

**TEACHING MATERIALS
FOR ENGLISH - YEAR 1**

**‘OPTIONAL ALL-DAY SCHOOL’
(ΠΡΟΑΙΡΕΤΙΚΟ ΟΛΟΗΜΕΡΟ ΣΧΟΛΕΙΟ)**



**CYPRUS MINISTRY OF EDUCATION AND CULTURE
DEPARTMENT OF PRIMARY EDUCATION**

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INTRODUCTION

This set of teaching materials has been prepared so as to help teachers working at the Optional All-day Schools (Προαιρετικά Ολοήμερα Σχολεία) respond to the demands and particularities of the specific context of this after school programme.

The materials put into practice the methodology and guidelines set out by the Ministry of Education and Culture for the Optional All-day Schools.

Their primary aim is to guide teachers so that they can effectively develop their pupils' English language competence while aiming primarily to instill positive attitudes towards the lesson and foreign languages. The aim is for pupils to develop an age-appropriate general communicative competence in English as a foreign language while at the same time promoting pupils' self-esteem and self-confidence.

The materials also build on what is taught in primary schools in the morning so that they offer additional opportunities for consolidation of the English language through new activities which attract the pupils' interest and engagement. Most importantly, the materials take into consideration the specific context and particular characteristics of the Optional All-day Schools, such as the pupils' physical tiredness which may be felt in the afternoon. This is compensated by the games and many fun learning activities which are included in the lessons.

Finally, the teaching materials aim to support the teachers involved in this after school programme as they are often young and inexperienced and find themselves teaching in a rather demanding context.

YEAR 1 - UNIT 1 - GREETINGS

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • greet people with simple everyday greetings • introduce themselves
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • infer meaning from visuals • infer meaning from facial expressions and gestures
NEW LANGUAGE	
<i>Production</i>	Greetings: Hello! Good morning! How are you? Fine thanks. Introductions: I'm....
<i>Comprehension</i>	I'm happy. Let's play (words included in the song). Action verbs included in the song
MATERIALS	Song available at https://www.youtube.com/watch?v=-0o79IMmAYE Soft ball, pictures of well-known cartoon characters Brown paper bags or paper plates and straws or pencils
TIME	2X40 minutes

LESSON 1

PROCEDURE	
INTRODUCTION	<ul style="list-style-type: none"> • The teacher explains to the pupils (in Greek) that they will be having their English lessons together and that they will do many interesting activities including songs, games, drawing etc. S/he also says that it is important for them to try and speak in English and that the teacher will also speak in English most of the times and assures the children that s/he will help them with anything they don't understand. <p style="text-align: center;">It is important for the children to feel comfortable in the foreign language classroom and the teacher should encourage them not to be afraid to express themselves in English and make mistakes.</p> <ul style="list-style-type: none"> • The teacher asks pupils if they know his/her name. Pupils make guesses about their teacher's name. The teacher says "Hello! I'm ... " and asks the pupils to

	<p>introduce themselves. The teacher goes from pupil to pupil and introduces him/herself again and again (I'm ...) so that the pupils hear the statement and repeat it.</p>
PRACTICE	<ul style="list-style-type: none"> • Ball game: Pupils stand in a circle. The teacher stands in the middle of the circle and throws the ball to the pupils. The pupil who gets the ball introduces him/herself (e.g. "Hello! I'm Stelios"). Each time the rest of the pupils can respond (e.g. 'Hello, Stelios!' or 'How are you, Stelios?').
PRODUCTION	<ul style="list-style-type: none"> • Pupils close their eyes. The teacher uses pictures of famous cartoon characters (there are plenty available on the internet e.g. Mickey Mouse, Donald Duck, Sophia the Princess, etc.) and puts them around the classroom. Pupils open their eyes and come to the front of the room. The teacher then makes statements, for example, "Hello! I'm Mickey", and pupils walk around the classroom to find the picture of Mickey. When they do, they repeat the statement. <p>Tip:. <i>If you have a large class, you can divide the pupils in two groups so that one group can play the game first, and then the other.</i></p> <ul style="list-style-type: none"> • The teacher gives paper bags to the pupils and pupils draw their favourite cartoon characters on the bags. <p>Alternatively, s/he can give the pupils paper and ice cream sticks or paper plates and pencils for pupils to make stick puppets with their favourite cartoon characters.</p> <ul style="list-style-type: none"> • Pupils take turns to present their paper bag or stick characters by saying "Hello! I'm...".
EVALUATION	<p>Evaluation is ongoing and takes place throughout the lesson with the teacher monitoring the pupils during the activities and particularly during the craft activity where they make a puppet.</p>

LESSON 2

PROCEDURE	
REVIEW/ PRESENTATION	<ul style="list-style-type: none">• The teacher introduces him/herself again and asks pupils to do the same. This time the teacher can use “Hello! I’m..”. and shake hands with the pupils. Pupils are also asked to present themselves because the teacher forgot their names. They use “Hello! I’m..”..• The teacher asks the pupils to ‘sleep’ on their desk (s/he makes the appropriate gesture to show the meaning of the word “sleep”). S/he then ‘wakes’ the pupils up and says “Good morning”. Pupils repeat. Then the teacher says “Good morning! How are you?”. If there are pupils that know the response, they can say it, otherwise the teacher says “Fine thanks!” and pupils repeat.
PRACTICE	<ul style="list-style-type: none">• Pupils repeat the activity described above but this time the teacher can have a pupil leading the activity and saying ‘Good morning!’ to wake his/her classmates up.• The teacher uses the paper bags or stick puppets of the cartoon characters that the pupils made in the previous lesson. S/he asks the pupils to work with their partners and say “Good morning” to them. They do the activity in pairs, taking care that they change roles, too. <p><u>Example:</u></p> <p>Pupil A (Mickey): Good morning!</p> <p>Pupil B (Donald): Good morning!</p> <p>Mickey: How are you?</p> <p>Pupils: Fine, thanks.</p>

	<p>The dialogue can be repeated a number of times with different partners/ cartoon characters. The pupils can also start the dialogue using “Hello” instead of “Good morning”.</p> <ul style="list-style-type: none"> • Ball game: Pupils stand in a circle. The teacher throws the ball to a pupil. The pupil who gets the ball says “Hello! I’m...”. Then the teacher says “Good morning!”. The pupil repeats the greeting and throws the ball to another pupil, etc. <p><u>Example:</u></p> <p>Andreas (gets the ball): Hello! I’m Andreas</p> <p><i>Teacher:</i> Good morning Andreas.</p> <p>Andreas: Good morning! (Andreas throws the ball to the teacher or another boy)</p> <p>Petros: Hello, I’m Petros.</p> <p>Teacher: Good morning, Petro..</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • The teacher introduces a song found at https://www.youtube.com/watch?v=-0o79IMmAYE <p>Pupils watch the song and try to do the actions.</p> <ul style="list-style-type: none"> • Pupils watch the song again and sing along. They are only expected to say the first verse (see below for lyrics) but they will be able to do the actions by watching the video. <p>The lyrics of the first verse are as follows:</p> <p>Good morning, good morning!</p> <p>How are you, today?</p> <p>Good morning, good morning!</p> <p>I’m happy let’s play.</p>

	<ul style="list-style-type: none">• Pass the card: Pupils sit in a circle. The teacher gives pictures of the cartoon characters to the pupils or some of the stick puppets or paper bag puppets they created. Pupils listen to the song again and while the music is playing the pupils pass the cards (or puppets) from one to the other. When the music stops, the pupils who are holding cards (or puppets) take turns to say “Hello! I’m ...” according to the character they are holding (e.g. Hello! I’m Jake).
EVALUATION	<ul style="list-style-type: none">• Evaluation is ongoing and takes place throughout the lesson with the teacher monitoring the pupils during the activities.

YEAR 1 - UNIT 2 – INSTRUCTIONS

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • respond to the teacher’s instructions • become familiar with basic classroom language • identify the feelings taught
<i>Intercultural aspect:</i>	Pupils should be able to play the traditional game “Simon says”
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • infer meaning from gestures and facial expressions. • feel comfortable and relaxed in a foreign language classroom.
NEW LANGUAGE	
<i>Production</i>	Action verbs: stand up, sit down, listen, be quiet, clap your hands Feelings: Happy, sad, angry, scared
<i>Comprehension</i>	Actions included in the two songs.
MATERIALS	Good morning song available at https://www.youtube.com/watch?v=-0o79IMmAYE Actions and feelings song available at https://www.youtube.com/watch?v=l4WNRvVjiTw Soft ball, photocopiable materials
TIME	2X40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • Pupils sing the ‘Good morning’ song they learnt in the previous lesson. • The teacher tells pupils that s/he is very happy (showing a happy gesture on his/her face). The teacher asks the pupils to show happy faces and repeat the word. The teacher then asks the pupils to show sad faces and repeat the word. • The teacher draws simple faces on the board and pupils say if the faces are happy or sad. • The teacher presents the new vocabulary (stand up,

	<p>sit down, listen, be quiet, clap your hands). S/he invites a pupil to come to the front and gives instructions for the pupil to follow. S/he supports the pupil by either helping him do the actions or doing the actions with him at the same time,</p> <ul style="list-style-type: none"> • The teacher tells the actions again and invites one more pupil to do them. This time, when the pupils do the actions, the rest of the class repeats the instruction, after the teacher/
PRACTICE	<ul style="list-style-type: none"> • The teacher asks the pupils to do the actions s/he is saying. • Ball game (round 1): Pupils stand in a circle. The teacher throws the ball to a pupil. S/he then calls and instruction (e.g. Listen!). The pupil who gets the ball does the action and then throws the ball to another pupil. The teacher will then give another instruction for the pupil to carry out, and so forth.
PRODUCTION	<ul style="list-style-type: none"> • Ball game (round 2): Pupils stand in a circle. The teacher throws the ball to a pupil. The pupil who gets the ball says an instruction and the rest of the pupils do the action. S/he then throws the ball to another pupil who then has to give an instruction to the class, etc.
EVALUATION	<ul style="list-style-type: none"> • Simon says: Pupils do what the teacher says only if they hear “Simon says...” before the instruction.

LESSON 2

PROCEDURE	
REVIEW/ PRESENTATION	<ul style="list-style-type: none"> • Pupils play Simon says with the actions taught in the previous lesson. • The teacher tells the pupils that s/he is very happy today because s/he is going to teach them a new song. S/he asks the pupils to also show happy faces. S/he then tells them to make sad faces and then the

	<p>teacher presents the new feelings (angry, scared, sleepy) by making facial gestures. Pupils repeat.</p>
PRACTICE	<ul style="list-style-type: none"> • The teacher tells the pupils to make facial gestures according to the feelings s/he is saying. • Ball game (variation): Pupils are divided into two groups. The teacher draws on the board a bag for each group. She then tells pupils to do different actions or mime different feelings. Each group that manages to respond correctly to the teacher's instruction gets a ball in its bag (the teacher draws a ball). The winner will be the group with most balls in its bag. <p><u>Example:</u> Teacher to group A: You are happy. Pupils make happy faces and teacher draws a ball in their bag. Teacher: Listen! Pupils do the action for 'Listen'. Etc.</p>
PRODUCTION	<ul style="list-style-type: none"> • The teacher makes different facial expressions and pupils are asked to say how s/he feels. • The teacher tells the pupils that it's time for their new song (available at https://www.youtube.com/watch?v=l4WNrvVjiTw). Pupils watch the video and do the appropriate actions and feelings. • The teacher shows the song again and pupils try to sing along. If they can't say all the actions included in the song they can just do the actions by watching the video.
EVALUATION	<ul style="list-style-type: none"> • Listen and point. Pupils listen to the teacher and point to the right picture. The teacher monitors the classroom and checks on their pupils' responses. • Listen and draw: Pupils listen to the teacher and draw the faces according to his/her instructions.

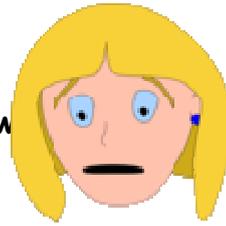
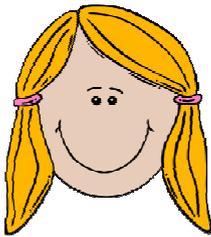
	<p><u>Example:</u> Teacher: Number 1-Draw a happy face. Number 2 is a sad face. etc.</p>
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UNIT 2

Name:-----

Class:-----

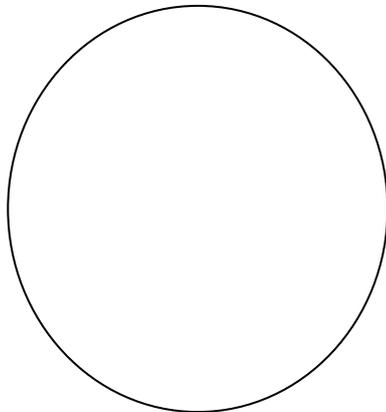
1. Listen and point



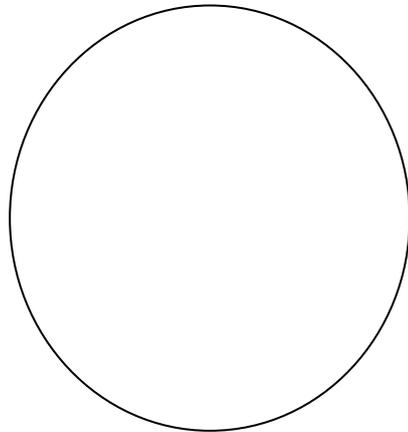
and Draw

2. Listen and draw

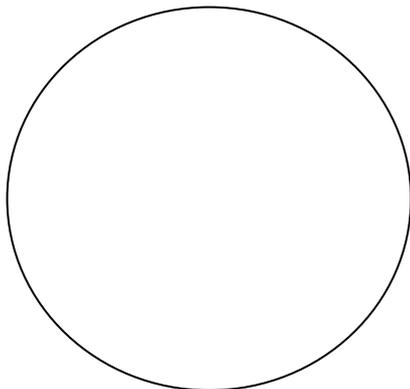
1.



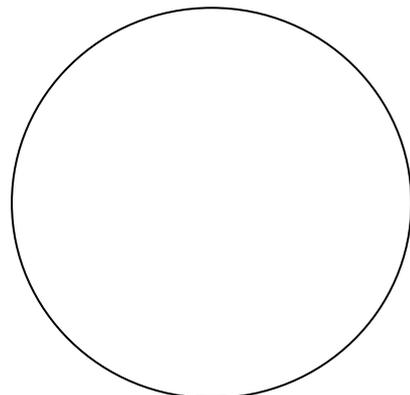
2.



3.



4.



YEAR 1 – UNIT 3 – COLOURS

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify the colours taught • name at least five colours • follow teacher’s instructions
<i>Intercultural aspect:</i>	
<i>Learning strategies:</i>	Pupils should be able to use songs, music and rhythm to help them learn and remember vocabulary.
NEW LANGUAGE	
<i>Production</i>	blue, red, yellow, green, purple, orange, pink, brown
<i>Comprehension</i>	What colour is it?
RECYCLED LANGUAGE	Instructions: stand up, sit down, listen, be quiet, clap your hands
MATERIALS	colour flashcards, (from www.esl-kids.com or www.mes-english.com or www.eslflashcards.com , photocopyable materials, soft ball
TIME	2 x 40

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing a song they have learnt in previous lessons. • Pupils play “Simon says” to review the actions, learnt in the previous lesson, e.g. Simon says “Listen.” Simon says “Be quiet”, etc.

<p>PRESENTATION</p>	<ul style="list-style-type: none"> • The teacher tells pupils they are going to learn the colours in English. S/he asks pupils to name any colours they might know. Then she/he puts the following flashcards on the board: blue, red, yellow, green, purple, orange, pink, brown. The teacher names the colours one by one and pupils repeat. • The teacher points to a colour flashcard and names it. Pupils repeat the words in different ways (loudly, silently, fast, slowly etc.). • Kim’s game: pupils close their eyes. The teacher removes a flashcard from the board. Pupils open their eyes and identify the colour that is missing.
<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher introduces the song “Colours” to the tune of ‘Head, shoulders knees and toes’. The lyrics are as follows: <ul style="list-style-type: none"> <i>Red, yellow, green and blue, green and blue</i> <i>Red, yellow green and blue, green and blue</i> <i>Purple, orange, brown and pink</i> <i>Red, yellow, green and blue, green and blue</i> • Pupils sing the song along with the teacher. • Some pupils are given colour flashcards. All pupils are encouraged to sing the song again. Pupils hold up their cards when their colour is mentioned. The activity is repeated with different pupils holding flashcards. <p>Alternatively, pupils are separated into groups and each group colour a circle or other shape on a white A4 paper. The colours they will use, should be those taught and mentioned in the song. Afterwards, the pupils listen to the song and sing along. Each time pupils hear the colour they have coloured on their A4 paper, they hold it up.</p> • Disappearing cards: The teacher asks the pupils to take a look at the colour flashcards on the board for several seconds. She/he removes the first card and pupils say the words again in the right order including the one that has been removed. The teacher gradually removes all cards one by one. Each time one is removed, the pupils say all the words, including those illustrated in the cards that have been removed.

	<ul style="list-style-type: none"> The teacher asks pupils to show him/her things with a specific colour: e.g. “Show me something yellow” ‘Show me something green”, etc.
PRODUCTION	<ul style="list-style-type: none"> Pass the card: The teacher gives out the colour flashcards. Pupils pass them around from pupil to pupil while they sing “Colours”. When the teacher says ‘Stop’ pupils take turns to hold up their card. Pupils name their colour card. The teacher asks the rest of the class ‘What colour is it?’ and they repeat the colour word in chorus.
EVALUATION	<ul style="list-style-type: none"> Listen and colour: Pupils do a listen and colour activity in their handouts (see photocopiable materials). They listen and colour the 5 balloons. The teacher draws five balloons on the board like the ones in the handout. Each time she/he points to the balloon that needs to be coloured. The transcript is as follows: <i>Are we ready? OK! Let’s colour! Colour this balloon red. Now, colour this balloon blue. Oh, what colour is this balloon? Let’s colour it orange. And what about this? Let’s colour it pink. And this? Let’s colour it green.</i>

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils sit in a circle. The teacher asks pupils if they remember the colours they learnt in the previous lesson. Pupils say different colours and the teacher puts the corresponding flashcards on the board. Pupils sing the colour song taught in the previous lesson.
PRACTICE	<ul style="list-style-type: none"> The teacher shows a colour flashcard and says a colour. If she/he is right, pupils touch their head. If she/he is wrong, pupils touch their nose. e.g. The teacher shows the green flashcard and says: ‘It’s green.’ Pupils touch their heads. The teacher shows the yellow flashcard and says:” It’s pink.” Pupils touch their nose.

	<ul style="list-style-type: none"> The teacher holds a colour flashcard but doesn't allow the pupils to see what colour it is. S/he then asks them to guess so as to find the right colour. Pupils can guess using just the colour word, e.g.: <p>Pupil: Red! Teacher: No. Pupil: Blue Teacher: No, try again... etc.</p> <p>Volunteer pupils can also lead the activity by coming to the front of the class, choosing a flashcard and nominating pupils to participate.</p>
PRESENTATION	<ul style="list-style-type: none"> The teacher asks pupils to sing the colour song one more time and pupils are encouraged to mention if they know any other colours they are not mentioned in the song. Pupils say the words in different ways (happily, angrily, etc.) Pupils close their eyes. The teacher puts the flashcards in various parts of the classroom. Pupils open their eyes and the teacher invites a few of them at the front of the classroom or in the middle of the circle. S/he then calls out a colour and the pupils need to find the colour and touch it.
PRACTICE	<ul style="list-style-type: none"> Ball game: Pupils stand in a circle. They take turns to throw the ball to each other. Each time a pupil throws the ball, s/he says a colour. The next pupil needs to say a colour word but should not repeat the same word as the pupil before him/her. Fly swat: The colour flashcards are placed on the board. Pupils are divided into two groups and stand in two separate rows in front of the board. The teacher calls out a colour word and the first pupil from each row runs to touch the right card with the fly swat. The winner is the one who first touches the right card. She/he gets a point for his/her group and moves to stand last in the line. The game continues with the pupils who are now standing first in their rows.

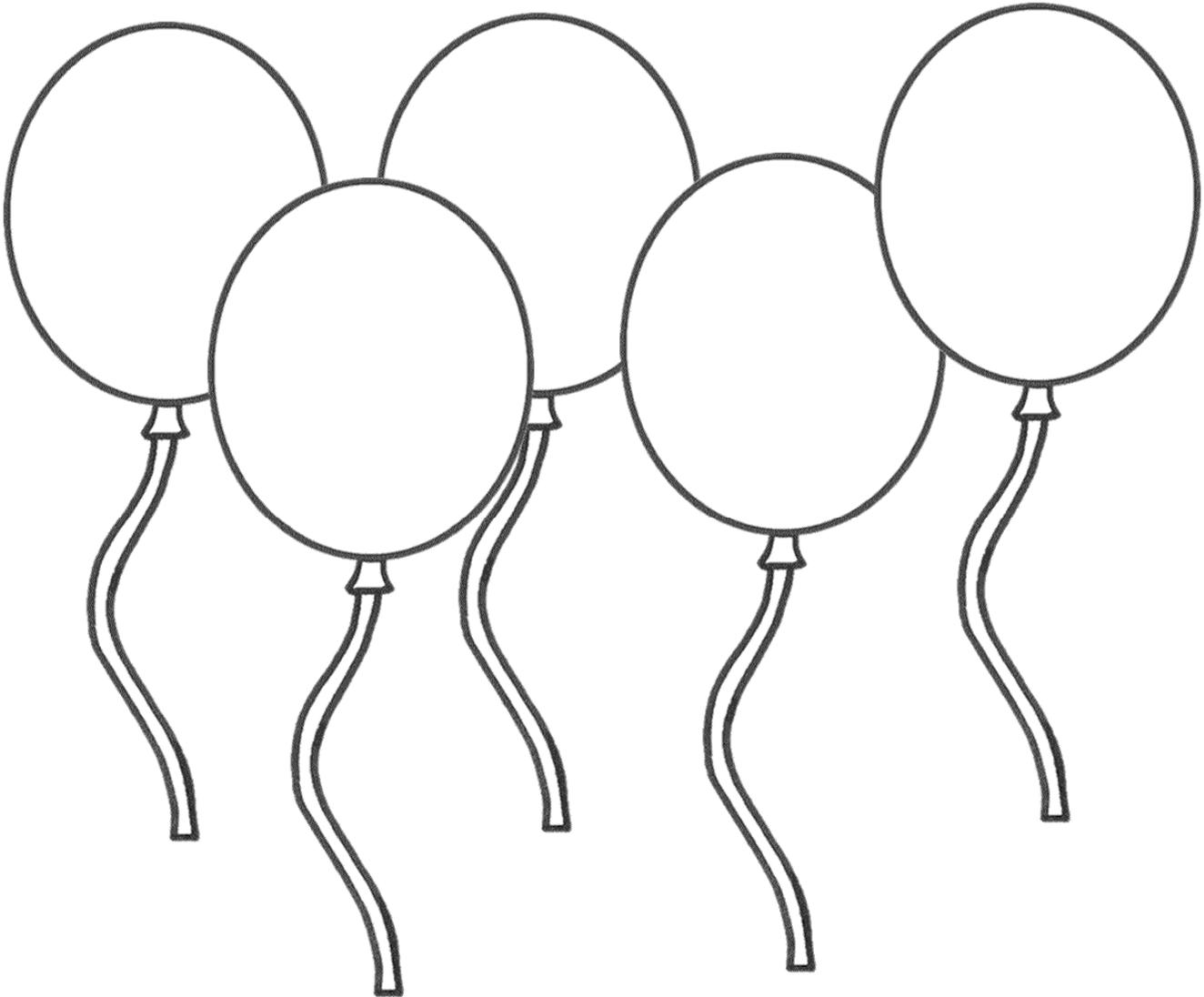
EVALUATION

- Pupils do a listen and colour activity (balloon handout, photocopiable materials). The teacher can draw or project the handout on the board. S/he can also number the shapes. S/he then calls out a number and the colouring (e.g. Let's colour number 1. Are you ready? Show me number 1? Great! Number one is blue.)
- Pupils can decorate the rest of their handout in any way they like. The teacher goes round the classroom asking pupils about the colours they are using, etc.

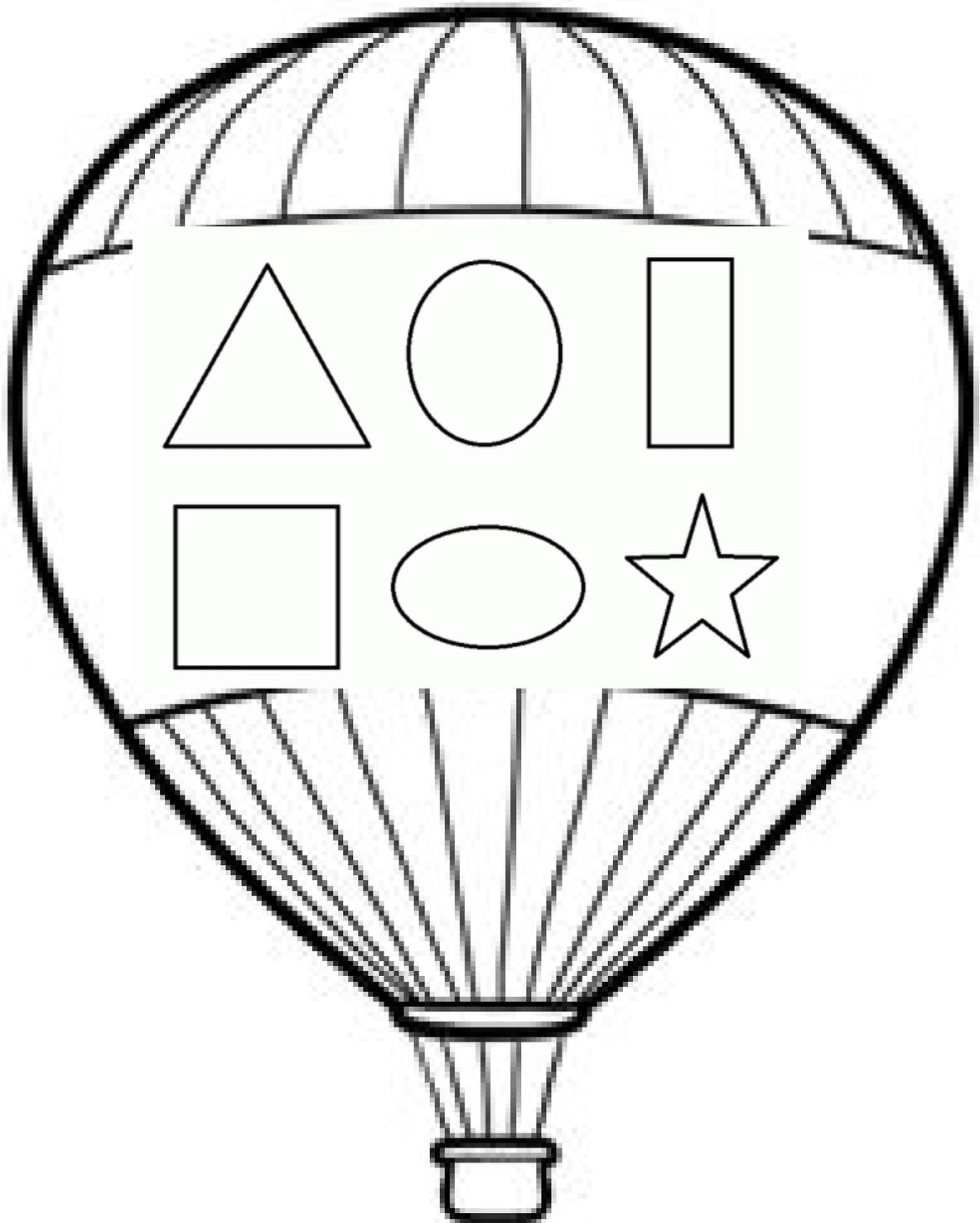
UNIT 3

Name:-----
Class:-----

1. Listen and colour



2. Listen and colour



YEAR 1 – UNIT 4 – CLASSROOM OBJECTS

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • identify the school objects taught • name at least five school objects • follow teacher’s instructions
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • infer meaning from visuals • feel comfortable and relaxed in a foreign language classroom
NEW LANGUAGE	
<i>Production</i>	<p>School objects: book, pen, pencil, ruler, school bag This is my...</p>
<i>Comprehension</i>	<p>What’s this? What is it?</p>
RECYCLED LANGUAGE	<p>Colours</p>
MATERIALS	<p>Flashcards (e.g. from www.esl-kids.com) Photocopiable materials Fly swatters</p>
TIME	<p>2X40 minutes</p>

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • Pupils sing a song they know. • The teacher tells pupils they are going to learn vocabulary for classroom objects. S/he presents the target vocabulary through flashcards. Pupils repeat after the teacher. • Pupils repeat the words in different ways (silently, loudly, sadly, happily, etc). The teacher also asks about the colour of each school object.

<p>PRACTICE</p>	<ul style="list-style-type: none"> Disappearing pictures: The teacher puts the flashcards on the board. Pupils say the words one by one. The teacher removes one picture and the pupils say the words again in the right order (including the word which has been removed). The teacher gradually removes all the words one at a time. Each time a card is removed, the pupils say the all the words again – in the right order – while also naming the objects in the pictures that have been removed. Kim’s game: Pupils close their eyes. The teacher removes one flashcard and pupils are asked to guess which one it is.
<p>PRESENTATION</p>	<ul style="list-style-type: none"> The teacher asks pupils to guess what things s/he has in his/her pencil case. Each time pupils find something the teacher shows it and says “This is my...”.
<p>PRACTICE</p>	<ul style="list-style-type: none"> Pupils show their school objects and say “This is my...”. The teacher can encourage chorus repetition by pretending she didn’t hear and asking pupils to repeat it, e.g. <p>Maria: This is my pencil.</p> <p>Teacher: What did Maria say? (gesturing that s/he didn’t hear very well)</p> <p>Pupils (chorus): This is my pencil.</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> Pupils are divided into two groups. The teacher draws on the board a bag for each group. S/he then asks pupils from each group to show a school object from their pencil case and say the word. Each pupil that manages to respond correctly gets a ball in its bag (the teacher draws a ball) as a point for his/her group. The winner will be the group with most balls in its bag. Pupils play the game described above but this time pupils are asked to show an item from their pencil case and say “This is my...”.

EVALUATION	<ul style="list-style-type: none"> • The teacher gives pupils a handout with an empty pencil case (photocopiable materials). Pupils draw and colour things in their pencil case. The teacher moves around the classroom and asks the pupils about their drawings checking whether they can identify and name classroom objects. • Evaluation is ongoing and takes place throughout the lesson with the teacher monitoring the activities and providing feedback to the children.
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LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher asks pupils to remember the school items they learnt in the previous lesson. S/he shows flashcards and pupils say the words. • The teacher picks a flashcard and the pupils try to find out what is on the flashcard. When pupils find out what is on the teacher's flashcard, a pupil can take the lead and the game can be played again.
PRACTICE	<ul style="list-style-type: none"> • The teacher shows things from his/her pencil case and makes sentences using "This is my...". If the sentences are correct, pupils clap their hands once. If they are wrong, pupils clap their hands twice. • The teacher goes around the class and picks things from the pupils' pencil cases. Each time the teacher takes something from a pupil, the pupil is asked to say "This is my...". • The teacher places the objects she collected on his/her desk in a way that all pupils can see them. Then they play 'I spy with my little eye' (e.g. 'I spy with my little eye something....red, blue' etc.). • The teacher places the flashcards around the classroom. Then s/he calls out names of school

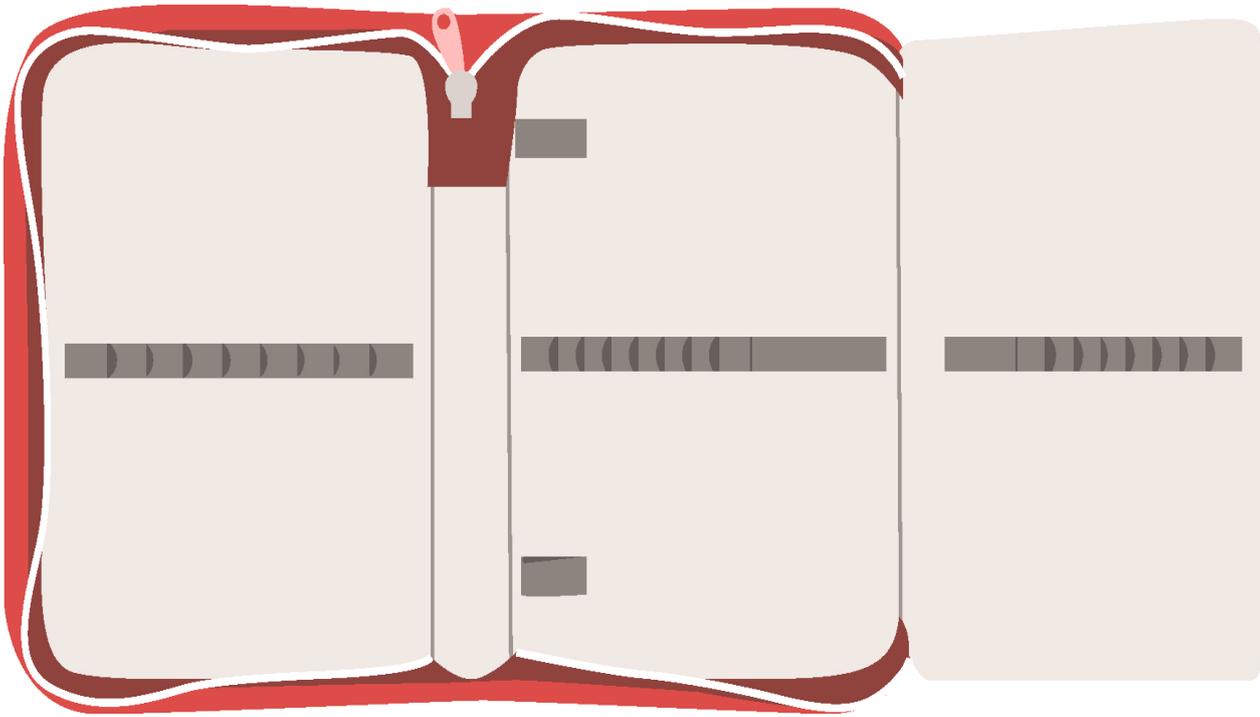
	<p>objects. Pupils move around the classroom to find the appropriate picture and touch it.</p>
PRODUCTION	<ul style="list-style-type: none"> • The teacher asks pupils to show him/her different things from their pencil cases (e.g. Show me a pencil, show me a blue pencil, etc). Each time, the teacher also asks them to say “this is my...” (e.g. this is my blue pencil). • Listen and colour: Pupils do activity 2 in their handouts. They listen to the teacher and colour the school objects according to his/her instructions.
EVALUATION	<ul style="list-style-type: none"> • Fly Swat: The teacher places the flashcards on the board. Pupils stand in two rows in front of the board. The pupils standing first in the rows get a fly swatter. The teacher calls out names of school objects and each time the pupil who stands first in each row runs and ‘hits’ the picture of the object with the fly swatter. The pupils then move to the back of the row and the game is repeated until all the pupils have played.

UNIT 4

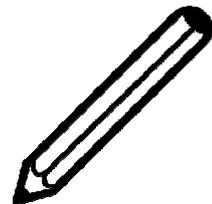
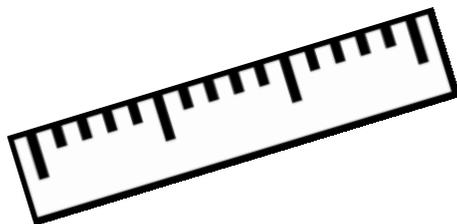
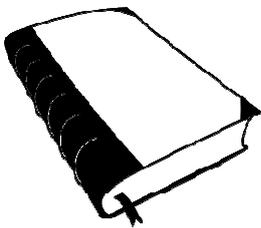
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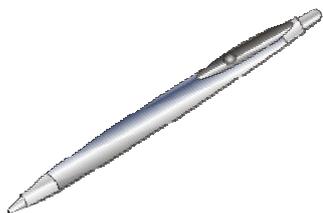
1. Draw what is in your pencil case



2. Listen and colour



For more information visit www.oup.com



Year 1-UNIT 5- FAMILY

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify the vocabulary for the family members taught • introduce their family members (This is my ...) • follow teacher’s instructions
<i>Intercultural awareness</i>	Pupils should become familiar with the traditional rhyme ‘Finger Family’
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • infer meaning from visuals • feel comfortable and relaxed in a foreign language classroom
NEW LANGUAGE	
<i>Production</i>	<ul style="list-style-type: none"> • dad (daddy), mum (mummy), sister, brother, baby
<i>Comprehension</i>	<ul style="list-style-type: none"> • Who’s this?
RECYCLED LANGUAGE	
	<ul style="list-style-type: none"> • This is my... • This is
MATERIALS	
	flashcards of a family – individual family members (e.g. from www.esl-kids.com), photocopyable materials, dice to play the board game, traditional song “Finger family” available at https://www.youtube.com/watch?v=YJyNoFkud6g
TIME	
	2X40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • The teacher puts a flashcard showing a boy or a girl or draws a boy or girl on the board. S/he then introduces the boy/girl to the pupils (e.g. This is Tom.) <p>S/he then draws simple pictures of the members of</p>

	<p>Tom's family on the board (mum, dad, brother/sister) or puts flashcards on the board. S/he says 'This is Tom's family.' and asks pupils, if they understand what the word 'family' means.</p> <ul style="list-style-type: none"> • The teacher, either holding Tom's flashcard or holding a stick puppet of Tom, has Tom present his family ('This is my mum.' / 'This is my dad.' etc.) pointing to the appropriate flashcard on the board each time, • Pupils repeat the family words in different ways (silently, loudly, sadly, happily, etc).
PRACTICE	<ul style="list-style-type: none"> • Disappearing pictures: Pupils say the words one by one. The teacher removes one picture and the pupils say the words again in the right order (including the word which has been removed). The teacher gradually removes all the words one at a time. Each time a picture is removed, the pupils say all the words again – in the right order – including the pictures that have been removed. • Pupils close their eyes and the teacher places the flashcards around the classroom. Pupils open their eyes and the teacher nominates a group of pupils to come out. The teacher calls out words from the target vocabulary. Each time a word is called, pupils try to find the appropriate flashcard. <p>When all the flashcards are found, the game can be played again with another group of pupils.</p>
PRODUCTION	<ul style="list-style-type: none"> • The teacher shows the family flashcards. Each time s/he names the family member illustrated in the flashcard but sometimes s/he makes mistakes on purpose. When the teacher is correct, pupils shout YES! and repeat what the teacher says. When the teacher makes a mistake pupils shout NO! and correct the teacher. <p>Example: Teacher (pointing at the flashcard of dad): This is mum. Pupils: NO.</p>

	<p>Teacher: No? This is ... Pupils: dad Teacher: This is mum. Pupils: Yes! Mum!</p> <ul style="list-style-type: none"> • The teacher introduces the song “Finger family” available at https://www.youtube.com/watch?v=YJyNoFkud6g • Pupils try to sing along and do the matching actions. • The teacher gives pupils a handout (see photocopiable materials) to draw their family. The teacher moves around the classroom and asks the pupils about their drawings (e.g. Who is this? What is her name? etc.).
EVALUATION	<ul style="list-style-type: none"> • Pupils play Bingo (activity 1 in their handouts). They first circle 3 pictures. The teacher then calls out words from the target vocabulary group and if a pupil has the word circled, s/he puts a v. The pupil who first hears all of his/her circled pictures called, shouts BINGO! and is the winner of the game. <p>The game can be played again, depending on time available. Volunteer pupils can also lead the game and call out words.</p>

LESSON 2

PROCEDURE	
REVIEW/PRACTICE	<ul style="list-style-type: none"> • Pupils sing the song that they learnt in the previous lesson (Finger Family). • The teacher holds the family flashcards in a way that pupils can’t see them. Pupils guess what each flashcard shows. • Pupils can play the game as many times as time allows. Pupils can also take the lead and hold a flashcard for the rest of the class to guess which member of the family it is.

	<ul style="list-style-type: none"> • Parrot game: The teacher waves a ‘magic wand’ and turns all pupils into ‘parrots’. S/he then places the flashcards of the target vocabulary (family members) on the board or draws simple pictures. S/he makes sentences (e.g. This is mum/This is dad etc.) and the pupil/parrots repeat what their teacher says. • The teacher makes sentences in different funny ways (e.g. like a parrot, like a robot, like an alien, etc.) and pupils repeat in the same way.
PRESENTATION	<ul style="list-style-type: none"> • The teacher presents his/her family on a ppt slide or by showing photographs, e.g. ‘This is my mum.;; ‘This is my dad.’, etc. • The teacher introduces his/her family once more but this time the pupils, acting as parrots, repeat the statements after him/her.
PRACTICE	<ul style="list-style-type: none"> • Pupils come to the front of the class and, using the drawing they made in the last lesson (activity 1), present their family to their class. The teacher steps in to help pupils whenever necessary. <p>After each statement made by a pupil, the pupils – acting as parrots – repeat the statements.</p>
PRODUCTION	<ul style="list-style-type: none"> • Pupils work in pairs and present their families (activity1) to each other. When the teacher claps his/her hands pupils change partners and they present their family to another classmate. <p>The teacher monitors the activity and helps children who have difficulties to make sentences (e.g. Who’s this?) or encourages them to just say the family words. The teacher can also ask the pupils further questions such as “What’s your dad’s name?. etc.”.</p>
EVALUATION	<ul style="list-style-type: none"> • Pupils play the board game in their handouts (activity 3). Pupils play in pairs or groups. They

	<p>throw the die in turns and they move forward according to the number of the die. When they land in a square, they need to say what the picture shows. The winner is the pupil who reaches the end first.</p>
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Pupils can play more rounds, if they finish early.

UNIT 5

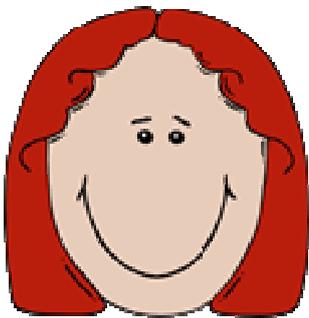
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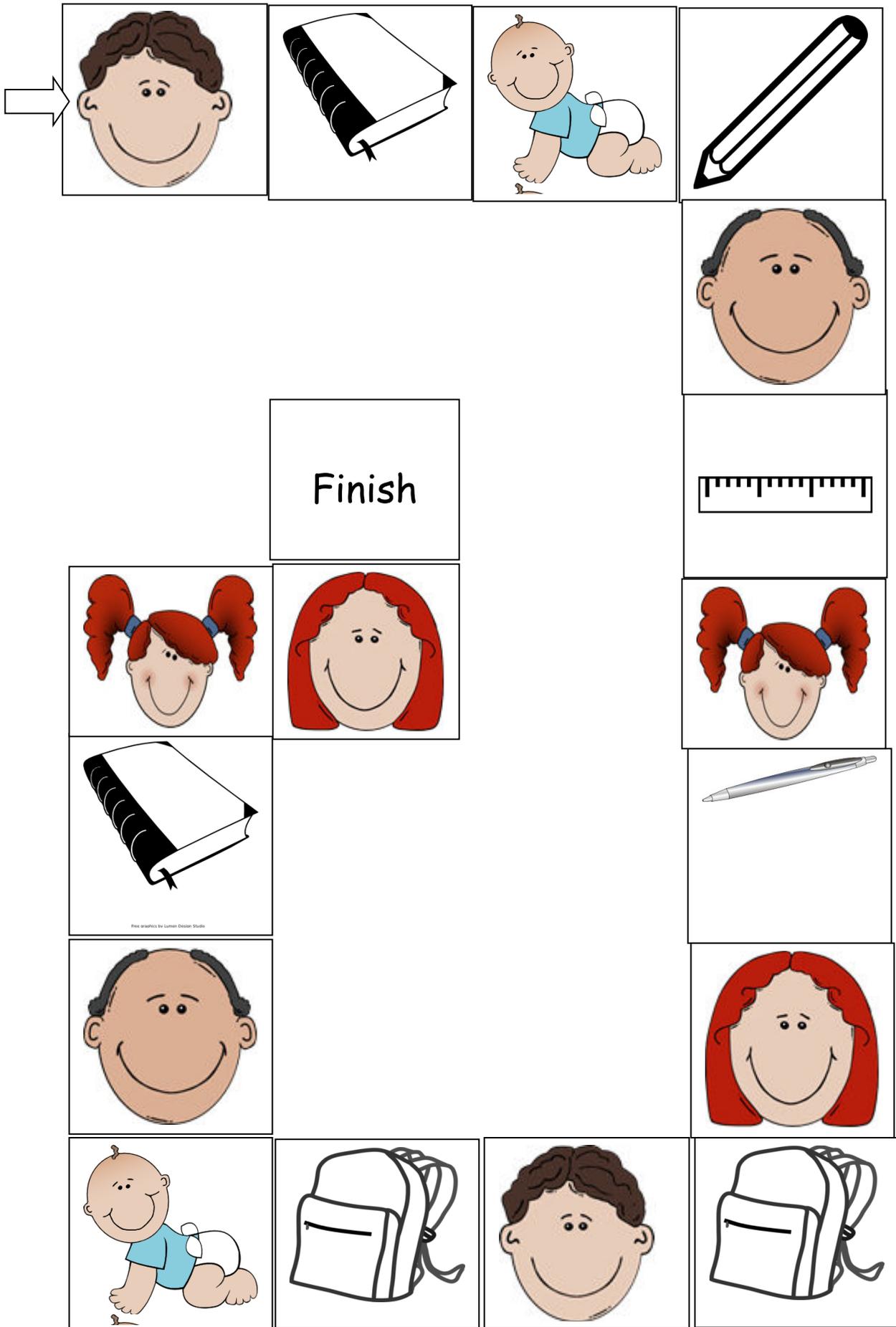
1. Draw your family

This is my family

2. Let's play Bingo!



3. Let's play!



Year 1- UNIT 6- Numbers 1-10

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • identify the numbers 1-10 • say the numbers 1-10 • follow teacher's instructions • comprehend basic classroom language
<i>Intercultural aspect:</i>	
<i>Learning strategies:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • feel comfortable and relaxed in the language classroom • activate background knowledge • use music to help him/her to learn and remember vocabulary
NEW LANGUAGE	
<i>Production</i>	<p>Numbers 1-10</p> <p>Action verbs: jump</p>
<i>Comprehension</i>	<p>How many ...?</p> <p>Classroom language/instructions/action verbs: clap, show, jump</p>
RECYCLED LANGUAGE	<p>Colours: red, blue, yellow, green, purple, orange, pink, white, black, grey</p> <p>Classroom objects: book, pen, pencil, ruler, schoolbag</p>
MATERIALS	<p>Number flashcards, (from www.esl-kids.com or www.mes-english.com or www.eslflashcards.com), photocopiable materials, soft ball</p> <p>song: 12345 jump (from https://www.youtube.com/watch?v=mB31f9-gpL0 OR https://www.youtube.com/watch?v=HvU2YLccyKA)</p> <p>Song: ten little aeroplanes https://learnenglishkids.britishcouncil.org/en/songs/ten-little-aeroplanes</p> <p>Powerpoint presentation www.ac.schools.cy</p>
TIME	2 x 40

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none">• The teacher tells pupils that they are going to learn the numbers from 1 to 10.• Numbers 1-5 are written on the board. Pupils repeat after the teacher.• Pupils repeat the numbers in different ways (silently, loudly, quickly, angrily etc.).• Pupils follow teacher's instructions that include numbers, e.g.: Clap your hands 2 times. Show me 3 pencils. Jump 5 times etc.• The teacher writes the numbers 6-10 on the board. Pupils repeat.• Pupils follow teacher's instructions. e.g. Clap your hands 6 times. Jump 7 times, etc.
PRACTICE	<ul style="list-style-type: none">• The teacher introduces the song "12345 jump", which can be found at https://www.youtube.com/watch?v=mB3lf9-gpL0 <p>The lyrics are as follows:</p> <p style="text-align: center;"><i>1, 2, 3, 4, 5 jump 6, 7, 8, 9, 10 jump</i> <i>1, 2, 3, 4, 5 jump 6, 7, 8, 9, 10</i> <i>1, 2, 3 step forward</i> <i>1, 2, 3 step back</i> <i>1, 2, 3 spin around</i> <i>1-2-3-4-5-6-7-8-9-10</i></p> <ul style="list-style-type: none">• Pupils sing along with the teacher and do the actions.
PRODUCTION	<ul style="list-style-type: none">• Pupils take turns one by one to say the numbers in the right order. After number ten they say the numbers from the

	<p>beginning so every pupil says a number.</p> <ul style="list-style-type: none"> • Memory game: The teacher shows different pictures with school objects using a powerpoint presentation (www.schools.ac.cy). The teacher presents the picture for several seconds and then the picture is removed. Pupils then have to remember how many objects were on the screen. <p>e.g. Teacher: How many books have I got? How many pens have I got? Pupils: 2 books, three pens etc.</p> <ul style="list-style-type: none"> • Pass the card: Pupils sit in a circle. The teacher gives to a number of pupils a piece of paper with a number on it. Pupils pass them around from pupil to pupil while they sing “a song or while a song is played in the background. When the teacher says ‘Stop’ pupils take turns to hold up their number card and say the number on the card. Each time pupils repeat in chorus, e.g. <p>Pupil with card: five Teacher: what number is it? Chorus: five</p>
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing and takes place throughout the lesson with the teacher monitoring the pupils during the activities. • Pupils play a Spinner game. The teacher uses the powerpoint spinner found at www.schools.ac.cy and pupils take turns to come to the front and spin it. When the spinner stops, the pupil who spinned the wheel nominates another pupil to say the number shown.
CLOSING	<ul style="list-style-type: none"> • Pupils sing the song ‘I, 2, 3, 4, 5 jump’ one more time while doing the actions, too.

LESSON 2

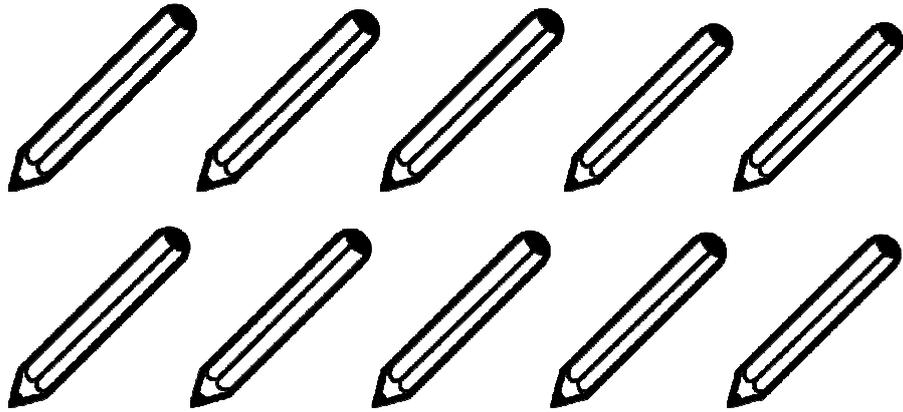
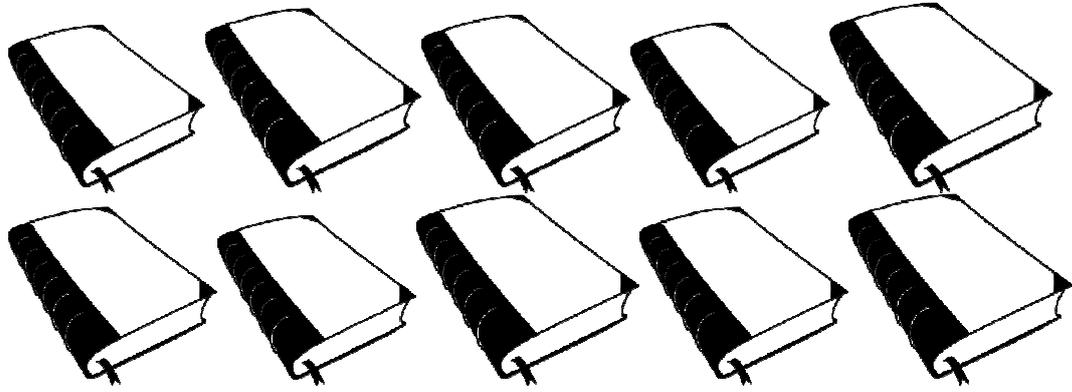
PROCEDURE	
REVIEW	<ul style="list-style-type: none">• Pupils sing the song '1, 2, 3, 4, 5 jump' while doing the actions, too.• The teacher asks pupils if they remember the numbers they learnt in the previous lesson. Pupils say different numbers and the teacher writes the corresponding numbers on the board.
PRESENTATION	<ul style="list-style-type: none">• The teacher presents the song 10 little aeroplanes. https://learnenglishkids.britishcouncil.org/en/songs/ten-little-aeroplanes <p>The lyrics are as follows:</p> <p><i>One little, two little, three little aeroplanes four little, five little, six little aeroplanes seven little, eight little, nine little aeroplanes ten little aeroplanes flying high</i></p> <ul style="list-style-type: none">• Pupils sing the song along with the teacher. They show the numbers mentioned in the song using their fingers.
PRACTICE	<ul style="list-style-type: none">• The teacher writes a number on the board and says a number word. If she/he is right, pupils touch their head. If she/he is wrong, pupils touch their nose. e.g. The teacher writes number 5 on the board and says "five". Pupils touch their heads. The teacher writes number 10 and says "nine." Pupils touch their nose.• The teachers asks pupils to show her a specific number of class objects. e.g Show me two rulers, show me 3 books etc.• The teacher writes a number on a piece of paper but doesn't show the pupils. Pupils guess which number s/he has written down. Pupils are only allowed 4 guesses and if they don't find it, the teacher wins the game. The game can be played a few times, with pupils writing a secret number and the rest of the

	class trying to find it with 4 guesses.
PRODUCTION	<ul style="list-style-type: none"> • Pupils are given a handout (see photocopiable materials) and do a listening activity. Pupils colour the right number of objects according to instructions given by the teacher, e.g. <p>Colour 3 pencils blue. Now colour 2 pencils red. Colour 4 books orange. Now colour 5 books brown</p>
EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place throughout the lesson with teachers noting down how pupils are responding to the activities.
CLOSING	<ul style="list-style-type: none"> • Pupils sing the song '10 little aeroplanes' one more time.

Name:-----
Class:-----

UNIT 6

1.Listen and colour



YEAR 1-UNIT 7-FOOD

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify food vocabulary taught in this unit • name at least 5 of the food-related vocabulary taught • express likes and dislikes
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • infer meaning from visuals • infer meaning from facial expressions and gestures
NEW LANGUAGE	
<i>Production</i>	Food vocabulary: apples, bananas, chocolate, cornflakes, ice cream, pears, oranges, pizza I like.../I don't like...
<i>Comprehension</i>	Do you like...?
RECYCLED LANGUAGE	Colours
MATERIALS	Flashcards (e.g. from www.esl-kids.com) Photocopiable materials, soft ball
TIME	3X40 minutes

LESSON 1

PROCEDURE	
PRESENTATION	<ul style="list-style-type: none"> • The teacher shows the flashcards of the new vocabulary. S/he places the flashcards on the board and pupils repeat after her/him. • Pupils repeat the words in different ways (silently, loudly, quickly, happily, sadly, etc.).
PRACTICE	<ul style="list-style-type: none"> • Disappearing pictures: The teacher places the food flashcards on the board. Pupils say the words. The teacher then takes out one picture and the pupils say all the words again, including the missing word for the missing picture. The teacher gradually removes all the pictures and each time the pupils say the words and try to remember and include the words

	<p>from the pictures that have been removed.</p> <ul style="list-style-type: none"> • Kim’s game: Pupil’s close their eyes. The teacher removes one picture from the board. Then pupils are asked to open their eyes and say the name of the missing picture. • Pupils close their eyes and the teacher places the flashcards around the classroom. Pupils open their eyes. The teacher calls out names of food items. Pupils move around the classroom, find the appropriate picture and touch it. <p>Tip: If you have a large class, you can divide the class into two groups. Play the game with one group first and then with the other.</p>
PRESENTATION	<ul style="list-style-type: none"> • The teacher places the flashcards on the board. S/he then shows a flashcard and says “I like...”. S/he repeats the statement 2-3 times while making appropriate facial expressions and gestures to show that s/he likes the particular food (e.g. mmm, Yummy). <p>The teacher draws a smiley face on the board and puts the pictures of the food items s/he likes under the smiley face.</p>
PRACTICE	<ul style="list-style-type: none"> • Parrot game: The teacher waves his/her ‘magic wand’ and says the food items that s/he likes (e.g. I like apples, I like bananas). Pupils/parrots repeat what their teacher says. <p>The teacher makes sentences in funny ways (e.g. like a parrot, like a robot, like an alien, etc.) and pupils repeat them in the same way.</p>
PRODUCTION	<ul style="list-style-type: none"> • Ball game: Pupils stand in a circle. The teacher throws the ball to a pupil and says something s/he likes (e.g. I like apples). The pupil who gets the ball also says what food item s/he likes and then throws the ball to another pupil. The game continues until

	<p>all pupils have had a turn.</p> <ul style="list-style-type: none"> • Pupils do activity 1 in the handout (photocopiable materials). They listen to the teacher and number the pictures according to the order they hear them. <p><u>Example:</u></p> <p>Teacher: I like bananas (pupils write number 1 under the picture of bananas)</p>
EVALUATION	<ul style="list-style-type: none"> • Swat game: The teacher places the flashcards on the board. Pupils stand in two rows in front of the board. The pupils who are first are given a fly swatter. The teacher says food items that s/he likes and each time the pupil who stands first in each row runs to hit the right picture with the fly swatter. The pupils then go and stand in the back of the row and the game continues with those at the front.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher asks pupils if they remember the food items they learnt in the previous lesson. S/he places the flashcards on the board. • Pupils repeat the words in different ways (e.g. loudly, silently, happily etc)
PRACTICE	<ul style="list-style-type: none"> • The teacher shows flashcards and says names of food. If the word that the teacher says is the same with the picture shown on the flashcard, pupils clap their hands once. If it's wrong, they clap their hands twice and then say the right word. • Pupils use activity 1 in their handouts (photocopiable materials). The teacher calls out names of food and pupils point to the appropriate picture. They also repeat the word at the same time. The teacher

	<p>monitors the activity and walks around the classroom to check the pupils' response to the activity.</p>
PRESENTATION	<ul style="list-style-type: none"> • The teacher shows a flashcard on the board and says "I don't like...". S/he repeats the statement 2-3 times while making appropriate facial expressions and gestures to show that s/he doesn't like the particular food. The teacher draws a sad face on the board and puts the pictures of the item s/he doesn't like under the sad face. S/he then shows another thing that s/he doesn't like and follows the same procedure.
PRACTICE	<ul style="list-style-type: none"> • Parrot game: The teacher waves his/her 'magic wand' and says the food items that s/he doesn't like (e.g. I don't like apples, I don't like bananas). Pupils/parrots repeat what their teacher says. • The teacher makes sentences in funny ways (e.g. like a parrot, like a robot, like an alien, etc.) and pupils repeat them in the same way. • The teacher asks the pupils to guess what s/he is trying to say using I like../I don't like.... The teacher makes sentences but very silently or by making no sound at all and pupils need read his/her lips and repeat what the teacher is trying to say.
PRODUCTION	<ul style="list-style-type: none"> • Pass the card: Pupils sit in a circle. The teacher gives flashcards to the pupils and together they sing one of the songs they know. The flashcards are passed on from pupil to pupil. When the teacher says 'Stop!', they all stop singing and the pupils who are holding a flashcard take turns to hold it up. The rest of the pupils name the food shown on the flashcard in chorus. The teacher then asks the pupil that holds the flashcard if s/he likes the food shown on the card.
EVALUATION	<ul style="list-style-type: none"> • Pupils use A4 papers to make posters with at least one thing they like and one thing they don't like. The teacher moves from pupil to pupil and asks them to talk about their drawings and say what they like and

	<p>what they don't like.</p> <ul style="list-style-type: none"> • Pupils take turns to present their posters using 'I like .. ' and 'I don't like .'.
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LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing a song they like. • The teacher shows the flashcards to the pupils. S/he then chooses one but doesn't show it to them. Pupils try to find the food item on the flashcard. They only have 3 chances. If they don't find, the teacher shows them the flashcard. The game continues with either the teacher choosing another flashcard or volunteer pupils taking the lead.
PRACTICE	<ul style="list-style-type: none"> • The teacher shows the flashcards to the pupils. Each time s/he shows a flashcard s/he makes a sentence with "I like..." or "I don't like...". S/he also makes facial expressions (sad or happy faces). If the statement is correct and corresponds to the picture and the facial expression of the teacher, pupils put their thumbs up. If the statement is wrong, pupils put their thumbs down. <p><u>Example:</u> Teacher (showing the picture of the pizza): I like chocolate Pupils put their thumbs down. Teacher: I like pizza. Pupils put their thumbs up.</p> <p>Or</p> <p>Teacher: I like pears (making a sad face) Pupils put their thumbs down.</p>

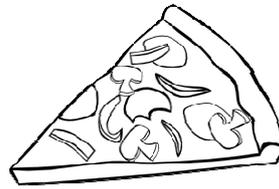
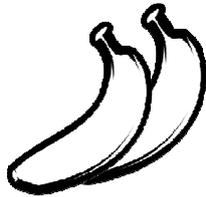
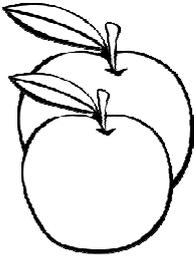
	<p>Teacher: I don't like pears Pupils put their thumbs up.</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Ball game (round 1): Pupils stand in a circle. The teacher throws the ball and the pupil who gets it makes a sentence, using 'I like...'. The pupil then throws the ball to another pupil who also needs to make a sentence about something s/he likes, and so forth. • Ball game (round 2): The same game is played but this time pupils make sentences with 'I don't like...'
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Pupils do activity 2a in their handouts (photocopiable materials). The teacher says things s/he likes and doesn't like and pupils put a ✓ or an X in the box under the picture. When the teacher says 'I like...' pupils put a ✓. When the teacher says 'I don't like...' pupils put an X. • Listen and colour: Pupils do activity 2b in their handouts. The teacher tells pupils how to colour the pictures of the food items but adds unusual colours to the items s/he mentioned during 2a. <p><u>Example:</u></p> <p>I like bananas. I like blue bananas.</p> <p>I don't like apples. I don't like orange apples.</p>

UNIT 7

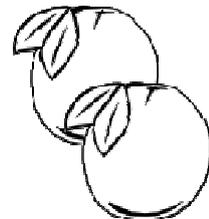
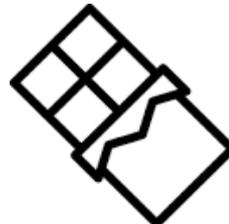
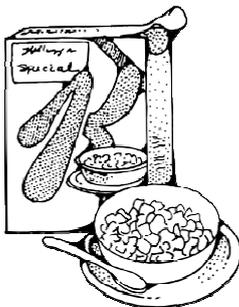
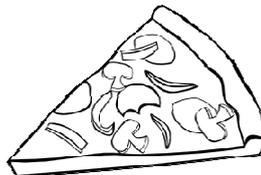
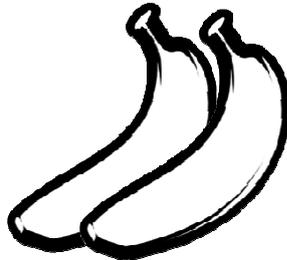
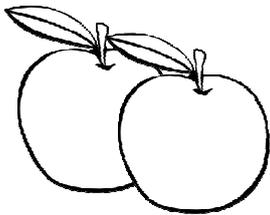
Name:-----

Class:-----

1. Listen and number the pictures.



2a. Listen and put a ✓ or an X



2b. Listen and colour the pictures.

YEAR 1- UNIT 8- FARM ANIMALS

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • identify the farm animals taught • name at least five farm animals • follow teacher's instructions
<i>Intercultural aspect:</i>	Pupils should become familiar with the traditional song 'Old Mc Donald'
<i>Learning strategies:</i>	Pupils should be able to feel comfortable and relaxed in the language classroom
NEW LANGUAGE	
<i>Production</i>	Farm animals: cat, dog, bird, duck, pig, cow It's a...
<i>Comprehension</i>	What is it?
RECYCLED LANGUAGE	
	Colours: Blue, red, yellow, green, purple, orange, pink, brown Numbers 1-10
MATERIALS	
	<p>Animal flashcards, (from www.esl-kids.com or www.mes-english.com or www.eslflashcards.com), photocopyable materials, soft ball, bingo cards</p> <p>PowerPoint presentation (www.schools.ac.cy)</p> <p>Old Mc Donald song: https://learnenglishkids.britishcouncil.org/en/songs/old-macdonald-had-farm or https://www.youtube.com/watch?v=LIWbUjHZFTw</p>
TIME	
	2 x 40

LESSON 1

PROCEDURE	
INTRODUCTION	<ul style="list-style-type: none"> • Pupils watch the video of the song 'Old Mc Donald' (https://learnenglishkids.britishcouncil.org/en/songs/old-macdonald-had-farm) and try to remember all the animals which are shown in the video.

<p>PRESENTATION</p>	<ul style="list-style-type: none"> • Pupils name the animals mentioned in the song and each time an animal is mentioned, the teacher puts the relevant flashcard on the board. Pupils repeat the words after the teacher. • All six animal flashcards are placed on the board (cat, dog, bird, duck, pig, cow). Pupils repeat in different ways (loudly, silently, angrily, happily, fast, etc.). The teachers can also ask questions about the animals' colours e.g. What colour is it? Pupils are encouraged to say: "It's yellow," "It's brown", etc. • Disappearing cards: The teacher asks the pupils to take a look at the animal flashcards on the board for several seconds. She/he then removes the first card and pupils say the words again in the right order including the one that has been removed. The teacher gradually removes all cards and each time one is removed, the pupils repeat all the words including the missing cards. • The teacher holds a flashcard facing the pupils so that only the pupils can see the image. S/he then makes statements e.g. 'It's a cat.'. Pupils call out 'Yes' or 'No' according to whether the teacher is right or wrong. When s/he finds the answer, s/he can move to another card. <p>Volunteer pupils can also lead this activity.</p> • "I spy" game: The teacher says "I spy with my little eye something yellow". Pupils guess which animal it is e.g. It's a duck.
<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher using a PowerPoint presentation (www.schools.ac.cy) shows part of an animal and pupils have to guess what it is. <p>E.g. Teacher: What is it? Pupils: It's a bird.</p> <p>Pupils make statements until they find the answer. The teacher reveals the answer and pupils repeat the correct statement in chorus.</p> • The teacher encourages pupils to sing one verse from the Old

	<p>Mc Donald song, using just one of the animals in the song.</p> <p style="text-align: center;"><i>Old Mc Donald has a farm e i e i o And on that farm he had a duck e i e i o With a quack quack here and a quack quack there Here a quack, there a quack Everywhere a quack quack Old Mc Donald has a farm e i e i o</i></p> <ul style="list-style-type: none"> • Pupils sing along with the teacher
PRODUCTION	<ul style="list-style-type: none"> • Ball game: Pupils stand in a circle. They take turns to throw the ball to each other. When a pupil gets the ball, s/he names the animal shown by the teacher who may either point to the flashcards on the board or show a flashcard. Pupils use “It’s a...”. Each time, pupils repeat the statement in chorus.
EVALUATION	<ul style="list-style-type: none"> • Pupils colour the animals on their bingo cards (photocopiable materials) which will be used in the following lesson. The teacher goes around the class having individual learning chats with the pupils. She/he asks pupils to name the animals and the colours and asks them how they feel about the lesson and their progress.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • The teacher shows the animal flashcards one by one and pupils name the animals. • The teacher gives the flashcards to random pupils. The class then watch the video of the song ‘Old Mc Donald’ and try to sing along. Each time an animal is mentioned in the song, the pupils raise the appropriate flashcard.
PRESENTATION	<ul style="list-style-type: none"> • Pupils sing the verse of the song they practiced in the previous lesson (e.g. duck). Then, they are encouraged to sing one more verse (e.g. cow):

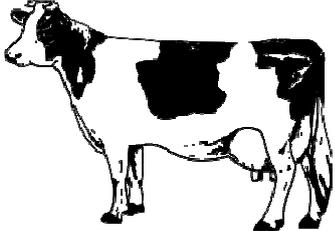
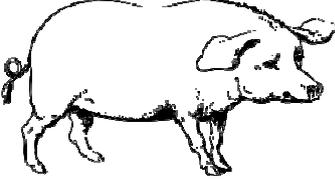
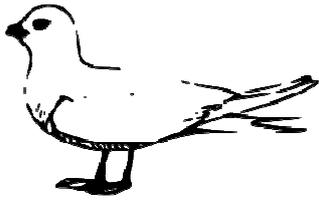
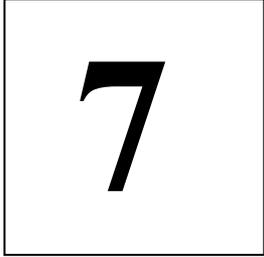
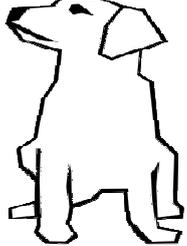
	<p style="text-align: center;"><i>Old Mc Donald has a farm e i e i o And on that farm he had a cow e i e i o With a moo moo here and a moo moo there Here a moo, there a moo Everywhere a moo moo Old Mc Donald has a farm e i e i o</i></p>
PRACTICE	<ul style="list-style-type: none"> • The teacher hides a flashcard. She/he makes statements such as: ‘It’s brown. It’s white It’s yellow. What is it?’ Pupils try to find the right animal and respond using ‘It’s a ...’.
PRODUCTION	<ul style="list-style-type: none"> • Pass the card: Pupils sit in a circle and pass the flashcards from one to the other while ‘Old Mc Donald’ is playing in the background. When the music stops, pupils who are holding a card, take turns to lift it up and name it (It’s a ...). Each time, the rest of the pupils repeat the statement in chorus. • Bingo: Each pupil is given a Bingo card. Pupils circle 4 animals. The teacher then calls out animal names (e.g. ‘It’s a red bird). Pupils cross out the animals they hear. The winner is the pupil that first crosses out all his/her circled animals. e.g. Teacher: It’s a red bird
EVALUATION	<ul style="list-style-type: none"> • Fly swat: The animal flashcards are placed on the board. Pupils are divided into two groups and stand in two separate rows in front of the board. The teacher calls out an animal (e.g. ‘It’s a ...’) and the first pupil from each row runs to touch the right card with the fly swat. The winner is the one who first touches the right card. She/he gets a point for his/her group and moves to stand last in the line. The game continues with the pupils who are now standing first in their rows. • Listen and draw Pupils are given a handout (photocopiable materials). Pupils listen to the teacher and colour the animals. The teacher gives instructions. e.g.:: e.g. Colour 2 cats yellow. Colour 3 cats brown. Colour 1 dog blue. Colour 4 dogs red. • Pupils sing one verse of the song again.

UNIT 8

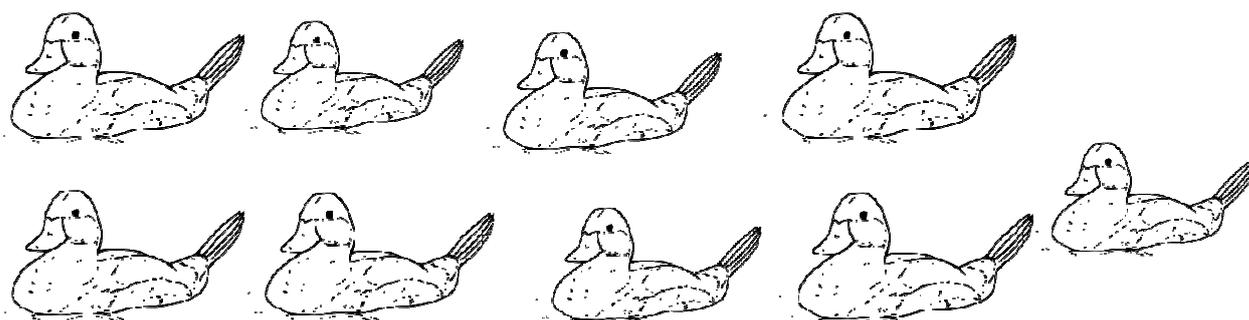
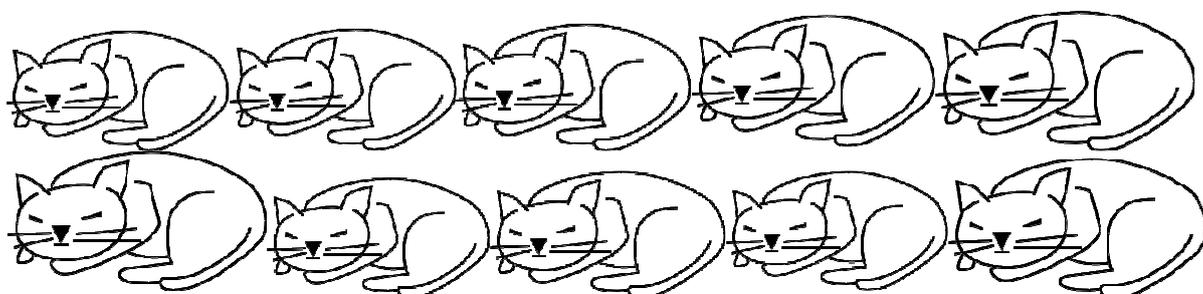
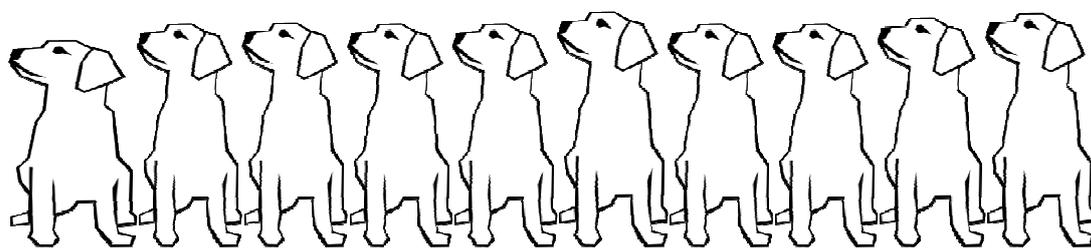
Name:-----

Class:-----

1. Let's play Bingo!

2. Listen and colour



Year 1-- UNIT 9 - JUNGLE ANIMALS

OBJECTIVES	
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • identify the jungle animals taught • name at least five jungle animals • follow teacher's instructions
<i>Learning strategies:</i>	Pupils should be able to feel comfortable and relaxed in the language classroom
NEW LANGUAGE	
<i>Production</i>	jungle animals: bear, lion, elephant, giraffe, snake, zebra
<i>Comprehension</i>	Jungle animals
RECYCLED LANGUAGE	<p>Colours: blue, red, yellow, green, purple, orange, pink, brown farm animals: duck, cow, pig, cat, dog, bird It's a/an... I like/don't like...</p>
MATERIALS	<p>Animal flashcards, (e.g. from www.esl-kids.com or www.mes-english.com or www.eslflashcards.com , soft ball, PowerPoint presentation and PowerPoint Spinner (www.schools.ac.cy)</p>
TIME	2 x 40

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sit in a circle and sing one of their favourite songs. • Pupils mention any animals they remember from previous lessons. Each time a pupil mentions one of the target animals, the teacher puts the relevant flashcard on the board. The teacher asks pupils whether these animals live in a jungle or in a farm.

PRESENTATION	<ul style="list-style-type: none"> • The teacher says that s/he has some pictures of jungle animals and puts the flashcards on the board one by one (bear, lion, elephant, giraffe, snake, zebra) while asking the pupils if they know what the English word for each animal is and, if not, introducing the word. • Pupils repeat after the teacher in different ways (loudly, silently, angrily, happily, fast, etc.). The teacher can also make questions about the animals' colours or if the children like them, etc. (What colour is it?, Do you like snakes?). <p>The introduction of the new animals can also be done through a PowerPoint Presentation found at http://www.schools.ac.cy</p>
PRACTICE	<ul style="list-style-type: none"> • Disappearing cards: The teacher asks the pupils to take a look at the animal flashcards on the board for several seconds. She/he removes the first card and pupils say the words again in the right order while including the one that has been removed. The teacher gradually removes all cards, one at a time. Each time a card is removed, the pupils name all the animals again, including the animals which were illustrated in the flashcards that have been removed. • “ I spy” game: The teacher says e.g. : “I spy with my little eye something black and white”. Pupils are encouraged to say e.g. It’s a zebra. • Pass the card: The teacher hands out the flashcards to random pupils. Pupils pass their cards from one to the next while they sing a song or while a song is playing in the background. When the teacher says ‘stop’, pupils who are holding flashcards, take turns to lift their flashcards up and the rest of the class identify’s the animal in chorus (‘It’s a’).
PRODUCTION	<ul style="list-style-type: none"> • Ball game round 1: Pupils stand in a circle. They throw the ball to each other in turns and say a jungle animal they like. e.g. I like elephants. • Ball game round 2: Pupils stand in a circle. They throw the ball to each other in turns and say a jungle animal they don’t like. e.g. I don’t like zebras.

EVALUATION	<ul style="list-style-type: none"> • A pupil mimes an animal and pupils try to guess which animal it is. The pupil who finds the animal comes out and mimes another animal or the teacher whispers an animal in their ear. • Alternatively, pupils play with the spinner found at www.schools.ac.cy . The teacher puts animal flashcards on the board (jungle and farm animals) and numbers each flashcard. <p>Pupils then take turns to spin the wheel. Each pupil that spins the wheel, also names another pupil who needs to name the number and identify the animal on the card with the same number (e.g. Number 3. It's a pig.).</p>
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LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sit in a circle and sing a favourite song. • The teacher shows the jungle animal cards one by one and pupils name the animals in chorus. • The teacher shows a flashcard and makes a statement (e.g. 'It's a snake.'). Pupils clap once, if the statement is right and matches the card. If the statement doesn't match the card (e.g. the card shows an elephant), the pupils clap twice. <p>The teacher continues with other flashcards and may also call volunteer pupils to lead the activity.</p>
PRESENTATION	<ul style="list-style-type: none"> • The teacher introduces a chant to the pupils: <ul style="list-style-type: none"> <i>I'm a brown, brown bear.</i> <i>I'm a green, green snake.</i> <i>I'm a grey, grey elephant</i> <i>and I'm scared of the snake!</i> • The teacher says the chant again and pupils repeat each verse after him/her.

<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pupils say the chant again, this time saying the whole chant and doing matching actions (bear = lifting arms up to look big / snake = using their arms to illustrate the slithering of the snake / elephant = miming the elephant’s trunk / ‘I’m scared’ = miming an expression to show they are scared). • Pass the card: The teacher hands out the flashcards to random pupils. Pupils pass their cards from one to the next while they sing a song or while a song is playing in the background. When the teacher says ‘stop’, pupils who are holding flashcards, take turns to lift their flashcards up and say whether they like the animal or not, e.g. I like lions/I don’t like zebras.
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Pupils play with the spinner found at www.schools.ac.cy . The teacher puts animal flashcards on the board (jungle and farm animals) and numbers each flashcard. <p>Pupils then take turns to spin the wheel. Each pupil that spins the wheel, also names another pupil who needs to name the number and identify the animal on the card with the same number (e.g. Number 3. It’s a pig.).</p> <ul style="list-style-type: none"> • If there is time, pupils draw and colour jungle and farm animals. The teacher has individual learning chats with pupils asking them to name the taught animals, discussing their progress and whether they are having difficulties, what things they enjoy in class, etc.
<p>CLOSING</p>	<ul style="list-style-type: none"> • Pupils say the chant one more time, while doing the matching actions.

Year 1- UNIT 10- BODY PARTS

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify the parts of the body taught • name at least four parts of the body • follow teacher’s instructions • comprehend basic classroom language
<i>Intercultural aspect:</i>	Pupils should be able to sing a traditional song (heads, shoulders, knees and toes)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • feel comfortable and relaxed in the language classroom
NEW LANGUAGE	
<i>Production</i>	eyes, ears, mouth, nose, head, shoulders, knees, toes
<i>Comprehension</i>	point, touch This is me
RECYCLED LANGUAGE	classroom language, instructions, numbers, jungle animals, colours ‘It’s a ...’
MATERIALS	Flashcards for parts of the body, (www.esl-kids.com or www.mes-english.com or www.eslflashcards.com , photocopyable materials, Video clip for ‘head, shoulders, knees and toes’ (http://tinyurl.com/6dzj465 http://tinyurl.com/c9kkknm.)
TIME	2 x 40

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing a song they know.

<p>PRESENTATION</p>	<ul style="list-style-type: none"> • Pupils watch the video of the song “Head, Shoulders, Knees and Toes” (http://tinyurl.com/6dzj465 http://tinyurl.com/c9kkknm.) • The teacher puts the flashcards for the new vocabulary on the board. (head, shoulders, knees, toes, eyes, ears, mouth, nose) and pupils repeat after her/him in different ways (loudly, silently, angrily, happily, fast, etc.). • The teacher says the words pointing to her/his face or body and encourages pupils to repeat the words and point in the same way.
<p>PRACTICE</p>	<ul style="list-style-type: none"> • Disappearing cards: The teacher asks the pupils to take a look at the flashcards on the board for several seconds. She/he then removes the first card and pupils say the words again in the right order including the one that has been removed. The teacher gradually removes all cards, one at a time. Each time a card is removed, the pupils repeat all the words, including the missing flashcards. • Kim’s game: pupils close their eyes. The teacher removes a flashcard from the board. Pupils open their eyes and name the card that is missing. • “Simon says”: Pupils follow instructions which recycle previously taught vocabulary and also practice the newly taught words, e.g. ‘Simon says be quiet’, ‘Listen’, ‘Stand up’, ‘Simon says touch your knees’, ‘Simon says touch your nose’, etc.
<p>PRODUCTION</p>	<ul style="list-style-type: none"> • The teacher introduces the following song to the tune of “Here we go round the mulberry bush”. <p style="text-align: center;"><i>My eyes, my ears, my nose, my mouth, my nose my mouth, my nose, my mouth My eyes, my ears, my nose, my mouth This is me!</i></p> <p style="text-align: center;"><i>My head, my shoulders, my knees and my toes, my knees and my toes, my knees and my toes My head, my shoulders, my knees and my toes This is me!</i></p>

	<ul style="list-style-type: none"> • Pupils sing the song along with the teacher and point to each part of the body that is mentioned in the song.
EVALUATION	<ul style="list-style-type: none"> • The teacher says a word (eyes) and points to a different part of the body (ears). Pupils have to correct the teacher pointing to the correct part of the body. Then, they repeat the word. • If there is time, volunteer pupils can lead a ‘Simon says..’ game.

LESSON 2

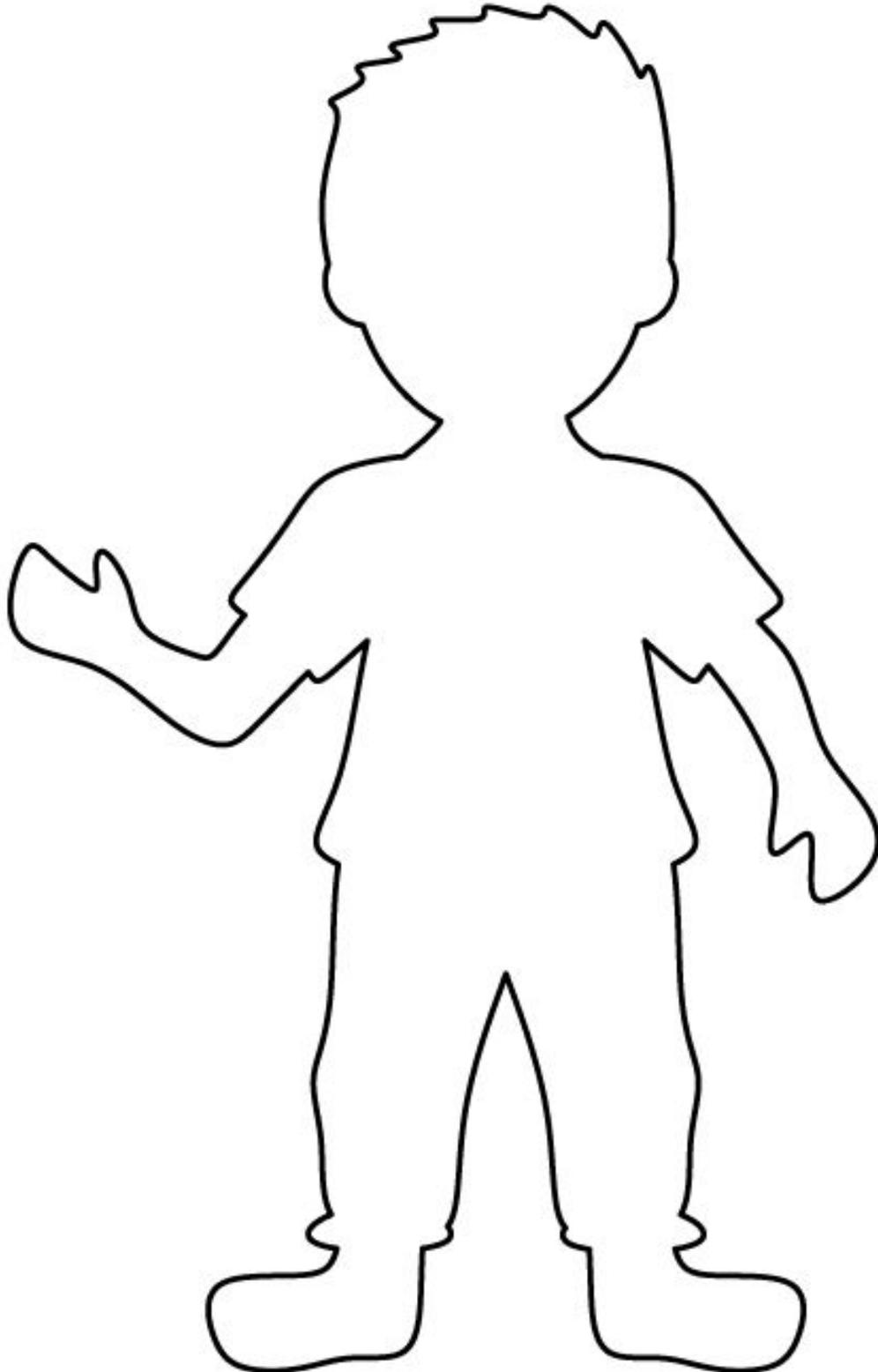
PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing “Head, shoulders, knees and toes” and do the appropriate actions, OR <p>Pupils sing the song learnt in the previous lesson:</p> <p style="text-align: center;"><i>My eyes, my ears, my nose, my mouth, my nose my mouth, my nose, my mouth My eyes, my ears, my nose, my mouth This is me!</i></p> <p style="text-align: center;"><i>My head, my shoulders, my knees and my toes, my knees and my toes, my knees and my toes My head, my shoulders, my knees and my toes This is me!</i></p>
PRACTICE	<ul style="list-style-type: none"> • The flashcards for the new vocabulary are placed on the board. Pupils say the words in chorus, in different ways. • Pupils play a variation of Simon says with the teacher showing the actions and making deliberate mistakes, e.g. <p>Simon says touch your knees (the teacher touches her shoulders). Pupils are encouraged to correct the teacher and give the right instruction (No, Simon says touch your shoulders!).</p>
PRODUCTION	<ul style="list-style-type: none"> • Board game: The pupils play a board game in pairs (see photocopiable materials). They take turns to throw a die and

	<p>move a pawn along the squares according to the number they have thrown. Each time, they have to name what is shown in the square they land on (part of the body, number, jungle animal, etc.). Pupils use “It’s a...”. The teacher walks around the classroom and monitors the game.</p> <ul style="list-style-type: none"> • Listen and draw or colour: The teacher gives pupils a handout (see photocopiable materials). Pupils complete the picture according to the teacher’s instructions: <p><i>Are you ready? OK! Now, let’s draw two eyes. Draw one nose and two ears. Draw a mouth. Now, let’s colour the boy. Are you ready? Colour the eyes blue. Colour the mouth red. Colour his shoulders green. Now, one more thing. Let’s colour his knees blue. Great! Well done!</i></p>
EVALUATION	<ul style="list-style-type: none"> • Fly swat: Flashcards illustrating parts of the body and jungle animals are placed on the board. Pupils form two groups and they are given numbers. The teacher calls out a word and the pupils with that number (one from each group) run to touch the picture on the board. The one that touches the right picture first gets a point for his/her group. <p>Alternatively, the class form two rows and each time the first children in the row run to the board to ‘hit’ the right flashcard. They then move to the back of the row, etc.</p>

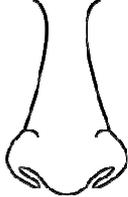
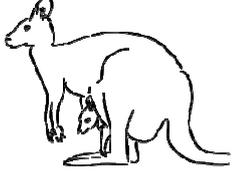
UNIT 10

Name:-----
Class:-----

1. Let's draw and colour!



2. Let's play!

			START
			
1			
6			
			
FINISH	8	3	