

UNIT 4

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • talk about past events • ask about what happened in the past • express possession • express family relationships • comprehend the main idea of a short story
<i>Intercultural aspect:</i>	Pupils should come into contact with traditional stories from other countries: <ul style="list-style-type: none"> - “The enormous turnip” (Russian traditional story) - ‘The monkey and the shark’ (Zulu traditional story)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • express grammar rules in their own words • deduct grammar rules from samples of language • use key words to identify the time during which an action takes place • cooperate with peers
<u>SUCCESS INDICATORS</u>	<u>ADEQUACY TARGETS</u>
<ul style="list-style-type: none"> • <i><u>Listening:</u> To be able to comprehend short stories</i> • <i><u>Speaking:</u> To be able to narrate events which take place in the past</i> • <i><u>Reading:</u> To be able to enjoy, follow and participate actively in the narration of literary stories To be able to comprehend the main idea of a short narrative text To be able to read aloud with appropriate intonation and expression, fluency and accuracy</i> • <i><u>Writing:</u> To be able to write a short story</i> • <i><u>Learning Strategies:</u> To be able to deduce rules on the function of language based on samples of language use</i> 	<ul style="list-style-type: none"> • <i>Storytelling activities for stage 3</i> • <i>Past simple</i> • <i>Adverbials of time (yesterday, last Monday / week / month / summer, etc.)</i> • <i>Skimming activities</i> • <i>Reading aloud (practicing for and putting on a play)</i> • <i>Using linking words (first, later, then, in the end)</i> • <i>Comparing examples of language use</i> • <i>Traditional stories from other cultures</i>

<ul style="list-style-type: none"> • <i>Intercultural Awareness: to become familiar with legends and stories from other cultures</i> 	
NEW LANGUAGE	
<i>Production</i>	<p>Past simple (affirmative, negative and question form) Past simple – regular verbs: Mr, Mrs Possessive determiners and possessive pronouns: my – mine your – yours his – his her – hers its – its our – ours your - yours their – theirs Family members: daughter, son, wife, husband Action verbs: hug, call, pull, move, shout Adverbials of time: yesterday, last week /month / year / summer/ etc. ‘Let’s try again!’</p>
<i>Comprehension</i>	<p>Past simple irregular verbs (said, fell) Water, surprised</p>
RECYCLED LANGUAGE	<p>Action verbs: clean, do homework, help, cook, wash, listen, play, open, close Adverbials of time: today, tomorrow, always, usually, often, sometimes, never, every week/Monday/month/year, next week / month / year/ summer / etc. Days of the week Possessive ‘s Family members: mum, dad, brother, sister, grandma, grandad Food vocabulary: lunch, dinner, breakfast, sandwich, soup, salad, cake Other vocabulary: huge, gigantic, enormous</p>
MATERIALS	<p>Photocopiable materials, mini-whiteboards, Audio CD for Year 6, PowerPoint presentations (www.schools.ac.cy), storybook ‘The Enormous Turnip’ (http://tinyurl.com/gqqlkj5)</p>
TIME	5 X 40 minutes

LESSON 1

PROCEDURE

INTRODUCTION/ PRE- STORYTELLING

- Pupils sit in a circle. The teacher tells them that they are going to listen to a story about a family. Pupils are encouraged to predict where this family lives, where they are from, if they have pets, and who the members of the family are. At this point the words husband, wife, son and daughter are introduced.
- The teacher tells pupils the family lives on a farm and encourages them to predict what there is on the farm, e.g.:

Teacher: What do you think there is on the farm?

Pupils: There are animals.

Teacher: What kind of animals are there?

....

Pupils: There's a farm house.

Teacher: Ok. What do you think this house looks like? Is it big?

How many rooms has it got?

....

Pupils: There are trees and plants.

Teacher: Can you tell me a few trees and a few plants?

(Teacher takes the chance to introduce the word turnip)

Note: A turnip is a root vegetable known in the Cypriot dialect as 'κουλούμπρα' and in Standard Greek as 'γογγύλι'. It is shown in the picture below:



- The teacher tells pupils to listen carefully to the story and see if their predictions are right.

<p>WHILE-STORYTELLING</p>	<ul style="list-style-type: none"> • Pupils look at the cover of the book and read the title “The Enormous Turnip”. The teacher asks pupils to try and change the title of the story but keep the same meaning. Possible answers can be: The huge turnip. The very big turnip. The gigantic turnip. • The teacher tells the story. S/he pauses at intervals to encourage the pupils to discuss the picture or to predict what is going to happen next. S/he also pauses to encourage the pupils to continue a sentence e.g.: Teacher: They pulled and pulled but Pupils: the turnip didn’t move.
<p>AFTER-STORYTELLING</p>	<ul style="list-style-type: none"> • Pupils discuss whether their predictions were right, e.g. the members of the family in the story, the pets, the type of trees and plants growing on the farm, etc. When pupils mention the members of the family, the teacher identifies them again in the illustrations and asks pupils to confirm, e.g.: Teacher: Who’s this then? Pupils: It’s the farmer’s son. • Pupils talk about whether they liked the story and what they liked or didn’t like about it, whether they like turnips, etc.

<p>PRESENTATION</p>	<ul style="list-style-type: none"> • The teacher writes on the board the phrase ‘They pulled and pulled and pulled and pulled’ and asks pupils if they notice anything. S/he then highlights the -ed ending and asks pupils why the verb has this ending. • Pupils share their ideas and the teacher can clarify that the -ed ending is there to show that something happened in the past. S/he asks pupils when the story took place (once upon a time) and explains that because it is in the past we have the -ed ending. • S/he then writes on the board: Once upon a time they pulled and pulled a giant turnip. The teacher asks pupils if there are other ways to indicate that something happened in the past. S/he writes key expressions on the board, such as: yesterday, last Monday / week, once upon a time ... The teacher emphasises that when pupils see one of these key phrases, it means that something happened in the past and they should add the -ed ending to the verb. • S/he then writes other verbs on the board and asks pupils to turn them into past tense, e.g.: Teacher: What about this? Cook Yesterday, I Pupils: cooked Teacher: Very good! (writes ‘cooked’ on the board) What about ...shout ... Yesterday, he ... Pupils: shouted etc.
<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher calls out a verb and throws a soft ball to a pupil who catches the ball and turns the verb into the past tense. The pupil then throws the ball back to the teacher who then calls out another verb and throws the ball to another pupil, etc. The teacher uses only regular past simple verbs (e.g. cook, walk, laugh, watch, clean, shout, pull, brush, comb, wash, touch, listen, call, open, close).

<p>PRESENTATION</p>	<ul style="list-style-type: none"> The teacher goes back to the sentence on the board: Once upon a time they pulled and pulled a giant turnip. And adds underneath it: .. but it didn't move! <p>The teacher then asks pupils why in this case the verb didn't change ('move' is still 'move'). In the discussion that follows, it should be clarified that when we are expressing negation the verb doesn't change. We use 'did not' (didn't) + infinitive.</p> <ul style="list-style-type: none"> The teacher gives more examples e.g. 'Yesterday I didn't laugh./ Yesterday I didn't cook.' and writes a couple more on the board. S/he then gives pupils examples to turn into past tense in chorus, e.g.: <p>Teacher: cooked. I didn't ...</p> <p>Pupils: I didn't cook</p> <p>Teacher: walked</p> <p>Pupils: I didn't walk.</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> Pupils play a ball game. The teacher says a verb in the simple past and then s/he throws the ball to a pupil who turns it into its negative form. The pupil then throws the ball back to the teacher who says another verb and then throws the ball to another pupil, e.g.: <p>Teacher: washed</p> <p>Pupil: didn't wash</p> <p>etc.</p> <ul style="list-style-type: none"> Pupils return to their seats and do the listen, look and learn activity in their Pupil's Books (activity 6) and discuss the instances where the ending turns into – ied or where the last consonant doubles.

	<p><u>Note:</u> For verbs that end with –e only a -d is added (e.g. live - lived). Verbs with only one syllable (stop, hug) ending with a consonant - vowel – consonant, double the last consonant and add –ed (hugged, stopped)</p> <p>Verbs ending in –y, get an –ied ending (cry, try – cried, tried).</p>									
PRODUCTION	<ul style="list-style-type: none"> • Pupils do activities 3 in their Pupil’s Book and activities 1 and 2 and 4 in their Activity Books. • Pupils can work on the following extension activities: <ul style="list-style-type: none"> - create word searches where the clues are given in present simple but the words in the puzzle need to be identified in their past form - update their picture dictionary, where they can create an entry illustrating how the past tense is formed, e.g. <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 40px;">Every day</td> <td style="text-align: center;">.....</td> <td>Yesterday</td> </tr> <tr> <td>I play</td> <td></td> <td>I played</td> </tr> <tr> <td>I don’t play</td> <td></td> <td>I didn’t play</td> </tr> </table> <p style="margin-left: 40px;">They add a list of verbs in the present and past tense.</p> <ul style="list-style-type: none"> - update their portfolio 	Every day	Yesterday	I play		I played	I don’t play		I didn’t play
Every day	Yesterday								
I play		I played								
I don’t play		I didn’t play								
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils’ responses to the various activities. Particular attention should be paid to: <ul style="list-style-type: none"> - how the pupils respond to the story, if they are able to follow it and how they engage with it; - whether pupils show comprehension of past simple tense formation 									

LESSON 2

REVIEW	<ul style="list-style-type: none"> • Pupils play a ball game in two rounds. Round 1: the teacher calls a verb in the present tense and the pupil who gets the ball turns the verb in the past tense. Round 2: The teacher
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	<p>calls a past simple verb and the pupil who catches the ball turns the verb into its negative form.</p> <ul style="list-style-type: none"> The teacher asks pupils if they remember the members of the farmer's family they met in the previous lesson and writes pupils' answers on the board, e.g.: <p>farmer farmer's son farmer's daughter farmer's wife</p> S/he then uses the first slides from PowerPoint presentation 1 (www.schools.ac.cy) and pupils identify the family members on the slides thus introducing Mr and Mrs and reviewing the new vocabulary about family members, possessive 's and the possessive pronouns (his/her/etc.) e.g. <p>Teacher: Who is he? Pupils: He is Mr. Yang's son. Teacher: So what can we say? He is Mr. Yang's son. He is He is his son.</p> <p><u>Note:</u> There is no period after Mr and Mrs in British English. American English uses periods (e.g. Mr. / Mrs.).</p>
PRACTICE	<ul style="list-style-type: none"> The teacher continues with the second part of the PowerPoint where the pupils work in pairs using their mini-whiteboards to answer the questions or complete the gaps on the slides.
PRE-STORYTELLING	<ul style="list-style-type: none"> Pupils sit in a circle. The teacher says that they are going to listen to the story again and that this time they need to participate more and pay closer attention as they can later work on recreating the story and producing their own play, if they want to.
WHILE-STORYTELLING	<ul style="list-style-type: none"> The teacher tells the story encouraging more participation from the pupils. The teacher can also give pupils word cards (see photocopyable materials). There are three different types of card: pulled, hugged and called. This means that four or

	<p>five pupils may have the same card (e.g. four ‘hugged’, four ‘pulled’, etc.). Pupils listen to the story and every time they hear their word mentioned, they can hold their card up and/or say it out loud.</p> <p>Tip: <i>If photocopying and cutting out word cards is difficult, you can give each pupil a blank piece of paper and ask them to randomly write one of the three verbs on their card.</i></p>
<p>AFTER-STORYTELLING</p>	<ul style="list-style-type: none"> • Pupils return to their seats. The teacher says that the coursebook characters also read ‘The Enormous Turnip’ and are now working to turn it into a play. Pupils listen to the recording (activity 1) with their books closed and note down (in their exercise books or mini-whiteboards) which family members they hear in the recording. • Pupils listen again while following in their books to check whether they noticed all the family members mentioned in the text. • Pupils do activity 2 and the meaning of the word ‘narrator’ is clarified. • Pupils read the text and repeat after the recording, or the teacher. • Pupils work in groups to practice reading the dialogue with the right expression and intonation. The teacher monitors the activity. Volunteer pupils can read out the dialogue for the class.

<p>CONCLUDING ACTIVITY</p>	<ul style="list-style-type: none"> • Pupils can watch how different groups of people put on a play about the enormous turnip. Any of the following links can be used as examples of pupils putting on the play: https://www.youtube.com/watch?v=t_VVb_u9mNs https://www.youtube.com/watch?v=XJr3DyX_vMA https://www.youtube.com/watch?v=boufT9tU44g or the following examples https://www.youtube.com/watch?v=cIvlX6bxUxE (adults and children putting on a play together) https://www.youtube.com/watch?v=u2XvuHP-A2E (the story performed by teachers for their pupils) • Pupils discuss if they would like to put on a play. If yes, pupils can start thinking about how they could do it and the discussion can continue in the next lesson. <p>Tip: <i>A pupils' performance of the play should be appreciated and celebrated. A performance can take place during assembly or as a special event on a scheduled day. The performance can also be video-recorded and photographs taken to be included in the pupils' portfolios.</i></p>
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils' response during the various tasks. The teacher records his/her notes as soon as possible after the lesson. • Areas of focus are: <ul style="list-style-type: none"> - reading fluency (during reading groups) - use of simple past (during ball games) - use of family vocabulary, possessive 's and personal pronouns (during mini-whiteboard activity)

LESSON 3

<p>REVIEW</p>	<ul style="list-style-type: none"> • Pupils sing a song of their choice. • Pupils play a vocabulary tennis game. Pupils are divided into two groups. A pupil from Group A says a verb in the past tense. Then, a pupil from Group B responds with another verb in the past tense. Pupils take turns to continue 'passing'
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	<p>verbs from group to group until either all the pupils participate or the teacher calls ‘stop!’.</p> <p>Tip: <i>In order to encourage wider participation, ask pupils to join according to their sitting plan, i.e. moving from pupil to pupil. This does not allow specific pupils to monopolise participation in the game.</i></p>
<p>PRESENTATION</p>	<ul style="list-style-type: none"> • The teacher shows PowerPoint presentation 2. Each slide shows use of a possessive pronoun and the relevant possessive determiner. (This is my ... It’s mine). When a slide is presented, the teacher can encourage the pupils to guess what the person could be saying or what someone else could say about the picture. After each possessive determiner is presented, pupils are encouraged to give more examples (e.g. This is my pencil. This is mine. / This is your pen. It’s yours.). The teacher also writes the pairs of possessive pronouns and determiners on the board (my – mine / your – yours). • Pupils do listen, look and learn activity 4 in their Pupil’s Book.
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Pupils continue with the second part of the presentation. They work in pairs with their mini-whiteboards to complete the gaps and/or choose the right answer. • Pupils play a game in two groups. Each pupil writes a sentence in their exercise book or the blank pages at the back of their Pupils’ Books. The sentences need to include a possessive ‘s (e.g. Michael’s car, Maria’s doll). Pupils from each group take turns to read their sentences. Then the pupils from the other group need to reply with the possessive determiner in chorus. The teacher can support the activity until pupils understand how it works, e.g.: <p>Pupil from Group A: This is Michael’s hat. Teacher: The hat is ... Group B (in chorus): his Pupil from Group B: It’s Mr and Mrs Clarkson’s car. Teacher: The car is</p>

	<p>Group A (in chorus): theirs.</p> <p>Pupil from Group A: This is my cat.</p> <p>Groups B (in chorus): This cat is mine.</p>
PRODUCTION	<ul style="list-style-type: none"> • Pupils play ‘Find your partner’. They get one sentence card each (see photocopiable materials). They then get up and move about trying to find their partner. Once they do, they go back to their seats, e.g.: <p>Pupil A: This our dog. Pupil B: It’s ours Pupil A: I think it’s a match! ... Pupil C: This is Mary’s horse. Pupil D: It’s theirs. No, it doesn’t match.</p> <p>Pupils report their sentences along with their matches/partners.</p> <ul style="list-style-type: none"> • Pupils do activities 3 and 5 in their Pupil’s Book and activity 3 in their Activity Book.
PREPARING TO ACT OUT THE STORY	<ul style="list-style-type: none"> • The teacher asks if they have any ideas on how to act out the story. Ideas are shared (in L1, if necessary) and a decision is taken about how to proceed. <p>Tip 1: <i>There is a script for a play (see photocopiable materials) which you can use. Alternatively, your class can write their own script.</i></p> <p>Tip 2: <i>Try to include as many pupils as possible e.g. have two narrators, two (or three sons), two daughters, two dogs, etc.</i></p> <p>Tip 3: <i>If pupils do not want to participate as actors, assign other responsibilities e.g. prompt reader, director, cameraman, in charge of props, etc.</i></p> <ul style="list-style-type: none"> • If you decide to use the script provided in the photocopiable materials, divide the class into groups according to their roles

	<p>and have them practice reading out their roles from the handouts.</p> <p>If pupils decide to write their own script, they begin working on its preparation. If this will be carried out as a class activity, the teacher (or volunteer pupils) can read out the story page by page. For each page, pupils decided if it will be a narration by the narrator or if it requires dialogue. If a dialogue is required, the pupils share their ideas and the final decision can be written on the board to be copied later on for the final script.</p>
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils' response to the various tasks. Individual learning chats with pupils can take place during written work.

LESSON 4

INTRODUCTION	<ul style="list-style-type: none"> • The teacher writes the tongue twister from activity 9 (Pupil's Book) on the board and gives pupils 30 seconds to practice it with their partner. Volunteer pupils try out the tongue twister. <p>Tip: <i>The tongue twister can be assigned as 'home play'. Pupils can practice it at home and a competition can take place in the next lesson as to who can say it fast and correctly. To make it more challenging you can ask them to say it three times consecutively.</i></p>
REVIEW	<ul style="list-style-type: none"> • The teacher says that in this lesson pupils will remember how we express actions that take place at different times and how we can understand when actions take place (i.e. in the future, in the past, in the present, etc.). Explanation of the target might take place in L1, if necessary and can also be written on the board. • The teacher writes on the board the following sentences. <p>He is watching TV. He watches TV. He is going to watch TV. He watched TV.</p>

	<p>and asks pupils to explain how these sentences differ in meaning. Pupils are assisted in clarifying that the first sentence uses ‘is watching’ because someone is watching TV now, the second sentence uses ‘watches’ because someone watches TV systematically/regularly and the third one uses ‘going to’ because someone is planning to watch TV in the future. Finally, the last sentence uses ‘watched’ because someone watched TV in the past.</p> <ul style="list-style-type: none"> • The teacher asks pupils if they know any key words that can help them, i.e. that show when something is happening. Pupils are assisted in remembering the words ‘now / yesterday, last Monday-week-weekend, etc. / every day-Monday-afternoon-week, often, sometimes, usually, always, etc. / tomorrow, next month / Monday, etc. <p>Key words are written on the board.</p> <p>Tip: <i>Volunteer pupils can be given cards/paper to write these key words and put them on the Word Wall.</i></p> <ul style="list-style-type: none"> • The teacher asks pupils if they remember how negation is formed and, with the help of the pupils, adds negation next to the sentences on the board, e.g.: <p>He is watching TV. He isn’t watching TV. He watches TV. He doesn’t watch TV. He is going to watch TV. He isn’t going to watch TV. He watched TV. He didn’t watch TV.</p>
PRESENTATION	<ul style="list-style-type: none"> • The teacher asks pupils to say how they would turn the first example into a question and s/he writes the question in a third column. The pupils notice the inversion (is he ...?) and are encouraged to give more examples. <p>Pupils then give an example of how a question is formed in the present simple and the question is written in the third column. Pupils note the inversion ‘Does he ..’ and the fact that the verb doesn’t change.</p> <p>Pupils give an example of how a question is formed with ‘going to’ and an example is written in the third column. Pupils again notice the inversion ‘Is he going to ...?’.</p>

	<p>The teacher then asks pupils how they think the question will be formed for the past tense. The discussion should conclude that there will be an inversion again and the use of 'Did' without change to the verb. The board should now look like this:</p> <p>He is watching TV. He isn't watching TV. Is he watching TV? He watches TV. He doesn't watch TV. Does he watch TV? He is going to watch TV. He isn't going to watch TV Is he going to watch TV? He watched TV. He didn't watch TV. Did he watch TV?</p> <ul style="list-style-type: none"> • The teacher can give pupils a few more examples of sentences and ask them to turn them into questions following the example.
PRACTICE	<ul style="list-style-type: none"> • The teacher says s/he will show them (mime) what s/he did yesterday afternoon. S/he mimes an action and pupils guess what s/he did. The teacher reminds pupils how they should form the question: <p>(teacher mimes watching TV) Pupil A: Did you go to the cinema? Teacher: No, I didn't. Pupil B: Did you watch TV? Teacher: Yes, I did</p> <p>The replies 'Yes, I did', 'No, I didn't' are written on the board.</p> <p>Volunteer pupils can mime what they did yesterday afternoon. The rest of the pupils guess by asking questions which the volunteer pupils answer using 'Yes, I did.' Or 'No, I didn't.'</p> <ul style="list-style-type: none"> • The teacher says the farmer's son was very naughty yesterday and asks pupils what they think he did. Pupils find out what the farmer's son did and didn't do by doing activity 7 in their Pupil's Book. • They then do activities 5, 6 and 7 in their Activity Books.
PRODUCTION	<ul style="list-style-type: none"> • A volunteer pupil comes to the front of the class and takes on the role of the farmer (or the farmer's wife). The teacher acts as a facilitator and tells the farmer that they know his son/daughter was very naughty. S/he encourages the class to ask questions about whether the son/daughter did the things her/his father/mother asked. The pupils acting as the father/mother

think of interesting answers to give. If the pupils can't think of any questions, the teacher can offer cues, e.g.:

Teacher: Did your son clean his room?

Farmer: No, he didn't.

Teacher: What did he do?

Farmer: He cleaned his toys.

Pupils: Did your son do his homework?

Farmer: No, he didn't.

Pupils: What did he do?

Farmer: He played football.

Pupils: Did your son help his mother?

Farmer: No, he didn't.

Pupils: What did he do?

Farmer: He helped his friend.

Tip: *If the class needs more practice in forming questions, the farmer (or his wife) can pretend to be hard of hearing and the whole class can repeat the questions individual pupils pose, e.g.:*

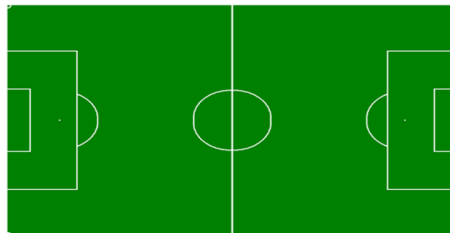
Pupil: Did your son clean his room?

Farmer: Pardon?

Whole class: Did your son clean his room?

Farmer: Oh! No, he didn't. He cleaned his toys.

- The same format of question and answer is used again for the pupils to play a football game. The pupils are divided into two teams and the teacher draws a football field on the map or shows the football field from PowerPoint presentation – football field (www.schools.ac.cy).



Each team takes a turn to ask a question about the farmer's son and the other team needs to answer negatively and give another answer as in the examples above (e.g. No, he didn't. He).

Both teams start from the centre of the football field. Each time a team gives a meaningful and grammatically correct answer, they can move closer towards scoring a goal. If the answer is wrong (either in structure or in meaning), the team do not move forward.

	<ul style="list-style-type: none"> Pupils work in their Activity Books to complete activity 9a and 9b. The teacher monitors and offers help. Pupils who complete the activity move to do activities 8 and 10.
EVALUATION	<ul style="list-style-type: none"> Evaluation takes place through observation and individual learning chats during the pupil's written tasks. If there is time, pupils work in pairs using their mini-whiteboards. The teacher shows a PowerPoint presentation (lesson 4 – evaluation www.schools.ac.cy). Each slide has a picture and a sentence. The pupils read the sentence silently and decide if it: <ul style="list-style-type: none"> -is happening now A - happens regularly B - is going to happen C - happened in the past D <p>They write A, B, C or D on their whiteboards accordingly. They then lift it up to show their answer before this is revealed.</p> <p>The presentation continues and the activity changes whereby the pupils need to decide on the correct verb and write the letter on their whiteboard, e.g.:</p> <p>My mum pasta every Wednesday.</p> <ul style="list-style-type: none"> a. cooks b. cooked c. is cooking
PREPARATION FOR THE PLAY	<ul style="list-style-type: none"> If there is time, pupils work in their groups either to rehearse the play using the script they have or to finish writing a script and start rehearsing. Pupils should also discuss what props they need, if they will prepare invitations for the play, etc.

LESSON 5

REVIEW	<ul style="list-style-type: none"> The teacher asks pupils to guess what s/he did yesterday. Pupils have 4 chances to find out what the teacher did. If they don't, s/he reveals the answer, e.g.: <p>Pupil B: Did you watch TV? Teacher: No, I didn't. Pupil C: Did you go shopping?? Teacher: Yes, I did.</p> One or two other pupils take turns to come to the front and the rest of the class tries to guess what they did yesterday.
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PRACTICE

- Pupils work in pairs. Each pupil writes something they did the day before in their exercise books or on the blank pages at the back of their Pupil's Book, without showing what they wrote to anyone. Each pupil has four chances to find out what his/her partner did. If they don't find the answer, the partner reveals it.
- The teacher gives feedback to pairs regarding how they worked (cooperation, use of English, etc.). A number of pupils report what their partner did yesterday (e.g. Markos went to the cinema with his parents.).
- Pupils remain divided into two groups and play a naughts and crosses game (activity 8, Pupil's Book). One team is naughts (O) and the other is crosses (X). Pupils from each group take turns to choose a square and form a correct sentence with the verb in that square. If a correct sentence is formed, then the team is awarded the square. The first team to form a line (horizontal, diagonal or vertical) wins the game.

Reading – introduction

- The teacher asks pupils if they would like to read a traditional African (Zulu) story. S/he then writes the title on the board 'The monkey and the shark' and asks pupils to predict various aspects on the story (activity 10a) e.g.

What animals are in the story?

What happens in the story?

Are the shark and the monkey friends in the story?

etc.

1st Reading - Scanning

- Pupils read the text silently to see if the predictions they made earlier are correct. They then discuss the answers with the class.

2nd Reading – intensive reading

- The teacher then reads the text or plays the recording and pupils follow in their books. At the end of each paragraph the teacher pauses and asks pupils further questions to ensure and support understanding (e.g. Monkey was a vegetarian. What do you think he liked to eat? / Do you know what a palm heart is? Have you tried a palm heart before?, etc.)
- After this reading, pupils discuss the story and describe the main characters.

Note: Palm hearts are vegetables harvested from the inner core of palm trees.



- Pupils work in groups. Each group writes one or two questions about the text on their mini-whiteboards. They then pass the mini-whiteboard to the next group who answers their question on the whiteboard. In the final stage, they pass the whiteboard to a third group. Now the groups take turns to read the questions and answers they have, although neither the question nor the answer belongs to their group.

When a group reads the questions and answers on their whiteboard, the rest of the class listens and checks if the answers read out are correct. If pupils disagree with the answers, they say what they think the correct answer is and justify why.

- If there is time, pupils can carry out further tasks in relation to the text, e.g.:
 - Draw a scene from the text
 - Present the story in comic book style
 - Prepare a dramatization of the story in pairs (short dialogue between the monkey and the shark)

WORKING ON THE PLAY	<ul style="list-style-type: none"> • Pupils prepare and present their play about the enormous turnip as a final rehearsal before it is performed publicly. Before they begin, the teacher says that at the end of the performance they will evaluate their work and specific criteria are agreed upon, together with the pupils. Example criteria can be: <ul style="list-style-type: none"> - actors remembered their lines - actors spoke with the right expression and intonation - the play was interesting - everyone in the team worked well
EVALUATION	<ul style="list-style-type: none"> • Pupils evaluate the play based on the criteria which was set. • Pupils complete their self-evaluation form.
PORTFOLIO	<ul style="list-style-type: none"> • Pupils include the two stories in the list of stories they read. • Pupils can also reflect on their progress on targets <ul style="list-style-type: none"> A1 Speaking: 'Μπορώ να αφηγηθώ μέρος μιας ιστορίας' A2 Intercultural Competence: 'Έχω διαβάσει ιστορίες / μύθους από άλλες χώρες' A2 Listening 'Μπορώ να κατανοήσω κάποιες σύντομες ιστορίες' A2 Reading 'Μπορώ να κατανοήσω την κεντρική ιδέα σύντομων ιστοριών' A2 Writing 'Μπορώ να γράψω μια απλή ιστορία' <p>Ενώ μπορεί στο A2 Speaking να προστεθεί: 'Μπορώ να λάβω μέρος σε δραματοποίηση μιας ιστορίας'</p>

Photocopiable materials:

HUGGED

PULLED

CALLED

Photocopiable materials:

A PLAYSRIPT FOR 'THE ENORMOUS TURNIP'

Narrator 1: Once upon a time, there was a farmer and his wife. They lived happily on their farm with their son, their daughter, their pet cat and their pet dog.

[The characters appear - as they are mentioned - and bow to the audience.]

Narrator 2: They loved their farm. They had apple trees and pear trees and in the summer the farm was full of strawberries. There were also tomatoes, carrots and turnips on the farm.

[Pupils can present drawings showing the farm as mentioned in the story, or drawings can be projected on a screen.]

Narrator 1: One day, the farmer went out to water the turnips. He was surprised to see one turnip was very big!

Farmer: What a lovely day today! It's a lovely day for a picnic lunch. Oh, what's this? It's a turnip! But it's very big! Let me see! It's huge! It's an enormous turnip!

I think this turnip is perfect for lunch!

Narrator 2: The farmer pulled the turnip but it didn't move. He pulled and pulled and pulled ... but the turnip didn't move.

Farmer: Oh, dear! It doesn't move! It's too big!

Narrator 1: The farmer called his wife to help him.

Farmer: Dear wife, please can you help me?

Wife: Yes, of course! I'm coming!

Narrator 2: The wife hugged the farmer.

Farmer: One, two, three ... pull!

Narrator 1: They pulled and pulled and pulled but the turnip didn't move!

The farmer then called his son to help him.

Farmer: Dear son, please can you help me?

Son: Yes, of course! I'm coming!

Narrator 2: The son hugged the farmer's wife. The farmer's wife hugged the farmer.

Farmer: Ready? One, two, three ... pull!

Narrator 1: They pulled and pulled and pulled but the turnip didn't move!

The farmer called his daughter to help him.

Farmer: Dear daughter, please can you help me?

Daughter: Yes, of course! I'm coming!

Narrator 2: The daughter hugged the farmer's son. The farmer's son hugged the

farmer's wife. The farmer's wife hugged the farmer.

Farmer: Ready? One, two, three ... pull!

Narrator 1: They pulled and pulled and pulled but the turnip didn't move!

The farmer's daughter called her dog to help them.

Daughter: Dear doggie, please can you help us?

Dog: Yes, of course! I'm coming!

Narrator 2: The dog pulled the farmer's daughter's shirt. The farmer's daughter hugged the farmer's son. The farmer's son hugged the

farmer's wife. The farmer's wife hugged the farmer.

Farmer: Let's try again! One, two, three ... pull!

Narrator 1: They pulled and pulled and pulled but the turnip didn't move!

The dog called the cat to help them.

Farmer: Dear kitty cat, please can you help us?

Wife: Yes, of course! I'm coming!

Narrator 2: The cat pulled the dog's tail. The dog pulled the farmer's daughter's shirt. The daughter hugged the farmer's son. The farmer's son hugged the farmer's wife. The farmer's wife hugged the farmer.

Farmer: OK! Let's try again! One, two, three ... pull!

Narrator 1: Whoosh! The turnip came out and the farmer fell on his wife. The farmer's wife fell on the farmer's son. The farmer's son fell on the farmer's daughter. The farmer's daughter fell on the dog and the dog fell on the cat!

[each time one falls down, they can shout 'Ouch!']

Cat: Meawwwwwwwwwwwwwwwwwww!!!!!!!

Dog: Great! We can have turnip for dinner! Woof! Woof!

Son and

Daughter: Turnip for dinner! Yummy!!!

Farmer: I'm so tired. Turnip for dinner would be great!

Wife: Excellent! I'll cook turnip for dinner.

Narrator 2: So they were all happy because they wanted turnip for dinner. The farmer's wife cooked turnip for dinner!

----- the story can end here or can continue further -----

Farmer: This was lovely! Thank you, dear wife. I can't have any more.

Son and

Daughter: Thank you mummy! It was yummy but we can't have any more.

Cat and dog: We can't have any more..... woof meaw....

Narrator 1: But there was so much turnip that they had turnip the next day, too ... and the day after that and the day after that...

Narrator 2: They had turnip for breakfast, lunch and dinner every day for the next week!!!

Wife [to the audience]: I cooked turnip soup. I made turnip cake. I made turnip salad. I made turnip sandwiches. Would you like some turnip, too????

-----THE END -----

** This is a play for 12 actors if there are two cats, two dogs, two sons and two daughters. You can also have more narrators. With four or five narrators, the play can become a play for 14 or 15 actors.*

*** Adaptations can also be made to include a mouse to pull the cat's tail. This can add two mice to the story, thus allowing for two more roles. The turnip can also be a role for a pupil, too!*

**** To increase participation, all the actors on stage can join the farmer when he gets ready to pull the turnip, saying 'One, two, three, pull!'*

Photocopiable materials: 'Find your partner'

This is our dog.

It's ours.

It's my book.

It's mine.

That's her hat.

It's hers.

These are my pens.

They are mine.

They are Michael's dogs.

They are his.

That's your car.

It's yours.

This is their house.

It's theirs.

It's my pencil.

It's mine.

That's her pet.

It's hers.

These are my pens.

They are mine.

They are Simon's toys.

It's yours.

That's your bike.

They are his.