

UNIT 2: THE STORY OF BELLA THE CAT

Lesson 1: Bella the Cat and the baby mouse

Content: Learners practice ‘family’ vocabulary, acting out the Mouse Family story by Aesop. The vocabulary is introduced in context through the story and is further consolidated through games and chants. The linguistic input in this lesson is rather extensive. However, the same phrases are repeated throughout the lesson, which aids comprehension and retrieval.

Linguistic aims

Learners are expected

- to learn words for family members, i.e., *daddy, mummy, brother, sister, grandpa, grandma, baby*, and the word *family tree*.
- to be able to identify the written form of the particular words (word recognition)
- to be able to start producing the written form of those words
- to be able to understand the language pattern “Can you....?” (“Yes, I can”, “No, I can’t”)

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere in a story-based framework
- to familiarise learners with the Greek cultural heritage (Aesop’s story telling)
- to promote group work and dramatisation

Suggested material

- flash cards
- puppets (if available)
- a bell
- boardmarkers

Suggested procedure (up to 3 days)

Step 1

Introduce Aesop’s fables perhaps by talking about a well-known and popular fable (e.g., the hare and the tortoise). This can be done in Greek. Use flashcards or puppets to show learners a mouse, a cat and a bell. Ask them if they know a fable with these animals and trigger their curiosity by asking them questions, such as, ‘How do you think the bell will be used in the story?’ or ‘Find out how many the members of the mouse family are’. Learners listen to the story from 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.

Step 2

Check understanding of new vocabulary by asking relevant questions: e.g., Show me / where is grandpa? You might also ask questions such as: “Can grandpa?” and expect a “Yes” or “No” reply from learners at this stage.

Step 3

Learners listen to the story again and point to the corresponding pictures. Listening may be repeated 2-3 times, depending on learners' needs. It is advisable at this point that you interrupt listening and facilitate comprehension by using body language and facial expressions to illustrate meaning. At the same time ask learners to repeat the lines of the story, so as to help them in the reading process and to prepare them to act out of the story.

Step 4

Invite learners to act out the story. Allocate roles: seven learners as family members and one as the cat. Take the role of the narrator. As a narrator, put emphasis, not only on the vocabulary, but also on the “Can you...? No, I can't/ Yes, I can” language chunks. At this initial dramatisation stage, let learners decide if they want to participate in the dramatisation or just watch (allow time for the timid learners to adjust to the new linguistic environment). It is not necessary, of course, for learners to be able to produce the full sentences or the whole story. Allow time for understanding and speech production.

Step 5

First activity: Learners listen to the story again and you ask them to try and match the words to the corresponding pictures. Only word recognition is required at this stage.

Step 6

Second activity: Ask learners to identify the pictures (e.g. cat, brother, sister etc). Then ask them whether they can remember the sounds of particular letters (s, b, g, d, c, m). You may wish to elicit and revise the words they learnt in the pre-unit starting with these sounds (i.e. **s** for skirt, **b** for ball, **g** for green, **d** for dog, **c** for car and **m** for monkey). Then, ask learners to match the initial letter/ sound to the corresponding picture and to say it. Help them pronounce words correctly. You may wish to use the CD.

Step 7

Third activity: Learners fill-in the missing letters. If there's some extra time, you can expand the activity and make it more demanding, e.g. write the words on the board, having deleted more letters, and ask learners to work in pairs and fill them in.

Step 8

Fourth activity: Learners listen to the song and sing along. Repeat as many times as you wish. Then, learners are encouraged to act it out. One learner is the cat (you might put a bell on his/her clothes) and the rest are the mice. The learner who gets caught by the cat is the next to take the role of the cat. If possible, it would be nice to have the song acted out in the school yard.

Step 9

Fifth activity: Play the game using hand gestures. Repeat as many times as you wish. Then learners are asked to play it in pairs miming your gestures.

Instructions for the game

Round about round about goes the wee mouse (circle a finger on child's palm as you sing). Up, up, up, up, up (quickly walk your fingers up the child's arm). Into the wee mouse (tickle the child under the chin)

Extra activity

Learners are asked to present a hero they like who accomplishes the “impossible”.

SCRIPTS

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Narrator: Unit 2, The Story of Bella the Cat, Lesson 1, Bella the Cat and the baby mouse. Listen and read.

Alex: What's this, Lena?

Lena: It's a story book, Alex!

Aesop: Hi kids! I'm Aesop! Shall I tell you a story?

Alex and Lena (together): Yes!!!

Narrator: Bella the cat is coming (tip toe)

Bella the cat is here (meow)

But who can put a bell on Bella the Cat?

Narrator: Grandpa Mouse, can you put a bell on Bella the Cat?

(voice of scared mouse): No, I can't. No, I can't.

Narrator: Grandma Mouse, can you put a bell on Bella the Cat?

(voice of scared mouse): No, I can't. No, I can't.

Narrator: Daddy mouse, can you put a bell on Bella the Cat?

(voice of scared mouse): No, I can't. No, I can't.

Narrator: Mummy Mouse, can you put a bell on Bella the Cat?

(voice of scared mouse): No, I can't. No, I can't.

Narrator: Sister Mouse, can you put a bell on Bella the Cat?

(voice of scared mouse): No, I can't. No, I can't.

Narrator: Brother Mouse can you put a bell on Bella the Cat?

(voice of scared mouse): No, I can't. No, I can't.

Narrator: Baby Mouse, can you put a bell on Bella the Cat?

(voice of excited baby mouse): YES, I can, YES, I can.

(voice of grandpa/grandma/daddy/mummy/brother/sister)

YOU CAN?

(voice of excited baby mouse): YES, I can, YES, I can.

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Narrator: Listen and match the pictures with the words.

sister
baby
brother
grandma
mummy
family tree
daddy
grandpa

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Narrator: Listen and sing.

Bell, bell, bell on my tail.

Bell, bell, bell on my tail.

Bell, bell, bell on my tail.

Making mice run!

RUUUUUUUUUUN!

Narrator: Let's sing and play the game!

Round about, round about,

goes the wee mousie.

Up, up, up, up, up.

Into the wee housie.

Lesson 2: The mouse family

Content: Learners practise and learn adjectives related to appearance. The vocabulary items are introduced through the description of a family photo. Learners sing and act out the song and learn a traditional chant.

Linguistic aims

Learners are expected to

- learn vocabulary items related to appearance: *old, fat, thin, tall, young, short, grey*
- identify the written form of these words (word recognition)
- to practice the lexical chunks 'This is....?' and 'That is...'
- identify and start producing the lexical phrases (e.g., 'he's thin and tall' and 'she's young and short' etc)
- revise family members vocabulary introduced in Lesson 1.

Pedagogical aims

- to create a relaxing, child-friendly classroom atmosphere through a song
- to encourage group work and dramatization
- practice motor skills

Suggested material

- boardmarkers

Suggested procedure (up to 3 days)

Step 1

Ask learners to look at the picture and tell you what they can see. You can also elicit previously taught vocabulary items (e.g., *grandma, grandpa, daddy, mummy, brother, sister, baby mouse*) by asking them ‘Who can you see? Can you see grandma, etc.?’.

Step 2

Ask learners to cover the text and listen to the song. You need to mime the adjectives (i.e., *old, fat, thin, tall, young, short*) while they listen to the song. This can be done more than once.

Step 3

Learners listen again to the song and point to the corresponding picture, using the captions. Make sure that they are able to identify the correct pictures.

Step 4

Ask learners to listen again to the song and match each text caption to the corresponding family members. At this stage, learners are encouraged to sing along.

Step 5

Point to the pictures of the family members and describe them by using the corresponding adjectives (e.g. ‘grandma is old and fat’). Use body language and gestures to facilitate learners to guess the meaning of the adjectives.

Step 6

Invite learners to play a pantomime game. They are divided into groups. Whisper an adjective to a learner (e.g. *tall*). The learner mimes the adjective and the rest of the learners of the group try to guess the word.

Step 7

First activity: Learners listen to the CD and number the pictures accordingly. They are invited to check their answers in pairs. Check the answers with the learners and ensure feedback.

Step 8

Second activity: Ask learners to circle the vocabulary items. Ask learners to produce orally the words they have circled.

Step 9

Third activity: Ask learners to follow the path to the cheese. This is a good activity to practise with in order to develop their motor skills.

Step 10

Fourth activity: Learners listen to the song and the teacher acts it out. Then learners do the same. The same procedure may be repeated as many times as necessary.

Step 11

Fifth activity: Play the game using hand gestures. Repeat as many times as necessary. Then learners are asked to play it in pairs miming your gestures.

Here's a little mousie
Peeking through a hole (Poke index finger of one hand through fist of the other hand)
Peek to the left (wiggle to the left)
Peek to the right (wiggle to the right)
Pull your head back in (pull finger into fist)
There's a cat in sight

SCRIPTS

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*Narrator: Unit 2, The Story of Bella the Cat, Lesson 2, The mouse family.
Listen and match the pictures with the phrases.*

(voice of a mouse): Who are they?

(voice of baby mouse) That is my grandma, she's old and fat.
That is my grandpa, in a grey hat.
This is my daddy, he's thin and tall.
This is my mummy, she's young and short.
This is my brother, he's thin and young.
That is my sister, she's short and fat.
And this is me I put a bell on the cat!

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Narrator: Listen and number the pictures.

1. That is my grandma, she's old and fat.
2. That is my grandpa, in a grey hat.
3. This is my daddy, he's thin and tall.
4. This is my mummy, she's young and short.
5. This is my brother, he's thin and young.
6. That is my sister, she's short and fat.

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Narrator: Listen and sing.

Thin or fat
Old or young
Here comes the cat.
Tall or short
Cute or not
Bella's got a hat.

Narrator: Let's sing and play the game!

Here's a little mousie
Peeking through a hole (Poke index finger of one hand through fist of the other hand)
Peek to the left (wiggle to the left)
Peek to the right (wiggle to the right)
Pull your head back in (pull finger into fist)
There's a cat in sight.

Lesson 3: The brave baby mouse

Content: Learners practise and learn adjectives related to feelings. The vocabulary items are introduced in context through a song. Learners revise colours and produce a group poster to practise the vocabulary items introduced in Unit 2.

Linguistic aims

Learners are expected to

- learn vocabulary items related to feelings: *hungry, angry, scared, sad, happy, brave*
- revise family vocabulary items introduced in Lesson 1.
- identify the written form of the new words
- revise colours

Pedagogical aims

- to create a relaxing, child-friendly classroom atmosphere through a song
- to encourage pair work and dramatization
- practise motor skills

Suggested material

- board markers
- crayons, coloured pencils, glue, scissors, cardboard (in different colours) or any other material available.

Suggested procedure (up to 3 days)

Step 1

Learners listen to the song twice. During the second listening, you pause after each line and mime the feeling (e.g., *hungry* by rubbing your stomach). Unknown words are not pre-taught but while listening to the song, you use body language to illustrate the meaning of these new vocabulary items.

Step 2

First activity: Ask learners to listen to the song again and point to the corresponding picture. Make sure that learners are able to identify and number the correct pictures. Provide feedback as necessary.

Step 3

Extra activity: Invite learners to play a pantomime game. They are divided into groups. Whisper an adjective to a learner (e.g. *sad*). The learner mimes the adjective and the rest of the learners of the group try to guess the word.

Step 4

Second activity: Learners are asked to match the pictures to the new words. This activity can be done either individually or in pairs.

Step 5

Extra activity: Learners close their books and you invite a volunteer to the board. Whisper one of the new words to the learner and ask him/her to draw it on the board (e.g. happy). The rest of the learners try to guess the word.

Step 6

Third activity: Ask the learners to colour the picture following the clues. Ask them what the hidden picture is.

Step 7

Fourth activity: Play the CD and invite learners to sing along. Use appropriate body language to exemplify the song and ask learners to follow. Repeat as many times as you wish.

Step 8

Fifth activity: Ask learners to put the letters in the circles in the correct order so as to find the words. Go around and check their answers.

Step 9

Project: Learners are guided to complete the project and present it to class orally. Learners' work can be displayed on classroom walls. Learners are divided into groups and they are asked to choose an animal. Each group creates a poster of an animal family and describes it in class. Learners' work can be displayed on classroom walls.

Step 10

Self-assessment: Ask learners to colour the stars so as to use them. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour. In the second part, explain the meaning of the written phrases under each thermometer and ask learners to colour the thermometers according to how they assess themselves. Go around the class and offer help. Ask learners to give examples of things they can do and discuss their choices and answers in the self assessment section.

Note

Learners should be encouraged to colour all pictures and illustrations included in the book. They may also repeat the steps suggested in the teacher's book or read the texts as many times as they need to. Revision of language previously taught is recommended at the beginning of every new lesson.

SCRIPTS

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Narrator: Unit 2, The Story of Bella the Cat, Lesson 3, The brave baby mouse.

Listen and read.

Bella the Cat is hungry.

Bella the Cat is angry.

Grandpa Mouse is scared.

Grandma Mouse is scared.

Daddy Mouse is sad.

Mummy Mouse is sad.

Brother Mouse is scared.
Sister Mouse is scared.
And only baby mouse is brave.
To put a bell on Bella the Cat.
The Mouse family is happy.

Narrator: Listen and number the pictures.

1. Bella the cat is hungry.
2. Bella the cat is angry (meow).
3. Grandpa mouse is scared (ahhhhhh...),
Grandma mouse is scared.
4. Daddy mouse is sad,
Mummy mouse is sad.
5. Brother mouse is scared,
Sister mouse is scared.
6. And only baby mouse is brave.
7. To put a bell on Bella the Cat (ringing sound).
8. The mouse family is happy.

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Narrator: Listen and sing.

If you're happy, happy, happy, clap your hands (clap, clap)
If you're happy, happy, happy, clap your hands (clap, clap)
If you're happy, happy, happy, happy, happy, happy, happy,
If you're happy, happy, happy, clap your hands (clap, clap).

If you're sad, sad, sad, give a sniff (sniff, sniff)
If you're sad, sad, sad, give a sniff (sniff, sniff)
If you're sad, sad, sad, sad, sad, sad, sad, sad,
If you're sad, sad, sad, give a sniff (sniff, sniff).

If you're hungry, hungry, hungry, rub your tummy (yummy, yummy)
If you're hungry, hungry, hungry, rub your tummy (yummy, yummy)
If you're hungry, hungry, hungry, hungry, hungry, hungry, hungry,
If you're hungry, hungry, hungry, rub your tummy (yummy, yummy).

If you're scared, scared, scared, cry out loud (ahhhhh, ahhhhh)
If you're scared, scared, scared, cry out loud (ahhhhh, ahhhhh)
If you're scared, scared, scared, scared, scared, scared, scared,
If you're scared, scared, scared, cry out loud (ahhhhh, ahhhhh).

If you're angry, angry, angry raise a brow (humph, humph with raised eyebrows)
If you're angry, angry, angry raise a brow (humph, humph with raised eyebrows)
If you're angry, angry, angry, angry, angry, angry, angry, angry,
If you're angry, angry, angry, angry raise a brow (humph, humph with raised eyebrows)

WELL DONE!

Unit 2 Key

LESSON 1: Bella the Cat and the baby mouse

p.31 Listen and match the pictures with the words

1. baby
2. brother
3. mummy
4. sister
5. grandma
6. daddy
7. grandpa

p.33 Match the pictures with the letters

1. s
2. c
3. b
4. g
5. m
6. g
7. b
8. d

p. 33 Write the missing letters

daddy, mummy, grandpa, grandma, bell

LESSON 2: The mouse family

p.35 Listen and match the pictures with the phrases

1. This is my daddy, he's thin and tall.
2. This is my mummy, she's young and short.
3. That is my grandma, she's old and fat.
4. That is my sister, she's short and fat.
5. That is my grandpa, in a grey hat.
6. This is my brother, he's thin and young.
7. And this is me I put a bell on the cat!

p.36 Listen and number the pictures.

7. That is my grandma, she's old and fat.
8. That is my grandpa, in a grey hat.
9. This is my daddy, he's thin and tall.
10. This is my mummy, she's young and short.
11. This is my brother, he's thin and young.
12. That is my sister, she's short and fat.

p.37 Find the words

grandpa, short, mummy, fat, sister, baby, tall, brother, thin, grandma, daddy, bell

LESSON 3: The brave baby mouse

p.39 Listen and number the pictures

1. Bella the cat is hungry.
2. Bella the cat is angry (meow).
3. Grandpa mouse is scared (ahhhhhh...),
Grandma mouse is scared.
4. Daddy mouse is sad,
Mummy mouse is sad.
5. Brother mouse is scared,
Sister mouse is scared.
6. And only baby mouse is brave.
7. To put a bell on Bella the Cat (ringing sound).
8. The mouse family is happy.

p.40 Match the pictures with the words

1. happy
2. sad
3. angry
4. scared

p. 41 Find and write the words

1. angry
2. sad
3. scared
4. hungry
5. brave
6. happy