time is it Miss, Perry?*

-It's five past nine. It's time for our break.

b) *-Ken? Where are you?*

-I'm in the bathroom. It's seven o'clock. It's time to brush my teeth.

c) *-Come on everyone! We're going to be late! It's 10 past seven. It's time for breakfast.*

d) *-Daddy, I don't want to go to bed.*

-I'm sorry but it's quarter to nine. It's time to go to bed. You've got school tomorrow!

- The teacher reminds pupils of Friendly Freddy and puts the flashcard with Freddy on the board (see photocopyable materials).

S/he asks pupils to guess what Freddy does every day by giving pupils specific times and asking them to guess what Friendly Freddy does, e.g.

Teacher: It's 7:00. What do you think Freddy will say?

'Time for?'

Pupils: Time for breakfast.

Teacher: So, at 7:00 Freddy

Pupils: has breakfast.

Teacher: Ok, what does he do at 8:00 in the morning?

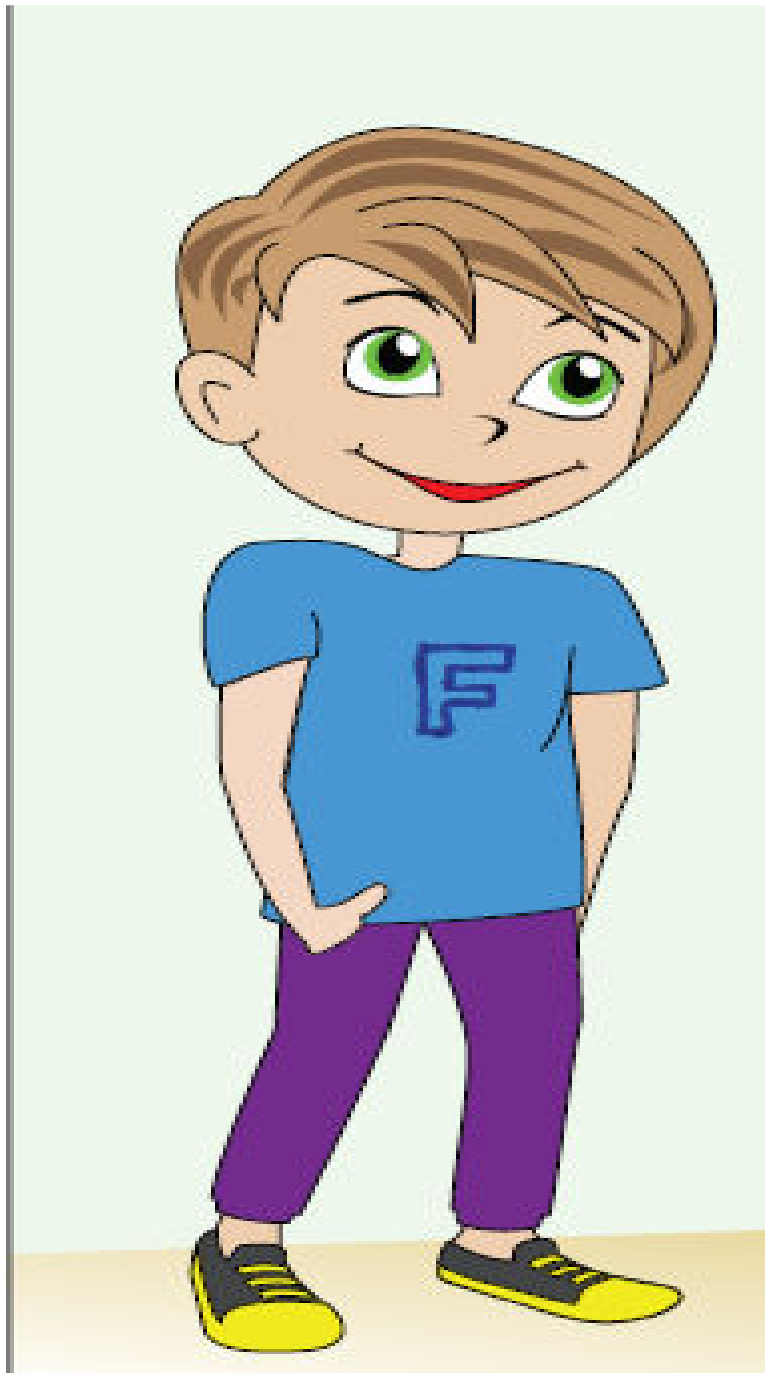
etc.

	<ul style="list-style-type: none"> • Pupils do activity 9 in their Activity Book to find out more about Freddy. When pupils report their answers, the teacher can ask them to correct the False statements. • The teacher says that Freddy is having a very unusual day and gives a few examples, e.g. <p>Usually he drinks milk. Today he is drinking tea. Usually he plays football. Today he is playing golf.</p> <p>Pupils suggest a few more unusual things and then complete activity 10 (Activity Book).</p> <p>Tip: <i>Tell pupils to write their sentences first and then move to the drawing. Fast finishers can spend more time on their drawing but once everyone finishes, you can move on and have pupils return to their drawing later on or complete it as 'homeplay'.</i></p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • The teacher says that just like Freddy, today there is a superhero (use the pupils' favourite superhero) that isn't feeling well and is having a very strange day, e.g.: <p>Teacher: Superman is not feeling well today. It's a strange day. He usually goes to work but today he is going to school! It's a strange day. He often flies to France with his friends but today Can you guess? (writes 'Is heing?' on the board)</p> <p>Pupils: Is he flying with his aunt? Teacher: No, he isn't. Pupils: Is he flying with his dog? Teacher: Yes, he is! Teacher: He often flies to France with his friends but today he is flying with his dog! He usually wears a red cape but today..... (points to the 'Is heing?' question on the board)</p> <p>Pupils: Is he wearing a blue cape? Teacher: No, he isn't.</p>

	<p>Pupils: Is he wearing a pink cape? Teacher: Yes, he is!</p> <ul style="list-style-type: none"> • The teacher tells pupils that they can work individually or in pairs to create a story about their favourite superhero's unusual day. S/he gives them the relevant handout (photocopiable materials) and encourages them first to write the text and later to spend time drawing and colouring the pictures. • Extension activities for pupils can be the following: <ul style="list-style-type: none"> - adding new words on the Word Wall - updating their picture dictionary - updating their portfolio - creating word puzzles using key words from this Unit - working with relevant online activities (www.schools.ac.cy) - creating a digital version of the superhero's unusual day on Kar2ouche or other similar software
EVALUATION	<ul style="list-style-type: none"> • Use the time when pupils are doing individual written work to have individual learning chats with pupils. Note down – on your record sheet - what you discussed with each pupil. • Pupils revisit the K W L chart and reflect on what they learnt. If there are aspects of telling the time they have not learnt very well, or they feel they would need to practice some more, pupils can decide to review their progress on telling the time at a later time (e.g. at the following Review Unit). <p>Tip: <i>The following Unit is a Review Unit which reviews – among other things - telling the time. If pupils set targets to practice more in this area, this can be done immediately in the following Unit (Review 1).</i></p> <ul style="list-style-type: none"> • Pupils complete their self-assessment form.
PROJECT	<ul style="list-style-type: none"> • Option 1: Pupils can prepare a dramatization of the story. In order to make sure everyone is involved, two or more pupils can take the role of each animal and there can be a number of ladybirds. • Option 2: Alternatively, pupils can recreate the story on Kar2ouche or other similar software where they can also add a voice-over and do a narration of the story.

	<ul style="list-style-type: none"> • Option 3: Pupils can create an alternative version of the story either creating a whole story in pairs or working in pairs but as a class to create a class story. In the case of the whole class working to create a class story, the pupils decide on an animal they would like to tell the story about. It could be a small animal which would allow them to be able to use the words of the story. <p>Pupils can then work in pairs to create different scenes in the story. The teacher gives each pair an A4 paper where they are asked to draw the animal and the clock of the particular time that the animal does something. For example, pupils can be writing about a mouse that wants to start fighting with a lion at 7:30. They draw the scene and the clock showing the particular time. They can also add a written part which can be written on the board (perhaps with gaps) by the teacher to help them. The teacher coordinates pupils' work to prevent them from drawing the same animals. When pupils have finished their scenes, the teacher collects the papers and asks them to help him/her put them in the right order on the board. Eventually there is a whole story on the board created by the pupils. The drawings can be scanned and the e-book/e-story will be ready!</p>
PORTFOLIO	<ul style="list-style-type: none"> • Pupils add the new story in the list of stories they've read in their portfolio. • Pupils can add their comic strip story of their superhero's strange day (after it comes down from the notice board) as evidence that they can write a short illustrated story. • Pupils can add any of the projects they worked on and write a brief note about their project describing how they worked and what they think they learnt when doing the project. The note can be written with the teacher's help or can be written in Greek. • Pupils can add what they learnt about how different cultures view ladybirds in one of the intercultural sections of their portfolio (e.g. page 34). • Pupils can add in their portfolio that they can tell the time (perhaps as an additional target in the A2 speaking targets or complete and finalise the relevant balloons on telling the time in A1 – 'speaking' and 'talking to other people'.

Photocopiable materials: Freddy



Bertha



Photocopiable material: Noughts and crosses

2:15	sometimes	never
6:50	always	11:30
4:25	usually	10:45

Photocopiable materials: Cut out sentences

I	usually	sleep	at	9:00
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I	never	drink	coffee
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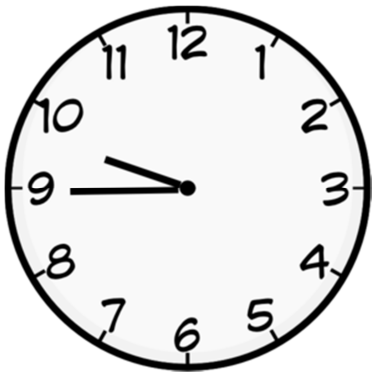
I	sometimes	go	to	the	cinema	on	Saturday
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I	often	visit	my	grandmother
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<i>I</i>	<i>always</i>	<i>brush</i>	<i>my</i>	<i>teeth</i>	<i>in</i>	<i>the</i>	<i>morning</i>
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Photocopiable materials: Clock game





It's half past two.	It's five to two.
It's ten past ten.	It's half past one.
It's ten past seven.	It's one o'clock.
It's quarter to ten.	It's quarter past two.
It's twenty past one.	It's ten to nine.
It's three o'clock.	It's quarter to seven.

Today is a
strange day for

_____.

----- 'S UNUSUAL DAY

It's 7:00 in the morning. _____ usually has
breakfast at 7:00. Today he i _____ ing.

It's _____

It's _____

It's _____

It's _____

It's _____