

## UNIT 3

<b>OBJECTIVES</b>	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> <li>• write a short paragraph</li> <li>• talk about future plans (future with -going to)</li> <li>• follow and actively participate in the narration of a story</li> <li>• understand the main idea in a short written text</li> </ul>
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> <li>• enjoy, appreciate and interact with foreign children's literature (The not-so scary Snorklumö by Paul Bright and Jane Chapman)</li> <li>• become familiar with mythical creatures from various cultures</li> </ul>
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> <li>• deduce rules based on samples of language</li> <li>• explain grammar rules using their own words</li> </ul>
<i>Attainment Targets</i>	<p><u>Listening:</u> <i>To be able to understand short stories.</i></p> <p><u>Speaking:</u> <i>To be able to talk about their future plans.</i></p> <p><u>Reading:</u> <i>To follow, enjoy and participate in the narration of a story.</i>  <i>To understand the gist/main idea in short texts.</i></p> <p><u>Writing:</u> <i>To write a short a paragraph.</i></p> <p><u>Learning Strategies:</u> <i>To draw conclusions on language functions based on samples of language use</i></p> <p><u>Intercultural competence:</u> <i>To become familiar with myths and stories from other cultures</i></p>
<b>NEW LANGUAGE</b>	
<i>Production</i>	Future tense with ðgoing toö - affirmative, negative, interrogative Animals: mole, badger Other vocabulary: whiskers, wings, nothing, pocket, late, sky, word, easy Expressions: -I'm late!ø -What nonsense!ø , -not badø
<i>Comprehension</i>	growled, pickle, pie, stew, gravy, peas, dumplings, horns timid, -if you are í ø -sort of wayø maybe, prove, leaves, stare, darkness, -you tricked meø
<b>RECYCLED LANGUAGE</b>	Food vocabulary: sandwich, salt, pepper, chips pizza, spaghetti, tuna, fish, salad, etc. Feelings: worried, scared, hungry thirsty, angry, lonely, sad

	<p>Adjectives: scary, huge, enormous, long, tiny, clever</p> <p>∓Why∓questions, ∓Because∓replies</p> <p>Must / mustn∓</p> <p>Animal body parts: head, tail, knees, legs, body, ears, eyes, mouth, nose, teeth</p> <p>Days of the week</p> <p>I think ∓ .</p> <p>Present Continuous</p> <p>Present simple</p> <p>I can ∓ / I can∓ ∓</p> <p>Meals: breakfast, lunch, dinner, tea time</p>
<b>MATERIALS</b>	<p>Photocopiable materials, PowerPoint presentations from <a href="http://www.schools.ac.cy">www.schools.ac.cy</a> , mini-whiteboards,</p> <p>Audio CD for Year 6, Storybook ∓The not-so scary Snorklum∓ (<a href="http://tinyurl.com/q6anstv">http://tinyurl.com/q6anstv</a>)</p>
<b>TIME</b>	4 X 40 minutes

## LESSON 1

<b>PROCEDURE</b>	
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>• Pupils start the lesson with a song of their choice.</li> <li>• Pupils present any projects they have just completed and/or discuss progress on any pending projects.</li> <li>• Pupils play ∓word ladders∓ They are divided into two groups and play a vocabulary game on the board. A representative from group A comes to the board and writes a word. Then a representative from group B comes to the board and has to write a word which begins from the last letter of the word already on the board, e.g.:</li> </ul>

H			
A			
M			
B			
U			
R			
G			
E			
R	I	C	E

The game continues with another group A representative who has to find a new word beginning with the last letter of the word written by group B. The game continues until all the pupils come to the board and contribute to the game or until a set time limit is reached.

**Tip:** *According to the needs of your pupils, you can either focus this activity on one thematic vocabulary group (e.g. food, clothes) or leave it open and allow them to include any vocabulary they know.*

*Alternatively*, the class is divided into two groups and pupils play a vocabulary tennis game using words from thematic groups that the pupils need to practice.

## PRESENTATION

- The teacher projects a picture of a boy (PowerPoint presentation 1) looking sad and asks pupils how the boy feels and why they think he feels like that.

Teacher: How does he feel? What do you think?

Pupil A: I think he feels sad.

Teacher: Why does he feel sad?

Pupil B: Because he's lonely.

Teacher: What do the rest of you think? Any other ideas?  
Why is he sad?

Pupil E: Because he's got a toothache.

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The teacher reveals the next slide where it is explained why the boy is sad. S/he then moves to the third slide where the boy looks happy. The teacher asks the pupils to say how the

boy feels now and why they think he feels like that (so why is he so happy now?). While the pupils are trying to express the reasons, the teacher gives an example on the board to help them express their ideas, e.g.:

Maybe, because he *is going to eat* something.

And later asks pupils to guess what the boy is going to eat, encouraging them to look at the example on the board and use *going to*

Pupil A: Maybe, he's going to eat pizza.

Teacher. No, he isn't going to eat pizza.

Pupil B: Maybe he's going to eat spaghetti.

Teacher: Yes, he is. He's going to eat spaghetti.

The same procedure continues with the rest of the slides.

- The teacher writes on the board:

He's going to eat spaghetti.

S/he asks pupils what they notice in the sentence and draws attention to *going to*. S/he then adds more sentences on the board; one in present simple and one in present continuous, e.g.:

He's going to eat spaghetti.

He's eating spaghetti.

He eats spaghetti.

The teacher asks pupils to note the differences in the three sentences (going to eat / eating / eats) and then discuss with their pairs/partners what they think the differences in meaning there are between the three sentences.

The discussion should aim to clarify that:

- a) the first example is used when we are making plans for the future (going to eat)
- b) the second example is used when we are doing something now, i.e. eating now (eating)

	<p>c) the third example is used when we do something regularly i.e. always, usually, every Sunday, etc. (eat/eats)</p> <p>If pupils need help in reaching the above conclusion, the teacher can add key words in each sentence, e.g.:</p> <p>He's going to eat spaghetti tomorrow.  He's eating spaghetti now.  He eats spaghetti every Saturday.</p>
<p><b>PRACTICE</b></p>	<ul style="list-style-type: none"> <li>• The teacher asks pupils how they are feeling and whether they are hungry. S/he tells pupils that they are going to listen to Minas and Jamie who <i>are</i> very hungry. Pupils listen to the text (activity 1) to find what Minas and Jamie are going to have for dinner.</li> </ul> <p>Pupils report their answers, although the teacher does not <i>ó</i> at this stage <i>ó</i> reveal, if their answers are correct or not.</p> <ul style="list-style-type: none"> <li>• Pupils listen once more while following in their books so as to check whether they found the right answer (Jamie is going to have Chinese and Minas is going to have spaghetti.).</li> <li>• Pupils listen again while repeating after the recording or the teacher.</li> <li>• Pupils do activity 2 in their Pupil's Book.</li> <li>• Pupils practice reading the text in pairs or groups of 4. If in pairs, each pupil takes on the role of one of the boys and one of the mothers. Pupils pay attention to reading with the appropriate expression and intonation. The teacher monitors the activity and offers feedback.</li> <li>• Pupils look at the examples in activity 3 in their Pupil's Book (listen, look and learn) and discuss the differences in meaning and the differences in form.</li> <li>• Pupils give more examples using the three different tenses by</li> </ul>

talking about what they are doing now, what they usually do and what they are going to do tomorrow, e.g.:

**We are having** an English lesson **now**.  
**We usually have** English lessons **on Mondays**.  
**Tomorrow we are going to have** a P.E. lesson.

Note: -going to is used to express future plans, in contrast to -will which is used to express decisions made at the time of speaking..

- Pupils work in groups or pairs. The teacher gives each group/pair three labels (see photocopiable materials):

TALKING ABOUT NOW (Present Continuous)  
TALKING ABOUT ROUTINES (Present Simple)  
TALKING ABOUT PLANS (Future)

S/he also writes the above headings on the board and asks pupils to explain their meaning and give examples for each category.

Each group gets a set of sentences (see photocopiable materials). Pupils work in their groups to decide which sentences go under which category. The teacher monitors the activity and checks pupils' understanding through group learning chats (e.g. why is this sentence here? where will you put this? Why? ).

During this activity pupils' attention is drawn to key words/phrases which can indicate when something is taking place (e.g. now, tomorrow, next Sunday, on Sundays, every Sunday, etc.).

- The teacher shows a PowerPoint presentation (presentation 2) showing Minas with the magic box and a speech bubble saying -On Monday I'm going to visit í .ø Pupils guess what Minas is planning to visit on Monday.

Pupils then look at activity 3a in their Pupils' Book and try to predict which places the coursebook characters are going to visit using their magic box. After their predictions, they listen to the recording and check/correct their answers.

	<p>The transcript is as follows:</p> <p><i><u>Jamie:</u> It's so cool that the magic box can travel in time! Minas and I made a plan for the week. Tomorrow is Monday and we are going to go to ancient Rome. We think ancient Rome is very interesting. We are going to visit Julius Caesar! I'm very excited.</i></p> <p><i><u>Chloe:</u> Ancient Rome! That's very exciting! I can't come tomorrow. Can we go somewhere together on Wednesday?</i></p> <p><i><u>Jamie:</u> Sure, on Wednesday we are going to visit ancient Egypt. We are going to visit the Pharaohs!</i></p> <p><i><u>Chloe:</u> Ok, then. I'll come with you on Wednesday ... Ancient Egypt here we come!</i></p> <p><i><u>Stella:</u> What are you going to do on Friday, Minas? Can I come, too?</i></p> <p><i><u>Minas:</u> I don't know Stella. It might be dangerous. On Friday we are going to visit Troy! We're going to meet Helen of Troy and we're going to see the famous wooden horse the Greeks gave to Troy!</i></p> <p><i><u>Stella:</u> Mmmm..... I'm a bit scared...</i></p> <p><i><u>Minas:</u> Saturday is going to be scary. We are going to visit the Vikings! I'm a little scared, too! I think Vikings are fierce.</i></p> <p><i><u>Yasmin:</u> I can come with you on Sunday! Where are you going to go on Sunday?</i></p> <p><i><u>Minas:</u> On Sunday we are going to visit Alexander the Great. Alexander the Great was a very clever and brave king. He had a huge, black horse, too. His name was Voukefalas.</i></p> <ul style="list-style-type: none"> <li>• Pupils report their answers and complete activity 4b. Key words can be written on the board to help pupils (e.g. Troy, Alexander the Great, Vikings, Julius Caesar, Ancient Egypt).</li> </ul>
<p><b>PRODUCTION</b></p>	<ul style="list-style-type: none"> <li>• The teacher asks pupils where <i>they</i> would like to go and what places <i>they</i> would like to visit, if they had the Magic Box. S/he tells them that they could go anywhere in the world and that they can travel in time, too. Pupils share their ideas and some examples are written on the board.</li> <li>• Pupils work on activities 1, 2 and 3 in their Activity Book. They are reminded of key phrases they can use to ask for help</li> </ul>

	(e.g. Can you help me, please? How do you spell í .? etc.).
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Pupils work in pairs or individually using their mini-whiteboards. The teacher shows PowerPoint 3 - evaluation and pupils write the correct answers (A, B or C) on their mini whiteboards.</li> </ul>

## LESSON 2

<b>PROCEDURE</b>	
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>• The teacher asks pupils if they remember what new thing they learnt last time. Pupils are assisted in remembering and expressing that they learnt how to talk about their future plans. The teacher writes this on the board along with <del>going to</del> and a sample sentence and marks it as the target of the unit.</li> <li>• Pupils practice reading the text in activity 1 in pairs. Each pupil takes two parts and tries to read using the right intonation and expression. The teacher monitors the activity.</li> </ul>
<b>PRESENTATION</b>	<ul style="list-style-type: none"> <li>• Pupils work in groups or pairs. The teacher gives each group an envelope with words (see photocopiable materials) and tells pupils that the words in the envelope can form two sentences. Pupils work to form two sentences using the words in the envelope.</li> </ul> <p>There should be one sentence in the affirmative and one in the negative (e.g. He isn't going to play basketball next week.).</p> <p><b>Tip:</b> <i>You can also have a set of the words mixed up on the board (they could be just written on the board or you could use word cards or digital tools). One group can work on the board instead of working at their desk. The end result can also be used for checking the activity with the rest of the class.</i></p>

	<p>Once the two sentences are formed, the teacher asks pupils to say what they notice. Pupils explain in their own words (and using the L1, if necessary) how negation is formed.</p> <ul style="list-style-type: none"> <li>• The teacher gives examples of various -going to sentences and asks the pupils to form the negative form, e.g.:</li> </ul> <p>Teacher: You are going to dance tomorrow.</p> <p>Pupils: You are NOT going to dance tomorrow. Or</p> <p style="padding-left: 40px;">You aren't going to dance tomorrow.</p>
<p><b>PRACTICE</b></p>	<ul style="list-style-type: none"> <li>• The teacher shows a PowerPoint (Lesson 2 ó chant) with a very happy boy and a speech balloon saying -I'm <b>not</b> going to go to school today. It's a holiday!</li> </ul> <p>The teacher asks pupils why they think the boy is using -going to when he is talking about -today Pupils should conclude that the boy has made plans for the day, i.e. he knew it was going to be a holiday and this (not going to school) is something that was planned.</p> <ul style="list-style-type: none"> <li>• Pupils work in pairs and write on their mini-whiteboards one thing that the boy is NOT going to do on his holiday and one thing he is going to do. The teacher writes on the board -He is going to ... and -He is not going to ... to help pupils begin their sentences. Pairs report their ideas to class.</li> <li>• The teacher then projects the next slide where the child is singing a chant. Pupils work in pairs to predict the missing words and write them on their whiteboards.</li> <li>• Pupils listen to the recording and complete the gaps in their Pupil's Book (activity 5a). The transcript is as follows:</li> </ul> <p><i>I'm not going to go to school today. It's a holiday! It's a holiday! I'm not going to go to school today. I'm happy. I feel great!!!</i></p> <p><i>I'm going to stay in bed till late. I'm going to celebrate! English breakfast on my plate, Then ice-cream and lemonade!</i></p>

	<p><i>I'm not going to go to school today It's going to be a perfect day!</i></p> <ul style="list-style-type: none"> <li>• Pupils listen to the chant again and try to say it with the recording.</li> <li>• Pupils are divided into two groups and say the chant ó one line per group ó as if one group is responding to the other.</li> <li>• They then work with activity 5b writing one more verse for the chant.</li> </ul>
<p><b>PRESENTATION</b></p>	<ul style="list-style-type: none"> <li>• A volunteer pupil comes to the front of the class. The teacher gives him/her a box (the ðmagic box) saying that this box is magic and can take them wherever they want to go (whatever place, whatever time). The pupil takes the box and makes plans, e.g.:  Pupil A: Iðm going to travel to Italy. Iðm going to eat pasta and visit Rome.  The magic box can be passed around and other volunteers can take turns to make plans, e.g.:  Pupil B: Iðm going to go to Manchester. Iðm going to play football with Manchester United.  Pupil C: Iðm going to visit ancient Greece and Alexander the Great!</li> <li>• The teacher asks all the pupils to write down one idea about where they are planning to go with the magic box. They should write their idea on a piece of paper or the blank pages at the back of their book but should not show it to anyone else.</li> <li>• Volunteer pupils come to the front of the class and the rest of the pupils try to guess where the pupil-volunteer is going to go with his/her magic box. The teacher writes the question form ðAre you going to go to í .? on the board. After a couple more volunteer pupils take their turns and the above procedure is repeated, the teacher randomly takes a few pupils' notes (pieces of paper or their books) and asks the rest of the class to guess, e.g.:  Teacher: Mmmmí this is Yianna's plan. Is she going to</li> </ul>

	<p>visit Troy? What do you think?  (writes <b>Is she going</b> to visit Troy? on the board)</p> <p>Pupil A: No, she isn't.  Teacher: Ok, where is she going to go? Can you guess? Is she going to í í ?  Pupil B: Is she going to visit London?  Pupil C: Is she going to go to Disneyland?</p> <p>The teacher uses the question on the board to draw the pupils' attention to how the question is formed (inversion: She is going to ---- Is she going to í ? You are going to í Are you going to í ?).</p>
<p><b>PRACTICE</b></p>	<ul style="list-style-type: none"> <li>The teacher tells pupils that Jamie and Minas, who visited Ancient Rome with their magic box, have now invited Julius Caesar to come to Cyprus.</li> </ul> <p>The teacher asks pupils to predict what Julius Caesar is going to do when he comes to Cyprus. Pupils make predictions (e.g. I think he is going to visit Kourion. / I think he is going to eat souvla.). They then listen to the text (activity 7) to find out and complete the activity.  <i>The transcript is as follows:</i></p> <p><u>Minas:</u> Hello girls. I've got some great news..  <u>Yasmin:</u> Hello Minas. What news?  <u>Minas:</u> Julius Caesar is going to come to Cyprus.  <u>Chloe:</u> Wow! Really? When is he going to visit us?  <u>Minas:</u> He's going to come tomorrow morning. Jamie and I have made a plan!  <u>Yasmin:</u> What are you going to do? Where are you going to take him?  <u>Minas:</u> Tomorrow is Sunday and we don't have school so we are going to take him around Nicosia.  <u>Yasmin:</u> Are you going to take him to museums too?  <u>Jamie:</u> Of course we are. We're going to take him to all the important museums in Nicosia.  <u>Minas:</u> On Monday we are going to visit Limassol It's going to be fun for him to visit the beach.  <u>Chloe:</u> Mmmm... I'm not sure he'll like the beach.  <u>Minas:</u> Where are we going to take him on Tuesday Jamie? Can you please check our plan?  <u>Jamie:</u> Erm... Tuesday.... Tuesday, we're going to visit Kakopetria. We are going to have long walks and eat souvla at a nice restaurant.  <u>Yasmin:</u> Oh, please take some photos for us. We must have photos of Julius Caesar eating souvla in Kakopetria!.  <u>Jamie:</u> On Wednesday we're going to take him to Lefkara..</p>

Chloe: *And what about Thursday and Friday? Where are you going to go?*

Jamie: *On Thursday we are going to go to Paphos. We are going to stay there for two days. We are going to see the castle, the port and all the ancient monuments. On Friday we are going to be lazy on the beach.*

Chloe: *Where are you going to go on Saturday?*

Minas: *On Saturday we are going to visit Larnaca. I think he's going to love Phinikoudes beach and the old town. We are going to see St, Lazarus church and go fishing.*

Yasmin: *You're going to have a very busy week.*

Jamie: *Yes, we are! It's going to be lots of fun!*

- Pupils listen to the text at least twice and fill in the table. Then, based on the information collected, they do activity 7b and complete the sticky notes. Pupils can listen to the text again, if they need to.

Reading: Introduction

- The teacher tells pupils that Julius Caesar had a great time in Cyprus with Minas and Jamie but he had to go back to Ancient Rome. He sent them a message. The teacher reads the message to the pupils:

*Dear friends,*

*Thanks for the great time I had in Cyprus. I loved it! I'm now back in Rome and I must help my people. There's a very dangerous monster in Rome and all the people here are afraid of it. The monster's name is Kerberos. I must find and kill this terrible monster.*

*Take care! I hope we meet again, soon!*

*Julius Caesar*

- The teacher asks pupils if they know anything about this mythical creature, Kerberos. Pupils brainstorm anything they might know.
- The teacher asks pupils if they know any other mythical creatures. Pupils say the mythical creature they know and are encouraged to describe them and/or give any information they know about them.

1<sup>st</sup> Reading: Scanning

- The teacher sets a time limit or uses a timer. Pupils read quietly and individually the text (activity 9) so as to find out the names of three mythical creatures mentioned. Pupils put their hands up when they find the answer (without calling it out). Once most pupils are ready, they report their answers.

2<sup>nd</sup> Reading: Skimming

- Pupils read the text again to match each paragraph with the right picture.

3<sup>rd</sup> Reading: Intensive, reading

- Pupils continue with activities 9b and 9c.

**PRODUCTION**

- The teacher says that they are going to learn about another famous mythical creature, the Griffin. S/he doesn't show pupils the Griffin but pupils have to read the description in their Activity Book (activity 4) and draw it.

Pupils who complete their drawings can continue with activity 6 in their Activity Book to give time for all pupils to finish. Once they all finish, the teacher can show them a picture of the Griffin (see below) and pupils can compare and evaluate how well they did by giving themselves points, e.g.:



- |                 |           |
|-----------------|-----------|
| Wings           | - 1 point |
| Two bird legs   | - 1 point |
| Two lion legs   | - 1 point |
| Bird head       | - 1 point |
| Lion's body     | - 1 point |
| Lion's tail     | - 1 point |
| Total: 6 points |           |

Pupils can work on the following extension activities:

- update or create an entry in their picture dictionary on animals and/or monsters and mythical creatures (body parts, etc.)
- prepare a presentation about another mythical creature of

	their choice (see project below)
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Evaluation takes place throughout the lesson through observation.</li> <li>• The teacher has individual learning chats with pupils during writing tasks.</li> </ul>
<b>PROJECT</b>	<ul style="list-style-type: none"> <li>• Pupils can research mythical creatures and choose one to present to class in any presentation format they like (digital or traditional poster, PowerPoint presentation, etc.). Pupils from other cultural backgrounds can choose mythical creatures from their heritage to share with their classmates.</li> </ul>

### LESSON 3

<b>REVIEW</b>	<ul style="list-style-type: none"> <li>▪ Pupils say the chant they learnt in Lesson 2.</li> <li>▪ Pupils present on mythical creatures that they've researched.</li> <li>▪ If no pupils have prepared any presentations, the teacher can either present a new creature or ask pupils to look at the reading text in their Pupil's Books (activity 9) and quickly read the texts so that they play a memory game.</li> </ul> <p>Pupils are then divided into groups of 4 or 5. The first pupil in each group starts by making a sentence about a mythical creature (which can be an imaginary creature created by the children) and the rest take turns to add to the sentence, e.g.:</p> <p>Pupil A: This creature has got a long tail.  Another pupil adds another item. e.g.:</p> <p>Pupil B: This creature has got a long tail and sharp claws.  Pupil C: This creature has got a long tail, sharp claws and a lion's head.  etc.</p> <p>Each team gets a point for each pupil that remembers what was said and adds one more animal characteristic successfully.</p>
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<p><b>PRE-STORYTELLING</b></p>	<ul style="list-style-type: none"> <li>The teacher tells pupils that Julius Caesar has killed Kerberos and is now looking for a new monster called 'Snorklum'. Pupils work in pairs for 1 minute to decide what the Snorklum might look like. Pairs work using their mini whiteboards to write down descriptions or specific characteristics e.g.: <p>It's huge. It's got two heads. It's purple.</p> <p>Pupils report their ideas. At this point the teacher reminds pupils of body part vocabulary and introduces the new word 'whiskers'</p> </li> <li>Pupils guess what food the Snorklum likes to eat, e.g.: <p>What do you think the Snorklum likes to eat? Does he like rabbits? Does he like pizza?</p> <p>Pupils' predictions along with some of their predictions on the Snorklum's appearance - are written on the board.</p> </li> <li>The teacher tells pupils they are going to hear a story about the 'Snorklum'. Pupils sit in a circle and the teacher shows them the cover of the book. They then read the title 'The not-so scary Snorklum'. Pupils describe the Snorklum and compare it to the predictions they made earlier. The teacher asks pupils why the title says a 'not-so scary' Snorklum since it does look scary on the cover. <p>Pupils are encouraged to listen to the story and find out why the title is 'The not-so scary Snorklum'</p> </li> </ul>
<p><b>WHILE-STORYTELLING</b></p>	<ul style="list-style-type: none"> <li>The teacher tells the story. S/he pauses at various points in the story and asks pupils to discuss the story or the illustrations and/or predict what is going to happen next, e.g.: after 'The setting sun glowed orange as the scary Snorklum stomped home to his cave on the hill.' s/he asks pupils what time of day they think it is (early evening). <p>Or when the Snorklum meets Mole and the other animals the teacher can ask 'What is he going to do?' 'What do you think?' 'Is he going to eat the í í ?'</p> </li> </ul>

<p><b>AFTER-STORYTELLING</b></p>	<ul style="list-style-type: none"> <li>• The teacher asks pupils to say what the Snorklum was going to eat (Mole, Rabbit and Badger) and why the story is called 'The not-so-scary Snorklum'. The teacher also asks pupils what they think is going to happen next, after the ending of the story. What is going to happen to the Snorklum after it has become so little?</li> </ul> <p>What is the Snorklum going to do? What are the other animals going to do?</p> <p>Various ideas are shared. Pupils can use their L1, if needed and the teacher repeats or rephrases in English. Pupils are also reminded to use key phrases such as 'How do you say ... in English?' etc.</p> <ul style="list-style-type: none"> <li>• Pupils look at two examples of how the story could continue (activity 5, Activity Book), which can be projected on the board or the pupils can read from their Activity Books.</li> <li>• Pupils draw their own scene and write their own ending/continuation of the story (activity 5, Activity Book).</li> </ul>
<p><b>EVALUATION</b></p>	<ul style="list-style-type: none"> <li>• Still scenes. Pupils are divided into groups of 4 or 5. The teacher reads a scene from the story and stops. Pupils work in their groups to create a still scene. The teacher calls stop and everybody freezes to create a still scene. Pupils might need to take the role of trees and plants in order to create a scene.</li> </ul> <p><i>Alternatively</i>, the teacher asks pupils to decide on which scene they will create. S/he then gives a time limit and then calls stop for the scene to be 'frozen'.</p> <p><b>Tip:</b> <i>If your classroom has limited room for movement or if your class is too large, you can give pupils numbers so that you have three 4s, three 2s, etc. You can then call '3' and then all the threes come to the centre of the room or to the front and create a still scene. When the scene is ready the rest of the class identifies which part of the book it is, which pupil is which character (Mole, Snorklum, Badger, etc.).</i></p>
<p><b>PORTFOLIO</b></p>	<ul style="list-style-type: none"> <li>• Pupils add the story in the list of stories they have read.</li> <li>• Pupils can include photos of their still scenes to show that</li> </ul>

	<p>their understanding of the story ( 2- reading: .).</p>
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**LESSON 4**

<p><b>REVIEW</b></p>	<ul style="list-style-type: none"> <li>• Pupils present either on their mythical creatures project or on their versions as regards the continuation of the story (activity 5, Activity Book).</li> <li>• The teacher tells pupils that Jack (Jamie's cousin) has sent them a video message about another interesting creature that he is going to visit. Pupils first read the questions in activity 7 (Pupil's Book) and then watch the video to find the answers. The transcript is as follows: <p><i>Hi Jamie, Hi Minas!</i></p> <p><i>It's so exciting that your magic box travels in time. I'd like to come with you and visit Rome. I can't believe you met Julius Caesar. That just so awesome!</i></p> <p><i>I'm going on a trip with my dad next weekend. We are going to Scotland. Have you been to Scotland? I like it lots. It's beautiful. Very green and – of course – sometimes very cold but I don't mind.</i></p> <p><i>Scotland has many castles and we are going to visit a very famous one. The best thing is that we are going to visit the famous Loch Ness. Loch means lake in Scotland and Loch Ness is a very famous lake. It's famous because people think a monster lives in the lake. It's called the Loch Ness monster. It's very big and it has a long neck. It lives in the water. I'm going to try and find it!</i></p> <p><i>See you soon!</i></p> </li> <li>• Pupils play a 'find a partner' game with the cards in photocopiable materials. The teacher gives one card to each pupil making sure that at least two pupils have the same picture (two sets of the cards need to be copied and distributed in class). What the picture depicts is what each pupil is going to do in the afternoon. Pupils need to move around the classroom without showing their cards and find</li> </ul>
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	<p>the pupil that has the same picture, i.e. is going to do the same thing this afternoon, e.g.:</p> <p>Pupil A: Are you going to play football this afternoon?  Pupil B: No, I am not. I am going to cook.  Pupil A: Are you going to play football this afternoon?  Pupil C: Yes, I am.  Pupil A: Me, too! You are my partner!</p> <p>The teacher models the activity by asking pupils until s/he finds her/his partner.</p> <p><i>Alternatively</i> pupils can write on a card what they are going to do in the afternoon and walk around to find a pupil that is going to do the same thing as them.</p> <p><b>Tip:</b> <i>If you have a large class, you can ask half the pupils to stay seated and the rest of the class to come out and walk around. This will cause less movement in the classroom. Make sure both groups are involved by asking the pupils who leave their seats to ask pupils who are sitting down.</i></p> <ul style="list-style-type: none"> <li>• Pupils sit in a circle for storytime. Each pupil reports one thing s/he discovered about a classmate, e.g. "Maria is going to go shopping this week."</li> </ul>
<p><b>PRE-STORYTELLING</b></p>	<ul style="list-style-type: none"> <li>• Pupils sit in a circle. The teacher asks what they remember from the story "The not-so Scary Snorklum" (characters, key phrases, words). S/he tells pupils to listen to the story again and: <ol style="list-style-type: none"> <li>a) count how many times they hear "going to"</li> <li>b) choose a favourite word or phrase from the story.</li> </ol> </li> </ul>
<p><b>WHILE-STORYTELLING</b></p>	<ul style="list-style-type: none"> <li>• Pupils say how many times they heard "going to" and the teacher checks by reading the relevant parts of the story. Pupils share their favourite phrases or words and any questions about meaning are discussed.</li> </ul>
<p><b>AFTER-STORYTELLING</b></p>	<ul style="list-style-type: none"> <li>• The teacher casts a "magic spell" and all the pupils turn into Snorklums. Then s/he passes a bag around with various</li> </ul>

	<p>things. Each pupil picks one thing and has to respond as a Snorklum, e.g. -I am a scary Snroklum. I have a book and I�m going to read a story.� or -I am a scary Snorklum. I have a pencil and I�m going to write a story.� etc.</p> <p><i>Alternatively</i>, the items in the bag can be imaginary, i.e. the bag can be empty and the pupils imagine things in the bag. The previous pupil can decide what is in the bag for the next pupil, e.g.:</p> <p>Pupil A: Scary Snorklum, why have you got a cat in your bag?</p> <p>Pupil B: I am a scary Snorklum. I have a cat and I�m going to eat it. (the pupil gives the bag to another pupil and asks him/her) Scary Snorklum why have you got a computer in your bag?</p> <p>Pupil C: I am a scary Snorklum. I have a computer and I�m going to email my mother. etc.</p> <ul style="list-style-type: none"> <li>• The teacher tells pupils that in the end of the not-so-scary Snorklum story, the Snorklum stays small and becomes a famous superstar.</li> </ul> <p>S/he tells pupils that the famous Snoklum is going to visit Cyprus. Pupils read the text in activity 10a (Pupils� Book) to find out about Snorklum�s visit to Cyprus and complete 10b.</p> <ul style="list-style-type: none"> <li>• The teacher pretends that s/he has a phone call from Mr Andreou who tells him/her that Snorklum is still coming to Cyprus but has made other plans. Pupils open their Activity Books (activity 7) and find out what his new plans are and correct the statements based on the example given.</li> <li>• Pupils work with activity 8 in their Activity Books. They write a short magazine article about Snorklum�s visit to Cyprus.</li> <li>• Pupils continue with the rest of the activities in their Activity Books.</li> </ul>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Pupils complete the self-evaluation form of the Unit.</li> </ul>

<b>PROJECT</b>	<p>Pupils can choose from the following projects:</p> <p><u>Option 1:</u> Pupils can prepare and act out an interview with the Scary Snorklum as a famous film star. Pupils can work in pairs (one interviewer and the Snorklum) OR in threes (two interviewers and the Snorklum).</p> <p><u>Option 2:</u> Pupils can prepare a plan for their favourite film star/singer's visit to Cyprus. Pupils can prepare just a plan or can write a magazine article about their favourite film star/singer's visit to Cyprus.</p> <p><u>Option 3:</u> Pupils can prepare a play/dramatization of the story. In order for more pupils to participate in the play, the role of the Snorklum and the narrator can be shared amongst 3-4 pupils, there can be more Moles, Rabbits and Badgers and/or other animals can also be added in the story.</p>
<b>PORTFOLIO</b>	<p>Pupils can add evidence from the work they've done in this Unit and complete their progress on any of the following targets:</p> <p>A1 ó writing:</p> <p>1 ó reading:</p> <p>2 ó reading:</p> <p>2 ó reading:</p> <p>A2 ó speaking: (to be added):</p> <p>2 ó intercultural competence: /</p>

Photocopiable materials: labels

TALKING ABOUT NOW

TALKING ABOUT ROUTINES

TALKING ABOUT PLANS

Photocopiable materials

He's going to play football on Saturday.

.Grandma always cooks lunch on Sundays

I can't come to the park at the moment. I'm doing my homework.

She isn't watching TV. She is sleeping.

.They are going to visit Rome in the summer.

Look ! It's raining !

We usually get up at half past six in the morning.

We are going to eat Chinese food tonight. Yummy !

He has piano lessons every Tuesday.

Photocopiable materials: scrambled sentences

She	is	going	to
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play	basketball	next	Saturday
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He	isn't	going	to
----	-------	-------	----

play	basketball	next	Saturday
------	------------	------	----------

Photocopiable materials: 'Find a partner'



play football



eat pizza



eat pop corn



play tennis



watch TV



Visit grandma



clean my room



go to the park



exercise at the gym



have an ice cream



cook



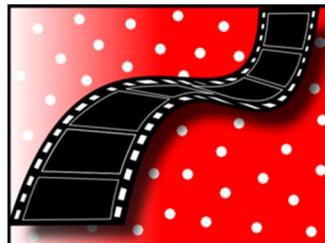
do my homework



visit the dentist



call my friend



go to the cinema



sleep