

UNIT 5

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • talk about what there was/were in a particular place in the past • talk about actions that happened in the past • follow and actively participate in the narration of a story • identify specific information in a spoken text • identify specific information in a written text or authentic website • identify the main idea of a reading passage • make a ‘missing pet’ poster • write a short story
<i>Intercultural aspect:</i>	Pupils should be able to enjoy, appreciate and interact with foreign children’s literature (“Rhinos don’t eat pancakes”).
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • work collaboratively with peers • use rhythm to help them remember key words and phrases
<u>SUCCESS INDICATORS</u>	<u>ADEQUACY INDICATORS</u>
<ul style="list-style-type: none"> • <u>Listening:</u> To be able to comprehend a short story To identify specific information in a spoken text on a familiar topic • <u>Speaking:</u> To be able to give a simple description of a place To be able to talk about events which happened in the past • <u>Reading:</u> To be able to enjoy, follow and participate actively in the narration of stories To be able to use a variety of reading comprehension strategies To be able to identify specific information in a written text To be able to comprehend the main idea of: an informational text a narrative text 	<ul style="list-style-type: none"> • <i>Storytelling activities for Stage 3</i> • <i>Past simple (regular and irregular verbs)</i> • <i>Skimming and scanning activities</i> • <i>Making predictions about:</i> - <i>the content of a reading passage</i> - <i>how a reading passage will continue/develop</i> • <i>Use rhyme and rhythm to help remember key words</i> • <i>There was / were ... - There wasn't a/any / There weren't any</i> • <i>Was/were there? Yes, there was/were. No, there wasn't / weren't a/any</i>

<ul style="list-style-type: none"> • <i>Writing: To be able to write a short story</i> • <i>Learning Strategies: To become familiar with a variety of learning strategies which can be employed in learning a foreign language</i> 	
NEW LANGUAGE	
<i>Production</i>	<p>There was/were There wasn't a .../ There weren't any Was/Were there...? Yes, there was/were. No, there wasn't / weren't any. Past Simple (Irregular verbs): ate, slept, went, got up, saw, gave, came, bought Other: carnivorous, plant, safari park</p>
<i>Comprehension</i>	as ...as (e.g. as big as), peckish. loo
RECYCLED LANGUAGE	<p>too + adjective (e.g. too cold / too heavy) There is/are.... There isn't/aren't ... Past simple regular verbs Adjectives (e.g. huge, enormous, big, lonely, friendly, happy, sad, scared, dangerous) House-related vocabulary: living room, bedroom, bathroom, kitchen, dining room, garden, sofa, table, chair, etc. Animals: elephant, tiger, hippo, crocodile, lion, rhino, zebra, monkey, squirrel, snake, antelope, giraffe, parrot</p>
MATERIALS	mini-whiteboards, Audio CD for Year 6, photocopiable materials, storybook 'Rhinos don't eat pancakes', PowerPoint presentations from www.schools.ac.cy
TIME	5 x 40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils work in pairs or individually. They have one minute to write on their mini-whiteboards as many animals as they can remember. The winners are those who wrote the most animals correctly. <p>Tip: Remember to use timers - either traditional or digital (e.g. http://www.online-stopwatch.com) – to help pupils focus on the task and to ensure good time management.</p>
INTRODUCTION	<ul style="list-style-type: none"> • The teacher asks pupils to guess where the textbook characters travelled to this time. After pupils make a few guesses, the

	<p>teacher can either give them a few clues to help them further or tell them the answer: that the characters visited a safari park in South Africa. The teacher asks pupils if they know what a safari park is and if they have ever visited one.</p> <ul style="list-style-type: none"> • Pupils watch a video about a safari park with a task to try to remember all the animals that they are going to see in the video. The teacher plays 1 minute / 90 seconds or so of the video and then stops it. (https://www.youtube.com/watch?v=vK3SN1dFBQY) <p>Pupils report their answers. The teacher prompts the pupils to use “There was/were...”. S/he writes a couple of examples on the board to help them.</p> <p>Teacher: What animals were there in the video? Pupils: Lions Teacher: Yes! There were lions in the video. (The teacher writes ‘There were lions.’ on the board). What else? Pupils: Elephants Teacher: Yes! There was an elephant in the video (The teacher writes ‘There was an elephant.’ on the board) Teacher: Was there a crocodile? Pupils: No Teacher: No! There wasn’t a crocodile. etc.</p> <p><i><u>Note:</u> The teacher can introduce the question form at this point by asking the pupils questions such as “Was there a panda?”, “Were there any zebras”? but s/he does not expect the pupils to use it yet.</i></p> <p><i><u>Note:</u> The teacher should be prepared to give the English word for animals that pupils might not know.</i></p>
<p>READING</p>	<ul style="list-style-type: none"> • The teacher asks pupils to guess what animals were at the safari park the coursebook characters visited. Pupils are encouraged to use ‘There were ...’. The teacher writes the pupils’ guesses on the board. • Pupils listen to the text (activity 1, Pupil’s book) with their books closed. Then they check what they heard against their predictions, which are written on the board. • Pupils listen to the text again while following in their books.

	<ul style="list-style-type: none"> • Pupils repeat after the recording. • Pupils read the text in groups of four paying attention to reading with the right expression and intonation. The teacher monitors the activity. • Pupils do activity 2 in their Pupil’s Books. <p><u>Reading - introduction</u></p> <ul style="list-style-type: none"> • The teacher asks the pupils if they know what a carnivorous plant is. <p><u>1st Reading - skimming</u></p> <ul style="list-style-type: none"> • S/he tells pupils to quietly read the text in activity 3 in their Pupil’s books and see what information they can find about carnivorous plants. <p><u>2nd Reading – intensive reading</u></p> <ul style="list-style-type: none"> • Pupils do activity 3b in their Pupil’s Books and discuss what they have learnt about carnivorous plants from the text. <p><u>Reading - extension</u></p> <ul style="list-style-type: none"> • If there is time, the teacher can show a short video about carnivorous plants (e.g. https://www.youtube.com/watch?v=MnY_cCRELvs) and discuss it with the pupils.
<p>PRESENTATION</p>	<ul style="list-style-type: none"> • The teacher tells pupils that Jamie took a picture at the safari park and he is showing the picture to his friends. Pupils look at Jamie’s picture in activity 4 in the Pupil’s Book and read the sentences (Listen look and learn). <p>The teacher draws the pupils’ attention to ‘there was’ and ‘there were’ and pupils underline the structures. The teacher asks pupils if they remind them of something else (there is /are). The teacher writes ‘There is ..’ ‘There are ...’ on the board and under them ‘There was ...’ ‘There were’ and asks pupils how the meaning differs and why. Pupils should clarify that ‘There was/were’ means something was in the past and they can understand this because of the use of ‘was’ and ‘were’ in the sentence.</p> <ul style="list-style-type: none"> • The teacher gives a couple more examples (e.g. Yesterday there were flowers in the vase. Today there aren’t any flowers in the vase.) and encourages pupils to give some more examples

	<p>themselves. If the pupils have no ideas, the teacher can help pupils by placing something on the desk and taking it away or drawing something on the board and then rubbing it out (e.g. There was a pen on the desk. There isn't one now.)</p> <ul style="list-style-type: none"> • The teacher writes all the instances of there is /are (e.g. there is / are There isn't / aren't there isn't any/ there aren't any / Is there / Are there?) on the board and encourages pupils to discuss the differences (e.g. why do we use 'Is there any...?' etc.). • S/he then encourages pupils to predict how these structures would be formed, if they were in the past tense and writes the past tense versions on the board.
<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher tells pupils that Chloe and Stella really wanted to visit the safari park so the four friends visited the safari park for a second time. The four friends took pictures of the animals they saw. Pupils look at the pictures in activity 5 and discuss them (name animals, find differences). They then listen and find out who took which picture. (Pupil's Book, activity 5). <p>The transcript is as follows:</p> <p><i>Chloe: Wow! That was really exciting. So many animals and plants in one place. Does anybody have the picture that I took? I can't find it and I want to show it to Yasmin.</i></p> <p><i>Jamie: My picture is not here, either.</i></p> <p><i>Stella: I can't find my picture either. Where are they?</i></p> <p><i>Minas: Oh no! I think we left them at the safari park. I need to go back and get them. I took a picture, too and I also forgot mine. It was a really nice picture. There was a big elephant in my picture and there were also two lions and one rhino. Can you help me find yours? What was there in your picture Stella?</i></p> <p><i>Stella: There were two zebras and a giraffe in my picture.</i></p> <p><i>Minas: How about in your picture, Jamie?</i></p> <p><i>Jamie: In my picture there was a zebra and a rhino. There was a hippo, too.</i></p> <p><i>Chloe: Really? In my picture there was a zebra, a rhino and a hippo, too. But there were also some carnivorous plants. I was really scared of the carnivorous plants but I'm</i></p>

	<p style="text-align: center;"><i>glad I took a picture of them.</i></p> <ul style="list-style-type: none"> • Jack has sent a video message to his friends. Pupils watch the video message and do activity 6 in their Pupil’s Book. The transcript of the video message is as follows: <p style="text-align: center;"><i>Hi everyone! It’s great that you visited a safari park. We have a great safari park here, too. It’s not very far. I went there last summer.</i></p> <p style="text-align: center;"><i>Do you know that there used to be wild animals in the middle of London? A long time ago Kings and Queens used to give animals as presents to each other. The strangest animals, the wildest animals were very special gifts.</i></p> <p style="text-align: center;"><i>The king of England was very important so he got many animal presents and he kept them in the tower of London. So, in the tower of London there were three lions, there were monkeys and there was a polar bear! There was even an elephant. The elephant was a present to the King of England from the King of France. There are many stories about these animals. There was even a zebra which loved to drink beer!</i></p> <p style="text-align: center;">The pupils can watch the video message twice.</p> <p>Tip: <i>For the pupils that need more challenge, you can ask them to report back any information they noted down from the text.</i></p> <ul style="list-style-type: none"> • Pupils do activity 1 in their Activity Books.
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Evaluation is ongoing and takes place throughout the lesson. The teacher monitors pupils’ activities and helps them when needed. • If there is time, pupils can play a memory game. The teacher shows a slide from a PowerPoint presentation (Lesson 1 – evaluation / review) and asks pupils to look at it carefully for 30 seconds. S/he then removes the slide and the pupils report what there was on the slide. The teacher writes ‘There was ...’ ‘There were ...’ on the board to help pupils. <p style="text-align: center;">The game continues with the next slide but this time pupils write what they remember on their mini-whiteboards. A time limit is given and when this is over, the pupils with the most sentences (correctly written) win the game.</p>

PROJECT

- Pupils can visit the website of a Safari Park (e.g. <http://www.wmsp.co.uk/index.php> West Midlands safari park) and find out more information based on questions that their teacher gives them. The teacher can write the questions on the board or print them out on a handout and give them to the pupils. If there is a computer lab available, the teacher can use it so that all the pupils have the opportunity to work on the computers at the same time. The teacher can take the pupils to the lab from the beginning of the lesson and do the whole lesson there.

In the case where the teacher will use only the one computer in the classroom, pupils can work in groups at different times throughout the Unit, i.e. while pupils are working in their Activity Books or during extension and other written activities, groups of pupils can take turns to carry out the task on the class computer. A time limit should be given for each group so that best use of time can be made.

Sample questions for a Safari Mini-Webquest:

- What's the name of the safari park?
- Where is the safari park?
- What are the opening times of the safari park?
- Are there any restaurants at the safari park?
- Are there any hotels near the safari park?
- Find 10 animals that people can see at the safari park.

OR

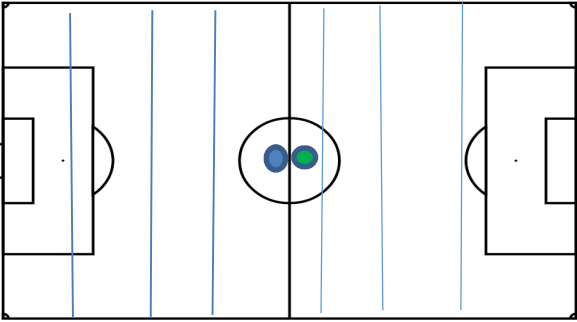
- Pupils who are interested can find out more about carnivorous plants. They can choose an interesting plant and present it to class next time.

OR

- Pupils can find out more about the animals in the tower of London and present to their class. They can use the following website: <http://www.hrp.org.uk/tower-of-london/visit-us/top-things-to-see-and-do/royal-beasts/>

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• Pupils sing their favourite song and/or present on any projects they completed (e.g. carnivorous plants, tower of London, etc.).
PRESENTATION	<ul style="list-style-type: none">• Pupils play the memory game used for evaluation purposes in lesson 1. They can use slides 3 for oral reporting using ‘There was..’ and ‘There were ...’ and slide 4 for written work on their mini-whiteboards (www.schools.ac.cy – Lesson 1 evaluation / review).• The teacher divides the pupils into two groups and s/he says they will now play an oral memory game in two teams based on the slides. S/he shows one of the slides and then removes it. S/he then asks each team a question, e.g. ‘Was there a ruler on the desk?’ A pupil from team A responds (Yes, there was. / No, there wasn’t) and based on whether the answer is correct or not, they get a point for their team. The teacher then asks team B a question and so the game continues. <p>The teacher writes the question forms on the board ‘Was there?’ and ‘Were there?’ as well as the replies (Yes, there was/were. No, there wasn’t/weren’t.)</p> <p>Tip 1: <i>Allow each pupil to respond only once so that more pupils can participate and no one can monopolise the game.</i></p> <p>Tip 2: <i>Pupils can play the above memory game scoring their points on a football field and see which team can first score a goal. You can draw a football field on the board in the following way:</i></p>

	 <p><i>Each team starts from the centre and with each correct point they move towards the goalpost.</i></p> <ul style="list-style-type: none"> • The teacher asks pupils to notice the question form they've been using 'Was there /were there' and again compare it to 'Is / are there' and note that the question is formed via inversion (e.g. There was ---- Was there?).
PRACTICE	<ul style="list-style-type: none"> • Pupils continue working with the above game but this time pupils from each team take turns to pose questions for the other team as well as select which pupil will reply to the question.
PRE-STORYTELLING	<ul style="list-style-type: none"> • Pupils sit in a circle. The teacher tells pupils that s/he read a very interesting story about an animal. Pupils guess which animal it was about (Was it about?). The teacher can help them by saying that it was a big animal, etc. <p>After the pupils find out that it's a rhino, the teacher asks them to guess the title of the story. Various ideas are shared and all are accepted as possibilities. The teacher then shows the cover of the book and the pupils read the title 'Rhinos don't eat pancakes'. Pupils discuss the cover and make predictions about the content of the book. The teacher guides the conversation by posing various questions, e.g.:</p> <ul style="list-style-type: none"> -What can you see in the picture? -What is the rhino doing? -What are the rhino and the girl talking about? -What do you think will happen in the story?

<p>WHILE-STORYTELLING</p>	<ul style="list-style-type: none"> • The teacher tells the story trying to involve the pupils in the storytelling. At different points of the story the teacher can pose various questions to the pupils such as: <ul style="list-style-type: none"> -What do you think mum will say? -What do you think dad will say? -Where do you think the rhino will go next? -How do Daisy and the rhino feel? -What's the surprise for Daisy? -What is going to happen next? What is Daisy going to do?
<p>AFTER-STORYTELLING</p>	<ul style="list-style-type: none"> • Pupils discuss the rhino (did they like him, what did he look like, what did he like doing, how did he feel, why did the rhino and Daisy become friends?). • The teacher asks pupils to imagine what they would say to their parents, if they saw a rhino in their house and an example is written on the board (e.g. Mum, there is a rhino in the kitchen!). The teacher goes through the pages of the book and encourages the pupils to say what Daisy would say each time (e.g. Dad, there is a rhino in the garden!, Dad, there is a rhino in the living room!, etc.). <p>The teacher can also divide the class into two groups; one being Daisy and the other being her parents who will respond to her each time, e.g. 'No, Daisy. There isn't a rhino in the garden.' Or 'Daisy, can't you see we are busy? There isn't a rhino in the garden!.'</p> • Pupils return to their seats. The teacher asks pupils if they remember what the missing poster for the rhino said and they look again at the relevant page in the book. Pupils look at the missing posters in their Pupils' Book (activity 7). The teacher asks various questions e.g. Who is missing? Where should we call? etc. The pupils then discuss what information should be included in such posters i.e. posters for missing animals (a description of the animal, especially in the case when we have no picture available, the contact details of the owner, possible rewards, etc.). • The teacher gives examples of animals and pupils work in pairs to come up with brief descriptions that they could write on a missing notice for each animal.

	<p><u>Example:</u> Teacher: Polar bear Pupils: a big, fat, furry bear Teacher: Crocodile Pupils: a green crocodile with sharp teeth and long tail. Teacher: cat Pupils: a cute, friendly cat</p> <ul style="list-style-type: none"> • Pupils do activity 2 in their Activity Books. They create a missing poster for any animal they want (pet, wild animal or imaginary animal). • Pupils can work on the following extension activities: <ul style="list-style-type: none"> - updating their portfolio - working with relevant interactive activities at www.schools.ac.cy - preparing their missing poster on an A4 paper to be put up on the class notice board
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing and takes place throughout the lesson with the teacher monitoring pupils and providing help when needed.
PORTFOLIO	<ul style="list-style-type: none"> • Pupils add the new story in the list of stories in their portfolio. They can include comments about the story in L2 or L1.

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sit in a circle and present their ‘missing’ animal posters. • Pupils play a vocabulary tennis game using vocabulary about rooms and things/furniture found in a house. The pupils are divided into two groups and pupils from each group take turns to say a word (house-related vocabulary).

	<p>Each pupil is only allowed to contribute once and not allowed to say words that were mentioned earlier, e.g.:</p> <p>Pupil from Group A: bedroom Pupil from Group B: kitchen Pupil from Group A: bed Pupil from Group B: fridge etc.</p> <p>Tip: <i>Try to encourage a quick, regular pace so that the words that are exchanged are 'thrown' from one group to the other like a tennis ball would in a tennis game.</i></p>
PRE-STORYTELLING	<ul style="list-style-type: none"> • Pupils report which rooms of the house they remember being mentioned in the story (living room, kitchen, garden, bathroom, etc.).
WHILE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the story again. Pupils are encouraged to remember any house-related words mentioned in the story or house-related things illustrated in the story. <p>Pupils can also take up the roles of the characters and say the words being said by the characters in the story or say what they think the characters could be saying by looking at the pictures (e.g. What do you think Daisy and the rhino are talking about while they are sitting on the sofa?).</p>
AFTER-STORYTELLING	<ul style="list-style-type: none"> • Pupils return to their seats and work in pairs to write on their mini-whiteboards all the rooms or house-related items they saw or heard in the story. The activity has a time-limit so the winners are those who write the most words (and write them correctly) in one minute.
PRESENTATION	<ul style="list-style-type: none"> • The teacher asks pupils if they remember what Daisy and the rhino did together. Pupils mention what they remember and the teacher shows the relevant illustration each time. If they don't remember, s/he shows the illustrations to help them. As the various activities are reported, the teacher writes on the board a few of the verbs making two columns:

	<table border="1" data-bbox="584 197 1350 309"> <tr> <td data-bbox="584 197 967 309">played cooked</td> <td data-bbox="967 197 1350 309">made ate</td> </tr> </table> <p data-bbox="584 376 1350 454">The teacher asks pupils, if they notice anything. S/he helps further by adding the present simple e.g.</p> <p data-bbox="584 506 967 577">play – played make – made cook – cooked eat – ate</p> <p data-bbox="584 663 1350 819">The discussion is aimed to help pupils notice that although most verbs form the present simple by the addition of –ed, some verbs are irregular and don’t follow the rule and we have to know those by heart as they don’t follow any rules.</p> <ul data-bbox="544 875 1350 1122" style="list-style-type: none"> • Pupils do the listen, look and learn activity (activity 8, Pupil’s Book) and may also add more irregular verbs to the list. Pupils also note key words that can help them understand <i>when</i> things are happening and what form of the verb they should be using. 	played cooked	made ate
played cooked	made ate		
<p data-bbox="204 1189 376 1223">PRACTICE</p>	<ul data-bbox="536 1200 1350 1357" style="list-style-type: none"> • The teacher tells pupils that sometimes rhythm and music helps us to remember things. S/he can give examples from her/his own experience and/or ask pupils to share any experiences they might have had. <p data-bbox="584 1413 1350 1570">S/he gives an example of how a chant can help them remember things and gives an example of a chant (activity 9) which they can listen to (audio CD for Year 6) or at www.schools.ac.cy .</p> <p data-bbox="759 1626 1174 1861" style="text-align: center;">I ate, ate, ate, a banana and I made, made, made a cake then I saw, saw, saw a snake and I went, went, went away. And all that was YESTERDAY And all that was YESTERDAY</p> <ul data-bbox="544 1917 1286 1951" style="list-style-type: none"> • Pupils say the chant and do the matching movements. 		

<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils work in pairs or groups to make their own chant (activity 9b). • The teacher tells pupils that more animals left the zoo. They open their Pupil's Books and look at the pictures in activity 10. The pictures show the zoo before and after the animals left. Pupils make sentences about the differences (e.g. There was an elephant yesterday. There isn't an elephant today). • Pupils do activities 3, 4 and 5 in their Activity Books. • If there is time, pupils can work on practicing their chants and/or recording them on audio devices or using tools such as voki.com (http://tinyurl.com/jq3mm63)
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Pupils play a ball game. The teacher says a verb and throws the ball to another pupils who says the word in the past tense. Regular and irregular verbs are used. • Evaluation is ongoing and takes place throughout the lesson.

LESSON 4

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• Pupils say the chant they learnt in the previous lesson. Volunteer pupils, who prepared their own chants, say their chants.• The teacher tells pupils they are going to see some unusual things in a PowerPoint presentation and they need to remember what they saw. The teacher goes through the presentation at a slow-ish pace (www.schools.ac.cy Lesson 4 – Review). After the presentation is completed, pupils - work in pairs using their mini-whiteboards to write as many unusual things as they can remember. The pupils need to use ‘There was There were ...’.• The teacher, based on the previous presentation (Lesson 4 – Review), makes questions and pupils write the answers (e.g. Yes, there was. /Yes, there were. / No, there wasn’t. / No, there weren’t any.) on their mini-whiteboards. To make the activity more challenging the teacher can add as many information as possible to the questions (e.g. Were there there yellow giraffes on the table? Was there a small blue elephant in the kitchen?).• The teacher allows pupils some time to review the verbs in the listen, look and learn activity. Pupils then play a ball game. The teacher throws the ball to a pupil and says a verb (e.g. eat). The pupil who catches the ball, makes a sentence using the verb in the past tense (e.g. Yesterday I ate an apple). The teacher gives a couple of examples first to make sure that pupils understand the activity.
PRACTICE	<ul style="list-style-type: none">• Pupils work in groups or pairs. Each group or pair gets an envelope with cut up sentence strips (see photocopyable materials) and they work together to put the sentences in the right order. <p>If necessary, the teacher can go over the story once more in order for them to check their answers. Alternatively, volunteer pupils can read out their story and the rest of the class can listen and give feedback.</p>

	<ul style="list-style-type: none"> • Pupils complete activity 7 in their Activity Book (writing the story of the rhino by filling in gaps) and then do activity 6. The teacher monitors the activities.
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • The teacher reminds pupils of the pink polar bear at the end of the story and shows the relevant picture. S/he asks what they think is going to happen next in the story. Pupils discuss/share various ideas (e.g. I think they are going to be friends). The teacher can encourage discussion with guiding questions (e.g. What food do you think the polar bear is going to like? /Do you think Daisy's parents are going to listen to her?). • The teacher writes on the board the beginning of a story and continues the story with the participation of the pupils, e.g.: <p>Once upon a time a pink polar bear came to Daisy's house.</p> <p>Teacher: Mmmm, I wonder how the story went. What shall we write? What did the polar bear like? OK, so ...</p> <p>Once upon a time a pink polar bear came to Daisy's house. The polar bear liked pink ice-cream very, very much!</p> <p>Teacher: Ok, so where did Daisy see the polar bear? Where was it? OK, so...</p> <p>Once upon a time a pink polar bear came to Daisy's house. The polar bear liked pink ice-cream very, very much! Daisy saw the polar bear in the kitchen.</p> <p>Teacher: OK, how did Daisy feel when she saw the bear?</p> <p>Once upon a time a pink polar bear came to Daisy's house. The polar bear liked pink ice-cream very, very much! Daisy saw the polar bear in the kitchen. Daisy was scared.</p> <p>The process continues until a short, simple story is created on the board, e.g.:</p> <p>Once upon a time a pink polar bear came to Daisy's house. The polar bear liked pink ice-cream very, very much! Daisy saw the polar bear in the kitchen. Daisy was scared but the polar bear was very friendly. It was sad and lonely. Daisy and the polar bear played together. They played chess and cards. They played tennis, too!</p>

	<p>Daisy asked her mother and father to help the polar bear go home. They bought a ticket for the bear to go home by ship. The bear was very happy!</p> <ul style="list-style-type: none"> • Pupils work on writing their own stories in their exercise books by using the above as a model. The teacher highlights the key points that the pupils can change to turn the model into a different story. <p>Once upon a time a pink polar bear came to Daisy's house. The polar bear liked pink ice-cream very, very much! Daisy saw the polar bear in the kitchen. Daisy was scared but the polar bear was very friendly. It was sad and lonely. Daisy and the polar bear played together. They played chess and cards. They played tennis, too! Daisy asked her mother and father to help the polar bear go home. They bought a ticket for the bear to go home by ship. The bear was very happy!</p> <p><i>Tip: using the model above and changing only parts of it can help support even the weaker pupils. More able pupils will be able to write more and might not need so much support. In this case, they do not need to follow the model.</i></p> <ul style="list-style-type: none"> • Once pupils write their own stories, they can either write them up clearly on an A4 and/or include an illustration (a scene from the story) so that the stories can be put up notice boards or uploaded on the school website. Pupils can also use digital tools to write up and illustrate their story. • If the class can use a computer lab, the story can be illustrated using kar2ouche or other similar tools. If there is no computer lab, then a group of pupils can decide which one of their stories to illustrate on kar2ouche and work together to do so. Alternatively, the pupils can decide on an amalgam of their stories, e.g. use the beginning from one of their stories, the middle from another and ending from another to create a new story on kar2ouche.
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Evaluation takes place through observation of how the pupils' respond to the various tasks. • The teacher carries out individual learning chats with pupils as they are writing their story. The teacher can ask general questions (e.g. how they feel about English, how they generally feel about the lesson, if they understood the new structure, etc.) as well as focus on reviewing pupils'

	individual learning goals which may have been set earlier in the year.
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LESSON 5

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Volunteer pupils read out the stories they wrote in the previous lesson. • Pupils play a “Find your partner” game. They are divided into two groups and each pupil is given a card (see photocopiable materials). They are asked to go round the classroom and interact with other pupils reading out what is on their cards. The winners are those who find an answer –or question – that matches their card. • If there is time, pupils play a miming game: Pupils come out in turns and pick a strip with key words on it (photocopiable materials). They mime the action that’s written on the paper and the rest of the class need to guess what they did. <p><u>Example:</u> Andreas holds a card saying eat banana. Andreas: What did I eat yesterday? (miming that he ate a banana). George: Did you eat a banana? Andreas: Yes, I did.</p>
PRACTICE	<ul style="list-style-type: none"> • The teacher says that a reporter interviewed Daisy. Pupils use their mini-whiteboards or exercise books to write questions they think the reporter asked Daisy or that they would like to ask Daisy, if they were reporters. The questions are then shared and written on the board. <p>Sample questions are:</p> <p>When did you find the rhino? How did you feel when you saw the rhino?</p>

	<p>Were you scared when you saw the rhino? Was the rhino friendly? How many pancakes did the rhino eat? Etc.</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils do activity 8 in their Activity books. • Volunteer pupils read out the interview in the Activity Book, with the help of their partner or other volunteer pupils. • Hot seat: Volunteer pupils come to the front of the classroom and take the role of Daisy (or Donald, if they are boys) while the rest of the class asks them questions. The pupil acting as Daisy (or Donald) should try to stay in role while answering the questions. <p><i>Tip: A number of pupils can be interviewed during the 'Hot Seat' game and different scenarios can also be used, in addition to Daisy from the storybook. A scenario, for example, can involve a boy who can be the owner of a flying dinosaur who is missing. A girl can be someone who found a pink penguin in the park, etc. You can either invent scenarios with your pupils in class or have ready-made scenarios to give to pupils. Before each pupil takes the 'Hot Seat', the scenario is read out and explained so that the pupil can act in role and the rest of the class can ask relevant questions.</i></p>
<p>READING</p>	<p><u>Reading – introduction</u></p> <ul style="list-style-type: none"> • The teacher asks the pupils if they think it's possible for people to be friends with wild animals. Pupils can respond in Greek, if they want, and are encouraged to share relevant stories that they may have read or heard. <p><u>1st Reading - scanning</u></p> <ul style="list-style-type: none"> • The teacher tells pupils that they are going to read a very interesting story. Pupils read the passage (activity 11, Pupil's Book) individually and silently so as to find out the main characters in the story.

2nd Reading - skimming

- Pupils read the story again and discuss where one would find such as a text (magazine, online, newspaper). They then work in pairs to suggest a title for the story.

3rd Reading – intensive reading

- The teacher, or a volunteer pupil, reads the text or the pupils follow the reading of the text from the audio CD. Pupils answer the questions in 11b.
- Finally, pupils can ask if there is anything they don't understand or they want to ask about.

Tip: *Before you give answers to questions about unknown words (if there are any) encourage pupils to predict what the word would mean based on the rest of the text, the pictures that support the text and other possible sources of information.*

Reading - extension

- The teacher asks pupils to predict what happened next in the story and various ideas are shared. The teacher can then show them what happened next by using the relevant video found at <https://www.youtube.com/watch?v=aOLqVshIM4w>
- The teacher asks the pupils what was the problem with the lion which made the two brothers sent it back in Africa. Pupils should identify one of the problems as the lion being “too big”. The teacher reminds the pupils that Daisy had the same problem with the rhino and pupils are asked what the particular problems were. Pupils are expected to say that:

The rhino was too big.
The rhino was too heavy.
The bike was too small.
- Pupils say which animals we can't keep as pets and why. For example, a giraffe is too tall or a lion is too dangerous.
- Pupils do activity 9 in their Activity Books.
- Pupils can work on the following extension activities:
 - updating their portfolio

	<ul style="list-style-type: none"> - working in pairs to prepare a role-play between a reporter and one of the owners of the lion in activity 11. Pupils can also video or audio record the interview.
EVALUATION	<ul style="list-style-type: none"> • Pupils complete the self-evaluation forms in their Pupil's books.
PORTFOLIO	<ul style="list-style-type: none"> • Pupils reflect on their progress on the following targets: Listening A2: Μπορώ να κατανοήσω κάποιες σύντομες ιστορίες Reading A2: Μπορώ να βρω συγκεκριμένες πληροφορίες από ηλεκτρονικά και έντυπα κείμενα Μπορώ να κατανοήσω την κεντρική ιδέα σύντομων ιστοριών Μπορώ να κατανοήσω σύντομα κείμενα. Speaking A2: Μπορώ να μιλήσω για γεγονότα στο παρελθόν Writing A2: Μπορώ να γράψω μια απλή ιστορία
CROSS-CURRICULAR LINKS	<p>-<u>Life Skills</u>: Pupils can work on issues such as the well-being of animals, animal rights and our responsibilities towards animals, in general.</p>

Photocopiable materials: mixed up sentences - lesson 4

Once upon a time there was a big, purple rhino in Daisy's kitchen.

The rhino liked pancakes very much. He ate Daisy's pancakes.

Daisy's mum and dad didn't want to listen to her.

Daisy and the rhino were friends and played together.

One day Daisy and her parents went to the zoo.

Then they saw that the rhino was not in the zoo.

After that, Daisy and her parents went back home and saw the rhino on the sofa.

The rhino didn't want to go back to the zoo.

Finally, the rhino went back home by aeroplane.

Photocopiable materials: Find your partner cards (lesson 5)

Where did you go yesterday?	I went to the park.
What did you eat yesterday afternoon?	I ate an apple.
Was there a lion in your kitchen yesterday?	No, there wasn't a lion in my kitchen.
What did you play yesterday?	I played basketball.
Were there any elephants in your bedroom yesterday?	No, there weren't any elephants in my bedroom.
What time did you get up yesterday?	I got up at 7 o'clock
Did you watch TV yesterday?	No, I didn't. I visited my grandma.
What was there in the safari park?	There were elephants, lions, rhinos and many other animals.
Did you go to London last summer?	No, I didn't. I went to Paris.
What time did you sleep yesterday evening?	I slept at 9 o'clock.
What was there in your sandwich yesterday?	There was ham and cheese.
Were there any cats at the safari park?	No, there weren't any cats.

Photocopiable materials: miming cards - lesson 5

eat banana

play football

watch TV

see snake

go to school

eat ice cream

do homework