


UNIT 2

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • identify and use vocabulary about places in a town/village • define a place using “where” clauses • define people and objects using “that” clauses • follow and actively participate in the narration of a story • understand the main idea in a short written text
<i>Intercultural aspect:</i>	<p>Pupils should:</p> <ul style="list-style-type: none"> • enjoy, appreciate and interact with foreign children’s literature (“Oodles of Noodles” by Diana Hendry) • become aware of the importance of noodles in Asian culture • become familiar with famous inventors from around the world
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • make predictions • collaborate effectively with peers
NEW LANGUAGE	
<i>Production</i>	<p>Places in a town/village: church, bookshop, bank, hotel, museum, theatre Professions: cook, taxi driver, secretary, inventor, architect, builder, nurse, fashion designer, astronaut, artist, gardener, photographer, air hostess Relative clauses with ‘where’ and ‘that’ (... is a place where... / ... is something/someone that...) Other vocabulary: something, someone, place, design (v), drive, invention, invent (v), organise, oodles, noodles, vinegar, burgers</p>
<i>Comprehension</i>	<p>‘use to’ , machine, parachute, pyramid, people, magic word</p>
RECYCLED LANGUAGE	<p>Food vocabulary: e.g. chicken, peppers, onions, lunch, dinner, breakfast, tea, pasta, chips, jam, salt, pasta Professions: doctor, reporter, teacher, pilot, actor/actress, singer, football player, waiter/waitress, police officer, farmer, vet, dentist) Expressing likes/dislikes: like/don’t like /love/hate /don’t mind +ing like/ don’t like / love/hate/ don’t mind + nouns Places in a town/village: school, post office, police station, bakery, supermarket, hospital, restaurant, park,</p>

	pet shop, toy shop, clothes shop, café, library, swimming pool Instructions /imperatives Directions (turn left, turn right, go past the) ‘Why’ questions... ‘Because’ replies Can/can’t Numbers (1 – 1000) Connecting sentences with ‘but’ Sequencing words (first, later, then, in the end, after that) Asking for help: How do you say ... in English? How do you spell..... ? Can you help me, please?
MATERIALS	mini-whiteboards, Audio CD for Year 6, a soft ball, photocopiable materials, storybook ‘Oodles of Noodles’ (http://tinyurl.com/nfeztlh), dice, interactive activities and PowerPoint presentations from www.schools.ac.cy
TIME	5 x 40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher tells pupils that in this Unit they are going to talk about professions, school subjects and inventions. These three areas can be written on the board under the sign/label: ‘<i>What we are learning</i>’ or under the symbol of a target (i.e. what is our target in this Unit).  • Pupils play hangman using vocabulary for school subjects. Pupils are divided into two groups. Each group takes turns to guess the subject that the teacher writes on the board (the teacher uses only lines – one line for each letter – but can write the initial letter or help the pupils more by adding the last letter, if necessary). Groups take turns to suggest letters. Each time a group does not find a letter the teacher adds body parts on their hangman. <p>The game can also be played using the interactive version of hangman found at www.schools.ac.cy.</p> <p>Tip: <i>When using the interactive version you can choose different levels of difficulty according to the challenge you want to give your pupils.</i></p>

PRACTICE

- The teacher describes a school subject and pupils identify which one it is. e.g.: ‘In this lesson we learn about numbers. What is it?’ (Maths), ‘In this lesson we draw and colour. What is it?’ (Art) etc. The game can be played orally or using mini-whiteboards where pupils can write their answers.
- Pupils play a ball game. Each pupil that catches the ball says what their favourite subject is and why. The teacher writes an example on the board, e.g.:

I love P.E. because I like playing football.

Tip: *Allow a few seconds for pupils to prepare what they are going to say before the ball game starts. This helps the game run smoothly and the pupils to participate with more confidence.*

- The teacher asks pupils in which lesson they would learn about inventions and inventors (science, history). S/he explains what the words ‘invention’ and ‘inventor’ mean. Pupils mention any inventions they know (e.g. car, telephone, airplane, etc.).
- Pupils look at PowerPoint presentation 1 where a number of inventions are presented along with their inventors. The presentation can be also used as a form of game/quiz with the pupils having to name the inventors.

Tip: *For each inventor the teacher can say a few things (e.g. where they are from, etc.). About Da Vinci it should be noted that although he is very famous for his paintings (e.g. Mona Lisa, The Last Supper), he was also a great inventor whose sketches and ideas were used as a basis for many recent inventions.*

- The teacher tells pupils that Jamie learnt about inventors at his school and asks pupils to listen and find out which inventor and what inventions Jamie mentions in the text. Pupils can be assisted by options being presented on the board, e.g.:

Which inventor is Jamie talking about?

- a) Orville Wright
- b) Leonardo da Vinci
- c) Margaret Knight

What inventions is Jamie talking about?

- a) airplanes
- b) trains
- c) robots

- Pupils listen to the text (activity 1) and share their answers with the class. At this point, the teacher does not comment on their answers.
- Pupils open their books and read the text (activity 1) while listening to the recording. They check whether their previous answers are correct.
- Pupils underline the phrases with ‘that’ clauses in the text (I want a robot that can drive./ I want a robot that can do my homework / I want a robot that can cook). S/he writes an example on the board and asks pupils to say what kind of robot they would like.
- The teacher asks various comprehension and extension questions related to the text, e.g.:

Where are Jamie and his dad in picture 1?

What kind of robot would Jamie like?

What kind of robot does Jamie’s dad want?

Why does Jamie’s mum want a robot that can cook?

etc.

- Pupils practice reading the text in pairs while paying attention to reading with appropriate expression and intonation. One pupil reads the father’s part and the other reads Jamie’s part, while one of them also takes on the role of Jamie’s mother. They can take turns to try out both parts and also take turns for one of them to be ‘mum’. The teacher monitors the activity and offers feedback.

	<ul style="list-style-type: none"> • Pupils do activity 2 in their Pupil’s Book.
PRESENTATION	<ul style="list-style-type: none"> • Pupils look at activity 3b and read what robot Yasmin would like. They underline ‘that can design a house’. Pupils do the listen, look and learn activity (3a). They then discuss the various professions and which robots they would like to have. • The teacher says how much a robot costs and the pupils identify which robot s/he is referring to, e.g.: Teacher: This robot is three hundred and twenty euro. What is it? Pupils: It’s a robot-secretary. Teacher: Right! What can it do? Pupil: It can organise your day. • <i>Alternatively</i> OR as a second stage, depending on time, this activity can be turned into a memory game. Pupils look carefully at the robots for 20 seconds and then close their books. The teacher – or volunteer pupils – ask questions such as ‘How much is a robot-secretary?’, ‘Which robot costs four hundred and seventy pounds?’, etc.
PRACTICE	<ul style="list-style-type: none"> • Volunteer pupils come to the front of the class and pick up a card which defines a robot (see photocopyable materials). They then mime being the robot indicated on the card and the rest of the class try to find out which robot it is (a robot cook, a robot architect, a robot secretary, etc.), e.g.: Are you a secretary?, Are you a fashion designer?
READING	<p><u>Introduction/Pre-reading</u></p> <ul style="list-style-type: none"> • The teacher asks pupils if they would like to find out more about Da Vinci’s inventions. S/he tells them that Jamie and Minas wanted to find out more and used the Magic Box to visit Leonardo da Vinci at his home in Florence, Italy. <p><u>1st Reading - skimming</u></p> <ul style="list-style-type: none"> • Pupils read the short passages (activity 4a, Pupil’s Book) to find out what inventions Jamie and Minas saw at Da

	<p>Vinci’s workshop. Pupils first read silently and match the pictures with Da Vinci’s descriptions.</p> <p>Tip: <i>This activity practices skimming skills so pupils are not expected to understand every word but are expected to use strategies which help them understand the main idea of the passage. Such strategies are the use of key words in the text and the use of the visuals which are included in the activity.</i></p> <p><u>2nd Reading – intensive reading</u></p> <p>Pupils read each description again and discuss it. The teacher encourages discussion with supportive questions, e.g.:</p> <p>What is a knight? How do you say knight in Greek? Does this look like a modern parachute? Would you try it?</p> <p>The teacher asks pupils if there is something in the texts that they still don’t understand. Pupils can ask using the question form ‘What does mean?’</p> <p><i>Note:</i> For more information about Da Vinci’s inventions you can visit the following website: http://www.da-vinci-inventions.com</p>
<p>PRODUCTION / POST-READING</p>	<ul style="list-style-type: none"> • Pupils say what kind of machine they would like to invent. (activity 4b, Pupil’s Book). • Pupils work in their Activity Book to design/invent their own robot or machine (activity 3). They also write a few sentences about their robot/machine using the model in the Activity Book (3a), e.g.: <p>This is my robot. It can clean the house and do my homework. It costs 250 euro. Try it! Just say: ‘Wash the dishes, please!’.</p> <p>Tip: <i>This is an open-ended activity so pupils who can and would like to write more about their robot, should be allowed to do so.</i></p> <ul style="list-style-type: none"> • Pupils continue with activities 1 and 2 in their Activity Books.

	<ul style="list-style-type: none"> • Pupils can work on the following extension activities: <ul style="list-style-type: none"> -draw their robot/machine (activity 3, Activity Book) on an A4 paper and write about it so that it can be presented on the noticeboard. Pupils can use traditional drawing, digital drawing or collage tools. - update (or create) an entry in their picture dictionary about professions. - play the interactive hangman game on the class computer - create their own hangman game using vocabulary about professions
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place throughout the lesson through observation. The teacher records his/her observations soon after the lesson. • The teacher has individual learning conversations with pupils while they are working on their writing tasks and the design of their robot/machine. The teacher can ask pupils to identify various professions, ask them how they responded to the reading tasks, etc.
PROJECT	<ul style="list-style-type: none"> • Pupils can find out more about Da Vinci or other inventors. They can use print or digital resources and create a presentation to share with the class or in an assembly. The presentation can be in the form of a poster or a PowerPoint presentation. Pupils from other cultural backgrounds can research and present about famous inventors or scientists from their countries (e.g. Nicola Tesla – Serbia, Marie Curie – Poland, Vladimir Kosmich Zworykin - Russia).
PORTFOLIO	<ul style="list-style-type: none"> • Pupils can reflect on progress on the A2 intercultural competence goal: ‘Έχω μάθει για σημαντικούς ανθρώπους από άλλες χώρες.’. They can include their presentations on famous inventors as evidence of progress in this area.
CROSS-CURRICULAR LINKS	<p><i>Science:</i> Pupils can further explore famous scientists/inventors and/or continue working on the project (see above). A list of famous inventors can be found here: http://www.biographyonline.net/scientists/inventors.html</p> <p><i>Health Education:</i> The topic of famous scientists/inventors, and the topic of professions in general, can be linked to the topic of gender stereotypes.</p>


LESSON 2

REVIEW	<ul style="list-style-type: none">• Volunteer pupils present their robot designs (activity 3, Activity Book).• The teacher says machines and robots can be voice-activated, S/he uses examples from the robots which have been presented by pupils, e.g. ‘Let’s see Maria’s robot. What kind of instructions could we give it? Make a plate of lasagna now, please!’ <p>S/he asks pupils to give more instructions for robots using examples of robots created/designed by pupils for activity 3 (Activity Book).</p> <ul style="list-style-type: none">• Pupils look at activity 3 in their Pupil’s Book – and say what kind of instructions they can give to each robot.• The teacher says an instruction and the pupils write on their mini-whiteboards the robot which the instruction is addressed to, e.g.: <p>Teacher: Drive me to the theatre, please. Pupils write on their whiteboards and lift it up (e.g. taxi driver)</p> <p>Teacher: Design a new school uniform for me, please.</p> <ul style="list-style-type: none">• The teacher continues with the activity but now gives descriptions of the robots, e.g. ‘It’s a robot that can design a school.’ (architect). The teacher can also use prices, e.g. ‘This robot costs 245 euro’ or ‘This robot is 245 euro’. <p>Volunteer pupils can also take the lead and give descriptions for the rest of the class.</p> <ul style="list-style-type: none">• Pupils complete activity 4 in their Activity Books. They write one or two instructions for the robots/machines they designed in activity 3 (e.g. Clean my room, please! Play football with me, please! etc.).
PRE-STORYTELLING STAGE	<ul style="list-style-type: none">• Pupils sit in a circle. The teacher tells the pupils that they are going to hear a story about another mum who was just as tired as Jamie’s mum and who found a special machine

	<p>that could cook for her; a machine that made noodles. Pupils say if they like noodles and what their favourite noodle dishes are.</p> <ul style="list-style-type: none"> • Pupils look at the cover of the book and say what they think the title ‘Oodles of Noodles’ means. • Pupils predict what will happen in the story. The teacher can guide them by posing specific questions, e.g.: Who do you think will be the main characters of the story? Will the characters like noodles? etc. <p><u>Note:</u> “Oodles of noodles” means lots of noodles.</p>
<p>WHILE-STORYTELLING STAGE</p>	<ul style="list-style-type: none"> • The teacher tells the story. S/he stops at various points and asks the pupils what they think will happen next (e.g. Do you think Lily and Ben like noodles? What do you think will happen next (after the machine went mad)? Can you think of any magic words to stop the machine from making noodles? etc.).
<p>AFTER-STORYTELLING STAGE</p>	<ul style="list-style-type: none"> • The teacher asks pupils if they liked the story and which part they liked best. • The teacher makes statements about the story and pupils decide if the statements are true or false. They put their thumbs up, if the statements are true and their thumbs down, if they are false. Pupils correct the false statements. <p>Examples of statements the teacher can use:</p> <ul style="list-style-type: none"> -The story is about a machine that makes noodles. -The children like noodles (False- The children don’t like noodles.) -Mrs. Mango makes oodles of burgers. (False-Mrs Mango makes oodles of noodles). <ul style="list-style-type: none"> • Pupils return to their seats and do activity 5 in their Pupil’s Books. They put the sentences in the right order to make a summary of the story. Volunteer pupils read the text in the order they decided for the rest of the class to check their answers.

	<ul style="list-style-type: none"> • If there is time, pupils work to create slightly different versions of the story. The teacher can show them how to work and can give them an example by creating a simple, similar story by slightly changing the sentences in activity 5 (e.g. characters, character names, food type, etc.). After the example, pupils work in pairs to create their own story. • Pupils can work on the following extension activities: <ul style="list-style-type: none"> - writing and illustrating the story (or their own version of the story) on kar2ouche or create a shorter version of the story in comic strip fashion (see also project below). - updating their picture dictionary - updating their portfolio
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils' responses during the various tasks and mostly during the storytelling session. • Pupils can play still scenes. Pupils are divided into groups of four or five. The teacher reads (or describes) a scene from the story and the group has to prepare a still scene (tableau) to show the scene. When the teacher shouts 'Stop!' the group needs to be illustrating the scene from the story and 'freeze' regardless of whatever they are doing.
PROJECT	<p>Option 1:</p> <ul style="list-style-type: none"> • Pupils can dramatise the story. They can divide roles between themselves and involve the whole class by having pupils take on parts for different people in the town. Lines can also be given to these additional/new characters. <p>Option 2:</p> <ul style="list-style-type: none"> • Pupils can prepare short role-plays between themselves and the robots/machines they designed. They can work in pairs with one pupil being the inventor and the other pupil being the robot/machine. The role-plays can be presented in class and video-recorded. <p>Option 3:</p> <ul style="list-style-type: none"> • Pupils can illustrate the story, or their own version of the story, using digital tools such as Kar2ouche or other similar tools.
CROSS-CURRICULAR LINKS	<p><u>Art and/or Design and Technology:</u> Pupils can make art projects or design crafts using noodles.</p>

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• Pupils sing a song of their choice.• Pupils present any projects they have completed (e.g. illustrations of the story, presentations about inventors or other pending projects) and/or discuss progress on any projects they are working on.• Pupils work in pairs with their mini-whiteboards. They write as many food items as they can in 1 minute. However, they don't report to the class at the end of the activity (see below). <p>Tip: Remember timed activities can be fun and pupils can be assisted in making the most of the time allocated to an activity, if you use a timer. Timers can be found online (e.g. http://www.online-stopwatch.com/eggtimer-countdown/full-screen/) or you can use funny kitchen timers like the one below:</p>  <ul style="list-style-type: none">• Pupils take turns to say one food item they love/like and one food item they don't like/hate. They are encouraged to use 'but' to connect their sentences, e.g. 'I love lasagna but I hate soup.' The rest of the pupils listen carefully and each time they hear a food item they have included on the list they made earlier, they circle it. The winner is the pupil that circles the most food items. <p>Tip: You can change the instructions during the activity, e.g. after a few pupils make statements using 'I love' and 'I hate', you can change the instructions and ask pupils to use 'I hate' and 'I don't mind' or 'I like' and 'I don't like', etc.</p>
PRE-STORYTELLING STAGE	<ul style="list-style-type: none">• Pupils sit in a circle and talk about what they remember from the story. The teacher encourages them to use linking words such as first, then, later, in the end, after that.

	<ul style="list-style-type: none"> • Pupils say what places they remember mentioned in the story. These are written on the board. The teacher asks pupils if they know any other places which can be found in a town or village and writes any other places mentioned on the board, too. The teacher introduces any of the target vocabulary items which are not mentioned by the pupils (e.g. museum, church, bookshop, theatre, hotel, bank.). • The teacher asks pupils to try and remember any places mentioned or shown in the illustrations of the story when they listen to it again.
WHILE-STORYTELLING STAGE	<ul style="list-style-type: none"> • The teacher tells the story again encouraging pupils to participate more actively. They can, for example, look at the people in the illustrations and say what they could be thinking.
AFTER-STORYTELLING STAGE	<ul style="list-style-type: none"> • Pupils report places mentioned or shown in the story. • Pupils return to their seats. The teacher says that what happened in the town was such a strange story that it was reported on the news and the route was carefully reported so that traffic would not go where there were noodles. Pupils look at the map in their Pupil's Book (activity 6) and try to predict the route that the noodles follow in the news report, e.g. 'I think the noodles start at the theatre, turn left at Ravioli street and go to the school.' The teacher writes key phrases on the board to help pupils (turn right at....., turn left at ..., go past the ...). <p>S/he tells pupils that they are going to listen to a reporter and circle all the places mentioned on the news (activity 6a, Pupil's Book).</p> <p>Before the listening activity starts, pupils go through the words in activity 6a, repeating after the teacher.</p> <p><u>Transcript:</u> <i>Good morning, ladies and gentlemen! We've got breaking news! Something very strange is happening in Wonderville. Wonderville, our lovely town, is full of noodles today. It's unbelievable! Oodles of noodles are filling the streets. It all started at a small house in Noodles</i></p>

	<p><i>street and a strange noodles machine. I'm here reporting from the theatre.. Be careful! Stay away from Noodles street. It's full of noodles. Oh, no! Now noodles are going down the street and are passing the bookshop. I'm running after them. Now, they are turning left and are going down Pizza street. Don't drive a car or ride a bike in Pizza street ladies and gentlemen. Pizza street is now full of noodles. More and more noodles are going that way. They are now passing the library and the Chinese restaurant. They are going very fast. At the cinema they are turning right into Pasta street. A lot of people are waiting for them with their saucepans. They will definitely have noodles for lunch. The noodles are now passing the park and the church and are going straight into the school yard. The children are having a break now. They are playing different games with the noodles. They are very happy.... It's a noodles school party!</i></p> <ul style="list-style-type: none"> • Pupils listen again and draw the route that the noodles followed, as described by the reporter (activity 6b).
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils work in their Activity Book to create an alternate route for the noodles and prepare a news report (activity 6). <p>Tip: <i>Pupils can adapt the activity and turn it into a report for another crazy incident involving other types of food or vegetables (e.g. the crazy burgers, the crazy broccoli).</i></p> <ul style="list-style-type: none"> • Pupils work in pairs to practice giving their report orally using their partners as their practice buddies. Pupils take turns to listen to their partners/buddies and give them feedback on the following points: <p>Style: should be clear, confident – they should sound like a reporter</p> <p>Language: should be using English without many pauses and not many mistakes</p> <p>Volunteer pupils present their reports to the rest of the class. Pupils can also video or audio record their presentations in the form of a news report (see project below).</p>

	<ul style="list-style-type: none"> • Pupils can work on the following extension activities: <ul style="list-style-type: none"> - updating or creating a section on ‘places in a town/village’ in their picture dictionary. - recording their reports (as mentioned earlier and in the project below) in audio, video or other formats (e.g. voki.com)
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place throughout the lesson through observation. The teacher records observation notes as soon as possible after class. • The teacher evaluates use of directions and pupils’ performance in prepared oral tasks using the pupils’ news reports.
PROJECT	<ul style="list-style-type: none"> • Pupils work on preparing a video or audio news report about a crazy incident in their town - based on the activities they prepared in the Activity Book (see suggestions above). Pupils can use other tools, if they like, e.g. voki.com

LESSON 4

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils play a hangman game with vocabulary about places in a town/city/village. The game can be played on the board or using the interactive version found at www.schools.ac.cy. • <i>Alternatively</i>, pupils can play BINGO using the pictures in activity 6 (Pupil’s Book). Pupils randomly circle three pictures. The teacher – or a volunteer pupil – call out places. Pupils tick places called out. The winner is the first pupil who ticks all the places. Alternatively, the pupils listen out for the places they have circled and once all of them have been mentioned, they shout BINGO!. • The teacher writes the names of three places on the back of a card and tells pupils to guess the three places that s/he likes going to most (e.g. school, bakery, clothes shop). Each time a pupil finds a place the teacher explains why,

	<p>using 'because' (e.g. Yes, I like going to the bakery because I like buying fresh bread every day.).</p> <p>The same procedure can be followed with one or two volunteer pupils who can write their favourite places on the back of a card and lead the game.</p> <ul style="list-style-type: none"> • Pupils play a ball game. Each pupil that gets the ball says where they like/love/don't like/hate/don't mind going and why. They then throw the ball to another pupil and so forth. <p>Tip: <i>Before the game starts write an example on the board and allow some time for pupils to think about what they are going to say. During this time they can ask for help using phrases such as 'Can you help, miss?', 'How do you say γήπεδο?' etc.</i></p> <p><u>Examples:</u></p> <p>I love going to the bookshop because I love books. I hate going to the hospital because I'm scared of hospitals. I like going to church because I always go there with my grandma. I like going to the football field because I like football.</p>
<p>READING</p>	<p><u>Introduction / Preparation</u></p> <ul style="list-style-type: none"> • The teacher asks pupils if they know in which countries noodles are a very important and traditional food. Pupils' ideas are written on the board. <p><u>1st reading: scanning</u></p> <ul style="list-style-type: none"> • Pupils quickly (and silently) read the text in activity 7 (Pupil's Book) and find the countries mentioned in it. <p>Tip: <i>This is a scanning activity so pupils can be assisted by a time limit and/or a timer.</i></p> <p>Pupils report the countries (Japan, China) and discuss what we refer to when we say 'Asian' countries (in this case: China, Japan, Thailand, Taiwan, Vietnam).</p>

	<p><u>2nd reading: skimming</u></p> <ul style="list-style-type: none"> • Pupils read the text once more with the task of finding / deciding on a title for the text. The teacher asks them to read the text and answer the following questions: <ul style="list-style-type: none"> - Where do you think this story comes from? (magazines, newspapers, storybooks) - Find a title for the text. <p>Pupils can work in pairs to answer the questions. They then share them with the class.</p> <p><u>3rd reading: intensive reading</u></p> <ul style="list-style-type: none"> • Pupils read the text and do activities 7b and 7c. • The teacher, or another pupil, reads the text - paragraph by paragraph. Each paragraph is discussed with the pupils e.g. What types of noodles are there? How do we eat noodles? etc. • Finally, the teacher asks pupils if they have any questions or if there is something they don't understand.
PRESENTATION	<ul style="list-style-type: none"> • Pupils work in pairs using their mini-whiteboards. The teacher projects a picture of an alien on the board (see PowerPoint – lesson 4). S/he introduces this alien to the pupils and says it is a friendly alien that arrived on Earth and in Cyprus for the first time and wants to find out more about humans. <p>The pupils try to give answers to the alien's questions. The alien asks questions such as 'What is a library? What is a bookshop?' The teacher reveals the replies and helps pupils notice the structure of the sentences (i.e. the use of relative clauses).</p>
PRACTICE	<ul style="list-style-type: none"> • In the following slides, the pupils work with their partners to choose the correct answer and write it on their mini-whiteboards.

	<ul style="list-style-type: none"> If there is time, pupils play crazy match. The teacher uses the PowerPoint presentation (crazy match www.schools.ac.cy) or word cards and labels prepared beforehand. Pupils are divided into two groups and take turns to send a representative of their group to match the two parts of a sentence without crossing a line, e.g. A bookshop is _____ a place where we can buy books.
PRODUCTION	<ul style="list-style-type: none"> Pupils play the board game in their Pupil’s Book (activity 9) in pairs or groups. The teacher explains how to play the game, monitors and gives feedback during the activity. Pupils can use counters or small objects such as a rubber or sharpener in the place of counters. They use a die to get a number and then put their counter in the right square. The other players ask either ‘What is a/an?’ Or ‘What is someone that / a place where/ something which ...?’ If the player responds correctly, he stays in the square whereas if s/he gets it wrong returns back to his/her previous place. Pupils can work on the following extension activities: <ul style="list-style-type: none"> playing the hangman games found at www.schools.ac.cy creating their own hangman games creating crossword or criss-cross puzzles for one of the targeted vocabulary groups (places in a town/village or professions)in their exercise books or using interactive tools such as puzzlemaker.com Pupils should use clues such as ‘It is a place where we’ or ‘It is something/someone that’ play the board game again
CLOSING ACTIVITY	<ul style="list-style-type: none"> Pupils try saying the tongue twister (activity 8, Pupil’s Book). They should try saying it fast three consecutive times. <p>Tip: <i>You can assign practising the tongue twister as creative ‘homeplay’ for pupils.</i></p>
EVALUATION	<ul style="list-style-type: none"> Pupils play a noughts and crosses game on the board. The teacher draws a grid and inside s/he writes places in a town/village and professions. Pupils are divided into two groups (0s and Xs). A member of each group chooses a

	<p>square and gives a definition for the place or the profession named in the square, e.g.:</p> <p>Bakery: It's a place where we can buy cakes. Taxi driver: It's a someone that can drive a taxi.</p> <p>The teacher can write one or two examples on the board to help pupils.</p> <table border="1" data-bbox="475 555 1326 898"> <tr> <td>bakery</td> <td>taxi driver</td> <td>architect</td> </tr> <tr> <td>pilot</td> <td>hotel</td> <td>library</td> </tr> <tr> <td>bookshop</td> <td>Restaurant</td> <td>park</td> </tr> </table> <ul style="list-style-type: none"> • If there is time, pupils play the same game in pairs. They can use the grid on the board and draw noughts and crosses on their mini-whiteboards. • The teacher monitors pupils and observes whether they can form sentences with relative clauses (where, that) during the board game and during the noughts and crosses above. 	bakery	taxi driver	architect	pilot	hotel	library	bookshop	Restaurant	park
bakery	taxi driver	architect								
pilot	hotel	library								
bookshop	Restaurant	park								
CROSS-CURRICULAR LINKS	<p><u>Health Education:</u> Pupils can explore food from different countries and identify foods that are very important to different cultures (e.g. pasta -- Italy) and/or search about other food-related customs. Pupils can cook a noodle dish.</p>									

LESSON 5

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils present on any projects they have completed and/or discuss progress on projects they are currently working on. • Pupils work in pairs using their mini-whiteboards. The teacher shows PowerPoint presentation (lesson 5 –

	<p>review). Each slide describes an invention and pupils guess what it is by reading the description. They then write their decision on the mini-whiteboard and raise it up to share their answer before the teacher reveals it on the next slide.</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • If there is time, the teacher shows the alien and says he has returned and wants to tell them about how he spent his day on Earth. Nevertheless, they need to listen carefully because he doesn't yet know the right names for everything and he may be confused and use wrong words. Pupils need to say "Stop" whenever the alien says something wrong and correct him. An example of what the 'alien' can say is: <p>(Teacher) Alien: Thank you for helping me. I learnt a lot yesterday. I went for a walk and I went to a clothes shop. I went inside the clothes shop and I bought some books.</p> <p>Pupils: Stop!</p> <p>(Teacher) Alien: What did I do wrong?</p> <p>Pupils: The clothes shop is a place where you can buy clothes.</p> <p>(Teacher) Alien: Oh yes, you are right. Maybe I went to a?</p> <p>Pupils: bookshop</p> <p>(Teacher) Alien: Yes! That's right. I went to a bookshop. Then I walked some more and I found a pet shop. I went inside the pet shop and I had a nice lunch.</p> <p>Pupils: Stop!</p> <p>(Teacher) Alien: What did I do wrong?</p> <p>Pupils: A pet shop is a place where you can buy animals for pets.</p> <p>(Teacher) Alien: oh, so I had lunch at a ...?</p> <p>Pupils: restaurant.</p> <p>Alien: that's right!</p> • The alien gives the pupils a thank you present; a mini-spaceship that can take them anywhere they want, i.e. you can tell it where you want to go and it takes you. However, there is a small problem as the spaceship does not know the names of places on earth.

	<p>Pupils prepare explanations for the spaceship (activity 7, Activity Book).</p> <ul style="list-style-type: none"> • Pupils continue with activities 8 and 9 in the Activity Book. • The teacher tells pupils that the alien has invited them to his planet. They can use the spaceship to go there but first they need to learn his language so they don't get lost. Pupils play a find your partner game. Half of the pupils are given cards with words which they need to say in the alien language and the rest of the class are given cards with definitions (see photocopiable materials). Pupils go round the classroom to find their partner. The teacher first models the activity by playing with one or two pupils: <p><u>Example:</u> Teacher holds the card saying "bookshop" and shows it to pupils explaining that s/he will try to find out what a bookshop is called in Zizica (the alien's language).</p> <p>Teacher (to pupil A): How do you say bookshop in Zizica? Pupil A: I'm sorry I don't know (pupil's card is about the word 'park')</p> <p>Teacher (to pupil D): How do you say bookshop in Zizica? Pupil D: "Zozo", Zozo is a place where you can buy books.</p> <p>Teacher: Thank you!</p> <p>Pupils walk about to find their partners and then report the new words they learnt, e.g. Zozo is a bookshop.</p> <p>Tip: <i>If you have a large class, have half the class remain seated and give them the cards with the definitions. Give the cards with the names of places to the rest of the class and have them get up and move from pupil to pupil to find their partner.</i></p>
<p>PROJECT</p>	<ul style="list-style-type: none"> • The rest of the lesson can continue with the pupils working on one of the projects below: <p><u>Option A:</u> Pupils design an alien city. They can draw an alien city the</p>

	<p>way they image it using any tools/materials they like (colours, digital tools, collage, etc.). They then name the various places and include a legend on their drawing / map where they explain what each name means, e.g.:</p> <p>Bimbolo – bimbolo is a place where people can go for a walk and play.</p> <p><u>Option B:</u> Pupils prepare a video dictionary to teach English to the alien (e.g. library – pupil shows a picture of a library or shows an actual library while explaining/giving a definition ‘This is a library. It is a place where we read books.’).</p>
EVALUATION	<ul style="list-style-type: none"> • Pupils complete the self-evaluation forms.
PORTFOLIO	<ul style="list-style-type: none"> • Pupils can add in their portfolio A2 ‘Talking to other people’ targets an additional target ‘Μπορώ να εξηγήσω τι είναι ένα αντικείμενο ή ένα μέρος.’ and report their progress using as evidence any of the relevant work they carried out in this Unit (e.g. video dictionary, dialogue between pupil and invention/machine, the design of an alien city, etc.). Pupils can also reflect on their progress on target A2 ‘Talking to other people’ – ‘Μπορώ να δώσω και να ακολουθήσω οδηγίες’.

You are a robot that can cook.

You are a robot that can drive a taxi.

You are a robot that can design houses.

You are a robot that can invent new things.

You are a robot that can design a dress.

You are a robot that can fly a plane.

Find your partner: alien language

bookshop	Zozo is a place where you can buy books.
Pilot	Bambam is a person that can fly a spaceship.
restaurant	Ouk is a place where you can have lunch or dinner.
mechanic	Skam is a person that can fix spaceships.
Bakery	Tomtom is a place where you can buy bread.
singer	Zizi is a person that can sing.
cafe	Fecta is a place where you can have coffee.
reporter	Cypa is a person that can tell the news.
Library	Zoum zoum is a place where you can read books.
park	Zark is a place where you can play.

school	Bool is a place where you can study Maths, English, History and many other subjects.
Sipa	Sipa is a place where you can buy fruit, milk, sweets, vegetables and many other things.