

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."

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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).

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.

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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.

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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.

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

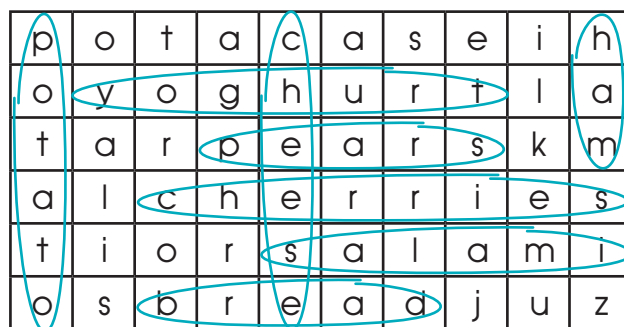
Activity 2 KEY: Do the crossword.

1. sweets
2. bacon
3. cookies
4. chocolate
5. lollipops [Example]
6. eggs
7. chips



Activity 3 KEY: Circle the words and write

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



Activity 4 KEY: Match the pictures with the phrases.

1. Run through the hole.
2. Save for a rainy day!
3. Join me! [Example]
4. Nice to meet you!
5. 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

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

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

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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!

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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.