



UNIT 7

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • write a list • follow and actively participate in the narration of a story • distinguish between countable and uncountable nouns • ask and answer about what there is in a shopping list or recipe • follow a simple recipe in oral and written form • use a variety of recycled food vocabulary • identify and use at least 5 items of new food vocabulary • identify and use at least 7 of the personality adjectives taught until now (new and recycled)
<i>Intercultural aspect:</i>	Pupils should be able to enjoy, appreciate and interact with foreign children’s literature (The lamb who came for dinner” by Steve Smallman)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • categorise vocabulary according to attributes • focus on specific information / use selective attention • make predictions • form a simple grammar rule
NEW LANGUAGE	
<i>Production</i>	Is there any....? Yes, there is some. / No there isn’t any. There is some.../There isn’t any... Food: vegetable, mushroom, peppers, olive, onion, potato(oes), corn, butter, flour, sugar, pepper, bread, salt, lamb, Adjectives: vegetarian, cunning, sweet, stupid Other: hotpot, hiccups, go away, recipe, ingredients, snore, hug (verb), hug (noun)
<i>Comprehension</i>	baking tin, stir, mix, dish, traditional, teaspoon, cup, preparation method ‘Goodness gracious me’, ‘that’s not fair’ safe, frozen
RECYCLED LANGUAGE	Food: lemonade, orange juice, carrots, apples, tomatoes, coffee, tea, strawberries, cake, pizza, chocolate, milk, water, biscuit, eggs, bananas, cucumbers, honey, pears (and other taught vocabulary) There is/are..... There isn’t a..... There aren’t any... Adjectives: big, huge, little, small Personality adjectives: greedy, lonely, kind, clever, friendly, scary, bad, cute, nice, generous Feelings: hungry, sad, happy, scared, lonely Imperatives Other vocabulary: oven, fridge, table, kitchen, cupboard
MATERIALS	A5 papers (1 per pair) Storybook “The lamb who came for dinner”

	PowerPoint presentations and audio materials from www.schools.ac.cy photocopiable materials – video from http://www.videojug.com/film/how-to-make-scrambled-eggs-on-toast Magic Penny song from http://tinyurl.com/pfmknxd
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LESSON 1

<p>REVIEW</p>	<ul style="list-style-type: none"> • Pupils sing a song of their choice. • Pupils practice the tongue twister they learnt in the previous lesson by saying it to their partners. Volunteer pupils then say the tongue twister for the class. • If pupils have projects they are working on, the teacher asks about their progress and whether they need help. If pupils have completed their projects (e.g. finding out about a World Record) they can present it to the class.
<p>PRESENTATION</p>	<ul style="list-style-type: none"> • The teacher draws a K W L chart on the board. S/he tells pupils that they are going to be talking about food and asks them to brainstorm the food vocabulary they know. The teacher can initially write on the board some food vocabulary the students mention. Later s/he can give each pair of pupils an A5 paper and ask pupils to work in pairs and write down as many words about food as they can in one minute. <p>Tip: Games which include a time limit can be made more fun, if you use a timer. Timers can be digital or simple, fun kitchen timers like the ones below:</p> <div style="text-align: center;">   </div> <ul style="list-style-type: none"> • Pupils report the food vocabulary they wrote down and stick their papers under 'K' (what we Know) on the K W L chart. The teacher then asks them to work in pairs or groups and decide on two new 'food words' they would like to learn. They write these words on post-it notes and stick them under 'W' (what we Want to know). The teacher reads and acknowledges a few of the words and tells pupils they will

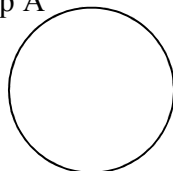
try to learn these by the end of the Unit.

- Pupils look at a picture showing a mother and child at the supermarket, pushing a shopping trolley (presentation 1 found at www.schools.ac.cy). The teacher asks pupils to predict what the people in the picture will be shopping for. After the pupils make a few predictions, the teacher reveals the family's shopping list (the following slide). Pupils say what is included on the list using "There is.../ there are...". Food on the shopping list includes known (eggs, oranges, carrots, tomatoes, apples, pears) and unknown vocabulary (mushrooms, olives, potatoes, peppers, onions) which the teacher introduces and the pupils repeat. The teacher can also ask pupils if they like each food item (Do you like carrots?) or whether they eat it regularly, etc. (e.g. Do you have eggs for breakfast every day?).
- Pupils are introduced to the rest of the new food vocabulary through activity 3 (look, listen and learn) in their Pupil's Book and repeat after the recording.
- Pupils play a game of bingo with the new words. They circle five of the words in activity 3. The teacher calls out words and each time a pupil hears one word which s/he has circled, s/he ticks it. The first pupil to hear all his/her circled words shouts BINGO!

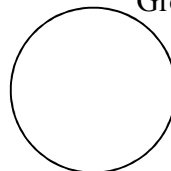
Variation: A variation of the game is for the pupils to shout BINGO! after they hear all the words they did NOT circle.

- The teacher shows slide 3 of the presentation. The slide includes new and recycled food vocabulary. Pupils work in groups or pairs to find a way to classify the food vocabulary in two groups, using their mini whiteboards, e.g.:

Group A

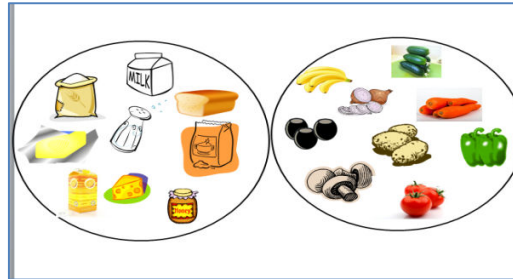


Group B



Possible categories that the pupils might use to divide the items are: dairy/non-dairy, healthy/ (not so) healthy, fruit and vegetables/other food, etc. If the categories countable/uncountable are not mentioned by the pupils, the

teacher draws their attention to this classification by showing them the following diagram (slide 4):



The teacher asks pupils to think and suggest reasons why s/he has classified the food items in this way.

If pupils discover the rule, the teacher can help them phrase it clearly and explain it to the class. If not, the teacher explains that for things that we can't count in numbers (1,2,3,...), we use "some", not "a", explaining, "We can't say "a milk" but we can say "some milk".

The teacher also writes examples on the board for the pupils to see the difference when using countables and uncountables in sentences, e.g.:

There is **a** carrot.
There isn't **a** carrot.

There is **some** water.
There isn't **any** water.

PRACTICE

- The teacher shows word cards with food vocabulary, or writes food vocabulary on the board (e.g. sugar, water, egg, orange, pear, carrot, milk, orange, flour, juice, ham, cheese, bread, onion, potato, tomato, rice, beer, salad, strawberry, lemonade). S/he reads each word card or every word on the board and each time uses either "a" or "some" with the noun. If the teacher uses it correctly, e.g. "a potato" then the pupils do a thumbs up. If s/he uses it incorrectly, e.g. "some potato" then they do a thumbs down, e.g.:

Teacher: a carrot
Pupils do a thumbs up
Teacher: some apple
Pupils do a thumbs down
Teacher: Oh, is it wrong? Can you correct it?
Students: an apple
Teacher: That's right!

- Pupils are divided into two groups and play a game. Each

group sends out a pupil to represent them and the representatives stand at the back of the classroom. The teacher shows the word cards used earlier or calls out food words which include the new food vocabulary and vocabulary previously taught. Each group takes turns to decide whether the word called out needs “a” or “some” and write their answer on their mini-whiteboards. The pupils lift up their whiteboards for the teacher to see their answer. If the group – or the large majority of the group - is right, the pupil who represents them moves a step forward. If not, the pupil stays put. The pupil who first reaches the board, wins for his/her group.

- Pupils work in pairs using their mini-whiteboards. The teacher uses presentation 2 (www.schools.ac.cy). Each slide shows mixed up words. The pupils use the words to make a sentence on their mini-whiteboard. They then lift their whiteboards to share their answer before this is revealed in the presentation. Pupils are also encouraged to discuss the meaning of each sentence and/or why ‘some’ or ‘any’ is used, e.g:

Teacher: Show me your whiteboards. OK! Let’s have a look at the answer: ‘There is some orange juice in the fridge.’ Why do we use ‘some’?

Pupil: Γιατί orange juice είναι υγρό και δεν μπορούμε να το μετρήσουμε σε 1, 2, 3

The teacher can use each opportunity which arises in each slide to clearly write/present on the board the different cases and explain them to the pupils, e.g.:

There is some orange juice.

(use of some with uncountable nouns)

There are some onions.

(use of some because we don’t know the specific number of onions)

There aren’t any potatoes.

(use of any with plural noun in a negative statement)

There isn’t any salt.

(use of any with uncountable noun in a negative statement)

Note: the information offered here about each case is for the teacher. The presentation to the children should involve them in discussions why ‘some’ or ‘any’ are used in each example and further examples should be used for them to understand the

explanation without using terminology such as the one used above.

- Pupils play a “naughts and crosses” game with the new vocabulary. The teacher draws on the board a 3 x 3 table such as the one below. The pupils are divided into two teams. One team is naughts (0) and the other crosses (x). Representatives from each team take turns to choose a square from the table and make a correct sentence with the word and symbol that is in the square. The group that manages to get three naughts or three crosses horizontally, vertically or diagonally wins the game.

soup	sugar	bread
X	V	V
butter	olives	salt
V	X	V
mushrooms	onions	oranges
X	X	X

The pupils make sentences using the structures “There are some...” “There aren’t any...” and the new structures “There is some...” or “There isn’t any...”, which the teacher writes on the board.

PRODUCTION

- Pupils work in pairs. The teacher gives each pair a handout with the naughts and crosses game (see photocopiable materials) for them to play.

Alternatively, the teacher can begin the game on the board with the whole class and once s/he is sure that the pupils understood how to play it, s/he can give pupils the handouts for them to play in pairs.

- Pupils look at the picture in activity 5 in their Pupil’s Book. The teacher says that Chloe and Jamie are having a picnic and the pupils talk about what there is in the picnic baskets in the picture.
The teacher tells pupils that the coursebook characters love having picnics but they mixed up their baskets and Chloe can’t find hers. The pupils need to listen carefully and find Chloe’s basket.

	<p>The transcript is as follows:</p> <p>Chloe: <i>Oh! I don't know which is my picnic basket. I think it's this one but I'm not sure.</i></p> <p>Jamie: <i>Are there any apples in your basket?</i></p> <p>Chloe: <i>Yes, there are.</i></p> <p>Jamie: <i>Is there any water in your basket?</i></p> <p>Chloe: <i>No, there isn't. I didn't bring any water.</i></p> <p>Jamie: <i>OK. Maybe it's this one. Is there any cheese in your basket?</i></p> <p>Chloe: <i>Yes, there is but there aren't any chocolate biscuits.</i></p> <p>Jamie: <i>Oh, maybe it's this one. Is there any lemonade in your basket?</i></p> <p>Chloe: <i>Yes, there is. This is the one. Thank you very much.</i></p> <ul style="list-style-type: none"> • The teacher tells pupils that now they also need to help the rest of the children (Minas, Jamie, Yasmin) to find their picnic baskets. Pupils do activity 6a in their Pupil's Book. (reading activity). <p><u>Note:</u> Activity 6b is not carried out at this point as the pupils are not yet ready to produce the question form. The activity will be completed later on in the Unit.</p> <ul style="list-style-type: none"> • The teacher shows a picture (PowerPoint presentation 3 – find the differences) of Yasmin and Chloe at their picnic. Pupils find what differences there are between the girls' picnic baskets. • Pupils work in their Activity Books on activities 1, 2, 5 and 6. • Extension activities for pupils: <ul style="list-style-type: none"> - adding new words to the Word Wall - creating a new entry in their picture dictionary called 'countables' and 'uncountables' - adding new food items to their 'food' entry in their picture dictionaries - creating word puzzles with the new vocabulary on puzzlemaker.com or other similar software - draw their own picnic basket and write a few sentences about what there is in it
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing through observation of the pupils' responses during the activities.

	<ul style="list-style-type: none"> • Pupils work in pairs using their mini-whiteboards. The teacher uses a PowerPoint presentation (Lesson 1– Evaluation at www.schools.ac.cy). Each slide shows a sentence based on the picture shown on the slide. The sentences used have the structures: ‘There is/are ‘ There is/are some ...’ ‘There isn’t any...’ ‘There aren’t any...’. For each sentence the pupils decide if it is correct or not. If the sentence is correct, pupils write a ✓ on their whiteboard. If they think it’s wrong, they write an X. They lift their whiteboards up to share their answer. If the sentence is indeed wrong, they are asked to correct it. • The teacher uses the opportunity during pair work to listen in on pairs and note how they are progressing as regards the new structure, their confidence in using the language and their fluency.
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LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils are divided into two groups and play a ‘tennis’ vocabulary game. One team begins with a food word and the other team has to respond with another food word. The game needs to continue in a fast pace and without pupils repeating any of the words already mentioned. If any of the words are repeated, the team loses a point. <p><i>Tip: Have pupils take part in the game according to their seating arrangement e.g. each team starts from the pupil sitting on the left and then each pupil after takes a turn. This way no pupil should be able to monopolise the game and you ensure everyone’s equal participation.</i></p> <ul style="list-style-type: none"> • Pupils work in pairs using their mini-whiteboards. They have one minute to write as many uncountable food words as they can. When the time is up, they report how many words they’ve written. The pair with the most uncountable nouns written correctly is the winner.
PRESENTATION	<ul style="list-style-type: none"> • The teacher says that in this Unit Jamie and Chloe are

baking a cake and s/he asks pupils, if they can bake cakes and what their favourite cakes are.

Teacher: What's your favourite cake?

Pupil A: Miss, how do you say Γεωγραφία;

Teacher: Marble cake.

Pupil A: My favourite cake is marble cake.

Teacher: Can you make it? Do you know the recipe for it?

The word "recipe" is introduced at this stage, by showing a recipe (this could be from a recipe book, or a copy of a page from a recipe book, etc.) or by asking pupils to guess the word from context, e.g.:

Teacher: Do you know the recipe? How to make the cake? What does recipe mean?

- The teacher asks what ingredients are the most common for cakes, e.g. What do we usually put in cakes? (e.g. butter, flour, sugar, eggs, milk, water) and writes the ingredients mentioned on the board. The word 'ingredients' is introduced at this point.
- The teacher asks pupils to predict what kind of cake Jamie and Chloe are making (chocolate cake, cheesecake, strawberry cake?) and why they are making it, e.g. Why do you think they are making a cake? Is there something special? The pupils' predictions are written on the board.
- The teacher tells pupils to predict 4 or 5 words they think they are going to hear in the text, bearing in mind that it is about the two children making a cake. Pupils can write their ideas on their mini-whiteboards or their predictions can be written on the board.
- Pupils listen to the text (Pupil's Book – activity 1) and tick off the words they hear from their mini-whiteboards or add words they heard but were not predicted by them.
- The pupils listen again while following in their books.
- The pupils read the text in chorus repeating after the teacher or the recording.

	<ul style="list-style-type: none"> • Pupils do activity 1 in their Pupil’s Book.
<p>PRESENTATION</p>	<ul style="list-style-type: none"> • The teacher tells pupils to highlight the following questions in the text: Is there any butter (2nd picture), Is there any milk in the cake? (5th picture) Is there any sugar? (6th picture). The teacher asks pupils to say what they notice in the questions. In the discussion that follows the pupils are assisted in noticing that these questions are different from the question forms they already know (Is there a.../ Are there any..). The teacher can write additional examples on the board for them to notice the difference, e.g: <p><u>Is there a</u> cat in the kitchen? <u>Are there any</u> cats in the kitchen?</p> <p><u>Is there any</u> sugar in the kitchen?</p> <p>The pupils discuss why the question uses ‘Is there’ and ‘any’ and are assisted in concluding that this question form is used for uncountable nouns.</p> <p>The teacher also asks pupils to look in the text and find out how we respond to this type of question, e.g. Yes, there is some. (2nd picture) / No, there isn’t any. (6th picture).</p> <ul style="list-style-type: none"> • Pupils do activity 4 (listen, look, and learn) in their Pupil’s Book. They listen to the recording and follow in their books. They identify and underline instances where the word “any” is used and discuss the difference between ‘Are there any olives in your pizza?’ and ‘Is there any ham?’ coming to the conclusion that ‘are there any’ is used for plural countable nouns i.e. when we can count the objects in question. The second example (Is there any...?) is used for cases where we have uncountable nouns. <p>Pupils also notice that ‘any’ can be used in negative statements for both uncountable and countable nouns, e.g.: There aren’t any olives. / There isn’t any ham.</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils practice reading the dialogue in groups of three while focusing on reading their parts with the right intonation and expression. The teacher monitors the activity and offers feedback. • The teacher tells pupils that s/he is going to cook something special and has prepared a shopping list so

that s/he can buy all the ingredients.

The teacher asks pupils to find out what there is on the list but tells them that they can only use 10 questions. The teacher writes the question and answer forms on the board, e.g.:

Is there a...? Yes, there is. / No, there isn't.

Are there any ...? Yes, there are (some). / No, there aren't any.

Is there any...? Yes, there is some. No, there isn't any.

If the pupils do not make questions using uncountable nouns, the teacher can encourage them, e.g. 'What about sugar? Won't you ask me about sugar? How will you ask me? Is there ...? Is there any sugar?'

- Pupils write their own shopping lists in their exercise books. Each pupil should include at least 7 items on his/her list but should not show the list to anyone. The teacher monitors and offers help whenever necessary.
- Volunteer pupils come to the front of the class and the rest of the class tries to guess what's on their shopping list using the question forms already on the board.

Tip: *In order to keep this activity fast-paced and to involve more pupils, allow only a specific number of questions to be asked to each pupil (e.g. five or seven). If the class doesn't manage to find the answers, the pupil reveals the contents of his/her list and sits down.*

- After the game is played with two or three volunteer pupils, the same activity can be carried out in pairs. The teacher monitors and helps pupils whenever needed.
- The teacher tells pupils that Jamie and Chloe loved making the cake and now they are planning to cook something else: scrambled eggs.

Pupils study the recipe (activity 8, Pupil's Book). The teacher explains there are two different parts to the recipe: the ingredients and the preparation method. Pupils work to fill in the gaps in the recipe and the teacher explains unknown words such as 'tablespoon'.

	<ul style="list-style-type: none"> • <i>If there is time</i>, the teacher shows a cookery video with another recipe for scrambled eggs (e.g. videojug http://www.videojug.com/film/how-to-make-scrambled-eggs-on-toast) . The pupils can watch the video and look out for any differences between the two recipes (the one in their Pupil’s Book and the one in the video), e.g. three eggs instead of two, etc.
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • The teacher tells pupils they are going to listen to a radio cookery programme, Pupils do activity 3 in their Activity Book which is a listening activity. Pupils should be allowed time to read the ingredients and the recipe in their books before they listen to the recording. The transcript runs as follows: <p><i>Good morning to you all! What a lovely day it is today! We start today’s show with a recipe for delicious lemon cake. Perfect for a sunny day like today. It’s a very easy cake to make and you will love it! OK, are you ready? Here’s what you’ll need:</i></p> <ul style="list-style-type: none"> • <i>120gr of butter</i> • <i>1 cup of sugar</i> • <i>4 eggs</i> • <i>3 cups of flour</i> • <i>2 cups of milk</i> • <i>1 teaspoon of vanilla</i> • <i>5 tablespoons of lemon juice</i> • <i>1 teaspoon of salt</i> <p><i>Now, let’s start! First, mix the butter and sugar together. Then put the eggs in and mix well. Put the flour, milk, salt and vanilla. Put the lemon juice in, too! Now, put your mixture in the baking tin. Put it in the oven for 45 minutes. And that’s it! It’s ready and it’s delicious. Enjoy this lovely lemon cake with a nice cup of tea!</i></p> <p>Tip 1: <i>It is always helpful for the pupils to understand what they need to listen out for. In an activity where there is a lot of text to read (such as the one above), it is always a good idea to help them familiarize themselves with the text and questions, before they listen to the recording.</i></p> <p>Tip 2: <i>Don’t forget to allow the pupils to listen to the recording at least twice. Even if some pupils seem confident that they’ve completed the task, you need to offer the opportunity to those</i></p>

who need it. A few pupils will still be completing gaps while the rest can use the second listening to check their answers.

Tip 3: *If your class needs even more support with their listening, you can add an introductory listening of the text asking pupils to carry out some basic scanning, e.g. to listen out for all the food words. If this activity is added before the main task, you will be offering pupils more opportunities to listen to the text and engage with it and it should make the actual listening task (activity 3) easier for the pupils.*

- Pupils do activity 4 in their Activity Books.
- *If there is time*, pupils work in pairs or groups to put a mixed up recipe for jacket potatoes in the right order. The teacher gives each pair/group an envelope with sentence strips (see photocopiable materials). Pupils work together to put the sentence strips in the right order.

The right order for the sentence strips is:

1. Let's make jacket potatoes.
2. Wash the potatoes well.
3. Put the potatoes in the oven.
4. Cook for 1 hour.
5. Cut the potatoes.
6. Put butter and cheese in the potatoes.
7. They are ready to eat!

Tip: *You can turn this into a game by assigning a part of the board to each group and saying that the winning team will be the first one to write the recipe on the board. This means that they will have to first work together to put it in the right order and then take turns to write it on the board (one sentence each).*

- Extension activities for pupils:
 - playing the pelmanism game below (see evaluation)
 - adding new words to the Word Wall
 - updating their picture dictionaries: creating a new entry in their picture dictionary called 'countables' and 'uncountables' OR adding new food items to their 'food' entry in their picture dictionaries
 - updating their portfolios
 - creating word puzzles with the new vocabulary on puzzlemaker.com or other similar software
 - writing their own recipe or preparing for a video

	<p>recording of their own cookery programme (see project below)</p>
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils' responses during the various tasks. • Pupils can play a pelmanism game in pairs or groups using the game cards found in the photocopiable materials (the cards should be photocopied twice for each pair/group so there are two sets of each card). Each pair or group gets an envelope with the cards. The cards are spread on the desk facing down. Pupils take turns to pick two cards. When a pupil picks the first card and turns it around, s/he makes a sentence about the card (e.g. There is some cheese in the fridge.). The pupil then picks another card and makes a sentence. If the two cards are the same the pupil keeps the cards. If they are different, they are put back on the desk face down. The game ends when all the pairs have been found and the winner is the pupil who has collected the most cards. The teacher monitors the activity and observes the pupils noting how they use the key structures and vocabulary.
PROJECT	<ul style="list-style-type: none"> • Recording a cookery programme/video. Pupils work in groups. They can choose any of the recipes in this unit or prepare another simple recipe to use for their cookery programme. The videos prepared can be sent to e-pals the pupils are working with or to partners the school may have within European projects. The videos can also be collected and included in a class DVD entitled, for example, 'E'2 recipes' or 'The Chefs of E'1'. The project can also be done in collaboration with the 'Agogi Ygieias' teacher (see cross-curricular links). <p>The project can roughly follow the stages below:</p> <ul style="list-style-type: none"> -pupils in each group decide on the recipe to use. If it is a new recipe they write it down and have it checked by the teacher - pupils decide who will be the cameraman and who the director. They might also need to have someone to help them if they forget their lines, i.e. someone who can hold a card with the lines written on it (a prompter) - pupils decide who will do what and who will say what. They may need to break the stages of the recipe between themselves, i.e. one pupil presents the ingredients, another pupil begins giving instructions and a third pupil concludes the recipe.

	<p>-pupils practice saying their parts of the recipe -pupils cook and present their recipe in the kitchen lab, while being recorded by their group's cameraman and assisted by the director and the prompter</p> <p>The project can take place over a few weeks to enable the pupils to prepare for it and be confident in front of the camera.</p>
CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> • Agogi Ygieias: Pupils learn to cook a specific dish and prepare their own cookery programme videos (see above).

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher greets the pupils and says that s/he has got the hiccups. S/he encourages them to respond with sympathy (e.g. Oh, dear! I'm sorry to hear that.) and then s/he asks pupils to help by correcting what s/he says, if this is interrupted by hiccups. The teacher makes various questions and statements but blurs parts through fake hiccups for the pupils to correct, e.g.: <p>Teacher: hiccup! any water in the classroom? Pupils: Is there any water in the classroom? Teacher: Thanks. You're very helpful. Is there hiccup! tea? I think I should have some. Is there hiccup! tea? Pupils: any! Is there any tea? Teacher: yes, that's what I wanted to say. Thank you! OK! Let's get started. Oh! There is hiccup! bread in my bag Pupils: There is some bread in my bag. Teacher: Yes, I'm going to go for a picnic later.</p> • The teacher shows pupils the four picnic baskets of activity 6 (PowerPoint presentation lesson3-review). S/he chooses a picnic basket and the pupils ask questions so as to find which basket it is but they are only allowed 3 questions. The teacher writes the key structures on the board: <p>Is there a.... ? Yes, there is. / No, there isn't any.</p>

Are there any...? Yes, there are (some)./No, there aren't any.

Is there any? Yes, there is some. / No, there isn't any.

If the pupils don't identify the basket after they used up their 3 questions, the teacher reveals it. S/he then invites a pupil to come to the front of the class and pick a basket. The rest of the pupils try to find out the picnic basket with only three questions.

- The activity is then continued with the pupils playing the game in pairs. Pupils look at the picnic baskets on the board or in their Pupil's Book (activity 6b) and take turns to ask questions and find which one their partner has chosen.

The teacher monitors the activity. After the completion of the activity, the teacher offers feedback to the pupils as to how well they worked (cooperated, quietly) how well they used English, and how they used the new structures.

- *If there is time*, pupils play another game. The teacher cuts two pictures of cakes (see photocopiable material) in six pieces each. The pupils are divided into two teams and each team has to collect the pieces to make their cake. In order to do this they need to find out the ingredients for their cake.

The teacher first writes on the board potential ingredients (see cards with list of ingredients in photocopiable materials) and asks pupils to repeat the words.

Then each group sends a representative to the board. Each representative is given the card with the six ingredients that are in his/her team's cake (photocopiable material).

Each team takes turns to ask their representative questions and find out the ingredients of the cake. The questions used are "Is there any...?/Are there any..?" which the teacher also writes on the board.

When pupils find an ingredient, the teacher gives the pupil who found it a piece of the puzzle which the pupil sticks on the board. The group that completes their cake puzzle first wins.

<p>PRESENTATION</p>	<ul style="list-style-type: none"> • Pupils sit in a circle. The teacher tells them they are going to read a story about two animals. Pupils predict which animals may be in the story but the teacher does not reveal the answer. • The teacher gives the pupils clues, e.g. that one of the animals in the story is a very clever animal but it is also very cunning. The teacher explains the word cunning (πανούργος). The teacher goes on using other personality characteristics introducing new vocabulary (e.g. sweet, stupid) and reviewing previously taught vocabulary (dangerous, generous, cute, nice, scary, friendly, polite, kind), e.g. ‘One of the animals is not so clever. It’s a little stupid.’ ‘It’s also very sweet.’ <p>The teacher writes the adjectives mentioned on the board and pupils repeat the words in a variety of ways (cunningly, sweetly, dangerously, etc.).</p>
<p>PRE-STORYTELLING</p>	<ul style="list-style-type: none"> • The teacher tells pupils that they are now going to listen to the story to find out which two animals the story is about. • The teacher shows the cover of the book (but hides the title) and encourages a discussion based on the questions below: <ol style="list-style-type: none"> 1. What animals can you see? (if the pupils say sheep, the teacher accepts it but explains that this is a lamb - a young sheep under one year old – a ‘baby’ sheep.) The teacher also explains that its meat is also called lamb. 2. What do you think the wolf’s favourite food is? The lamb’s favourite food? (The teacher listens to pupils’ answers and then comments that her/his favourite food is hotpot- a casserole dish with meat, vegetables and potatoes.) 3. Do you think they are friends? Do they love each other? Do you think the lamb will kiss the wolf or give him a cuddle or a hug? (the teacher mimes to explain the meaning of cuddle and hug) 4. What do you think the wolf is thinking/feeling? 5. What do you think the lamb is thinking/ feeling? 6. What book is the wolf reading? (“the wolf is looking for a recipe”) 7. What do you think is going to happen?

	<p>8. Can you guess the title of the book?</p> <p>9. What does the title mean? (we are having grandma over for dinner/ we are having pizza for dinner)</p> <p>10. Look at the wolf’s face. What do you think he’s like? (pupils choose words from the board and the teacher writes them on the board). The same is done for the lamb.</p>
<p>WHILE-STORYTELLING</p>	<ul style="list-style-type: none"> • The teacher tells the story. Gestures, facial expressions, miming, exaggerated intonation and the story’s illustrations are used to clarify meaning. <p>At a few points, the teacher encourages the pupils to talk about the illustrations (e.g. What can you see? Can you see the lamb? Where is it? What’s the weather like? etc.)</p> <p>Pupils can also be encouraged to predict what will happen next and discuss events in the story, e.g. Who’s at the door? The lamb has got the hiccups. What will Wolf do? Wolf sent the lamb away. What will Lamb do? The Wolf can’t find the lamb anywhere. Where do you think the lamb is?</p>
<p>AFTER-STORYTELLING</p>	<ul style="list-style-type: none"> • Pupils discuss the story. They can talk about what the wolf was like in the beginning and how he changed later on. A few questions to stimulate the discussion can be: <ul style="list-style-type: none"> - What was wolf like in the beginning? How did he feel? (hungry, lonely) - How did the lamb feel in the beginning? (cold, hungry, scared) - How did they change by the end of the story? - Why did they change? Why did they become friends? (because the lamb was very friendly, polite, nice, kind) - What nice things did the lamb do? (hug, kiss, cuddle, smile) <p>The discussion can then focus on the importance of friends, and how we can make friends (e.g. the importance of smiling, of being polite and nice, etc.).</p> <ul style="list-style-type: none"> • The teacher tells pupils that smiling is so important that there’s a song about it. S/he introduces the song “Magic Penny” and the pupils sing along (activity 7, Pupil’s

	<p>Book). The song can be found at http://tinyurl.com/pfmknxd</p> <p>More verses can be added to the song about ‘Friendship’ ‘Happiness’ or ‘A hug’ e.g. ‘A hug is something if you give it away, etc.).</p> <ul style="list-style-type: none"> • Pupils do activities 7a) and 7b) in their Activity Books where they identify various personality traits in the wordsearch and classify these according to positive and negative traits.
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils’ responses during the various tasks and mainly during the storytelling session. The teacher notes down his/her observations soon after the class.
CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> • Agogi Ygieas: Pupils can discuss and expand on the topic of friendship.

LESSON 4

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing the song “Magic Penny” which they learnt in the previous lesson. • The teacher asks pupils if they remember the story ‘The lamb who came for dinner’ and gives pupils 40 seconds to talk to each other about the story and say what they remember (they can use their L1, if they need to). • Pupils work in pairs using their mini-whiteboards. The teacher makes statements about the story. The pupils decide if each statement is True or False and respond on their whiteboards writing either T or F or using the symbols √ or X. They lift their whiteboards to share their answer and if the statement is indeed wrong, they correct it on their whiteboards, e.g. <p>Teacher: OK! What about this one? Listen! ‘There isn’t any soup in the story.’</p>

	<p>Pupils lift their whiteboards up and indicate X. Teacher: Aha! You think it's false. Can you correct it? Pupils write on their whiteboards the correct answer: <i>There is some soup in the story.</i></p> <p>Possible statements that can be used for this activity are:</p> <p>There isn't any soup in the story. There is a lamb in the story. There is a baby wolf in the story. There is some lemonade in the story. There are two elephants in the story.</p> <ul style="list-style-type: none"> • The teacher shows the cover of the storybook and asks pupils to recall personality characteristics they used last time to describe the wolf and the lamb. The teacher writes the words on the board and encourages the pupils to mention any personality adjectives they remember. • The teacher draws two big circles on the board. Pupils are asked to categorise the personality adjectives in two groups, positive and negative. Pupils work in pairs using their mini-whiteboards to categorise the adjectives or work individually in their picture dictionaries. The picture dictionary entry can be called 'Personality' and can be divided into negative and positive or can be organized in other ways which the pupils may suggest. The teacher monitors the activity and offers help when necessary. <p>Pupils can take turns to go to the board and write adjectives in the circles. This allows everyone to check their work.</p>
PRE-STORYTELLING	<ul style="list-style-type: none"> • Pupils sit in a circle. The teacher asks them what their favourite part/scene in the story is and why. • The teacher asks them if they have any favourite expressions or words from the story. If they don't remember any, s/he tells them to listen carefully and choose interesting expressions or words that they like.
WHILE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the story, encouraging the pupils to participate by pausing and encouraging them to continue e.g. Teacher: Vegetable soup

	<p>Pupils: ...again!”</p> <p>...</p> <p>Teacher: knock, knock. It was a little lamb. What did the lamb say?</p> <p>Pupils: Can I come in?</p> <p>Teacher: Yes, my dear, do come in. You’re just in time for....</p> <p>Pupils: dinner!</p> <p>The teacher can also encourage the pupils to join in whenever the wolf says ‘Goodness gracious me!’</p>
<p>AFTER-STORYTELLING</p>	<ul style="list-style-type: none"> • Pupils share the expressions (phrases or words) they liked from the story. Expressions that they may have noticed and picked up are: ‘Goodness gracious me’, ‘That’s not fair’ ‘What have I done?’ ‘hiccups’ ‘frozen’. <p>The teacher may need to offer more examples of how the specific expressions are used or what they mean. Pupils are encouraged to remember their expressions and later on write them on cards to be put on the Word Wall.</p> <p><u>Note:</u> ‘Goodness gracious me’ is a mainly British idiomatic expression, usually used to express surprise. ‘goodness’ is also used in other expressions such ‘goodness gracious’ (oh, my God! – again expression of surprise or disbelief) ‘oh, my goodness’ (oh my God! – expression of surprise or disbelief) and ‘for goodness sake’ (expression of frustration and annoyance).</p> <ul style="list-style-type: none"> • The teacher tells pupils that now the wolf is a very good friend and he has a recipe for friendship. S/he asks pupils to say what they think the ingredients of this recipe are. Pupils brainstorm and the teacher writes their ideas on the board. S/he then tells them to return to their seats to find out the wolf’s recipe. <p>Pupils return to their seats and read the ingredients of the recipe (activity 8, Activity Book). They then write their own ingredients for a special friendship.</p> <p>Tip: <i>Once you check their work in their Activity Books, suggest that they write it up nicely on card or electronically so that their work can be displayed on the class notice board or in public areas in the school (e.g. the lobby, notice boards in the</i></p>

corridors, etc.). Their work can also be displayed on the school's website.

- Pupils continue with activities 9 and 10 in their Activity Books. The teacher monitors and offers help when necessary.
- The teacher tells pupils that the wolf has many cousins and that they are going to find out about them and their favourite food but first they will have a reading competition. The teacher will ask a question and the pupils need to read silently and put their hand up when they find the answer (activity 10, Pupil's Book).

Sample questions to use are:

- Find (underline) all the countries mentioned.
- Find out the name of the Russian cousin.
- Find out the name of the French cousin.
- Who likes hotpot?
- Who likes Pho soup?
- Which wolf is vegetarian?
- What food has got noodles?

Note: Cháo means 'hello' in Vietnamese and is pronounced like the Italian Ciao.

Привет means 'hi' in Russian and is pronounced 'preevyet'.

Tip 1: *This activity helps to practice scanning skills which are skills to help pupils find out specific information without necessarily focusing on or understanding all the information in a text. It's important for pupils to understand that they can find the information they need without necessarily understanding everything. Keeping a fast pace is helpful for this activity so as to encourage pupils not to pause at every word.*

Tip 2: *After you finish the scanning activity, you can read out each paragraph and discuss it with the pupils. You can ask if they have any questions, if they have ever tried the specific dish, if they think they would like it, if they know any similar dishes, etc.*

- Extension activities for pupils:
 - watching a video with a narration of the story at: <http://www.youtube.com/watch?v=oM8lBY5zPrY>
 - adding new words or favourite expressions from the

	<p>story to the Word Wall</p> <ul style="list-style-type: none"> - updating their picture dictionary - updating their portfolio - working on a project (see below)
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • Pupils sing the ‘Magic penny’ song.
EVALUATION	<ul style="list-style-type: none"> • Pupils complete their self-evaluation forms. • Pupils revisit the K W L chart and add new vocabulary they learnt (L). The teacher can offer vocabulary the pupils still want to know.
PROJECT	<ul style="list-style-type: none"> • Pupils can prepare the song ‘Magic Penny’ and teach it to another class. • Pupils can act out the story. The story can be divided into many different parts so that there can be a number of wolves and a number of lambs as well as numerous narrators. The teacher can divide the scenes of the story between groups – each group consisting of a narrator, a lamb and a wolf. Each group practices their scene and then they all get together to act out the play. The performance can take place for the school or for parents. It can be videorecorded or photos can be taken for the pupils’ portfolio as evidence that they can narrate and/or act out part of a story.
PORTFOLIO	<ul style="list-style-type: none"> • Pupils add the story in the list of stories they learnt. • Pupils add the song and other songs they have learnt in the list of songs. • Pupils can revisit their progress in relevant: <ul style="list-style-type: none"> listening (A2 – understanding songs, understanding short stories, understanding simple instructions) speaking targets in A1 and/or add targets in A2 (e.g. narrating a story/acting out a story) reading A2 – read songs, writing targets (A1 – writing a list) intercultural competence (A1 singing songs from other countries)
CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> • Agogi Ygieas: Pupils can discuss vegetarianism. They can work on preparing vegetarian meals. They can write their own recipe and/or study vegetarian recipes.

Photocopiable materials: Sentence strips

Wash the potatoes well.

Put the potatoes in the oven.

Cook for 1 hour.

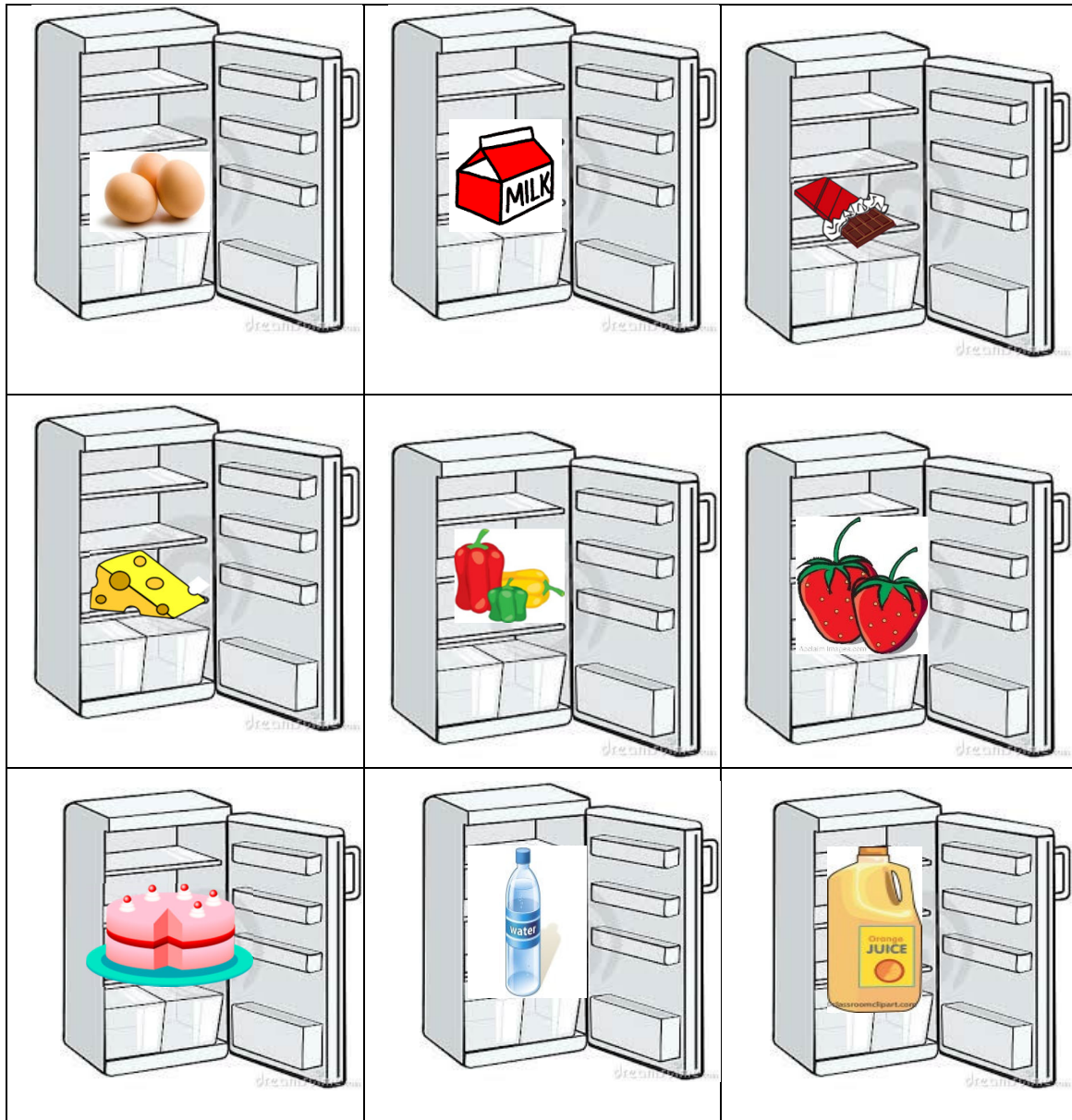
Cut the potatoes.

Put butter and cheese in the potatoes.

They are ready to eat!

Let's make jacket potatoes!

Photocopiable Materials: Pelmanism cards



Photocopiable material: cake puzzle game

Ingredients for CAKE A

milk

sugar

eggs

flour

Ingredients for CAKE B

water

strawberries

sugar

flour

CAKE A



CAKE B

Photocopiable materials: Naughts and crosses for pairs or groups

soup	sugar	bread
X	V	V
butter	olives	salt
V	X	V
mushrooms	onions	oranges
X	X	X

soup	sugar	bread
X	V	V
butter	olives	salt
V	X	V
mushrooms	onions	oranges
X	X	X