

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

A1 LEVEL TEACHER'S BOOK

For the 3rd Grade

# magic book 2



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ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»



magic  
book 2  
TEACHERS' BOOK



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ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
Εθνικό και Καποδιστριακό  
Πανεπιστήμιο Αθηνών



Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ  
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ  
*επένδυση στην υιοκωνία της γνώσης*

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

## Explanation of symbols



Listening activity



Discovering activity



Writing activity



Matching activity



Drawing activity



Numbering and counting activity



Speaking activity



Playing activity



Singing activity



Group activity

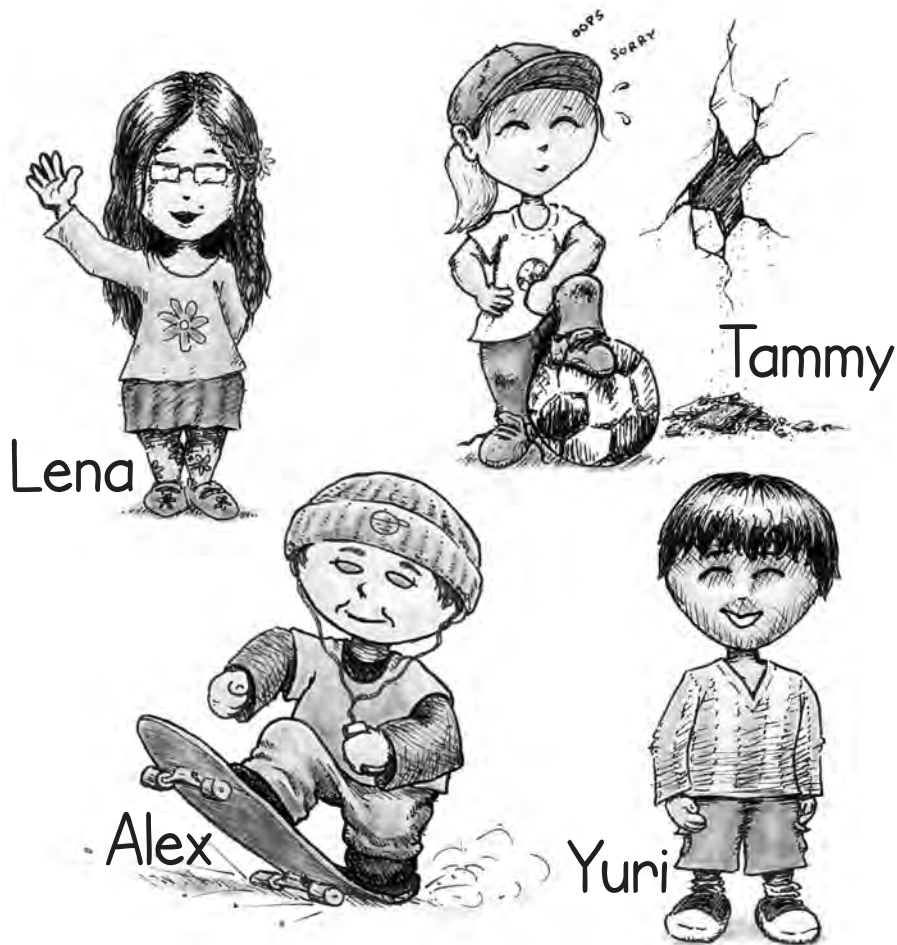
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# Introduction

This is an extract from the **Teacher's Book** which accompanies **Magic Book 2**, a course book for learners in the 3rd grade of primary school, who have been taught English as a foreign language for two years (A' and B' grades). The book was written and produced in the context of 'PEAP' –the English in School for Young Learners project. Supervising but also participating in the writing and production of **Magic Book 2** student's book, activity book, teacher's book and DVD are Dr Thomai Alexiou and Dr Marina Mattheoudaki, both members on the faculty of the School of English, Aristotle University of Thessaloniki. The names of all those who contributed to this work appear in the books.

General editor of the "English in School" series (with teaching-learning material for 1st, 2nd, and 3rd graders) is Professor Bessie Dendrinou, Director of the Centre for English Language, of the Faculty of English, National and Kapodistrian University of Athens.





## Pre-unit: Magic Letterland

### Content

The pre-unit, entitled “Magic Letterland”, aims to introduce young learners to the aural and written recognition and production of (a) the sounds of the 26 letters of the English alphabet and (b) specific sounds which are known to cause difficulties to Greek learners.

Each teaching session is expected to cover two sounds/letters. Each lesson introduces up to two letters only, in order not to overwhelm young learners and to facilitate acquisition and assimilation.

### Presentation of Letters

The presentation of the alphabet does not follow the alphabetical order. The memorization of the sequence of alphabet letters is neither meaningful nor necessary. Nevertheless, they are presented in sequence at the end of the Pre-unit if you feel that to familiarise learners with this order is important. The order of presentation of the letters/sounds in *Magic Letterland* is based on a combination of Nelson’s handwriting system, which is successfully adopted in the U.K., and on child’s hand movement development (for example, the writing of the letters *c*, *o*, *a* follows the development of hand movement).

Letters are presented as initials of particular words (e.g. *B* for *bear* and *ball*) and rhymes have been composed that contain repetitions of the particular letter/sound in a meaningful or funny context (*A bear with a ball goes boom boom boom*). Visual input is also designed for each rhyme to facilitate both comprehension and memorization. Thus, images are used as mnemonic devices to help to remember the word and the corresponding letter/sound.

Then, the letters are isolated to allow letter recognition and learners are asked to trace the letters with their fingers. Since eye and hand coordination is still developing at this age, and since young learners enjoy physical activities, this is an effective technique for pre-writing practice. The same type of task is repeated throughout the unit mainly because this helps young learners feel safe when presented with unknown material.

### Practising the Letters in the Activity book.

Each lesson provides a wide variety of activities for practising the letters. First, the activities, require

learners to recognise and match capital and small case letters, and then write the letters in words. In this way, receptive skills are practised first and production follows. Normally, two more activities follow. These are playful, problem-solving activities and aim to provide further practice in a more entertaining way.

### Suggested procedure

Use instrumental music background throughout the teaching session and encourage colouring of all pictures in the lesson. As learners of this age are usually kinaesthetic and musical, the use of such techniques is expected to enhance their memory skills. Give AMPLE time to allow learners to experience the letters in all possible ways by using all their senses. For example, encourage learners to form letters using plasticine, to write letters on the back of one another and then guess. You may also use plastic letters (commercially available) and play memory games, such as ‘the missing letter’, or blind fold learners and ask them to feel and guess the letters, etc.

Start with learners working individually during the recognition and production stage. Encourage pair and/or group-work during the activities; social skills are also developed along with cognitive and linguistic ones. Begin the lesson by drawing the words taught in the previous lesson and asking them to recall the vocabulary items together with their initials/sounds, e.g., ‘t’ for *tiger*, ‘h’ for *hare*, ‘k’ for *kite*, etc.). This helps recycle previously taught material and consolidate new knowledge (of letters and vocabulary items).

After that, present the new letters together with the vocabulary items, as shown in the book. You can also use extra materials, such as flashcards, finger puppets, realia and songs. The use of games is strongly recommended. Some possible suggestions for further practice include ‘Pictionary’, hangman, Bingo, Kim’s game, etc.

### Useful tips

Revise and recycle vocabulary as often as possible in as many different ways. You may also try to combine meaningful newly taught words with previously taught ones, e.g., *red coat*, *yellow umbrella*, *purple kite*, etc. Always try to associate a letter with the vocabulary item and the corresponding rhyme.

# Unit 1: Kelly

## Lesson 1: Come and play!

### Content

The vocabulary is introduced in context through a song and the story of a young girl, Kelly. The vocabulary is further consolidated through games and fun activities.

### Linguistic objectives

Children are expected:

- to learn vocabulary related to the story  
(a) adjectives : *happy, strong, little*  
(b) verbs: *play, come, look for*  
(c) nouns: *girl, monkey, book, things*
- to learn lexical chunks related to playing: *all day long, come and play, come on, who's this?*
- to be able to greet people, introduce themselves and their friends, invite friends to play and make suggestions using lexical chunks
- to be able to identify the written form of the words

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage dramatisation and group/ pairwork
- to encourage singing, chanting and colouring

### Suggested resources

- CD and CD player
- cut-out masks of Kelly, Billy and Fiona
- storycards/storyline cards
- coloured pencils
- boardmarkers

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Discuss the picture revising the vocabulary of Years A and B. Then use the cut-out mask of Kelly while the children listen to the song from CD (Unit 1. Lesson 1). Books should be kept closed in the beginning of the lesson. Repeat as many times as you think necessary for the children to be able to sing it. Give the mask to a different child every time.

**Step 2 (optional):** Ask the children for their opinion about what Kelly is like and also what she does every day.

**Step 3:** Ask the children to open their books and listen to the story from the CD twice while looking at the pictures. Act out the story with the help of the masks. The children listen to the story again and point to the corresponding pictures. This step may be repeated as many times as is necessary.

**Step 4:** Check the children's understanding of the new vocabulary by asking relevant questions: e.g.: "Show me Kelly/ Billy/ Fiona/Mr. Albert/the monkey".

**Step 5:** Put the storycards on the board and ask the children to provide the corresponding story lines. This can be done in groups and the children should look at their books to find the correct lines. As this is the first lesson some of the story lines may be provided.

**Step 6:** Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. At this stage encourage the children to provide the story lines as well. The children listen to the story again and you can invite them to act it out. All children should be given the opportunity to participate in the role playing activity.

**Step 7: First activity:** The children firstly discover and then say which character is hidden in each puzzle.

**Step 8: Second activity:** The children listen to the CD and find the character who is speaking.

**Step 9: Third activity:** The children listen to the CD and mime what they hear. Pause the CD after each phrase to give the children time to respond.

**Step 10: Fourth activity:** The children practise saying the chant. They can be divided into groups (tables, mixed ability, boys/girls) and each group says a different line. They can listen to the CD for consolidation. As an extra activity the chant could be acted out or combined with gestures.

**Step 11: Fifth activity:** Ask the children to match each phrase to the corresponding picture.

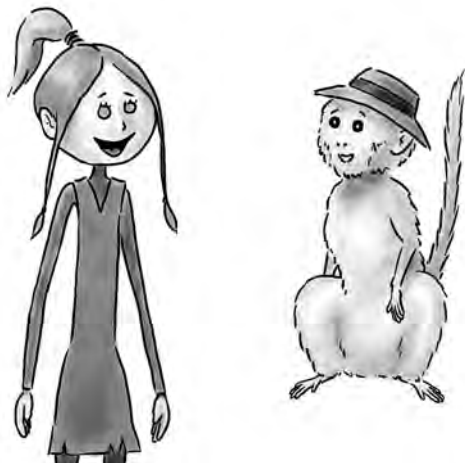
### Activity book.

**First activity:** Ask the children to match each phrase to the corresponding picture.

**Second activity:** Ask the children to circle the words they recognise. This first stage is one of recognition/identification.

**Third activity:** Ask the children to complete the words with the missing letters. This is the first stage of producing written language. They will have the opportunity to write full words later on. Here you are able to revise and consolidate what was practised in the pre-unit.

**Fourth activity:** Read out the number and the colour it represents. The children colour in the picture and discover the hidden character. To do this they have to do simple addition equations. The code is given at the top of the picture.



## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 1: Come and play! Listen and read

Alex: Look, Tammy! A magic book!

Tammy: Wow! It's a book about magic things!

Kelly: I'm Kelly, hip hip hooray!  
I'm happy, I'm strong  
and I play all day long.

Billy: Hi, little girl. I'm Billy.

Fiona: I'm Fiona!

Kelly: Hello, Billy. Hello, Fiona. I'm Kelly!  
Come and play!

Billy: Who's this?

Kelly: This is my monkey, Mr Albert.  
Come on, Billy and Fiona. Come and  
play.  
Let's look for magic things!

Billy & Fiona: Yes!!!!

#### Activity 1 KEY: Who's this? Look and say.

▷ Fiona, Mr. Albert, Billy, Kelly

#### Activity 2 SCRIPT: Who says this? Listen and say.

1. [Example] I'm strong. (Kelly)
2. This is my monkey.
3. Come and play.
4. Hi, little girl.
5. Let's look for magic things.
6. Who's this?

#### Activity 2 KEY: Who says this? Listen and say.

1. I'm strong. ▷ Kelly [Example]
2. This is my monkey. ▷ Kelly
3. Come and play. ▷ Kelly
4. Hi, little girl. ▷ Billy
5. Let's look for magic things. ▷ Kelly
6. Who's this? ▷ Billy

# Unit 1: Kelly

## Activity 3 SCRIPT: Listen and mime.

1. [Example] I play all day long.
2. Look for magic things.
3. I'm strong.
4. Come and play.
5. I'm happy.

## Activity 4 SCRIPT: Let's say the chant.

Kelly is happy,  
Kelly is strong.  
With Fiona and Billy  
they play all day long.

## Activity 5 KEY: Read and match.

- A. Hello, Fiona. Come and play.
- B. I'm strong and I play all day long.
- C. I'm happy and I play all day. [Example]
- D. This is my monkey, Mr Albert.

## Activity book..

### Activity 1 KEY: Read and match.

1. Come and play. [Example]
2. I'm happy.
3. Who's this?
4. Hi, little girl. I'm Billy.
5. This is my monkey.

### Activity 2 KEY: Circle the words.

▶ happy, strong, magic, monkey [Example], girl, things

### Activity 3 KEY: Write the missing letters.

1. I'm Billy. [Example]
2. I'm happy.
3. Hi, little girl.
4. I'm Fiona.
5. That's my monkey.
6. I'm strong.

### Activity 4 KEY: Colour the magic picture.

Who's this? This is Kelly



## Content

The vocabulary is introduced in context through the story of Kelly and her friends. The vocabulary is further consolidated through games and fun activities.

## Linguistic objectives

Children are expected:

- to learn vocabulary related to nature: *garden, tree, grass, stone, nest, flower, pond*
- to learn prepositions of place: *in, under*
- to learn how to express feelings: *Wow! Great! Super! I'm so excited!*
- to form questions: *what's, where*
- to learn verbs: *look, walk, try*
- to learn and consolidate making suggestions: *Let's try it!*
- to consolidate language from previous lesson
- to learn lexical chunks: *of course, me too!*
- to be able to identify the written form of the words
- to start producing the written form of some words

## Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote inductive learning abilities
- to encourage dramatisation and groupwork
- to develop communication skills

## Suggested resources

- CD and CD player
- cut-out masks of Kelly, Billy and Fiona
- storycards/storyline cards
- flashcards
- dice
- boardmarkers

## Lesson 2: A magic key!

## Suggested procedure (up to 5 days)

## Pupil's Book.

**Step 1:** Books should be kept closed at the beginning of the lesson. Use the masks to remind the children of the characters in the story and ask them if they would like to find out more about their adventures. Remind the children that Kelly and her friends are looking for magic things and ask them what they think they will find.

**Step 2:** The children listen to the story on the CD while looking at the pictures (twice or more times, if necessary). You may wish to act out the story during the second time by using flashcards and then try to elicit the plot of the story and facilitate the comprehension of the story by using the storycards.

**Step 3:** Check the children's understanding of the new vocabulary by asking relevant questions: e.g. "Show me / Where is the stone/flower/key?"

**Step 4:** Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. At this stage encourage the children to provide the story lines as well. The children listen to the story again and you may wish to invite them to act it out. All children should be given the opportunity to participate in the role playing activity.

**Step 5: First activity:** The children listen to the CD twice and point to the correct picture. Go through the activity, pausing the CD after each phrase. It is important to give the children plenty of time as each child has an individual learning style and individual needs.

**Step 6: Second activity:** The children look at the pictures and say where the magic things are.

**Step 7: Third activity:** Ask each child to draw a magic thing on a piece of paper and when it is their turn they hide it somewhere in the classroom. One child who was chosen to go outside the classroom or was blindfolded tries to find it. The others say "hot" or "cold", depending on whether the child is getting closer or further away.

**Step 8: Fourth activity:** This game has a time limit (3-5 minutes). The children play in pairs. A die and two tokens are needed. The aim is for the children to name the objects collected (magic or not) and collect as many of the magic things as possible within the time limit. They get one point for each item collected and correctly named and 2 points if it is a magic item. The winner is the one who has most points.

### Activity book.

**First activity:** Ask the children to listen to the CD and number the correct picture according to the order they hear them in. They will most likely need to listen to the CD more than once.

**Second activity:** Ask the children to circle the correct word.

**Third activity:** Ask the children to listen to the CD and complete the chant. They can then say the chant together.

**Fourth activity:** There are four differences between the two pictures that children should find and say.

**Fifth activity:** Ask the children to solve the crossword with words from the lesson.

### Pupil's Book.

#### Lesson 2: A magic key! Listen and read.

Kelly: Let's look for magic things!  
Fiona: Where?  
Kelly: In the garden, of course.  
Billy & Fiona: Oh, OK!  
Kelly: Let's look under the tree!  
Billy: What's this in the grass?  
A magic stone! Great!  
Kelly: Let's look in the nest!  
Fiona: Wow! A magic flower!  
Kelly: Let's walk to the pond!  
Fiona: What's this here?  
Billy: A magic key!  
Kelly & Fiona: Super!  
Fiona: I'm so excited!  
Billy: Me too!  
Kelly: Let's try it!  
Billy: Where?

#### Activity 1 SCRIPT: Listen and match.

1. [Example] Let's try it! (D)
2. Look! A magic stone!
3. I'm so excited!
4. Let's walk to the pond.
5. A magic key. Super!

#### Activity 1 KEY: Listen and match.

1. Let's try it! ▷ D [Example]
2. Look! A magic stone! ▷ B
3. I'm so excited! ▷ A
4. Let's walk to the pond. ▷ C
5. A magic key, Super! ▷ E



**Activity 2 KEY: Let's look for magic things.**

- A. in the pond. [Example]
- B. under the tree
- C. in the nest
- D. in the garden
- E. in the grass

**Activity book.**

**Activity 1 SCRIPT: Listen and number the correct picture.**

- 1. [Example] Let's look for magic things. (D)
- 2. What's this in the grass?
- 3. Let's try it.
- 4. I'm so excited!
- 5. Wow! A magic flower!
- 6. What's this here?

**Activity 1 KEY: Listen and number the correct picture.**

- 1. Let's look for magic things. ▶ D [Example]
- 2. What's this in the grass? ▶ F
- 3. Let's try it. ▶ C
- 4. I'm so excited! ▶ A
- 5. A magic flower! ▶ B
- 6. What's this here? ▶ E

**Activity 2 KEY: Circle the correct word.**

- 1. in [Example]
- 2. in
- 3. under
- 4. in
- 5. under

**Activity 3 SCRIPT: Write the words and say the chant.**

Look for a flower, look for a key.  
Look for a stone under the tree.

**Activity 3 KEY: Write the words and say the chant.**

Look for a flower, look for a key.  
Look for a stone under the tree.

**Activity 4 KEY: Spot the differences.**

In picture 1, the nest is under the tree.  
In picture 2, the nest is in the tree.

[Example]

- 1. In picture 1, the magic key is under the tree.  
In picture 2, the magic key is in the nest.
- 2. In picture 1, the magic stone is in the pond.  
In picture 2, the magic stone is in the grass.
- 3. In picture 1, the magic flower is in the grass.  
In picture 2, the magic flower is under the nest.

**Activity 5 KEY: Do the crossword.**

- 1. garden [Example]
- 2. stone
- 3. grass
- 4. flower
- 5. tree
- 6. nest
- 7. pond
- 8. key



# Unit 1: Kelly

## Lesson 3: We're pirates!

### Content

The vocabulary is introduced in context through the continuation of the story of Kelly and her friends. Children learn to ask and answer questions related to possibility (and *not ability*), by using the verb 'can'. The vocabulary is further consolidated through games and fun activities.

### Linguistic objectives

Children are expected:

- to learn nouns: *door, bag, box, map, pirate*
- to learn verbs: *open, stop, fight*
- to ask and answer questions showing possibility: "Can you...?" "Yes, I can. No, I can't"
- to consolidate language from previous lesson
- to learn lexical chunks: *it's mine! Friends don't fight!*
- to practise pronunciation
- to be able to identify the written form of the words
- to produce the written form of some words and sentences

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage dramatisation and group/ pairwork
- to develop communication skills
- to promote inductive learning abilities (story-sequencing task)
- to enhance hand-eye coordination skills
- to be able to convey the moral of the story: *Friends don't fight*

### Suggested resources

- CD and CD player
- cut-out masks of Kelly, Billy and Fiona
- storycards
- flashcards
- boardmarkers

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Books should be kept closed in the beginning of the lesson. Use the storycards to revise the story so far. Ask the children what they think the magic key will open.

**Step 2:** The children listen to the story on the CD while looking at the pictures (twice or more times, if necessary). Act out the story during the second time, trying to elicit the plot of the story and facilitate the comprehension of the story using the storycards.

**Step 3:** Check the children's understanding of the new vocabulary by asking relevant questions: e.g. "Show me / Where's the door/bag/box/map/pirate hat?"

**Step 4:** Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. At this stage encourage the children to provide the story lines as well. Let them listen to the story again and invite them to act it out. All children should be given the opportunity to participate in the role playing activity.

**Step 5:** The children sing and act out the song. They can sing it as a class or in groups e.g. girls sing line 1, boys line 2 and they all sing the 3rd line together.

**Step 6: First activity:** Ask the children to listen to the CD twice and point to the correct picture. Then go through the activity pausing the CD after each phrase.

**Step 7: Second activity:** The children practise saying the tongue twisters. They can also listen to the CD.

**Step 8: Third activity:** The children sequence the story and then act it out.

**Step 9: Fourth activity:** Bring a 'special' bag/box to collect the children's drawings. The children draw what they consider to be a 'magic' thing on a small piece of paper and put it in the bag. Ask one child "can you find your own picture?" and then ask them to put their hand in the bag and pull out one of the magic pictures. If the child (blindfolded) selects his/her picture, s/he says "Yes, I can". If it is another child's picture, then s/he says "No, I can't". This use of "can" expresses 'possibility' since drawing one's own 'magic' object is a matter of chance.

**Step 10: Fifth activity:** The children read and say the chant. If necessary, they can listen to it on the CD.

#### Activity book.

**First activity:** The children look at the picture and answer the question appropriately.



**Note:** This is the first time that they are writing more than one word.

**Second activity:** Ask the children to follow the lines and answer the questions.

**Third activity:** The children colour the parts of the picture with dots and then answer the questions.

**Fourth activity:** The children use the symbols for each letter to break the code and find the magic phrase.

3. Yes! ▷ D
4. It's mine! ▷ E
5. Wow! A map. ▷ A

### Activity 2 SCRIPT: Can you say it?

A magic girl is in the magic garden.  
A magic key is under the tree.  
The monkey with the key is in the tree.

### Activity 3 KEY: Tell the story.

▷ B, D, A, C

### Activity 5 SCRIPT: Let's say the chant.

Friends don't fight,  
it's not right.  
Friends can play,  
Hip, hip, hooray!

### Activity book.

#### Activity 1 KEY: Look and answer.

1. Who's happy? ▷ Kelly [Example]
2. Who's excited? ▷ Fiona
3. What's in the box? ▷ A key
4. Where's the flower? ▷ In the grass
5. Who's this? ▷ A pirate
6. Can you open the door? ▷ No, I can't

#### Activity 2 KEY: Find and say.

*Who's this?*

- ▷ Billy! [Example]
- ▷ One Eye!
- ▷ Mr Albert!

*What's this?*

- ▷ A key! [Example]
- ▷ A (magic) flower!
- ▷ A (magic) stone!

#### Activity 3 KEY: Colour and find.

1. No, I can't. [Example]
2. Yes, I can.
3. Yes, I can.
4. No, I can't.
5. Yes, I can.

## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 3: We're pirates! Listen and read.

Billy: Can you open the door?  
Kelly: No, I can't.  
Billy & Fiona: Oh..  
Fiona: Can you open the bag?  
Kelly: No, I can't.  
Billy & Fiona: Oh, no!  
Billy: Can you open the box?  
Kelly: Yes, I can!  
What's in it?  
Fiona: Wow! A map...  
Billy: ...and a pirate hat!  
Fiona: It's mine!  
Billy: No, it's mine!  
Kelly: Stop it! Friends don't fight!  
All: We're pirates, we're pirates!  
We're happy, we're strong.  
We play together  
all day long.

#### Activity 1 SCRIPT: Listen and match.

1. [Example] Can you open the box? (C)
2. Friends don't fight!
3. Yes!
4. It's mine!
5. Wow! A map.

#### Activity 1 KEY: Listen and match.

1. Can you open the box? ▷ C [Example]
2. Friends don't fight! ▷ B

# Unit 1: Kelly

## Activity 4 KEY: Can you find the magic phrase?

▷ FRIENDS DON'T FIGHT

### Art time!

**Draw and colour your magic box! What can you find?**

#### Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

#### Suggested resources

- coloured pencils/markers

#### Suggested procedure (up to 2 days)

**Step 1:** Ask the children to imagine they find a magic box and follow with a brainstorming session. Ask questions such as: *Where is the box? What colour is the box? Is it big or small? Can you open the box? Are you excited? Happy? Sad? Scared?*

**Step 2:** The children draw a picture of themselves opening the magic box. In the drawing they need to include the place where it was found, their feelings upon finding the magic box and as much detail they can about the magic box. They should feel free to draw whatever they wish.

**Step 3:** The children describe their picture either to their partner, group or whole class.

### Draw your pirate hat

**Step 1:** Ask the children to imagine they are pirates and that they need to wear a hat on the pirate ship. Ask them to design their own pirate hat using four colours.

**Step 2:** When the children have finished drawing their pirate hat, ask them to say which colours they chose and show it to class.

### Project

**What can you open with your magic key? What can you find? Draw and write.**

#### Linguistic objective

The children are expected to practise and consolidate language they have learnt in this unit (both in written and oral form).

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

#### Suggested resources

- coloured pencils/markers

#### Suggested procedure (1 day)

**Step 1:** Ask the children to imagine they have found a magic key and follow with a brainstorming session about what their magic key could look like and what it could open. Allow the children a few minutes to discuss this in groups before having a class discussion once again.

**Step 2:** The children draw their magic key and the object/place that it opens and write the word next to the picture of the item. They can further write sentences about their magic key and object/place if they wish.

### Unit Evaluation

Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

Then, ask them to write their favourite words and phrases and share them with the class.

## Lesson 1. The magic map

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Help the children to remember the story of Unit 1, lesson 3 and revise the words “pirates”, “hat”, “map” as they appeared in the context of Kelly and her friends playing “pirates”. Discuss the introductory pictures of Yuri and Lena looking at the book, draw the children’s attention to the “pirate hat” and ask questions “Where is the hat?” “Is the monkey wearing the hat in this story?” to introduce Captain Cook as the leading figure in the story. Ask further questions such as: “Where is Captain Cook?” “Is he alone on the ship?” (to revise the word “pirates”). Show a map of Greece and a world map and ask the question “What is it?” to elicit the word “map”. Ask the question “Why are they looking at the map?” to elicit the word “treasure hunt map”.

The children listen to the story on the CD – at least twice – and try to find the answers to the questions. During the second listening, it would be helpful if you acted it out as well, while using flashcards or puppets to elicit the plot of the story and facilitate the comprehension of the story using the storycards.

**Step 2:** Check the children’s understanding of the new vocabulary by asking relevant questions: such as: “Can Captain Cook...?” “Can One Tooth...?” and expect a “No, he can’t” reply from the children as the lexical chunk has been introduced in the previous unit.

**Step 3:** The children listen to the story again and point to the corresponding pictures. Listening may be repeated 2-3 times, depending on the children’s needs. It is advisable at this point that you pause the listening and facilitate comprehension by using body language and facial expressions to illustrate meaning of the verbs “sleep, eat, read”. Check understanding by asking relevant questions: e.g. “Why can’t Captain Cook and Smarty read the message?” and draw their attention to the pictures of the lemon and the light bulb in the story to elicit the idea of the “magic map”.

At the same time ask the children to repeat the lines of the story, so as to help them in the reading process and to prepare them to act out the story.

**Step 4:** Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. At this stage encourage the children to provide the story lines as well. Let the children listen to the story again and then invite them to act it out. Emphasis

### Content

The vocabulary is introduced in context through the story of a pirate, his mates and a parrot. It is further consolidated through fun activities, games and chants. The same phrases are repeated throughout the lesson, which aid comprehension and retrieval.

### Linguistic objectives

Children are expected:

- to produce language patterns from the previous unit “Can you....?” (“Yes, I can”, “No, I can’t”)
- to understand and produce the language pattern :“I want to ...”
- to respond to the language pattern: “Where can you find...?”
- to introduce themselves using the lexical chunk: “I’m a ... and my name is ....”
- to ask for help using the lexical chunk: “Can you help me?”
- to identify and use ‘body’ vocabulary: *tooth, eye*
- to learn some animals: *parrot, koalas, kangaroos*
- to learn some verbs: *read, help, sleep, eat, find, live, sail*
- to be able to identify the written form of particular words (word recognition)
- to start producing the written form of those words

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote inductive learning abilities (story-sequencing task)
- to develop communication skills
- to promote group/pairwork and dramatisation
- to encourage chanting
- to promote cross-curricular links

### Suggested resources

- CD and CD player
- a world map
- flashcards
- storycards of Captain Cook, his pirates and Smarty
- a parrot puppet (if available)
- boardmarkers

## Unit 2: Captain Cook

is given not only to the vocabulary but also to the “Can you...? No, I can’t/ Yes, I can” “I want to ....” “Where do you find...?” language chunks. Allocate children their roles. All the children should be given the opportunity to participate in the role playing activity. At this initial dramatisation stage, let the children decide if they want to participate in the dramatisation or just watch (allow time for the less confident children to adjust to the new linguistic environment). It is not necessary, of course, for the children to be able to produce the full sentences or the whole story. Allow time for understanding and speech production.

**Step 5: First activity:** The children listen to the CD and guess the correct story character. Go through the activity, pausing the CD after each phrase.

**Step 6: Second activity:** The children listen to the CD and match the sounds to the phrases. Go through the activity, pausing the CD after each phrase.

**Step 7: Third activity:** The children look at the pictures and produce sentences using the lexical chunk: “I can ...”, “I can’t ...” They work in pairs to check their answers.

**Step 8: Fourth activity:** The children read the four words and try to find the odd word out, justifying their choice. They check their answers in pairs.

**Step 9: Fifth activity:** The children read and sing the song. Repeat as many times as you wish.

**Step 10: Sixth activity:** The children look at the map of Australia and try to read the message.

### Activity book.

**First activity:** Ask the children to match each word to the corresponding picture.

**Second activity:** Ask the children to look at the pictures and write the correct word on the crossword in order to find the hidden word.

**Third activity:** Ask the children to look at the pictures and circle the word that corresponds to each one.

**Fourth activity:** Ask the children to listen to the phrases from the story and number the correct pictures. They can listen to it twice (if necessary).

**Fifth activity:** Ask the children to look at the words and write the missing letters.

## SCRIPTS & KEYS

### Pupil’s Book.

#### Lesson 1. The magic map. Listen and read.

Yuri: Look, Lena! The magic map is on a pirate ship!

Lena: It’s a treasure hunt map! Who’s this?

Yuri: It’s Captain Cook. Captain Cook and his pirates!

Captain Cook: I’m a pirate and my name is Cook!

Smarty: I’m a parrot and my name is Smarty!

Captain Cook: One Eye, I can’t read the map. Can you help me?

One eye: I can’t, Captain. I want to sleep!

Captain Cook: One Tooth, can you help me?

One Tooth: I can’t, Captain. I want to eat!

Captain Cook: Smarty, can you help me?

Smarty: Of course, I can!  
Oh! There’s a message. I can’t read it.  
Oh, yes! I can read it now:

“Where can you find koalas and kangaroos?”

Cook & Smarty: Koalas and kangaroos live in Australia. Let’s sail there!

#### Activity 1 SCRIPTS: Listen and guess who says...

1. [Example]. I’m a parrot. (Smarty)
2. I want to sleep.
3. I’m a pirate.
4. I can read it now.
5. I want to eat.
6. Can you help me?

#### Activity 1 KEY: Listen and guess who says...

1. Smarty. [Example]
2. One Eye.
3. Captain Cook.
4. Smarty.
5. One Tooth.
6. Captain Cook.

#### Activity 2 SCRIPTS: Listen to the sound and match.

1. [Example] SOUND OF OPENING BOX. (I can’t open the box)

2. Sound of waves/water.
3. Sound of a yawn.
4. Sound of grumbling tummy.
5. Sound of parrot noise.

**Activity 2 KEY: Listen to the sound and match.**

1. I can't open the box. [Example]
2. Let's sail.
3. I want to sleep.
4. I want to eat.
5. I'm a parrot.

**Activity 3 KEY: Look and say.**

- A. I can walk. [Example]
- B. I can't read.
- C. I can't eat.
- D. I can't sleep.
- E. I can play.
- F. I can sail.

**Activity 4 KEY: Find the odd one out and say it aloud.**

1. pirate [Example]
2. parrot
3. sail
4. message
5. egg

**Activity 5 SCRIPTS: Let's sing!**

I'm a pirate and my name is Cook.  
 I'm a pirate, look at my hook!  
 I'm a parrot and my name is Smarty.  
 I'm a parrot, let's sail and party! (x2)

**Activity 6 KEY: Can you read the message?**

▶ Koalas and kangaroos live in Australia

**Activity book.**

**Activity 1 KEY: Match the words with the pictures.**

- A. koalas
- B. sleep [Example]
- C. eye
- D. parrot

- E. eat
- F. tooth
- G. read

**Activity 2 KEY: Do the crossword and find the word.**

1. name [Example]
2. read
3. ship
4. stone
5. kangaroo
6. garden
7. eye

The word is: message

**Activity 3 KEY: Circle the correct word.**

- A. flower
- B. box
- C. nest
- D. parrot
- E. tooth
- F. eye

**Activity 4 SCRIPT: Listen and number.**

1. [Example] I'm a pirate and my name is Cook. (E)
2. I'm a parrot and my name is Smarty.
3. I want to eat.
4. Smarty, can you help me?
5. Koalas and kangaroos live in Australia.
6. I want to sleep.

**Activity 4 KEY: Listen and number.**

1. ▶ E [Example]
2. ▶ C
3. ▶ F
4. ▶ D
5. ▶ B
6. ▶ A

**Activity 5 KEY: Write the missing letters.**

1. koalas
2. pirate
3. message
4. sleep
5. eat
6. read

# Unit 2: Captain Cook

## Lesson 2. On the big island

### Content

The vocabulary is introduced in context through the story of a pirate, his mates and a parrot on their effort to find the treasure “on the big island”. It is further consolidated through fun activities, games and a tongue twister. The same phrases are repeated throughout the lesson, which aids comprehension and retrieval.

### Linguistic objectives

Children are expected:

- to revise and expand ‘body’ vocabulary: *ear, mouth, tummy*
- to revise and expand ‘feelings/description’ vocabulary: *cute, angry, happy, afraid*
- to revise prepositions of place: *in*
- to learn some animals: *panda, crocodile*
- to learn some new vocabulary linked to the “island” topic: *bamboo, leaf*
- to form and respond to questions: “What’s this .....?” “It’s a ....”
- to learn how to express surprise: “Oh! It’s a ....”
- to learn and consolidate making suggestions: “Let’s find the treasure!”, “Let’s sail there!”
- to be able to identify the written form of the words (word recognition)
- to start producing the written form of some words

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote inductive learning abilities (story-sequencing task)
- to develop communication skills
- to promote group/pairwork and dramatisation
- to promote cross-curricular links in connection with animal habitat

### Suggested resources

- CD and CD player
- a world map
- flashcards
- storycards of Captain Cook, his pirates and Smarty
- a parrot puppet (if available)
- bamboo leaves (if available)
- boardmarkers

### Suggested procedure (up to 5 days)

#### Pupil’s Book.

**Step 1:** Books are to be kept closed at the beginning of the lesson. Use the masks to remind the children of the characters of the story and ask them if they would like to find out more about their adventures. Remind the children that Captain Cook, his mates and Smarty are on a treasure hunt and they are in Australia looking for treasure.

**Step 2:** The children listen to the story on the CD while looking at the pictures (twice or more times, if necessary). You may wish to act out the story during the second time by using the flashcards and then try eliciting the plot of the story and facilitating the comprehension of the story by using the storycards.

**Step 3:** Check the children’s understanding of the new vocabulary by asking relevant questions: e.g. Where are Captain Cook and his friends? (Why is the title of the lesson: “On the big island”?) /What’s in kangaroo’s tummy? / What’s in koala’s ear?/ What’s in crocodile’s tummy?/ What’s the puzzle?/ Is the crocodile .....?

**Step 4:** Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. At this stage the children should be encouraged to provide the story lines as well. The children listen to the story again and then invite them to act it out. All the children should be given the opportunity to participate in the role playing activity.

**Step 5:** Encourage the children to guess the story’s ending (group activity).

**Step 6: First activity:** The children listen to the CD and match the phrases with the pictures. Go through the activity, pausing the CD after each phrase. The children check their answers in pairs.

**Step 7: Second activity:** Ask the children to look at the pictures and put them in the correct order according to the story. The children check their answers in pairs. Ask them to retell the story using the pictures.

**Step 8: Third activity:** Ask the children to match the words with the pictures and then say the words aloud.

**Step 19: Fourth activity:** Ask the children to play “Captain Cook says” which is a variation of the “Simon says” game to practise body parts (pairwork).

**Step 10: Fifth activity:** Ask the children to say the tongue twister as quickly and accurately as possible.

## Activity book.

**First activity:** Ask the children to match each word to the corresponding picture.

**Second activity:** Ask the children to look at the pictures and choose the correct word.

**Third activity:** Ask the children to look at the picture and write the missing words in the correct caption.

**Fourth activity:** Ask the children to look at the pictures and circle the correct word.

**Fifth activity:** Ask the children to break the code to find the magic phrase.

**Sixth activity:** Ask the children to listen to the CD and complete the missing letters. They can listen to it twice (if necessary).



## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 2. On the big island. Listen and read

One Tooth & One Eye: Here we are!

Smarty: Let's find the treasure!

Captain Cook: Let's go!  
Look! A happy kangaroo!

Kangaroo: Hello, friends. Welcome to Australia!

One Tooth: What's this in your tummy?

Kangaroo: Oh! It's a bamboo leaf!

Smarty: Look! A cute koala!

One Eye: What's this in your ear?

Koala: Oh! It's a bamboo leaf!

One Tooth: An angry crocodile! Help!

Captain Cook: Don't be afraid! What's this in your mouth, crocodile?

Crocodile: Oh! It's a bamboo leaf!

All the pirates: Look, Captain! It's a puzzle.

Captain Cook: It's a panda!.....Where can you find pandas?

All the pirates: Pandas live in China! Let's sail there!

#### Activity 1 SCRIPT: Listen and match.

1. [Example] A strong girl. (D)
2. A happy kangaroo.
3. A magic key.
4. An angry crocodile.
5. A cute koala.

#### Activity 1 KEY: Listen and match.

1. ▷ D [Example]
2. ▷ B
3. ▷ E
4. ▷ C
5. ▷ A

#### Activity 2 KEY: Put the pictures in the right order.

▷ D, A, C, B, F, E

## Unit 2: Captain Cook

### Activity 3 KEY: Match and say.

- 1-B = treasure
- 2-A = bamboo
- 3-D = panda [Example]
- 4-E = puzzle
- 5-C = leaf

### Activity 5 SCRIPT: Can you say it?

I'm a pirate with my parrot and my pirates on a pirate's ship!

### Activity book.

#### Activity 1 KEY: Match the picture with the word.

- A. crocodile
- B. koala
- C. monkey
- D. kangaroo [Example]
- E. parrot

#### Activity 2 KEY: Circle the correct word.

- 1. happy [Example]
- 2. cute
- 3. afraid
- 4. happy
- 5. angry
- 6. excited

#### Activity 3 KEY: Put the words in the right place.

- 1. mouth
- 2. tooth
- 3. ear
- 4. tummy
- 5. eye [Example]

#### Activity 4 KEY: Circle the correct picture.

- A. mouth [Example]
- B. eye
- C. tummy
- D. tooth
- E. ear

### Activity 5 KEY: Can you find the magic phrase?

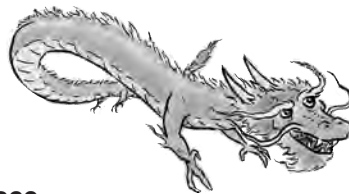
▶ WELCOME TO AUSTRALIA

### Activity 6 SCRIPTS: Listen and write.

- 1. [Example] Let's find the treasure.
- 2. Hello friends! Welcome to Australia.
- 3. What's this? It's a bamboo leaf.
- 4. What's this in your mouth?
- 5. Where can you find pandas?
- 6. Look, Captain! It's a puzzle.

### Activity 6 KEY: Listen and write.

- 1. Let's find the treasure. [Example]
- 2. Hello friends! Welcome to Australia.
- 3. What's this? It's a bamboo leaf.
- 4. What's this in your mouth?
- 5. Where can you find pandas?
- 6. Look, Captain! It's a puzzle.





## Lesson 3: The dragon's house

### Suggested procedure (up to 5 days)

#### Content

The vocabulary is introduced in context through the story of a pirate, his mates and a parrot. It is further consolidated through fun activities, games and a song.

#### Linguistic objectives

Children are expected:

- to learn and use vocabulary related to the house: *living-room, bedroom, bathroom, and kitchen*
- to identify and use the structures: "this is/ that is"
- to revise preposition of place: *on*
- to learn some new lexical chunks: "It's so clean", "What a beautiful house", "Welcome to my house", "This is the ..." "... and here is the ..."
- to learn some colours: *blue, green, red, yellow*
- to identify the written form of the words (word recognition)
- to produce the written form of the words
- to use language of welcoming/introducing
- to identify the written form of particular words (word recognition)
- to start producing the written form of those words

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote inductive learning abilities (story-sequencing task)
- to develop communication skills
- to promote group/pairwork and dramatisation
- to encourage singing, drawing and colouring
- to promote cross-curricular links (in connection with the country of China and its culture)

#### Suggested resources

- CD and CD player
- a world map
- flashcards
- storycards of Captain Cook, his pirates and Smarty
- pictures of traditional Chinese items
- boardmarkers

#### Pupil's Book.

**Step 1:** Books are to be kept closed at the beginning of the lesson. Start telling the story beginning with the last picture of the previous lesson where Captain Cook and his mates are looking at the map of China and talking about the animals that live there. Ask the children to guess what they find when they go to China.

**Step 2:** Ask the children to open their books and listen to the recording once. The children listen to the story while looking at the pictures. You may wish to act out the story. While listening, they may point to the corresponding pictures.

**Step 3:** Ask the children a couple of comprehension questions e.g: "Where are Captain Cook, the pirates and Smarty?" "Who welcomes them?" "How do they get to the dragon's house?" The children try to answer them while listening to the story for the second time. Draw the children's attention to the Chinese kite, the traditional Chinese house and the dragon that lives in it. Brainstorm other traditional Chinese objects.

**Step 4:** Ask the children to work in groups and look for the magic keys and guess where and what the treasure is.

**Step 5:** Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. At this stage encourage the children to provide the story lines as well. Ask the children to listen to the story again and then invite them to act it out. All the children should be given the opportunity to participate in the role playing activity.

**Step 6: First activity:** The children listen to the CD and match the phrases with the pictures. Then go through the activity, pausing the CD after each phrase. Children check their answers in pairs.

**Step 7: Second activity:** The children are divided into pairs and are asked to play "Rock-paper-scissors", a hand game played by two people. The players usually count aloud to three, or speak the name of the game (e.g. "Rock Paper Scissors"), each time either raising one hand in a fist and swinging it down on the count or holding it behind. On the third count (saying, "Three"), the players change their hands into one of three gestures, which they then "throw" by extending it towards their opponent. The gestures are (in the 3 gesture version):

- **Rock**, represented by a clenched fist.

## Unit 2: Captain Cook

- **Scissors**, represented by two fingers extended and separated, sometimes coming together.
- **Paper**, represented by an open hand, with the fingers extended and touching, in order to represent a sheet of paper (horizontal).

The objective is to select a gesture which defeats that of the opponent. Gestures are resolved as follows:

- Rock blunts or breaks scissors: rock defeats scissors.
- Scissors cut paper: scissors defeats paper.
- Paper covers, sands or captures rock: paper defeats rock.

If both players choose the same gesture, the game is tied and the players repeat.

**Step 8: Third activity:** The children are allocated roles from the story and practise language chunks used for introducing themselves and for welcoming someone into one's house.

**Step 9: Fourth activity:** The children listen to the song and sing along. Repeat as many times as you wish.

**Step 10: Fifth activity:** Ask the children to look at the magic things from the story and find out what the treasure is. A mirror is needed to read the words (IS THE, TREASURE). Have a class discussion with the class on whether they expected this kind of treasure, the meaning of the message and if they agree with it.

### Activity book.

**First activity:** Ask the children to look at the phrases and match them to the pictures.

**Second activity:** Ask the children to read the phrases and match them to the pictures.

**Third activity:** Ask the children to read the instructions and colour the rooms of the house accordingly.

**Fourth activity:** Ask the children to break the code to write the message.

## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 3: The dragon's house. Listen and read.

All the pirates: Let's find the treasure!

One Eye: Look! A panda on a bamboo tree!

Panda: Welcome to China! Follow me!

Dragon: Hello! I'm Puff the Dragon.

Everybody: Nice to meet you, Puff.

Dragon: Welcome to my house!

One Eye: What a beautiful house!

Dragon: This is the blue bedroom.

Captain Cook: It's so clean!

Dragon: And here is the green bathroom.

One Eye: Cool!

Dragon: This is the red living room....and that is the yellow kitchen.

Everybody: But where's the treasure?

Dragon: Look for the magic things in the rooms and find the treasure!

#### Activity 1 SCRIPT: Listen and match.

1. [Example] A green bathroom. (C)
2. A yellow magic key.
3. A red kitchen.
4. A blue flower.
5. A blue bedroom.
6. A yellow living room.
7. A green stone.
8. A yellow house.

#### Activity 1 KEY: Listen and match.

1. ▶ C [Example]
2. ▶ H
3. ▶ D
4. ▶ F
5. ▶ A
6. ▶ E
7. ▶ G
8. ▶ B

**Activity 4 SCRIPT: Let's Sing!**

The kitchen is yellow, the bedroom is blue!  
Hello, Mr Dragon, I want to fly with you!  
The living room's red, the bathroom is green!  
What a beautiful house! Oh, it's so clean!

**Activity 5 KEY: What's the treasure?**

▷ ADVENTURE IS THE TREASURE

**Activity book.****Activity 1 KEY: Look and number.**

▷ 5, 4, 2, 1, 3

**Activity 2 KEY: Read and match.**

1. That is a living room. [Example]
2. This is a panda.
3. That is a bathroom.
4. This is a kitchen.
5. That is a koala.
6. This is a bedroom.

**Activity 3 KEY: Colour the rooms and write.**

1. a blue bedroom
2. a green bathroom
3. a red living room [Example]
4. a yellow kitchen

**Activity 4 KEY: Can you find the treasure?**

- a. monkey
- b. treasure [Example]
- c. bathroom
- d. kitchen
- e. bedroom
- f. living room
- g. stone
- h. tree
- i. dragon
- j. china
- k. panda

▷ adventure is the treasure

**Art time!****Draw your magic bedroom in your favourite colours****Linguistic objective**

The children are expected to orally practise and consolidate language they have learnt in this unit.

**Pedagogical aims**

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art
- to cultivate children's imagination

**Suggested resources**

- coloured pencils/markers

**Suggested procedure (up to 2 days)**

**Step 1:** Ask the children to imagine waking up one morning and finding everything in their bedroom to have magical properties and think of all the things in their bedrooms that have changed overnight. Ask the children (working in pairs) to brainstorm some imaginative ideas and share them with the class.

**Step 2:** Ask the children to draw their magic bedroom in as much detail as they can e.g.: talking teddy bears, a magic wardrobe, a magic bed, everything is pink/blue, etc.

**Step 3:** Invite the children to describe, explain and label their own drawing.

**Step 4:** In pairs the children ask and answer questions concerning their drawings.

## Unit 2: Captain Cook

### Make your own dragon

This craft can be found on page 101 of the Activity book. In this activity, the children have the opportunity to make their own dragon using their favourite colours. First, ask the children to colour and carefully cut out the body parts of the dragon. Then, ask them to assemble the dragon. They can possibly do that on a blank page. Encourage the children to design their own legs for the dragon otherwise, they can choose from the two sets available.



### Project

**Aboriginal art. Complete the picture with another Australian animal**

### Linguistic objective

The children are expected to practise and consolidate language they have learnt in this unit (both in written and oral form).

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

### Suggested resources

- coloured pencils/markers

### Suggested procedure (up to 2 days)

**Step 1:** Show the children pictures of Aboriginal art and explain to them that Aboriginal art is made by the indigenous people of Australia. Their art represents their beliefs, holds messages and tells stories. Their art often includes Australian animals, animal tracks, the landscape, the weather and people. Aboriginal dot paintings often tell a whole story with symbols understood by the indigenous people. They are made up of lots of small dots carefully placed to make a patterned image.

**Step 2:** Hold a world map showing Australia and ask the children questions about the island, weather, terrain, other Australian animals, pictures of Aboriginal people and their work.

**Step 3:** Ask the children to look at the image in the workbook. Ask them what they can see in the image –the sun, a mountain. Ask questions to draw the children's attention to the specific images: "What is the kangaroo doing?" "He is jumping". "Is it hot or cold?" "It's very hot".

**Step 4:** Ask the children to look carefully at the picture. Ask them if they can see any lines, if they are continuous lines or broken and finally point out that all the lines are made up of small dots.

**Step 5:** Ask the children to complete the picture with a koala. Instruct them to **lightly** draw the outline of the koala with a pencil. Then, holding a marker in a vertical position, carefully tap the nip of the marker onto the page to make small dots over the pencil outline and inside the koala. Demonstrate this for the children and allow them to practise on some sketch paper before completing the workbook exercise.

### Unit Evaluation

Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

Then, ask them to write their favourite words and phrases and share them with the class.

## Lesson 1: It's summer

### Content

The vocabulary is introduced in context through Aesop's fable of "The Ant and the Cricket". The vocabulary is further consolidated through games and fun activities and a song.

### Linguistic objectives

Children are expected:

- to learn the following vocabulary:  
numbers 1-7  
three seasons: *summer, autumn, winter*  
months: *June, July, August*
- topic related vocabulary: *ant, cricket, potato, food, hot, lazy, work, working, saving, coming*
- to form plurals
- to ask and answer questions with the form: *Are you.....ing?*
- to learn language chunks e.g. *Don't be lazy! Another day*
- to be able to identify the written form of the words
- to start producing the written form of some words
- to consolidate language from previous lessons

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to expose the children to a different version of a story possibly familiar to them and help them enjoy the basic elements of the story
- to encourage dramatisation and group/ pairwork
- to activate schemata
- to encourage singing, chanting, counting and colouring

### Suggested resources

- another version of Aesop's fable "The Ant and the Cricket"
- CD and CD player
- cut-out masks of an ant and a cricket
- storycards/storyline cards
- coloured pencils
- boardmarkers

### Note

In this particular Unit, there are instances of Present Continuous. This does not mean that this tense should be explicitly taught at this stage. The children at this stage are familiarised with this structure and will learn to use it in the particular context (e.g. are you ...? Yes/No without being taught the rules explicitly).

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Do a brainstorming session about Aesop and his fables. Ask the children if they know the fable of "The Ant and the Cricket". Then tell them that they are going to listen to it.

**Step 2:** Discuss the picture revising the vocabulary shown and elicit the children's ideas regarding what the little crickets are doing.

**Step 3:** The children listen to the rhyme from the CD while the books are kept closed. Repeat as many times as you think necessary for the children to be able to say it.

**Step 4:** Play the 'choosing' game "Hot potato" with the children. (one potato.....and more . This rhyme is traditionally used to choose who will play first or who will leave the game first. The children stand in a circle with their fists in front of them. Touch each child's fist while saying the rhyme. The child who plays first or leaves the game is the one the word "more" lands on. This is continued until only one player is left. At first you take the lead and say the rhyme but gradually the children join in too. Other food items can be used to further consolidate the rhyme. (e.g. one banana....)

**Step 5:** The children open their books and listen to the story from the CD while looking at the pictures. Play the recording again and pause it after every picture in order to act out the story with the help of the masks/flashcards. The children listen to the story again and point to the corresponding pictures. This step may be repeated as many times as is necessary.

**Step 6:** Check their understanding of the new vocabulary by asking relevant questions: e.g. "Show me the ant/ cricket etc."

**Step 7:** Put the storycards on the board and ask the children to provide the corresponding story lines. This can be done in groups and the children look at their books to find the correct lines. As this

## Unit 3: The ant and the cricket

is the first lesson, some of the story lines may be provided.

**Step 8:** Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. At this stage the children should be encouraged to provide the story lines as well. The children listen to the story again and then invite them to act it out. All the children should be given the opportunity to participate in the role playing activity.

**Step 9 (optional):** You may wish to ask the children to sing the second song in a different style-hip hop, rap, squeaky voice, husky voice, etc.

**Step 10: First activity:** The children look at the daisies, do the calculations, and say the answers. This can also be done as a pairwork activity.

**Step 11: Second activity:** The children listen to the sounds and point to the correct season

**Step 12: Third activity:** The children practise saying the tongue twister. They can also listen to the CD.

**Step 13: Fourth activity:** One child mimes and the others have to guess and say what s/he is doing. The child who is miming replies yes/no accordingly.

**Step 14: Fifth activity:** The children find the correct order of the story and act it out. This can be in one of the following ways:

- a. 3 - 4 the children together play the role of the characters – the ant, the cricket
- b. the class can be split into two groups and each group plays one character.

All children should be given the opportunity to perform so the story can be acted out as many times as necessary

### Activity book.

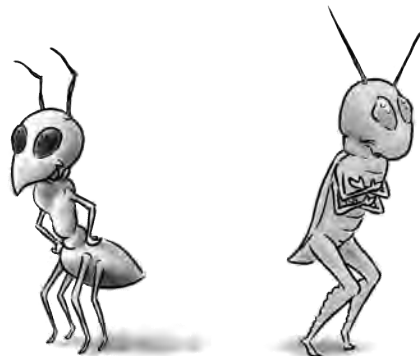
**First activity:** Ask the children to look at the picture and find the items that correspond to the number and write them in the plural form. It is not necessary to provide them with all the rules regarding the plural. It is sufficient to explain that plurals are formed with the addition of an “s” and in some cases “es” (e.g. potatoes, tomatoes).

**Second activity:** Ask the children to write the months of summer.

**Third activity:** Ask the children to complete the puzzle by adding the missing numbers. Each line and row must add up to 21.

**Fourth activity:** The children colour the trees according to the season written underneath.

**Fifth activity:** The children add the missing words from the song in Lesson 1.



## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 1: It's summer. Listen and read.

Tammy: Look, Lena! It's Aesop!  
 Aesop: Hello, children. Let me tell you a story about the ant and the cricket.

Little Crickets: One potato, two potatoes, three potatoes, four. Five potatoes, six potatoes, seven potatoes, and more.

Cricket: Summer's here!  
 Autumn's near!  
 Summer's hot!  
 But winter's not!

Cricket: Hey, there! What are you doing? Are you working?

Ant: I'm saving food.

Cricket: Why? Why are you saving food?

Ant: Winter's coming!

Cricket: But it's only June! We still have July and August.

Cricket: And it's so hot!

Ant: Don't be lazy! Autumn is near.

Cricket: Oh, come on. Today we can play and work another day!

Cricket: Well.....?

**Activity 1 KEY:** How much is it? Look and say.

- ▷ 4
- ▷ 5
- ▷ 7
- ▷ 3
- ▷ 1

**Activity 2 SCRIPT:** Listen and say.

- Sound of autumn.
- Sound of summer.
- Sound of winter.

**Activity 2 KEY:** Listen and say.

- autumn
- summer
- winter

**Activity 3 SCRIPT:** Can you say it?

Jack and Jill jump for joy in June and July.

**Activity 5 KEY:** Tell the story.

▷ D, B, A, C

### Activity book.

**Activity 1 KEY:** How many can you spy? Count and write.

two **bags** [Example]  
 seven **trees**  
 four **stones**  
 six **flowers**  
 eight **socks**  
 five **keys**

**Activity 2 KEY:** Write the words.

▷ June, July, August

**Activity 3 KEY:** Solve the puzzle. The magic number is 21.

2	5	6	3	1	4
5	3	1	6	4	2
4	2	3	1	5	6
1	6	2	4	3	5
6	1	4	5	2	3
3	4	5	2	6	1

**Activity 5 KEY:** Write and say.

Summer's here.  
Autumn's near.  
 Summer's hot.  
Winter's not.

# Unit 3: The ant and the cricket

## Lesson 2: Autumn's here!

### Content

The vocabulary is introduced in context through the continuation of Aesop's fable, "The Ant and the Cricket". The vocabulary is further consolidated through games and fun activities.

### Linguistic objectives

Children are expected:

- to learn vocabulary related to the story: *pear, hot*
- to learn numbers 1-10
- to learn plurals: *pears*
- to learn clothes: *jacket, shoes, socks*
- to learn to describe weather conditions: *It's cold, it's raining*
- to practice the patterns: "I've got", "I must"
- to learn language chunks: *put on, lots of food, I'm hungry*
- to be able to identify the written form of the words
- to produce the written form of some words
- to consolidate language from previous lessons

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote inductive learning abilities
- to encourage dramatisation and groupwork
- to develop communication skills

### Suggested resources

- CD and CD player
- cut-out masks of an ant and a cricket
- storycards/storyline cards
- flashcards
- boardmarkers

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Keep books closed in the beginning of the lesson. Use the masks/flashcards to remind the children of the characters of the story and ask them if they would like to find out more about their adventures.

**Step 2:** The children listen to the story on the CD while looking at the pictures (twice or more times, if necessary). During the second time, pause the CD after each picture and act out the story by using flashcards and then try to elicit the plot of the story and facilitate the comprehension of the story using the storycards.

**Step 3:** Check the children's understanding of the new vocabulary by asking relevant questions.

**Step 4:** Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. Encourage the children to provide the story lines as well. Allow the children to listen to the story again and invite them to act it out. All children should be given the opportunity to participate in the role playing activity.

**Step 5: First activity:** Ask the children to read the chant and say the missing words.

**Step 6: Second activity:** Ask the children to find the incorrect number in each sequence.

**Step 7: Third activity:** One child describes what a character is wearing and another child guesses who that character is.

**Step 8: Fourth activity:** The children listen to each sentence on the CD and have to choose the correct pictures from each pair.

#### Activity book.

**First activity:** Ask the children to solve the equations starting at the bottom of the lighthouse. When they finish all of them correctly, ask the children to add up the totals, and write the sum at the top. Then they can colour the light in any colour they like.

**Second activity:** Ask the children to read the sentence in bold and to choose which of the two sentences below is the correct one.

**Third activity:** Ask the children to colour the clothes according to the descriptions given.

**Fourth activity:** This puzzle is similar to Sudoku. The children fill in each box with one of the four items of clothing making sure that each row, column and square includes only one of each.



## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 2: Autumn's here! Listen and read

Ant: Autumn's here. I've got lots of food.  
One pear, two pears, three pears, four....  
...five pears, six pears, seven pears and  
more.  
Eight pears, nine pears,  
ten pears in my tummy.  
Pears, pears, pears,  
oh, they look so yummy.

Cricket : Brrr, it's cold. I must put on my jacket.  
Oh, I'm still cold. I must put on my shoes  
and socks.  
This pear is so yummy!

Ant: It's raining

Cricket: I'm still hungry. I must find food. But  
where...?

#### Activity 1 KEY: Read and say.

I'm hungry! I'm **hungry!**  
I want food in my **tummy!**  
The **pears** look so yummy.  
I can eat **one, two** or **three!**

I'm hungry! I'm **hungry!**  
I want food in my **tummy!**  
The **potatoes** are yummy.  
I can eat **three, four** or more!

#### Activity 2 KEY: I spy the wrong number.

- The wrong number is 6 (the correct number is 5) [Example]
- The wrong number is 7 (the correct number is 6)
- The wrong number is 4 (the correct number is 9)
- The wrong number is 5 (the correct number is 8)
- The wrong number is 10 (the correct number is 9)
- The wrong number is 7 (the correct number is 6)

#### Activity 4 SCRIPT: Listen and choose.

- [Example] I've got eight pears. (a)
- It's cold.
- It's raining.
- I've got lots of food.
- Put on your socks.
- I'm saving food.

#### Activity 4 KEY: Listen and choose.

- I've got eight pears. ▷ a [Example]
- It's cold. ▷ a
- It's raining. ▷ b
- I've got lots of food. ▷ a
- Put on your socks. ▷ a
- I'm saving food. ▷ b

#### Activity book.

#### Activity 1 KEY: Find the magic number and help the captain.

$$10-6=\underline{4}$$

$$1+2=\underline{3}$$

$$2+5=\underline{7}$$

$$10-8=\underline{2}$$

$$3+2=\underline{5}$$
 [Example]

The magic number is 21

#### Activity 2 KEY: Read and choose.

- It's cold. ▷ I must put on my shoes [Example]
- It's hot. ▷ I must put on my hat
- It's raining. ▷ I must find my umbrella
- It's summer. ▷ I must save food for winter
- I'm hungry. ▷ I must find food.

#### Activity 4 KEY: What's missing?

hat	socks	shoes	jacket
shoes	jacket	hat	socks
socks	shoes	jacket	hat
jacket	hat	socks	shoes

## Unit 3: The ant and the cricket

### Lesson 3: It's winter

#### Content

The vocabulary is introduced in context through the continuation of Aesop's fable "The Ant and the Cricket". The children learn to express likes and dislikes and talk further about weather conditions. The vocabulary is further consolidated through games and fun activities.

#### Linguistic objectives

Children are expected:

- to learn vocabulary related to seasons: *spring*
- to learn vocabulary related to weather conditions: *It's snowing*
- to practice the patterns: *I like. I don't like*
- to learn language chunks: *I'm so hungry. Why don't you...? Here you are. You're right*
- to identify the written form of the words
- to produce the written form of some words
- to consolidate language from previous lessons

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage dramatisation and groupwork
- to practice categorisation
- to convey the moral of the story: Save for a rainy day

#### Suggested resources

- CD and CD player
- cut-out masks of an ant and a cricket
- storycards/storyline cards
- flashcards
- dice
- boardmarkers

#### Suggested procedure (up to 5 days)

##### Pupil's Book.

**Step 1:** Keep books closed in the beginning of the lesson. Use the storycards to remind them of the story so far.

**Step 2:** The children listen to the story on the CD while looking at the pictures (twice or more times, if necessary). You may wish to act out the story during the second time pausing the story where necessary and try to elicit the plot of the story and facilitate the comprehension of the story by using the storycards.

**Step 3:** Check the children's understanding of the new vocabulary by asking relevant questions.

**Step 4:** Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. At this stage encourage the children to provide the story lines as well. The children listen to the story again.

**Step 5:** Two endings are provided here. The children are asked to choose the ending they think most appropriate and explain why. Then invite them to act it out with the ending they have chosen. All children should be given the opportunity to participate in the role playing activity.

**Step 6: First activity:** The children look at the four paintings and say which season each one represents.

**Step 7: Second activity:** The children decide if the sentence represents the picture. They answer true/false.

**Step 8: Third activity:** The children practise saying the tongue twister. They can also listen to it on the CD.

**Step 9: Fourth activity:** The children play the game. When they land on a box with a sentence they must follow the instruction. The winner is the first one to reach the last box.

##### Activity Book.

**First activity:** The children decide on symbols which represent weather conditions. They can either decide on their own individual ones or as a class. They listen to the weather information given on the CD (twice) and draw the appropriate symbols on the map. You may wish to go through the locations and names of the cities first.

**Second activity:** Ask the children to write the

missing word that is depicted by the picture.

**Third activity:** Ask the children to circle the mistakes in the reading passage by looking at the picture and then to write the correct word.

**Fourth activity:** Ask the children to put the words provided into the correct category.

## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 3: It's winter. Listen and read

Cricket: It's snowing again. I don't like winter!  
I like spring when the sky is blue.... and I like the sun in the summer, too.

(song:) Winter is cold.  
Spring is warm.  
Summer is hot.  
Autumn is not.

Ant: Mmm, yummy. I've got lots of food for the winter.

Cricket: Mr Ant! Mr Ant! I'm so hungry! Please give me some food.

Ant: Mr Cricket, you are so lazy.  
In the summer you play all day.  
Why don't you save for a rainy day?

Ant: Here you are! In the summer save for a rainy day!

Cricket: Thank you, Mr Ant. You're right.

#### Activity 1 KEY: Is it spring, summer, autumn or winter?

1. Summer
2. Autumn
3. Winter
4. Spring

#### Activity 2 KEY: True or false?

- A. True
- B. False
- C. True
- D. False
- E. False
- F. True

#### Activity 3 SCRIPT: Can you say it?

It's not hot and I play a lot!

#### Activity book.

#### Activity 1 SCRIPT: Listen and draw.

1. [Example] It's hot in Chania.
2. It's snowing in Kastoria.
3. It's raining in Trikala.
4. It's cold in Komotini.
5. It's warm in Lefkada.

#### Activity 2 KEY: Write the word.

1. Winter is cold.
2. Spring is warm.
3. Summer is hot.
4. Autumn is not.
5. The sun is yellow.
6. The sky is blue.

#### Activity 3 KEY: What's wrong?

It is **summer** [Example]. It's **hot**. The ant is **saving food**. The cricket is **eating**.

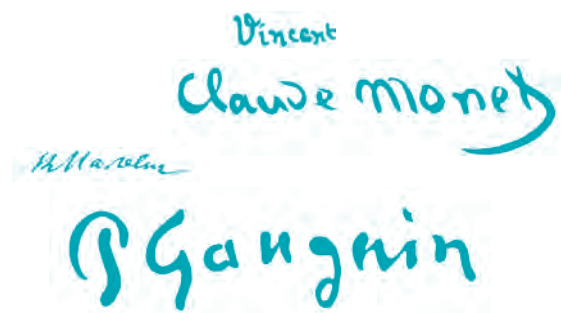
The little crickets are **reading**. The little ants are **playing**.

#### Activity 4 KEY: Put the words in the correct groups.

**colours:** ▷ green, yellow, red, blue

**seasons:** ▷ summer, autumn, winter, spring

**face:** ▷ eye, ear, tooth, mouth



## Unit 3: The ant and the cricket

### Art time!

Draw a summer scene with two pink trees, three blue flowers, five yellow stones, one purple nest,...

### Linguistic objective

The children are expected to practise and consolidate language they have learnt in this unit (both in written and oral form).

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

### Suggested resources

- coloured pencils/markers

### Suggested procedure (1 day)

**Step 1:** Ask the children what could be included in a summer scene and the colour each object is (the sun is yellow). The words could be written on board (optional).

**Step 2:** The children draw and label their summer scene.

**Step 3:** Ask the children questions about their drawing e.g. What's in your picture, What colour is it? How many stones are there?...etc.

### Project

Create your season book

### Linguistic objective

Children are expected to practise and consolidate language they have learnt in this unit (both in written and oral form).

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to develop fine motor skills
- to encourage creativity through art

### Suggested resources

- coloured pencils/markers

### Suggested procedure (1 day)

**Step 1:** Revise vocabulary items and language chunks related to seasons, weather, food, clothes, and activities from all three previous units.

**Step 2:** Demonstrate how to make the season fold-out book for which the template can be found on page 103 of the workbook. The children must cut around the book and fold along the dotted lines. The book has 8 pages -2 for each season. The children may include themselves in the drawings.

**Step 3 (optional):** The children could present their book to the class.

### Unit Evaluation

Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

Then, ask them to write their favourite words and phrases and share them with the class.

# Unit 4. The weasel and the mole

## Lesson 1. In the cellar

### Content

The vocabulary is introduced in context through the story and is further consolidated through chants and fun activities. The same phrases are repeated throughout the lesson, which aids comprehension and retrieval.

### Linguistic objectives

Children are expected:

- to learn vocabulary items about food: *bread, ham, cheese, yoghurt, salami, bacon, eggs, chips, lollipops, sweets, goodies, vegetables, fruit, cherries, pears, berries, nuts, honey and lettuce*
- to produce the language pattern: *there is, there are ....*
- to learn vocabulary items about adjectives related to sizes: *tall, big, small, fat, thin, empty, full*
- to be able to identify the written form of the words (word recognition)
- to produce the written form of the words

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage guessing strategies and develop spoken language
- to enhance observation skill
- to promote group/pairwork and dramatisation

### Suggested resources

- CD and CD player
- storycards (found online)
- realia or flashcards of relevant vocabulary
- puppets of a weasel and a mole (if available) or masks of the animals downloadable from the site
- boardmarkers

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1 (optional):** Books are kept closed at the beginning of the lesson. Ask the children if they remember any other of Aesop's fables besides the one presented in Unit 3: "The Ant and the Cricket". Then draw their attention to Alex and Uri looking at a storybook and wondering why a weasel is running in the forest.

Use the puppets or flashcards to present the characters of the fable: "The Weasel and the Mole". The children listen to the story on the CD. You may wish to act out the story during the second time by using visuals and body language. Try to elicit the plot of the story and facilitate the comprehension of the story using the storycards.

**Step 2:** Ask the children to open their books to Unit 4, Lesson 1. Ask them to identify any vocabulary items and lexical phrases they already know or recognise from previous units, e.g. *friend, eating, drinking* etc. Play the recording three times. The children listen to the story while looking at the pictures. During the second time pause during the listening and facilitate comprehension by using body language and facial expressions to illustrate meaning. While listening for the third time, ask the children to clap their hands every time they hear a food word. In this way, you keep them alert and also create fun in the classroom by having them physically involved (creative noise).

**Step 3:** Check the children's understanding of the new vocabulary by asking relevant questions e.g. Show me .../ Where is the weasel/the mole?/Is the weasel hungry?/What is the mole eating?/Is the mole inviting the weasel to join her in the cellar?....

**Step 4:** Stick the storycards on the board with BluTack following the storyline. The captions are also provided in a random order on the board. Invite the children to the board and ask them to match the captions with the corresponding picture after listening to you reading them or while listening to the CD.

**Step 5:** Use realia (or flashcards) of words related to food from previous units (potatoes, pears) and then introduce realia (or flashcards) of the new vocabulary related to food (bread, ham, cheese yoghurt). You can then play a memory game using the realia (or flashcards).

**Step 6:** Stick some of the storycards on the board with BluTack again, in particular those showing the two characters "doing something". Ask questions such as: "What is weasel doing?" and elicit the already known structure: "She is eating... He is running... etc."

## Unit 4. The weasel and the mole

**Step 7:** Invite the children to act out the story. Allocate roles: the mole, the weasel, the narrator. Try to engage with as many children as possible (for large classes three or more children could play the role of the narrator simultaneously). It is not necessary, of course, for the children to be able to produce the full sentences or the whole story. Allow time for understanding and speech production.

**Step 8: First activity:** The children listen and must choose the correct pictures. Pause after each piece of listening and ask the children to point to the picture they choose.

**Step 9: Second activity:** The children look at the pictures and with the help of the verbs given above they try to produce phrases from the story (pair work).

**Step 10: Third activity:** Invite the children one by one to stand up and secretly choose one of the pictures. Then they mime the activity depicted and act out the dialogue suggested in the example.

**Step 11: Fourth activity:** Invite the children to look at the picture of the cellar and pretend they are holding a monocular. Then they can “spy” the items found in the cellar, most of which are vocabulary items from the previous units (fan, nest, kite, map, key, shoes, socks, jacket, ) along with words from this lesson (salami, ham, cheese, yoghurt, bread). The children may repeat the phrase: “I can spy a.....”, or just say the word: “A fan, a map” etc.

### Activity book.

**First Activity:** Do this activity in the classroom after the children have listened to the story for one more time. Ask them to perform the matching task with their pupil’s books closed.

**Second activity:** This activity can be assigned as homework. Encourage the children to remember the stories from the previous units and decide if the sentences are true or false.

**Third activity:** The children listen to the CD twice and circle the correct picture. They check their answers in pairs.

**Fourth activity:** The children listen to the CD and number the pictures from the story in the order they hear them in.

**Fifth activity:** The children look at the pictures and provide the missing letters (word production).

## SCRIPTS & KEYS

### Pupil’s Book.

#### Lesson 1. In the cellar. Listen and read.

Yuri: Look, Alex! A weasel in the forest.

Alex: But why is he running?

*Easel, the weasel is running. His tummy is empty but the cellar is full.*

Easel the Weasel: Gosh! This wall is very tall!  
Oh, but look! A hole so small!

Easel the Weasel: Look! Here’s Cole the mole!

*Cole, the mole is eating. Cole, the mole is drinking. Her tummy is empty, but the cellar is full.*

Easel the Weasel: Cole, my friend, what are you eating?  
Cole, my friend, what are you drinking?  
My tummy is empty but your cellar is full.

Cole the mole: Come on Easel, join me please!  
There’s bread and ham and cheese.  
There’s yoghurt and salami.  
Come and have some! They are yummy!

Easel the Weasel: Munch! Crunch! Time for lunch!

#### Activity 1 SCRIPTS: Listen and match.

1. [Example] Salami (E)
2. Cheese
3. Yoghurt
4. Ham
5. Bread

#### Activity 1 KEY: Listen and match.

1. Salami ▷ E [Example]
2. Cheese ▷ B
3. Yoghurt ▷ A
4. Ham ▷ D
5. Bread ▷ C

### Activity 2 KEY: Look and say.

- A. Easel the weasel is running. [Example]
- B. Cole the mole is eating.
- C. Cole the mole is drinking.
- D. Easel the weasel is reading.
- E. Easel the weasel is sleeping.

### Activity 3 KEY: Let's play!

What am I doing?

- You are playing. [Example]
- You are eating.
- You are drinking.
- You are sleeping.
- You are reading.
- You are walking.

### Activity 4 KEY: Can you spy the 7 funny things in the cellar?

▷ A nest, a magic key, cricket's socks, cricket's shoes, cricket's jacket, a kite, a map.

### Activity book.

#### Activity 1 KEY: Match the animals with the phrases.

The mole is eating.

The weasel is running. [Example]

The mole is drinking.

The ant is saving food.

The cricket is putting on his jacket.

#### Activity 2 KEY: What are they doing? True or false?

1. Captain Cook is sailing. ▷ T [Example]
2. One Eye is playing. ▷ F
3. Kelly is opening the box. ▷ T
4. Kelly is sleeping. ▷ F
5. Smarty is reading the map. ▷ T
6. Cole, the mole, is eating. ▷ F

### Activity 3 SCRIPTS: Listen and circle the correct picture.

1. [Example] Bread, salami and cheese. (b)
2. My tummy is empty.
3. This wall is tall.
4. This hole is small.
5. The cellar is full.

### Activity 3 KEY: Listen and circle the correct picture.

1. b [Example]
2. b
3. a
4. b
5. b

### Activity 4 SCRIPTS: Listen and number.

1. [Example] Easel the weasel is running. (A)
2. Come on Easel join me, please!
3. This wall is very tall.
4. Cole my friend what are you eating?
5. There is bread and ham and cheese.

### Activity 4 KEY: Listen and number.

1. ▷ A [Example]
2. ▷ E
3. ▷ B
4. ▷ D
5. ▷ C

### Activity 5 KEY: Look at the pictures and write.

1. bread
2. cheese
3. salami
4. ham
5. yoghurt
6. pears



## Unit 4. The weasel and the mole

### Lesson 2. Time for lunch

#### Content

The children expand their food vocabulary as well as adjectives of sizes. The vocabulary is introduced in context through the story of the weasel and the mole and is further consolidated through chants and various fun activities.

#### Linguistic objectives

Children are expected:

- to learn vocabulary items about food e.g. *bacon, egg, chips, chocolate, lollipops, sweets, cookies, goodies etc.*
- to learn vocabulary items about adjectives related to sizes e.g. *big, fat, etc.*
- to expand body vocabulary items: *lips*
- to learn some new verbs: *lick, come, run through the hole*
- to practise counting
- to learn some lexical chunks: *hush, quick, I'm so fat, I'm so big*
- to be able to identify the written form of the words (word recognition)
- to be able to produce the written form of the words

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to engage children in fun activities and singing
- to promote group/pairwork and dramatisation

#### Suggested resources

- CD and CD player
- storycards (found online)
- realia of food items or flashcards of relevant vocabulary
- puppets of a weasel and a mole (if available) or masks of the animals downloadable from the site
- boardmarkers

#### Suggested procedure (up to 5 days)

##### Pupil's Book.

**Step 1:** Books are kept closed at the beginning of the lesson. Use the puppets/masks of the weasel and the mole to remind the children of the characters of the story and ask them if they would like to find out more about their adventures in the cellar. Alternatively, you may put the storycards on board in a random order and ask the children to recall the story, come to the board and arrange the pictures in chronological order.

**Step 2:** The children open their books and listen to the new story on the CD (twice) while looking at the pictures. This step may be repeated as many times as you deem necessary. Alternatively, ask the children to listen to the story without opening their books. You may wish to act out the story by using the puppets/masks of the weasel and the mole, some food realia and body language to make the story more interesting and easier for the children to follow. The story may be repeated if necessary.

**Step 3:** Use the food realia to check the children's understanding of the story and ask relevant questions such as: "Is the weasel eating ....?" You may refer to food items presented in Unit 3 to facilitate the understanding of the story. You may ask more questions such as: "What's that noise?/ Who's coming into the cellar?.....".

**Step 4:** Put the storycards on board in a random order. Read the story aloud and ask the children to provide the corresponding pictures on the board while listening.

**Step 5:** The children are required to put the pictures in the chronological order according to the story. If necessary, they may listen to the CD while doing it.

**Step 6:** The children listen to the story again. Invite them to act out the story. Allocate roles: one child as the weasel, one as the mole, and one as the person stepping down the cellar. All children should be given the opportunity to participate in the role playing activity. One option is for 3-4 children to perform simultaneously as one character; another option is to split the class into two groups (according to the class size) and have the story acted out as many times as necessary so that every child gets the chance to perform individually.

**Step 7: First activity:** Ask the children to listen to phrases from the story and match them to the pictures. They check their answers in pairs.



## SCRIPTS & KEYS

**Step 8: Second activity:** Ask the children to look at the two pictures of the weasels and say the food items they can see.

**Step 9: Third activity:** Ask the children to look at the picture, count the same food items and say them aloud.

**Step 10: Fourth activity:** Ask the children to say the chant while keeping to the rhythm. They can also listen to it on the CD

### Activity book.

**First activity:** Ask the children to look at the pictures from the story and match them to the corresponding phrases.

**Second activity:** Ask the children to look at the pictures of food items and write the words on the crossword.

**Third activity:** Ask the children to look at the word search, identify the food vocabulary items, circle and write them.

**Fourth activity:** Ask the children to look at the pictures and match them to the corresponding phrases.

**Fifth activity:** Ask the children to colour the picture with the given colour code to find the hidden message.



### Pupil's Book.

#### Lesson 2. Time for lunch. Listen and read

*Bacon with eggs and chips. Easel the weasel is licking his lips.*

*Chocolate, lollipops, sweets and cookies. Easel is having all the goodies!*

*He is munching, he is crunching...*

Cole the mole: Hush, little weasel! Someone is coming!

Man's voice: What's that munching? What's that crunching?  
In my cellar someone's lunching!

Cole the mole: Run little weasel! Quick! Run through the hole!

Easel the weasel: I'm so fat! I'm so big! I can't, Cole!

#### Activity 1 SCRIPT: Listen and match.

1. [Example] Easel the weasel is licking his lips. (D)
2. Easel is having all the goodies.
3. He is munching, he is crunching.
4. Hush, little weasel! Someone is coming.
5. Run little weasel! Quick! Run through the hole!
6. I'm so fat! I'm so big! I can't, Cole!

#### Activity 1 KEY: Listen and match.

1. ▷ D [Example]
2. ▷ E
3. ▷ C
4. ▷ A
5. ▷ F
6. ▷ B

#### Activity 2 KEY: Look and say.

1. Chips.
2. Egg.
3. Bacon.
4. Sweet.
5. Chocolate. [Example]
6. Cookie.
7. Lollipop.

# Unit 4. The weasel and the mole

**Activity 3 KEY: What is there in the cellar? Count and say.**

▷ One salami [Example], six sweets, three cookies, four lollipops, nine pears

**Activity 4 SCRIPT: Let's say the chant.**

What's that crunching? What's that munching?  
Easel is eating. Easel is lunching.  
Sweets and lollipops, bread and cookies,  
chips with eggs and yummy goodies.

### Activity book.

**Activity 1 KEY: Match the pictures with the phrases.**

- In my cellar someone's lunching. [Example]
- Easel, the weasel, is licking his lips.
- He is munching, he is crunching.
- Hush, little weasel! Someone is coming.
- Easel is having all the goodies.

**Activity 2 KEY: Do the crossword.**

- sweets
- bacon
- cookies
- chocolate
- lollipops [Example]
- eggs
- chips



**Activity 3 KEY: Circle the words and write**

▷ potato [Example], yoghurt, pears, cherries, salami, bread, cheese, ham.

p	o	t	a	c	a	s	e	i	h
o	y	o	g	h	u	r	t	l	a
t	a	r	p	e	a	r	s	k	m
a	l	c	h	e	r	r	i	e	s
t	i	o	r	s	a	l	a	m	i
o	s	b	r	e	a	d	j	u	z

**Activity 4 KEY: Match the pictures with the phrases.**

- Run through the hole.
- Save for a rainy day!
- Join me! [Example]
- Nice to meet you!
- Welcome to my house!

**Activity 5 KEY: Colour the words to find the phrase.**

The phrase is: time for lunch



## Unit 4. The weasel and the mole

### Lesson 3. The right kind of food

#### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Books are kept closed at the beginning of the lesson. Use the last picture of the second lesson to help the children remember the story. Discuss with them the fact that the weasel got fat because of his unhealthy eating and ask them what they think will happen next in the story. Also ask them what they would do if they were the weasel and wanted to get out of the cellar?

**Step 2:** The children listen to the story once (with books closed) to develop prediction skills.

**Step 3:** Ask the children to open their books and listen to the new story on the CD (twice) while looking at the pictures. You may wish to act out the story using the puppets/ You may wish to act out the story by using the puppets/masks of the weasel and the mole, the calendar and food realia. Body language is also important to reinforce understanding of the story.

**Step 4:** Check the children's understanding of the new vocabulary by asking relevant questions: "Does the weasel like vegetables and fruit?" "Does he have a bite at the end?" "Is he happy that he's thin again?" "How does eating properly make him feel?"

**Step 5:** Put the storycards on the board in random order and ask the children to rearrange them in chronological order. The children can listen to the story once again from the CD if they are not able at this stage to do so on their own.

**Step 6:** Put up a weekly calendar on the wall. Give the children the food items of this lesson and ask them to produce the correct food item according to Weasel's new eating habits. The children can listen to the story once again from the CD to check if they got the right answers.

**Step 7:** Invite the children to act out the story after having allocated roles. All children should be given the opportunity to participate in the role playing activity.

**Step 8:** Ask the children to work in pairs or groups, discuss and produce their own "Eating right" week diet.

**Step 9: First activity:** Ask the children to work in pairs. They listen to the phrases from the story and decide who says each phrase.

**Step 10: Second activity:** The children listen to the CD and match the phrases to the correct picture.

**Step 11: Third activity:** The children read the description and decide which weasel matches it.

**Step 12: Fourth activity:** The children look at the

#### Content

The vocabulary is introduced in context through the story and is further consolidated through songs and various fun activities. Emphasis is given on exposing the children to authentic language use in realistic context.

#### Linguistic objectives

Children are expected:

- to learn vocabulary items about food, e.g. *cherries, pears, berries, nuts, honey, lettuce.*
- to learn vocabulary items about the days of the week, e.g. *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*
- to learn adjectives related to sizes, e.g. *thin etc.*
- to learn and practise certain language chunks and phrases such as: *Come on! Have a bite! Thanks a million!, I'm out of here, Please don't pout, Eating right can get you out, Eating right can make you happy, That's the right kind of food, Yuk!, You're right*
- to be able to identify the written form of the words (word recognition)
- to produce the written form of the words

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to engage the children in fun activities and singing
- to promote group/pairwork and dramatisation
- to promote further discussion on the issue of "eating properly, and having a healthy diet" (healthy Vs unhealthy food and eating habits)

#### Suggested resources

- CD and CD player
- storycards (found online)
- realia of food items or flashcards of relevant vocabulary
- puppets of a weasel and a mole (if available) or masks of the animals downloadable from the site
- calendar with the days of the week
- boardmarkers

## Unit 4. The weasel and the mole

pictures and decide on which picture shows the right kind of food.

**Step 13: Fifth activity:** The children look at the picture of Alex and produce similar sentences talking about their eating habits.

**Step 14: Sixth activity:** The children listen to the song and match each verse to the correct picture.

### Activity book.

**First activity:** Ask the children to match the phrases from the story to the correct pictures.

**Second activity:** Ask the children to look at the pictures and circle the correct word.

**Third activity:** Ask the children to listen to the food items, draw and colour them.

**Fourth activity:** Ask the children to look at the pictures and write their words on the crossword.

**Fifth activity:** Ask the children to look at the pictures and fill in the missing letters.

### SCRIPTS & KEYS

#### Pupil's Book.

#### Lesson 3. The right kind of food. Listen and read.

Easel the Weasel: Look! I'm so fat!

Cole the mole: Oh, no, my friend! Please don't pout!  
Eating right can get you out.  
Eat your vegetables and fruit.  
That's the right kind of food.

Easel the Weasel: Vegetables and fruit? Yuk!

Cole the mole: Come on! Have a bite!

Easel the Weasel: Mmmm! Cole, my friend, you're right!

Easel the Weasel: Monday, Tuesday, tasty cherries.  
Wednesday, Thursday, plums and berries.  
Friday, and Saturday nuts and honey.  
Sunday, lettuce is so yummy!  
Eating right can make you happy!

Easel the Weasel: Thanks a million, Cole, my dear!  
I'm thin again! I'm out of here!

#### Activity 1 SCRIPT: Who says that? Cole, the mole, or Easel, the weasel? Listen and say.

1. [Example] Come on! Have a bite! (Cole, the mole)
2. Vegetables and fruit? Yuk!
3. Mmmm! Cole, my friend you're right!
4. Oh, no, my friend! Please don't pout!
5. Eat your vegetables and fruit. That's the right kind of food.
6. I'm thin again! I'm out of here!
7. Eating right can make you happy.
8. Look! I'm so fat!

#### Activity 1 KEY: Who says that? Cole, the mole, or Easel, the weasel? Listen and say.

1. Cole, the mole. [Example]
2. Easel, the weasel.
3. Easel, the weasel.
4. Cole, the mole.
5. Cole, the mole.
6. Easel, the weasel.
7. Cole, the mole.
8. Easel, the weasel.

#### Activity 2 SCRIPT: Listen and match.

1. [Example] Monday, Tuesday, tasty cherries. (B)
2. Friday, and Saturday nuts and honey.
3. Wednesday, Thursday plums and berries.
4. Sunday lettuce is so yummy.

#### Activity 2 KEY: Listen and match.

1. ▷ B [Example]
2. ▷ C
3. ▷ A
4. ▷ D

#### Activity 3 KEY: Read and find the right picture.

- ▷ Weasel C

**Activity 4 KEY: What's the right kind of food? Choose and say.**

1. ▶ b [Example]
2. ▶ a
3. ▶ a
4. ▶ b
5. ▶ b
6. ▶ a

**Activity 6 SCRIPT: Listen, match and sing.**

Round and round the cellar wall  
runs the greedy weasel.  
The mole thinks it's all for fun.  
Pop! Goes the weasel.

Some goodies for your hungry friend,  
some cherries for the weasel.  
That's the way the story goes.  
Pop! Goes the weasel.

"Some fruit and vegetables, my friend?"  
asks the hungry weasel.  
That's the way the story ends.  
Pop! Goes the weasel.

**Activity 6 KEY: Listen, match and sing.**

Round and round the cellar wall  
runs the greedy weasel.  
The mole thinks it's all for fun.  
Pop! Goes the weasel. ▶ (picture B)

Some goodies for your hungry friend,  
some cherries for the weasel.  
That's the way the story goes.  
Pop! Goes the weasel. ▶ (picture C)

"Some fruit and vegetables, my friend?"  
asks the hungry weasel.  
That's the way the story ends.  
Pop! Goes the weasel. ▶ (picture A)

**Activity book.**

**Activity 1 KEY: Match the pictures with the phrases.**

1. Eat your vegetables and fruit.
2. Vegetables and fruit? Yuk!
3. Please don't pout! [Example]
4. Look! I'm so fat!
5. I'm thin again! I'm out of here!

**Activity 2 KEY: Look and circle the correct word.**

1. A **tall** wall.
2. A **happy** mole.
3. A **small** hole.
4. A **cold** day.
5. A **thin** weasel.
6. An **empty** cellar.

**Activity 3 SCRIPT: Listen, draw and colour.**

In my basket, I've got green lettuce, yellow cheese, brown nuts, blue berries, red apples and pink lollipops. They're so yummy! (mole)

**Activity 3 KEY: Listen, draw and colour.**

In my basket, I've got **green** lettuce, **yellow** cheese, **brown** nuts, **blue** berries, **red** apples and pink lollipops. They're so yummy! (**mole**)

**Activity 4 KEY: Do the crossword.**

1. pears
2. sweets
3. bacon
4. cherries
5. bread
6. honey
7. chips
8. cheese
9. ham
10. yoghurt [Example]

**Activity 5 KEY: Do you remember?**

Monday , Tuesday tasty cherries.  
Wednesday , Thursday , plums and berries.  
Friday , and Saturday nuts and honey.  
Sunday lettuce is so yummy.  
Eating right can make you happy!

## Unit 4. The weasel and the mole

### Art time!

Fill weasels' tummies with healthy and unhealthy food.

#### Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote the development of motor skills
- to promote pair/groupwork
- to encourage creativity through art
- to encourage children to reflect about the kind of food they eat every day

#### Suggested resources

- coloured pencils/ markers
- flashcards
- A4 paper

#### Suggested procedure (up to 2 days)

**Step 1:** Invite the children to revise the vocabulary for food they have seen in this unit using the flashcards. Then ask them to decide which food is healthy and which is not. It may seem useful to write these on the board in two columns: one for healthy and one for unhealthy food. You may also ask some of the children to draw happy faces for the healthy food column and sad faces for the unhealthy food column. You may also wish to have a straight face, for foods which are good for you but only in small doses (milk) or only specific types (e.g. fat).

**Step 2:** Ask the children to look at the two drawings of a weasel. Then ask them to identify the healthy and unhealthy weasel. Start a class discussion about what kind of food they think each weasel eats.

**Step 3:** The children are encouraged to draw the different kinds of food in the empty tummy of each weasel - the healthy food for the healthy weasel, the unhealthy food for the unhealthy one. Finally, they label the food using their markers.

### Project

Design a poster on healthy eating habits

#### Linguistic objective

The children are expected to practise and consolidate language they have learnt in this unit (both in written and oral form).

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

#### Suggested resources

- coloured pencils/markers

#### Suggested procedure (up to 2 days)

**Step 1:** Tell the children to design a poster which will encourage young people to eat healthily. Invite the children to brainstorm phrases in order to decide on a slogan for the poster. Some examples are: Keep Fit, Eat Healthy, Eat Better, Feel Better. Have a class discussion about what they need to eat and do to stay fit and healthy. Write their ideas on the board *revising the food vocabulary from the unit*.

**Step 2:** Working in pairs or small groups, ask the children to think of at least two different ways they could illustrate these ideas in a poster. Provide paper and pencils for some sketches. Remind them that a poster should stand out and deliver its message quickly. Ask the children to take their ideas out to the four corners of the page and not just in the centre of the page, and to make both their drawings and slogan large and easy to see from a distance.

**Step 3:** Invite the children to share their ideas and sketches with the class. They are then instructed to design their poster on A4 paper to be displayed on the classroom wall.

#### Unit Evaluation

Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

Then, ask them to write their favourite words and phrases and share them with the class.

## Lesson 1: School is fun

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1 (optional):** Books are kept closed at the beginning of the lesson. Ask children if they like school and to show you what school items they brought with them that day.

Use realia to present the school items, and body language for action verbs. The children listen to the story on the CD (twice or more times, if necessary). You may wish to act out the story during the second time by using visuals prompts.

Try to elicit the plot of the story and facilitate the comprehension of the story by using the storycards.

**Step 2:** Ask the children to open their books and listen to the story while looking at the pictures. While listening, they may point to the corresponding pictures. This step may be repeated as many times as deemed necessary (emphasise in the classroom that reading is not necessary and that the children can understand the story through the pictures).

**Step 3:** Check the children's understanding of the new vocabulary by asking relevant questions: e.g: "Show me / where is the board, school bag?", etc.? You might also ask questions such as: "What is this?" and help the children repeat "board". Then draw the children's attention to the school items in the classroom and on their desks.

**Step 4:** Stick the storycards on the board with BluTack following the storyline. Some of the captions are also provided together with the corresponding pictures. The rest of the captions are given aside. Invite the children to the board and ask them to match the captions with the corresponding picture after listening to them being read.

**Step 5:** The children listen to the story again. Then, invite them to act out the story. Allocate roles: one child as the duck, one as the squirrel, etc. All the children should be given the opportunity to participate in the role playing activity. One option is for 3-4 children to perform simultaneously as one character; another option is to split the class into two groups (according to class size) and have the story acted out as many times as necessary so that every child gets the chance to perform individually. In the end, ask the children what they need to bring with them to school every day, and if they also perform the same activities as those in the animal school.

### Content

The children practise vocabulary related to school items. The vocabulary and the functions are introduced in context through the story of the animal school and are further consolidated through playful activities.

### Linguistic objectives

Children are expected:

- to learn vocabulary related to school items: *school, schoolbag, pencil, rubber, notebook, pencilcase, board*
- to learn action verbs: *running, climbing, swimming, flying*
- to be able to identify the written form of the words (word recognition)
- to be able to produce the written form of the words

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote group/pairwork and dramatisation.
- to promote inductive learning abilities

### Suggested resources

- Storycards (found online)
- Flashcards or realia
- Boardmarkers

# Unit 5: The animal school

## SCRIPTS & KEYS

**Step 6: First activity:** Ask the children to listen and match pictures to the sentences. If they have any difficulty, they can turn to the previous page and get help from the story or ask the help of another child (pairwork). They can listen to the recording a second time, if necessary.

**Step 7 (optional):** This activity may be used for revision before the activities that follow. Put the storycards on the board in random order and ask the children to come to the board and arrange them in chronological order. At this stage encourage the children to provide the story lines as well (if they can).

**Step 8: Second activity:** Ask the children to find the school things and thus consolidate the new vocabulary again.

**Step 9: Third activity:** This game is a version of the 'Simon says' game. Child A says "Henry says, sleep". Child A closes his/her eyes and pretends to sleep.

**Step 10: Fourth activity:** The children sing the song about the animal school, which consolidates all the action words in an amusing and memorable way.

### Activity book.

**First activity:** The children find the two pieces of the puzzle and match it to the word.

**Second activity:** The children choose the sentence that corresponds to the particular picture and circle it.

**Third activity:** The children join the dots to make the picture, and when they identify it, they write the word underneath.

**Fourth activity:** The children put the words in the appropriate category according to the thematic content.

### Pupil's Book.

#### Lesson 1: School is fun. Listen and read.

Yuri: What story is this, Tammy?

Tammy: It's the story of the animal school!

Yuri: Great!

Anne, the Eagle: Why are we all here?

Cole, the Mole: We want to start a school! We want to learn. School is fun!

Daffy, the Duck: Great idea! I need my schoolbag.

Harry, the Hare: You don't need it, Daffy. Take a pencil and a rubber.

Daffy, the Duck: Where is my pencilcase?

Harry, the Hare: Here it is, Daffy. Take your notebook too.

Daffy, the Duck: I'm so excited!

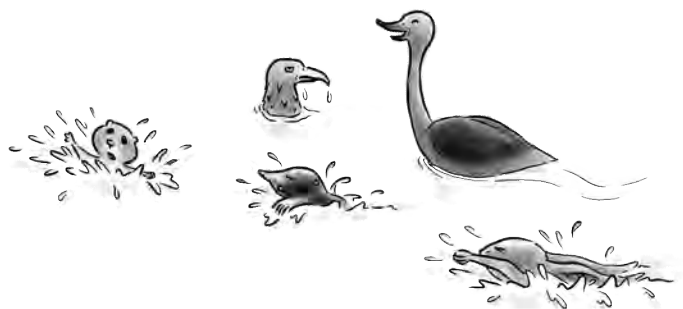
Earl, the Squirrel: Where is the board?

Cole, the Mole: We don't need a board, Earl.

Anne the Eagle: What lessons have we got?

Henry, the Owl: This is an animal school. We learn everything!

All animals singing: At the animal school, at the animal school,  
we learn everything. It's cool!  
Running and climbing,  
swimming and flying.  
That's the right kind of school!  
(x2)





## Activity 1 SCRIPT: Listen and match.

1. [Example] We want to start a school. (E)
2. Why are we all here?
3. Here it is, Daffy. Take your notebook too.
4. I'm so excited!
5. Where is the board?
6. This is an animal school. We learn everything.

## Activity 1 KEY: Listen and match.

1. ▷ E [Example]
2. ▷ C
3. ▷ A
4. ▷ B
5. ▷ F
6. ▷ D

## Activity 2 KEY: Can you find the school things?

yellow fish: a **notebook**  
 blue fish: a **pencil** and a **pencilcase**  
 green fish: a **schoolbag**  
 red fish: a **book** and the **board**  
 orange fish: a **rubber**

## Activity 4 SCRIPT: Let's sing!

At the animal school, at the animal school,  
 we learn everything. It's cool!  
 Running and climbing,  
 swimming and flying.  
 That's the right kind of school! (x2)



## Activity book.

### Activity 1 KEY: Find and match.

1. notebook ▷ E-d [Example]
2. school bag ▷ C-b
3. rubber ▷ D-a
4. pencil ▷ B-e
5. book ▷ A-c

### Activity 2 KEY: Choose and circle.

1. I need my schoolbag. [Example]
2. You need a board.
3. We don't need a pencil case.
4. You don't need a notebook.
5. We need pencils.

### Activity 3 KEY: Join, colour and write.

1. book [Example]
2. schoolbag
3. board
4. rubber
5. pencilcase
6. notebook
7. pencil

### Activity 4 KEY: Put the words in the correct groups.

- Food: ▷ cheese, yoghurt, honey, lettuce
- Clothes: ▷ hat, jacket, socks, shoes
- Animals: ▷ ant, weasel, crocodile, parrot
- House: ▷ bedroom, kitchen, bathroom, living room
- School things: ▷ schoolbag [Example], pencil, rubber, notebook

# Unit 5: The animal school

## Lesson 2: Lessons at the animal school

### Content

The children practise telling the time and how they feel about various activities they have to do at school. The vocabulary is introduced in context through the story and is further consolidated through playful activities. Action verbs are revised and more action verbs are introduced.

### Linguistic objectives

Children are expected:

- to learn vocabulary related to time: *It's 11:30, 10 o'clock, etc.*
- to learn vocabulary related to feelings: *I love..., don't be angry, don't be sad, etc.*
- to talk about what they can and can't do: *I can help you, I can run, I can't climb, etc.*
- to be able to identify the written form of the words (word recognition)
- to be able to produce the time

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage acceptance of differences
- to promote the ideas of uniqueness and cooperation
- to promote group/pairwork and dramatisation

### Suggested resources

- storycards (found online)
- flashcards and realia
- boardmarkers

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Show the school timetable and elicit the numbers. Then introduce telling the time by referring to the time at which various classes start.

**Step 2 (optional):** Books are kept closed at the beginning of the lesson. Remind the children of the previous lesson, and ask them which of these animals might have difficulty flying, swimming, running, etc., and why.

**Step 3:** The children open their books and listen to the new story on the CD (twice) while looking at the pictures. This step may be repeated as many times as deemed necessary (emphasise that reading is not necessary and that the children can understand the story through the pictures). Alternatively, ask the children to listen to the story without opening their books.

You may also wish to act out the story during the second time by miming.

**Step 4:** Check the children's understanding of the new vocabulary by asking relevant questions: e.g. *Can you run? Are you ready? I can help you.*

**Step 5:** Put the storycards on the board in random order and ask the children to provide the corresponding story lines. The children match the story lines with the corresponding pictures on the board by listening to the story being read.

**Step 6:** The children are required to put the pictures in chronological order. If necessary, they may listen to the CD while doing it.

**Step 7:** Invite the children to act out the story. Allocate roles: one child as the owl, another as the duck, etc. All the children should be given the opportunity to participate in the role playing activity. One option is for 3-4 children to perform simultaneously as one character; another option is to split the class into three groups (according to the class size) and have the story acted out as many times as necessary so that every child gets the chance to perform individually.

**Step 8: First activity:** Ask the children to listen and match the sentences to the pictures. They can listen to the script more than once if needed. They can also look back at the lesson to check the pictures there.

**Step 9 (optional):** This activity may be used for revision before the activities that follow.

Put the storycards on the board in a random order

## SCRIPTS & KEYS

and ask the children to come to the board and arrange them in chronological order. At this stage encourage the children to provide the story lines as well (if they can).

**Step 10: Second activity:** Ask the children to look at the clocks and say what time it is. They can refer to the lesson if necessary. If they have difficulty, practise with a toy clock or with flashcards.

**Step 11: Third activity:** The children listen and match the names of the characters with the descriptions they hear.

**Step 12: Fourth activity:** Personalise the lesson by reading the action words and practise saying what they like and don't like doing (pairwork).

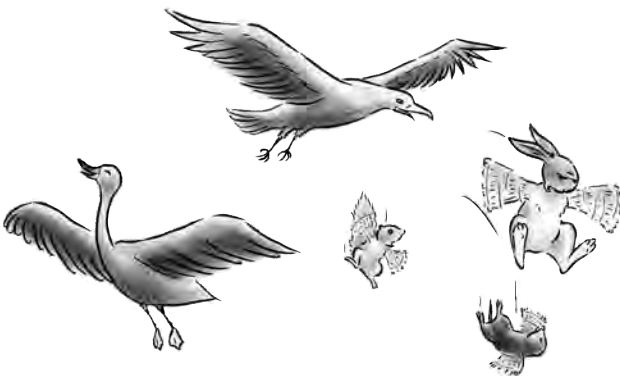
### Activity book.

**First activity:** The children listen and match what they hear to the pictures.

**Second activity:** The children circle the odd one out.

**Third activity:** The children first draw the time on the clock, and then write it out underneath.

**Fourth activity:** The children circle as many phrases as they can find.



### Pupil's Book.

#### Lesson 2: Lessons at the animal school.

##### Listen and read

Henry, the Owl: Ok, swimming starts at 9 o'clock. Are you ready?

All animals: Yes, Henry!

Daffy the Duck: I love swimming!

Earl the Squirrel: I don't! This is hard!

Henry, the Owl: It's 10 o'clock. You must go to the running class now, Daffy.

Daffy the Duck: Ok, let me try. Oh, I can't run! I don't like running.

Harry, the Hare: Don't be lazy, of course you can run! I love running!

Earl the Squirrel: Running is easy! This is fun!

Henry, the Owl: It's 11.30, flying starts. Come on, Harry, fly!

Harry, the Hare: Oh, no! Flying is hard for me.

Anne, the Eagle: Don't be angry, Harry!

Earl the Squirrel: Come on, Harry, let's try. This is hard for me too!

Henry, the Owl: It's 12.30. Time for climbing, everybody!

Cole the Mole: Oh, no, I can't climb...

Earl the Squirrel: Don't be sad. I can help you. Join me, Cole.

Cole the Mole: Thank you! You're a good friend!

Anne, the Eagle,

Harry, the Hare,

Daffy, the Duck,

Henry, the Owl: Everybody can do something but together we can do everything!

#### Activity 1 SCRIPT: Listen and match.

1. [Example] Ok, swimming starts at 9 o'clock. (C)
2. Oh, I can't run!
3. I love swimming!
4. Time for climbing, everybody!
5. You're a good friend!

## Unit 5: The animal school

### Activity 1 KEY: Listen and match.

- ▶ C [Example]
- ▶ B
- ▶ A
- ▶ E
- ▶ D

### Activity 2 KEY: What's the time? Look and say.

- It's one o'clock. [Example]
- It's half past eleven. [Example]
- It's nine o'clock.
- It's ten o'clock.
- It's half past twelve.
- It's seven o'clock.
- It's half past four.

### Activity 3 SCRIPT: Listen and say.

- Why are we all here?
- It's ten o'clock.
- Don't be lazy, of course you can run! I love running!
- Oh no! I can't climb...

### Activity 3 KEY: Listen and say.

- ▶ D
- ▶ A
- ▶ C
- ▶ B

### Activity book.

#### Activity 1 SCRIPT: Listen and number the pictures.

- [Example] Are you ready? (A)
- I love swimming!
- It's 11.30.
- Flying is hard for me.
- Join me, Cole.
- I love running!

### Activity 1 KEY: Listen and number the pictures.

- ▶ A [Example]
- ▶ F
- ▶ D
- ▶ C
- ▶ B
- ▶ E

### Activity 2 KEY: Circle the odd one out.

- bedroom [Example]
- cellar
- dragon
- nuts
- July
- mouth

### Activity 3 KEY: What's the time? Draw and write.

- 3:30 It's half past three. [Example]  
6:00 It's six o'clock. [Example]  
8:00 It's eight o'clock.  
2:30 It's half past two.  
11:00 It's eleven o'clock.  
7:30 It's half past seven.  
5:00 It's five o'clock.  
1:30 It's half past one.

### Activity 4 KEY: Circle the phrases.

thanks a million [Example]  
have a bite  
time for lunch  
what's the time  
I'm out of here  
you're right



## Lesson 3: A bright world

### Content

The children are encouraged to accept and respect differences through a song.

### Linguistic objectives

Children are expected:

- to practise and consolidate vocabulary from previous lessons: *stone, box, next, flower, tree*, etc.
- to identify the written form of the words (word recognition)
- to be able to produce the written form of the word

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere through a song
- to cultivate children's visual perceptions
- to challenge prejudice and promote community cohesion
- to promote the ideas of uniqueness and cooperation

### Suggested resources

- storycards (found online)
- pictures from previous stories of the book (optional)
- boardmarkers

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1 (optional):** Ask the children to talk about the story of the animal school and what they have understood, what they liked etc. The aim is to activate previous schemata and reflect on the moral of the story before introducing the song. Ask the children whether they think that all animals are the same, and whether all children are the same.

**Step 2:** Ask the children to open their books and listen to the new song on the CD (twice) while looking at the pictures. This step may be repeated as many times as deemed necessary.

Alternatively, ask the children to listen to the song without opening their books.

**Step 3:** Check the children's understanding of the new vocabulary by asking relevant questions: e.g: *Are we all the same or different? Can you help me? Can I help you?*

**Step 4:** The children listen to the song again and then sing along and dance.

**Step 5: First activity:** The children listen and match the words they hear to the pictures given.

**Step 6: Second activity:** Ask the children to play a memory game. They are required to look at the pictures for 1 minute and then close the book and try to recall the items.

**Step 7: Third activity:** This activity will help students to recycle vocabulary items from previous units. This can either be a pairwork or a groupwork activity. One child will say: "I spy with my little eye, something beginning with 'm'. The second pupil will say 'map'.

**Step 8: Fourth activity:** Ask the children to decide whether the picture shows a duck or a hare. Visual perception is promoted here.

#### Activity book.

**First activity:** The children match the phrases in the left column to the phrases in the right column.

**Second activity:** The children listen to the song, and fill in the blanks with the appropriate words. Then they can sing it as well!

**Third activity:** The children match the words in the column on the left to their opposite in the right column.

**Fourth activity:** The children decode the message.

# Unit 5: The animal school

## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 3: A bright world. Listen, read and sing.

Song:

It's cool to be different, everybody is unique.  
Different is nice and nobody is weak!  
Everybody is different, everybody is nice.  
What a pity, what a shame,  
how boring to be the same!

Respect my likes, respect my rights,  
and the world will be so bright!  
I can help you, you can help me,  
everything will be alright!

Everybody can do something  
but together we can do everything!

#### Activity 1 SCRIPT: Listen and match.

1. [Example] weak! (C)
2. different
3. nice
4. lazy
5. same

#### Activity 1 KEY: Listen and match.

1. ▷ C [Example]
2. ▷ B
3. ▷ E
4. ▷ D
5. ▷ A

#### Activity 2 KEY: Memory game!

▷ stone, garden, tree, box, nest, flower

#### Activity 3 KEY: I spy with my little eye....

▷ The sun, a key, a leaf, a lollipop, salami,  
chocolate, chips, a map, bacon, a pond.

#### Activity 4 KEY: Can you see the duck or the hare?

▷ They can see both the duck and the hare.

### Activity book.

#### Activity 1 KEY: Match the phrases.

1. everybody is unique. [Example]
2. and nobody is weak!
3. how boring to be the same!
4. respect my rights.
5. you can help me.

#### Activity 2 SCRIPT: Listen and write the words.

It's cool to be different, everybody is unique.  
Different is nice and nobody is weak!  
Everybody is different, everybody is nice.  
What a pity, what a shame,  
how boring to be the same!

Respect my likes, respect my rights,  
and the world will be so bright!  
I can help you, you can help me  
everything will be alright!

#### Activity 2 KEY: Listen and write the words.

It's cool to be different, everybody is unique [Example].  
Different is nice and nobody is weak!  
Everybody is different, everybody is nice.  
What a pity, what a shame,  
how boring to be the same!

Respect my likes, respect my rights  
and the world will be so bright!  
I can help you, you can help me  
everything will be alright!

#### Activity 3 KEY: Match the opposites.

1. everybody ▷ nobody
2. strong ▷ weak
3. different ▷ same [Example]
4. empty ▷ full
5. small ▷ big
6. happy ▷ sad

#### Activity 4 KEY: Can you find the magic phrase?

▷ EVERYBODY CAN DO SOMETHING BUT  
TOGETHER WE CAN DO EVERYTHING

## Art time!

### Create your own clock!

#### Linguistic objective

The children are expected to practise and consolidate language they have learnt in this unit.

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

#### Suggested resources

- coloured pencils/markers

The children will learn about cuckoo clocks, look at traditional and modern examples, and design their own cuckoo clock. They will describe the different features of the clocks, talk about the design of their own clocks and practise telling the time.

A cuckoo clock template is provided in the workbook. Full instructions and visual resources for completing the clock are here:

[www.youtube.com/watch?v=S8fKzoigpWU](http://www.youtube.com/watch?v=S8fKzoigpWU)

The aim is to guide the children to incorporate elements of Unit 5 into their design, such as the school, the animals and their activities.

The clock can be used to talk about parts of the house (roof, windows, door), animals (squirrel, duck, eagle etc), plants (trees, flowers), clocks and telling the time. The children can describe the different kinds of clocks, answer questions about their design, and practise telling the time.

## Project

### You are unique!

#### Linguistic objective

The children are expected to practise and consolidate language they have learnt in this unit.

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

## Suggested resources

- coloured pencils/markers

### Suggestions:

Take a photo of each child and place it beside their information to create a personal profile for every child. Alternatively, the child could do a self portrait and write their likes and dislikes. These can be displayed in one of the following ways:

- A hot-air balloon template where children put their photograph on the basket, and information about themselves in the balloon, colouring it in their favourite colour. All the children's balloons could then be displayed on a sky background, with clouds, birds, a rainbow etc.
- A space background with planets and stars, with a rocket template, on which children stick their pictures and write about their likes/dislikes.
- An underwater scene with treasure chests, seaweed etc., with various fish/ underwater animal templates, on which children stick their pictures and write about their likes/dislikes.
- A wild flower garden display, where children put their picture in the middle of the flower, and then write a like/ dislike on every petal. Put them all together to make a field of mixed and colourful flowers.
- A wild-west theme with 'wanted'-posters, displaying the photo of the child and their traits. To create the 'old & tattered' effect, screw up the paper template first and then dab it with a wet tea-bag – this gives it a stained look. For an even better effect, rip the edges all around. Be sure to leave enough time for it to dry before the children write on it.

## Unit Evaluation

Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

Then, ask them to write their favourite words and phrases and share them with the class.

# Unit 6: The emperor's new clothes

## Lesson 1: Nothing looks right

### Content

The children practise vocabulary which refers to clothes, colours, as well as adjectives related to sizes and colours. The vocabulary is introduced in context through the story and is further consolidated through chants.

### Linguistic objectives

Children are expected:

- to learn vocabulary items about clothes, e.g. *trousers, shirt and suits*
- to learn vocabulary items about colours, e.g. *purple, orange, black*
- to learn vocabulary items about adjectives related to sizes and colours, e.g. *long, short, bright, dark*
- to identify and use the structures: *these..../ those .....are....*
- to identify the written form of the words (word recognition)
- to produce the written form of the words
- to consolidate vocabulary items and structures they have learned in the previous units e.g. *jacket, shoes, door, need, this is.../that is...*

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage singing
- to promote group/pairwork and dramatisation
- to promote inductive learning abilities (story-sequencing task)

### Suggested resources

- storycards (found online)
- realia (trousers, shirt, suit)
- flashcards or pictures with colours
- puppets of a king/servants/tailors (if available) or masks of king/servants/tailors downloadable from the site
- boardmarkers

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Introduce Hans Christian Andersen's tale perhaps by talking about a well-known and popular fable (e.g. The Ugly Duckling, The Princess and the Pea). This can be done in Greek.

**Step 2:** Ask the children to open their books to Unit 6, Lesson 1. Ask them to identify any vocabulary items and lexical phrases they already know from previous units, e.g. *living room, door, wall, jacket, shoes* etc. Play the recording three times. The children listen to the story while looking at the pictures. During the second time pause the recording and facilitate comprehension by using body language and facial expressions to illustrate meaning. While listening for the third time, ask the children to jump up every time they hear a word related to clothes. In this way, you keep them alert and also create fun in the classroom by having them move around (creative noise). You may extend this technique to include two groups (e.g. boys and girls or half the class according to seating arrangements) one for words of colours and one for words of clothes.

**Step 3:** Involve all the children in reading the text aloud but by giving them a purpose, e.g. ask them to play a role, or organise a chorus, reading once aloud, once in a low voice, only boys, only girls etc.

**Step 4:** Stick the storycards on the board with BluTack following the storyline. Provide the captions in a random order on the board. Invite the children to the board and ask them to match the captions with the corresponding picture after listening to you reading them or while listening to the CD.

**Step 5:** Use flashcards or pictures of colours to revise already known vocabulary of colours (*blue, yellow, red, green* from Unit 2) and practise the two new ones (*purple, orange*) by asking 'What colour is this?'. Try to engage all the children by giving them all a chance to answer.

**Step 6:** Use realia (or pictures) of words related to clothes from previous units (*bag, hat, shoes, socks, jacket*) and elicit the already known structure of *This is.... / that is...* (from Unit 2) by asking, 'What's this?' *What's that?* Then, include realia of the new vocabulary related to clothes (*trousers, shirt, suit*) to demonstrate the use of the structure *these/those* initially in its simple form (*these are shirts/ those are trousers*) and then in the form of *these shirts are.../ those trousers are...* using colours (e.g. *these trousers are blue*).

**Step 7:** Use pictures of *long* and *short* clothes (e.g. long trousers, short trousers) or miming with your hands the length of the trousers to further consolidate the meaning of the adjectives. In the same manner introduce the adjectives *bright/dark* (e.g. using pictures of rooms that are bright or dark or pictures



of some colours that are considered dark or bright). Ask the children to become the emperors and explain why they do not like the piece of clothing he/she is offering them each time. Ask some of the children to be the servants who are offering something to the emperor. You can demonstrate this by showing the picture of a suit and saying 'This orange suit looks nice' and answering, 'No, no, no....it's too long'.

**Step 8:** Invite the children to act out the story. Allocate roles: two servants, two tailors, an emperor. Try to engage as many children as possible (for large classes of three or more, the children could play the role of servants simultaneously). It is not necessary, of course, for the children to be able to produce full sentences or the whole story. Allow time for understanding and speech production.

**Optional:** You could also give the children access to the online stories of The Emperor's New Clothes on YouTube:

<http://www.youtube.com/watch?v=wzJ3fcG9IkY>,  
<http://www.youtube.com/watch?v=mDh9UtOVfmQ>

**Step 9: First activity:** The children listen and choose the right pictures. Pause after each piece of listening and ask the children to raise their hands for either A or B (e.g. How many say A?)

**Step 10: Second activity:** The children go to page 79 of their pupil's books and do the activity by counting the objects and giving the total number and colour of each object as shown in the example (*four red hats*). This can be done in pairs or groups. Use flashcards or pictures of the items on the blackboard/whiteboard and ask the children to say the correct answer.

**Note:** The children should not be asked to provide answers in this exercise on the blackboard / whiteboard as the numbers eleven / twelve were only practised in their spoken form in Unit 5 and, not yet, in their written one.

**Step 11: Third activity:** The children practice the use of the structures *these...are / those...are* revising, at the same time, vocabulary items related to clothes and colours. This activity can be done individually (or in pairs). You may let the children compare their answers in the form of peer assessment and ask them to write the correct answers on the blackboard / whiteboard.

**Step 12: Fourth activity:** The children identify and produce the written form of the song recalling words related to furniture items and clothes that are given in pictures. You may play the song from the CD before they attempt the exercise or afterwards, in a form of self-evaluation.

### Activity book.

**First activity:** Could be done either in class or assigned as homework after the children have been fully exposed to the story through the sequencing or acting it out.

**Second activity:** Can be assigned as homework after the children practise vocabulary items of clothes and colours respectively.

**Third activity:** Children write the missing colours and then apply them to the picture accordingly.

**Fourth activity:** Should be attempted in class as it examines pairs of opposites from this lesson (*bright/dark*) and recycles others from previous lessons.

## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 1: Nothing looks right. Listen and read.

Lena: Look, Tammy! A book with fairytales.

Andersen: Hi, kids! I'm Hans Christian Andersen. Let me tell you a story.

Servant 1: Clothes on the floor, some more on the door, trousers here and there, some shirts on the chair.

Servant 2: Clothes, clothes, clothes. The emperor loves his clothes.

Emperor: What are you doing there? I need to change, is that so strange?

Servant 2: These jackets and suits, those trousers and shoes, are ready for you to choose.

Emperor: These black trousers ....no, no, no.... They're too dark and too long. This purple jacket....no,no,no. It's too short.

Servant 2: This orange suit looks nice, Sir.

Emperor: No,no,no. It's too bright. Too long, too short, too dark, too bright, nothing looks right. Oh, I have nothing to wear. Nothing...

Tailors: Is the emperor here?

Emperor: Who's there?

# Unit 6: The emperor's new clothes

## Activity 1 SCRIPT: Listen and choose.

1. [Example] **Servant:** This jacket looks nice, Sir.  
**Emperor:** No, no, no. It's too bright. (a)
2. **Servant:** These trousers look nice, Sir.  
**Emperor:** No, no, no. They're too short.
3. **Servant:** This shirt looks nice, Sir.  
**Emperor:** No, no, no. It's too bright.
4. **Servant:** These socks look nice, Sir.  
**Emperor:** No, no, no. They're too long.
5. **Servant:** This suit looks nice, Sir.  
**Emperor:** No, no, no. It's too dark.
6. **Servant:** This jacket looks nice, Sir.  
**Emperor:** No, no, no. It's too short.

## Activity 1 KEY: Listen and choose.

1. ▷ a [Example]
2. ▷ a
3. ▷ b
4. ▷ b
5. ▷ a
6. ▷ a

## Activity 2 KEY: Count and say.

- a. Four red hats. [Example]
- b. Eight black suits.
- c. Twelve green socks.
- d. Seven green shoes.
- e. Nine yellow bags.
- f. Ten blue jackets.
- g. Eleven purple shirts.

## Activity 3 KEY: Look and say.

1. **These** suits are nice. [Example]
2. **Those** shirts are beautiful. [Example]
3. **These** trousers are long.
4. **Those** hats are unique.
5. **Those** shoes are dark.
6. **These** jackets are short.
7. **Those** socks are bright.

## Activity 4 SCRIPT: Find and sing.

Clothes on the floor, [Example]  
some more on the door,  
trousers here and there,  
some shirts on the chair.

## Activity 4 KEY: Find and sing.

Clothes on the floor, [Example]  
some more on the door,  
trousers here and there,  
some shirts on the chair.

## Activity book.

Activity 1 **KEY:** Read and match.

Is the emperor here? ▷ tailors  
What are you doing in there? ▷ emperor  
Those trousers and shoes are ready for you to  
choose. ▷ servant [Example]  
Oh, I have nothing to wear. ▷ emperor  
This orange suit looks nice, Sir. ▷ servant  
Who's there? ▷ emperor

## Activity 2 KEY: Look and write.

Clothes on the floor, [Example]  
some more on the door.  
Trousers here and there,  
some shirts on the chair.

These jackets and suits,  
Those trousers and shoes,  
Are ready for you to choose.

## Activity 3 KEY: Write and colour.

1. red hat
2. green jacket
3. purple trousers
4. orange socks
5. black shoes

## Activity 4 KEY: Find the missing words.

1. These trousers are dark but those trousers are bright. (example)
2. These ants are small but those kangaroos are big.
3. These trousers are long but those trousers are short.
4. These bags are full but those bags are empty.
5. These weasels are fat but those weasels are thin.
6. These crickets are hot but those crickets are cold.

# Unit 6: The emperor's new clothes

## Lesson 2: The emperor's special suit

### Content

The children practise further vocabulary items relating to colours. The vocabulary is introduced in context and is further consolidated through games and various tasks.

### Linguistic objectives

Children are expected:

- to learn vocabulary items about colours, e.g. *brown, pink*
- to identify and use lexical chunks e.g. *I can't see anything, Am I a fool? Is the special suit ready? Yes, It is. It's pink and brown, can't you see?*
- to identify the written form of the words (word recognition)
- to produce the written form of the words
- to consolidate vocabulary items they have learned in the previous lesson e.g. *trousers, shirt, suit, purple, orange, black*

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to activate the children's knowledge relating to the story of The Emperor's New Clothes
- to promote group/pairwork and dramatisation
- to promote inductive learning abilities (story-sequencing task)

### Suggested resources

- storycards (found online)
- masks of king/servants/tailors downloadable from the site

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Enter the classroom and comment about the clothes of some of the children. This engages them into making direct associations with the vocabulary they have learned in real life situations. In particular, aim to focus on clothes with brown and pink colours so as to passively introduce the children to the vocabulary of this lesson.

**Step 2:** Books should be kept closed at the beginning of the lesson. Start reading the story beginning with the last picture of the previous lesson where the tailors are asking, whether the emperor was there and the emperor asking "Who's there?". The children listen to the story on the CD twice. You may wish to act out the story during the second time by using visuals. Facilitate the comprehension of the story using the storycards.

**Step 3:** The children open their books and listen to the story while looking at the pictures. While listening, they point to the corresponding pictures. This step may be repeated as many times as you deem necessary (emphasise that reading is not necessary and that the children can understand the story through the pictures).

**Step 4:** Check the understanding of the story plot by asking relevant questions: e.g. "Who are the two men..?" (tailors). "What do they make..?" (special suit). "Why is the suit special..?" (only clever people can see it). "Can the emperor see the suit..?" (no, he can't).

**Step 5:** In order to introduce the new vocabulary (*brown/pink*) in context and practise the new lexical chunks (*Is the special suit ready?*). Ask the children to practise, in pairs, the lexical chunks present in the dialogue between the servant and the tailors. Demonstrate by saying: 'Is the special suit ready?' 'Yes, it is. It's brown and pink, can't you see?' This activity may be extended to include other clothes such as those worn by the children in which case they may ask: 'Is the special jacket ready? Yes, it is blue and red (colours of the learner's jacket), can't you see?'

**Step 6:** Put labels with the days of the week written on them, in random order on the blackboard/whiteboard using BluTack. Ask some of the children to put them in order (horizontally) so that a weekly schedule can be made. Under each day attach a picture of a piece of clothing. The children have to say what they wear each day according to the day and the picture under it. For instance, for a picture of a red hat under Monday they would say: 'On Monday I wear a red hat'. This can be done in groups.

# Unit 6: The emperor's new clothes

## SCRIPTS & KEYS

**Step 7:** Put the storycards on the board and ask the children to provide the corresponding story lines. This can be done in groups and they may look at their books to find the correct lines.

**Step 8:** The children listen to the story again. You can then invite them to act out the story using the masks (patterns available on the internet site). All the children should be given the opportunity to participate in the role playing activity. One option is for 3-4 children to perform simultaneously as one character; another option is to split the class into four groups (according to the class size) and have the story acted out as many times as necessary so that every learner gets the chance to perform individually if they wish.

**Step 9: First activity:** The children listen to the CD and choose the correct pictures. Pause after each piece of listening and ask the children to raise their hands for a, b or c.

**Step 10: Second activity:** The children read the sentences and decide whether they belong to the emperor or the tailors. This can be done in pairs or groups. One of the children reads the sentence and the other/s announces their answer.

**Step 11: Third activity:** The children listen to the clothing items described in the CD recordings in order to find their way out of the maze. Explain that there are three possible exits where one of the characters (servant, emperor, tailor) can be found. They could try and guess which one that could be, as a pre-listening task.

**Step 12: Fourth activity:** The children listen to the song twice. The second time they are asked to follow the lyrics. To further motivate or prompt them, you could organise song competitions for this song.

### Activity book

**First activity:** The children read and match the columns. This should be done either in class or assigned as homework.

**Second activity.** The children find the word that does not belong and circle it. This should be done in class as it involves vocabulary items from previous lessons.

**Third activity:** The children find the word in the circle and write it on the line below. This can be done individually or in pairs and the correct answers can be written on the black/whiteboard.

**Fourth activity:** The children do the crossword. This is an excellent opportunity for group/pairwork.

### Pupil's Book.

#### Lesson 2: The emperor's special suit. Listen and read.

Servant 3: Two men are here to see you, Sir. They are tailors!

Emperor: Tailors? I want to see them.

Tailor 1: Good morning. We are tailors and we can make a special suit for you.

Emperor: A special suit?

Tailor 1: Only clever people can see it. Fools can't.

Emperor: Perfect! I want to wear this suit. Is my special suit ready? I need it for the festival.

Servant 1: Is the special suit ready?

Tailor 1: Yes, it is. It's brown and pink, can't you see?

Servant 1: I can't see anything. Am I a fool?

Tailor 1: So what do you think?

Servant 1: It's... It's...very special. Nice work!

Tailor 1: Here's the jacket, Sir. You can put it on.

Emperor: Why can't I see it? Am I a fool?

#### Activity 1 SCRIPT: Listen and choose the right picture.

1. [Example] Brown suit. (b)
2. Pink trousers.
3. Purple socks.
4. Brown shirt.
5. Red shoes.
6. Green hat.

#### Activity 1 KEY: Listen and choose the right picture.

1. ▶ b [Example]
2. ▶ a
3. ▶ c
4. ▶ c
5. ▶ a
6. ▶ b

## Activity 2 KEY: Who says that? The emperor or the tailors?

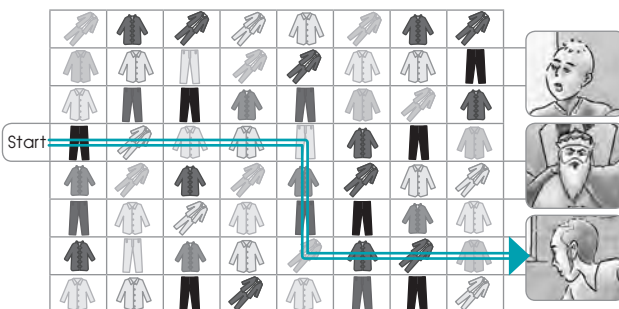
1. The tailors. [Example]
2. The emperor.
3. The tailors.
4. The tailors.
5. The emperor.
6. The tailors.
7. The emperor.

## Activity 3 SCRIPT: Listen and follow.

black trousers, pink suit, yellow shirt, pink shirt, yellow trousers, purple jacket, blue trousers, orange suit, brown jacket, brown suit, orange shirt

## Activity 3 KEY: Listen and follow.

▶ black trousers, pink suit, yellow shirt, pink shirt, yellow trousers, purple jacket, blue trousers, orange suit, brown jacket, brown suit, orange shirt



## Activity 4 SCRIPT: Find and sing.

On Monday my suit is red and blue.  
 On Tuesday I wear my purple shoes too.  
 On Wednesday I put an orange hat on.  
 On Thursday I see my black socks are gone.  
 On Friday my suit is brown and pink.  
 I think it looks special, what do you think?  
 On Saturday and Sunday,  
 I change clothes all day.  
 And then again it's Monday.  
 It's just another day!

## Activity 4 KEY: Find and sing.

On Monday my suit is **red** and **blue**.  
 On Tuesday I wear my **purple shoes** too.  
 On Wednesday I put an **orange hat** on.  
 On Thursday I see my **black socks** are gone.  
 On Friday my suit is **brown** and **pink**.

I think it looks special, what do you think?  
 On Saturday and Sunday,  
 I change clothes all day.  
 And then again it's Monday.  
 It's just another day!

## Activity book.

## Activity 1 KEY: Read and match.

1. ▶ e [Example]
2. ▶ c
3. ▶ a
4. ▶ f
5. ▶ b
6. ▶ d

## Activity 2 KEY: Circle the odd one out.

1. flower [Example]
2. shoes
3. black
4. parrot
5. squirrel
6. socks

## Activity 3 KEY: Find and write.

1. people [Example]
2. clever
3. tailors
4. festival
5. special
6. perfect

## Activity 4 KEY: Do the crossword.

1. tailors [Example]
2. bright
3. wear
4. suit
5. long
6. fool
7. short
8. clothes



# Unit 6: The emperor's new clothes

## Lesson 3: At the festival

### Content

The children are introduced to the moral of laying less importance on material goods ('love for things is wrong' message) and revise vocabulary which refers mainly to clothes through crafts and entertaining activities.

### Linguistic objectives

Children are expected:

- to consolidate language from previous lessons
- to learn lexical chunks: *My suit is unique / Here comes the emperor/ The emperor has no clothes on*
- to learn the moral rhyme "People are laughing and I can do nothing. Love for things is wrong. I know now and I feel strong"
- to learn and practise adjectives conveying exclamatory feelings (*wonderful, beautiful, unique*)
- to identify the written form of the words (word recognition)
- to produce the written form of the words
- to consolidate lexical chunks from previous units (e.g. *Thanks a million, Great idea, You're right...*)

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote inductive learning abilities (story-sequencing task)
- to encourage dramatisation and group/ pairwork
- to convey the moral of the story: Love for things is wrong
- to cater for kinesthetic children by revising lexical items through doing things (crafts with clothes)

### Suggested resources

- CD and CD player
- storycards (found online)
- flashcards or pictures with colours
- spin wheel cutout(found on page 105 of the Workbook)
- boardmarkers
- a die and tokens

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Books should be kept closed at the beginning of the lesson. Use the storycards to remind the children of the story so far (previous two lessons). Ask them what they think will happen at the festival.

**Step 2:** The children listen to the story on the CD while looking at the pictures (twice or more times, if necessary). You may wish to act out the story during the second time. Try to elicit the plot of the story and facilitate the comprehension of the story using the storycards.

**Step 3:** Put the storycards on the board in random order with BluTack, and ask the children to come to the board and arrange them in chronological order. At this stage the children are encouraged to provide the story lines as well.

**Step 4:** Allow the children to listen to the story again and then invite them to act it out. All the children should be given the opportunity to participate in the role playing activity.

**Step 5:** Comment on some of the children's clothes using the adjectives *beautiful/wonderful/unique* and invite the children to do the same in pairs.

**Step 6: First activity:** This activity may be done with one child pretending to be the teacher and reading one sentence (e.g. the boy's right/wrong) and the rest of the children raising their hands to answer. The child pretending to be the teacher may choose the child who will answer himself/herself.

**Step 7: Second activity:** Activities such as spotting the differences between two pictures are excellent opportunities for practising the children's mental abilities and should, therefore, be performed individually so that all the children can receive sufficient practice.

**Step 8: Third activity:** This hanging clothes board game is a good opportunity to consolidate clothes and colour vocabulary. A dice and two tokens are needed. The children could use their rubbers as tokens (or you could print mini pictures of the emperor, tailors, or servants). Every second circle (even numbers) depicts clothes with different colours. When the children's pawn is on one of the even numbered pieces of clothing, the children have to name the piece of clothing and its number in order to remain on that square (piece of clothing). If they fail to name it they return to their previous position and wait for his/her next turn. The game may end in two or more turns depending on the available time.

## Activity book.

**First activity:** The children find and circle the phrases. This should be done in groups to promote cooperative skills.

**Second activity:** The children listen and tick the appropriate box. This is done individually as it practices listening skills.

**Third activity:** The children put the words in the correct groups. This can be done individually or in pairs and the correct answers can be written on the blackboard/whiteboard to further engage the children in written practice.

**Fourth activity:** This can be assigned as homework and the children may be asked to come and write the hidden phrase on the blackboard/whiteboard the very next day.

## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 3: At the festival. Listen and read

- Tailor 2: Here are the trousers. Please put them on.
- Emperor: Why can't I see them? Am I a fool?
- People from court: It's wonderful. Look at the bright colours!
- Emperor: My suit is unique! Now I'm ready for the festival!
- Herald: Here comes the emperor. Look at his new suit. Only clever people can see it. Fools can't.
- Crowd 1: It's beautiful.
- Crowd 2: Wow! Look at the colours!
- Little boy: The emperor has no clothes on. Ha, ha!
- Crowd 1: The boy's right! The emperor's wearing nothing.
- Crowd 2: Ha, ha! The emperor's wearing nothing.
- Emperor: People are laughing and I can do nothing. Love for things is wrong. I know now and I feel strong.

#### Activity 1 KEY: Choose and say.

1. The boy's **right**. [Example]
2. Only **clever** people can see the special suit.
3. The emperor is wearing **nothing** at the festival.
4. People are **laughing**.
5. Love for things is **wrong**.
6. Here comes the **emperor**.

#### Activity 2 KEY: Can you spot the 6 differences? Find and say.

1. In picture 1 the shirt is red, in picture 2, the shirt is blue. [Example]
2. In picture one the hat is green. In picture two the hat is purple.
3. In picture one the bag is yellow. In picture two the bag is brown.
4. In picture one the shoe is black. In picture two the shoe is red.
5. In picture one the sock is orange. In picture two the sock is yellow.
6. In picture one the jacket is pink. In picture two the jacket is brown.

## Activity book.

#### Activity 1 KEY: Find the phrases.

▶ thanks a million [Example], great idea, respect my rights, here comes the emperor, who's this, nice to meet you, what are you doing, you're right.

#### Activity 2 SCRIPT: Listen and tick.

1. [Example] People are laughing. (emperor)
2. Now I'm ready for the festival.
3. Why can't I see them? Am I a fool?
4. My suit is unique!
5. Here are the trousers. Please put them on.
6. Love for things is wrong.

#### Activity 2 KEY: Listen and tick.

1. emperor [Example]
2. emperor
3. emperor
4. emperor
5. tailor
6. emperor

## Unit 6: The emperor's new clothes

**Activity 3 KEY: Put the words in the correct group.**

**Rooms:** ▷ living room [Example], bedroom, kitchen, bathroom

**Clothes:** ▷ jacket [Example], hat, socks, shirt, trousers

**Animals:** ▷ kangaroo [Example], monkey, panda, weasel, mole

**Food:** ▷ cheese [Example], cookies, nuts, chocolate, lollipops

**Activity 4 KEY: Colour the words to find the phrase.**

▷ Love for things is wrong

### Art time!

**Choose clothes for the emperor to wear. Draw and colour them.**

#### Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

#### Suggested resources

- coloured pencils/markers

The children will revise clothing vocabulary and colours from the unit and dress the emperor in the picture.

Ask the children to think of all the clothes the emperor could wear - suit, socks, shirt, trousers, shoes, jacket and hat. Write the responses on the board. Ask the children which clothes they will put on the emperor and what colour they will choose – a blue suit. The children draw the clothes on the figure of the emperor and colour them.

(You could label the clothes, write under the drawing, do a follow up oral activity)

### Project

**Design your own spin wheel with clothes and colour them.**

#### Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

#### Suggested resources

- coloured pencils/markers

The children will complete the spin wheel with drawings of clothes and use it to play a game.

The spin wheel template is on page 105. The children draw the clothes studied in the unit e.g. suit, socks, shirt, trousers, shoes, jacket and hat. Instruct them to draw one piece of clothing in each segment and to turn the wheel for each drawing so the clothes are in a circle. Colour the clothes and carefully cut out the wheel.

### Unit Evaluation

Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

Then, ask them to write their favourite words and phrases and share them with the class.



## Lesson 1: Play with me

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Introduce stories about elves that can be found in Anglo Saxon literature and tradition. Discuss the existence of creatures that live in forests in other traditions (goblins, dwarfs, fairies or the Greek 'kalikantzaroi' etc.).

**Step 2:** Ask the children to open their books to Unit 7, Lesson 1. Ask them to identify any vocabulary items and lexical phrases they already know from previous units, e.g. *living room, bedroom, house, flowers* etc. Play the recording three times. The children listen to the story while looking at the pictures. During the second time pause the listening and facilitate comprehension by using body language and facial expressions to illustrate meaning. While listening for the third time, ask the children to act out the activity every time they hear one (e.g. Listening to music). In this way, you keep them alert and also create fun in the classroom by having them move around (creative noise).

**Step 3:** Stick the family tree on the board and ask the children to stand up in turn and present their own family by pointing to the right word every time (e.g. grandfather-Nikos/ grandmother-Vasiliki etc.).

**Step 4:** Involve all the children in reading the text aloud but by giving them a purpose, e.g. asking them to play a role, or organise a chorus, reading once aloud, once in a low voice, only boys, only girls etc. You can also ask the children to act out some of the activities as they read them.

**Step 5:** Stick the storycards on the board with BluTack following the storyline. The captions are also provided in a random order on the board. Invite the children to the board and ask them to match the captions with the corresponding picture after listening to the teacher reading them or while listening to the CD.

**Step 6:** Use flashcards or pictures of a family and activities or parts of the house to revise already known vocabulary related to the house (*kitchen, bedroom living room* from Unit 2) and practice the new vocabulary by asking, 'Who is this?' and try to engage all the children giving them all a chance to answer.

**Step 7:** Use realia (or pictures) of words related to activities and elicit the structure of *S/he cooks, listens to music- They read books etc.*, by asking, "What does s/he do? / What do they do?" respectively.

**Step 8:** Invite the children to act out the story.

### Content

The children practise vocabulary which refers mainly to family relationships, places in and around the house, as well as everyday activities and habits. The vocabulary is introduced in context through the story and is further consolidated through exercises and projects.

### Linguistic objectives

Children are expected:

- to learn vocabulary items about family relationships e.g. *father, mother, sister, brother, grandmother, grandfather*
- to learn vocabulary items about every day activities and habits e.g. *helps in the house, plants flowers, cooks meals, listens to music, reads books*
- to learn or consolidate vocabulary items about places in and around the house, e.g. *kitchen, garden, living room pond, playground*
- to identify and use the structures: *S/he usually helps, s/he often cooks, s/he always listens to*
- to identify and use the structures: *Does he like climbing/sailing/watching..? He likes flying kites/jumping/running /playing/ colouring/drawing. He doesn't like dancing/watching TV/walking*
- to identify the written form of the words (word recognition)
- to produce the written form of the words
- to consolidate vocabulary items and structures they have learned in the previous units e.g. *living room, bedroom, kitchen, garden etc.*

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage singing
- to promote group/pairwork and dramatisation
- to promote inductive learning abilities (story-sequencing task)

### Suggested resources

- storycards (found online)
- realia (flowers and flower pots, broom, walkman)
- flashcards or pictures with activities and family
- a family tree
- cut-out masks of elves
- boardmarkers

## Unit 7: Arthur and his family

Allocate roles: mother elf, father elf, Arthur etc. Try to engage as many of the children as possible. It is not necessary, of course, for the children to be able to produce the full sentences or the whole story. Allow time for understanding and speech production.

**Step 9: First activity:** Ask the children to listen to the script and point to the correct picture each time.

**Step 10: Second activity:** Ask the children to look at the pictures and say what the characters are doing as shown in the example.

**Step 11: Third activity:** Ask the children to look at the picture and form simple phrases such as: *climb trees, plant flowers etc.*

**Step 12: Fourth activity:** Ask the children to bring a photo of their family from home. Then invite them to present their family to the class and practise a dialogue using the example given.

### Activity book.

**First activity:** Should be done either in class or assigned as homework after the children have been fully exposed to the story through the sequencing or acting it out.

**Second and third activities:** can be assigned as homework after the children practise the vocabulary items and functions included in this lesson.

**Fourth activity:** should be attempted in class as it helps the children understand and consolidate the structure already presented and used in Lesson 1 by recognising its application to their everyday life (*I often play basketball etc.*). All children should be involved if possible.

**Fifth activity:** The children write the missing words and then discover the magic word.

## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 1: Play with me. Listen and read.

Alex: Look at this village, Lena! It's an elf village!  
Lena: And look at this tree house. Who lives there?

*Little Arthur wants to play with his family.*

*But the elf family is always very busy! They don't have time to play with Arthur.*

*Grandfather elf usually listens to music in the living room.*

*Grandmother elf always cooks meals in the kitchen.*

*Father elf usually helps in the house.*

*Mother elf often plants flowers in the garden.*

*Sister elf and brother elf read their favourite books in their bedroom.*

Arthur: But I want to play with my family. I don't like playing alone.  
Oh, I have a great idea!

#### Activity 1 SCRIPT: Listen and match.

1. [Example] Sister elf and brother elf read their favourite books in their bedroom! (B)
2. Little Arthur wants to play with his family.
3. Father elf usually helps in the house.
4. Grandfather elf usually listens to music in the living room.
5. Mother elf often plants flowers in the garden!
6. Grandmother elf always cooks meals in the kitchen!

#### Activity 1 KEY: Listen and match.

1. ▶ B [Example]
2. ▶ F
3. ▶ E
4. ▶ D
5. ▶ C
6. ▶ A



**Activity 2 KEY: What do they do every day? Look and say.**

- A. She plants flowers in the garden. [Example]
- B. He plays.
- C. They read books.
- D. She cooks.
- E. He helps in the house.
- F. He listens to music .

**Activity 3 KEY: Look and say.**

- A. climb trees [Example]
- B. plant flowers
- C. listen to music
- D. read books
- E. cook meals

**Activity book.**

**Activity 1 KEY: .Read and match.**

1. Grandfather elf usually listens to music in the livingroom.
2. Grandmother elf always cooks meals in the kitchen! [Example]
3. Father elf usually helps in the house.
4. Little Arthur wants to play with his family.
5. Sister elf and brother elf read their favourite books in their bedroom!
6. Mother elf often plants flowers in the garden!

**Activity 2 KEY: Circle the words and write them under the correct picture.**

1. sister
2. Arthur [Example]
3. brother [Example]
4. father
5. mother
6. grandfather
7. grandmother

**Activity 3 SCRIPT: Listen and write the numbers.**

1. [Example] Mother elf often plants flowers in the garden. (E)
2. Grandfather elf usually listens to music in the living room
3. Father elf usually helps in the house.
4. Grandmother elf always cooks meals in the kitchen.
5. Sister elf and brother elf read their favourite books in their bedroom!
6. The ant always works in the summer.
7. The emperor always wears new clothes.
8. The animals always learn in the Animal School!

**Activity 3 KEY: Listen and write the numbers.**

1. ▷ E [Example]
2. ▷ C
3. ▷ F
4. ▷ H
5. ▷ A
6. ▷ B
7. ▷ G
8. ▷ D

**Activity 5 KEY: Break the code and find the magic word.**

1. elf
2. ant
3. ham [Example]
4. squirrel
5. wease|
6. Kelly

Magic word: ▷ family



# Unit 7: Arthur and his family

## Lesson 2: We can't find Arthur!

### Content

The children practise vocabulary which refers mainly to outdoor activities and places around the forest and the town. The vocabulary is introduced in context through the story and is further consolidated through a song, exercises and projects.

### Linguistic objectives

Children are expected:

- to learn vocabulary items about outdoor activities e.g. *rides a bike, swims etc.*
- to learn vocabulary items about places around the forest and the town e.g. *pond, playground, park*
- to learn or consolidate vocabulary items about places in and around the house, e.g. *garden, etc.*
- to identify and use the time adverbs: *every day, every morning*
- to identify the written form of the words (word recognition)
- to produce the written form of the words
- to consolidate vocabulary items and structures they have learned in the previous units e.g. *Let's... Where is...? etc.*

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage singing and dramatisation
- to promote group/pairwork
- to promote inductive learning abilities (story-sequencing task)

### Suggested resources

- storycards (found online)
- realia (a basket ball, a toy-bike)
- flashcards or pictures with outdoor activities and town sites (playground with slides and swings, park etc.)
- cut-out masks of elves
- boardmarkers

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Remind the children of the story of *Kelly* from Unit 1 and discuss with them the things she does to have fun with her friends, introducing hereby the idea of fun outdoor activities which is the focus of this lesson.

**Step 2:** Ask the children to open their books to Unit 7, Lesson 2. Ask them to identify any vocabulary items and lexical phrases they already know from previous units, e.g. *play, help, favourite* etc. Play the recording three times. The children listen to the story while looking at the pictures. During the second time, pause the recording and facilitate comprehension by using body language and facial expressions to illustrate meaning. While listening for the third time, ask the children to act out the activity every time they hear one (e.g. playing basketball). In this way, you keep them alert and also create fun in the classroom by having them move around (creative noise).

**Step 3:** Involve all the children in reading the text aloud but by giving them a purpose, e.g. ask them to play a role, or organise a chorus, reading once aloud, once in a low voice, only boys, only girls etc. You can also ask the children to act out some of the outdoor activities as they read them.

**Step 4:** Stick the storycards on the board with BluTack following the storyline. The captions are also provided in a random order on the board. The children are invited to the board and asked to put the pictures in chronological order after listening to you reading them or while listening to the CD.

**Step 5:** Use flashcards or pictures of the town sites to practice the new vocabulary by asking, 'Where is Arthur?' Try to engage all the children by giving them all a chance to answer.

**Step 6:** Use realia (or pictures and flashcards) of words related to outdoor activities and elicit the structure of *s/he plays basketball, swims in the pond, rides a bike etc.* by asking, 'What does s/he do?'

**Step 7:** Invite the children to act out the story. Allocate roles: mother elf, father elf, wise elf, Arthur, etc. Try to engage as many of the children as possible. It is not necessary, of course, for the children to be able to produce full sentences or the whole story. Allow time for understanding and speech production.

**Step 8: First activity:** Ask the children to look at the picture each time and read the two sentences

## SCRIPTS & KEYS

(options) provided. Then, they have to choose the correct sentence to fit with the picture.

**Step 9: Second activity:** Ask the children to listen to the sentences and guess which of the characters says each of the sentences. The children can listen to the recording more than once before engaging in the task.

**Step 10: Third activity:** In pairs, ask the children to look at the pictures and practise short dialogues as shown in the example.

**Step 11: Fourth activity:** Ask the children to listen to the song several times and then start singing along. You can then gradually lower the volume in order to allow for the children to be better heard.

### Activity book.

**First activity:** The children match the sentences to the pictures. Should be done either in class or assigned as homework after the children have been fully exposed to the story through the sequencing or acting it out.

**Second activity:** The children do the crossword. Can be assigned as homework after the children practise the vocabulary items and functions included in this lesson.

**Third activity:** The children match the characters to their favourite places.

**Fourth activity:** The children personalise the topic by writing about what they often, usually and always do by ticking the appropriate box.



### Pupil's Book.

#### Lesson 2: We can't find Arthur! Listen and read

- Grandma: Time for lunch, everybody!
- Mother: Where is Arthur? I can't find him.
- All: Wise elf, we can't find little Arthur. Can you help?
- Wise Elf: Let's see. You must think: Which are his favourite places?
- Grandma: let's look in the park. He rides his bike there every day!
- Grandpa: Is he in the playground? He plays on the slide and swing every evening!
- Mother: Is he in the garden? He plays basketball with his friends there.
- Sister/Brother: Is he in the pond? He swims there every morning!
- Father: Oh, no! We can't find him! Where are you Arthur?

#### Activity 1 KEY: Read, choose and say.

- A. ▷ 1 [Example]  
 B. ▷ 2  
 C. ▷ 2  
 D. ▷ 1  
 E. ▷ 2

#### Activity 2 SCRIPT: Who says that? Listen and match.

- [Example] We can't find Arthur. Can you help? (F)
- Time for lunch everybody!
- Where is Arthur? I can't find him!
- Let's see. You must think: Which are his favourite places?
- Is he in the playground? He plays on the slide and swing every day!
- Is he in the pond? He swims there every morning.

# Unit 7: Arthur and his family

## Activity 2 KEY: Who says that? Listen and match.

1. ▷ F [Example]
2. ▷ D
3. ▷ A
4. ▷ B
5. ▷ C
6. ▷ E

## Activity 3 KEY: Where are they? Look and say.

- A. Where is brother elf? He's in the living room. [Example]
- B. Where is mother elf? She's in the playground.
- C. Where is grandpa elf? He's in the garden.
- D. Where is Arthur? He's in the park.
- E. Where is father elf? He's in the kitchen.

## Activity 4 SCRIPT: Let's sing!

Where is Arthur ? Where is Arthur?  
In the park! In the park!  
Does he ride his bike there?  
Does he ride his bike there?  
Yes, he does. Yes, he does!

Where is Arthur ? Where is Arthur?  
In the playground! In the playground!  
Does he slide and swing there?  
Does he slide and swing there?  
Yes, he does. Yes, he does!

Where is Arthur ? Where is Arthur?  
In the garden! In the garden!  
Does he play with friends there?  
Does he play with friends there?  
Yes, he does. Yes, he does!



## Activity book.

### Activity 1 KEY: Read and match.

1. ▷ D [Example]
2. ▷ B
3. ▷ C
4. ▷ E
5. ▷ A

### Activity 2 KEY: Do the crossword.

1. treehouse [Example]
2. cellar
3. ship
4. garden
5. school
6. park
7. playground

### Activity 3 KEY: What are their favourite places? Match and say.

1. Captain Cook's favourite place is the ship. ▷ B
2. Kelly's favourite place is the treehouse. ▷ C [Example]
3. The emperor's favourite place is the palace. ▷ E
4. The dragon's favourite place is China. ▷ D
5. The kangaroo's favourite place is Australia. ▷ A
6. The squirrel's favourite place is the school. ▷ F
7. The weasel's favourite place is the cellar. ▷ G



## Lesson 3: My favourite place

### Suggested procedure (up to 5 days)

#### Content

The children practise further vocabulary which refers mainly to outdoor and indoor activities as well as likes and dislikes. The vocabulary is introduced in context through the story and is further consolidated through a song, exercises and projects.

#### Linguistic objectives

Children are expected:

- to learn vocabulary items about indoor and outdoor activities e.g. *flying kites, watching TV etc.*
- to consolidate vocabulary items about activities already known to them e.g. *singing, dancing, reading etc.*
- to identify and use structures: *He likes playing...Does he like dancing?...He doesn't like walking... etc.*
- to identify the written form of the words (word recognition)
- to produce the written form of the words
- to consolidate vocabulary items and structures they have learned in the previous units e.g. *What can we do? We can't ... etc.*

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage singing and dramatisation
- to promote group/pairwork
- to promote inductive learning abilities (story-sequencing task)

#### Suggested resources

- storycards (found online)
- realia (a kite, a toy-boat, TV, book, crayons and colouring pencils)
- flashcards or pictures with outdoor/indoor activities (drawing, flying a kite, sailing etc.)
- cut-out masks of elves
- cards on which phrases about Arthur's likes and dislikes are written (Playing hide and seek/ climbing/ watching TV etc.)
- boardmarkers

#### Pupil's Book.

**Step 1:** Remind the children about some of the things you have seen Arthur and his family doing in the two previous lessons. Draw a happy and a sad face on the board and write short phrases around the board such as: *cooks in the kitchen, rides a bike, helps in the house, etc.* Then ask the children to match the phrases to the two faces and tell you which of those activities were fun and which were not.

**Step 2:** Ask the children to open their books to Unit 7, Lesson 3. Ask them to identify any vocabulary items and lexical phrases they already know from previous units, e.g. *playing, running climbing, jumping etc.* Play the recording three times. The children listen to the story while looking at the pictures. During the second time pause the listening and facilitate comprehension by using body language and facial expressions to illustrate meaning. While listening for the third time, ask the children to act out the activity every time they hear one (e.g. playing basketball). In this way, you keep them alert and also create fun in the classroom by having them move around (creative noise).

**Step 3:** Involve all the children in reading the text aloud but by giving them a purpose, e.g. ask them to play a role, or organise a chorus, read once aloud, once in a low voice, only boys, only girls etc. You can also ask the children to act out some of the outdoor activities as they read them.

**Step 4:** Stick the storycards on the board with BluTack following the storyline. The captions are also provided in a random order on the board. The children are invited to the board and asked to put them in chronological order after listening to you reading them or while listening to the CD.

**Step 5:** Use flashcards, realia or pictures related to indoor/outdoor activities to practise the new vocabulary by asking, '*What does Arthur like doing?*' the teacher hereby, elicits the structure: '*He likes playing/climbing*'. Try to engage all the children giving them all a chance to answer.

**Step 6:** Draw the happy and sad faces on the board again. Invite the children to stick the cards with the like/dislike phrases on them, under the correct face with BluTack. As they do that the children are asked to reproduce the language practised in this lesson (*He likes climbing/ He doesn't like walking etc.*)

**Step 7:** Invite the children to act out the story. Allocate roles: mother elf, father elf, wise elf, Arthur, etc. Try to engage as many of the children as possible. It is not necessary, of course, for the children to be able to produce full sentences or the whole story. Allow time for understanding and speech production.

**Step 8: First activity:** Ask the children to listen to the script and point to the correct picture each time.

# Unit 7: Arthur and his family

**Step 9: Second activity:** Ask the children to choose and reproduce only the things that Arthur likes.

**Step 10: Third activity:** Ask the children to look at the picture and form simple phrases such as: *play hide and seek, watch TV etc.*

**Step 11: Fourth activity:** Ask the children to listen to the song several times and then start singing along. You may gradually lower the volume to allow for the children to be better heard.

**Step 12: Fifth Activity:** Invite the children to produce simple sentences discussing the likes and dislikes of their family, as shown in the examples.

## Activity book

**First activity:** The children match the characters to the description. Should be done either in class or assigned as homework after the children have been fully exposed to the story through the sequencing or acting it out.

**Second activity:** The children discover what the characters like doing by following the lines. Can be assigned as homework after the children practise the vocabulary items and functions included in this lesson.

**Third activity:** Should be attempted in class as a game. The children follow the maze to find Arthur.

**Fourth activity:** The children circle the words to find the magic phrase.



## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 3: My favourite place. Listen, read and sing.

- All elves: What can we do? We can't find little Arthur.
- Wise elf: Think, everybody! What does Arthur like most?
- Grandpa: Does he like watching TV? Does he like climbing a tree?
- Grandma: Does he like sailing, reading books or drawing?
- Father: He likes running, he likes jumping...
- Mother: but he doesn't like dancing.
- Brother: He likes flying kites with you and me, but he doesn't like watching TV!
- Father: He likes colouring and drawing,
- Mother: but he doesn't like walking!
- Brother/Sister: What Arthur likes the most is playing hide and seek. It is true. He is unique!  
Join us please! We know where Arthur is!
- All elves: Arthur doesn't like playing alone!
- Arthur: Well, you're right. What I like most is playing games with my family!

#### Activity 1 SCRIPT: Listen and match.

1. [Example] Well, you're right. What I like most is spending time with my family! (A)
2. He doesn't like watching TV.
3. What he likes most is playing hide and seek.
4. He likes running, he likes jumping.
5. He likes flying kites with you and me.
6. He doesn't like dancing.

#### Activity 1 KEY: Listen and match.

1. ▷ A [Example]
2. ▷ D
3. ▷ E
4. ▷ F
5. ▷ C
6. ▷ B

#### Activity 2 KEY: What does Arthur like? Do you remember? Choose and say.

Arthur likes jumping.



Arthur likes colouring and drawing.

### Activity 3 KEY: Look and say.

- A. play basketball [Example]
- B. watch TV
- C. fly a kite
- D. play hide and seek
- E. ride a bike

### Activity 4 SCRIPT: Let's sing!

This is my mother,  
she likes dancing and walking!

This is my father,  
he likes eating and working!

This is my brother,  
he likes reading his books!

This is my sister,  
she climbs trees and she cooks!

This is my family and it's unique!

### Activity book.

#### Activity 1 KEY: Who's this? Read and match.

- 1. Arthur
- 2. Cole the mole
- 3. Captain Cook
- 4. Kelly
- 5. The ant
- 6. The cricket
- 7. The weasel
- 8. The emperor
- 9. One-eye [Example]

#### Activity 2 KEY: Find and say.

- A. Mother elf likes riding a bike.
- B. Grandmother elf likes reading books.
- C. Arthur likes flying kites.
- D. Brother elf likes listening to music. [Example]
- E. Father likes watching TV.

#### Activity 3 KEY: Can you remember? Follow the maze to find Arthur.

He likes flying kites.  
He doesn't like dancing.

He doesn't like watching TV.

He likes colouring.

He likes running.

He doesn't like walking.

He likes jumping.

#### Activity 4 KEY: Circle the words and find the magic phrase.

▶ What I like most is playing games with my family.



## Unit 7: Arthur and his family

### Art time!

This is my family. Stick the pictures on the tree.

#### Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to promote group/pairwork activities
- to encourage creativity through art

#### Suggested resources

- coloured pencils/ markers
- family photos
- newspaper and magazine cut-outs
- flashcards
- A4 paper

#### Suggested procedure (up to 2 days)

**Step 1:** Invite the children to revise the vocabulary related to family that they have seen in this unit using their flashcards. They are then asked to either find and bring photos of their family to class, or to draw portraits of their family members.

**Step 2:** Ask the children to stick their family photos or portraits onto the right place on the Family Tree found on page 75 of their activity books. The children can also colour the tree using their coloured pencils or markers.

**Step 3:** Encourage the children to present their work to the class and hereby introduce their family to the rest of the class.

#### Create your own family photo.

The children bring a family photo and stick it on the Photo Frame found on page 107 of their activity books. They can then colour their frame and describe their photo to their class.

### Project

What do you like most? Show it in a class poster.

#### Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to promote group/pairwork activities
- to encourage creativity through art

#### Suggested resources

- coloured pencils/ markers
- family photos
- newspaper and magazine cut-outs
- flashcards
- A4 paper

#### Suggested procedure (up to 2 days)

**Step 1:** Tell the children that they will design a poster which will show the rest of the class the things they like doing most. Invite the children to revise some of the vocabulary they have seen in the unit concerning indoor and outdoor activities. Some examples are: watching TV, playing games with family, flying kites, listening to music, reading books etc. Discuss with them what they like doing most.

**Step 2:** Encourage the children to either draw the activities they like best on pieces of paper, or to find and use magazine and newspaper cut-outs illustrating these activities.

**Step 3:** Invite the children to plan a layout for their poster, where they should include images depicting and captions referring to the activities they have chosen. They are then instructed to design their poster on A4 paper to be displayed on the classroom wall.

#### Unit Evaluation

Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

Then, ask them to write their favourite words and phrases and share them with the class.

## Lesson 1: The palace of Minos

### Suggested procedure (up to 5 days)

#### Content

The vocabulary is introduced in context through the well known Greek myth of Daedalus and Icarus. The children are exposed to ways of describing someone's appearance and talking about ability. The vocabulary and functions are further consolidated through games and fun activities.

#### Linguistic objectives

Children are expected:

- to identify the description of a creature's features e.g. *He's got a bull's head and a man's body*
- to learn lexical chunks related to ways of expressing gratitude and responding to it e.g. *Wow, it looks so great! Nice work, thank you! You're welcome!*
- to identify the written form of the words
- to produce the written forms of the words

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to activate the children's knowledge of a well-known Greek myth
- to encourage dramatisation and group/pairwork
- to promote inductive learning abilities

#### Suggested resources

- CD and CD player
- cut out pictures of Daedalus and King Minos (or use a photocopied picture of Daedalus and Icarus from the children's history book)
- storycards/storyline cards (found online)
- boardmarkers
- a dice and tokens

#### Pupil's Book.

**Step 1:** Books should be kept closed at the beginning of the lesson. Show the children pictures of the two mythical characters from the first lesson of the unit and encourage them to guess their names. Then introduce the setting of the story to be taught. The children have probably been taught the particular myth in their history class earlier that year but if they need more help, you may provide the name of one of the characters of the lesson. The children listen to the story on the CD (twice or more times if necessary). You can act out the story during the second time by using storycards.

**Step 2:** The children open their books and listen to the story once or twice while looking at the pictures.

**Step 3:** Check understanding of new vocabulary by asking relevant questions: e.g. *Is King Minos happy with his new palace? What does the Minotaur look like?* And expect *Yes, it looks great* or *He's got a bull's head and a man's body* as an answer, respectively. The less-able children should be asked simpler questions e.g. (by pointing to the Minotaur/the maze) *Who's/What's this?*

**Step 4:** Put the storycards on the board in random order. Ask the children to come to the board and arrange them in chronological order. At this stage, encourage them to provide the story lines as well. The children listen to the story again and then invite them to act it out. All the children should get the chance to participate in the role playing activity.

**Step 5: First activity:** Ask the children to match the correct picture with what they hear.

**Step 6: Second activity:** Ask the children to match the correct description to fit the picture. Encourage them to answer as shown in the example. You should try to consolidate vocabulary items taught in previous units (e.g. *crocodile, parrot, kangaroo, mouth, koala*)

**Step 7: Third activity:** A dice and two tokens are needed. Split the class into two groups and ask them to play in turns. A different player plays for his/her team each time. The object of the game is for the children to reach the last square first. The game may finish after more than one round, depending on time available.

#### Activity book

**First activity:** The children draw lines and match the pictures to the story extracts.

**Second activity:** Focus the children's attention on the two pictures given as examples and check their comprehension. The children are asked to fill in the

# Unit 8: Daedalus and Icarus

correct adjective accordingly.

**Third activity:** The children are asked to follow the route joining the characters on the left to the places on the right and to write the correct words in the spaces provided.

**Fourth activity:** Ask the children to fill in the missing words with the help of pictures.

## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 1: The palace of Minos. Listen and read.

- Yuri: Lena, look! It's a book on Greek mythology!
- Daedalus: Hello kids! I'm Daedalus! Let me tell you a story...
- Minos, the King of Crete, is looking at his new palace.*
- Daedalus: King Minos, your palace is ready.
- Minos: Wow, it looks so great! Nice work, Daedalus, thank you!
- Daedalus: You're welcome, my king.
- Minos: The Minotaur can do no harm now. That monster is so dangerous!
- Daedalus: Yes, he is. He's got a bull's head and a man's body.
- Minos: That's right. But now he can't escape.
- Daedalus: Of course not! No one can escape from that huge maze. The people of Crete are safe now. You don't need me anymore. I can go back home with my son, Icarus.
- Minos: Back home? I can't let you leave! Guards! Put them in prison right away!

#### Activity 1 SCRIPT: Listen and match.

- [Example] King Minos, your palace is ready. (A)
- I can't let you leave! Guards! Put them in prison right away!
- He's got a bull's head and a man's body.
- Of course not! No one can escape from that huge maze.

#### Activity 1 KEY: Listen and match.

- ▷ A [Example]
- ▷ D

- ▷ B
- ▷ C

#### Activity 2 KEY: Read and choose and say.

2. He's got a bull's head and a man's body. [Example]
1. He's got a parrot's head and a monkey's body
2. He's got a crocodile's mouth and a kangaroo's body
1. He's got a koala's head and a man's body
3. She's got a woman's head and a crocodile's body

#### Activity book.

#### Activity 1 KEY: Match the pictures with the phrases

- No one can escape from that huge maze. ▷ B [Example]
- Guards! Put them in prison right away! ▷ C
- King Minos, your palace is ready. ▷ F
- He's got a bull's head and a man's body ▷ A
- I can go back home with my son, Icarus ▷ D
- Nice work Daedalus. Thank you! ▷ E

#### Activity 2 KEY: Safe or dangerous? Choose and write

- dangerous [Example]
- safe [Example]
- dangerous
- dangerous
- dangerous
- safe

#### Activity 3 KEY: Match and write

Guard ▷ palace  
Minotaur ▷ maze  
Daedalus and Icarus ▷ prison

#### Activity 4 KEY: Choose and write

Hello, I'm the Minotaur. [Example]  
I'm a dangerous monster  
I've got a bull's head.  
And a man's body.  
I live in a huge maze.

## Lesson 2: In prison

### Suggested procedure (up to 5 days)

#### Content

The vocabulary is introduced in context through the second part of the myth that deals with the two imprisoned men's escape plans. The children are exposed to ways of expressing needs, making suggestions and agreeing. The vocabulary and functions are further consolidated through a song and fun activities.

#### Linguistic objectives

Children are expected:

- to learn vocabulary items and phrases to
  - a) talk about what someone needs in order to do something e.g. *We can fly. We only need wings. We need to stick them (i.e. the feathers) together.* b) make suggestions and respond to them e.g. *Let's ..., What about...?, You're right, That's a brilliant idea, Not now!*
- to identify the written form of the words
- to produce the written forms of the words

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage dramatisation and group/pairwork
- to promote inductive learning abilities

#### Suggested resources

- CD and CD player
- storycards/storyline cards (found online)
- realia (i.e. some feathers, a candle)
- flashcards or pictures of a window cell, birds and wings
- headbands with the names of the two characters (or something to that effect, like name tags)
- boardmarkers

#### Pupil's Book.

**Step 1:** Books should be kept closed at the beginning of the lesson. Try to elicit the plot of the myth so far and ask the children to guess where Daedalus and Icarus are in the second lesson (i.e. prison).

**Step 2:** The children open their books and listen to the story while looking at the pictures. While listening, they should try to point to the corresponding pictures. This step may be repeated as many times as deemed necessary.

**Step 3:** Facilitate understanding of the new vocabulary with the help of realia and pictures (e.g. wax, feathers, wings). Also, ask relevant questions e.g. *What do they need to get away from prison? Wings. What do they need to make wings? Feathers. What do they need to stick the feathers? Wax.*

**Step 4:** Put the storycards on the board and ask the children to provide the corresponding story lines. This can be done in groups and the children look at their books to find the correct lines.

**Step 5:** The children listen to the story a second time. Invite them to act it out. Provide them with head bands with the character's names so that they say their lines accordingly. All the children should be given the opportunity to participate in the role playing activity. One option is for 3-4 children to perform simultaneously as one character; another option is to split the class into four groups (depending on the class size) and have parts of the story acted out by different children as many times as necessary so that every child gets the chance to perform.

**Step 6: First activity:** The children are asked to match the correct picture with what they hear.

**Step 7: Second activity:** The children are given a few minutes to read the bubbles. Then, they are encouraged to answer using the format shown in the example. They could check their answers in their groups first.

**Step 8: Third activity:** This activity also revises some vocabulary items taught previously. The children are given a few minutes to read through the items of the activity and guess the missing words with the help of the pictures. They may wish to work in pairs before reading them aloud to the whole class.

**Step 9: Fourth activity:** The children are encouraged to sing '*The song of Icarus*' after listening to it once or twice.

## Unit 8: Daedalus and Icarus

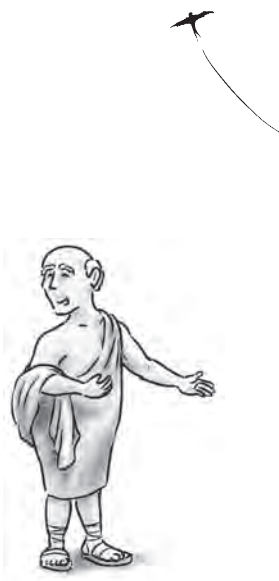
### Activity book.

**First activity:** Ask the children to complete the sentences with the help of the phrases provided.

**Second activity:** Encourage the children to find the hidden objects in the picture. They could also be asked to colour them using the same colour per item. They could check their answers in their groups first and then fill in the blanks.

**Third activity:** The children circle the hidden words. They could check their answers in their groups first.

**Fourth activity:** Ask the children to write the missing words. The pictures can be used as prompts.



## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 2: In prison. Listen and read.

Icarus: Why are we in prison?

Daedalus: King Minos is greedy. Nobody can have a palace like this.  
We have to find a way to escape.

Icarus: How can we do that?

Daedalus: Look! We can escape through that window.

Icarus: It's too high! Only birds can get away from here.

Daedalus: You're right.  
But we can fly. We only need wings.  
Let's make them. We need some feathers.

Icarus: There are a lot of feathers on the floor.

Daedalus: Great! We need to stick them together.

Icarus: What can we use?

Daedalus: What about wax?

Icarus: That's a brilliant idea!

Daedalus: Our wings are ready.

Icarus: We can fly now.

Daedalus: Not now! Let's rest first. We'll leave early in the morning.

#### Activity 1 SCRIPT: Listen and match.

1. [Example] Great! We need to stick them together. What about wax? (B)
2. It's too high! Only birds can get away from here.
3. The people of Crete are safe now. You don't need me anymore. I can go back with my son, Icarus.
4. There are lots of feathers on the floor.
5. Not now! Let's rest first. We'll leave early in the morning.

#### Activity 1 KEY: Listen and match.

1. ▷ B [Example]
2. ▷ A
3. ▷ E
4. ▷ D
5. ▷ C

**Activity 2 KEY: Who says that? Daedalus or Icarus? Read and say.**

It's too high! ▷ Icarus [Example]  
 Look! We can escape through the window. ▷ Daedalus  
 Why are we in prison? ▷ Icarus  
 What about wax? ▷ Daedalus  
 We need to stick them together. ▷ Daedalus  
 But we can fly. We only need wings. ▷ Daedalus

**Activity 3 KEY: Look and say.**

1. puzzle [Example]
2. feathers
3. key
4. wings
5. map
6. wax

**Activity 4 SCRIPT: Let's sing!**

The song of Icarus  
 Oh, what can I do?  
 The sky is so blue!  
 I want to get out and fly.

Wax and feather  
 let's put together.  
 I want to get out and fly.

Our wings are here  
 but the guards are near.  
 I want to get out and fly. (x3)

**Activity book.**

**Activity 1 KEY: Match the pictures with the phrases.**

Icarus: Why are we in prison?  
 Daedalus: King Minos is greedy. Nobody can have a palace like this. [Example]

Daedalus: We have to find a way to escape.  
 Icarus: How can we do that?

Daedalus: Look! We can escape through the window.

Icarus: It's too high! Only birds can get away from here.

Daedalus: Let's make them. We need some feathers.

Icarus: There are a lot of feathers on the floor.

Daedalus: What about wax?

Icarus: That's a brilliant idea!

**Activity 2 KEY: Count and write.**

seven: Windows [Example]  
 four wings  
 five birds  
 six feathers  
 two doors

**Activity 3 KEY: Circle the words.**

f	q	e	w	r	p	r	e	s	t
l	i	j	l	h	n	t	o	r	e
y	s	q	a	t	e	l	q	e	s
t	t	k	w	n	e	z	w	s	c
l	i	r	v	b	d	q	h	g	a
q	c	w	m	f	i	n	d	m	p
u	k	c	k	v	q	k	c	t	e
u	a	r	b	p	w	r	i	q	w
s	c	l	i	m	b	o	w	y	e
e	e	u	q	z	l	e	a	v	e

**Activity 4 KEY: Find and write.**

This is a nice palace [Example] but we have to find a way to escape. We can escape through that window. We can fly. We need some feathers. There are a lot of feathers on the floor. We need some wax to stick them together. Good! Our wings are ready. Now, let's rest. We'll fly early in the morning.

# Unit 8: Daedalus and Icarus

## Lesson 3: Icarus in the sea

### Content

The vocabulary is introduced in context through the third and last part of the myth describing their getaway and Icarus' fall. The children are exposed to ways of describing people and places, giving advice, expressing enthusiasm or despair, and describing actions.

### Linguistic objectives

Children are expected:

- to learn some prepositions of movement e.g. *up, down, round*
- to learn adjectives used in descriptions e.g. *tiny, small, big*
- to learn lexical chunks related to expressing enthusiasm, concern or despair e.g. *Hooray! Flying is super!, Now, remember..., ...and one more thing, What's happening? Be careful! Oh, no!*
- to revise the present continuous tense to describe on-going actions
- to identify the written form of the words
- to produce the written forms of the words

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage dramatisation and group/pairwork
- to promote inductive learning abilities

### Suggested resources

- CD and CD player
- storycards/storyline cards (found online)
- realia (i.e. some feathers, a candle)
- flashcards of a window cell, birds and wings
- headbands with Daedalus and Icarus' names (or something to that effect, like, name tags)
- boardmarkers

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Books should be kept closed at the beginning of the lesson. Try to elicit the plot of the myth so far by asking relevant questions. Alternatively, you can show the children one of the online stories of the myth of Daedalus and Icarus on YouTube (e.g. <http://www.youtube.com/watch?v=indzSY3fCTk>), preferably without sound, up to the point of the third lesson. Their viewing can be paused and comprehension questions asked.

**Step 2:** The children listen to the story on the CD (twice or more times, if necessary). Try to elicit the plot of the story and facilitate the comprehension of the story using the storycards.

**Step 3:** Stick the storycards on the board with BluTack following the storyline. The captions are also provided in random order on the board. The children are invited to the board and asked to put them in chronological order after listening to you reading them, or while listening to the CD.

**Step 4:** Check understanding of new vocabulary by asking relevant questions while pointing at the pictures on the board. E.g. *Are their wings small? No, they are big. Are the guards big? No, they are tiny/very small. What's happening in picture number 7? The wax is melting/ Icarus is falling down, etc.*

**Step 5:** Invite the children to act out the story. All the children should be given the opportunity to participate in the role playing activity. One option is for 3-4 children to perform simultaneously as one character; another option is to split the class into four groups (depending on the class size) and have parts of the story acted out by different children as many times as necessary so that everyone gets the chance to perform individually.

**Step 6 (optional):** The children could view the end of the myth on YouTube.

**Step 7: First activity:** Ask the children to match the correct picture with what they hear and respond as shown in the example.

**Step 8: Second activity:** Give the children a few minutes to look at the pictures. Then ask them to respond to the listening script as shown in the example.

**Step 9: Third activity:** Give the children a few minutes to read the phrases. Then encourage them to do the matching task as shown in the example. They could check their answers in their groups first.



## SCRIPTS & KEYS

**Step 10: Fourth activity:** Encourage the children to reproduce the lyrics of the song with the help of pictures and then sing along.

### Activity book.

**First activity:** Ask the children to read the sentences and individually tick 'true' or 'false' accordingly. Then they could be encouraged to go back to the text in their pupil's book and verify their answers.

**Second activity:** Ask the children to write the missing words in the spaces provided. They can check their answers in pairs before reading them aloud to the whole class.

**Third activity:** The children are required to complete the crossword and find the missing word (pairwork / groupwork).

**Fourth activity:** Ask the children to find the hidden phrase. They can write this in capitals or in small case letters.



### Pupil's Book.

#### Lesson 3: Icarus in the sea. Listen and read.

- Icarus: Wow! Our wings are so big!
- Daedalus: Yes they are. Now, remember. Stay close to me...  
...and one more thing... Don't fly near the sun. The sun will melt the wax.
- Icarus: Don't worry!  
Hooray! Flying is super!  
Look dad! The palace is so small now... and those guards are so tiny!  
Look at me! I'm flying like a bird.
- Icarus: (song): I like to fly, fly, fly round and round.  
I like to fly, fly, fly up and down.  
I like to fly, fly, fly up and round.  
Up, up, up, up, up!
- Icarus: I can fly really high!
- Daedalus: Icarus, be careful! You are getting close to the sun.
- Icarus: What's happening? I'm falling down. Help! Help!
- Daedalus: The wax is melting!
- Icarus: I'm falling into the sea...Oh, no!
- Daedalus: Icarus! My son!

#### Activity 1 SCRIPT: Who says that? Daedalus or Icarus? Listen and say.

1. [Example] Help! Help! (Icarus)
2. ...and one more thing... Don't fly near the sun.
3. The sun will melt the wax.
4. What's happening?
5. I like to fly, fly, fly. Up and down.

#### Activity 1 KEY: Who says that? Daedalus or Icarus? Listen and say.

1. Icarus [Example]
2. Daedalus
3. Daedalus
4. Icarus
5. Icarus

# Unit 8: Daedalus and Icarus

## Activity 2 SCRIPT: Listen and choose.

1. [Example] Look at me! I'm flying like a bird. (A)
2. Now, remember. Stay close to me.
3. Don't fly near the sun.
4. The wax is melting.
5. I'm falling into the sea.

## Activity 2 KEY: Listen and choose.

1. ▶ A [Example]
2. ▶ C
3. ▶ A
4. ▶ B
5. ▶ C

## Activity 3 KEY: Look, match and say.

1. The palace is so small. ▶ D [Example]
2. Hooray! Flying is super! ▶ C
3. Those guards are so tiny! ▶ A
4. Wow! Our wings are so big. ▶ B
5. I'm falling into the sea...Oh no! ▶ E
6. Icarus, be careful! You are getting close to the sun. ▶ F

## Activity 4 SCRIPT: Find and sing.

I like to fly, fly, fly  
round and round.

I like to fly, fly, fly  
up and down.

I like to fly, fly, fly  
up and round.  
Up, up, up, up, up!

## Activity 4 KEY: Find and sing.

I like to **fly, fly, fly**  
**round** and **round**.

I like to **fly, fly, fly**  
**up** and **down**.

I like to **fly, fly, fly**  
**up** and **round**.  
**Up, up, up, up, up!**

## Activity book.

### Unit 8. Lesson 3. Activity 1 KEY: True or false?

1. True [Example]
2. False
3. True
4. True
5. True
6. False

### Activity 2 KEY: Write the words.

Icarus is flying [Example] He's flying like a bird.

He's getting close to the sun. The wax is melting.

Oh, no! He's falling down. He is falling into the sea.

### Activity 3 KEY: Do the crossword and find Daedalus' son.

1. WINGS
2. PALACE
3. WAX
4. GUARDS
5. DAEDALUS [Example]
6. SUN

Daedalus' son ICARUS

### Activity 4 KEY: Can you find the magic phrase?

▶ GREEK MYTHOLOGY IS SUPER



## Art time!

Make your own wings using different things.

### Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

### Suggested resources

- coloured pencils/markers
- feathers

The children design a pair of fantasy wings. There are two possible approaches to this activity.

a) Ask children to think of winged creatures, real and mythical. Here are some ideas -*eagle, parrot, owl, hummingbird, bat, butterfly, dragon fly, ladybird, fairy, angel, dragon, Pegasus the horse*. Have some images to show the children and look at how the wings are shaped, coloured and patterned. Look at and discuss the wings in detail. (Some insects have four wings. Wings can attract partners while others are used for camouflage from predators. Some wings fold away). Ask which wings they would like to fly with and why. Instruct the children to draw a pair of fantasy wings to wear. They can colour and pattern them in their own style.

b) Bring some real feathers into the classroom. This may appeal to the children's sense of imagination. Allow the children to gently handle the feathers and to closely examine their shape and structure.

Talk about the feathers.

- They are light yet strong.
- The outer feather a vaned feather with a hollow shaft.
- The softer feathers lie underneath and trap the warmth more (which is why we use them in our duvets).
- Feathers insulate/protect birds from water and cold temperatures.

- All the feathers in the wings and tail help control flight.

Ask children to make an observational drawing of one feather in their sketchbooks. Do this with a pencil that has been well sharpened! Make sure all the children can see a feather up close. These drawings can be displayed as part of the theme.

Look at some images of birds, preferably flying. They could include birds studied in the student's book – eagle, parrot, owl, hummingbird, etc. Look carefully at them and discuss the different shapes and colours of the wings. Point out that all the wings are made of feathers like the ones the children have drawn.

Now ask them to design a pair of feathered wings. They can use any colours they like and can add patterns too. Instruct them to do this in the workbook.

## Unit 8: Daedalus and Icarus

### Project

#### Create your own theatre play.

#### Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

#### Suggested resources

- coloured pencils/markers/paints
- empty cereal boxes
- scissors
- tape
- templates

The children make a cereal box theatre with backdrops and figures for the re-enactment of the story, Daedalus and Icarus.

This project can be done in small groups of four to six. Assign different tasks involved in making the mini-theatre to each of the children.

#### Tasks

- Make the theatre. The construction and painting of the cereal box theatre can be done at a large separate table that has been covered with newspaper and the floor can also be protected with paper. Aprons should be provided for the children while painting the boxes.
- Colour and cut out the backgrounds.
- Design, colour and cut out the cell scene
- Colour and cut out the figures (found on pages 103-112)

Instructions for making the theatre:

*Resources: cereal box; scissors, paint/colouring pencils; tape; templates*

1. Carefully open out the cereal box.
2. Draw a rectangle on one side of the box and cut out. This will form the stage.

3. Reassemble the box, inside-out, with masking tape. Leave one end open.
4. Paint the box. Do not dilute the paint with water or the box will warp.
5. Either design the backdrops and figures or print the ready-made templates onto thin card, colour and cut out.
6. Attach a strip of card or a lollipop stick to the back of each figure.
7. Your theatre is ready!

### Unit Evaluation

Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

Then, ask them to write their favourite words and phrases and share them with the class.

## Lesson 1: Nothing looks right

### Suggested procedure (up to 5 days)

#### Content

The children practise vocabulary items and lexical phrases related to environmental issues. The vocabulary is introduced in context through a story and further expanded and consolidated through various playful activities and a song.

#### Linguistic objectives

Children are expected:

- to learn vocabulary related to the environment: *planet, earth, tree, cut down, litter, waste, recycle*
- to learn key language chunks: *Cut down trees, Go for a picnic/a walk, Don't be late, Keep the planet clean, Don't forget*
- to identify the written form of the words (word recognition)
- to produce the oral form of the words
- to practise the imperative

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story based framework
- to raise children's awareness of environmental issues and encourage them to take action
- to promote pairwork and dramatisation
- familiarise the children with technological means used in a classroom

#### Suggested resources

- flashcards or realia (e.g. noticing waste of energy in the classroom, litter in the playground, recycling bins in the schoolyard)
- storycards (found online)
- boardmarkers
- images connected to planet Earth and rubbish (optional)

#### Pupil's Book.

**Step 1 (optional):** Show the children pictures of planet Earth from space. Follow that with images of rubbish and the ugliness and problems it creates on and off land. The images are followed by questions (such as *What can you see in the picture?/ What problem(s) can you see?*). This step has a double function. It activates the children's schematic knowledge related to environmental issues and it gives you the opportunity to revise (and the children to remember and produce) vocabulary they may be familiar with from previous exposure to the language.

**Step 2:** Ask the children to open their books to Unit 9, Lesson 1. Ask them to identify the two children introducing the story, the aliens, as well as any vocabulary items and lexical phrases they already know from previous units or years, e.g. *forest, tree, picnic* etc.

**Step 3:** Ask the children to open their books and listen to the recording once. The children listen to the story while looking at the pictures. While listening, they point to the corresponding pictures. You may wish to ask the children some comprehension questions (e.g. *Where is the family going? Why? What are the children doing? What are the children from the other planet telling them to do?*). The children try to answer them while listening to the story for the second time. **OR** if you have got a video projector in class, ask the children to look at the story projected onto the screen and listen to it. The advantage of this approach to the presentation of the unit is to increase motivation due to larger images and the use of technology, which presents the story in a way that approximates video.

**Step 4:** Depending on the children's level, you may decide to act out the story with the use of pictures and/or the storycards found online.

**Step 5:** Check understanding of new vocabulary by asking relevant questions: e.g. *"Show me / Where is the family//litter?"* You might also ask questions such as: *"What is Mark/the father/are the children doing? .....?"*. You can further ask *"Do you help the planet/litter/recycle/waste water?"* etc. leading onto a discussion on environmental issues.

**Step 6:** Display the storycards on the board with BluTack following the storyline (or project the pictures via the video projector). The captions are also provided in random order on the board. The children are invited to the board and asked to put

# Unit 9: Planet Recyclon

them in chronological order after listening to the teacher reading them or while listening to the CD.

**Step 7:** The children listen to the story again. Invite them to act out the story. Allocate roles: one learner as Mark, one as his sister, one as the mother, one as the father, the alien girl, the alien boy, Alex and Tammy. All the children should be given the opportunity to participate in the role play activity.

**Step 8:** Invite the children to play 'Simon says'. Ask the children to mime each action, e.g. *recycle*, *plant trees*, *don't waste water*, *don't litter*.

**Step 9:** The lesson finishes with the song sung by all the children in chorus.

**Step 10: First activity:** Ask the children to decide how they can help the environment by noticing the mistakes in the pictures. You can discuss these pictures either before the children decide or afterwards. This is an activity for individual work but pairwork is also appropriate. When checking the answers, ask the children to repeat/describe the picture they have chosen and discuss the appropriate action that is needed in order to keep the planet clean and green.

**Step 11: Second activity:** The children listen, look at the pictures and choose the correct one according to what they hear. If the children wish, they can also say what action must be taken, if the vocabulary, or some of it, has been taught in the previous years.

**Step 12: Third activity:** Give the children the opportunity to practise new vocabulary items they have encountered in this lesson and recycle items from previous units while telling the story of a panda. They are hereby given the opportunity to become aware of the effects environmentally unfriendly actions have on other species on the planet. Expand, if you wish, to other environmentally unfriendly actions and their effects, such as wasting water, or on the effect cutting down trees has on other people. The effects can be shown through pictures of floods, animals not having enough space to live in, etc. downloaded from the web. They can further practise the new vocabulary by producing the sentences or language chunks they learned in the story or make up their own.

**Step 13: Fourth activity:** This is a game. The teacher (or a child) says aloud one of the sentences written in the activity and if it is environmentally friendly behaviour the children

stand up; if not, they remain seated. This game revises the vocabulary and language chunks presented in this lesson and adds not only the fun-factor necessary for children at this age, but also their need for movement.

## Activity book.

**First activity:** The children practise writing the new vocabulary of this unit by looking at the pictures. The pupil's book can be used as reference. Then ask the children to read what they have written under each picture, using appropriate intonation, depending on the action (showing approval or disapproval, or surprise).

**Second activity:** This is an activity for the children to interpret signs and recognise the written code of the new vocabulary by matching the pictures to the appropriate phrases. They also practise request and prohibition through the use of the imperative.

**Third activity:** The children produce the written form of the new vocabulary items. The activity has been designed to be more enjoyable with the use of rhyme, which the children can easily pick up. In the end, the children can sing it as a song, either by using the rhythm of the song in Lesson One, or, if they wish, by adding/creating their own rhythm. The children then listen to the song on the CD, and sing along as many times as they wish.

**Fourth activity:** The crossword further consolidates the written form of the new vocabulary presented in this lesson by adding a fun element. In addition, the children need to transfer letters from the completed crossword in order to find the coded phrase in the end.



## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 1: Nothing looks right. Listen and read.

- Alex: A book about Planet Recyclon!
- Lena: What planet is this, Alex?
- Alex: Let's read!
- 
- Garth: What are those people doing?
- Kendra: What a pity!
- Mother: Mark, can you help me, please?
- Mark: Oh, alright.
- Sister: Dad, what are you doing?
- Dad: I'm cutting down the tree.
- Sister: Why?
- Dad: It's too high. We can't see the forest.
- Sister: Let's go for a picnic in the forest!
- Dad: OK, good idea!
- Mark: Mum, we're going for a walk.
- Mum: OK, children. Don't be late.
- Garth: Look at those kids. Poor Planet Earth!
- Kendra: Let's talk to them.  
What are you doing?  
Please, don't litter!  
Please, don't waste water!
- Garth: Recycle! Keep the planet clean.
- Mark/sister: Eh...what?...who?
- Garth/Kendra: Recycle the can, yes, you can!  
Keep the planet clean!  
Don't forget it's green!

#### Activity 1 KEY: What's wrong here.

- A. The children are littering the schoolyard. [Example]
- B. Mark is wasting water.
- C. Mark is not recycling.
- D. Dad is cutting down a tree.
- E. Jenny and Mark are littering.

#### Activity 2 SCRIPT: Listen and match.

1. [Example] Don't cut down trees. (A)
2. Don't waste water.
3. Don't litter.
4. Keep the forest clean
5. Recycle

#### Activity 2 KEY: Listen and match.

1. Don't cut down trees. ▷ A [Example]
2. Don't waste water. ▷ E
3. Don't litter. ▷ B
4. Keep the forest clean. ▷ D
5. Recycle. ▷ C

#### Activity 3 KEY: The tree and the panda. Tell the story.

- A. A bamboo tree is in the forest
- B. The panda is eating a bamboo leaf.
- C. A man is cutting down the bamboo tree.
- D. The panda is hungry.

#### Activity 4 KEY: The green game: Let's play!

- Pupils stand up when they hear the following phrases:
- Keep the planet clean!
- Recycle!
- Don't cut down trees!
- Save the forest!
- Don't waste water!
- Don't litter!



# Unit 9: Planet Recyclon

## Activity book.

### Activity 1 KEY: Look and write.

- A. She's working in the garden. [Example]
- B. He's cutting down a tree.
- C. She's littering.
- D. They are recycling.
- E. He's cleaning the forest.
- F. He's wasting water.

### Activity 2 KEY: Look and number.

Don't litter ▷ B

Recycle ▷ D

Don't cut down trees ▷ C

Keep the forest clean ▷ A [Example]

Don't waste water ▷ E

### Activity 3 SCRIPT: Write the words and sing the song.

Recycle cans,  
don't cut down trees.  
Save water, do it, please!

Help the planet,  
keep it green.  
Love the earth,  
keep it clean!

### Activity 3 KEY: Write the words and sing the song.

Recycle cans,  
don't cut down trees.  
Save water, do it, please!

Help the planet,  
keep it green.  
Love the earth,  
keep it clean!

### Activity 4 KEY: Do the crossword and find the magic phrase.

- A. recycle
- B. forest
- C. earth
- D. water [Example]
- E. vase
- F. panda
- G. cans
- H. tree

Magic phrase: save the planet





## Lesson 2: The green planet

### Suggested procedure (up to 5 days)

#### Content

The children practise further vocabulary items relating to the environment. The vocabulary is introduced in context through a story, the main part consisting of a song, and is further consolidated through various tasks and a game.

#### Linguistic objectives

Children are expected:

- to learn further vocabulary items related to the environment: *paper, glass, cans, plant, different*
- to learn key language chunks: e.g. *Come with us, Of course it's ..., It's time to ..., Look after..., Take care of ...*
- to identify the written form of the words (word recognition)
- to produce the oral form of the words

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to raise children's awareness of environmental issues and encourage them to take action
- to promote pairwork and dramatisation
- to promote learning through fun activities such as singing and playing

#### Suggested resources

- dice
- one marker per player
- storycards (found online)
- boardmarkers

#### Pupil's Book.

**Step 1:** Start by eliciting the children's opinions about how they think the story may continue. Then, ask the children to look at the pictures in Lesson 2 (or projects them on the screen) and elicit opinions about what they think this place is and how it is different from the Earth – most of the vocabulary items are already known (recycling of previous knowledge).

**Step 2:** The children listen to the story, most of which is in the form of a song. You may wish to act out and dramatise the story, with the help of realia as well, to help understanding. After the 2nd or 3rd time, the children can copy the teacher and start miming the actions.

**Step 3:** Further listening and singing by taking roles and singing the corresponding lines; the song can also be sung by assigning these to individual children or groups (for example, boys and girls).

**Step 4:** Take out vocabulary items and ask them to put them in the correct space in the song. Alternatively, mix the verses / sentences and ask the children to put them in the correct order as they listen to the song.

**Note:** It is recommended to play the song several times so that the children can have the opportunity to familiarise themselves with vocabulary and lexical chunks in a playful way. In this way, pronunciation is also expected to improve.

**Step 5: First activity:** The children look at the pictures and select the appropriate rubbish bin. Throughout this activity the children are informed about proper recycling and you can start a discussion about recyclable items with the whole class, if you wish. Encourage the children to think and talk about their own habits of recycling and become more environmentally aware citizens.

**Step 6: Second activity:** This activity intends to give the children the opportunity to practise the new vocabulary orally through their interpretation of the signs. If they wish, they can then extend to other things they can do or avoid to help the environment.

**Step 7: Third activity:** The children are required to look at each pair of pictures and decide appropriate environmentally friendly behaviour. If you wish, ask the children to describe what the persons are doing in each picture of the pair, which will give even further practice and will make the children more aware of inappropriate behaviour.

# Unit 9: Planet Recyclon

The children can then extend to other actions that can help the environment, if they wish.

**Step 8: Fourth activity:** This game intends to introduce an element of fun while consolidating new and previous vocabulary items. The game is played in pairs. Two tokens and a coin are required. Each learner tosses the coin and if it's heads, s/he moves on one pair, if it's tails, s/he moves on two squares. Each child has a token, starts at a different point and follows a different route. The child must name the object in the picture s/he lands on, otherwise s/he misses his/her turn. The person who reaches the finish first is the winner.

## Activity book.

**First activity:** The children practise reading skills while trying to put the story in order. Some help is given through the pictures accompanying each part of the story. The task aims to develop the idea of cohesion in storytelling. You may help the children by discussing the order with which the story may have taken place.

**Second activity:** This activity aims at consolidating the vocabulary presented so far in Unit 9, since it requires the children to understand the oral code and follow the path to reach a different destination each time.

**Third activity:** This activity intends to raise children's awareness of looking after the environment, and also to discover how environmentally friendly their habits are. It is a questionnaire they have to fill in for themselves by ticking how often they take particular steps for each question. They can then see how green they are by counting the points they have scored. You may decide to carry out a project with the children and conduct a survey in class to see the habits of the class in total. Discussion from the survey is sure to arise and a goal can be set for the children to improve their "green" behaviour in the future. As a follow-up, a record/diary can be kept for environmentally friendly actions each day and a green certificate given to those students who have improved their behaviour at the end of this project.

**Fourth activity:** Reading and writing skills are the aim of this activity. The children are required to fill in the gaps with one of the words given. To do that, they need to have understood the context and have acquired the vocabulary items listed in the beginning.

## SCRIPTS & KEYS

### Pupil's Book.

#### Lesson 2: The green planet. Listen and read

- Kendra: Come with us!  
Sister: Where?  
Kendra: To our planet.  
Mark: Everything is so different here!  
Sister: So clean! Clean and green!  
Of course, it's clean.  
Blue blob: it's our home and we love it.  
Kendra/Garth: Help the planet.  
Yes, you can.  
Work together  
and change things forever.  
Recycle paper,  
recycle glass,  
recycle cans.  
Become recycle fans!  
Don't waste water.  
Plant a tree.  
Don't litter!  
Look after you and me!  
Mark/sister: Super!  
Sister: It's time to go home now. Thanks  
for everything.  
Mark: Bye!  
Kendra/Garth: Bye. Take care of Planet Earth!

#### Activity 1 KEY: Can you recycle?

- The cans go in ▷ A.  
The glass bottle goes in ▷ A.  
The paper goes in ▷ A.  
The pizza box goes in ▷ B. [Example]  
The fruit go in ▷ B.  
The food goes in ▷ B.  
The flowers go in ▷ B.

#### Activity 2 KEY: Read the signs.

- A. Save water. [Example]  
B. Plant a tree.  
C. Don't litter.  
D. Don't cut down trees.  
E. Recycle.  
F. Don't waste water.

### Activity 3 KEY: Who's green?

- A. ▷ 2
- B. ▷ 1
- C. ▷ 2
- D. ▷ 2

### Activity 4 KEY: Let's play.

- |            |            |
|------------|------------|
| • Start 1: | • Start 2: |
| • Bottle   | • Garden   |
| • Leaf     | • Nest     |
| • Forest   | • TV       |
| • Earth    | • Sun      |
| • Bike     | • Litter   |
| • Recycle  | • Can      |
| • Panda    | • Flower   |
| • Water    | • Paper    |
| • Finish   | • Finish   |

### Activity book.

#### Activity 1 KEY: Put in order.

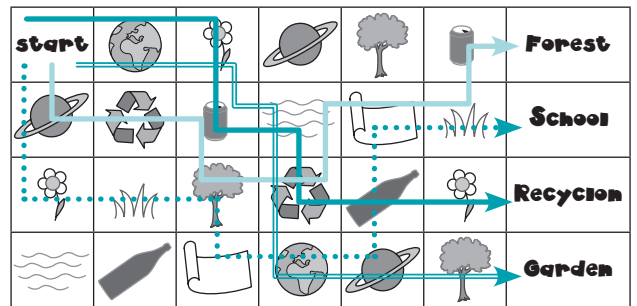
▷ D, B, A, C

#### Activity 2 SCRIPT: Listen and go to...

1. Start-earth-flower-can-water-recycle-glass-flower->**Recyclon**
2. Start-planet-flower-grass-tree-paper-earth-planet-glass-paper-grass->**School**
3. Start-planet-recycle-can-tree-recycle-water-paper-grass-can->**Forest**
4. Start-earth-flower-can-water-recycle-earth-planet-tree->**Garden**

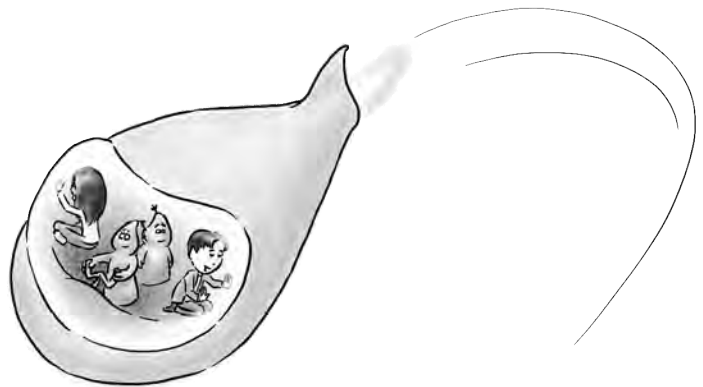
### Activity 2 KEY: Listen and go to....

1. → Start-earth-flower-can-water-recycle-glass-flower->**Recyclon**
2. ... Start-planet-flower-grass-tree-paper-earth-planet-glass-paper-grass->**School**
3. → Start-planet-recycle-can-tree-recycle-water-paper-grass-can->**Forest**
4. ⇒ Start-earth-flower-can-water-recycle-earth-planet-tree->**Garden**



### Activity 4 KEY: Find the missing word.

1. angry [Example]
2. litter
3. recycle
4. cut down
5. hungry
6. take care



# Unit 9: Planet Recyclon

## Lesson 3: Help the planet

### Content

The children practise vocabulary items related to recycling and saving water. The vocabulary is introduced in context through a story and is further consolidated through various tasks.

### Linguistic objectives

Children are expected:

- to consolidate vocabulary items and language chunks related to recycling: *litter, cans, paper, glass, clean, dirty, clean up*
- to learn vocabulary items and language chunks related to effects of wasting water: *what a shame, thirsty, save, share*
- to learn other language chunks: *You're late, Come again, poor ..., You're right, Look around*
- to identify the written form of the words (word recognition)
- to produce the oral form of the above lexical items

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to raise children's awareness of environmental issues and encourage them to take action
- to promote pairwork and dramatisation

### Suggested resources

- storycards (found online)
- boardmarkers

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Ask the children to talk about what the people on Planet Recyclon do to keep their planet clean and green, to remind the children of the story and consolidate vocabulary. Then ask them to open their books and look at the pictures in order to discuss what the children are doing in Lesson 3.

**Step 2:** The children can listen to the recording once. The children listen to the story while looking at the pictures (in books or on the screen). While listening, they could point to the corresponding pictures. Ask the children a couple of comprehension questions (e.g. *How do the children feel now that they are back on Earth? What do they do to animals with their inconsiderate behaviour? What changes do they want to implement on planet Earth now? How do the children feel at the end of the story? Why?*). The children try to answer them while listening to the story for the second time.

**Step 3:** Depending on the children's level/enthusiasm, you may decide to act out the story with the use of pictures and/or the storycards found online.

**Step 4:** Check understanding of vocabulary by asking relevant questions: e.g. *Show me / Why do the children feel sad? Where do they recycle?* You might also ask questions such as: *"Has the deer got water to drink? Why? Is the forest clean?"* and expect a reply from the children. Ask further questions such as: *"Do you help the planet/litter/recycle/waste water?"* etc. to consolidate vocabulary.

**Step 5:** Allow the children to listen to the story again. Then invite them to act out the story. Allocate roles: one learner as the boy, one as the girl, the mother and the father. All the children should be given the opportunity to participate in the role playing activity.

**Step 6:** The lesson finishes with the song sung by all the children in chorus.

**Step 7: First activity:** Ask the children to listen and say the letter of the correct picture. The task consolidates the vocabulary items and language chunks of this unit.

**Step 8: Second activity:** This is a memory game. Give the children one or two minutes to look at the picture and then asks them to close their books. Then ask the children to recall and say who does what in the picture. This game could also be played in pairs. The learner who recalls the most is the winner.

**Step 9: Third activity:** This is a memory game

## SCRIPTS & KEYS

as well. The children take one or two minutes to look at the two pictures and then, with their books closed, try to remember the differences between the two. Both the second and third activities introduce an element of fun, while giving the children the opportunity to consolidate vocabulary items from Unit 9 through their oral production.

**Step 10: Fourth activity:** This activity raises the children's environmental awareness. The icons show images that remind them of daily environmental problems which have a negative effect on the planet. The children are asked to look at these pictures and say what they can do in each case to help planet Earth. If you wish, ask the children to describe what is happening in the picture in the book before they actually offer a different course of action.

### Activity book.

**First activity:** Ask the children to match the sentences in an appropriate way. Imperatives are used to express prohibition and suggestion. The children are also encouraged to look at the actions they can take themselves to become more environmentally responsible.

**Second activity:** Ask the children to number the pictures as they listen to the story.

**Third activity:** Encourage the children to produce the written form of phrases they have acquired related to the environment. Also encourage them to adopt these habits themselves and spread the word to their family and friends. They are given an active role within their community, which should be encouraged.

**Fourth activity:** Ask the children to fill in the missing parts of an email sent by Mark and Jenny to their friends on Planet Recyclon. The children have the opportunity to consolidate vocabulary in a meaningful context.

### Special note for teachers:

An interesting site for teachers to visit related to environmental issues with games and quizzes is <http://www.learnenglishkids.britishcouncil.org/en/category/topics/environment>

Interesting songs:

<http://www.learnenglishkids.britishcouncil.org/en/songs/its-up-me-and-you>

<http://www.learnenglishkids.britishcouncil.org/en/songs/the-ballad-lisa-the-lemur>

Let the children enjoy themselves and have fun while they learn more about environmental issues

### Pupil's Book.

#### Lesson 3: Help the planet. Listen, read and sing.

- Mark/Sister: Bye, Garth! Bye, Kendra.
- Mark: Come again!
- Sister: Look at the deer!
- Mark: Poor deer! There's very little water in the river.
- Sister: What a shame! We waste so much every day.
- Mark: Yes, you're right.
- Mark/Sister: Animals are thirsty. Don't you care? Save water. Let's share!
- Mark: Look around. There's litter everywhere. Old cans, paper, glass...  
...plastic bags, empty bottles. It's so dirty.
- Mother: You're late. It's time to go home.
- Sister: OK, let's clean up first.
- Mark: Mum, can we have two paper bags, please?
- Mother: Paper bags? Why?
- Sister: For recycling, of course.
- Mark/sister: Help the planet!  
Yes, you can!  
Work together  
and change things forever.

#### Activity 1 SCRIPT: Listen and say the number.

1. [Example] Mum, can we have two paper bags please? (C)
2. Look at that deer!
3. Look around! There's litter everywhere.
4. You're late. It's time to go home.
5. Help the planet, yes you can!

#### Activity 1 KEY: Listen say the number.

1. ▷ C [Example]
2. ▷ B
3. ▷ A
4. ▷ E
5. ▷ D

# Unit 9: Planet Recyclon

## Activity 2 KEY: Can you remember?

1. Kelly is riding a bike. [Example]
2. The minotaur is littering the forest.
3. Captain Cook is planting a tree.
4. The cricket is recycling.
5. The emperor is cutting down a tree.
6. The elf is recycling.

## Activity 3 KEY: Can you spot the 6 differences? Find and say.

1. In picture 1 the squirrel is jumping. [Example]  
In picture 2 the squirrel is climbing a tree.
2. In picture 1 there's a bottle in the pond.  
In picture 2 there's a plastic bag in the pond.
3. In picture 1 there are three cans under the tree.  
In picture 2 there are two cans under the tree.
4. In picture 1 the deer is drinking water.  
In picture 2 the deer is eating. (grass)
5. In picture 1 the girl's trousers are dirty.  
In picture 2 the girl's jacket is dirty.
6. In picture 1 the boy is cleaning up.  
In picture 2 the boy is littering.

## Activity 4 KEY: What can we do?

- A. We can plant trees. [Example]
- B. We can clean the schoolyard.
- C. We can recycle.
- D. We can walk to school.
- E. We can use paper bags.
- F. We can save water.

## Activity book.

### Activity 1 KEY: Match the phrases.

1. Don't waste glass bottles ▷ Use them again. [Example]
2. Don't use plastic bags ▷ Use paper bags.
3. Don't waste paper ▷ Use it to write again.
4. Don't waste old clothes ▷ Give them to other children.
5. Don't litter ▷ Keep planet Earth clean.

## Activity 2 SCRIPT: Listen and number the pictures.

1. [Example] The Koala is sitting in a tree in the forest. It's thirsty but it's got no water. (a)
2. A family is having a picnic under a tree.
3. They go for a walk.
4. The koala sees the bottle of water and jumps down from the tree.
5. It drinks all the water in the bottle.
6. The family is back from the walk.
7. The boy is thirsty. He looks for the bottle but it is empty.
8. The boy is angry and the koala is happy.

## Activity 2 KEY: Listen and number the pictures.

1. ▷ a [Example]
2. ▷ c
3. ▷ g
4. ▷ h
5. ▷ d
6. ▷ e
7. ▷ b
8. ▷ f

## Activity 3 KEY: Write and tell your friends.

It's GREEN to clean up the forest. [Example]

It's GREEN to recycle, save water, use paper bags

It's NOT GREEN to litter, waste water, use plastic bags

## Activity 4 KEY: Write an e-mail to Garth and Kendra.

1. Earth
2. paper
3. cans
4. water
5. trees
6. flowers

## Art time!

Imagine that you visit a school on Planet Recyclon. What do you see?

### Linguistic objective

The children are expected to produce the oral form of the words and language chunks they have acquired in this unit

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within an art based framework
- to raise children's awareness of environmental issues and encourage them to take action
- to develop fine motor skills
- to encourage creative expression through art

### Suggested resources

- crayons, colours

### Suggested procedure (up to 2 days)

**Step 1:** Discuss what the people on planet Recyclon do to help their planet. After you hear the children's responses, ask them to imagine what a school on that planet would look like. You may also give them clues/ideas by showing them images of green schools/ environmentally friendly downloaded from the internet. When the children have offered several ideas, ask them to draw what that school might look like.

**Step 2:** After the children have finished their drawings, they can be asked to discuss or describe them to their classmates.

**Step 3:** When discussion has finished, the children can make a collage/poster with their drawings. They can even vote for the most environmentally friendly school. They can discuss what impressed them or what they liked most in each drawing and even discuss if any of the proposed ideas would be possible to implement in their own school.

## Project

Use recyclable things to create your own litter monster.

### Linguistic objective

The children are expected to produce the oral form of the words and language chunks they have acquired in this unit

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within an art based framework
- to raise children's awareness of environmental issues and encourage them to take action
- to raise awareness of the way various things can be reused (decorative purposes, for example)
- to further develop fine motor skills
- to encourage creative expression through art

### Suggested resources

- any safe material the children would throw in the rubbish bin (e.g. cans, paper, fruit etc.)

### Suggested procedure (up to 2 days)

**Step 1:** Discuss what people usually throw away. Go on discussing how the children think these things could be reused. Suggest the idea of an imaginary monster. The children can discuss in pairs/groups what such a monster would look like and the materials they could use to build it.

**Step 2:** The children build their monsters in groups and after they have finished they create a classroom show with these exhibits. They can discuss them or describe/present them to their classmates. They can even vote for the best one.

**Step 3:** When the discussion has finished, the children can put up the exhibition in a central place in the school for the rest of the children to see. This exhibition can be accompanied by their art posters and signs with ecological messages. In this way, they make other children in the school also aware of environmental issues too.

## Unit Evaluation

Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

Then, ask them to write their favourite words and phrases and share them with the class.

# Unit 10: The magic island

## Lesson 1: Be kind

### Content

The children practise vocabulary items and lexical phrases related to friendship. The vocabulary is introduced in context through a story and further expanded and consolidated through various playful activities.

### Linguistic objectives

Children are expected:

- to learn and revise vocabulary related to opposites: *old/new, thin/fat, strong/weak, etc.*
- to learn certain language chunks: *You know it isn't right*
- to identify the written form of the words (word recognition)
- to produce the oral form of the words

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to raise children's awareness of environmental issues and encourage them to take action
- to promote pairwork and dramatisation

### Suggested resources

- flashcards or realia
- storycards (found online)
- boardmarkers

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Ask children to open their books, and to identify the animals which they met in previous units.

**Step 2:** Ask children to listen to the recording once. The children listen to the story while looking at the pictures. While listening, they should point to the corresponding pictures.

**Step 3:** You may wish to act out the story with the use of pictures and/or the storycards found online.

**Step 4:** Check understanding of new vocabulary by asking relevant questions related to the story, e.g. *Who's the slowest, tallest, shortest? etc.*

**Step 5:** Stick the storycards on the board with BluTack following the storyline. Provide the captions in random order on the board. Invite children to the board and ask them to put them in chronological order after listening to you or while listening to the CD.

**Step 6:** The children listen to the story again. Invite them to act out the story. Allocate roles: one learner per animal. All children should be given the opportunity to participate in the role playing activity.

**Step 7: First activity:** The children listen to the script and match it with the corresponding picture.

**Step 8: Second activity:** The children choose the word that corresponds to the correct picture.

**Step 9: Third activity:** The children recall which animal is described in each statement.

**Step 10: Fourth activity:** The children practise their pronunciation through the tongue twister.

#### Activity Book.

**First activity:** The children choose the picture that matches the sentence.

**Second activity:** The children colour actions which are polite.

**Third activity:** The children complete the paragraph with the given words.

**Fourth activity:** The children colour and read the hidden message.



## SCRIPTS &amp; KEYS

## Pupil's Book.

## Lesson 1: Be kind. Listen and read.

Tammy: Look, everybody is here! Why?  
 Alex: Tammy, this is the magic island!  
 Tammy: I'm so excited!

Easel the weasel: Mr Cricket, you're so lazy!  
 Cricket: Mr Easel, you're so fat again!  
 Ann the eagle: Look at Harry. He can't fly!  
 Harry the hare: Yes, but Daffy can't run! He's so slow! He's the slowest of all the animals!  
 Daffy the duck: Yes, but I'm not the weakest. Look at Earl, the squirrel. He can't swim! He's so short and weak!  
 Earl the squirrel: Stop calling names! Friends don't fight. Remember! Everybody's unique!  
 Henry the owl: It's not cool, it's not polite. Calling names is impolite.  
 Owl & squirrel: You know it isn't right! Be kind, be nice, live in a world that you like!

## Activity 1 SCRIPT: Who says that? Listen and match.

- [Example] You're so lazy! (Easel, the weasel)
- Mr Easel, you're so fat again!
- Look at Harry. He can't fly.
- He's the slowest of all the animals.
- He can't swim! He's so short and weak!
- Stop calling names!

## Activity 1 KEY: Listen and match.

- Easel, the weasel. ▷ B [Example]
- The cricket. ▷ D
- Anne, the eagle. ▷ F
- Harry the hare. ▷ E
- Daffy the duck. ▷ C
- Squirrel. ▷ A

## Activity 2 KEY: Choose and say.

- old [Example]
- weak
- slow

- fat
- short
- polite

## Activity 3 KEY: Guess who.

- He likes working and saving food. ▷ Mr Ant [Example]
- He's cute and kind. ▷ Squirrel
- She's got wings and she can fly but she can't swim. ▷ Eagle
- He loves swimming but he can't run. ▷ Duck
- He likes running and he's fast. ▷ Hare

## Activity 4 SCRIPT: Can you say it?

It's not right to fight! Be polite!

## Activity book.

## Activity 1 KEY: Choose and match.

- Which is the tallest? ▷ tree [Example]
- Which is the shortest? ▷ tree house
- Which is the longest? ▷ dress
- Which is the coldest? ▷ glass
- Which is the slowest? ▷ bike
- Which is the brightest? ▷ sun

## Activity 2 KEY: Colour what is polite.

Polite: ▷ A, C  
 Impolite: ▷ B, D, E

## Activity 3 SCRIPT: Listen and write.

It's not *cool*, it's not polite!  
 Calling names is impolite.  
 You know it isn't right!  
 Be kind, be nice,  
 live in a world that you like!

## Activity 3 KEY: Listen and write.

It's not cool, it's not polite!  
 Calling names is impolite.  
 You know it isn't right!  
 Be kind, be nice,  
 live in a world that you like!

## Activity 4 KEY: Colour and find the magic phrase.

The message is: Be kind!

# Unit 10: The magic island

## Lesson 2: Love for people

### Content

The children practise already taught vocabulary and new words, through familiar characters from earlier lessons. The vocabulary is introduced in context through a story and is further consolidated through playful tasks.

### Linguistic objectives

Children are expected:

- to learn more vocabulary items, such as: *happy, family, money, gold*
- to revise certain language chunks: e.g. *Friends don't fight*
- to identify the written form of the words (word recognition)
- to produce the oral form of the words

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to sensitise children regarding the importance of love for people as an invaluable quality
- to promote pairwork and dramatisation
- to promote fun through singing

### Suggested resources

- storycards (found online)
- boardmarkers

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Elicit the children's opinions about what they think 'love for people' might mean.

**Step 2:** The children listen to the story. You may act out the story, with the help of realia as well, to help understanding. The 2nd and 3rd time children may copy you and start miming the actions.

**Step 3:** Further listening and singing by taking roles and singing the corresponding lines; the song can also be sung by assigning these to individual children or groups (for example, boys and girls).

**Step 4: First activity:** The children match the phrases with the pictures.

**Step 5: Second activity:** The children listen to what Mark and Arthur do every day and say what their daily routines are.

**Step 6: Third activity:** This is Kim's memory game. The children look at the pictures for one minute, then close their books and try to recall the names of these objects in English.

**Step 7: Fourth activity:** The children find the missing words and sing the song. This song aims to introduce an element of fun while consolidating new and previously learnt vocabulary items.

#### Activity Book.

**First activity:** The children match the sentences with the picture.

**Second activity:** The children write the vocabulary items in the appropriate category.

**Third activity:** The children find the phrase and circle it.

**Fourth activity:** The children colour the dots and find the magic word.

## SCRIPTS &amp; KEYS

## Pupil's Book.

## Lesson 2: Love for people. Listen and read.

King: Oh, what a beautiful garden!  
Everybody looks so happy there! I  
want to be happy too!

King: Guards, take me to that beautiful  
garden.

*(There is a sign at the gate of the garden): "What  
makes you happy? Find the magic word and come  
in!"*

King: Hello, little girl. May I come in?

Kelly: Tell me first: What makes you happy?

King: That's very easy. Money can make me  
happy.

Kelly: That's not the magic word. No, you  
can't come in.

King: Oh, I know. What about gold?

Arthur,  
his sister  
and Kelly: Gold is not the right answer. Money  
and gold are just things.

King: Oh, I remember!  
Love for things is wrong.

Arthur and  
his sister: Love your family and you'll never be  
alone.

Kelly: Friends don't fight,  
we know this is right.

King: Always smile and remember:  
Money and gold can bring no magic!  
Love for people can make you happy!  
Love is the magic word!

All of them: Welcome to the magic garden!

## Activity 1 KEY: Match the phrases with the pictures and say.

1. What a beautiful garden! ▶ C [Example]
2. May I come in? ▶ F
3. Tell me first: What makes you happy? ▶ A
4. Money can make me happy. ▶ B
5. That's not the magic word. ▶ D
6. Love is the magic word! ▶ E

Activity 2 SCRIPT: What do they do every day?  
Listen and choose.

[Example] On Monday, Mark and Arthur go for  
a picnic. On Tuesday, Mark plays basketball but  
Arthur plays football. On Wednesday, Mark goes  
swimming but Arthur rides his bike in the park. On  
Thursday, Mark listens to music but Arthur reads  
a book. On Friday, Mark rides his bike but Arthur  
plays hide and seek.

Activity 2 KEY: Listen and choose. What do they  
do every day?

On Monday, Mark and Arthur go for a picnic.

On Tuesday, Mark plays basketball but Arthur plays  
football.

On Wednesday, Mark goes swimming but Arthur  
rides his bike in the park.

On Thursday, Mark listens to music but Arthur  
reads a book.

On Friday, Mark rides his bike but Arthur plays  
hide and seek.

A ▶ Mark      B ▶ Arthur

## Activity 3 KEY: Can you remember?

- A. Money
- B. Castle
- C. Wings
- D. Feathers
- E. Jacket
- F. Prison
- G. Bottle
- H. Gold

## Activity 4 SCRIPT: Find and sing.

Always smile and remember:  
Money and gold can bring no magic!  
Love for people can make you happy!  
Love is the magic word!

## Activity 4 KEY: Find and sing.

Always **smile** and remember:  
**Money** and **gold** can bring no magic!  
**Love** for people can make you happy!  
Love is the **magic** word!

# Unit 10: The magic island

## Activity book.

### Activity 1 KEY: Match and say.

May I come in? ▷ B [Example]

May I go out and play? ▷ E

May I have some water? ▷ D

May I have a paper bag please? ▷ C

May I take your pen? ▷ A

### Activity 2 KEY: Put the words in the correct groups.

**Places:** ▷ palace [Example], home, tree house, prison, cellar

**Recyclable:** ▷ cans, glass, plastic bags, paper, bottles

**Clothes:** ▷ shirt, suit, trousers, jacket, socks

**Activities:** ▷ playing games, playing basketball, playing on the swings, riding a bike, swimming

### Activity 3 KEY: Find and circle the phrases.

Time for lunch. [Example]

Don't be late.

Join us.

You're welcome.

That's a brilliant idea.

Don't worry.

I'm flying like a bird.

She's cooking a meal.

### Activity 4 KEY: Colour the dots and find the magic word.

Love is the magic word.



## Lesson 3: Magic Gameland!

### Suggested procedure (up to 5 days)

#### Pupil's Book.

**Step 1:** Ask the children what they remember, what they liked the most/least from the units of the book.

**Step 2:** In pairs or groups they can then answer the questions about the book.

This could also be turned into a quiz where the team with the most points wins.

**Step 3:** The children can look back in the book and find the answers to the questions, especially in the observation game.

**Step 4: First activity:** Ask the children to spot objects that start with the letters b, s, k.

**Step 5: Second activity:** Ask the children whether they notice the similarities and differences between a pair of objects.

**Step 6: Third activity:** The children spot the differences and recycle vocabulary.

**Step 7: Fourth activity:** The children again practise and recycle previously learnt vocabulary by spotting objects in the picture.

#### Activity Book.

**First activity:** Ask the children to match the sentences.

**Second activity:** Ask the children to recall the sentences and write them.

**Third activity:** Encourage the children to remember basic lines from each unit and follow the order of the maze in the book.

**Fourth activity:** The children write the correct answers and find the magic phrase.

### Content

The children recycle and practise vocabulary items and lexical phrases they learnt throughout the book.

### Linguistic objectives

Children are expected:

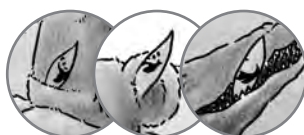
- to consolidate vocabulary from previous units
- consolidate language chunks from other units

### Pedagogical aims

- to develop memory and observation skills
- to promote pairwork
- to create a relaxing, non-threatening classroom atmosphere through playing games

### Suggested resources

- boardmarkers



# Unit 10: The magic island

## SCRIPTS & KEYS

### Pupil's Book.

#### A. Memory game KEY: Can you remember...

Can you remember...

...the names of Kelly's friends? ▷ Billy and Fiona

...what's the puzzle of the bamboo leaves? ▷ a panda

...what Mr Cricket is eating in the cold? ▷ a pear

...what's the right kind of food for Easel, the weasel? ▷ vegetables and fruit

...who's a good friend in the animal school? ▷ Earl, the squirrel

...what the emperor is wearing at the festival? ▷ nothing

...3 things Arthur likes doing? ▷ any 3: running, jumping, flying kites, colouring and drawing, playing hide and seek, playing games with his family.

...how many guards take Daedalus and Icarus to prison? ▷ two

...which animal is thirsty on Planet Earth? ▷ a deer

...what's the magic word in the magic garden? ▷ love

#### B. Observation game KEY: Can you spot...

Can you spot...

...Mr Albert in all pictures in Unit 1, Lesson 2? ▷ we can't see him in the 3rd picture

...who's wearing the pirate's hat in the last picture of unit 1? ▷ Mr Albert

...how many crickets are playing next to Mr Cricket in Unit 3, lesson 1? ▷ five

...how many bananas are there in Mr Ant's kitchen? ▷ four

...what time swimming starts? ▷ nine o'clock

...how many treehouses are near Arthur's house? ▷ four

...in how many pictures are there birds at the window of the prison? ▷ three

... the colours of all people on Planet Recyclon? ▷ blue, green, purple, brown, yellow, red

...what's not green in Mark's house? ▷ TV is on, water's running, radio is playing, mobile is ringing, all lights are on although it's daytime, Mark is cooking

...Mr Albert on the magic island? ▷ yes, 1st picture

#### Activity 1 KEY: I spy with my little eye something that starts with...

**B** ▷ box, bike, bag, book

**S** ▷ socks, shoes, salami, squirrel

**K** ▷ kangaroo, koala, kite, key

#### Activity 2 KEY: Same and different. Look and say.

**A. plum-apple:** They are fruit but the apple is red and the plum is purple. [Example]

**B. lollipop – chocolate:** They are sweets but the lollipop is pink and blue, and the chocolate is brown.

**C. koala – panda:** They are animals but the koala is grey and the panda is black and white.

**D. duck – owl:** They are animals but the duck can swim and the owl can fly.

**E. bedroom – kitchen:** They are rooms but the bedroom is blue and the kitchen is yellow.

*Note: Children can be very creative and imaginative and may provide you with alternative answers. You can accept them provided they make some sense.*

#### Activity 3 KEY: Can you spot the 10 differences? Find and say.

1. In picture 1 there are two birds flying, but in picture 2 there is only one.
2. In picture 1 there is a cricket on the ladder, but in picture 2 there isn't.
3. In picture 1 I can see Garth, but in picture 2 I can see Kendra.
4. In picture 1 there is a mouse behind the wise elf, but in picture 2 there isn't.
5. In picture 1 there are 6 flowers behind the weasel, but in picture 2 there are 7.
6. In picture 1 the wise elf is wearing blue clothes, but in picture 2 he is wearing green clothes.
7. In picture 1 there is brown food in the bowl, but in picture 2 there is red food.
8. In picture 1 there isn't a small shovel near mother elf, but in picture two there is.
9. In picture 1 mother elf has planted 4 flowers, but in picture two she has planted 3.
10. In picture 1 there isn't a duck under the birds, but in picture 2 there is.

## Activity 4 KEY: I spy with my little eye...

▷ A basketball, a leaf, an egg, an apple, an owl, money, an octopus, a mouse, gold, an umbrella, a maze, a telephone, a shell, feathers, a window.

## Activity book.

### Activity 1 KEY: Can you remember? Match the questions with the answers.

1. Where's the magic stone in Kelly's garden? It's in the grass [Example]
2. What's the colour of the bathroom in Puff's house? It's green.
3. Who's got the pencil and rubber in the animal school? Harry, the hare.
4. What does Arthur like most? Spending time with his family.
5. Who's getting close to the sun? Icarus.

### Activity 2 KEY: Can you remember? Read and write.

Everybody can do something but together we can do everything! [Example]

Easel, the weasel, is running. His tummy is empty but the cellar is full.

Winter is cold, Spring is warm. Summer is hot, Autumn is not.

It's cool to be different, everybody is unique.

Too long, too short, too dark, too bright, nothing looks right

People are laughing and I can do nothing. Love for things is wrong.

Icarus, be careful. You are getting close to the sun.

Keep the planet clean! Don't forget it's green!

Work together and change things forever.

It's not cool, it's not right. Calling names is impolite.

### Activity 3 KEY: Follow the maze and say the magic phrases.

The task is for children to recall the order of the stories and say the magic phrase in each one before they move on. The end of the maze is the picture of the emperor and unit 10. Children may recall different phrases than the ones below but as long as they belong to the story and the order is correct, accept them as right answers.

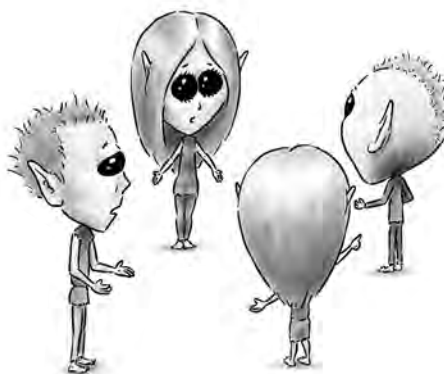
### Suggested answers:

Friends don't fight ▷ It's a panda (or a puzzle)  
 ▷ Why don't you save for a rainy day ▷ Eating right can make you happy ▷ Everybody can do something but together we can do everything  
 ▷ Love for things is wrong ▷ What I like most is playing games with my family ▷ I'm flying like a bird ▷ Help the planet ▷ Love is the magic word.

### Activity 4 KEY: Write the correct answers and find the magic phrase.

1. A map and a pirate's hat
2. Smarty
3. adventure
4. green
5. hare
6. living room
7. nine
8. Mark, Mr Cricket and Captain Cook
9. wax and feathers
10. cherries

Magic phrase: have a great summer!



# Unit 10: The magic island

## Art time!

Think of your best friend and draw the feeling of friendship.

### Linguistic objective

The children are expected to practise and consolidate language they have learnt in this unit.

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

### Suggested resources

- coloured pencils/markers

Ask the children to think of all the nice things they do with their friends – play hide and seek, fly a kite, do sports, listen to music etc. How does this make them feel? I feel happy, excited, loved etc. What makes a good friend? They help, they don't call names, they respect you... Record the ideas on the board.

Ask them to think of how they could show their feelings of friendship in their drawings.

Explain that feelings in art can be expressed through colour or shapes. Ask them what colour or shape they think friendship is and why.

Ask children how we know what someone is feeling - from their faces (smiling, laughing) from their body movements (moving, dancing, singing).

## Project

The best things in life are not things.  
Create a poster to show what's good in your life.

### Linguistic objective

The children are expected to practise and consolidate language they have learnt in this unit.

### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

### Suggested resources

- coloured pencils/markers

Ask the children to work in pairs and think of all the activities and people that make life good. Have the children share their ideas with the class and record their ideas on the board.

Examples – being healthy, my family, my friends, the weather, animals, trees and flowers, the garden, learning new things, sports, games, listening to music, drawing, singing, dancing, playing etc.

Having shared a wide variety of ideas and revised the vocabulary from the previous units, the children can make a drawing of all that they love in life which is not an item. Provide the children with A4 drawing paper. Write the title of the theme on the board so the children can write it in large letters on their page. Under the title the children can draw and label all the people and activities they discussed during the lesson. Some may also wish to cut out pictures from magazines and make a collage.

## Unit Evaluation

Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

Then, ask them to write their favourite words and phrases and share them with the class.





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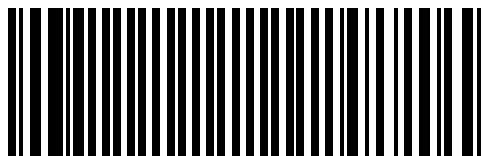
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