

Lesson 1: Play with me

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

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.

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. weasel
- 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

(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.



SCRIPTS & KEYS

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

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

Suggested procedure (up to 5 days)

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!

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 and find the magic phrase.

▶ What I like most is playing games with my family.

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.



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.