

UNIT 7

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • identify and use basic vocabulary to describe places • identify and use vocabulary about means of transport • identify and use ordinal numbers (11th to 31st) • follow and actively participate in the narration of a story • identify the main idea in a short written text • identify the main idea in short oral texts or videos • write a holiday postcard / e-mail message
<i>Intercultural aspect:</i>	<p>Pupils should:</p> <ul style="list-style-type: none"> • be able to enjoy, appreciate and interact with foreign children’s literature (‘The snail and the whale’ by Julia Donaldson) • become familiar with Jules Verne’s novel ‘Around the world in 80 days’ • become familiar with different places and landscapes from around the world
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • use a K W L chart • evaluate their work / progress based on specific criteria
<u>SUCCESS INDICATORS</u>	<u>ADEQUACY INDICATORS</u>
<ul style="list-style-type: none"> • <u>Listening</u>- To be able to: -comprehend the main idea of simple announcements and messages -comprehend the main idea of a short film • <u>Speaking</u> - To be able to: -describe events which took place in the past -express their opinion in a simple manner • <u>Reading</u> - To be able to: -identify the written form of words they’ve been taught -comprehend the main idea in simple written texts • <u>Writing</u> – To be able to write a postcard message • <u>Learning Strategies</u> – To be able to evaluate their work / progress • <u>Intercultural Awareness</u>– To become aware of similarities and 	<ul style="list-style-type: none"> • Storytelling activities for Stage 3 • Vocabulary for describing places • Vocabulary for means of transport by + means of transport on foot • Ordinal numbers • Reading activities (scanning and skimming) • Video activities (for gist and for specific information) • Writing a postcard (greetings / openings / closings / dates / address) • I agree / don’t agree ... • I think that ... • Checking progress against specific criteria • Places and landscapes from around the world

differences in the lives of peers around the world	
NEW LANGUAGE	
<i>Production</i>	vocabulary for means of transport: by + helicopter, aeroplane, bicycle, motorbike, ship, bus on foot vocabulary for describing places: ice, wave, iceberg, volcano, desert river, lake, city, skyscraper, island, cave, waterfall weather vocabulary: lightning, thunder ordinal numbers (11 th - 31 st) Other vocabulary: whale, humpback whale, itchy
<i>Comprehension</i>	Vocabulary for creatures that live in the sea: lobster, corals, octopus, shell Other: soot, tide
RECYCLED LANGUAGE	Comparatives and superlatives Vocabulary about books/films: science fiction, adventure, mystery, comic book, romance, comedy, author, title, character Vocabulary for places: beach, forest Ordinal numbers (1 st – 10 th) Present simple Present continuous Past Simple Future with 'going to' Dates (years) Means of transport: taxi, lorry, car, train, boat Asking for help: 'Can you help me, please?' 'How do you say ...in English?', 'How do you spell ...?'. etc. Expressing opinion: I agree / I don't agree ... I think that Adjectives: small, big, comfortable, expensive, slow, fast, dangerous
MATERIALS	mini-whiteboards, Audio CD for Year 6, photocopyable materials, storybook "The snail and the whale", PowerPoint presentations from www.schools.ac.cy
TIME	5 x 40 minutes

LESSON 1

PROCEDURE	
INTRODUCTION	<ul style="list-style-type: none"> Pupils sing a song they have recently learnt and/or pupils might present a favourite musician and song – according to the project 'my favourite music' that they may be working on.
REVIEW	<ul style="list-style-type: none"> The teacher shows pupils the book s/he is currently reading. S/he can talk about the title, the author, the genre, etc., e.g.:

This is the book I'm reading these days. It's a great book. It's a detective story. I love detective stories. It's called 'The Adventure of the Egyptian Tomb'. The author is Agatha Christie. She is very famous for her detective stories.

OR

Here is the book I'm reading. It's science fiction. I love science fiction. This one is called 'Round the Moon'. The author is Jules Verne. Do you know him? He is a very famous author.

- Pupils are invited to talk about their favourite books and the teacher supports them by writing key vocabulary on the board (comic book, detective story/mystery, science fiction, comedy, drama, non-fiction), which they are encouraged to repeat.
- After a few pupils talk about their favourite book, the teacher can ask for a show of hands and a quick survey can take place on the board as regards the pupils' favourite book genre, e.g.:

Who likes detective stories?
Who likes science fiction?

detective stories / mystery	Comedy	Non-fiction	Comic books	Drama
7		8		

- Pupils can then give the titles of some of their favourite books, e.g.:

So you like comic books. What's your favourite comic book?

....

I see 12 people like detective stories. Can you tell me a good one? I'd like to read a new detective story.

PRACTICE

- The teacher tells pupils that Minas is reading a book and pupils guess what kind of book he is reading (mystery/science fiction/comic book/ etc.).
- The teacher reveals the answer and says Minas is reading fiction. In fact, he is reading an adventure novel that was written by the famous French author, Jules Verne. The

	<p>teacher asks pupils to share any books they might know that were written by Jules Verne.</p> <p>S/he says the book Minas is reading is about a man who travelled around the world. Pupils might then realise which novel it is and say the title in Greek. The teacher gives the title in English (Around the world in 80 days) and also the name of the main character (Phileas Fogg).</p> <ul style="list-style-type: none"> • Pupils talk about what means of transport Phileas Fogg might have used to travel around the world (How do you think Phileas Fogg travelled around the world? By aeroplane? By train?). Pupils are encouraged to answer using ‘I think that ...’. The means of transport mentioned are written on the board and the teacher uses the opportunity to review known vocabulary (car, train, boat, horse, taxi, lorry) and introduce the new words (ship, bicycle, motorbike, helicopter, aeroplane). • Pupils listen to the text (activity 1) to find out what means of transport Phileas Fogg used. They can write what they hear on their mini-whiteboards and raise their whiteboards up to share their answers. • Pupils listen to the text again while following in their books and check whether the answers they noted down are correct. • Pupils do activity 2 in their Pupil’s book. • Pupils practice reading the text in pairs (with one of the pupils taking on two parts) or in threes, while paying attention to reading with appropriate expression and intonation. The teacher monitors the activity and offers feedback. • If there is time, volunteer pairs can read the text out to the class.
PRESENTATION	<ul style="list-style-type: none"> • Pupils do activity 3 in their Pupil’s Books (Listen, look and learn) and repeat after the teacher or the recording. The teacher draws attention to the use of ‘by + means of transport’ and the exception of ‘on foot’.

	<ul style="list-style-type: none"> • Pupils talk about how they usually travel, e.g. how they usually come to school, how they go on holiday, etc.
PRACTICE	<ul style="list-style-type: none"> • Pupils talk about how they would like to travel around the world, e.g. ‘I would like to travel around the world by train’, ‘I would like to travel around the world by ship and by train.’. • Pupils discuss the means of transport and say which is the most comfortable/ expensive / dangerous / slow, etc. The teacher encourages pupils to use ‘I think’, ‘I agree’, ‘I don’t agree’ during the discussion. <p>Teacher: What do you think is the most comfortable way to travel?</p> <p>Pupil A: I think trains are the most comfortable. (or I think traveling by train is the most comfortable.)</p> <p>Pupil C: I don’t agree. I think ships are the most comfortable.</p>
READING	<p><u>Reading – introduction</u></p> <ul style="list-style-type: none"> • The teacher tells pupils that they are going to find out more about the novel ‘Around the world in 80 days’ and about Phileas Fogg. Before they read, s/he asks them to predict the answers to the following (activity 5a): <p>Phileas Fogg was German British Australian</p> <p>Phileas Fogg travelled alone with a valet with his wife</p> <p><u>1st Reading - Scanning</u></p> <ul style="list-style-type: none"> • Pupils go quickly through the text to find the answers to the questions above and check against their predictions. <p><u>2nd Reading – intensive reading</u></p> <p>Pupils read the questions (5c and 5d) and then read the text silently and individually in order to answer them. Pupils share and discuss their answers.</p> <p>The teacher then reads the passage out or pupils listen to the recording (Audio CD) and follow in their books. At the end of each paragraph the teacher (or the recording) can pause</p>

	<p>and the teacher asks various comprehension questions (e.g. What does ‘bet’ mean?, Where did Phileas Fogg live?, etc.).</p> <p>Finally, pupils ask any questions they might still have.</p> <ul style="list-style-type: none"> • Pupils do activities 1 and 2 in their Activity Books.
EVALUATION	<ul style="list-style-type: none"> • Exit cards: Each pupil gets a small piece of paper or sticky note and completes the following statement: Two things I learnt today: _____ _____ • One question I have: _____
PROJECT	<ul style="list-style-type: none"> • Pupils use a world map and design the route that they would follow if they would travel around the world. They then present it along with the means of transport they would use. • Pupils carry out a survey to find out what type of book is preferred by the pupils of year 5.
CROSS-CURRICULAR LINKS	<p><i>Γλωσσα:</i> Pupils can discuss adventure novels. Pupils can also discuss Jules Verne and other novels written by the famous author. OR Pupils can research Jules Verne or other famous authors and present about them in class. They can also create a small display area with Jules Verne books (or books written by the other authors they discussed) and aim to read some of them.</p>

LESSON 2

REVIEW	<ul style="list-style-type: none"> • Pupils play a Bingo game using the pictures of the Listen look and learn activity in their Pupil’s books (activity 3). • Pupils read the text (activity 1) in pairs or threes. The teacher monitors the activity. Volunteer groups/pairs can read the text out loud. • Pupils present any projects they have completed or discuss progress on any pending projects.
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PRACTICE

- Pupils do activity 3 in the Activity Book. The teacher says they will now find out what route Phileas Fogg used to travel around the world. Pupils first listen and draw the route that Phileas Fogg followed (activity 3a). Then, pupils listen for a second time and add how many days it took him to travel from place to place (activity 3b).

The transcript is as follows:

Hello, ladies and gentlemen. Phileas Fogg has just returned from his long journey. He travelled around the world in 80 days and won 20 000 pounds!. He started his journey in London 80 days ago. He travelled by train and ship across the Mediterranean sea for 7 days and his first stop was Suez in Egypt. Then, he travelled for another 13 days across the Red Sea and the Indian ocean to visit Bombay in India. After that, he continued his journey by train for another 13 days to go to Calcutta in India. He left India to go to Hong Kong. It took him 13 whole days to get there. His next stop was Japan, Yokohama after another 6 days. And then it was San Francisco in the United States of America. Can you imagine? He travelled by ship across the Pacific ocean for 22 days. Can you believe it ladies and gentlemen? 22 days sailing in the sea.

And after San Francisco it was New York. It took him 7 days to go there by train. New York was his last stop. After that he travelled by ship and train for 9 days to return back to London. Are you counting ladies and gentlemen? 7 days from London to Egypt, 13 days from Egypt to Bombay, 3 days from Bombay to Calcutta, 13 days from Calcutta to Hong Kong, 6 days from Hong Kong to Japan, 22 days from Japan to San Francisco, 7 days from San Francisco to New York and 9 days from New York back to London. That makes 80 days. He is a hero ladies and gentlemen! A true hero! Well done Phileas Fogg!

Tip 1: Pupils should be allowed to listen to the text more times if they need to.

Tip 2: If pupils need extra support, you can stop the tape at times and give them time to take notes.

- The teacher says there were no aeroplanes or cars when Phileas Fogg travelled around the world and asks pupils if

	<p>they know anything about the different means of transport e.g. who invented the aeroplane? When was it invented? When was it first used? Which is now the biggest aeroplane? etc. The discussion can be assisted with the use of PowerPoint presentation 1 (lesson 2 – means of transport).</p> <ul style="list-style-type: none"> • The teacher says that in many countries there are transport museums which include trains, cars or aeroplanes. S/he tells them that Jack visited one of these museums in London. Pupils first predict what Jack learnt after his visit to the museum (activity 4, Pupil’s Book) and then listen to the video message in order to check if their predictions were correct. <p>The transcript is as follows:</p> <p><i>Hi there guys!</i></p> <p><i>I hope you had a good week! What did you do? Where did you go? I can’t wait to hear all about it!</i></p> <p><i>I also did something very interesting. I went to a museum about cars. Everybody used horses before cars. But many engineers tried to create a way to travel without horses. I think.... the first modern car was invented by Carl Benz in Germany in 1885. In 1888 his wife Bertha Benz, wanted to show cars could be used for long travels so she drove 106 km to go to another city and then 106km to come back. This was the first time a car made such a long journey.</i></p> <p><i>Most cars run on petrol but it’s not great for the environment so now there are electric cars. Have you seen electric cars? I think they are very interesting but did you know the first electric car was invented in 1888 in Germany? 1888 such a long time ago.... I’ll send you a picture so you can see what it looked like.</i></p> <p><i>Ooops! Mum is calling me. I must clean my room.... Call you later!</i></p>
PRESENTATION	<ul style="list-style-type: none"> • Pupils discuss about electric cars and whether they will be faster than cars which run on petrol. The teacher reminds pupils to use the expressions ‘I agree with ...’, ‘I don’t agree with ...’ ‘I think that...’. • Pupils do activity 4 in their Activity Book.

	<ul style="list-style-type: none"> • The teacher comments on the pupils’ progress on using ordinals from first to tenth and says today they will learn ordinals over 10. Pupils do activity 6 (listen, look and learn). • Pupils discuss <i>when</i> we need to use ordinals and various ideas are shared (talking about races/ results/dates/events/etc.). The examples in the activity show how ordinals are used to talk about events and special dates. Pupils can give more examples. <p>Tip: <i>Pupils may choose to research International days and see if they find some they didn’t know existed and that they would like to celebrate in class. The United Nations International days can be found here:</i> http://www.un.org/en/sections/observances/international-days/</p> <p><u>Note:</u> If an event’s date is reported, then the preposition ‘on’ should be used e.g. World Water Day is on the 20th March.</p>
PRACTICE	<ul style="list-style-type: none"> • Pupils work in pairs using their mini-whiteboards. The teacher uses a PowerPoint presentation (Lesson 2 - ordinals) and pupils answer each question on their whiteboards. They then raise their whiteboards to share their answer before it is revealed in the following slide. • Pupils do activities 5 and 6 in their Activity Books.
PRODUCTION	<ul style="list-style-type: none"> • Pupils in pairs or groups play the board game in their Activity Books (activity 7). • Pupils update or create an entry in their picture dictionaries about ordinal numbers and also include examples of using ordinals for reporting the dates of events. • Pupils can work on the following extension activities: <ul style="list-style-type: none"> - updating their picture dictionaries - adding new words on the Word Wall - updating their portfolio - working on pending projects or on the project below - playing the board game again

	<ul style="list-style-type: none"> - creating word searches or other word puzzles with the new vocabulary in this Unit (means of transport or ordinal numbers)
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place throughout the lesson through observation of the pupils' responses during the various tasks. • The teacher can have individual learning chats with pupils during their written work and during the board game,
PROJECT	<ul style="list-style-type: none"> • Pupils design their own vehicle to take them around the world. They draw their vehicle and name it. They then write a paragraph about it, e.g.: <p><i>This is my SUPERCAR. It is very comfortable and very, very fast. It is small and red. It has got four wings and a big rocket. Inside, SUPERCAR has comfortable armchairs, a fridge with drinks and cakes and a big TV! SUPERCAR can fly, too.</i></p>

LESSON 3

REVIEW	<ul style="list-style-type: none"> • Pupils present on any projects they have completed or discuss progress on pending projects. If they need to work on projects, they can continue working on them for a while. The teacher offers help whenever necessary.
PRESENTATION	<ul style="list-style-type: none"> • The teacher says that all these discussions they have been having recently about travelling are really exciting and s/he would like to talk about visiting different places around the world. <p>S/he draws a K W L chart on the board (or places a ready-made K W L chart on the board) and asks pupils if they know any English words that describe places. Pupils say a few word and s/he writes them under 'K' (what I know).</p> <p>Then pupils are divided in groups of four or five and each group is given a piece of paper to write words they already know that can be used for describing places. The teacher gives a set time (e.g. 1 minute). Once time is up, a representative from each group places the paper on the K W L chart under 'K'. The teacher comments on various words the pupils already know and asks them what words they would like to know about describing places. Pupils work again in</p>

	<p>their groups and write the words they'd like to know on another piece of paper. At the end of the set time, representatives stick the papers under 'W' (what I want to know). The teacher reads a few of the words and tells pupils that they will try to learn the words they want to know by the end of the lesson.</p> <p>Tip: <i>Time management is very important. Use a timer to help pupils stay on task and maximize the use of their time. You can use traditional timers, humorous kitchen timers or digital timers.</i></p> <ul style="list-style-type: none"> • The teacher shows pupils pictures of different places that s/he would like to visit (PowerPoint presentation – lesson 3 - introduction). Pupils are encouraged and assisted in discussing/ describing the pictures / guessing which country it is, etc. While describing the pictures, the teacher finds opportunities to introduce new and recycled words and writes them on the board (e.g. city, skyscraper, desert, forest, river, lake, volcano, waves, iceberg, beach, mountain, waterfall). During the discussion the pupils also share experiences and wishes (e.g. I went to New York/Amsterdam last year. – I would like to see an iceberg. / I would like to visit Amsterdam.). • Pupils do Listen, look and learn activity 7 (Pupil's Book).
<p>PRE-STORYTELLING</p>	<ul style="list-style-type: none"> • The teacher tells pupils that s/he is going to tell them a story about someone else who travelled around the world. S/he says that although they talked about different ways of travelling around the world, no one mentioned the way the main character of the story uses to travel around the world. • Pupils sit in a circle and the teacher shows the cover of the book. S/he asks pupils various questions about the cover. e.g.: <ul style="list-style-type: none"> -What can you see in the picture? -Can you describe the whale? -Which country do you think the picture shows? -Can you see a snail in the picture? -What is the snail doing on the whale's tail?

	<ul style="list-style-type: none"> • Pupils read the title of the story. They talk about differences between the snail and the whale (tiny, enormous) and make predictions about what could happen in the story.
WHILE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the story. S/he stops at various points and asks pupils to predict what will happen next (e.g. Where are they going to go now? What are they going to see? Can the snail help the whale? How?). <p>The teacher also encourages pupils to discuss the illustrations and the places that the snail and the whale visit and guess in which countries the landscapes illustrated might belong to (e.g. What can you see in the picture? What kind of weather is there in this country? Which country do you think it is? Why?).</p>
AFTER-STORYTELLING	<ul style="list-style-type: none"> • Pupils talk about whether they liked the story and which part they liked best. • The teacher asks pupils what problems the snail and the whale had during their journey. The teacher can help the pupils by showing illustrations from the book. Pupils can notice the weather problems and the teacher can help them remember relevant vocabulary from the story (e.g. thunderstorm, lightning, thundering). The teacher can ask pupils how they feel about these kinds of weather conditions (Do you like thunder and lightning? How does it make you feel? What's your favourite kind of weather?). • Pupils return to their seats. The teacher tells pupils that the snail is still travelling with the whale and that – during his journeys – he sends messages to his friends to tell them about the new places he visits. Pupils do activity 8 in their Pupil's Books, where they listen to a message from the snail and number the relevant pictures. <p>The transcript is as follows:</p> <p><i>Dear friends,</i> <i>I am still travelling on the whale's tail and having a wonderful time. I visited many interesting places. Travelling is really exciting. We went to Hawaii! The weather was</i></p>

	<p>wonderful there. There were beautiful sandy beaches and scary volcanoes!</p> <p>After that we went to Canada. It was really cold over there and there was snow on the mountains but it was really magical. There were big lakes, mountains and huge forests. And then we went to New York. It's a huuuuuge city. Full of skyscrapers and so many people!</p> <p>And then we travelled all the way to the Mediterranean. I really wanted to see the Greek islands. We saw Mykonos, Paros, Tinos, Santorini. I loved the traditional white houses and the beautiful beaches. And guess what!</p> <p>In Santorini there was a volcano. It was amazing!</p> <p>Our last stop was Australia. I'm here right now sitting on the whale's back watching the people doing water sports. The waves are huge here and people love surfing. Australia is a very big country and it's also an island. It has a desert, too!</p> <p>Need to go now. See you soon.</p> <p>I miss you all!</p> <ul style="list-style-type: none"> • The teacher asks pupils which of the places in activity 8 they would like to visit and why. • Pupils do activities 3 and 4 in their Activity Books. • Pupils can work on the following extension activities: <ul style="list-style-type: none"> - create an entry in their picture dictionaries with the heading 'Describing places' and include the new vocabulary they learnt in this lesson and/or add more relevant vocabulary. - add new words on the Word Wall - update their portfolio - work on any pending projects - create word searches or other puzzles using the new vocabulary about describing places
<p>EVALUATION</p>	<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. • K W L: Pupils work in groups of four or five and write on a piece of paper or sticky note the new words they learnt in this lesson about describing places. Pupils stick their cards on the K W L chart, under 'L' (what I've learnt) and discuss their

	progress. The teacher also gives them the words of places pupils mentioned they'd like to know (W – what I'd like to learn) that were not covered in the lesson.
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LESSON 4

PROCEDURE	
REVIEW/ PRESENTATION	<ul style="list-style-type: none"> • Pupils who have completed pending projects, present them to the class. • Pupils work in pairs using their mini-whiteboards and play a game with scrambled words. The teacher (or volunteer pupils) writes a scrambled word on the board and pupils unscramble it on their mini whiteboards. The teacher can use words from both vocabulary groups: places and means of transport. • Pupils continue working in pairs using their mini-whiteboards. The teacher shows PowerPoint presentation (Lesson 4 – Review). Each slide is shown for a short time (e.g. 30 seconds) and, after the slide is taken away, pupils write on their mini-whiteboards as many words as they can, based on the picture (e.g. river, tree, mountain, sky, cloud). The teacher calls 'markers down' and the pupils stop writing. Pupils compare the words they wrote (number of words, spelling). They then continue to the next slide. <p><i>Tip: Depending on your pupils, you can allow them to do this activity with their picture dictionaries or their books open so that they can refer to the listen, look and learn activities for help OR you can allow them to first study the words in their picture dictionaries or the listen, look and learn activities and then close their books to carry out the mini-whiteboard activity.</i></p>
PRE-STORYTELLING	<ul style="list-style-type: none"> • The teacher asks pupils if they remember what places the snail and the whale saw in their travels. Places that pupils mention are written on the board.

	<ul style="list-style-type: none"> • The teacher asks pupils to listen to the story carefully and try to remember all the places mentioned in the story or shown in the illustrations.
<p>WHILE-STORYTELLING</p>	<ul style="list-style-type: none"> • Pupils sit in a circle. The teacher tells the story again and pupils are encouraged to participate and discuss the places mentioned and shown in the story. The teacher can encourage more focus on the illustrations by playing games such as ‘I spy...’ (e.g. In this picture I spy something dangerous. Or I spy something beginning with ‘v’). <p>Pupils can also note the sea creatures in the illustrations and name any sea creatures they know. The teacher can also encourage pupils to use ‘How do you say?’ so that they can find out the English words for the sea creatures in the illustrations.</p> <p>Pupils can also create conversations with the characters according to what they see in the pictures. The teacher can, for example, ask questions such as:</p> <ul style="list-style-type: none"> -What do you think the snail said to the whale? -What do you think the children said to the teacher? -What do you think the snail and the whale said to the people? -What did the whale said to the snail? -What did the other snails said to the whale when they came back?
<p>AFTER-STORYTELLING</p>	<ul style="list-style-type: none"> • Pupils report all the places they noticed mentioned or illustrated in the story. • The teacher asks pupils what they know about whales. Pupils can talk about different types of whales (e.g. humpback whales, orca/killer whales, etc.). The teacher asks pupils if they know the name of the biggest whale on earth and introduces them to the blue whale. <p><u>Reading – Introduction</u></p> <ul style="list-style-type: none"> • The teacher writes the statements found in activity 9 on the board and asks pupils to say if they think the statements are True or False.

	<p><u>1st Reading – scanning</u></p> <ul style="list-style-type: none"> • Pupils return to their seats and individually and silently read the text in activity 9 (Pupil’s Book) to find out whether the statements are True or False. <p><u>2nd Reading – intensive</u></p> <ul style="list-style-type: none"> • The teacher, the recording or a competent pupil read out the text and the class follows in their books. The teacher asks various comprehension questions (e.g. How long is the biggest blue whale? How big is a blue whale’s heart?, etc.). <p>Pupils ask any questions they might still have as regards their understanding of the text.</p> <p><u>Reading - Extension</u></p> <ul style="list-style-type: none"> • If there is time, pupils can watch informative videos about the blue whale, e.g. https://www.youtube.com/watch?v=WvWkZjgrSk (largest blue whale ever recorded) This video is rather long but not all of it needs to be shown. and / OR http://video.nationalgeographic.com/video/whale_bluecalls
<p>PROJECT</p>	<ul style="list-style-type: none"> • Pupils watch a video about the dangers that face blue whales (e.g. https://www.youtube.com/watch?v=lgz23Op_xeU) and the fact that they are critically endangered. Pupils discuss what they could do to help whales. Various ideas can be shared. Practical and realistic ideas can be taken up, e.g.: <ul style="list-style-type: none"> - Pupils can create posters to sensitise their school and wider community to the problem and promote a specific solution, e.g. not keeping animals in captivity prohibiting the fishing of whales - Pupils can join WDC (http://uk.whales.org/donate-and-adopt) and adopt a whale as a class. They can then follow relevant news from the website and newsletters sent to them.

	<ul style="list-style-type: none"> - Write a letter to the EU commissioner for the environment to request stricter laws against the fishing of whales.
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing and takes place throughout the lesson.
CROSS-CURRICULAR LINKS	<i>Environmental Education / Health Education</i> : Pupils can work on the project above or explore the issue of endangered animals in general.

LESSON 5

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils present any pending projects that have been completed. • Pupils play hangman with the target vocabulary for places (new and recycled) at http://www.hangman.no/ (code: hnaeeddlgcb) • The teacher gives each pupil a blank word card (word label) or a blank A4 paper. Pupils take turns to say the ordinal numbers starting from ‘first’ and finishing with ‘thirty-first’. e.g: Pupil A: first Pupil B: second etc. <p>Then, each pupil writes on his/her word card the ordinal s/he said. If pupils had two turns and said two ordinals, then they are given one more word card so that they can write both the ordinals they said.</p> <p>Pupils then get up and work together to stick all the ordinals in the right order on the board OR to put the word cards in the right order– on the floor in an available area in the classroom (e.g. the back or the front of the classroom). Alternatively, the pupils can stick the word cards in a designated area on the classroom walls or notice boards.</p> <p>Tip: <i>if your class is very large and the classroom is small, you could divide the class in two. You could, for example, ask pupils with ordinals first to twelve to come out and place their cards. Then the first</i></p>

	<p><i>group of pupils sit down and the second group of pupils stand up to place their word cards.</i></p> <ul style="list-style-type: none"> • If there is time, the teacher divides pupils in 2 or 3 groups, depending on the size of the class. Pupils in each group go to a designated area in the classroom (e.g. one group to the back, one group to the front, one group on the left side, etc.) and work together so that they arrange themselves in a way where they are standing in the right order, according to the month they were born. They should do this <u>without talking to each other</u> and in a specific period of time. <p>When the groups are ready, the teacher checks whether the pupils managed to complete the activity successfully by asking them – one at a time - when their birthday is. The teacher provides a model sentence about his/her birthday and writes it on the board for pupils to use as a model (My birthday is <u>on the 28th of July</u>).</p>
<p>PRACTICE</p>	<p><i><u>Reading - introduction</u></i></p> <ul style="list-style-type: none"> • The teacher uses a PowerPoint presentation (Lesson 5 – Reading introduction) to show pupils postcards sent by the snail from the different places that it visited. When the front side is shown, pupils can predict what could be written at the back (what kind of weather, which country it is, what could the snail be doing in that place, etc.). Then the back side of each postcard is shown and pupils can read and check their predictions. Pupils also note how the date is placed and how postcards begin (Greetings: e.g. Dear, Hi.....) and end (love, missing you, wish you were here). <p><i><u>1st Reading – scanning</u></i></p> <ul style="list-style-type: none"> • Pupils do activity 10 in their Pupil’s Books. The teacher can first ask some scanning questions such as: <p>Which countries can you find in the postcards? Which postcard writes about icebergs? 1, 2, 3 or 4? Which postcard was sent in July? 1, 2, 3 or 4? etc.</p> <p>Tip: <i>Scanning is best practiced under time constraints so that pupils do not have time to stop and think about every word but use various</i></p>

strategies (e.g. focus on key words, use of visual cues, headings, etc.) to find the information they are looking for. Urge the pupils to be fast and ask for those who find the answers to put their hand up (but not shout out the answer).

2nd Reading – Skimming

- Pupils read the postcards and match the front to the back sides of the postcards (i.e. they match the text with the picture).

3rd Reading – Intensive Reading

- The teacher, the recording or a competent pupil read out the postcards – one postcard at a time. After each postcard is read out, the teacher asks pupils a few comprehension questions, e.g.:

- Where was the Itchy foot on the 27th of October?
- What is the Itch Foot doing in Naples?
- What happened to Pompeii?

Afterwards, pupils can ask any questions they might still have (e.g. questions about vocabulary). The teacher then moves on to the next postcard.

- Pupils work in groups of four or five. Each group gets a piece of paper and writes two questions based on the postcard texts in activity 10. Each group then passes their two questions to another group. The other group then needs to answer the questions on the same piece of paper. Pupils then pass their papers (questions and answers) to another group (a third group) who reads out the questions and answers while the rest of the class listen and check whether the answers are correct. The process is, therefore, like this:

- 1.All groups write questions about the text
- 2.Group A passes the questions to Group B, Group B passes their questions to Group C, Group C to Group A
3. Groups answer two questions about the text
- 4.Group A passes their answers to Group B, Group B to Group C and so forth
5. Each group reads out the questions and answers they received and the rest of the class gives feedback.

Tip: *To make sure the activity stays within the time limits, set a timer for each stage (e.g. 2 minutes) and use a timer to keep the time.*

<p>PRODUCTION</p>	<ul style="list-style-type: none"> ● Pupils close their eyes and imagine the place where they would like to spend their holiday. It could be any place they like. Pupils don't tell anyone where that place is but open their Activity Books and write a postcard imagining they are at that place (activity 10). The teacher draws the pupils' attention to the checklist under the postcard which indicates what needs to be included in the postcard. <p>The teacher monitors the activity and offers help when needed. Pupils are reminded of key phrases they can use to ask for help (How do you say in English? / How do you spell?/ Can you help me, please?, etc.).</p> <ul style="list-style-type: none"> ● If there is time, pupils take turns to read their postcards to their classmates. They read their postcard without revealing the name of the place. The rest of the pupils listen carefully and try to find what place their friends are talking about. ● Pupils can work on the following extension activities: <ul style="list-style-type: none"> - working on any pending projects - updating their portfolio - updating their picture dictionary - creating digital games with ordinals, dates or vocabulary related to describing places (e.g. pelmanism, hangman, etc.)
<p>EVALUATION</p>	<ul style="list-style-type: none"> ● Pupils complete their self-assessment forms ● The teacher has individual learning chats with pupils during their written tasks and during group work. ● Through the postcard writing activity (activity 10, Activity Book), by checking against the checklist
<p>PORTFOLIO</p>	<ul style="list-style-type: none"> ● Pupils include the story in the list of stories they've read and update the songs list (pages 26 ,27) as well as the list of Internet sites and films watched (p. 28) ● Pupils can include evidence and reflect on their progress in the following targets: <ul style="list-style-type: none"> A2 Listening: Μπορώ να κατανοήσω σύντομες ιστορίες A2 Listening: Μπορώ να κατανοήσω μια σύντομη ταινία A2 Reading: Μπορώ να κατανοήσω σύντομα γραπτά μηνύματα, κάρτες και επιστολές A2 Reading: Μπορώ να κατανοήσω σύντομα κείμενα

	<p>A2 Talking to other people: Μπορώ να πω αν συμφωνώ ή διαφωνώ με κάτι και να εκφράσω τη γνώμη μου</p> <p>A2 Talking to other people: Μπορώ να ζητήσω βοήθεια όταν χρειάζομαι κάτι ή όταν δεν κατάλαβα κάτι που είπε κάποιος</p> <p>A2 Writing: Μπορώ να γράψω μια κάρτα ή ένα ηλεκτρονικό μήνυμα</p>
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