

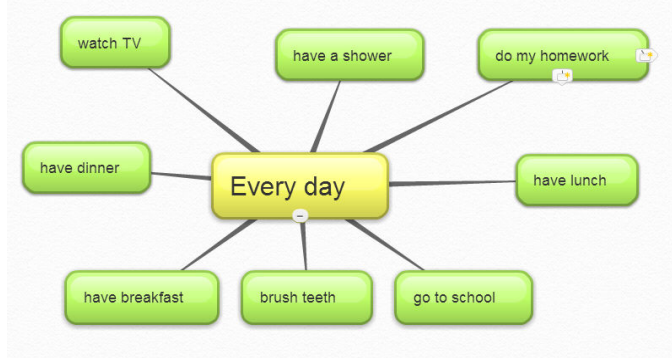
UNIT 9

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • communicate about theirs and other peoples' daily routines (in oral and written form) • name their school subjects • talk about school timetables • find specific information in a short text • understand the main idea of a text • understand the main idea of a poem • write a paragraph about their daily routine • express physical states (tired, hungry, thirsty, etc.)
<i>Intercultural aspect:</i>	<p>Pupils should:</p> <ul style="list-style-type: none"> • become familiar with other types of school from around the world • become aware of the water crisis in different parts of the world • become sensitised to the health and education problems faced by millions of children due to lack of clean water • appreciate and engage with foreign literature ('Water Walk' poem)
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • use mind maps to support vocabulary learning • use visual cues to make meaning • use textual cues to make meaning • personalise learning
NEW LANGUAGE	
<i>Production</i>	<p>School subjects: History, Geography, Physical Education – P.E, Religious Education – R.E, Science, Design and Technology, Health Education, Music, Art</p> <p>How often do you/does s/he ...? Once, twice, three times (a day, a week, a month)</p> <p>I don't mind + noun</p> <p>tired, thirsty, hungry, sick</p> <p>holiday, break, weekend, beach, well (n), dirty, clean, study (v)</p>
<i>Comprehension</i>	homeschooled, boarding school, timetable
RECYCLED LANGUAGE	<p>days of the week</p> <p>French, English, Greek</p> <p>times (all forms)</p> <p>adverbs of frequency: always, usually, sometimes, never, often</p> <p>present simple</p> <p>action verbs: get up, have breakfast/lunch/dinner, brush teeth, go to school, cook, fly, play ...</p>

	<p>I love/like/don't like/hate + noun expressing feelings (physical and emotional, e.g. angry, happy, sad, hungry) I think ... / I don't think ... / I agree with ... / I don't agree with ... should / shouldn't Let's How do you spell....? How do you say? What does .. mean?</p>
MATERIALS	PowerPoint presentation from schools.ac.cy, photocopiable materials, Audio CD for Year 5, A3 papers or cards (for making posters in lesson 4)
TIME	4X 40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils work in pairs and practice the tongue twister they learnt in the previous lesson. Volunteer pupils then say the tongue twister in public. If they do well, the teacher gives them the second line of the tongue twister as in the process described in Unit 8 (lesson 3): <i>Peter Piper picked a peck of pickled peppers (1st line)</i> <i>A peck of pickled peppers Peter Piper picked (2nd line)</i> • If pupils have brought jokes to share with the class, they can do so now. If there are many jokes to share the teacher says they can continue with more jokes at the end of the lesson. • Pupils sing the song 'This is the way ..' which they learnt in Year 4 and which is available in the Audio CD for Year 4. • The teacher asks pupils to brainstorm what we do every day. As the pupils mention various actions/routines, the teacher adds them on the board and creates a mind map, e.g:



Tip: The mind map stays on the board to help the pupils use the vocabulary throughout the lesson and help them work in their picture dictionaries later on.

- The teacher says s/he will tell them about his/her routine and makes statements using adverbs of frequency. Pupils decide if each statement is True or False. Sample statements are:

I have a big breakfast every day.

I always wear trousers.

I never drink alcohol.

I always go to bed at midnight.

I sometimes go horse riding.

Pupils can indicate if they think a statement is True or False by using thumbs up or down or other techniques/signals and the teacher can verify or give the correct answer accordingly, e.g.:

Teacher: I sometimes go horse riding.

Pupils do a thumbs down

Teacher: No, it's true. I sometimes go horse riding.

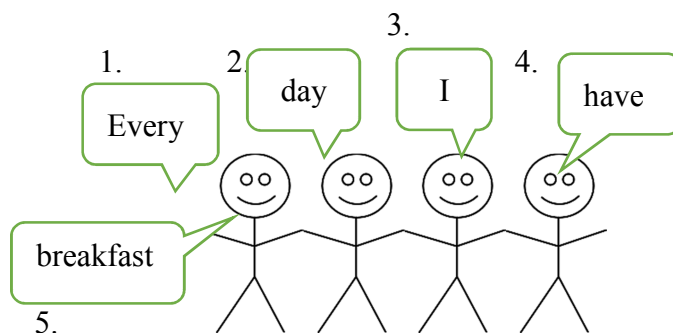
- Volunteer pupils take turns to make their own statements using adverbs of frequency (usually, always, sometimes, never) as above. The rest of the class decides if each statement is True or False.

PRACTICE

- Pupils play a game. The teacher says s/he will cast a spell and they will only be able to say ONE word each time they speak. The teacher 'casts' the spell, e.g. 'Abracadabra now you all can say JUST ONE word'

S/he then explains they will need to work together in groups of four to make sentences about what they do every day. A quick sketch on the board can help the pupils understand how this

will work:



The teacher calls out four pupils to try it out. S/he can help them begin or add to their sentences so that they use a variety of sentence types, e.g.:

I get up **at 6**.
Every day I go to school.
I sometimes play basketball.

The first examples can also be written on the board to remind pupils of the structures to be used.

More groups of four come to the front of the class and make sentences.

- Pupils work in groups of four at their desks and try to make as many sentences as they can until the teacher calls 'stop!' The teacher monitors the activity.

At the end of the activity, the teacher gives feedback to the groups about how well they worked; both in terms of the language used but also in terms of cooperation and general group work skills.

- The teacher gives each group of four a paper with cues for them to make questions (see photocopiable materials: cue cards). Each group can have two questions. Some examples of questions are:

What time / breakfast (What time do you have breakfast?)
When / play football? (When do you play football?)

Once the groups are ready with their questions, the teacher calls out four pupils making sure that each pupil is from a different group.

Groups take turns to ask their questions and the four pupils need to answer the questions asked while working as a group and still using only ONE word per person at a time.

Tip 1: After the group of four pupils at the front answer a couple of questions, have them return to their seats and ask for new volunteers to come out so that more pupils can participate.

Tip 2: Add to the fun. Use a magic wand to cast a spell on the group of pupils that comes to the front.

Tip 3: If there isn't much time, you can have at least one question per group answered (one from each group that formed questions) and have four new pupils to answer each question.

- Pupils listen to the teacher talking about his/her daily routine and when they think something is not true, they shout 'NO!' and say what is wrong with the statement, e.g.

Teacher: OK, Now, I'm going to tell you what I do every day and if you think it's not true, shout 'NO! You don't' Let's try it out once. What are you going to say?

Pupils: 'No!'

Teacher: No! You don't Let's try it once. Ready?

Every day I get up at 9:00 in the morning

Pupils: NO! You don't get up at 9:00 in the morning.

Teacher: You're right. I don't get up at 9:00 in the morning.

Every day I get up at 6:30 in the morning. I then have breakfast. I have chicken and rice for breakfast

Pupils: NO! You don't have chicken and rice for breakfast.

Teacher: No, you're right. I have toast and orange juice for breakfast, I then brush my teeth, comb my hair and fly to school.

Pupils: NO! You don't fly to school.

etc.

A sample text of what the teacher could use might be:

Every day I get up at 9:00 in the morning. I then have breakfast. I usually have chicken and rice for breakfast. I then brush my teeth, comb my hair and fly to school. I always come to school at 11 o'clock. I dance at school until 1:30. Then I fly home. I usually have roast beef for lunch.

A corrected version could be:

Every day I get up at 6:30 in the morning. I then have breakfast. I usually have toast and orange juice for breakfast. I then brush my teeth, comb my hair and walk/drive to school. I always come to school at 7:30. I work at school until 1:30.

	<p><i>Then I go home. I usually have roast chicken and salad for lunch.</i></p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils work to prepare their own funny/unusual paragraph about daily routine/activities which they can then use to play the previous game with their classmates. <p>As a first/preparation stage the pupils read the model paragraph in activity 2a (Activity Book). They then correct it by changing the unusual parts into more common/routine possibilities. They can do this by simply crossing over the particular part and adding a note with the correction above.</p> <p>With the help of the model and the guiding questions (activity 2b), they write their own funny paragraph. The teacher monitors and helps where needed.</p> <p>Fast finishers continue with activity 1 in the Activity Book or any of the extension activities below.</p> <ul style="list-style-type: none"> • Volunteer pupils read their paragraphs out while the rest of the class participate by listening and responding as in the activity above (NO! You don't ...). • Extension activities for pupils: <ul style="list-style-type: none"> - creating a new entry or adding to an existing picture dictionary entry on daily routines - creating crossword or criss-cross puzzles with action verbs using sentences with gaps as clues, e.g.: <p>I ___ to school at 7:00 I ___ lunch at 2:00 etc.</p> <p>Pupils can create crossword or criss-cross puzzles in their exercise books or with the help of online tools such as puzzlemaker.com.</p>
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils' responses during the various tasks. • During individual or group tasks the teacher uses the opportunity to have individual learning conversations with pupils.

LESSON 2

PROCEDURE	
REVIEW / PRESENTATION	<ul style="list-style-type: none">• Pupils who haven't managed to read their 'funny' paragraphs in the previous lesson but would like to share, read them to the class. The class responds with 'No, you don't...' as in the previous lesson.• The teacher mimes various feelings/physical states and pupils guess how s/he feels. Every time s/he mimes something s/he asks all the pupils to mime the feeling with her/him and they all say what the matter is. e.g. Teacher mimes s/he's got a toothache. Pupils: You've got a toothache. Teacher: That's right. What about you? All pupils mime they've got a toothache. Pupils in chorus: I've got a toothache. etc. <p>During this activity the teacher can also introduce tired and thirsty.</p>
PRACTICE	<ul style="list-style-type: none">• The teacher says Minas and Jamie feel very tired today and mimes to clarify the meaning of 'tired'. S/he asks pupils what advice can they give to the two boys, what can they recommend to them? What should Minas and Jamie do to feel better? Pupils can share various ideas and the teacher uses the opportunity to introduce new language (e.g. They should <i>rest</i>. They should <i>go on a holiday</i>. They should <i>have a break</i>.).• Pupils listen to the text (activity 1) to find out the answers to the following questions:<ol style="list-style-type: none">a) Why are Minas and Jamie tired?b) What advice does Stella give them?<p>Pupils listen to the text twice.</p><p>Tip 1: <i>If you think most of the class found the answers after the first listening but you have some weaker pupils who would appreciate another chance, you can give some additional (but optional) questions for the second listening, e.g. What places can you hear mentioned in the text? (Caribbean, Protaras, Africa).</i></p>

Tip 2: *You can promote differentiation by allowing pupils to share any additional information they might have been able to understand from the text. This can be a question which you can regularly use after the given task, e.g. 'Is there anything else you understood from the text?'*

- Pupils listen to the text again while following in their books. They check their answers.
- Pupils repeat after the recording or the teacher.
- The teacher asks pupils to read the text carefully and then close the books. S/he then asks various questions based on the text such as:
 What are Minas and Jamie doing? (they are studying)
 Where do they want to go?
 Where do they go in the end?
 What's the name of the African girl?
- Pupils answer the questions for activity 2 (Pupil's Book).
- Pupils work in groups of four or five and practice reading the text while using the right expression and intonation. (If pupils are working in groups of four one pupil can take on two roles.) The teacher monitors the activity.

PRESENTATION

- The teacher asks pupils to say whether they think Jamie likes Maths or not. S/he then asks pupils how they feel about Maths.

 S/he reminds pupils of expressions they can use and writes on the board the following:

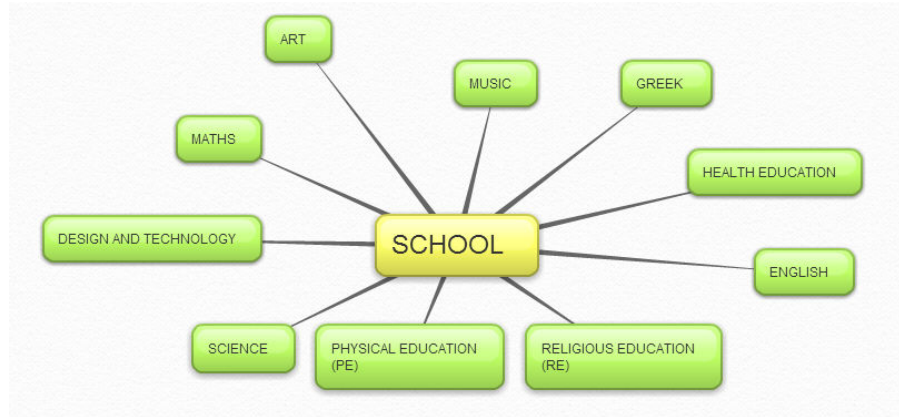
 I love I like I don't likeI hate.....

 The teacher explains that sometimes we don't have strong feelings about things. We don't particularly like something but we don't particularly dislike it either. In this case, we can say 'I don't mind...' e.g. I don't mind peas', 'I don't mind pink' or 'I don't mind Wednesdays', etc.

 The expression 'I don't mind ..' is written on the board, which now should look like this:

 I love I like I don't mindlikeI hate.....
- The teacher asks pupils to say what school subjects they have and how they feel about them. Pupils may know a few school subjects in English (e.g. English, Music, Greek) whereas for other subjects they are encouraged to ask (e.g. How do you say

Θρησκευτικά in English?). The school subjects can gradually be presented on the board in the form of a mind map, e.g.:



While school subjects are being added to the mind map, pupils are encouraged to express how they feel about each one, using I love/like/don't mind/don't like/hate....

- Pupils do activity 3 in the Pupil's Book (listen, look and learn) and repeat after the recording.
- The teacher shows pupils a timetable from a school in Spain (use PowerPoint presentation at www.schools.ac.cy). Pupils discuss the subjects on the timetable and when pupils study these subjects. The teacher writes example sentences on the board, e.g.:

They have Physical Education on Mondays and Tuesdays.
They have English every day.

The teacher then highlights a subject on the timetable that is taught only once a week – and introduces – ‘once a week’ to the pupils. S/he follows the same approach for ‘twice a week’ and explains that after that we use ‘three times a week’, ‘four times a week’, etc.

S/he then asks them what subjects they have once a week, twice a week, three/four times a week, etc.

- Pupils do the listen, look and learn activity (activity 4, Pupil's Book).

PRACTICE

- Pupils look at the timetable in activity 5 (Pupil's Book) and compare it to their own timetable. They can compare subjects:
 - in terms of frequency:

Jamie has music twice a week. We have music twice a week, too.

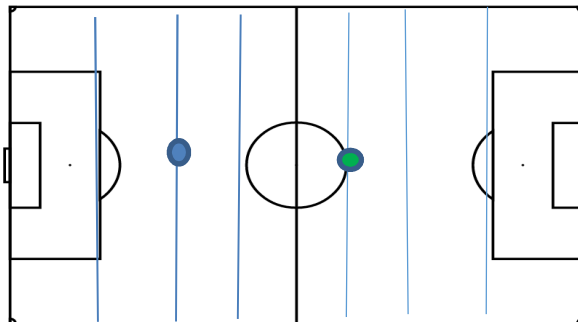
-in terms of days:
Jamie has art on Mondays. We have art on Wednesdays.
-in terms of times:
Jamie starts school at 9:00. We start school at 7:45.

A few examples can be done with the whole class. Once some examples on the board, pupils can work in groups writing down in their exercise books the differences (or similarities) they identify. They can be given a time limit e.g. 3 minutes. When the time is over, the teacher calls 'stop'. The groups then take turns to read one similarity or difference they have written and continue to take turns (round robin) until the similarities and differences run out.

PRODUCTION

- Pupils are divided into two groups and play a game of 'football'. They look carefully at the timetable (activity 5) for 30 seconds and then close their books.

Each group is given a name (e.g. blue team / green team) and the teacher sketches a football field on the board. The teacher asks questions and each group gets a turn to answer a question. For each correct reply, the group moves towards the goalpost. (note both groups start from the centre).



Teacher: How often does Jamie have music?

Group A: Twice a week.

Teacher: What time does Jamie start school?

Group B: He starts school at 9:00.

Teacher: What time does Jamie have lunch?

Group A: At 1:00

Teacher: I'm sorry. No, it's not at 1:00. Group B?

Group B: At 12:30.

Teacher: That's right.

Tip: Make sure to encourage wide participation and do not allow for specific pupils to monopolise the game. You can ensure this by setting a rule whereby each pupil can only answer once for his/her team.

	<ul style="list-style-type: none"> • Pupils work with activities 3, 4, 5 and 6 in their Activity Book. For activity 6, they design their ideal/dream timetable which they would like to have at their school. This includes not only their favourite subjects but also what time they would like school to start, the duration of the breaks, etc. • Extension activities for pupils are the following: <ul style="list-style-type: none"> - creating an entry in their picture dictionaries for ‘School Subjects’ - adding new Words to the Word Wall - creating word puzzles using school subject vocabulary - working on the project below
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils’ responses during the lesson’s tasks. The teacher notes down his/her observations soon after class.
PROJECT	<ul style="list-style-type: none"> • E-pal project: the pupils can write about their timetable and their favourite school subjects to their e-pals. • Pupils can also work to write a short description of their school in order to send their e-pals and/or to put on their school’s website. Pupils can also aim to accompany this description with a video (see below) and use their text as script for their video. • Pupils can work to prepare a video about their life at their school. The teacher can help them prepare a script and can show them examples of similar videos prepared by other pupils (e.g. https://www.youtube.com/watch?v=6lC_tCihQcQ). The video can be posted on the school website and/or shared with their e-pals.
CROSS-CURRICULAR LINKS	<ul style="list-style-type: none"> • <u>Health Education</u>: Pupils work to design their ideal school and present their suggestions about reasonable improvements to the headteacher. Pupils can present their suggestions by designing an oral presentation or by designing relevant posters, flyers, PowerPoint presentations or role-plays.

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher asks pupils how they feel. Pupils respond either verbally or by miming (happy, sad, tired, hungry). The teacher can also introduce the words ‘thirsty’ and ‘sick’ at this point.

PRACTICE

- The teacher introduces the following chant:

I'm tired I'm tired. Oh I'm so tired.
I'm tired I'm tired
What shall we do?
Let's go on a holiday.
Let's go to play.
Come on! Get Up! Let's get away!

Tip: *A good way to introduce chants is to get pupils to repeat each verse after you and gradually build it up. It is important to say it with the right intonation and keeping to a beat and an upbeat rhythm. You can keep the beat by clapping or by using instruments such as a maraca or a tambourine.*

The pupils can be divided into groups and say the chant so that it takes the form of a dialogue with one group responding to the other, e.g.:

Group A: I'm tired I'm tired. Oh I'm so tired.

I'm tired I'm tired
What shall we do?

Group B: Let's go on a holiday.

Let's go to play.
Come on! Get Up! Let's get away!

- Pupils look at the chant in activity 6 in their Pupil's Book and adapt it to make their own version (activity 6b). They can either keep 'I'm tired!' or add 'I'm hungry!' or 'I'm thirsty!'.

Pupils practice their chants by saying them as a dialogue with their partner. Volunteer pupils present their chant to the class.

- Volunteer pupils come to the front of the class with their ideal timetables (activity 6, Activity Book), which they worked on in the previous lesson. The rest of the pupils ask questions to find information about the pupils' timetables. Example questions are:

How often do you have ?
What time do you start/finish school?

The teacher gives the example questions and writes them on the board. S/he also helps the pupils respond by reminding them of the target expressions, if necessary (once, twice, three times).

Tip: *Allow only for two or three questions per pupil's timetable so that you can have more pupils share their work (timetable). A good way to make sure that pupils have shared what they are most proud of*

is to give them the opportunity to do that before they return to their seat by asking them, e.g. Tell us the best thing about your timetable.

- The teacher says that pupils around the world have many similarities but also some differences. S/he asks pupils to think of some similarities (e.g. all pupils like to play, all children love their family) and perhaps some differences (children have different pets, schools, sports, etc.).

The teacher tells them that they are going to read about different schools around the world (activity 7, Pupil's Book).

First, s/he says they will play the reading comprehension game where s/he asks questions and they read quickly through the text and find out the answers. Those who find the answers put their hand up but do not shout out the answer.

Questions to use for this stage of the reading are:

- Find three countries in the text.
- Find three children's names in the text.
- Who has swimming lessons in his school?
- Who's got two dogs?
- Who lives on a farm?

- After this stage, the teacher tells pupils to silently and individually read the first paragraph. They then discuss it based on a number of questions the teacher asks to encourage comprehension, e.g.:

- Where does Michael live?
- When does he go home?
- Has he got his own bedroom?
- Where are his friends from?

The teacher then asks pupils if they have any other questions about the text, i.e. if there is something they still don't understand or something they would like to know more about. S/he can also ask them if they would like to go to a boarding school, if they have seen or are aware of any boarding schools (e.g. from films), etc.

- The same process as used for the first paragraph (above) is

used for the other two paragraphs of the text.

- In the end the pupils can discuss which school they prefer (including their own) and why.

Tip 1: *Breaking up the reading process into the stages mentioned above allows for differentiation but also offers a scaffolding process and supports all pupils to better understand the text.*

Tip 2: *In the second stage, when pupils begin working on the text paragraph by paragraph, you can help pupils by having them listen to the text being read (by you or the recording) before you ask the questions. It is, however, important that they also read it silently and individually, too. Combining the two (following a text being read aloud and reading a text individually and silently) by sometimes having the text read first and then asking the pupils to read silently or vice versa is a useful practice.*

- If there is time, pupils can watch video clips about the Australian school of the air (<http://www.youtube.com/watch?v=LUKskpiQrz0> OR http://www.youtube.com/watch?v=nhX_peBP1z0&index=2&list=PLrJK87h7YGb5YyhlovBYnMyGNGLQ3Ynv5),

Tip: *You can use only sections of the video clip, if you like. It is always a good idea to give a couple of focus questions so as to make the pupils' viewing more meaningful (e.g. what time do the pupils start school? Do they sometimes see their classmates?, etc.).*

- The teacher reminds pupils of the girl in activity 1 and asks pupils what school they think she goes to. To get them thinking the teacher asks various questions e.g.

Do you think she goes to school?
Do you think she's got a big school?
Are there computers in her school?
etc.

All the ideas/answers which come from the pupils can be accepted but they should try to justify them. If they need to, they can use their L1 but they should be reminded of all the techniques they can use to ask for help (How do you say ...? etc.) and they can be supported in their efforts to express themselves.

Tip 1: *Encourage pupils to respond to each other's ideas by using 'I agree with I think she's got a big school.' or 'I don't agree with', etc.*

	<p>Tip 2: Write the phrases 'I agree with' / 'I don't agree with' on the board so as to remind pupils to use them in class.</p> <ul style="list-style-type: none"> The teacher says they are going to read a text and find out about Fana but before that, they need to make some predictions and decide if the following are True or False (activity 8, Pupil's Book). The questions can be written on the board so that pupils answer them without looking at the text. <ol style="list-style-type: none"> Fana goes to school. T/f Fana has two sisters. T/F Fana walks for six hours every day. T/F Fana's friends are often sick. T/F Fana wants to be a doctor. T/F <p>They then read the text silently so as to find if their predictions were right. Pupils discuss their answers to the T/F activity.</p> <ul style="list-style-type: none"> Pupils proceed to engage further with the text. The teacher reads the text or plays the recording (audio CD for Year 5) and then asks various questions to support understanding, e.g.: <p>How old is Fana? What does she want to be? Does she go to school? Why not? What is the problem in Fana's village? How many hours does she walk every day? How many hours out of the day is that? / How many hours do you spend at school? Do you think she gets tired? Is there a problem with the water? What do you think the 45-minute walk is like? Is the walk dangerous? What does she see? What animals are there?, etc.</p>
<p>CONCLUDING ACTIVITY</p>	<ul style="list-style-type: none"> The teacher explains that the problems in Fana's village are problems which millions of people around the world face and especially in Africa, Latin America and SouthEast Asia. S/he explains it is a very serious problem as it causes millions of children to die and millions to stay out of school. The teacher can also show video clips from Ethiopia (e.g. http://www.youtube.com/watch?v=Wal529wN6-o or http://www.youtube.com/watch?v=s5FHyDJEzhc)

	Tip: <i>The video clips above are best viewed without the commentary (i.e. with the sound off) so that the pupils can focus on the images. The campaign aspect will be introduced in the following lesson.</i>
EVALUATION	<ul style="list-style-type: none"> Evaluation takes place through observation of the pupils' responses during the lesson's tasks.
CROSS-CURRICULAR LINKS	<p><u>Agogi Ygieas/Drama:</u> Pupils dramatise a child's walk for water (the dangers of the walk, the tiredness of the walk, the thoughts during the walk)</p> <p><u>Environmental Education:</u> Pupils study the value of water and ways to conserve water.</p>

LESSON 4

PROCEDURE					
PRESENTATION	<ul style="list-style-type: none"> The teacher reminds pupils of Fana and asks them what they remember about her and her life. The teacher writes on the board 'Water Walk' (the title of the poem in activity 10) and asks pupils what they think they are going to talk about. When the teacher reveals it is about a poem, s/he asks pupils to predict who could be speaking in the poem and what could they be saying. <p>The teacher reveals the poem is about a child (for example, Fana) and what she is thinking/feeling on her long water walk. Pupils brainstorm words and feelings.</p> <p>The teacher reads the poem or plays the recording and the pupils follow in their books. They then discuss the meaning and the images and thoughts in the girl's mind during her water walk and the two different worlds which appear in the poem.</p> <p>If there is time, pupils can work in pairs to divide the images from the two different worlds in their exercise books, e.g.:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; vertical-align: top;"><u>Fana's world</u></td> <td style="text-align: center; vertical-align: top;"><u>Western World</u></td> </tr> <tr> <td style="vertical-align: top;"> four mile walk muddy hole scorching heat dirty water full container on back </td> <td style="vertical-align: top;"> gentle walk to school shopping mall, party, local park turn a tap swimming pools, restaurant bottles of water on the table </td> </tr> </table>	<u>Fana's world</u>	<u>Western World</u>	four mile walk muddy hole scorching heat dirty water full container on back	gentle walk to school shopping mall, party, local park turn a tap swimming pools, restaurant bottles of water on the table
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four mile walk muddy hole scorching heat dirty water full container on back	gentle walk to school shopping mall, party, local park turn a tap swimming pools, restaurant bottles of water on the table				

	<ul style="list-style-type: none"> • Pupils can watch a video with a reciting of the poem and images of a girl's water walk (http://www.youtube.com/watch?v=4V-KoJGGJ4s).
PRACTICE	<ul style="list-style-type: none"> • Pupils work in pairs. Each pair gets a paragraph (see photocopyable materials – situation cards) and reads it carefully without showing it to the others. <p>All the pupils come out in pairs and stand at the back of the classroom. The teacher makes statements. If the pupils' paragraph agrees with the statement, the pupils move a step. If not, they stay put, e.g.:</p> <p>You go to school.</p> <p>Your family's got a car.</p> <p>You have a fridge with water.</p> <p>You often go shopping with your parents.</p> <p>You sometimes go to the cinema.</p> <p>You've got a pet.</p> <p>etc.</p> <p>At the end of this activity, the children stay in their places and say where they are from. This activity practices reading and listening but also aims to help pupils become aware of the opportunities that children in developed countries have in contrast to the children of third world countries who are deprived of many opportunities and often deprived of basic human rights such as the right for an education.</p> <p><u>Note:</u> There are only 5 paragraphs which makes it 5 pairs from each country. You can, however, give 2 pairs the same paragraph and have more pairs from each country. For example, you can have 2 pairs from each country, if you have 20 pupils.</p>
PRODUCTION	<ul style="list-style-type: none"> • Hot seat. A volunteer pupil comes to the front of the class and takes on the role of Fana. The rest of the class ask questions and try to find out more about Fana and her everyday life. <p>Sample questions that pupils can ask are:</p> <p>Have you got a large family?</p> <p>Have you got pets?</p> <p>Do you go to school?</p> <p>How often do you go to school?</p> <p>Do you live in a village or town?</p>

	<p>Have you got water in your village? How do you feel in the morning? What time do you get up in the morning?, etc</p> <ul style="list-style-type: none"> • Pupils do activities 8 and 9 in their Activity Book.
<p>INTRODUCTION TO A PROJECT</p>	<ul style="list-style-type: none"> • The teacher asks pupils if they think there is something they could do to help and accepts any ideas offered. S/he then tells pupils that there are campaigns around the world to help children like Fana. Pupils look at the posters in activity 9 (Pupil's Book). They study the posters and see if they can find the name of such a campaign (Walk for Water). The teacher then asks them to think what it could be about. <p><u>Note:</u> Walk for water is an international campaign in which people and schools around the world organise fundraising activities to help bring water and sanitation to disadvantaged communities. One of the campaign's main activities is to get people to experience the walk for water which millions of people around the world do daily. This is achieved by organising walks in which the participants carry water containers along the way. This usually takes place annually in March, although it can take place at other times, too. Organisations working to help alleviate the dirty water crisis are wateraid.org, water.org, 20Liters.org</p> <p>The teacher explains what the campaign does and can also show videos used in various campaigns (http://www.youtube.com/watch?v=rSc1-7sR6Pw http://www.youtube.com/watch?v=tpwNgd4RjLo&feature=youtuibe_gdata_player http://www.youtube.com/watch?v=c2E3nk_Sjcs http://www.youtube.com/watch?v=eDzxN1CelyM&feature=youtuibe_gdata_player) or videos of how others have participated in the campaigns until now (e.g.) http://www.youtube.com/watch?v=CLW6tId-wAU http://www.youtube.com/watch?v=fO1wFtawl0M http://www.youtube.com/watch?v=mU6geToSC60</p> <ul style="list-style-type: none"> • The teacher asks pupils if they would like to start a local campaign. Through a discussion the teacher suggests that the first step is to make people aware there is a problem. <p>In order to do this, pupils work in their Activity Book to write a letter from Fana to the other children of their school (activity 7, Pupil's Book). The aim is to circulate the letter to the school (this can include teachers, pupils, parents) so that people become aware of the water problems in other parts of the world. The letter in the Activity Book can be used as a first</p>

	<p>draft and once it is corrected, volunteer pupils can prepare it either in electronic form or in poster form accompanied by photos.</p> <ul style="list-style-type: none"> • Pupils can also work on designing their own poster for their water campaign. • Pupils can also choose to continue Fana’s interview in their exercise books. The end result can also be used for their campaign, if it is dramatised. A few of the pupils can prepare the interview in Word using the class computer. <p>Tip 1: <i>The checklist on the side of the letter in activity 7 is meant to guide the pupils in what they should include in the letter.</i></p> <p>Tip 2: <i>If there are pupils that may have difficulties with the letter, they can either be paired up with other pupils or can opt for the design of a poster (activity 9, Pupil’s Book) in order to promote the campaign. You can have two groups working on materials for the campaign; one for the posters and one for the letters although pupils can prepare both, if they wish to.</i></p> <p><i>If you have pupils that need further challenge, you can suggest they prepare a short oral presentation about Fana and children like her. The presentation can be used along with the other materials in an event to raise awareness for the problem. Other activities can also take place, depending on the interests and talents of your pupils, e.g. the dramatized walk or dramatised interviews of Fana (see cross-curricular links) can also be used for awareness-raising,</i></p>
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • Pupils discuss ways to make the most of their work (letter, poster) e.g. by creating a flyer, uploading their work on the school website, adding posters in central areas of the school, etc.
EVALUATION	<ul style="list-style-type: none"> • Pupils complete the self-evaluation form.
PROJECT	<ul style="list-style-type: none"> • Pupils practice reciting the poem ‘Water Walk’ so that they can present it during the school assembly or another event to promote their water campaign and to raise awareness about the problem. OR • Pupils create their own video about the water walk of rural Ethiopia’s children. This can be a series of photos or drawings on moviemaker or PowerPoint accompanied by the reciting of the poem or it can be a video of the pupils dramatising the water walk – again accompanied by the reading of the poem. Pupils can use their videos online and at school events to promote their water campaign. OR

	<ul style="list-style-type: none"> • Pupils create a digital presentation like the ones used by other campaigns. The presentation can be used to raise awareness and be showed in assembly, events, on their school website and elsewhere.
<p>CROSS-CURRICULAR LINKS</p>	<ul style="list-style-type: none"> • Art: <ul style="list-style-type: none"> -Pupils work on a project which shows what goes through a girl’s mind and what images she sees while on a water walk. -Pupils work on a project which shows the disparities between the rich and the poor and the two different worlds which exist in the poem ‘Water Walk’. - Create posters or banners for the water campaign. - Pupils draw scenes with children during their water walk. • Health Education: Pupils practice active citizenship by taking a role in developing their community’s awareness of the water crisis. They can work to organise their own ‘walk for water’ campaign. Ideas and support (e.g. banners, press release templates, etc.) can be found at walkforwater.org

Photocopiable materials: cue cards for questions

What time / breakfast ?

When / play football ?

What time / go to bed ?

When / watch TV ?

What time / do homework ?

When / go supermarket ?

What time / get up ?

What / usually / have for breakfast ?

Photocopiable materials: situation cards

You are Ethiopian. You live in Ethiopia in a small village with your family. You have a baby sister. You help your mum cook and clean the house. Every day you walk 6 km to get water from the well. Sometimes you are very tired and sometimes you don't feel well. The water is dirty and it makes you sick.

You live in Canada. You've got a big house and big family. You've got a mother, a father and two brothers. You love animals and you've got lots of pets. You've got a rabbit, a dog and a cat. You love school. In the morning you go to school and in the afternoons you usually play football with your friends. Every weekend you go to the cinema.

You live in Cyprus. You've got a little brother. You go to school every morning. In the afternoons you sometimes have piano lessons. Every Friday you have pizza. Pizza is your favourite food. On Sundays you usually go to the beach with your family.

You live in Manchester in the UK. You go to a big school. School starts at 9:00 and finishes at 3:00. You have lunch at the school. Your favourite food is fish and chips. After school you sometimes go to the park with your friends and eat ice-cream. Usually you watch TV in the evenings.

You live in Japan. You haven't got any sisters or brothers. You've got a pet dog. Your school is very big. You have computers and games at your school. After school you sometimes go to a restaurant with your mother. On Saturdays you usually go shopping. You love shopping!