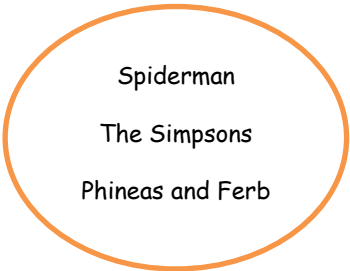
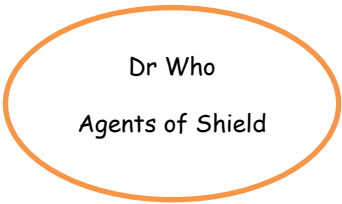


UNIT 10

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • identify and use vocabulary for different types of TV programmes • read for specific information (scanning) • follow simple written instructions • give simple instructions • write a paragraph about their favourite TV programme • make comparisons using ‘long’ comparatives (more + adjective / the most + adjective) • make a short oral presentation • understand the meaning expressed in a poem
<i>Intercultural aspect:</i>	<p>Pupils should:</p> <ul style="list-style-type: none"> • learn a traditional song (She’ll be coming round the mountain) • learn traditional playground games from other countries • learn a traditional selecting/choosing rhyme-game • become aware that children from different cultures share similar playground games.
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • reflect and self-evaluate their progress • reflect and offer feedback to their peers • deduct grammatical rules from samples of language • collaborate effectively with peers
NEW LANGUAGE	
<i>Production</i>	<p>TV programmes: mystery / comedy / science fiction / film /music show / game show / sports programme / cartoons / news / horror / documentary</p> <p>Adjectives: interesting, beautiful, unhappy, boring, comfortable, delicious</p> <p>Other: hopscotch, dragon, together</p>
<i>Comprehension</i>	<p>Games: playground games, card games, stone, throw, last</p>
RECYCLED LANGUAGE	<p>-Personality characteristics e.g. selfish, generous, brave, kind, polite, rude, bad-tempered</p> <p>-I love/ like / don’t mind / don’t like / hate + ing</p> <p>-Adjectives e.g. expensive, tall, short, good, long, old, young, big, small,</p> <p>-I agree./ I don’t agree. / I think .../ Why ...? /Because</p> <p>-Present continuous all forms</p>

	-How often do you/does s/he? Once, twice, three times (a day, a week, a month), every day, never ... -Days of the week -at + time / on + days -time: all forms / What time is? / When is? -Should/ shouldn't -Action verbs e.g. swim, cook, read, sing, climb, run, walk, sleep, dance, watch, catch, jump, help -body parts: shoulders, tail, head, hands - Other: first line, player
MATERIALS	PowerPoint presentations at www.schools.ac.cy , mini-whiteboards, photocopiable materials, Audio CD for Year 5, soft ball
TIME	4 x 40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher mimes various actions and asks pupils to guess what s/he is doing. • Volunteer pupils come out and mime actions for the rest of the class to identify.
PRESENTATION	<ul style="list-style-type: none"> • The teacher mimes watching TV and asks the pupils to guess what s/he is doing. Once they guess the action, s/he asks them to guess WHAT s/he is watching. The pupils might respond using names of TV programmes or cartoons they may know. • The teacher encourages the pupils and writes the names of the various programmes mentioned on the board. S/he then asks pupils, if they can classify these. Pupils can come to the board and circle which programmes go together/could be in the same category (using different colours for each category). <p>Once categories have been created, the teacher can help the pupils name them and offer the terms in English., e.g.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p><u>Cartoons</u></p>  </div> <div style="text-align: center;"> <p><u>Science Fiction</u></p>  </div> </div>

	<p>If certain categories, from those targeted in this Unit, are missing, the teacher can introduce them to the pupils using examples the pupils are familiar with (mystery / comedy / film /music show / game show / sports programme/ cartoons / news / documentary / horror / soap opera).</p> <ul style="list-style-type: none"> • The teacher says the names of TV programmes or films and the pupils say what type of programme it is, e.g.: <p>Ειδήσεις - news The Voice – music show</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher tells pupils that Jamie has a favourite TV programme and asks them to guess what kind of programme it is. Pupils then listen to the text in activity 1 (Pupil’s Book) to find out. <p>Pupils listen at least twice. For those pupils who find the answer from the first time, additional questions can be used for the second listening so as to keep them challenged. Additional questions can be: Where do you think the children are? When is Jamie’s favourite TV show? What does Minas want to do?</p> <p>Tip: <i>You can promote differentiation by allowing pupils to share any additional information they might have been able to glean 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?’.</i></p> <ul style="list-style-type: none"> • Pupils listen again while following in their books and check their answers. • Pupils answer the questions in activity 2 (Pupil’s Book). • The teacher asks pupils if they know what hopscotch is. If not, the teacher can explain and the pupils can discuss whether they like it, how often they play it, say what it is called in Greek (Βασιλέας), etc. • The teacher asks pupils to explain how to play hopscotch. When pupils try to explain the teacher can supply key words and/or phrases (e.g. squares, stone, throw, hop, turn around) and write them on the board. S/he can use gestures and/or miming to show the meaning of the words. • Pupils work in pairs to do activity 3 (putting the instructions for hopscotch in the right order). Allow time for the pupils to study the sentences and figure out strategies which they can use to help them. Pupils can also ask for help so remind them

	<p>of the key phrases they learnt (Can you help me, please? Excuse me, miss. I don't understand. What does ... mean?). The correct order of the instructions is the following:</p> <ol style="list-style-type: none"> 1. Draw a hopscotch on the ground. It has 10 squares and looks like this: 2. Throw a stone on square 1. The stone shouldn't touch the lines of the square. 3. Hop through the squares. Jump over the square with the stone. (You can only have one foot in each square) 4. At number 10, turn around and hop back. Don't forget to pick your stone. 5. Throw the stone on square number 2 and start again. 6. When you throw to number 10 and hop through all the squares, you win the game. <p>Volunteer pupils read the sentences in the right order for the rest of the class to check the answers. The teacher, or a volunteer pupil, can illustrate each stage of the process through pictures or miming so as to ensure everyone understands the process.</p> <ul style="list-style-type: none"> • The teacher explains that hopscotch is a popular game in the UK and in other countries and that children often play it in the schoolyard. That is also why it is called a playground game. The teacher asks pupils if they know other playground games. The pupils may suggest games in their L1. After each game they mention, the teacher can ask them if they think it is a game played only in Cyprus or if it is played in other countries – like hopscotch. <p>The discussion should help pupils realise that there are similar playground games played in many countries around the world (e.g. skipping rope games, hide and seek, tag games, etc.).</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • The teacher adds that there are games that are not so widely spread around the world and are particular to specific countries. Pupils who might know any traditional games can explain or demonstrate how they are played. • The teacher then asks them if they want to learn a new game, played in China. <p>To find out about this mystery game, pupils work in groups. The teacher gives each group an envelope with sentence strips (see photocopiable materials). Pupils work together to put the sentences in the right order. The teacher monitors the activity.</p> <p>When the pupils put the sentences in the right order, they prepare in their groups a short presentation to explain the game to the rest of the</p>

class. The teacher reminds them to use linking words such as: First, then, later, in the end. S/he also tells them that they can use the board or miming and gestures to support their presentation.

Tip: *It is important that all the pupils in each group contribute in the presentation. Suggest that they prepare the presentation and then divide it in parts between themselves so they all participate. If there are pupils who are particularly shy and do not want to present orally, they may support the group by showing or designing props such as diagrams or other helpful visuals or realia. They can also be in charge of all the miming.*

Note: The game is called ‘Catch the Dragon’s Tail’.

You can also break the pupils into smaller groups and play the game slightly differently as you can find out here:

<http://www.youtube.com/watch?v=qhpTCyxio4c>

- A volunteer group presents how the game should be played. The rest of the groups listen and after the presentation they rate the explanation. They can, for example, give it a 3 if it was very clear and they understood the game, 2 if they understood most things – but not everything, and 1 if they didn’t understand how to play the game. Each group can share their rating with the presenting group and explain their evaluation with comments (in L1, if necessary).

Tips: *After every time a group receives feedback, it should be applauded and encouraged by everyone to continue working and trying. At the end of a feedback session, the pupils should have positive feelings as well as clear suggestions for improvement.*

- The teacher can show pupils video clips of how to play the game as one group or as two groups or more groups e.g. <http://www.youtube.com/watch?v=qhpTCyxio4c> . The pupils can compare the video clip to how they understood the game and can self-evaluate themselves in the following way:

3 – My understanding was right. I understood how to play the game.

2 – My understanding was not so good. I understood most things but some things I got wrong.

1 – My understanding was completely wrong. I understood how to play the game only after watching the video.

Pupils write their self-evaluation on a piece of paper or their whiteboards and lift it up for the teacher to see.

	<p>Tip: <i>You can play the game in the schoolyard during break or during P.E.</i></p> <ul style="list-style-type: none"> • Pupils do activities 1 and 2 and 3 in their Activity Book. The correct order for the instructions in activity 3 is the following: <p>All the players make a line.</p> <p>Put your hands on the shoulders of the child in front of you.</p> <p>The first child is the dragon’s head. The last child is the dragon’s tail.</p> <p>The dragon’s head runs to catch the tail.</p> <p>All the players in the line help the tail stay away from the head. You should always stay together in a line.</p> <p>When the head catches the tail, the tail goes to the front of the line and becomes the head.</p> <p>The new dragon’s head now tries to catch the new tail.</p>
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils’ responses during the lesson’s tasks. • During group work when pupils are working with putting the instructions in the right order, the teacher can focus on specific groups and develop cooperation skills and skills in dealing with unknown reading texts. • Evaluation of oral presentation skills is carried out during the presentation of the instructions for the game. • Self-assessment of reading comprehension of the instructions for Dragon’s tail.
PROJECT	<ul style="list-style-type: none"> • Games project: If pupils like, they can research playground games from other countries or from their heritage country, in particular. They can choose one game to present to their classmates and explain to them how it is played.
CROSS-CURRICULAR LINKS	<p><u>P.E</u> – Pupils play ‘Catch the Dragon’s Tail’. Pupils who have found out about other games, through their project (online search, grandparents and/or other sources), may explain to the teacher and the other pupils how to play them so that they can try them out.</p>

LESSON 2

PROCEDURE

<p>REVIEW</p>	<ul style="list-style-type: none"> • Pupils who researched a playground game can present it to the class. • Pupils who have prepared a presentation of the rules for a traditional Cypriot game can also present it to the class. <p>Tip: <i>During the lesson you can demonstrate a traditional English picking/selecting game when you choose who will present their work to the class or answer a specific question:</i> <i>Eenie, meenie, miney, moe</i> <i>Catch a tiger by the toe</i> <i>If he squeals let him go</i> <i>Eenie, meenie miney, moe</i></p> <p><i>If you have already been using this selection rhyme and the pupils are familiar with it, it might be time to introduce a new one:</i> <i>Rich man, poor man</i> <i>Beggar man, thief</i> <i>Doctor, lawyer,</i> <i>Indian Chief</i></p> <p><i>In both cases you can use the rhymes to choose a pupil to lead the next activity to answer a question or to present their work, etc. At every word you point to a pupil. The pupil you point when you say the last word of the rhyme (e.g. moe or chief) is the pupil to be picked.</i></p> <ul style="list-style-type: none"> • Pupils work in groups of three to practice reading the text (activity 1). The teacher monitors the activity.
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils work in groups of three to change the text by substituting phrases and gerunds, e.g.: <p><i>I don't want to watch TV and I hate sports programmes.</i> Can change into: <i>I don't want to play basketball and I hate playing basketball.</i> Or <i>I don't want to watch TV and I hate music shows.</i> (or anything else the pupils come up with)</p> <ul style="list-style-type: none"> • Volunteer groups present their new dialogues, reading them with the appropriate expression and intonation. • Pupils do activity 4 (listen, look and learn) repeating after the recording. • They then circle four items from activity 4 and play BINGO! The teacher makes statements e.g. <p><i>I like watching documentaries every Friday.</i> <i>I watch the news every morning.</i></p>

I hate watching sports programmes.

If one of the programmes mentioned by the teacher, has been circled by the pupils, s/he crosses it out. The pupils who crosses out all the circled items, shouts BINGO!

If there is time, volunteer pupils can also make statements and lead the BINGO! game.

- Pupils do activity 5 (Pupil's Book) which is a listening activity. The teacher asks pupils what other games Stella might want to play (apart from hopscotch).

S/he tells pupils that Jamie is teaching Stella how to play a new game: a card game called 'Snap!'.

The pupils need to listen to the instructions and put the sentences in the right order.

Before the pupils listen to the recording, they try to put the sentences in the order they think is right. They then listen to the recording to check for the right answer and see how well they did.

The transcript is as follows:

Jamie: OK enough hopscotch. Can we sit down, please? I'm so tired and thirsty.

Stella: Oh, I want to play some more.

Jamie: Can we sit down and play something?

Stella: OK! What shall we play?

Jamie: Let's play Snap! It's a card game.

Stella: OK. How do we play it?

Jamie: Wait a minute we need some cards. Here we are. I have some. Look! First we mix the cards. Like this.

Stella: OK.

Jamie: Now we can deal the cards. Half for you and half for me. Here. This one's for you and this one's for me. This one's for you. This one for me. Don't look at the cards, Stella. Put them in front of you face down.

Stella: Let me do it. I can do it!

Jamie: OK, Great! Well done ... Now I turn a card around and put it down in the middle. It's a dog. Now you turn a card around and put it down. What is it?

Stella: It's a frog.

	<p><i>Jamie: Let's keep going. I'm turning one round. It's a bird. Your turn.</i></p> <p><i>Stella: Mine is bird, too.</i></p> <p><i>Jamie: Say 'Snap!'</i></p> <p><i>Stella: SNAP!</i></p> <p><i>Jamie: Great! The first one to say snap gets all the cards that are down.</i></p> <p><i>Stella: Yay!</i></p> <p>Pupils listen twice and check the order of the sentences. The teacher then asks them if they understood how to play Snap and if they have ever played it before. The teacher, with the help of a pupil and a set of cards, can demonstrate how to play 'Snap'.</p> <p>The correct order is the following:</p> <ol style="list-style-type: none"> 1. Mix the cards 2. Deal all the cards to the players. Put a card in the middle. 3. All the players should have their cards face down. 4. The first player turns a card around and puts it in the middle. 5. The next player turns a card around and puts it in the middle. 6. When two cards are the same, players should say 'Snap!'. 7. The first player to say 'Snap!' gets the cards. 8. The player with the most cards wins the game. 9. Be careful! You shouldn't look at a card before it goes in the middle.
<p>PRESENTATION</p>	<ul style="list-style-type: none"> • The teacher asks the pupils of all the games they know which one they think is the best. The pupils share various opinions and the teacher helps by writing the structure on the board, e.g. <p><i>I think football is the best.</i></p> <p>The teacher encourages pupils to use 'I agree' or 'I don't agree' before they share their opinion, e.g. 'I don't agree. I think playing tennis is the best.' or 'I don't agree with Maria'. I think skipping rope is the best.'</p> <p>Tip: <i>Remind the pupils that they can use their key phrases to ask for help so they can express themselves and say which game they like best (e.g. How do you say ... in English?). The pupils may mention various board games (e.g. Monopoly, Cluedo, Operation) or other games such as chess, draughts or backgammon.</i></p>

- The teacher writes on the board:

“good better the best”

and asks pupils if they remember the comparatives they learnt. Pupils can look in their picture dictionaries or their books to remember what other comparatives (and superlatives) they have learnt and they add ‘good – better – best’ as irregular comparatives/superlatives.

- The teacher asks various questions to create opportunities for pupils to use better and best, e.g.: Who do you think is the best football player? What is the best TV show? What is the best comedy? Do you think Superman is better than Batman? etc.
- The teacher adds to the board another column with regular comparatives and encourages pupils to add to the list, e.g.

small smaller the smallest
tall taller the tallest

- The teacher asks pupils to say which game they find the most interesting and shares his/her own opinion first to start the discussion, e.g. ‘ Do you know chess? I think chess is the most interesting’. Pupils share their opinions using “agree/don’t agree” as above.
- The teacher writes on the board:

interesting more interesting the most interesting

- S/he follows the same procedure as above and asks pupils to say what they think is the most boring game. S/he writes on the board:

boring more boring the most boring

- The teacher asks pupils to look at the column of regular comparatives (they have already been made aware that good / better /best is an exception to the rule) and compare them with the new column (interesting, more interesting, most interesting). The teacher asks pupils to notice how the adjectives are formed (more – the most and no change in the adjective) and discuss why they think these adjectives ‘behave’ differently.

The pupils will probably notice that the word interesting is rather long and an easy rule for them to remember is that when an adjective is long, its comparatives and superlatives are formed using ‘more’ and ‘the most’.

	<p>The teacher asks pupils if they know any other ‘long’ adjectives and uses any such adjectives mentioned, demonstrating how adding another ending (e.g. –er / -est) to the words would make them even longer and awkward to use, thus leading to a simple justification for using ‘more’ and ‘most’.</p> <ul style="list-style-type: none"> The teacher adds other adjectives to the board. For each adjective the teacher explains its meaning using examples or miming and asks the pupils to form the comparative or superlative forms, e.g.: <table data-bbox="528 600 1321 786"> <tr> <td>comfortable</td> <td>more comfortable</td> <td>the most comfortable</td> </tr> <tr> <td>boring</td> <td>more boring</td> <td>the most boring</td> </tr> <tr> <td>unhappy</td> <td>more unhappy</td> <td>the most unhappy</td> </tr> <tr> <td>expensive</td> <td>more expensive</td> <td>the most expensive</td> </tr> <tr> <td>beautiful</td> <td>more beautiful</td> <td>the most beautiful</td> </tr> </table> <ul style="list-style-type: none"> Pupils do activity 6 in the Pupil’s Book (listen, look and learn) Pupils are encouraged to add more adjectives to the list (e.g. selfish, generous, beautiful). 	comfortable	more comfortable	the most comfortable	boring	more boring	the most boring	unhappy	more unhappy	the most unhappy	expensive	more expensive	the most expensive	beautiful	more beautiful	the most beautiful
comfortable	more comfortable	the most comfortable														
boring	more boring	the most boring														
unhappy	more unhappy	the most unhappy														
expensive	more expensive	the most expensive														
beautiful	more beautiful	the most beautiful														
<p>PRACTICE</p>	<ul style="list-style-type: none"> The teacher introduces the chant in activity 7a (Pupil’s Book). The pupils listen to the chant and are encouraged to join in while making matching actions (interesting – boasting pose, never boring – indicating/emphasising never - delicious – rubbing tummy, etc.). The pupils can say the chant in groups, e.g.: <p>Group A: Comfortable, more comfortable, the most comfortable.</p> <p style="padding-left: 40px;">My bedroom is the most comfortable.</p> <p>Group B: Interesting, more interesting, the most interesting.</p> <p style="padding-left: 40px;">I am the most interesting.</p> <p>Group A: Boring, more boring, the most boring</p> <p style="padding-left: 40px;">I am NEVER the most boring.</p> <p>Group B: Delicious, more delicious, the most delicious.</p> <p style="padding-left: 40px;">My mum’s cake is the most delicious.</p> <p>ALL: Please, mum can I have some cake?</p> <p>Tip: <i>The final verse can also be turned into ‘Please, miss can we have some cake?’ as if they are addressing their teacher.</i></p>															

	<ul style="list-style-type: none"> • Pupils work to create one more verse for the chant (activity 7b). Volunteer pupils can share their verse with the class and the class is encouraged to repeat the verses presented. • The teacher shows a PowerPoint presentation (Unit 10-Lesson 2) found at www.schools.ac.cy which includes gapped sentences. Pupils work in pairs using their mini-whiteboards to complete the gaps. Each time they lift their whiteboards up to show their answer before the teacher reveals it on the PowerPoint slides.
PRODUCTION	<ul style="list-style-type: none"> • Pupils play, in pairs or groups, a noughts and crosses game (activity 8, Pupil’s Book). For each square to be won, the player needs to make a correct sentence using the adjective in the square. The teacher monitors the activity. <p><i>Tip: Pupils should know how to play noughts and crosses by now, as this game has been used at other times earlier in the year and in previous years. If you feel they need to be reminded how to play it, you can start the game on the board with the class divided into two groups. As soon as you feel the pupils understand the activity, move to pair or group work.</i></p> <ul style="list-style-type: none"> • Pupils do activities 4 and 5 in their Activity Book. • Extension activities for pupils: <ul style="list-style-type: none"> - adding new words to the Word Wall - adding new adjectives to the relevant entry in their picture dictionary. If they haven’t got an entry entitled ‘comparisons’, they can add the new adjectives with the other adjectives they have, but add a box which shows how these ‘long’ adjectives form comparatives and superlatives - present the results of activity 5 in their Activity Book in the form of a poster to share with their friends. They can add more things they would like to share (e.g. the nicest pet / their best friend / the best football player, etc.). Pupils can also use the class computer and create a PowerPoint presentation. - work on their games project which started in the previous lesson
EVALUATION	<ul style="list-style-type: none"> • Pupils play a ball game. The teacher throws the ball to a pupil and says an adjective. The pupil needs to say the comparative and superlative of that adjective before s/he throws the ball back to the teacher who then continues with another pupil. The teacher uses both recycled and new vocabulary and thus comparatives and superlatives of all types.

PROJECT	<ul style="list-style-type: none"> • Pupils can choose to record themselves, individually, in pairs or in groups, saying the chant and the verse they created. They can also change the rhythm of the chant or keep the rhythm but add instruments to enrich it. They can record themselves using voki.com, simple mp3 players or other audiorecording tools.
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LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils play the ball game used for evaluation in the previous lesson. The teacher throws the ball to a pupil and says an adjective. The pupil needs to say the comparative and superlative of that adjective before s/he throws the ball back to the teacher who then continues with another pupil. The teacher uses both recycled and new vocabulary and comparatives and superlatives of all types. • Pupils sing the chant they learnt last time. They can also add the verses they created themselves and the rest of the class repeats each new verse after a pupil presents it and adding any miming/movements the pupil introduces. • If more pupils have prepared presentations of traditional playground games, they can present them to the class. • Pupils look at activity 6 (Pupil's Book – listen, look and learn) to review the new vocabulary. • The teacher makes sentences and substitutes the adjectives with gibberish/nonsense words. The pupils identify which word is missing, e.g.: <p><i>Teacher: I really think that a book is more zumbazimba than a movie.</i> <i>Pupils: interesting</i> <i>Teacher: My cat is the most vimvim cat in the world.</i> <i>Pupils: interesting</i> <i>Teachers: mmmm.... Try again...My cat is the most vimvim....</i> <i>Pupils: beautiful</i> <i>Teacher: That's right!</i></p> <p>Tip: <i>You should accept anything that would suit the sentence despite the fact that it might not be the adjective you had in mind. The aim is to help pupils understand meaning from context and any reasonable</i></p>

	<p><i>guesses should be accepted as long as they fit the particular structural context, too i.e. they should be long comparatives/ superlatives. Although 'sweet' or 'cute' would suit the sentence above as regards meaning – it would not suit the structure ('the most') so it would not be acceptable.</i></p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils work in pairs or groups and use their mini-whiteboards to write their own sentences with nonsense/gibberish words. Each group should write at least two sentences. The teacher monitors and offers help when necessary. • The groups take turns to read their sentences and the rest of the class guesses the adjectives missing. • The teacher goes through the TV programmes which are on the Word Wall or writes them on the board. S/he says what type of programme s/he finds the most interesting and invites pupils to say what they think and if they agree or disagree with her. <p>The teacher then shares what s/he finds most boring and the pupils also share what they think, e.g.:</p> <p><i>Teacher: I think sports programmes are the most boring.</i> <i>Pupil A: I'm sorry I disagree. I think documentaries are the most boring.</i> <i>Pupil B: No, I think comedies are the most boring.</i> <i>etc.</i></p> <ul style="list-style-type: none"> • The teacher asks pupils to guess what her/his favourite type of film is (science fiction, comedy, horror, mystery, etc.). <p>S/he says that s/he really enjoys westerns/cowboy films and s/he asks pupils if they like them, if they know any, etc.</p> <ul style="list-style-type: none"> • The teacher tells pupils there is a fun cowboy song s/he would like to share with them. S/he introduces 'She'll be coming round the mountain' (activity 9, Pupil's Book). Pupils are encouraged to sing along. The song can be found on the Audio CD for Year 5 but is also available easily online (e.g. http://learnenglishkids.britishcouncil.org/en/songs/shell-be-coming-round-the-mountain).
<p>PRESENTATION</p>	<ul style="list-style-type: none"> • The teacher tells pupils about her/his favourite programme and they have to identify which one it is. <p><i>My favourite TV programme is on every Wednesday. It is a mystery series. It is interesting and funny, too. It's on at 9:00 o'clock. I love watching it. I think it's great!</i></p>

	<p>If the pupils can't find the answer after three or four guesses, the teacher shares the answer.</p> <ul style="list-style-type: none"> • S/he can write the example used on the board. The following points are highlighted or underlined: <p><i>My favourite programme is on every Wednesday. It is a murder mystery series. It is interesting and funny, too. It's on at 9:00 o'clock. I love watching it. I think it's great!</i></p> <p>The teacher first draws the pupils' attention to the use of 'on' (It's on Monday – It's on at 7:00, etc.). S/he then shows how by changing the highlighted items they can talk about their own favourite programme.</p>
PRODUCTION	<ul style="list-style-type: none"> • Pupils do activity 6 in their Activity Book and write about their favourite TV programme. They first read the example (Sandie's programme) and underline the use of 'on'. They then notice how Sandie ends the paragraph by inviting them to watch his favourite programme. <p>They then try to write about their favourite TV programme, describing it, giving details as to when it is on and inviting people to watch it.</p> <p>The teacher monitors and offers help and pupils are reminded of the various ways they can ask for support and how they can use their picture dictionary and Pupil's Book for help with vocabulary and spelling.</p> <p>The teacher explains that this will be a draft and after it is corrected they can write it up to send to their e-pals and/or to display it on the notice board along with a picture or drawing. They can, if they like, also use it as an advertisement for their favourite TV programme. The advertisement can be in the form of an oral presentation, a poster or a video (see project below).</p> <ul style="list-style-type: none"> • Extension activities for the pupils: <ul style="list-style-type: none"> - working on the final version of their presentation of their favourite TV programme, writing it up clearly for the notice board or their e-pals. - working on the project (see below)
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils' responses during the activities in the lesson. • Individual pupils present their favourite TV programme in front of the class.
PROJECT	<ul style="list-style-type: none"> • Pupils prepare an advertisement for their favourite TV programme. This can be in the form of a poster, or a 'radio' or 'TV' advertisement. Pupils can work individually or with other pupils who have the same favourite TV programme. The advertisements can be for real TV programmes, imaginary ones or a mixture of both.

	<p>Examples of advertisements:</p> <div style="border: 2px solid orange; padding: 10px; margin: 20px auto; width: 80%; text-align: center;"> <p>Don't miss the most interesting murder mystery!</p> <p>Watch 'Elementary' on Tuesday 9:00 p.m on Mina's TV!</p> <p>Petros Panayi as Sherlock</p> </div>
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LESSON 4

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing the song they have learnt in the previous lesson (She'll be coming round the mountain). • Pupils are given time to practise for the presentation of their TV advertisements (if they prepared any) and their favourite TV programmes (activity 6, Activity Book). <p><u>Note:</u> Pupils can practise for the presentation of their favourite TV programme by trying to deliver their text in the form of a short oral presentation instead of just reading out what they have written.</p> <ul style="list-style-type: none"> • Pupils present their TV advertisements. If these are still in the process of being prepared e.g. if the pupils prepared the script but they have not managed to film them (and they would like to do so) this can be seen as a preparation stage where they can get feedback from their peers before the final version is prepared. If, on the other hand, they feel they are ready, the teacher could arrange that they are filmed while they are presenting to the class. • Pupils read - or orally present - their paragraph on their favourite TV programme. They don't mention the name of the programme and the class listens and tries to identify which programme it is, based on the information given in the paragraph.

PRACTICE

- The teacher writes a few titles of TV programmes and asks pupils to say what kind of programme they think it is. The titles should include some of the ones in the TV listings activity (activity 10, Pupil's Book), e.g.:

Match of the day – sports programme

Sherlock Holmes – murder mystery

Music Box– music show

Sports of the week - sports programme

Looney Tunes - cartoons

The amazing Spiderman - cartoons

The Green planet: Oceans - documentary

The animals of Africa - documentary

- Pupils look at the TV listings in activity 10 (Pupil's Book). The teacher says s/he will ask questions and they will be given a time limit to read silently and quickly to find the answer which they should not shout out. They should just put their hand up, if they find the answer so the teacher can see who was the first to give an answer and who found it within the time limit.

In addition to the questions in the book, other examples of questions which the teacher might ask are:

-What time are the news on Channel 3?

-Where can I watch cartoons?

-Is there a sports programme I can watch?

-Where can I watch a game show?

-What time is the documentary on Channel 1?

Tip: Use a big timer and stick to the time limit. If you like, you can explain scanning and its importance to the pupils.

- The teacher asks pupils the following questions:

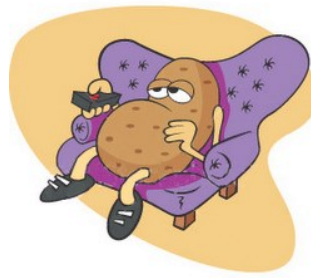
How often do you watch TV?

How much time do you spend watching TV every day?

The teacher helps them respond and adds helpful vocabulary on the board, e.g.:

Every day, never, three times a week, one hour, three hours, etc.

After a few responses the teacher writes on the board the expression 'couch potato' and asks pupils what they think it means. S/he can show the children a humorous picture literally illustrating the expression, which can also help them think about the meaning of the word.



Note: A couch potato is someone who is lazy and spends most of the time on the sofa (couch) watching TV. This is often accompanied by snacking. Overall, the many hours spent watching TV are argued to lead to obesity.

PRODUCTION

- The teacher asks pupils to think whether they are couch potatoes or not. S/he asks them if their parents complain that they watch too much TV. The teacher can ask them what their parents usually tell them and can help elicit answers by giving them some examples:

Do they say: "You shouldn't watch too much TV"

Do they say: Enough TV! Turn it off.

- The teacher says that other pupils around the world have similar conversations with their parents and asks pupils to read the poem silently (activity 11, Pupil's Book) and find out what the parents tell the child in the poem.

Pupils underline and share what they find with the class. The teacher draws their attention to the use of 'that thing' and the derogatory tone it implies.

- Pupils listen to the poem being recited (Audio CD for Year 5).
- The teacher asks pupils if they liked the poem. S/he asks them what feelings (they find) are expressed in the poem and match them with the people mentioned, i.e father – mad / mum-upset.

- If there is time, the teacher can recite the poem for the pupils, making gestures and miming so as to help make meaning clear for the pupils.
- S/he asks pupils to try to describe the child. Pupils might offer characteristics such as: lazy and naughty. The teacher can ask the pupils to justify their characteristics using 'because', e.g. S/he is lazy because s/he doesn't study.
- Pupils draw a scene they visualise based on the poem.

Tip 1: *Monitor the activity and walk around to ask pupils what they are drawing and why so that you can check their understanding of the poem. If there isn't enough time, the pupils can finish their drawing later (extension activities) or at home.*

Tip 2: *The pupils can present their poem during school assembly or at another opportunity. They can practice reciting it and can present it in various ways, e.g. each pupil recites one line, each pupil recites two lines, etc. The event can be accompanied by showcasing the pupils' drawings and by the pupils sharing some of the advice they prepared for their friends so they don't turn into couch potatoes! (see below)*

- The teacher asks pupils to find out if they have any couch potatoes in the class and helps them organize a survey. Pupils are divided into 4 groups (e.g. of four pupils). Each group gets one of the questions below:

-How often do you watch TV? (Group 1)

-How many hours do you watch TV every day? (Group 2)

-What's your favourite TV programme? (Group 3)

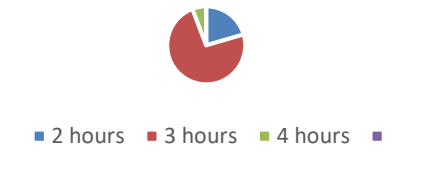
- How often do you exercise? (Group 4)

Each group goes around the class asking their question. Each group's aim is to collect replies for their particular question by all their classmates and prepare a presentation showing their results to the class. The presentation can be a simple paragraph or a chart, e.g.

All the pupils in our class watch TV every day.

Or

18 pupils watch TV for three hours a day. Five pupils watch TV for 2 hours a day and 2 pupils watch TV for four hours a day:

	<p style="text-align: center;">watching TV</p>  <p style="text-align: center;">■ 2 hours ■ 3 hours ■ 4 hours ■</p> <p>Tip: <i>Each group can divide the pupils of the class amongst themselves. In a class of 20 for example, a group of 4 can each decide to ask 5 pupils. When each of them gets the responses from their five pupils and pool them together, they will have the class results.</i></p> <ul style="list-style-type: none"> • Once the pupils present their results, the teacher guides pupils to discuss the findings, e.g.: <ul style="list-style-type: none"> - Do you think we are couch potatoes? Do we watch too much TV? - What problems are there when we watch too much TV? - What should we do so as not to become couch potatoes? • Pupils work in their groups to prepare 3 pieces of advice for the rest of the class so that they don't become unhealthy by spending too much time watching TV. The teacher monitors and offers help when necessary. <p>Some ideas which could be offered by the pupils are:</p> <p>We should watch only two hours of TV every day. We shouldn't watch too much TV. We shouldn't eat junk food when we watch TV. We should exercise every day. We should play with our friends. etc.</p> <ul style="list-style-type: none"> • Pupils do activities 7 and 8 in their Activity Book.
PROJECT	<ul style="list-style-type: none"> • Pupils prepare flyers to circulate to their classmates, their parents and the wider community about the dangers of becoming a couch potato and how they can avoid being one.
EVALUATION	<ul style="list-style-type: none"> • Pupils complete their self-evaluation forms.
CROSS-CURRICULAR LINKS	<p>Health Education:</p> <ul style="list-style-type: none"> -Pupils can discuss and explore ways of using their free time actively and enjoyably (instead of watching TV). - Pupils can organize awareness raising activities about the dangers of sedentary life (such as the flyer in the project above).

Photocopiable materials: Sentence strips for 'Catch the Dragon's Tail'

All the players make a line.

Put your hands on the shoulders of the child in front of you.

The first child is the dragon's head. The last child is the dragon's tail.

The dragon's head runs to catch the tail.

All the players in the line help the tail stay away from the head. You should always stay together in a line.

When the head catches the tail, the tail goes to the front of the line and becomes the head.

The new dragon's head now tries to catch the new tail.