

Lesson 1: The palace of Minos

Suggested procedure (up to 5 days)

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

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

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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.

1. [Example] King Minos, your palace is ready. (A)
2. I can't let you leave! Guards! Put them in prison right away!
3. He's got a bull's head and a man's body.
4. Of course not! No one can escape from that huge maze.

Activity 1 KEY: Listen and match.

1. ▶ A [Example]
2. ▶ D

3. ▶ B
4. ▶ C

Activity 2 KEY: Read and choose and say.

- A. 2. He's got a bull's head and a man's body. [Example]
- B. 1. He's got a parrot's head and a monkey's body
- C. 2. He's got a crocodile's mouth and a kangaroo's body
- D. 1. He's got a koala's head and a man's body
- E. 3. She's got a woman's head and a crocodile's body

Activity book.

Activity 1 KEY: Match the pictures with the phrases

1. No one can escape from that huge maze. ▶ B [Example]
2. Guards! Put them in prison right away! ▶ C
3. King Minos, your palace is ready. ▶ F
4. He's got a bull's head and a man's body ▶ A
5. I can go back home with my son, Icarus ▶ D
6. Nice work Daedalus. Thank you! ▶ E

Activity 2 KEY: Safe or dangerous? Choose and write

- A. dangerous [Example]
- B. safe [Example]
- C. dangerous
- D. dangerous
- E. dangerous
- F. 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

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

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 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

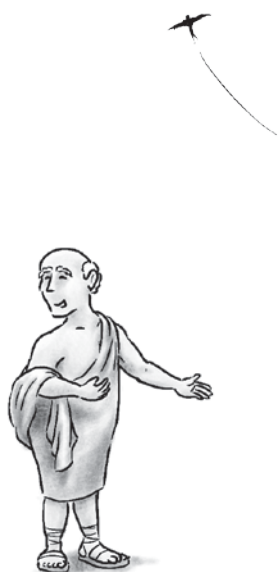
Activity book.

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.

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.



SCRIPTS & KEYS

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.