

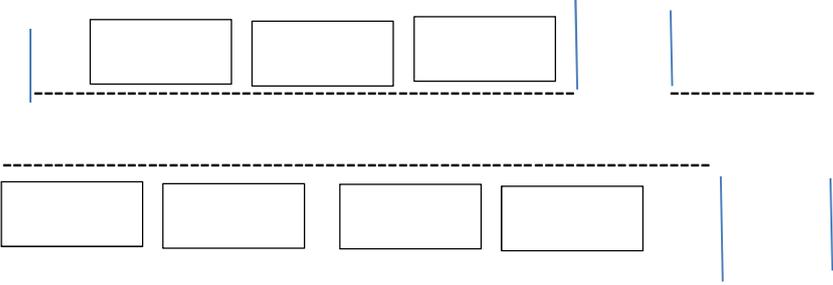
UNIT 2

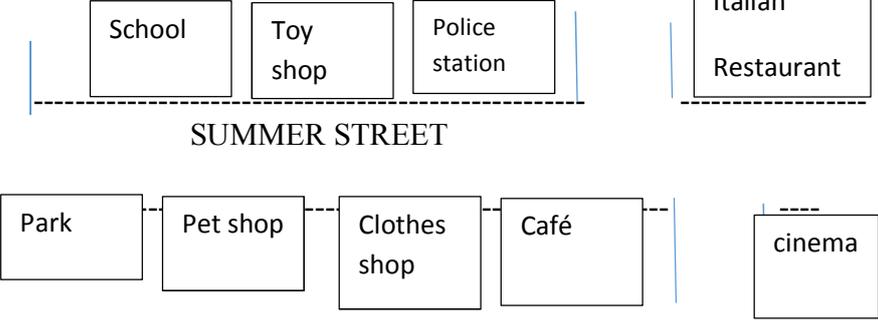
OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • actively participate and engage in the narration of a story • follow and give directions • confidently use at least six vocabulary items about places in a town/village • be able to describe the location of things (using prepositions of place) • find specific information from an authentic text • obtain detailed information from a listening text
<i>Intercultural aspect:</i>	<p>Pupils should:</p> <ul style="list-style-type: none"> • enjoy, appreciate and interact with foreign children's literature ("what the ladybird heard' by Julia Donaldson) • sing a traditional song (Old MacDonald or BINGO!) • sing an internationally known song (It's a small world) • become familiar with famous places from around the world
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • use context to make meaning • use visuals to make meaning • collaborate effectively with peers • carry out peer-assessment
NEW LANGUAGE	
<i>Production</i>	<p>Right, left, turn, go straight on, go past ladybird, farmer, pond, map Be careful!</p>
<i>Comprehension</i>	<p>hog, van, prize, steal, gate, tractor, straight ahead, laughter, tears, hopes, fears, upset, thief (thieves) Pardon? on your right / left</p>
RECYCLED LANGUAGE	<p>Excuse me, thank you, please Present simple Times (o'clock, half past) I'd like to ... Places in a town/village: supermarket, school, cinema, restaurant, post office, café, toy shop, clothes shop, pet shop, police station, park) animal sounds animals: sheep, cow, duck, horse, cat, pig, goose, dog feelings: happy, sad, angry prepositions: next to, opposite, between body parts</p>

MATERIALS	Storybook (What the ladybird heard), PowerPoint presentations (www.schools.ac.cy), photocopyable materials, Audio CD for Year 5, mini-whiteboards
TIME	4 X 40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> The teacher puts a picture of the magic box on the board (see photocopyable materials) or projects the picture on the board using the projector. S/he asks pupils to remind him/her where they would like to travel with the magic box and encourages them to use 'I'd like to go to ...' which is also written on the board to support them. The teacher tells pupils that if they go traveling, they have to be prepared and asks them what they think they would need. All ideas are accepted and opportunities for recycling vocabulary are used (e.g. clothes for cold weather – what clothes? clothes for hot weather?, etc.). <p>If nobody mentions it, the teacher adds that they also have to be prepared in case they get lost. S/he asks pupils what they would need in such a case. Various ideas such as a compass, a map will probably be expressed by the pupils. The teacher also adds that they need to know how to ask the way.</p> <ul style="list-style-type: none"> The teacher asks pupils if they can ask the way and accepts what they pupils contribute. S/he then focuses on presenting two specific ways: Excuse me, where is the? Excuse me, can you tell me the way to the? These are written on the board and the pupils repeat them in various ways (e.g. sounding like an old person, sounding like a grumpy person) and complete the questions using various places. The teacher then tells pupils they also need to understand when others give them the directions they asked for. S/he draws symbols on the board and each time a symbol is presented s/he asks if they know what it means. Gradually,

	<p>the symbols present the new language (turn right, turn left, go straight on, go past....) and the pupils repeat after the teacher. Activity 4 in the Pupil's Book (listen, look and learn) can also be used at this point.</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils play a quick 'Simon says' game with the teacher giving instructions. The instructions aim mainly to help pupils differentiate between left and right and to recycle body part vocabulary, e.g.: <p>Simon says put your right arm up. Simon says touch your right ear. Simon says point to the right. Turn to the left. Touch your left knee. Simon says close your right eye. etc.</p>
<p>REVIEW</p>	<ul style="list-style-type: none"> • The teacher says jokingly s/he will check how good they are in finding their way by following directions. S/he draws a diagram on the board (see below) and asks pupils to guess what it could be while s/he is drawing.  <p>The pupils will realize it's a map and the teacher invites them to add the details, e.g.</p> <p>Teacher: <i>What shall we call this street? What name shall we give it? What do you think should be here? (review places found in a town/village)</i> <i>What else shall we add on the map?</i></p> <p>The map will eventually take form, e.g.:</p>

	
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils work in pairs using their mini-whiteboards. They follow the teacher's directions on the map which is on the board and write on their mini-whiteboard what the destination is. e.g. <p>Teacher: <i>You are here (adds a cross at a particular point on the map, e.g. in front of the park). Are you ready?</i> <i>Ok, Go straight on down Summer street. Just walk straight on. Go past the pet shop. Go past the clothes shop. It's there. It's next to the clothes shop.</i></p> <p><i>OK, shall I say it again?</i> <i>Go straight on down Summer street. Walk straight on. Go past the clothes shop. It's there. It's next to the clothes shop.</i> <i>Are you ready? Did you find it? Hold up your whiteboards. Let me see. Where are we going? That's right. You found it. We are going to the café. Well done!</i></p> <p>Here's another example:</p> <p>Teacher: <i>You are here (cross again placed in front of the park). Go straight on down Summer street. Go past the café and turn right. It's on your left. What is it? Where are we going?</i> <i>Shall I say it again?</i></p> <ul style="list-style-type: none"> • The teacher says they were good in following directions and so they are now ready to travel! They listen to the recording (Audio CD for Year 5, activity 1) to find out where their first destination will be, i.e. Where do the characters go with the magic box? <p>Pupils listen to the recording and report their answer by writing it on their mini-whiteboards.</p> <ul style="list-style-type: none"> • Pupils listen again while following in their books.

- Pupils do activity 2 (Pupil's Book). They follow the instructions that were given to the characters in the text (activity 1) to identify the ride called 'it's a small world', which is located in the circled area in the map below:



- The teacher asks pupils what they think 'it's a small world' is (it's one of the rides/attractions in Disneyland). They also talk more generally about Disneyland, e.g. if anyone has been to Disneyland, how many Disneyland parks there are in the world, what they know about it in general and if anyone has been on the 'It's a small world' ride.

Note: If pupils do not have experiences of Disneyland or of the 'it's a small world' ride, the teacher can explain that it's a boat ride, i.e. people sit in boats and the boats travel gently along a stream while all around them there are dolls representing different people and countries from around the world. The teacher can also show a video taken of the whole ride. A video clip can be found here: <http://www.youtube.com/watch?v=iJFGAX77zw4>

Tip: Before watching the video, give the pupils a task to focus on, e.g. ask the pupils to try and remember how many different countries they can see represented in the video. After the video, they can report on the countries/people they spotted.

- If there is time, the teacher can introduce the pupils to other famous attractions such as 'Big Thunder Mountain', 'Sleeping Beauty's Castle' and 'Space Mountain'. The teacher can give directions helping pupils identify each ride on the map.

	<p><u>Note:</u> Teachers can use this interactive and detailed map to help them become familiar with the attractions https://disneyland.disney.go.com/attractions/map/</p> <ul style="list-style-type: none"> • The teacher tells pupils that the ride is called ‘It’s a small world’ because of the song that is played during the ride. The song is argued to be the most performed and the most translated piece of music on earth. The teacher introduces the song by showing the first verse on the board and asks the pupils to discuss what it means: <p style="text-align: center;">It’s a world of laughter, a world of tears. It’s a world of hopes, a world of fears. There’s so much that we share, that it’s time we are aware, it’s a small world after all!</p> <p>When discussing the song, the teacher can explain the meaning of laughter, tears, hopes, fears. S/he can then show the second verse and help the pupils understand the song’s message (i.e. people have many similarities; even though they may live far apart and in different countries they are not very different from each other).</p> <p><u>Note:</u> If you want to have some more information on the song, you can visit the following sites: http://en.wikipedia.org/wiki/It's_a_Small_World http://disney.wikia.com/wiki/It's_a_Small_World_(song)</p>
PRODUCTION	<ul style="list-style-type: none"> • Pupils sing the song with the help of the recording (Audio CD for Year 5) or using one of the versions found online (e.g. http://tinyurl.com/ly9uk7z). They can also follow in their books (activity 3, Pupil’s Book). • Pupils do activities 1 and 2 in their Activity Books. <p>Tip: <i>As it is the first time pupils do a word puzzle where they have to read the clues, it may be a good idea if you went through a couple of the clues with them so that they see how it works.</i></p>
EVALUATION	<ul style="list-style-type: none"> • ‘Simon says’: The teacher gives instructions for ‘Simon says’. The instructions are focused on the new language and

	<p>the pupils do the actions on the spot, e.g.:</p> <p><i>Simon says turn right</i> (pupils turn right on the spot) <i>Simon says go straight on</i> (pupils do steps on the spot)</p> <p>Volunteer pupils can also take the role of ‘Simon’ and give instructions to the rest of the class.</p>
PROJECT	<ul style="list-style-type: none"> Pupils can choose to visit the Disneyland website and find one or two interesting attractions to present to their classmates. A list of Disneyland’s attractions can be found here: https://disneyland.disney.go.com/attractions/

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils sing the song ‘It’s a small world’. Pupils practice reading the dialogue (activity 1) in groups of 4 paying particular attention in using the right intonation and expression when reading. The teacher monitors the activity and offers feedback. The teacher calls a volunteer pupil out. The pupil turns towards the board and the teacher hides an object somewhere in the class. The pupil then follows directions given by the teacher so as to find the object, e.g.: <p><i>Go straight on. Stop. Turn right. Go straight on. Turn left. Go past Maria. It’s there. It’s on your right. Can you see it?</i></p>
PRACTICE	<ul style="list-style-type: none"> The activity is repeated a couple of times with more volunteer pupils taking turns to follow the teacher’s directions to the ‘mystery’ object. During the activity the teacher writes the key phrases on the board (turn right, go past, etc.) to support the pupils. The activity can continue with volunteer pupils giving directions.

<p>PRE-STORYTELLING</p>	<ul style="list-style-type: none"> • Pupils sit in a circle. The teacher tells them that the characters left Disneyland and asks pupils to guess where they went next. Pupils make various guesses. The teacher tells them that actually the characters wanted to go home but they got lost... again! So where did they go? They landed in a farm somewhere in England! • Pupils close their eyes and imagine what they will see in a farm in England. They name various animals. The teacher can either put flashcards on the board, write the animal words or ask pupils to write the animal words mentioned. S/he also reminds pupils that there is probably a farmer there, too. • The teacher tells pupils to close their eyes again and now try to imagine what sounds they will hear in a farm. Pupils mention various animal sounds. The teacher reminds them they are in England and that animals make different sounds in English (e.g. woof, baa, oink, etc.). S/he also adds that there may be other sounds such as tractors, other cars, the farmer walking, the wind, the rain, etc. • S/he tells the children that something strange is happening in this farm – some kind of mystery – and asks them if they want to find out. • The teacher shows the pupils the cover of the book and the pupils name the animals and the sounds they make. They then read the title ‘what the ladybird heard’. They discuss what it could be that the ladybird heard as well as what sound the ladybird makes.
<p>WHILE-STORYTELLING</p>	<ul style="list-style-type: none"> • The teacher tells the story. S/he starts with the initial illustration of the farm. Pupils describe what they see in the farm (the animals, the pond, the house, the tractor, etc.). <p>As the story begins and the teacher introduces the animals, s/he points to them in the illustrations and helps clarify the meaning of words either by pointing to the pictures (e.g. a woolly sheep) or by miming, using synonyms and examples (e.g. dainty – delicate/with fine taste), etc.</p> <p>The teacher can pause every time an animal makes a sound so as to give the pupils the opportunity to make the sound or s/he can have a set of cards (see photocopyable materials) which can be lifted up to cue the pupils as to what they should add to the story, e.g.:</p>

	<p>Teacher: And the cow said (teacher lifts card).... Pupils: MOO Teacher: and the hen said (teacher shows card) Pupils: CLUCK</p> <p>The pupils can also make the animal sounds according to how the animals feel at particular times in the story (happy, upset, etc.). When the animals carry out their plan and they mimic other animals, the teacher can ask the pupils to guess what sound each animal will make, e.g.:</p> <p>‘then the duck on the pond said.... What do you think the duck said?’</p>
AFTER-STORYTELLING	<ul style="list-style-type: none"> • The teacher asks the pupils to explain what happened, i.e. to explain the animals’ plan.
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • The pupils can sing a farm-related song they know (Old MacDonald or BINGO!). The lyrics to Old MacDonald can be found in the photocopyable materials in case the pupils need some help remembering the song.
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils’ responses to the various activities. Make sure to note down how the pupils respond to the story, if they are able to follow it and how they engage with it. • Give each pupil a post-it note and ask them to draw a face showing how they liked the lesson: a happy face if they liked the lesson, a sad face if they didn’t like it and a neutral face, if they have no strong feelings about it. <p>Indicate a place on the board or the wall where the pupils can stick their notes on their way out. The notes can be anonymous so pupils can express themselves freely.</p> <p>Tip: <i>Some pupils who are not used to this kind of evaluation, may not respond as expected. They will need to understand the importance of such evaluation and get used to how it works so be persistent!</i></p>

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• Pupils sit in a circle and sing either 'It's a small world' or one of the farm songs (Old MacDonald or BINGO!).• The teacher writes various names of animals and places of a city/village on the board. S/he can ask pupils to guess the words being written each time, e.g. 'Let's see if you can guess this one.' 'What am I writing now?'. <p>Alternatively, the teacher can use a PowerPoint presentation (www.schools.ac.cy).</p> <p>After the words are presented, the pupils are encouraged to read the words in a variety of ways.</p>
PRACTICE	<ul style="list-style-type: none">• Pupils play 'I spy' with the words on the board/screen (e.g. I spy something beginning with 's'. What is it?)• The teacher gives brief definitions/descriptions for animals/places which are written on the board. The pupils listen and identify what is being described, e.g.: <p><i>'It's got four legs. It's usually white. It's woolly. It says BAA! What is it?'</i></p> <p><i>'We go there to buy pets.'</i></p> <ul style="list-style-type: none">• Pupils work in pairs using their mini-whiteboards. They write as many animals as they can in 1 minute. After one minute, the teacher calls 'stop!' and the pairs report how many animals they wrote. The winner is the pair with the most animals written correctly.• The same activity is then carried out with vocabulary for places, i.e. they write down as many words for places as they can in 1 minute. <p>Tip: <i>If your pupils need help with this activity, you may leave the words on the screen but remove some of the letters from each word so that the pupils have some support but they are still expected to contribute to the spelling of the words.</i></p>

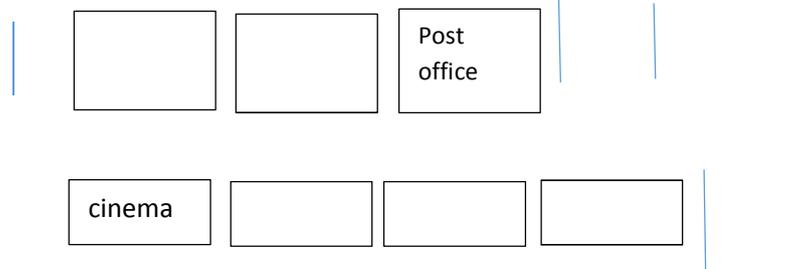
PRE-STORYTELLING	<ul style="list-style-type: none"> • Pupils say which animals they remember from the story. • The teacher asks them if they remember the thieves' plan. Pupils listen to the story to remember the plan.
WHILE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the story using all the techniques recommended in the previous lesson (lesson 2) and encouraging more participation from the pupils. S/he may, for example, ask pupils to repeat the thieves' plan after her/him. When the plan is mentioned for a second time the story, the teacher can pause and ask pupils to complete certain phrases or say part of the plan, themselves.
AFTER-STORYTELLING	<ul style="list-style-type: none"> • The teacher presents the stages of the thieves' plan mixed up on the board or on the screen (www.schools.ac.cy) and the pupils work in pairs to put them in the right order on their mini-whiteboards (they write the number of each stage so that the plan is in the right order). <p>Pupils report their answers and the teacher reads the relevant part of the story again so that the pupils can check their answers for themselves.</p> <ul style="list-style-type: none"> • Pupils do activity 5 in the Pupil's Book (putting the plan in the right order). • Pupils work with activities 3, 4 and 5 in the Activity Book. In activity 5 they have to find the secret message and draw the route on the map. The secret message says: <p>Go straight on. Turn right at the café. Walk past the clothes shop and then turn left. It's opposite the police station.</p> <p>The answer to the puzzle is: <i>the cinema</i>.</p> <ul style="list-style-type: none"> • Extension activities. Pupils can work on: <ul style="list-style-type: none"> - adding new words to the Word Wall - creating or enriching their picture dictionary entry on places in a city/village - creating a picture dictionary entry on directions (pupils can add the symbols and perhaps write an example of giving directions and showing their directions on a map) - preparing coded messages for their classmates. Coded messages can be prepared manually or with the help of

	<p>online sites.</p> <ul style="list-style-type: none"> - relevant interactive activities found at www.schools.ac.cy
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • Pupils watch a video of children in the UK putting on a play for ‘what the ladybird heard’. The video can be found at http://www.youtube.com/watch?v=_NBYGGvDidE
PROJECT	<ul style="list-style-type: none"> • Pupils can dramatise the story and present it to their parents or the rest of the school during an assembly or any other suitable event. The story can have many narrators (so that it is easier for the pupils but also in order to create more parts). The rest of the roles can also be multiplied so more pupils take part. There can, for example, be more thieves, more farmers (or a farmer’s family), etc.
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation. Note how pupils are progressing with their spelling during the two mini-whiteboard activities. • While the pupils are working on writing tasks in their Activity Book, the teacher has individual learning chats with pupils. The teacher can ask them how they liked the story, if they found it easy, how they managed with the spelling tasks, or discuss their learning targets (set in Project Unit 1).
PORTFOLIO	<ul style="list-style-type: none"> • Pupils include the new story ‘What the ladybird heard’ in the list of stories they read in their portfolio. • Pupils can also add new songs they have learnt this year (BINGO, It’s a small world, Apples and Bananas) in their list of songs in their portfolio.

LESSON 4

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing ‘It’s a small world’ or another song of their choice. • The teacher tells pupils they have a ‘mystery’ visitor. Pupils guess who it could be. They can ask questions, e.g. Is it a boy/ girl / animal? etc.

- The teacher introduces the guest (a funny puppet) who can't hear very well but is very wise and very clever.
- The teacher quickly draws a map on the board or uses a map from the PowerPoint presentation (www.schools.ac.cy):



The map includes the names of some of the places while some others are missing. The pupils need to ask the wise guest where these places are. First, the teacher says they need to find where the school is. S/he either nominates a pupil to ask the guest or reminds the pupils of the question and writes it on the board:

Excuse me. Where is the? or

Excuse me. Can you tell me the way to the?

Once a pupil asks the question, the puppet (guest) shows s/he can't hear and asks 'Pardon?' or 'Excuse me?' The teacher invites everyone to repeat the question in chorus so that the guest hears it, e.g. 'Excuse me, where is the school?'

The puppet replies and the pupils listen to the directions. A volunteer pupil identifies the school on the map e.g.:

Teacher: So, where is the school? Did you find it?

Pupil: It's next to the post office.

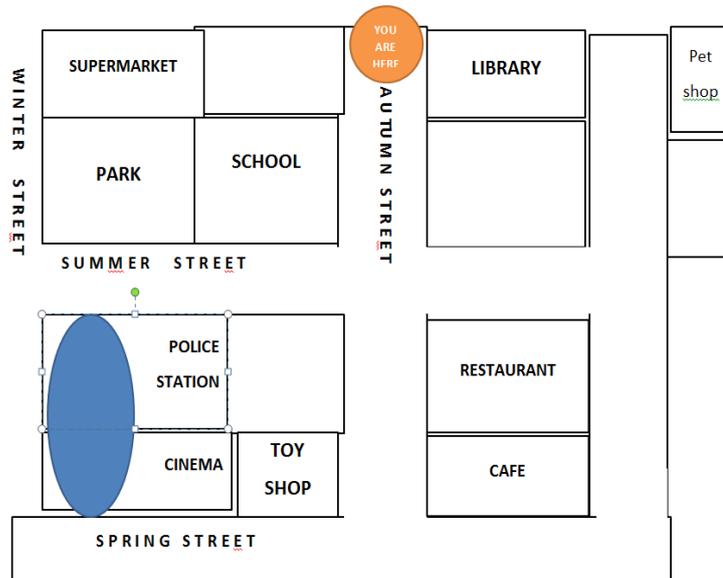
Teacher (to the class): What do you think? Do you agree?

If the pupils agree this is the right answer, the pupil who found it writes it on the map.

The teacher asks the pupils what else they need to find on the map. Various places are nominated and one is selected so that they can ask the guest to help them locate it on the map. Again, a volunteer pupil asks the question but the puppet can't hear so the whole class has to shout the question and then the puppet replies.

The process is repeated until the pupils identify on the map: the pet shop, the café, the restaurant, the supermarket and the park.

	<p><u>Note:</u> As the teacher will be giving the directions (pretending to be the guest) take care to use the target language (turn right/left, go straight on, go past) and the prepositions next to, opposite and between.</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher presents another map on the board (www.schools.ac.cy). S/he tells pupils that Minas house is in that street. In order to find the house, they will work in groups to identify all the places on the map. The teacher gives each group directions to various places on the map (see photocopyable materials). Each group needs to read the directions and identify their place/s on the map by sticking a piece of paper or post-it in the square on the map or writing on the board, if possible. <p>Once all the groups complete their task, the teacher reads the directions for all the class to follow and check if the groups identified the places correctly, e.g.:</p> <p>Teacher: <i>Let's see. Supermarket. Which group had this card? OK. Let's all listen to the instructions. Are you ready? Listen and tell me where the supermarket is. Go straight on Autumn Street. Go past the school and turn left. Then turn right. The supermarket is next to the pet shop.</i></p> <p><i>Shall I read it again?</i></p> <p><i>Where is the supermarket then? Where did the group stick the card? Here. Do you agree? Did they get it right?</i></p> <p>The solution to the task (the completed map) is shown below:</p>



- Pupils do listening activity 6 in the Pupil's Book. The teacher explains that Minas, Jamie, Yasmin and Chloe are trying to get home using their magic box but – as usual – they get lost. The pupils need to listen carefully and help the children go home. Pupils listen to the text at least twice. The transcript is as follows:

Minas: Yay! We're home.

Jamie: I'm so tired. I just want to go to sleep.

Minas: Oh no! Where are we?

Jamie: What! We're lost? Not again! From Disneyland to the farm and now where?

Minas: Don't worry. We're near home. We'll walk.

Jamie: Excuse me, can you tell us the way to Spring street, please?

Woman: Yes, you're not far. You're in Summer street now. You are here next to the post office. Keep walking. Go straight on. Go past the café and turn right into Madison street. You'll see the cinema and the pet shop. Spring Street is opposite the pet shop.

Jamie: OK, so We go past the café and then ..

Woman: Yes, past the café and then turn right into Madison street.

Jamie: OK

Woman: Then go past the cinema and turn right again. That's Spring street.

Minas: Thank you!

Woman: You're welcome.

	<p>Tip: <i>After the class listens to the text once, you may like to help those who are having difficulties. You can do that by breaking the text in two. Tell pupils to first listen carefully to find out where they are on the map. Then pause the recording after this is mentioned in the text 'You're in Summer Street now. You are here next to the post office'. Ask the children to confirm, if they have identified where they are on the map and then continue with the recording.</i></p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils do activity 6 and work in pairs to do activities 7a) and 6b) in the Activity Book. In activity 6 pupils complete the note with the help of the map. The completed note should read: Hi Sandra, Hope you can come to my party. Here's the way to my house. Go past our school and then turn right after the pet shop. Go straight on past the toy shop and then turn right. My house is next to the park. • For activity 7 pupils work in pairs. First each pupil decides where s/he wants to put the places missing (Pupil A: post office, park, shoe shop – Pupil B: police station, school, pet shop). Each pupil writes them down in the squares of his/her choice. Pupil A writes down in 7a) in the yellow squares and Pupil B in 7b) in the green squares. They do not show each other what they wrote down. They then take turns to ask each other questions so that they complete the places missing in their map. Once they complete the activity, they show each other their maps and check that they have completed them correctly. The teacher monitors the activity while the pupils are working. Tip: <i>You can project the game on the screen and show an example of how it works by trying it out with a pupil. When doing that you are also modeling the language to be used. Don't forget to use key phrases such as 'your turn', 'excuse me, can you say that again please?'</i> Write these phrases on the board to encourage the pupils to use them. Once the activity is completed the teacher asks pupils to assess their partners by giving each other one point for every place identified correctly. They can also give themselves a point, if they have used only English and one point if they have used some of the key phrases

	<p>mentioned above. That would mean each pupil can get a maximum of 5 marks.</p> <ul style="list-style-type: none"> • The teacher tells pupils that the characters are planning their next trip to be at Chessington World of Adventures. Pupils read 7a) in their Pupil’s Books to find out what Chessington park is. The teacher asks comprehension questions to check understanding (e.g. where is it? What can you see there?). If pupils have experiences or know about Chessington park, they share it with the class. • The teacher tells pupils they are going to play a reading game. S/he will ask questions and will see who finds the answer first. Pupils need to read silently and when they find the answer, they just put their hand up (and not shout the answer). <p><u>Note:</u> This ‘competition’ style reading aims to help pupils practice scanning which requires them to read fast and identify the specific information they are looking for without being delayed or distracted by unknown words.</p> <ul style="list-style-type: none"> • Extension activities. Pupils can work on: <ul style="list-style-type: none"> - adding new words to the Word Wall - creating or enriching their picture dictionary entry on places in a city - creating a picture dictionary entry on directions (pupils can add the symbols and perhaps write an example of giving directions and showing their directions on a map) - preparing coded messages for their classmates. Coded messages can be prepared manually or with the help of relevant websites. - relevant interactive activities found at www.schools.ac.cy - exploring Chessington – see the Chessington project below
PROJECT	<ul style="list-style-type: none"> • Pupils can choose to explore Chessington and choose one interesting animal which they can see there to present to the class. The animals available at Chessington zoo can be found here: http://www.chessington.com/explore/chessington-zoo/chessington-zoo-listing.aspx
EVALUATION	<ul style="list-style-type: none"> • Pupils complete the self-evaluation form.

PHOTOCOPIABLE MATERIALS: THE MAGIC BOX



PHOTOCOPIABLE MATERIALS: ANIMAL SOUNDS

MOO

CLUCK

HISS

QUACK

NEIGH

OINK

BAA

WOOF

PHOTOCOPIABLE MATERIALS: Old MacDonald



Old MacDonald

Old MacDonald had a farm ee-eye, ee-eye, oh
And on that farm he had a duck ee-eye, ee-eye, oh
With a quack quack here and a quack quack there
Here a quack, there a quack, everywhere a quack quack.
Old MacDonald had a farm ee-eye, ee-eye, oh



Old MacDonald had a farm ee-eye, ee-eye, oh
And on that farm he had a cow ee-eye, ee-eye, oh
With a moo moo here and a moo moo there
Here a moo, there a moo, everywhere a moo moo.
Quack, quack here and a quack, quack there
Here a quack, there a quack, everywhere a quack quack
Old MacDonald had a farm ee-eye, ee-eye, oh

Old MacDonald had a farm ee-eye, ee-eye, oh
And on that farm he had a dog ee-eye, ee-eye, oh
With a woof woof here and a woof woof there
Here a woof, there a woof, everywhere a woof woof.

Moo, moo here and a moo, moo there
Here a moo, there a moo, everywhere a moo moo
Quack, quack here and a quack, quack there
Here a quack, there a quack, everywhere a quack quack
Old MacDonald had a farm ee-eye, ee-eye, oh



PHOTOCOPIABLE MATERIALS: MAP ACTIVITY – LESSON 4

Find the supermarket:

Go straight on Autumn Street. Go past the school and turn left. Then turn left again. The pet shop is opposite the library.

Find the pet shop:

Go straight on Autumn Street. Turn right on Summer Street. Go past the duck pond and turn right again on Winter Street. The supermarket is on your right.

Find the cinema AND the toy shop:

Go straight on Autumn Street. Go past Summer Street. Turn right on Spring Street. The cinema is between the duck pond and the toy shop.

Find the cafe:

Go straight on Autumn Street. Go past Summer Street. The café is on your left next to the restaurant.

Find the police station:

Go straight on Autumn Street. Turn right on Summer Street. The police station is on your left. It's next to the duck pond.