

UNIT 8

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • make promises (using ‘will’) • express spontaneous decisions (using ‘will’) • express obligation (using ‘have to’) • make predictions about what can happen (1st conditional) • write a short dialogue • read aloud with appropriate intonation and expression, fluency and accuracy
<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 (“Eat your peas’ by Kes Gray and Nick Sharrat)
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • use a K W L chart • make deductions and form language rules based on context and language samples • explain grammar rules in their own words
<u>SUCCESS INDICATORS</u>	<u>ADEQUACY INDICATORS</u>
<ul style="list-style-type: none"> • <i><u>Listening:</u> To be able to:</i> <ul style="list-style-type: none"> - identify specific information in an oral text about a known topic. - comprehend short stories • <i><u>Speaking:</u> To be able to :</i> <ul style="list-style-type: none"> -express simple predictions/hypotheses -talk about habitual events • <i><u>Reading:</u> To be able to:</i> <ul style="list-style-type: none"> - find specific information in short texts - read aloud with appropriate intonation and expression, fluency and accuracy • <i><u>Writing:</u> To be able to write a short dialogue.</i> • <i><u>Learning Strategies:</u> To be able to:</i> <ul style="list-style-type: none"> - deduce rules on the function of language based on samples of language use 	<ul style="list-style-type: none"> • future with ‘will’ • 1st conditional • vocabulary about house chores • storytelling activities (stage 3) • acting out dialogues • modal verbs • present simple and adverbs of frequency

<p>- understand the meaning of unknown vocabulary based on context</p> <ul style="list-style-type: none"> • <i>Intercultural skills: To respect and appreciate other cultures (literature, cuisine)</i> 	
NEW LANGUAGE	
<i>Production</i>	<p>modal verb: have to future with 'will' 1st conditional: 'If + present simple – will + infinitive' vocabulary about house chores: tidy, feed, look after, water (v), make the bed other vocabulary: peas, factory, pudding, extra, rocket, Brussels sprouts, promise (v)</p>
<i>Comprehension</i>	spotless, not yet
RECYCLED LANGUAGE	<p>modal verbs: should, must, can action verbs (e.g. run, jump, cook, go, visit, play, do homework, wash dishes) present simple and adverbs of frequency (always, never, often, usually, sometimes, once/twice/ three times a day/week/month/...) 'How often?' future with 'going to'</p>
MATERIALS	mini-whiteboards, Audio CD for Year 6, photocopiable materials, storybook "Eat your peas", PowerPoint presentations from www.schools.ac.cy
TIME	4 x 40 minutes

LESSON 1

PROCEDURE	
INTRODUCTION / PRESENTATION	<ul style="list-style-type: none"> • Pupils sing a song of their choice and/or present on any pending or continuing projects. • The teacher shows ONLY THE FIRST slide from PowerPoint lesson 1 - presentation (www.schools.ac.cy) which illustrates people doing chores around the house and asks pupils to say what the people are doing thus reviewing vocabulary already learnt e.g. cook, wash dishes, do homework)

- The teacher says they will learn more jobs/chores people do at home.

S/he presents a K W L chart and reminds pupils how it works. Pupils work in groups of 4-5 to write on small pieces of paper or sticky notes what house tasks/chores they already know. They then place the sticky notes under K (what we know). The teacher goes through some of them and praises the pupils about what they already know.

Pupils work again in their groups and write on sticky notes what they would like to learn as regards new vocabulary for tasks/chores around the home. They can write these in Greek and then place their sticky notes under W (What I want to learn). The teacher goes over the notes written by the pupils and says they will try to learn everything they've included in their notes.

Tip 1: *Remember to work with set time limits, e.g. 1 minute for each stage. Traditional or digital timers can be used to keep pupils aware of time.*

Tip 2: *You may also try completing individual K W L charts by asking each pupil to draw the chart at the back of their books or in their exercise book. They can then complete each stage in their book/exercise book. It is again imperative that pupils work to set time limits so no time is wasted.*

- The teacher shows the rest of the slides of the PowerPoint and gradually introduces the new and recycled vocabulary asking pupils to repeat new words and phrases and discuss how often they do these tasks, e.g.:

Teacher: What is he doing? Does anyone know?

Pupil A: He is watering the plants.

Teacher: Right. He is watering the plants. Let's all say it together.

Pupils (all): He is watering the plants.

Teacher: Do you water the plants?

Pupil A: Yes, I do.

Teacher: Great! It's good to help. Who else waters the plants?

(pupils raise their hands)

How often do you water the plants? Once a week? Twice a week?

The new and recycled vocabulary is written on the board as it is introduced. The teacher also writes key phrases such as the question 'How often do you ...?'; and adverbs

	<p>of frequency (once, twice, three times a week / never / every day / etc.).</p> <p>Tip: <i>After all the vocabulary has been presented, pupils can repeat the vocabulary using rhythm (e.g. in the form of a rap song) or in funny ways (e.g. like they've done a lot of chores and they're very tired, etc.).</i></p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils do activity 3 in their Pupil's Books (Listen, look and learn). They can also suggest other house tasks/chores and the teacher can write these on the board. • The teacher shows the first picture of the text in activity 1 (PowerPoint - introduction) and asks pupils to discuss the picture (Who can they see? Where are they? What's happening? How does Jamie's mother feel? How does Jamie feel? What should Jamie do?). • The teacher asks pupils if they have to do specific tasks/chores around the house. S/he can start with her/himself and write an example on the board, e.g.: <p>I have to wash the dishes after lunch. I have to feed my cat twice a day.</p> <p>The teacher takes the opportunity to clarify the meaning of 'have to' and then asks pupils to share their own examples (e.g. I have to do my homework every day. / I have to go to bed at 9:00. etc.).</p> <p>Note: <i>There are small and subtle differences between 'must' and 'have to'. The main difference being that 'have to' implies there are some external obligations making the action necessary. In the case above, the external obligation is the arrangement pupils have at home; the obligations and responsibilities they have taken on and that are expected of them by their parents.</i></p> <ul style="list-style-type: none"> • Pupils listen to the text (activity 1) with their books closed to find out the answers to the questions discussed. • Pupils discuss their answers and then listen again while following in their books. • Pupils answer the questions in activity 2.

<p>PRESENTATION</p>	<ul style="list-style-type: none"> • Pupils underline the instances of ‘have to’ in the text and discuss why Jamie ‘has to’ clean his room (maybe it’s too messy, maybe they are expecting visitors, etc.). • The teacher writes on the board sentences with the modal verbs the pupils already know, e.g.: <p>You can take your cat to the vet. You should take your cat to the vet. You must take your cat to the vet. You have to take your cat to the vet.</p> <p>Pupils discuss the differences in meaning between can / should / have to / must. In the above examples the modal verbs function in the following ways:</p> <p>can = expresses ability or an option should = expresses advice must = expresses necessity felt by the speaker, e.g. the cat is very sick have to = expresses an external obligation e.g. the speaker thinks the cat has to be taken to the vet in order to prepare its travel documents (if a cat is being taken abroad)</p> <ul style="list-style-type: none"> • If there is time, the teacher can ask pupils to work in pairs or individually and write their own examples of can / should / must / have to in their exercise books or picture dictionaries under an entry entitled ‘modal verbs’. <p><i>Alternatively</i>, the teacher writes more examples on the board to be analysed and discussed, e.g.:</p> <p>I can visit my friend. I should visit my friend. I must visit my friend. I have to visit my friend.</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils work in pairs using their mini-whiteboards. The teacher shows PowerPoint presentation (lesson 1 – practice) and pupils select the right answer for each slide, e.g.: <p>I think she has a temperature. She _____go to the doctor.</p>

	<p>a) can b) should</p> <p>This is a hospital. You _____ be quiet.</p> <p>a) must b) should</p> <p>Pupils raise their whiteboards to share their answers before the answer is revealed on the screen. The teacher invites pupils to explain why the particular answer is correct.</p> <ul style="list-style-type: none"> • Pupils do activities 1 and 2 in their Activity Books. • Pupils can work with the following extension activities: <ul style="list-style-type: none"> - update their portfolios - prepare an entry in their picture dictionary on ‘House chores’ OR ‘modal verbs’. - use PowerPoint or other tools to create activities with modal verbs. These activities can be used in the beginning (review) or end (evaluation) of the following lessons or uploaded on the school website for their classmates to use for extra practice. - prepare a crossword puzzle using vocabulary about house chores, e.g. He is _____ the car. It’s very dirty.
EVALUATION	<ul style="list-style-type: none"> • Pupils revisit their K W L chart (either the one they formed as a class or individual ones they may have in their exercise book or textbooks). They write down what they learnt today as regards vocabulary about house chores. If pupils included vocabulary under ‘W’ (want to know) which was not introduced in this lesson, the teacher can offer the vocabulary at this stage and encourage the pupils to add it to their picture dictionaries. • The teacher sticks word labels with the modal verbs around the classroom (must, should, can, have to). A group of volunteer pupils comes to the front of the classroom. The teacher reads out sentences with the modal verb missing. The volunteer pupils decide which is the modal that is missing and move to stand next to it, e.g.: <p>It’s a red light. You _____ stop the car.</p>

	<p>After pupils decide where to go and stand i.e. next to which modal verb (can, should, must, have to), they explain why they chose the particular modal verb to stand next to.</p> <p>The rest of the pupils then use their mini whiteboards to write their decision and raise their whiteboards to share their answer before the right answer is revealed by the teacher.</p> <p>Tip 1: <i>There may be more than one correct answer, depending on context. It is, therefore, important to hear how pupils interpreted each sentence before correcting their answers or give all the answers which could be right and explain why, e.g.</i></p> <p><i>It's late. I _____ to go home.</i></p> <p><i>It's late. I should go home. – can be correct, if this is a feeling from the speaker i.e. s/he feels they have to get up early so they should go to bed soon.</i></p> <p><i>It's late. I have to go home. – can be correct, if the parents have set a specific time for the child to go home.</i></p> <p>Tip 2: <i>Depending on your pupils, you can only use two options each time (e.g. can / must - must / should, etc.) to make it easier for pupils to distinguish the right answer.</i></p>
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LESSON 2

<p>REVIEW</p>	<ul style="list-style-type: none"> • Volunteer pupils take turns to come to the front of the classroom. The teacher whispers in their ear one of the action verbs learnt. Pupils then mime the action for the class to identify. The actions should include new and recycled verbs (e.g. look after baby/pet, do homework, wash dishes, run, jump, play piano/basketball, watch TV). • The teacher asks pupils how often they do specific house chores and writes a sample question (e.g. How often do you water the plants?) and key words (every day, once/twice, a week/a month) on the board to support pupils.
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	<ul style="list-style-type: none"> • The teacher makes statements and pupils decide if the statement is True or False and indicate this by showing a thumbs up or down, e.g.: <p>Teacher: I cook every day. Pupils indicate true or false by doing thumbs up or down. Teacher: Mmmm,... it's true. Well done. What about this? I wash my car once a week.</p> <p>Pupils can also take turns to make statements about themselves using action verbs and adverbs of frequency. The rest of the class listens and decides if a statement is True or False.</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils do activity 4a in their Pupil's Book. It's a listening activity. Pupils first look at the table in activity 4a to familiarise themselves with what they are looking for. They can also make predictions about what the answers are going to be. Pupils then listen and carry out task 4a. <p>After 4a, pupils then listen again to carry out activity 4b which is a True/False activity.</p> <p>The transcript is as follows:</p> <p><u>Jamie</u>: <i>My mum is upset with me. She says I have to clean my room every Saturday.</i></p> <p><u>Minas</u>: <i>Don't worry Jamie, It's OK. We all do it. I clean my room every Saturday, too. I also look after my pets every day. I feed them and make sure they have fresh water.</i></p> <p><u>Chloe</u>: <i>We all help Jamie. You should help, too. I always wash the dishes after lunch. You never help me!</i></p> <p><u>Jamie</u>: <i>I do help. I water the plants every Wednesday and every Saturday.</i></p> <p><u>Yasmin</u>: <i>Come on you guys. You really don't help very much. I wash the dishes every day, I also clean my room every Saturday and I water the plants, too! I water the plants every Sunday.</i></p>

	<ul style="list-style-type: none"> • Pupils do activity 5 (Pupil’s Book). They first fill in the table about themselves (i.e. activity 5a - how often they do things) and then ask two friends so that they can complete the task in activity 5b. An example of the question form should be written on the board to help pupils. The teacher monitors the activity by moving about and listening in to the pupils’ interactions. Pupils then report to the class. They can use the model in 5c and take a minute to prepare before they report back. • Pupils work in pairs and practice reading the dialogue in activity 1 (Pupil’s Book). They focus on reading the text fluently and with the right intonation and expression. The teacher monitors the activity and gives feedback on completion. Feedback should focus on fluency, intonation and expression but also on cooperation skills. Volunteer pairs can present the dialogue for the class.
PRESENTATION	<ul style="list-style-type: none"> • Pupils underline the following instances in the text (activity 1): OK, I’ll clean my room. (picture 1) I will clean my room now. (picture 3) I’ll clean my room. (picture 4) • The teacher explains that ‘I will’ and ‘I’ll’ is the same thing and asks pupils to say what they think ‘I will’ or ‘I’ll’ mean. Based on context, pupils should be able to deduct that ‘will’ refers to the future. Once that is clarified, pupils are encouraged to discuss how ‘will’ is different from ‘going to’. The teacher writes sentences with the two future forms on the board and asks pupils to say how the two sentences differ in meaning, e.g.: I will clean my room. I’m going to clean my room. During the discussion, pupils are first encouraged to remember when ‘going to’ is used and then see if ‘will’ is

	<p>used in the same way. The discussion should conclude that ‘will’ is used:</p> <ul style="list-style-type: none"> a) to make a promise b) to express a decision that’s taken on the spot (i.e. it is not planned beforehand) <p>During the discussion examples are written on the board and the negative form of will is also introduced e.g. I won’t stay up late. I won’t clean my room.</p> <ul style="list-style-type: none"> • Pupils look at activity 6 (Listen, look and learn) and discuss why ‘will’ is used in those situations (decisions about the future taken on the spot – not planned).
PRACTICE	<ul style="list-style-type: none"> • Pupils work in pairs using their mini-whiteboards. The teacher uses a PowerPoint presentation (lesson 2 – practice). Each slide shows a situation and pupils write on their whiteboards either what they will do next or a promise they have to make, e.g.: <p>A slide shows a man saying ‘I’ve got a toothache’ and a blank speech balloon. Ideas can be ‘I think I’ll go to the dentist’ / ‘I think I’ll take an aspirin.’.</p> <p>Or</p> <p>A slide shows a woman saying ‘It’s cloudy.’ and a blank speech balloon. Ideas can be ‘I’ll stay home.’, ‘I’ll take an umbrella.’ / ‘I’ll go by taxi’.</p> <p>OR</p> <p>A slide show shows a woman talking to a boy ‘I’m going to grandma’s. Don’t watch too much TV.’ Pupils need to complete the blank speech balloon for the boy, e.g. ‘I promise I won’t watch too much TV.’ Or ‘I promise I’ll do my homework.’.</p> <p>Each time, pupils raise their whiteboards and answers are commented on and shared with the class. No correct answer is shared on the slides as there isn’t only one correct answer.</p>
PRODUCTION	<ul style="list-style-type: none"> • Pupils do activities 3, 4 and 5 in their Activity Books. In activity 3, where modal verbs are concerned, pupils should be asked to explain their thinking before an answer is accepted or not. This is important because there is a lack

	<p>of context and pupils may interpret a sentence in a different way than the teacher, e.g. in 3 h):</p> <p>I _____ look after my baby brother because my mum is working in the garden.</p> <p>‘Should’ could be considered correct, if the pupil feels the statement as the ‘right’ thing to do. ‘Must’ can be considered correct, if the pupil sees it as a personal obligation to look after the baby, perhaps because is a real danger and the necessity to look after the baby becomes emphasized.</p> <ul style="list-style-type: none"> • Pupils work in pairs or groups and play the board game in activity 7 (Pupil’s Book). The aim is to get to the party so they need to take decisions on the spot about what they should do to overcome the obstacles they find. Since decisions are taken on the spot, they should be expressed using ‘will’. <p>Tip: <i>A round of the game can be played with the teacher as one player and the rest of the class as another player. This will help pupils understand how it works and play it later with their partner or group.</i></p> <ul style="list-style-type: none"> • Pupils can work on the following extension activities: <ul style="list-style-type: none"> - playing the board game again with the same or a different group of friends. - updating their picture dictionary - updating their portfolio - acting out the dialogue in activity 1 and making it into a short video (see project below) - adapting the dialogue in activity 1 and creating a new version which they can also act out and turn into a short video (see project below)
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Exit cards – Pupils write on a sticky note or small piece of paper one thing they learnt OR a question they have. Pupils can write their names or choose to be anonymous. They can either stick the exit cards in a designated area before they leave the classroom or they put them in a box or jar. Pupils can complete their exit card in English or in Greek.

	<p>The teacher can write on the board two sentence starters and pupils can choose to complete one or both, e.g. Today I learnt Today I have one question</p>
PROJECT	<ul style="list-style-type: none"> • Pupils practice the dialogue in activity 1 (Pupil's Book) and make a short video. Pupils take turns to video record each other or there may be designated cameramen/women. Digital cameras, ipads, ipods, phones or other devices can be used to make the video. Before working on the video, pupils should discuss and agree the points that will be used later to evaluate their videos. A sample of assessment points can be the following: <ul style="list-style-type: none"> -speaking fluently without long pauses -not making many language mistakes -using natural intonation and expression -acting naturally -using good props -not forgetting their lines <p>Pupils can also opt to video record their own version of the dialogue, instead of the one in the book. In this case, they slightly adapt the dialogue, without changing its overall structure. The dialogue can, for example, be about homework, instead of about cleaning their room.</p> <p>In case pupils adapt the text, an additional assessment point can be added above: - funny, interesting dialogue</p>

LESSON 3

REVIEW	<ul style="list-style-type: none"> • The teacher tells pupils that they've won a prize and that each pair of pupils will get 100 000 Euro. S/he says s/he has also won 100 000 Euro and tells pupils what s/he will do with the money, e.g.: I think I will travel to the Bahamas. I think I will buy a new car. • Each pair writes 3 ideas in their exercise books about what they will do with the money they've won. e.g. We will buy a zoo.
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	<p>We will travel around the world. We will buy food for poor children.</p> <p>Pupils' ideas are shared with the class.</p> <ul style="list-style-type: none"> • Pupils present videos they have prepared. If the videos are not yet ready, volunteer pairs can present their dialogues and the teacher, or another pupil, can video record at the same time.
PRE-STORYTELLING	<ul style="list-style-type: none"> • Pupils sit in a circle. The teacher asks them if there are any house chores their parents tell them they have to do but they really don't like doing at all. Pupils share, although they should not be pressed to do so, if they don't want to. • The teacher says they are going to listen to a story about a girl, called Daisy, who doesn't want to do what her mother tells her. Pupils predict what it is that Daisy's mum wants her to do. After various ideas are shared, the teacher shows the cover of the book. The pupils read the title (Eat your peas) and predict what the story is going to be about and whether Daisy will eat her peas in the end.
WHILE-STORYTELLING	<ul style="list-style-type: none"> • The teacher tells the story, pausing at intervals to allow for the pupils to predict what is going to happen (e.g. What is Daisy going to say? Is Daisy going to eat her peas now?). At times the teacher can encourage pupils to use the story's context (visual, textual, situational) and make hypotheses about the meaning of various vocabulary items. For example, after reading 'If you eat your peas, you can have some pudding.' said mum', the teacher asks 'Pudding? What do you think it means? What's pudding?'. <p><u>Note:</u> In British English, 'pudding' is used to mean dessert.</p>
AFTER-STORYTELLING	<ul style="list-style-type: none"> • Pupils talk about whether they liked the story, which part they liked best, what they thought was funny and whether they have similar situations at home with food they hate but they have to eat.

<p>PRESENTATION</p>	<ul style="list-style-type: none"> • The teacher writes on the board: If you eat your peas, I'll buy you two elephants. If you eat your peas, I'll buy you ten new bikes. If you eat your peas, I'll take you to Superland. <p>S/he asks pupils to say what these sentences mean and what they notice about how they are formed. Pupils can also compare these with sentences in the dialogue they've been working with (If you clean your room, we'll go to the party.).</p> <p>Pupils notice the pattern (If + present simple ► future with will + infinitive) and deduct that it expresses something that can possibly happen in the future, if a specific condition is met.</p> <p><u>Note:</u> The first conditional is used to express a real possibility. It talks about something that will happen, if a particular condition is met.</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher begins sentences and encourages pupils to continue, e.g.: <p>If I have two Euro, I will _____ If it is sunny, I will _____</p> <ul style="list-style-type: none"> • The teacher gives out sentence strips to each pupil (see photocopiable materials). Each pupil has half a sentence, which they don't show to other pupils. The pupils get up and walk around to find their partner, i.e. a person whose half of the sentence matches theirs. <p>When they find their partner, they sit back at their seats. They then read out their sentences for the rest of the class.</p> <ul style="list-style-type: none"> • Pupils do activities 7 and 8 in their Activity Books.
<p>CONCLUDING ACTIVITY</p>	<ul style="list-style-type: none"> • Pupils try out the tongue twister in activity 11 (Pupil's Book) which can be written or projected on the board. • If there is time, pupils can work together as a group to create a tongue twister. Pupils note how the tongue twister

	<p>on the board plays with alliteration i.e. the words start with the same consonant sound (p).</p> <p>The teacher can start the tongue twister and pupils can gradually add words to make the tongue twister longer. Once it is long enough, or considered difficult enough, pupils can try it out, e.g.:</p> <p>Teacher: Let's start with peas. (writes 'peas' on the board) Pupils: pretty peas Teacher: pretty peas (writes it on the board) Pupils: pretty peas please Pupils: pretty peas please, please Pupils: pretty peas please, please for pretty Penelope Teacher: Wow! That's great. Shall we try it out?</p> <p>Or</p> <p>Teacher: box Pupils: big box Teacher: big box (writes it on the board) Pupils: big black box Pupils: Ben's big black box Pupils: Ben's big, black and brown box Pupils: Ben's big, black and brown, biscuit box Pupils: Ben's big, black and brown, banana biscuit box Teacher: Fantastic! Now we should try it out!</p> <ul style="list-style-type: none"> • Pupils can create their own tongue twister at home and present it to the class in the next lesson (see project below).
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place throughout the lesson through observation of the pupils' responses to the various tasks and to the narration of the story. The teacher writes down her/his observations or completes relevant checklists as soon as possible after class,
PROJECT	<ul style="list-style-type: none"> • Pupils can create their own tongue twisters. Tongue twisters can be presented in poster format, in PowerPoint presentations, in video format or as audio recordings using voki.com or other audio recording programmes.

LESSON 4

REVIEW	<ul style="list-style-type: none">• Pupils practice the tongue twister (activity 11, Pupil’s Book). They also present any tongue twisters they prepared themselves in the previous lesson (see concluding activity) or at home and ask the rest of the class to try them out.• Pupils present on the progress of the video project for activity 1. Once more, if pupils did not have time to video record their dialogue, the teacher – or other volunteer pupils – can help by recording the dialogue, while it is being presented to the class.
PRACTICE	<ul style="list-style-type: none">• The teacher uses PowerPoint ‘Lesson 4 – practice’ (www.schools.ac.cy). Pupils work in pairs using their mini-whiteboards where they write endings for the first part of the sentences presented on the slides. The teacher can encourage humour and imagination in the suggestions offered, e.g.: If we have a big house, we’ll get a pet dragon. If we have a pet dragon, we’ll take him to school. The slides don’t reveal ‘right’ answers as there isn’t just one ‘right’ answer in these cases.
PRE-STORYTELLING	<ul style="list-style-type: none">• Pupils sit in a circle. The teacher asks them if they remember what Daisy’s mother offered her so that she would eat her peas. The teacher writes on the board what the pupils mention. S/he tells them to listen carefully to the story and see if they found everything.
WHILE-STORYTELLING	<ul style="list-style-type: none">• The teacher tells the story encouraging more participation by the pupils. S/he can pause at various times and encourage the pupils to continue the story, e.g. Teacher: If you eat your peas, you can have some (points to the picture) Pupils: pudding

	<p>Or</p> <p>Teacher: You can go to bed when you want, wash...</p> <p>Pupils: when you want</p> <p>Teacher: do what</p> <p>Pupils: you want</p> <p>Teacher: when...</p> <p>Pupils: you want</p>
<p>AFTER-STORYTELLING</p>	<ul style="list-style-type: none"> • Pupils name all the things offered by Daisy’s mother and check against what they remembered earlier, which is written on the board. • Pupils return to their seats and play a memory game in groups of four or five. The teacher writes the first part of a sentence on the board (e.g. ‘If you eat your Brussels sprouts, ...’). The first pupil in each group begins by saying the sentence and completing it (e.g. ‘If you eat your Brussels sprouts, I’ll take you to the cinema.’). The second pupil continues by adding a point, e.g. ‘If you eat your Brussels sprouts, I’ll take you to the cinema and I’ll buy you an ice-cream.’. Each pupil continues by adding a point and the team gets one point for every pupil who remembers everything being said and adds a new point, too. <p>Tip: <i>Model the activity by playing the game yourself with a group of pupils. After that, each group can work simultaneously while the pupils in the first group, that modeled the game with you, can be acting as ‘judges’. One judge in each group can observe that the game is played right and give points for each correct sentence made.</i></p> <ul style="list-style-type: none"> • The teacher takes on the role of the mother and the pupils the role of the child and gradually they build the chant (activity 9, Pupil’s Book). The teacher can use the coursebook or gradually reveal each part of the chant on a PowerPoint presentation as s/he engages the pupils in predicting what is to follow each time. <p>Once the complete chant is revealed, pupils can be divided into two groups and say it again.</p>

	<ul style="list-style-type: none"> • If there is time, pupils can change the chant and add their own ideas (e.g. Will you clean your room? Will you eat your beans? Will you go to sleep?) and rhythm to the chant. <p><u>Reading - introduction</u></p> <ul style="list-style-type: none"> • The teacher says that s/he really likes peas because they are very good for us. S/he then asks pupils what they know about peas. Pupils look at activity 10a and work in pairs or individually to decide if the statements are True or False. <p><u>1st Reading – scanning</u></p> <ul style="list-style-type: none"> • Pupils read the text (activity 10b) in order to find out if they made the right decision for the statements in 10a. The teacher sets a time limit for the activity so pupils don't spend time on any unknown words but are encouraged to read for the specific information they are looking for. <p><u>2nd Reading – intensive reading</u></p> <ul style="list-style-type: none"> • Pupils read the questions in activity 10c. They then read the text again, individually and silently in order to find the answers. The answers are then shared and discussed. <p><u>3rd Reading – exploring further</u></p> <ul style="list-style-type: none"> • The teacher, or a pupil, reads the text again, or the recording is played. The reading pauses at the end of each paragraph for the pupils to discuss the content. The teacher can ask further comprehension questions or ask the pupils if they have any questions either on content or on vocabulary. • Pupils do activities 9 and 10 in their Activity Books.
EVALUATION	<ul style="list-style-type: none"> • Pupils complete their self-evaluation form.
PROJECT	<p><u>Option A:</u></p> <ul style="list-style-type: none"> • Pupils use the dialogue they wrote in activity 10 (Activity Book). They can expand it, or use it as it is, and act it out as a short skit which can be videorecorded.

	<p>Alternatively, pupils can transfer their dialogue to a digital storytelling tool which can animate dialogues such as dVolver or Zimmertwins.com</p> <p>OR</p> <p>Act out the dialogue for a short video but use puppets instead of real actors.</p> <p><u>Option B:</u></p> <ul style="list-style-type: none"> • Pupils can practice telling the summary of the story based on activity 9 (Activity Book). They can work in pairs and divide the summary in two parts in order to help each other. Once they are ready to tell the summary, they can video or audio record themselves talking about the story in a digital presentation about the book. The presentation can end with the pupils' comments about the book and whether they recommend reading it or not.
PORTFOLIO	<ul style="list-style-type: none"> • Pupils add the new story to their list in their portfolios. They can also add comments or relevant work they've done about the story. • Pupils review progress as regards the following targets: Listening A2: Μπορώ να κατανοήσω κάποιες σύντομες ιστορίες. Reading A2: Μπορώ να διαβάσω ποιήματα, τραγούδια ή ρυθμικά ποιήματα. Μπορώ να βρω συγκεκριμένες πληροφορίες από ηλεκτρονικά και έντυπα κείμενα. Μπορώ να κατανοήσω σύντομα κείμενα. Speaking A2: Μπορώ να μιλήσω για πράγματα που κάνω συχνά. Writing A2: Μπορώ να γράψω ένα διάλογο.
CROSS-CURRICULAR LINKS	<p><u>Health Education:</u></p> <ul style="list-style-type: none"> -Pupils can study eating habits of various cultures. -Pupils can study various dishes made with peas in different parts of the world and, perhaps, try making one.

Photocopiable materials (find your partner game)

If he stays home,

he won't see his friends.

If he has a toothache,

he will go to the dentist.

If they go to the bookshop,

they will buy a nice book.

If she goes to a restaurant,

she'll have fish and chips.

If it rains,

I'll take an umbrella.

If it is cold,

I'll wear a coat.

If we go to the park,

we can play football.

If she goes to London,

she will see Big Ben.

If we go to Spain,

we can visit Barcelona.