

<b>REVIEW 2</b>	
<b>OBJECTIVES</b>	
<b>Language objectives</b>	<p>Pupils should review:</p> <ul style="list-style-type: none"> <li>• talking about past events (regular and irregular verbs taught)</li> <li>• defining a place using “where” clauses</li> <li>• defining people and objects using “that” clauses</li> <li>• describing a place in the past and present (there is / was /wasn’t – there are / were / weren’t - places in a town/ village – landscapes)</li> <li>• describing actions (adverbs of manner)</li> <li>• numbers and ordinals</li> </ul>
<b>Materials</b>	mini-whiteboards, soft ball
<b>Time</b>	2 X 40 minutes
<b>PROCEDURE</b>	
	<ul style="list-style-type: none"> <li>• Pupils sing one of their favourite songs. Pupils that have prepared a presentation about their favourite musician/s and their favourite song as part of the ongoing project ‘My favourite music’, give their short presentation for the class.</li> <li>• Pupils that have completed various projects present to the class. If pupils are working on projects, the teacher discusses progress and can allocate some time for completion or development of projects.</li> <li>• The teacher tells pupils that they will play vocabulary games and that they first need to revise their vocabulary. S/he allows pupils a few minutes to revise vocabulary on places and ways of transport (Unit 7) as well as places in a town/village, numbers and ordinals, adverbs (Unit 6) and irregular past simple verbs. Pupils can use their picture dictionaries to revise, ‘listen, look and learn’ activities in their Pupil’s Books, vocabulary lists prepared by the teacher or other compilations of taught vocabulary.</li> <li>• Ball game 1: The teacher says a verb in the present simple and throws the ball to a pupil. The pupil then gives the past simple of that verb and throws the ball back to the teacher. Both regular and irregular verbs are used in the game.</li> </ul>

- Ball game 2: The ball game is played in the same way as above but this time the teacher calls out adjectives and the pupils form adverbs, e.g.:

Teacher: soft (throws the ball to a pupil)

Pupil who catches the ball: softly

Teacher: slow (throws the ball to another pupil)

Pupils who catches the ball: slowly

etc.

- Pupils are divided into groups of five or six and play a memory game using places in a town/village. The first pupil begins by making a sentence with ‘Yesterday I went to town and I went to .....’ e.g. ‘Yesterday I went to town and I went to the cinema.’ Then each pupil in the group takes a turn to say the sentence and add another place to it. This means each pupil needs to remember what the previous pupils said and add one more place, e.g.:

Yesterday I went to town and I went to the cinema.

Yesterday I went to town and I went to the cinema and the pet shop.

Yesterday I went to town and I went to the cinema, the pet shop and the swimming pool.

etc.

**Tip 1:** *The teacher helps one group carry the task out and model the game for the class. The rest of the class can then play the game with one of the members of the first group allocated to each of the other groups to ask as ‘monitor’ and give one point for each pupil that remembered everything and made his/her sentence correctly.*

**Tip 2:** *Encourage the groups to organise themselves using their members as best as they can. Strongest pupils, for example, can be placed last since they will have to remember everything said.*

- Pupils work in pairs using their mini-whiteboards. The teacher gives various number problems. Pupils listen and then write the right answer on their whiteboards. They then lift their whiteboards to share the answer before the teacher writes it on the board. Pupils can write only the number and not the number word. Sample problems are:

*A space rocket flies at 100 000 miles per minute. How many miles does it fly in 6 minutes?*

*A race car costs 250 000 euro. I only have 70 thousand euro. How much more do I need?*

*A garden has 250 tulips. 120 tulips are red and the rest are yellow. How many are the yellow tulips?*

*Four orange trees have 400 oranges. Two pear trees have 165 pear trees. How many fruits are there on the trees?*

*In my village there are 6000 people. There are 2800 women and 2600 men. How many children are there in the village?*

- Pupils look at the first picture in their Pupil's Book and discuss it, e.g. Where do they think it is? (Which country? Which town?). They then try to identify the year/time period illustrated in the drawing.

Note: The print illustrates Nicosia (Church of St Sophia) in 1879.

- Pupils close their books and work in pairs to write on their mini-whiteboards as many things as they remember from the painting in 1 minute. Once the time is up, pupils report what they wrote using 'There was / were ...' (There were horses in the picture).
- Pupils open their books again and compare Nicosia in 1879 with Nicosia today. The teacher draws two columns on the board with the headings 'Nicosia in 1879' and 'Nicosia today'. S/he adds what the pupils mention in the right column, e.g.

<i>Nicosia in 1879</i>	<i>Nicosia today</i>
<i>There were camels in Nicosia in 1879.</i>	<i>There aren't any camels in Nicosia today.</i>
<i>There were horses in Nicosia in 1879.</i>	<i>There aren't any horses in Nicosia today.</i>
<i>There weren't any cars in Nicosia in 1879.</i>	<i>There are many cars in Nicosia today.</i>
<i>There weren't any swimming pools in Nicosia in 1879.</i>	<i>There are swimming pools in Nicosia today.</i>

- If there is time, pupils work with the second picture. They first discuss the picture and make guesses about what it is, where it is (country, town) and when the photo was taken. They then make comparisons between their school and classroom and the school

	<p>and classroom in the picture.</p> <p><u>Note:</u> The photo shows a school in New York in 1890.</p> <ul style="list-style-type: none"> <li>• Pupils do activities 1 and 2 in their Activity Books.</li> <li>• Extension activities for pupils: <ul style="list-style-type: none"> <li>- making a poster about their town/village 100 years ago and their town/village today. Pupils can start working in their exercise books writing the comparisons and once their work is checked by the teacher, it can be transferred on an A3 card where they can also add pictures from the past and present, if available (see project below).</li> <li>- making a wordsearch puzzle or crossword puzzle with either irregular verbs in the past tense, or words about places and landscapes. Pupils can make the puzzles in their exercise books or online with the help of tools such as puzzlemaker.com</li> <li>- writing key words on the Word Wall</li> <li>- updating their portfolio</li> <li>- updating their picture dictionary</li> </ul> </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.</li> </ul> </li> </ul>
<b>PROJECT</b>	<ul style="list-style-type: none"> <li>• Pupils work on a project about their town / village in the past and their town/village now. Pupils make a poster illustrating the differences.</li> <li>• If the pupils' school is an old one and past photos are available, pupils can work on a project comparing their school then and now.</li> </ul>

## LESSON 2

	<ul style="list-style-type: none"><li>• Pupils present on any pending or ongoing projects (e.g. favourite music project).</li><li>• The teacher uses PowerPoint presentation (<a href="http://www.schools.ac.cy">www.schools.ac.cy</a> – Review 2), shows the first slide and asks pupils if they know what a time capsule is. Pupils share their ideas and/or guesses and the teacher clarifies that it is a box, or other container, where people place artefacts which will give the people of the future an indication of life at the time when the time capsule was prepared. (For more information on time capsules visit <a href="https://en.wikipedia.org/wiki/Time_capsule">https://en.wikipedia.org/wiki/Time_capsule</a> ). The teacher proceeds with the PowerPoint presentation to show examples of time capsules.</li><li>• The teacher asks pupils if they would like to prepare a time capsule for the future people of Cyprus. Pupils share ideas about where the time capsule could be placed and what could be placed in the time capsule.  Pupils in pairs, groups or individually complete activity 3 in their Activity Book. If there is great interest in the idea, pupils can later create a time capsule (see project below).</li><li>• The teacher says that a person in the future (Jamie’s great-grandson from 2099) found a time capsule. Pupils can share a few ideas about what the world might be like in 2099 (I think people will .... ). The teacher says s/he thinks everything is done by robots in 2099. There are robot pets, robot doctors, robot teachers. There are also no books. The teacher explains that Jamie’s great-grandson opened the time capsule and found old exercise books, dictionaries and puzzles and is trying to understand his great grandfather’s life.  Pupils do activities 4, 5, 6, 7 and 8.</li><li>• The teacher draws the pupils’ attention to the time capsule in activity 9. S/he tells pupils that this time capsule was found but we don’t know whose it is. S/he says that there is information about four famous people that can help us (Beethoven, Pocahontas, Mozart and Marie Curie). Pupils quickly read through the texts, complete the questions and find out who the time capsule belongs to (Beethoven).</li></ul>
--	--

	<ul style="list-style-type: none"> <li>• If there is time, pupils read and discuss the texts about the famous people.</li> </ul> <p>They can then work in pairs and prepare one or two questions, based on the texts they read. After they complete their questions books are closed and pairs then take turns to ask their questions to other pupils in the class.</p> <p><i>Alternatively</i>, pupils write the questions on a piece of paper. The teacher then collects all the questions and hands them out to different pairs who then answer the questions. The teacher collects the answers again and hands them out to other pupils who check the answers and questions are correct. Pupils can also take turns to read the questions and answers for the class to decide if they are correct or not.</p> <p><b>Tip 1:</b> <i>For this type of activity it is important that time limits are given to pupils. For each part of the activity there should be a time limit e.g. 2 minutes and then pupils move to the next stage.</i></p> <p><b>Tip 2:</b> <i>In large classes, you can save time by asking pupils to pass their paper to the pair next to them so you don't have to collect and redistribute the papers.</i></p> <ul style="list-style-type: none"> <li>• Extension activities for pupils: <ul style="list-style-type: none"> <li>- working on pending projects or one of the projects below</li> <li>- making a wordsearch puzzle or crossword puzzle with either irregular verbs in the past tense, or words about places and landscapes. Pupils can make the puzzles in their exercise books or online with the help of tools such as puzzlemaker.com</li> <li>- writing key words on the Word Wall</li> <li>- updating their portfolio</li> <li>- updating their picture dictionary</li> </ul> </li> </ul>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Evaluation takes place through observation of the pupils – mainly of how they respond to their written tasks. The teacher has learning chats with pupils while they are working and discusses progress and/or asks various questions to check their understanding of the target objectives.</li> </ul>
<b>PROJECT</b>	<p><u>Option 1:</u></p> <ul style="list-style-type: none"> <li>• Making a time capsule: The class works together to create a time capsule. The process can include the following stages:</li> </ul>

	<ul style="list-style-type: none"><li>- Deciding on what should be included in the time capsule and dividing the work between the class (e.g. some collect photographs and add explanations for each photo, some work to write letters to the people of the future, some collect small items and write descriptions about what they are (e.g. a USB disk, a Blu-ray disk), etc..</li><li>- Deciding on the container that will act as a time capsule ( a box, a big jar, a bottle?)</li><li>- Deciding on the area where the time capsule will be placed (school yard, school entrance, gym, village square)</li><li>- Preparing a note/sign about the time capsule to be placed at the location of the time capsule</li><li>- Preparing a simple event to mark the dedication of the time capsule (this can be done at an assembly). Photos can be taken and announcements can be included on the school website, in the school newsletter, etc.</li></ul> <p><i>Option 2:</i></p> <ul style="list-style-type: none"><li>• Pupils can choose to write a short paragraph – in the style of the texts in activity 9 – about a famous person they are interested in. Pupils from other cultural backgrounds can choose famous people from their heritage to write about and present to the class.</li></ul>
--	---