

<b>REVIEW 1</b>	
<b>OBJECTIVES</b>	
<b>Language objectives</b>	<p>Pupils should review:</p> <ul style="list-style-type: none"> <li>• describing peoples’ appearance and personality</li> <li>• defining a place using “where” clauses</li> <li>• defining people and objects using “that” clauses</li> <li>• expressing necessity or prohibition using must or mustn’t</li> <li>• talking about future plans (going to + verb)</li> <li>• talking about past events (affirmative, negative and interrogative forms of past simple – regular verbs)</li> <li>• expressing possession using possessive determiners and pronouns</li> </ul>
<b>Materials</b>	Photocopiable materials, soft ball, blank A4 papers
<b>Time</b>	1 X 40 minutes
<b>PROCEDURE</b>	
	<ul style="list-style-type: none"> <li>• Pupils play a ball game with possessive determiners and pronouns. The teacher throws the ball to a pupil saying a phrase with a possessive determiner, e.g.: “It’s your book”. The pupil who catches the ball says, “It’s not mine.” then throws the ball to another classmate saying either ‘It’s his.’ or ‘It’s hers’ accordingly.</li> <li>• Each pupil gets either a profession, a place, an object or a definition (see photocopiable materials). They walk around the classroom to find their partner i.e. either the definition that matches their word or the word that matches the definition they have.</li> </ul> <p><b>Tip 1:</b> <i>If you have a large class, you can have half the pupils get up and leave half the pupils in their sits. The pupils who are standing up need to talk only to pupils who are sitting down. If you do use this idea, however, make sure that one group (e.g. the standing group) has words and the other group has definitions so that you are sure they will find a partner.</i></p> <p><b>Tip 2:</b> <i>There are 33 cards available so if some pupils finish early, you can hand them a different card and they can rejoin the game.</i></p> <p><b>Tip 3:</b> <i>Remember that you don’t have to wait for everyone to find a partner to end the game. What is important is that all pupils have opportunities to interact with other pupils. If you notice that the majority of pupils have found their partners, you can end the game.</i></p>

- Pupils prepare for vocabulary games. They open their Pupil's Books and review the words that describe appearance and hobbies from Unit 1. Alternatively, they can use the words written on their Word Wall, the 'All the words I know' section in their books or their picture dictionaries
- Pupils play hangman based on the words that describe appearance and hobbies. The game can be played in the traditional way or using an online hangman game at <http://www.hangman.no/> (use the code: hnwfbfeegbfa )
- Each pupil is given an A4 paper. The teacher explains that they will play a game where they will describe a person collaboratively without knowing what the result will be. The teacher writes the following on the board ' \_\_\_\_\_ is a \_\_\_\_\_, \_\_\_\_\_ man/woman.' Each pupils completes the sentence by adding a name and two descriptions to complete the sentence (e.g. Zoe is a tall, thin woman. / Andreas is a short, fat man).

Each pupil then folds his/her paper to cover what s/he wrote and gives it to the person next to him. Now each pupil has a paper but they can't see what was written before. They each continue writing about their original person with a second sentence which the teacher writes on the board:

She/he has got \_\_\_\_\_ hair and \_\_\_\_\_ eyes.

Each pupil writes their sentence, folds their paper and gives it to the person next to them. The teacher gives a third sentence:

She /he usually wears \_\_\_\_\_

The activity continues in the same and two more sentences are added:

She/ he likes \_\_\_\_\_ (hobby) but she/he doesn't like \_\_\_\_\_ (hobby).

She /he is a \_\_\_\_\_ person. He/he is always \_\_\_\_\_

After all the sentences have been completed, the pupils again pass the paper to the person next to them. Now all the pupils unfold their papers and read the descriptions they have. Each pupil reads the description to their partner and volunteer pupils read them out for the class.

Pupils try to think if there is anyone they know matching these

descriptions or if the results are completely random.

- The teacher asks pupils to think about their plans for the future. S/he then asks pupils to answer 3 questions in their exercise book:

What are your plans? In 10 years time.....,

Where are you going to live?

What are you going to be?

Where are you going to travel?

Pupils then get up and walk about trying to find someone else who might have similar plans. Alternatively, they can talk to 3 or 4 pupils sitting near them and find out about their plans.

The teacher models the activity by asking a few pupils the above questions. Interactions are expected to be similar to the example below:

Teacher: Where are you going to live, Christina?

Christina: I'm going to live in Limassol. What about you?

Teacher: I'm going to live in Nicosia.

What are you going to be?

Christina: I'm going to be a vet.

**Tip:** Use a timer – traditional or digital timer (e.g. <http://www.online-stopwatch.com/countdown-clock/>) – for the activity. The activity can end without pupils finding identical partners.

Pupils report about one or two things they found out about their classmates, e.g.:

Fani is going to travel to the USA. She is going to be a singer.

- Photo caption contest. Pupils open their Pupil's Books and look at activity 1. S/he explains they will have a caption competition i.e. they will each try to think of clever or humorous things the animals might be saying and complete the speech bubbles. Pupils can work individually or in pairs and have to use the key words for each photo.

The teacher monitors the activity and offers feedback and help whenever necessary. Pupils are reminded of key phrases to use so that they can ask for help (How can I say ..... in English? / Can you help me, please? / How do you spell ....?, etc.).

Fast finishers can work together to play noughts and crosses (activity 2).

Once the activity is completed, volunteer pupils can read out their captions to share with the class.

**Tip 1:** *Remember to encourage applauding and supporting all the pupils' efforts. Pupils should feel good about sharing their work and a supportive atmosphere from their classmates with a round of applause or other forms of appreciation is conducive to developing such an atmosphere.*

**Tip 2:** *Humorous and generally successful captions can be presented on the notice board. Pupils can photocopy the relevant section of the book and pin it up on the board.*

- If there is time, pupils play a noughts and crosses game as a class – as described below. If there isn't enough time, pupils can go straight to playing the game in pairs – perhaps after they complete their Activity Book tasks.

The grid below can be drawn on the board or projected on the screen. Pupils are divided into two teams. One team is noughts (O) and the other crosses (X). Pupils from each team take turns to choose a square and then make a sentence using must or mustn't. If the sentence is correct, the team gets the square. The winning team is the one which first forms a line either diagonally, vertically or horizontally.

brush your teeth	talk to strangers	drink alcohol
eat fruit and vegetables	do your homework	play football in the street
write on walls	come to school late	be quiet in class

- Pupils work with activities 1 - 4 in their Activity Books.
- Extension activities for pupils:
  - playing the noughts and crosses game in pairs
  - making a wordsearch puzzle or crossword puzzle with verbs in the past tense. They can use the puzzle in Unit 4 (activity 6 in their Activity Book) to get ideas on how they can write clues

	<p>for a crossword puzzle. The puzzles can be done in their exercise books or online with the help of tools such as puzzlemaker.com</p> <ul style="list-style-type: none"> <li>- doing relevant interactive activities found at <a href="http://www.schools.ac.cy">www.schools.ac.cy</a> e.g. playing the hangman game or pelmanism and matching games about verbs in the past tense and possessive pronouns:  <a href="http://www.quia.com/jg/2733866.html">http://www.quia.com/jg/2733866.html</a>  <a href="http://www.quia.com/jg/2733865.html">http://www.quia.com/jg/2733865.html</a>  <a href="http://www.quia.com/cm/619782.html">http://www.quia.com/cm/619782.html</a></li> </ul>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Evaluation takes place through: <ul style="list-style-type: none"> <li>- observation of the pupils and their responses to the tasks carried out. Teachers should note down their observations as soon as possible after class.</li> <li>- individual learning chats with pupils during their written work. The teacher can ask pupils how they feel about their progress, if they have specific difficulties they would need help with. S/he can also ask specific questions to check learning (e.g. check verb formation, understanding of vocabulary) or carry out an activity with the pupil to see how the pupil performs (e.g. play a noughts and crosses together, etc.).</li> </ul> </li> </ul>
<b>PROJECT</b>	<ul style="list-style-type: none"> <li>• Caption contest. The teacher can give out the handout below (see photocopiable materials). Pupils who would like to participate can bring their completed handout back over the next two weeks. Completed handouts can be placed on the notice board. Once the deadline has passed the pupils along with the teacher can decide on the winning entries (e.g. 1<sup>st</sup> prize, 2<sup>nd</sup> prize, commendation).</li> </ul>

Photocopiable materials: Find your partner

a bookshop	It's a place where we can buy books.	an astronaut
a toy shop	It's a place where we can buy toys.	It's someone that can travel to space.
a library	It's a place where we can read books.	a nurse
a church	It's a place where we can pray.	It's someone that can look after people.
a park	It's a place where we can play.	a secretary
a zoo	It's a place where we can see animals.	It's someone that can organise your day.
a museum	It's a place where we can see ancient things.	a cook
a vet	It's someone that can look after animals.	It's someone that can cook nice meals.
an architect	It's someone that can design houses.	a fashion designer
a photographer	It's someone that can take photos.	It's someone that can design clothes
a pen	It's something that we use to write.	a hat
a car	It's something that we use to go to school.	It's something that we wear on our heads.

