

## UNIT 1

<b>OBJECTIVES</b>	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• ask and answer questions about general personal information (name, age, hobbies, family, likes/dislikes)</li> <li>• describe people's appearance and personality</li> <li>• use ordinal numbers from one to ten (first - tenth)</li> <li>• expressing necessity or prohibition (must / mustn't)</li> </ul>
<i>Intercultural aspect:</i>	<p>Pupils should become aware of:</p> <ul style="list-style-type: none"> <li>• the many languages spoken around the world</li> <li>• the international use of English as a lingua franca</li> </ul>
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• use a K W L chart</li> <li>• ask for help using expressions such as 'How can I spell...?', 'How do you say .....?' 'Can you help me, please?', etc.</li> <li>• co-operate with peers</li> </ul>
<b>NEW LANGUAGE</b>	
<i>Production</i>	<p>must / mustn't ordinal numbers up to 10 Appearance-related vocabulary: beard, moustache, blonde, ginger, curly hair, straight hair, bald, medium height Sports and hobbies: handball, hockey, ice-skating, skiing, surfing, kayaking, hiking, camping , table-tennis, horse riding Other vocabulary: man, woman, rules</p>
<i>Comprehension</i>	<p>ancient, travel, virtual, fictional, real. visit</p>
<b>RECYCLED LANGUAGE</b>	<p>Adjectives describing appearance (tall, short, thin, fat, long, beautiful, cute, strong) Adjectives describing personality (polite, rude, friendly, clever, cute, selfish, bad, lonely, nice) Clothes (shirt, skirt, dress, trousers, t-shirt, boots, shorts, socks, shoes, trainers, jacket, tracksuit, swim suit, hat, tie, glasses, sunglasses, slippers, coat, pyjamas, sandals, raincoat) should/shouldn't Colours numbers up to 1000 countries and nationalities parts of the face (eyes, nose, ears, mouth) sports and hobbies (football, basketball, tennis, volleyball, music, TV, films, books, cooking, dancing, swimming) present simple and adverbs of frequency (always, never, usually, sometimes)</p>

	‘How do you say .....?’ , ‘Can you help me, please?’ , ‘How do you spell .....?’ I’d like to .....
<b>MATERIALS</b>	mini-whiteboards, K W L chart, post-its or small pieces of paper, Audio CD for Year 6, photocopyable materials, PowerPoint presentations from <a href="http://www.schools.ac.cy">www.schools.ac.cy</a> , storybooks from previous years, word labels with ordinal numbers, strips of paper
<b>TIME</b>	5 x 40 minutes

## LESSON 1

<b>PROCEDURE</b>	
<b>GETTING TO KNOW EACH OTHER</b>	<ul style="list-style-type: none"> <li>The teacher greets the pupils and explains s/he will be their English teacher. S/he encourages pupils to ask questions so that they find out a few things about her/him (e.g. name, where s/he is from / where s/he lives / pets/ likes/ etc.).</li> <li>Pupils sit in a circle and introduce themselves. They take turns to say their names as well as one thing about themselves. e.g.:  I’m Irene. I like chocolates. I’m Sophie. I can speak German. I’m Claire. I’ve got a dog.</li> </ul> <p><b>Tip:</b> <i>After you explain the activity to the pupils, have them brainstorm examples of what could be said and write some examples on the board. This will also give them some time to think and prepare what they are going to say when they introduce themselves.</i></p> <ul style="list-style-type: none"> <li>The teacher throws the ball to a pupil and says his/her name and the information shared earlier (e.g. She is Irene. She likes chocolates). The pupil who gets the ball throws it to another pupil and does the same, and so forth (e.g. ‘He is Yiannos. He likes dogs.’ and throws the ball to Yiannos.)</li> </ul> <p>If there are pupils that don’t remember things about their classmates, they just say the name of the pupil and throw</p>

	<p>the ball to them. The particular pupil then gets the ball and repeats what s/he said earlier.</p> <p>e.g.</p> <p>Irene: She is Sophie.</p> <p>Sophie: I'm Sophie. I can speak German.</p> <p>Irene: She is Sophie. She can speak German.</p> <ul style="list-style-type: none"> <li>• While pupils are sitting in a circle, they play a "BANG" game with numbers. Each pupil takes a turn to say a number. Pupils count up to one hundred and say BANG each time there is a number that can be divided by five, e.g.: one, two, three, four, BANG!, six, seven ....</li> </ul> <p><b>Tip:</b> <i>If you want to make the game more challenging, you can have the pupils count backwards, e.g. 100, 99. 98. 97. 96. BANG!, 94, 93, etc.</i></p>
<p><b>TALKING ABOUT ENGLISH</b></p>	<ul style="list-style-type: none"> <li>• Pupils go back to their seats. The teacher asks them if they like English and pupils discuss the importance of English and how they think English can be useful for them (e.g. traveling, studying, etc.). The teacher can show maps illustrating where English is spoken (e.g. <a href="http://lazarus.elte.hu/~guszlev/gb/english.htm">http://lazarus.elte.hu/~guszlev/gb/english.htm</a> / <a href="https://en.wikipedia.org/wiki/List_of_countries_by_English-speaking_population">https://en.wikipedia.org/wiki/List_of_countries_by_English-speaking_population</a> ) so that pupils can see how many countries and how many people around the world speak English. This can also be contrasted with maps showing the many different languages spoken around Europe (<a href="http://www.mappery.com/languages-of-europe-map">www.mappery.com/languages-of-europe-map</a>) and internationally, thus helping pupils conclude that English is useful as a lingua franca, as a language for international communication.</li> <li>• The teacher asks pupils what they like most about learning English and about their English lessons. Pupils can talk about their favourite song (which they can also sing). Pupils can also talk about their favourite story and the teacher can read the story for them, if they like.</li> </ul> <p><i>Note: The teacher should be aware of the songs and stories that pupils were taught in the previous years. The teacher guides available at <a href="http://www.schools.ac.cy">www.schools.ac.cy</a> include all the information that the teacher will need about pupils'</i></p>

	<p><i>previous knowledge, including the stories and songs they learnt.</i></p> <p><b>Tip 1:</b> <i>You should have a variety of storybooks with you so that you can give pupils a choice, if they would like to read a story.</i></p> <p><b>Tip 2:</b> <i>Have a selection of songs ready. If the pupils are shy, maybe you can recommend one of your favourite songs to get them involved.</i></p>
<p><b>CLOSING ACTIVITY</b></p>	<ul style="list-style-type: none"> <li>• The teacher says s/he will give them some time to find out their friends' news. S/he gives a few examples of questions they can ask their friends and writes a few on the board (e.g. Have you got a new favourite TV show? What's your favourite beach? Have you got a new pet? Have you got a new friend? What's your favourite restaurant?). Pupils can suggest more questions they would like to ask and more questions are written on the board.</li> </ul> <p>The teacher gives each pupil a piece of paper. Pupils write three questions. It could be any of the questions that are written on the board or anything else they would like to ask their friends. They then get up and move around the classroom with music playing in the background. When the music stops, pupils stop moving and they ask the person who is standing nearest to them their first question. They note down the name of the pupil that they asked and then the answer to their question. The music starts again and pupils move until the music stops. Pupils then ask their second question to another pupil who is near them. The procedure is repeated for one more time so that pupils ask all their three questions.</p> <ul style="list-style-type: none"> <li>• Pupils go back to their seats. They take turns to report one interesting thing they found out about one of their classmates.</li> </ul> <p><u>Example:</u>  Anna: Maria's favourite beach is in Protaras.  Stelios: Dimitris has got a new pet. It's a dog!</p>

<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Evaluation is ongoing and takes place throughout the lesson.</li> <li>• Pupils complete a questionnaire (see photocopiable materials) about what they like and how they prefer to learn. This information can be used during the year so that learning activities and topics or additional projects can be linked to pupils' interests and ways of learning. The questionnaire may also reveal that the pupils have not yet experienced learning through certain techniques, which means the teacher will need to guide them through how these techniques work.</li> </ul>
<b>PORTFOLIO</b>	<ul style="list-style-type: none"> <li>• The questionnaire and overall discussion on how to learn languages can be linked to the relevant section in the European Language Portfolio 'How do you learn languages best?' (p. 36 – 37) and 'Some good learning tricks' (p. 38).</li> </ul>

**Note: Ask pupils to bring a photo of themselves for the next lesson.**

## LESSON 2

<b>PROCEDURE</b>	
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>• Pupils sing a song of their choice.</li> </ul> <p><b>Tip:</b> <i>Here the teacher can encourage songs they have learnt in their English classes. Nevertheless, as they are pre-teens they most probably have developed an interest in popular music. You can include songs that they like, provided the lyrics do not include inappropriate language or deal with issues inappropriate to the pupils' age.</i></p> <ul style="list-style-type: none"> <li>• Pupils use their mini-whiteboards and work in pairs. The teacher calls out various numbers from 1- 1000 and pupils write the number (<i>not</i> the number word) on their whiteboards. They then lift the whiteboards up for the teacher to check before s/he reveals the answer on the board.</li> <li>• Pupils play a Bingo! game with numbers. (activity 7,</li> </ul>

	<p>Pupil's Book). Pupils first take turns to read the numbers. They then cross out any 4 numbers they like (one from each row). The teacher calls out numbers and pupils cross them out. The winner is the first pupil who has all of his/her circled numbers crossed out. If there is time, the game can continue until a pupil first crosses out all the numbers on the Bingo! card or all the numbers on a single row (horizontally or diagonally).</p>
<p><b>PRESENTATION</b></p>	<ul style="list-style-type: none"> <li>• The teacher tells pupils today they are going to work on describing people. Pupils are divided into groups of four and each group gets a piece of paper or large post-it note. The teacher tells them they have one minute to write down vocabulary they already know about describing people. When time is up, a representative from each group sticks the paper under 'K' on a K W L chart the teacher has prepared. The teacher reminds pupils what K W L stands for (K – what we know / W – what we want to know / L - what we learnt).</li> </ul> <p><b>Tip:</b> <i>Remember to use a timer to keep the pupils focused and on time. You can use electronic timers such as <a href="http://www.online-stopwatch.com/bomb-countdown/full-screen">http://www.online-stopwatch.com/bomb-countdown/full-screen</a> or other timers which can bring a bit of fun to the classroom.</i></p> <ul style="list-style-type: none"> <li>• Pupils are then given another post-it note and work again in their groups to decide on three new vocabulary items they would like to learn about describing people. These three words are written in Greek on their post-it notes and then placed under W (what I want to know). The teacher acknowledges what pupils want to know and says they will try to learn all these things by the end of the Unit.</li> <li>• Pupils work in pairs using their mini-whiteboards. The teacher shows slides from PowerPoint Presentation 1 and asks pupils to try and find out which person s/he will describe. S/he describes a person shown in a slide and pupils identify the person and write on their mini-whiteboards who the person is. They then lift up their whiteboards and share their answers before the teacher reveals it.</li> </ul> <p><u>Example:</u> He is tall and thin. He's got short brown hair. He is</p>

	<p>wearing glasses and a scarf. Who is it?</p> <p>During the presentation the teacher gets the opportunity to introduce new vocabulary (e.g. moustache, beard, curly hair, straight hair, bald, blond, medium height, etc.). The teacher can use gestures and simple illustrations on the board to show the pupils what the words mean. S/he also writes the words on the board.</p> <ul style="list-style-type: none"> <li>• Pupils do activity 3 in their Pupil's Books (Listen, Look and Learn).</li> <li>• The teacher creates a mind map on the board and pupils brainstorm on what are important things to talk about when describing people's appearance e.g. eyes, hair, height. Pupils then brainstorm vocabulary they know for each category.</li> </ul>
<p><b>PRACTICE</b></p>	<ul style="list-style-type: none"> <li>• The teacher returns to the PowerPoint Presentation but this time s/he chooses a person and pupils ask questions to find who the person is. The teacher answers only with 'YES' or 'NO'. Sample questions can be shown on the board in order to help pupils (e.g. Has s/he got a ...? / Is he .....? / Has he got ... hair?, etc.).</li> </ul> <p><u>Example:</u>  Pupils: Is it a man?  Teacher: Yes.  Pupils: Is he tall?  Teacher: No.  Pupils: Has he got curly hair?  Teacher: Yes.  Pupils: Is it number 3?  Teacher: Yes.</p> <p>Volunteer pupils can then choose other people on the slides and lead the activity asking the rest of the class to find out who they have in mind.</p> <p><b>Tip:</b> <i>If the presentation is projected on the board (not on a screen) or on an interactive board pupils can come out and cross out the people who are eliminated each time a question is answered. For example, if it's a man, they can cross out all</i></p>

women, etc. This will make the game easier and more fun.

**PRESENTATION**

- The teacher returns to the mind map on the board and asks pupils what they think is missing from the mind map if we want to have a good description of a person. Pupils' attention is drawn to the fact that we can also describe peoples' personalities and talk about their character or things they like doing. New categories are included on the map (personality and hobbies) and pupils brainstorm vocabulary to add to the mind map.
- Pupils do activity 4, in their Pupil's Book (listen look and learn) and add new words to the mind map.

**PRODUCTION**

- The teacher tells pupils they are going to make a poster about themselves. S/he shows a sample poster (PowerPoint presentation 2) or creates one for him/herself on the board, walking the pupils through the stages for the poster which should include appearance, personality as well as hobbies and interests.



- Pupils create their own posters about themselves. Pupils are encouraged to ask for help, if they need to and are reminded of key phrases such as 'How do you say .....?', 'Can you help me, please?', 'How do you spell .....?', etc. They can add a photo or drawing of themselves in the middle of the poster.



	<p><b>Tip:</b> <i>This is a good time to remind pupils of the usefulness of these phrases and to explain that you will insist they use them in class. Place these phrases on cards in a visible area in the classroom so that pupils can always access them.</i></p> <ul style="list-style-type: none"> <li>• Pupils who complete their posters, place them in designated areas around the classroom and work in their Activity Books (see below).</li> <li>• The teacher places blank papers under each poster. Once all the posters are up, pupils walk around to read each other's posters and write something nice about each pupil on the paper under their posters (e.g. good singer, good pupil, good friend, very nice, very friendly, kind, etc.).</li> <li>• <i>Alternatively</i>, the activity could be turned into a game. Pupils could create posters about themselves but not add a photo or a drawing, yet. Posters are placed around the classroom and pupils visit them and try to guess who the posters belong to is. Pupils write their guesses on a piece of paper placed under each poster.</li> </ul> <p><b>Tip:</b> <i>If there is no time to complete the second part of the activity, the posters can remain on the wall/notice board and the activity can be completed in the following lesson.</i></p> <ul style="list-style-type: none"> <li>• Pupils work in their Activity Book on activities 1 and 2.</li> <li>• Extension activity for pupils:  Pupils work on their picture dictionaries. They either create or update an entry on 'Describing People'. They can have three sections: appearance / personality / hobbies and interests.</li> </ul>
<p><b>EVALUATION</b></p>	<ul style="list-style-type: none"> <li>• The teacher has individual learning conversations with pupils while they are working on their posters and their picture dictionaries. Teacher questions should focus on how pupils feel in the English classroom, if they are comfortable, etc. Questions can also check understanding of key vocabulary, e.g. What does bald mean? Do you know anyone with ginger hair?, etc.</li> </ul>

<b>PORTFOLIO</b>	<ul style="list-style-type: none"> <li>• Pupils can include their poster in their portfolio and include a note/reflection about it, e.g. ‘I can make a poster about myself.’. ‘I can use many words to describe myself.’.</li> </ul>
------------------	--

### LESSON 3

<b>PROCEDURE</b>	
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>• Pupils begin the lesson with their favourite song or a tongue twister competition using tongue twisters learnt in the previous year (‘She sells sea shells’, ‘Peter Piper’, etc.).</li> <li>• If the second part of the poster activity was not completed during the previous lesson, the teacher allows some time for pupils to go round the classroom and read their classmates’ posters. They guess whose each poster is and/or add something nice about the person who created the poster, as this was described in the previous lesson.</li> <li>• The teacher asks pupils if they remember the characters of their Year 5 book (‘The Magic Box’ – Year 5). The teacher can use PowerPoint presentation 3 / coursebook characters (<a href="http://www.schools.ac.cy">www.schools.ac.cy</a>) to remind the pupils of the characters. The teacher makes statements about the characters and pupils identify which character s/he is referring to.   <u>Example:</u>  Teacher: He has short black hair. Who is he?  Pupils: He’s Minas.  Teacher: He wears glasses. Who is he?  Pupils: He’s Jamie.</li> </ul>
<b>PRACTICE</b>	<ul style="list-style-type: none"> <li>• The teacher tells pupils that the coursebook characters have got new teachers this year and they are getting to know their new class teacher using a game where they can ask their teacher four questions. Pupils predict what four questions the characters are going to ask their teacher and they write at least two predictions on their mini-whiteboards.</li> </ul>

- Pupils listen to the text (activity 1) and check their answers.
- Pupils open their Pupil's Book and listen to the text again while following in their books.
- Pupils do activity 2 in their Pupil's Book. The teacher can ask more comprehension questions and briefly clarifies what 'class rules' and 'must/mustn't' mean (they will be dealt with in more detail in later lessons).
- Pupils practice reading the dialogue in pairs where one pupil is the teacher and the other pupil takes the role of all the children. Pupils try to read 'in role' using the right expression and intonation. The teacher monitors the activity and offers feedback.
- The teacher says there are more teachers at Jamie's school and writes their names on the board (Mrs Patel, Mr Bacon, Mr Kent, Mrs Kyriacou). Pupils do activity 5 in the Pupil's Book. They read the texts silently and individually and match the teachers with their descriptions.
- After pupils identify who is who in activity 5, the teacher makes various statements based on the texts and pupils identify which teacher s/he is referring to. Volunteer pupils can also make statements for the class to guess.
- Pupils do listening activity 5b in their Pupil's Book. The transcript is as follows:

Transcript

*Jamie: Here we are again. Another school year but this year we are in year 6! I'm so happy to see all our friends again. Hey! We've got a new English teacher this year. She is great. She is tall and thin. She's got short black hair and brown eyes. I really like her. She likes camping and she comes from India.*

*Minas: The music teacher is very nice, too. She is very tall. She's got long, curly, blonde hair and freckles. She is very friendly.*

	<p><i>Chloe: What about the maths teacher? He is very interesting. He's bald and he's got a big moustache. He's short and he is very funny!</i></p>
<b>PRODUCTION</b>	<ul style="list-style-type: none"> <li>• The teacher says there are also new pupils at Jamie's school. S/he asks pupils what they would like to find out about a new pupil who arrives at their school from another country. S/he writes on the board questions the pupils suggest. A list of information they might want to find out about the pupil is also formed on the board, e.g. name/ surname/ brothers-sisters/ pets/ favourite school subject / favourite hobby / live in .. / come from.../ wants to be a ..</li> </ul> <p>A volunteer pupil comes to the front of the class and takes on the role of a new pupil. The volunteer gets a card saying who s/he is (see photocopiable materials) and the rest of the class ask questions to find out more about the 'new' pupil. If the pupils ask a question for which the answer is not included in the text, the pupil can either make up an answer or answer with an 'I don't know' or 'I'm not sure'.</p> <p>Another volunteer takes on a card and pupils play the game again.</p> <ul style="list-style-type: none"> <li>• All the pupils are given a card (photocopiable materials) and the above game is played in pairs. Each pupil needs to find at least 3 pieces of information about their partner / 'new' pupil and write these in their exercise book. The teacher monitors the activity and later offers feedback to the class.</li> <li>• Pupils do activities 3, 4, 5 and 6 in the Activity Book.</li> </ul>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Evaluation is ongoing and takes place throughout the lesson with the teacher observing pupils during the various tasks. Teachers note down their observations soon after the lesson.</li> <li>• During the written activities the teacher monitors pupils, offers individual feedback and carries out individual learning chats with pupils.</li> </ul>

<b>PORTFOLIO</b>	<ul style="list-style-type: none"> <li>• Pupils can reflect on their progress on A2 writing, target 3 (‘Μπορώ να γράψω για τον εαυτό μου ή για κάποιον που ξέρω καλά.’) and include the paragraph about their teacher as evidence.</li> </ul>
------------------	---

## LESSON 4

<b>PROCEDURE</b>	
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>• Pupils work in pairs using their mini-whiteboards and play ‘Two truths and a tale’. The teacher writes on the board 3 statements about him/her. Two of them should be true and the third one should be false e.g.: <ul style="list-style-type: none"> <li>A. I’ve got a horse.</li> <li>B. I usually go to bed at midnight.</li> <li>C. My favourite colour is black.</li> </ul> <p>Pupils discuss in pairs to decide which they think is the false statement and write their answer on their whiteboards. They lift their whiteboards up to share their answers.</p> </li> <li>• Pupils justify their decision by using phrases such as ‘I think ..... because.....’ ‘I agree / I don’t agree with ..... because .....’ e.g.: <p>Pupil A: I think C is wrong because you never wear black.  Teacher: Mmmm, ok. Does everyone agree? Any other ideas?  Pupil: I agree with Maria.  etc.</p> </li> <li>• Pupils write in their exercise books two truths and a tale about them. Volunteer pupils read their sentences to the class and pupils have to decide which sentence is a ‘tale’ (wrong) and, if possible, explain why. <p>After two or three pupils play the game with the whole class, pupils can continue to play the game in pairs, if there is time.</p> </li> </ul>

**PRACTICE**

- The teacher tells pupils to imagine that a famous person is visiting their class. This person could be real or fictional. Pupils say who they would like to visit their class and the teacher gives each pair a small piece of paper to write down who their preferred guest would be (e.g. superman, the hulk, the president of Cyprus, etc.). The teacher collects the cards and puts them on the teacher’s desk.

A volunteer pupil comes out and picks a card. S/he then takes on the role of the character on the card s/he picked and needs to answer any questions asked by the pupils while staying ‘in character’. S/he can, however, only answer with a ‘yes’ or ‘no’. Pupils are allowed about 10 questions to discover who the mystery guest is.

Pupils can ask about appearance, gender, hobbies, profession, etc. Some sample questions are:

- Are you a man or a woman?
- Are you a real person or a fictional character?
- Have you got black hair?
- Have you got green eyes?
- Are you a singer?
- Are you an actor?
- Are you a superhero?
- Can you fly?
- etc.

After a few pupils become ‘mystery guests’, the game can continue in pairs or groups, if there is time. Pupils take turns to choose a person and their partner or group members ask questions to find out who they are.

**PRESENTATION**

- Pupils practice reading the text (activity 1) with their pairs. The teacher monitors the activity and listens in while the pupils are reading.
- The teacher draws pupils’ attention to the class rules referred to by the teacher in activity 1 and asks pupils what these rules could be. S/he also draws attention to ‘what pupils must or mustn’t do’ and asks pupils if they

	<p>remember what ‘must’ and ‘mustn’t’ means. If pupils do not provide any answers, the teacher can write a rule on the board to encourage discussion and clarification of the meaning of ‘must’ and ‘mustn’t’, e.g.:</p> <p>Teacher: What about this rule? ‘We must bring our books to school.’ Is it a good rule or not? What do you think?</p> <ul style="list-style-type: none"> <li>• Pupils work in pairs or groups to write at least two class rules on their mini-whiteboards.</li> <li>• Pupils look at activity 6 in their Pupil’s Book and check to see if they wrote any class rules which are also included in Jamie’s class rules.</li> <li>• Pupils discuss the rules in activity 6. Possible questions are: Which do you think is the most important rule and why? What do you think about rule number 5? Do you agree with it?</li> </ul> <p>During the discussion the teacher finds opportunities to help pupils distinguish between must and should. S/he explains to the pupils that “should” is mostly used to offer advice whereas “must” is used to say that something is compulsory (must) or prohibited (mustn’t).</p>
<p><b>PRODUCTION</b></p>	<ul style="list-style-type: none"> <li>• Pupils work in groups to suggest class rules for their class. The teacher sets a time limit (e.g. 4 minutes) and once this is over, pupils share their ideas with the rest of the class. Each group presents one idea (one rule) and if the class agrees, this is written on the board. Then another group suggests an idea (another rule) which is again discussed and if the class agrees it is written on the board. Groups take turns to suggest ideas until all their ideas have been shared.</li> </ul> <p>If there are many ideas on the board, the teacher encourages pupils to vote and/or choose the most important ones so that they have a maximum of ten.</p> <p>Once the rules are agreed on, volunteer pupils can copy them in their exercise books so as to later prepare class posters to put up on the wall or notice board.</p>

	<ul style="list-style-type: none"> <li>Pupils continue with activities 7 and 10 in the Activity Book.</li> </ul>									
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>Pupils play a noughts and crosses game. The teacher draws a table on the board with key words related to class rules. Pupils are divided into two groups; one is noughts (0s) and the other is crosses (Xs). The groups take turns to send a pupil to choose a square and make a sentence with must or mustn't. If the pupil makes a correct sentence, the group gets the square. The winning team is the one which completes a line (horizontal, vertical or diagonal) first.</li> </ul> <p>The grid could look like this:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>be polite to classmates</td> <td>do our homework</td> <td>write on the desks</td> </tr> <tr> <td>bring our books</td> <td>keep our classroom clean</td> <td>come to school late</td> </tr> <tr> <td>listen to the teacher</td> <td>run in the classroom</td> <td>eat in the classroom</td> </tr> </table> <p>If there is time, pupils can also play this game in pairs using the grid on the board and completing the 0s and Xs on their mini-whiteboards.</p>	be polite to classmates	do our homework	write on the desks	bring our books	keep our classroom clean	come to school late	listen to the teacher	run in the classroom	eat in the classroom
be polite to classmates	do our homework	write on the desks								
bring our books	keep our classroom clean	come to school late								
listen to the teacher	run in the classroom	eat in the classroom								

## LESSON 5

<b>PROCEDURE</b>	
<b>REVIEW / PRESENTATION</b>	<ul style="list-style-type: none"> <li>Volunteer pupils who have prepared posters of the class rules present them to the class. Otherwise, the teacher should have a poster with the class rules which can be used to be displayed in class or include them in a PowerPoint presentation to be displayed for discussion.</li> <li>The teacher nominates pupils to read the rules asking them to read different ones, using ordinal numbers, e.g.:  Who can read the first rule? Ok What does it mean? What does the second rule, say? Who can read it?</li> </ul>



	<p>The teacher can use hand signals to explain the meaning of the ordinals and at the same time write the ordinal numbers s/he uses on the board.</p> <ul style="list-style-type: none"> <li>Once all the ordinal numbers from 1 – 10 are written on the board, the pupils repeat them in chorus.</li> </ul>
<p><b>PRACTICE</b></p>	<ul style="list-style-type: none"> <li>Pupils close their eyes. The teacher places word cards with the ordinal numbers around the classroom. Pupils open their eyes and 5 volunteers come out. The teacher calls out five ordinals in random order (e.g. second, fifth, seventh, first, third) and the pupils look around the classroom to find the right card. Each pupil that finds a card picks it up and then the pupils line up according to the order of the word cards they are holding.</li> </ul> <p>The five pupils sit down and the teacher then calls five more pupils and continues with the other five ordinals in the same way.</p> <ul style="list-style-type: none"> <li>When the second group of pupils sit down, all the pupils that have a word card, pass it on to someone else and the ten new pupils who have a word card come to the front of the class and line up in the right order according to the ordinal number on their card. When the pupils have lined up, the rest of the class read aloud the ordinal numbers on the word labels the pupils are holding and check whether the ten pupils lined up in the right order.</li> <li>If there is time, pupils work in pairs using their mini-whiteboards. The teacher poses questions and each pair writes the answer on the whiteboard and lifts it up. Sample questions are:  Which is the first month of the year?  Which is the tenth month of the year?  Which is the fifth day of the week?  What is the fourth letter in my name?  What is the sixth letter in the word Monday?  etc.</li> </ul>

## PRODUCTION

- The teacher tells pupils that there is a secret about the magic box. S/he asks them what they think the secret could be. After listening to a few ideas, the teacher can give a sentence starter (e.g. The magic box can .....) and wait for more ideas.
- Pupils do listening activity 9 to find out what the magic box can do. The transcript is as follows:

Transcript:

*Jamie: I would really like to go to Athens and see the Acropolis.*

*Minas: Let's go then. Let me get the magic box.*

*Chloe: Where are we? Oh, we are in Athens. This is the Acropolis. But something's strange. People are wearing strange clothes...*

*Jamie: Oh no! We are not in Athens. We are in Ancient Athens, thousands of years ago. Wow! That's great! The magic box can travel in time?*

*Minas: Wow! That's really exciting. I would like to go to Egypt and see the Egyptians building the pyramids.*

*Jamie: And I would like to go to ancient Sparta and see Leonidas fighting the Persians.*

*Chloe: Can we go home please? I would really like to see my mum!*

Pupils listen to the text twice. If pupils find the answer from the first listening, further challenge can be added for the second listening with additional questions (e.g. Where do the children want to go?) or general questions (e.g. Listen and tell me what else you understand from the text.).

- Pupils say 'when' they would like to travel and/or who they would like to meet, if they had the magic box. Pupils can write their ideas on small pieces of paper and put them up on the notice board under a section which could be called 'Traveling through time' (e.g. I'd like to visit ancient Rome. I'd like to meet Einstein.).
- The teacher says that there are other types of traveling, too

	<p>and introduces pupils to ‘virtual’ travel. S/he explains that nowadays we can ‘virtually’ travel anywhere in the world through the Internet. S/he asks pupils, if they know any rules they should have in mind when they use the Internet.</p> <ul style="list-style-type: none"> <li>• Pupils work to do the quiz on Internet safety (activity, 8 – Pupil’s Book). The quiz can be done in various ways according the pupils’ abilities. It can be done individually and then answers can be shared and followed by discussion or questions can be dealt with one at a time, with the teacher reading each question and then waiting for the pupils to give their answers and discuss why (e.g. I think we mustn’t give our name and surname because it’s dangerous.) Aspects of the discussion can take place in L1, if necessary.</li> <li>• Pupils who are interested can work on creating a set of Internet rules for the class as an optional project (see also cross-curricular links below).</li> <li>• Pupils work in their Activity Books (activities 8 and 9).</li> <li>• Extension activities for pupils: <ul style="list-style-type: none"> <li>- working on their picture dictionaries, updating entries or creating a new entry on ordinal numbers</li> <li>- writing up a set of classroom rules to be displayed in class</li> <li>- updating their portfolio</li> <li>- reading a class reader</li> </ul> </li> </ul>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Pupils revisit the K W L chart. They work in groups using post-it notes and write down vocabulary they have learnt about describing people. They then stick the notes under the letter L (what I have learnt). The teacher comments on what they have learnt and asks them if they still have anything that was included under W (what I want to learn) that they haven’t learnt. This helps pending questions to be answered.</li> <li>• The teacher asks pupils what other things they learnt in this Unit (ordinals, must / mustn’t).</li> <li>• Pupils complete the self-evaluation form.</li> </ul>

**CROSS-  
CURRICULAR  
LINKS**

- Health Education (Αγωγή Υγείας): Pupils can further discuss Internet safety and come up with a set of rules they should follow. These rules can be put up in a clearly visible place in the classroom and/or turned into a form of contract signed by the pupils, the teacher and their parents.

**Photocopiable materials:**

**How do you like to learn English?**

1.	I like learning with songs.	Yes	Sometimes	No
2.	I like learning by listening to stories.	Yes	Sometimes	No
3.	I like learning when I work alone.	Yes	Sometimes	No
4.	I like learning when I work with others.	Yes	Sometimes	No
5.	I like learning when I read books and stories.	Yes	Sometimes	No
6.	I like learning when I play games.	Yes	Sometimes	No
7.	I like learning when I write in my exercise book.	Yes	Sometimes	No
8.	I like learning with my picture dictionary.	Yes	Sometimes	No
9.	I like learning when I work on the computer.	Yes	Sometimes	No
10.	I like learning when I watch videos.	Yes	Sometimes	No
11.	I like learning about _____	Yes	Sometimes	No
12.	I like learning about _____	Yes	Sometimes	No
13.		Yes	Sometimes	No
14.		Yes	Sometimes	No

**Photocopiable materials:** cards for 'new' pupils

You are George Martin. You are from Ireland. You live in a small village in Ireland. You've got one brother and one sister. You love dogs! Your favourite school subject is Maths. Every weekend you go hiking with your family. It's your favourite hobby.

You are Radmila Savic. You are from Serbia. Now, you live in Strovolos in Cyprus. You haven't got any brothers or sisters. Your mother is a nurse and your father is a doctor. You love wearing dresses and your favourite colour is yellow. Your favourite school subject is English. You love dancing, especially ballet!

You are Marie Gerarde. You are from France. Now you live in a village in Cyprus. You've got a little sister. You love cats! Your favourite school subject is Geography. Your best friend is Elena. Sometimes you go to the cinema with Elena. You love popcorn!

You are Patrick Stewart. You are from New York. You've got two brothers. Now, you live in Protaras. You love swimming and playing football. You want to be a professional football player.

You are Igor Gregoric. You are from Bulgaria but now you live in Cyprus with your mother, father and grandmother. Your best friend is Marinos. Your favourite school subject is History. You love Chinese food.

You are Lin Yin. You are from China but now you live in Cyprus. You love basketball and you play basketball every Wednesday and every Saturday. Your favourite food is pasta. You've got a cat and a rabbit.

You are Stelios Lazarou. You are from Paphos. You live with your father, your mother and your two sisters. You've got a dog and a parrot. Your favourite food is noodles. You like camping with your family every summer.

You are Marilena Menelaou. You live in Lefkara. You haven't got a sister or a brother. You love reading and listening to music. Your favourite colour is red. You want to be a teacher.