

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

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)

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.

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

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.

Make your own dragon

The children turn to page 101 of their activity book. Here the children have the opportunity to make their own dragon using their favourite colours

Unit 2: Captain Cook

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.