

## UNIT 6

<b>OBJECTIVES</b>	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> <li>• talk about past events</li> <li>• identify and name numbers from ten thousand to one million</li> <li>• describe actions using adverbs ending in –ly</li> <li>• name years (e.g. 1969, 1984)</li> <li>• write a short story</li> <li>• comprehend the main idea of a narrative text</li> <li>• read with fluency, accuracy and expression</li> </ul>
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> <li>• be able to enjoy, appreciate and interact with foreign children’s literature (“The paper bag princess”)</li> <li>• become familiar with important female historical figures from various cultures</li> <li>• understand the role of dragons in various cultures</li> <li>• come into contact with legends from different cultures</li> </ul>
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> <li>• organise new knowledge</li> <li>• collaborate well with peers</li> <li>• use textual context to make meaning of unknown words</li> </ul>
<i>SUCCESS INDICATORS</i>	<i>ADEQUACY INDICATORS</i>
<ul style="list-style-type: none"> <li>• <u>Listening</u> – To be able to comprehend the main points of an oral text</li> <li>• <u>Reading</u> – To be able to enjoy, follow and participate actively in the narration of literary stories To be able to read aloud with appropriate intonation and expression, fluency and accuracy To comprehend the main idea of a short narrative text</li> <li>• <u>Writing</u> – To be able to write a short story</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Storytelling activities for Stage 3</i></li> <li>• <i>Working with texts about myths and legends from other cultures</i></li> <li>• <i>Comparatives / superlatives</i></li> <li>• <i>Past simple</i></li> <li>• <i>Skimming activities</i></li> <li>• <i>Numbers up to 100 000 000</i></li> <li>• <i>Years</i></li> <li>• <i>Adverbs</i></li> </ul>

<ul style="list-style-type: none"> <li>• <i>Learning Strategies</i> – To be able to comprehend the meaning of unknown words using textual context To be able to reflect and evaluate their progress</li> <li>• <i>Intercultural Awareness</i> – To become familiar with myths and stories from other cultures</li> </ul>	
<b>NEW LANGUAGE</b>	
<i>Production</i>	<p>Numbers: ten thousand to one million</p> <p>Adverbs of manner: adjectives + –ly (easy-easily, loud-loudly, quiet-quietly)</p> <p>Adjectives and antonyms: dirty/clean, rich/poor, easy/difficult, old/young, busy/lazy</p> <p>Other: married, jewellery, true, palace, castle, flute, cruel</p>
<i>Comprehension</i>	Divorced, beheaded, ‘a mess’, tangled, bum, bones, follow, real
<b>RECYCLED LANGUAGE</b>	<p>past simple: affirmative, negative and question forms</p> <p>professions</p> <p>describing people</p> <p>comparatives and superlatives</p> <p>can/can’t</p>
<b>MATERIALS</b>	Audio CD for Year 6, Storybook ‘The Paper Bag Princess’ Photocopiable materials, soft ball, mini-whiteboards, PowerPoint presentations from <a href="http://www.schools.ac.cy">www.schools.ac.cy</a>
<b>TIME</b>	4 X 40 minutes

## LESSON 1

<b>PROCEDURE</b>	
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>• Pupils start with a song from <a href="https://www.youtube.com/watch?v=tB7XxREIv0c">https://www.youtube.com/watch?v=tB7XxREIv0c</a> The song includes numbers from 1 to 1000. It starts slow but becomes faster and faster adding additional challenge and fun for the pupils.</li> </ul>

**INTRODUCTION/  
/ PRESENTATION**

- The teacher presents a PowerPoint presentation (lesson 1 – introduction) and uses the first slide which shows famous queens. The teacher asks pupils to identify what these women had in common. Pupils are expected to say things such as:

They lived in a palace/castle.

They were rich.

They had many clothes.

They didn't work.

etc.

- The teacher encourages pupils also talk about how princesses behaved, e.g.:

They spoke quietly.

They spoke politely.

The teacher draws pupils' attention to the -ly ending and pupils discuss what the -ly ending means (i.e. in this case it describes *how* an action takes place, the *manner* in which something happens). Further examples are written on the board and pupils are encouraged to form the adverb, e.g.:

sweet - sweetly

loud - loudly

slow – slowly

comfortable – comfortably

- If there is time, volunteer pupils take turns to come to the front of the class and pick a card (photocopiable materials). Each pupil then mimes what is on the card and the class has to answer the following questions which are also written on the board:

- What they are (princess, doctor, cook, etc.) (on the board: What is s/he? )

- What they are doing? (on the board: What is s/he doing?)

- How are they doing it? (on the board: How is s/he .....ing?)

	<p>e.g. A pupil picks a card which says ‘You are a princess You are singing loudly’. The pupil then mimes for the rest of the class to answer the above questions.</p> <ul style="list-style-type: none"> <li>• The teacher projects the second slide of the presentation with more queens (and a princess) and asks pupils if they know who they are and/or anything about them. Pupils share what they might know and the teacher either adds to what they know or introduces the women presented, if the pupils are not familiar with them. The discussion should focus on what these women achieved despite being women at a time when they were widely considered to be inferior to men (see the notes in the PowerPoint presentation for information on the women presented). The discussion can also link back to the issue of stereotypes discussed in project Unit 1 (Biscuit or cookie?) and that people should not be judged on the basis of stereotypes. The discussion should also focus on what women can achieve.</li> </ul>
<p><b>PRACTICE</b></p>	<ul style="list-style-type: none"> <li>• The teacher asks pupils if they would like to meet one of these famous women and which one they would like to meet.</li> <li>• The teacher tells them that the coursebook characters wanted to visit Queen Elizabeth I but they made a mistake and the magic box took them to 2012 (Queen Elizabeth II) and not to 1600 (Queen Elizabeth I).</li> </ul> <p>Pupils listen to the recording of the text (activity 1) and note down things they find out about Elizabeth I. They then report their answers to the class.</p> <ul style="list-style-type: none"> <li>• Pupils listen to the text again, this time following in their books. They then report any other pieces of information that might have not been mentioned earlier during the listening activity.</li> <li>• Pupils do activity 2.</li> <li>• Pupils read the text in groups of four, focusing on reading their parts with appropriate expression and intonation. The teacher</li> </ul>

goes round, monitors and offers feedback. A group of pupils that feel comfortable can read out the text for the class.

- The teacher says Minas, Chloe and Yasmin used their magic box and made one more try to visit Elisabeth I. This time they found her and managed to even talk to her. Pupils read the statements in activity 3 (Pupil's Book) and make predictions. They then listen to the recording to find the right answers. The transcript is as follows:

*Minas: OK, then! Let's try again.*

*Chloe: Yes, please try again. I really want to meet Elisabeth I.*

*Minas: Ok! Here we go!*

*Yasmin: Oh, dear! That was so fast! Where are we?*

*Elizabeth: Hello, little children! Who are you?*

*Chloe: I am Chloe. This is Minas and this is Yasmin.*

*Elizabeth: Mmm... you are wearing strange clothes.*

*Yasmin: You are wearing very pretty clothes, your majesty.*

*Elizabeth: Oh, yes. They are pretty, aren't they? This dress has 1000 diamonds on it. Isn't it lovely?  
Oh, children come meet my friends. This is Robert and this is Francis. They are waiting for me. We are going to go dancing. I love dancing!*

*Minas: Can you ride a horse, your majesty?*

*Elizabeth: Yes, of course. I go horse riding every day.*

*Chloe: What's your father's name?*

*Elizabeth: Henry. My father was a very important king. He also loved horses and horse riding very much.*

*Yasmin: And your mother's name?*

*Elizabeth: My mother was Anne, Anne Boleyn. She died when I was two years old. She was beheaded. My father had her head cut off!*

*Minas: Oh, dear!*

*Elizabeth: Yes, such shame really...*

- After activity 3 questions are answered, the teacher asks pupils if they want to share anything else they heard and they found interesting. If information is not volunteered, the teacher asks if they noticed anything interesting about Elisabeth's father.

	<p>The teacher can then draw their attention to the fact that Elizabeth had a very unusual father who is very famous for marrying six wives, divorcing some of them and beheading some of them ....</p> <p>Pupils do activity 5 (Pupil's Book) to find out the names of Henry's six wives and what happened to each one of them.</p>
<p><b>READING</b></p>	<p><u>Reading – Introduction</u></p> <ul style="list-style-type: none"> <li>• (activity 7, Pupil's Book) The teacher asks pupils if they know any kings or queens of Cyprus. Pupils share what they might know and the teacher either supplements the information or explains that there used to be kings and queens in Cyprus in the past and that they will today find out about a Cypriot queen.</li> </ul> <p><u>1<sup>st</sup> reading – scanning</u></p> <ul style="list-style-type: none"> <li>• Pupils read the text silently and individually and note names and years that are mentioned in the text.</li> </ul> <p>Pupils report what they find and the teacher models how years are read (e.g. 1752 breaks into 17 – 52 e.g. seventeen fifty-two). The teacher writes the years on the board.</p> <p><u>Note:</u> From 2000 onwards, years are pronounced as regular cardinal numbers (e.g. 2003 – two thousand and three).</p> <p><u>2<sup>nd</sup> reading – intensive reading</u></p> <ul style="list-style-type: none"> <li>• Pupils individually read the text again to find out what happened in the years they have noted on the board. They can work with their pairs to check their answers before they share them with the class.</li> <li>• After the pupils report their answers, they read the text again and answer the questions in activity 7 (Pupil's Book). At this point, and to further support comprehension, the teacher or another pupil can also read the text while the rest of the class follows in their books.</li> </ul>

	<ul style="list-style-type: none"> <li>• After the questions in activity 7 are answered, pupils can ask any questions they might have about potential aspects of the text they didn't understand.</li> </ul>
<b>PRODUCTION</b>	<ul style="list-style-type: none"> <li>• Pupils work in their Activity Books to do activities 1 and 2. Activity 2 is a listening activity. The transcript is as follows: <ul style="list-style-type: none"> <li>- <i>We need to fill in this form. When were you born?</i></li> <li>- <i>I was born in 1999.</i></li> <li>---</li> <li>- <i>I didn't know you'd been to Italy.</i></li> <li>- <i>Oh, yes. We visited Italy in 1989. We stayed there for all summer.</i></li> <li>-----</li> <li>- <i>When did Elizabeth I die?</i></li> <li>- <i>Elizabeth the first? Let me check. Oh, she died in 1603.</i></li> <li>- <i>And Leonardo da Vinci? Do you know when he died?</i></li> <li>- <i>I'll find out in my book. Here we are. He died in 1519.</i></li> </ul> </li> <li>• Pupils can also work with the following extension activities: <ul style="list-style-type: none"> <li>-updating or creating a section in their picture dictionary on numbers (e.g. from 100 to 1000)</li> <li>- writing key words for the Word Wall</li> <li>-creating word searches or crosswords with numbers from 100 to 1000. The word puzzles can be created in their exercise books or via interactive tools such as <a href="http://puzzlemaker.com">puzzlemaker.com</a></li> <li>- researching a king or queen of their choice (see project below)</li> </ul> </li> </ul>
<b>PROJECT</b>	<ul style="list-style-type: none"> <li>• Pupils can find out more about a queen or a king of their choice and prepare a presentation. The king or queen can be selected based on the pupils' interests or based on their families' cultural background. The teacher can assist pupils by giving them a list of questions or points to answer in their presentations, e.g. <ul style="list-style-type: none"> <li>name</li> <li>country</li> </ul> </li> </ul>

	<p>family (father / mother )  marriage (husband / wife)  children  years they ruled  something important that happened during the rule of the king/queen.</p>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Evaluation takes place through observation during the various tasks. The teacher records his/her notes soon after class. Areas of particular focus:  -Fluency and accuracy in reading – during group reading task  -Reading comprehension competence – during variety of reading tasks</li> <li>• The teacher gives each pupil a piece of paper or a post-it / sticky note Pupils can either draw their feelings about the lesson (e.g. happy face / smiley face / indifferent face) or complete one statement:  Today I learnt _____</li> </ul> <p>Pupils stick their note in an allocated area on their way out (e.g. part of a wall/window/notice board). Pupils can choose whether to write their names on the note or not.</p>
<b>CROSS-CURRICULAR LINKS</b>	<p><u>Music:</u> Pupils can explore Elizabethan music. Samples of Elizabethan songs and music can be found at:  <a href="https://www.youtube.com/watch?v=q_RcMug23po">https://www.youtube.com/watch?v=q_RcMug23po</a>  <a href="https://www.youtube.com/watch?v=47Crpjl63k">https://www.youtube.com/watch?v=47Crpjl63k</a></p> <p><u>History:</u>  -Pupils can discuss the Venetian period in Cyprus or carry out projects or site visits to explore the Cyprus Venetian era.  -Pupils can further study some of the important female historical figures presented in this Unit.</p>

## LESSON 2

<b>PROCEDURE</b>	
<b>REVIEW</b>	<ul style="list-style-type: none"><li>• Pupils sing the song about numbers from 1 to 1000 from <a href="https://www.youtube.com/watch?v=tB7XxREIv0c">https://www.youtube.com/watch?v=tB7XxREIv0c</a></li><li>• Pupils present any projects about kings or queens they may have prepared.</li><li>• The teacher, using a fast pace, calls out various numbers and pupils repeat them in the manner s/he describes (loudly, quietly, happily, angrily, etc.), e.g.:  Teacher: 300 – loudly  Pupils say 300 loudly  Teacher: 500 - silently  Pupils say 500 silently  etc.</li><li>• Pupils practice reading the dialogue (activity 1) in groups of four or in pairs. If pupils read in pairs, they can take two parts each. Pupils pay attention to using the right intonation and expression when reading. The teacher monitors the activity.</li></ul>
<b>PRE-STORYTELLING</b>	<ul style="list-style-type: none"><li>• Pupils sit in a circle. The teacher tells pupils that they are going to listen to a story about a princess. Pupils make predictions about the story's princess (e.g. what she looks like, where she lives, what she wears etc.). Pupils are encouraged to use ' I think' when expressing their predictions, e.g.:  I think she lives in a castle. I think she is tall and beautiful.  The teacher also asks pupils how they think the princess speaks and walks, to remind them of adverbs (I think she is polite. She never speaks .....?).</li></ul>

	<ul style="list-style-type: none"> <li>The teacher reveals the title and the cover of the book. “The Paper Bag Princess” and asks pupils to say what they think paper bag means and why they think the story is called that.</li> </ul>
<p><b>WHILE-STORYTELLING</b></p>	<ul style="list-style-type: none"> <li>The teacher tells the story. Before reading the first page, s/he encourages pupils to look at the picture and talk about Elizabeth, e.g.:  She is blonde.  She wears nice clothes.  She doesn’t wear a paper bag.  She is in love with a prince.  In the same way, the teacher can let pupils talk about what they think happened later by looking at the second picture, before s/he reads the text.</li> <li>The teacher can pause at different points in the story and ask pupils to predict what will happen next (e.g. after the dragon burns the first forests, after the dragon goes round the world the first time, etc.).</li> <li>At the point where the princess saves prince Ronald and the prince comments that she is ‘a mess’, the teacher asks pupils to predict Elizabeth’s reaction, e.g.: What is she going to do now?  She is going to start crying. She is going to find nice clothes. She is going to be angry with Ronald. She is going to go away.</li> </ul>
<p><b>AFTER-STORYTELLING</b></p>	<ul style="list-style-type: none"> <li>Pupils are divided into two teams and play a football game based on the story. The teacher projects a football field on the board (use one from <a href="http://www.schools.ac.cy">www.schools.ac.cy</a> Year 6 – Unit 4) or draws one. The teacher asks questions and teams take turns to answer them. Each time a question is answered correctly, the team moves closer to the goalpost.  Sample questions that can be used are:  Where did Elizabeth live?</li> </ul>

	<p>What was the name of the prince?          What happened to Elizabeth's castle?          What colour was the dragon?          How many times did the dragon go around the world?          How long did it take the dragon to go around the world the first time?          etc.</p> <ul style="list-style-type: none"> <li>• Pupils discuss how the princess talked to the dragon (politely), how the prince talked to the princess (rudely).</li> <li>• The teacher writes on the board adjectives and, with the help of the pupils, adds the -ly ending, S/he then reminds pupils of the meaning of adverbs. Pupils do activity 4 (listen, look and learn) and include other adjectives and adverbs they might now.</li> <li>• Pupils pretend they are the princess. The teacher says or projects phrases from the story on the board and pupils say them in various ways, e.g.</li> </ul> <p>Teacher: What does it say here? Who would like to read it?          (pupil reads the phrase from the board)          Teacher: OK, but you are angry! How will you say this?          Pupils: angrily          Teacher: OK, let's do it!</p> <ul style="list-style-type: none"> <li>• Pupils do activities 3 and 4 in the Activity Book.</li> </ul>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Pupils play a ball game. The teacher throws a soft ball to a pupil and says an adjective. The pupil that catches the ball says the adverb. S/he then says another adjective and throws the ball to another classmate who needs to say the adverb and so forth. e.g.:</li> </ul> <p>Teacher: loud (throws the ball to Pupil A)          Pupil A: loudly (throws the ball to Pupil Z) soft          Pupil Z: softly          etc.</p> <ul style="list-style-type: none"> <li>• Evaluation also 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.</li> </ul>

<b>CROSS-CURRICULAR LINKS</b>	<i>Life Skills:</i> Pupils can tackle issues of stereotyping and gender equality.
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### LESSON 3

<b>REVIEW</b>	<ul style="list-style-type: none"> <li>• Pupils present on any pending projects they might be working on.</li> <li>• Pupils work in pairs with their mini-whiteboards. The teacher shows a PowerPoint presentation (lesson 3 – Review 1) and pupils write the right answer on their whiteboards and raise them up to share their answer before this is revealed in the following slide.</li> <li>• Pupils play a noughts and crosses game with adverbs (activity 6, Pupil’s Book). The game can be played with the whole class divided into two teams or played in pairs with the teacher monitoring the activity.</li> </ul>
<b>PRESENTATION</b>	<ul style="list-style-type: none"> <li>• The teacher shows another presentation (lesson 3 – presentation). The pupils are asked to find words to describe the images projected (e.g fat cat / tall boy). They then name the antonym, which is later revealed. During this presentation known adjectives and antonyms are recycled (e.g. long/short, fat/thin, short/tall, happy/sad, huge/tiny) and new ones introduced (young/old, dirty/clean, rich/poor, expensive/cheap, new/old, easy / difficult). Pupils repeat the words after the teacher and are encouraged to try making example sentences (e.g. I have an old bicycle. My schoolbag is new, etc.).</li> </ul>
<b>PRE-STORYTELLING</b>	<ul style="list-style-type: none"> <li>• The teacher shows pictures of the princess in the beginning and the end of the story (in the castle with beautiful clothes and later on in a paper bag). Pupils brainstorm adjectives that describe the princess in the beginning and then think of the opposites/antonyms for the second picture, e.g.</li> </ul> <p>clean                      dirty rich                        poor expensive clothes    cheap clothes</p>

	happy                      sad
<b>WHILE-STORYTELLING</b>	<ul style="list-style-type: none"> <li>The teacher tells pupils to listen carefully to the story and see how many adjectives they can remember from the story. Alternatively, the teacher can write a variety of adjectives on the board and pupils try to remember which ones are mentioned in the story.</li> </ul>
<b>AFTER-STORYTELLING</b>	<ul style="list-style-type: none"> <li>Pupils report the adjectives they remember and the teacher writes them on the board. S/he can also add others that the pupils have not mentioned. The adjectives which appear in the story are the following: <p>Beautiful Expensive Fiery Large Huge Busy Fast Smart Fierce Deep Dirty Tangled Pretty Neat</p> </li> <li>The teacher notes that the princess says the dragon is the fiercest and smartest and writes these on the board next to the relevant adjective. S/he then asks pupils if they can remember how to express this for the other adjectives: <p>Beautiful    more beautiful    the most beautiful Expensive    more expensive    the most expensive Fiery        more fiery        the most fiery Large        larger                the largest Huge        ---- Busy        busier                the busiest Fast        faster                the fastest Smart        smarter                the smartest Fierce        fiercer                the fiercest Deep        deeper                the deepest Dirty        dirtier                the dirtiest</p> </li> </ul>

	<p>Pretty            prettier            the prettiest  Neat                neater                the neatest</p> <p>Pupils are reminded about the ‘-er / the -est ‘ rule for comparatives and superlatives as well as when adjectives are formed using ‘more’ and ‘the most’ and about other irregularities, although the focus should not be on the irregularities at this point.</p> <ul style="list-style-type: none"> <li>• Pupils do activities 5 and 6 in their Activity Book.</li> <li>• Pupils can work on the following extension activities: <ul style="list-style-type: none"> <li>- working on relevant interactive activities, e.g.:  <a href="http://www.arcademics.com/games/frog/frog.html">http://www.arcademics.com/games/frog/frog.html</a>  <a href="http://www.turtlediary.com/game/antonym-synonym.html">http://www.turtlediary.com/game/antonym-synonym.html</a></li> <li>- updating their picture dictionaries making an entry about antonyms</li> <li>- updating their portfolio</li> </ul> </li> </ul>
<p><b>EVALUATION</b></p>	<ul style="list-style-type: none"> <li>• Pupils play a pelmanism game using the interactive version at <a href="http://www.schools.ac.cy">www.schools.ac.cy</a> (<a href="http://matchthememory.com/unit6antonmymys">http://matchthememory.com/unit6antonmymys</a> ). They are divided into two groups. Each group takes turns to send two representative to the board. The first representative chooses a square and then needs to make a sentence with the adjective in the square (e.g. My pencil case is <b>clean.</b>’). The other representative chooses a square and if the square is the correct antonym, s/he needs to make a correct sentence with the adjective. They then get two more points and the second team takes a turn. If, however, the second square is wrong (i.e. not the correct antonym), the team can still earn a point by making a correct sentence. They will, however, have 2 points, whereas a team that found the right adjective and antonym will end up with three points.</li> </ul>

## LESSON 4

<b>REVIEW</b>	<ul style="list-style-type: none"><li>• Pupils play a crazy match game. The teacher writes the antonyms mixed up on the board. The pupils are divided into two groups and take turns to send representatives to match two antonyms without any lines touching.</li><li>• <i>Alternatively</i>, pupils can play again with the interactive pelmanism game used in lesson 3 as evaluation (<a href="http://matchthememory.com/unit6antonmys">http://matchthememory.com/unit6antonmys</a> ).</li><li>• Pupils watch a film adaptation of the book ‘Paper Bag Princess’ <a href="https://www.youtube.com/watch?v=phsR0mWuB7M">https://www.youtube.com/watch?v=phsR0mWuB7M</a></li></ul>
<b>PRESENTATION</b>	<ul style="list-style-type: none"><li>• The teacher asks pupils to predict what happened to princess Elizabeth, prince Ronald and the dragon after the story. Pupils make predictions about where the two characters would be NOW, if this was twenty years after the story, e.g.  I think Elizabeth is now a famous doctor. I think Ronald is poor, sad and lonely. I think the dragon is in a zoo.  Pupils write their predictions (activity 8, Pupil’s Book).</li><li>• The teacher says her prediction is that Elizabeth and the dragon are now friends and they are helping people and the environment. S/he tells pupils that the princess and the dragon planted hundreds of thousands of trees and saved thousands of people.  The teacher writes on the board numbers, which s/he relates to the predictions made, and asks pupils if they can read them, e.g.:  These are how many children the dragon saved. Can you read the number? What does it say? Great, let’s say it together.  Gradually the teacher gives samples of numbers ranging from one thousand to one million.</li></ul>

	<ul style="list-style-type: none"> <li>• Pupils do listen look and learn (activity 9).</li> </ul>
<b>PRACTICE</b>	<ul style="list-style-type: none"> <li>• Pupils play number bingo (activity 10, Pupil's Book).</li> </ul>
<b>READING</b>	<p>(activity 11a, Pupil's Book)</p> <p><u>Reading - Introduction</u></p> <ul style="list-style-type: none"> <li>• The teacher asks pupils what they think about dragons. Pupils can say any words that come to their mind. The teacher can write on the board some of the words mentioned.</li> <li>• The expected conclusion which will probably be made evident by the words written on the board, is that most people think dragons are bad, dangerous, scary. Nevertheless, the teacher can inform pupils that dragons exist in many cultures and, although in Western cultures they are often seen as bad, in Asian cultures they are often seen as benevolent, kind creatures.</li> <li>• Pupils name any stories of dragons or names of dragons they might now and decide if each dragon they mention is seen as bad or good.</li> </ul> <p><u>1<sup>st</sup> reading – skimming - text a)</u></p> <ul style="list-style-type: none"> <li>• Pupils read the first story to decide if it is about a bad or a good dragon and to decide on a title for the story.</li> </ul> <p><u>2<sup>nd</sup> reading – intensive reading – text a)</u></p> <ul style="list-style-type: none"> <li>• A pupil, the teacher or the recording reads the text and pupils follow in their books. According to the pupils' abilities and needs, the text can be read in one go or broken into paragraphs. At the end (of each paragraph or of the whole text) the teacher can ask specific questions to help pupils' understanding. Finally, pupils can discuss what happened in the story (using L1, necessary) and ask any questions they might have.</li> </ul> <p><u>1<sup>st</sup> reading – skimming - text b)</u></p> <ul style="list-style-type: none"> <li>• Pupils read the story to decide if it is about bad or good dragons and to decide on a title for the story.</li> </ul> <p><u>2<sup>nd</sup> reading – skimming – text b)</u></p> <ul style="list-style-type: none"> <li>• A similar process is followed as for text a) above.</li> </ul> <p><u>Post-reading – expanding</u></p>

	<ul style="list-style-type: none"> <li>• Pupils compare the dragons in the two stories (activity 11b). A discussion can follow about how different cultures view dragons based on the examples of the two stories (an example from Western cultures and an example from Asian cultures)</li> <li>• Volunteer pupils can research and share other stories with dragons with the rest of the class (see project below)</li> </ul>
<b>PRODUCTION</b>	<ul style="list-style-type: none"> <li>• Pupils work in their Activity Books to do activities 7, 8 and 9.</li> <li>• Pupils play the board game in their Activity Books (activity 11) in pairs or groups. The pupils need to say the number correctly when they land in a square. If they don't, they stay in the same square and try again on their next turn.</li> <li>• Pupils can work on the following extension activities: <ul style="list-style-type: none"> <li>- watching <a href="http://learnenglishkids.britishcouncil.org/en/short-stories/the-princess-and-the-dragon">http://learnenglishkids.britishcouncil.org/en/short-stories/the-princess-and-the-dragon</a> and working with the activities that follow.</li> <li>- playing the board game again in pairs or groups</li> </ul> </li> </ul>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Pupils use their mini-whiteboards. The teacher calls out numbers and the pupils write down the number (not the number words) on their whiteboards.</li> <li>• Pupils complete the self-evaluation forms.</li> </ul>
<b>PROJECT</b>	<p>Option 1:</p> <ul style="list-style-type: none"> <li>• Pupils can choose to research dragons through studying various legends. They can research and find a few legends which include dragons. They can then work individually, in pairs or in groups to present one of these legends to their classmates. Pupils from other cultural backgrounds can present legends from their heritage.</li> </ul> <p>Option 2:</p> <ul style="list-style-type: none"> <li>• Pupils can work to dramatise the four dragon story (Chinese legend) and present it to another class or at the school assembly.</li> </ul> <p>Option 3:</p> <ul style="list-style-type: none"> <li>• Pupils work to dramatise the story 'The Paper Bag Princess' . In order to create more roles for pupils you can adapt the story. You can, for example, have three princesses (three sisters) and three princes. You can also have two dragons (e.g. father and</li> </ul>

	<p>son) or add more roles such as the princess father and mother. There can also be more than one narrators. The play can be presented at an assembly or at another time. Video recordings of the story can also go in the pupils' portfolio.</p> <p>Option 4:</p> <ul style="list-style-type: none"> <li>• Pupils can work to expand the story in their Activity Books (activity 10). They can continue their story adding more squares and write it on A4 papers. They can also add captions with texts or create a dialogue using speech balloons. Pupils can also use digital tools such as kar2ouche and create a digital story.</li> </ul> <p>Option 5:</p> <ul style="list-style-type: none"> <li>• Pupils create a digital version of the story 'The Paper Bag Princess on Kart2ouche</li> </ul>
<p><b>PORTFOLIO</b></p>	<p>Pupils can update their portfolios and reflect on their progress in relation to the following targets:</p> <p>A2 Listening – Μπορώ να κατανοήσω κάποιες σύντομες ιστορίες.  A2 Reading – Μπορώ να κατανοήσω την κεντρική ιδέα σύντομων ιστοριών.  A2 Speaking – Μπορώ να μετρήσω μέχρι το 1000  Μπορώ να μετρήσω μέχρι το 1 000 000 (goal to be added by pupils)  A2 Writing – Μπορώ να γράψω μια ιστορία  A2 – Intercultural Competence  Έχω διαβάσει ιστορίες/μύθους από άλλες χώρες  Έχω μάθει για σημαντικούς ανθρώπους από άλλες χώρες</p> <p>Pupils also add the story 'The Paper Bag Princess' in the list of stories they read. They can add comments about the story or relevant work they've done (e.g. dramatization of the story or digital illustration of the story)</p>
<p><b>CROSS-CURRICULAR LINKS</b></p>	<p><u>-Greek and/or History</u>  Pupils can expand and work further with legends from different countries studying creatures portrayed in the legends and other aspects of storytelling</p> <p><u>-Life Skills</u>  Pupils can study important women and / or important people who went against stereotypes  Pupils can continue working on the issues of stereotyping and gender equality</p> <p><u>-Music and PE</u>  Pupils can study and try out Chinese dragon dances and Chinese dragon dance music</p>

**Photocopiable materials**

You are a singer.  
You are singing loudly.

You are a photographer.  
You are taking photos  
very carefully.

You are a princess.  
You are walking slowly.

You are a vet.  
You are washing an elephant.  
You are washing the elephant  
very quickly.

You are a waiter.  
You are working very quickly.

You are an astronaut.  
You are walking on the moon.  
You are walking very slowly.

You are a cook.  
You are cooking happily.

You are a teacher.  
You are speaking quietly.