

Lesson 1: Bella the cat and the baby mouse

Content

The children practise vocabulary related to 'family' as well as 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 objectives

Children are expected:

- to learn words for family members: *daddy, mummy, brother, sister, grandpa, grandma, baby, family*
- to be able to identify the written form of 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")
- to be able to respond to language pattern: "Can you ...?" using verbs from the previous unit

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to familiarise children with the Greek cultural heritage (Aesop's story telling)
- to develop communicative skills
- to promote groupwork and dramatisation
- to encourage recall through chanting

Suggested resources

- CD and CD player
- flashcards
- storycards of Bella the cat, baby mouse and his family
- puppets (if available)
- a bell
- boardmarkers

Suggested procedure (up to 5 days)

Student's book

Step 1: Books are kept closed at the beginning of the lesson. Draw the children's attention to Alex and Lena looking at the story book and the image of Aesop popping out from it. 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 the children 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 members of the mouse family there are'. The children listen to the story on the CD – at least twice – and try to find the answers to the questions. During the second listening, it would be helpful if the story was acted out as well, while using flashcards or puppets.

Step 2: Check the understanding of new vocabulary by asking relevant questions: e.g. "Show me / where grandpa is?" You might also ask questions such as: "Can grandpa?" and expect a "Yes" or "No" reply from children at this stage.

Step 3: The children listen to the story again and point to the corresponding pictures. Listening may be repeated as many times as deemed necessary. It is advisable at this point to pause the listening and facilitate comprehension by using body language and facial expressions to illustrate the meaning. At the same time ask the children to repeat the lines of the story, to help them with the reading process and to prepare them for the role-playing activity to follow.

Step 4: Invite the children to act out the story. Allocate roles: seven children as family members and one as the cat. Take on the role of the narrator. As the 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 children decide if they want to participate in the role-playing activity or just watch (allow time for the timid children to adjust to the new linguistic environment). It is not necessary, of course, for children to be able to produce the full sentences or the whole story. Allow time for understanding and speech production.

Step 5: First activity: Ask the children to listen to the song and sing along. Repeat as many times as deemed possible.

Step 6: Second activity: Ask the children to listen to the questions from the CD and try to remember

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the answers to the questions. It would be helpful if they acted out the answers as well.

Step 7: Third activity: Ask the children to listen to the song and sing along. Repeat as many times as deemed necessary. Then encourage the children to act it out one child as the cat (you might put a bell on his/her clothes) and the rest as the mice. The child who gets caught by the cat is the next one to take the role of the cat. Do this out in the school playground, if possible.

Step 8: Fourth activity: The children are divided into pairs and are asked to play “rock-paper-scissors”, a hand game played by two people. The players usually count aloud to three, or say the name of the game (e.g. “rock paper scissors”), each time by either raising one hand in a fist and swinging it down on the count or holding it behind their back. On the third count (saying, “three”), the players change their hands into one of three gestures, which they then “throw” by extending it towards their opponent. The gestures are (in the 3 gesture version):

- Rock, represented by a clenched fist.
- Scissors, represented by two fingers extended and separated, sometimes coming together.
- Paper, represented by an open hand, with the fingers extended and touching, in order to represent a sheet of paper (horizontal).

The objective of this game is to select a gesture which defeats that of the opponent. Gestures are resolved as follows:

- Rock blunts or breaks scissors: rock defeats scissors.
- Scissors cut paper: scissors defeats paper.
- Paper covers, sands or captures rock: paper defeats rock.

If both players choose the same gesture, the game is tied and the players repeat.

Extra activity: Ask the children to present a hero they like who accomplishes the “impossible”, for example, Hercules.

Activity book

First activity: Ask the children to look at the wordsearch, identify the family vocabulary items, and circle them.

Second activity: Ask the children to match the left pieces of the puzzle (1-6) with the right pieces of the puzzle (a-e) and write the names of the mouse family members.

Third activity: Ask the children to colour the numbers with the colour code given in order to find the hidden word.

Fourth activity: Ask the children to look at the bubble of baby mouse, read the other bubbles with the family members and write the missing words.

Fifth activity: Ask the children to look at the two examples of grandpa mouse and baby mouse using the language pattern “Can you....?” (“Yes, I can”, “No, I can’t”) and then ask them to respond to the personal questions using the same language pattern.



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SCRIPTS & KEYS

Student's book

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:** Yes!!!
- Narrator:** Bella the cat is coming,
Bella the cat is here.
But who can put a bell on Bella the cat?
- Narrator:** Grandpa mouse, can you put a bell on Bella the cat?
- Grandpa mouse:** No, I can't. No, I can't.
- Narrator:** Grandma mouse, can you put a bell on Bella the cat?
- Grandma mouse:** No, I can't. No, I can't.
- Narrator:** Daddy mouse, can you put a bell on Bella the cat?
- Daddy mouse:** No, I can't. No, I can't.
- Narrator:** Mummy mouse, can you put a bell on Bella the cat?
- Mummy mouse:** No, I can't. No, I can't.
- Narrator:** Brother mouse can you put a bell on Bella the cat?
- Brother mouse:** No, I can't. No, I can't.
- Narrator:** Sister mouse, can you put a bell on Bella the cat?
- Sister mouse:** No, I can't. No, I can't.
- Narrator:** Baby mouse, can you put a bell on Bella the cat?
- Baby mouse:** YES, I can, YES, I can.
- Grandpa, Grandma, Daddy, Mummy, Brother and Sister mouse:** YOU CAN?
- Baby mouse:** YES, look!

Activity 1 SCRIPT: Let's sing!

Ding, dong, bell,
Bella with the bell.
Who can put it on?
Baby mouse at dawn.

Activity 2 SCRIPT: Listen. Can you remember?

1. [Example] Grandpa mouse, can you put a bell on Bella the cat? No, I can't. No, I can't.
2. Daddy mouse, can you put a bell on Bella the cat?
3. Grandma mouse, can you put a bell on Bella the cat?
4. Brother mouse, can you put a bell on Bella the cat?
5. Mummy mouse, can you put a bell on Bella the cat?
6. Sister mouse, can you put a bell on Bella the cat?
7. Baby mouse, can you put a bell on Bella the cat?

Activity 2 KEY: Listen. Can you remember?

1. No, I can't. No, I can't. [Example]
2. No, I can't. No, I can't.
3. No, I can't. No, I can't.
4. No, I can't. No, I can't.
5. No, I can't. No, I can't.
6. No, I can't. No, I can't.
7. YES, I can. YES, I can.

Activity 3 SCRIPT: Let's sing!

BELLS
Bell, bell, bell on my tail.
Bell, bell, bell on my tail.
Bell, bell, bell on my tail.
Making mice run!
RUUUUUUUUUUN!

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Activity book

Activity 1 KEY: Circle the words.

- ▷ grandma [Example]
- ▷ grandpa
- ▷ mummy
- ▷ daddy
- ▷ brother
- ▷ sister
- ▷ baby
- ▷ family

Activity 2 KEY: Can you find the mouse family? Match and write.

1. ▷ c ▷ grandpa mouse [Example]
2. ▷ b ▷ grandma mouse
3. ▷ d ▷ daddy mouse
4. ▷ a ▷ mummy mouse
5. ▷ f ▷ sister mouse
6. ▷ e ▷ baby mouse

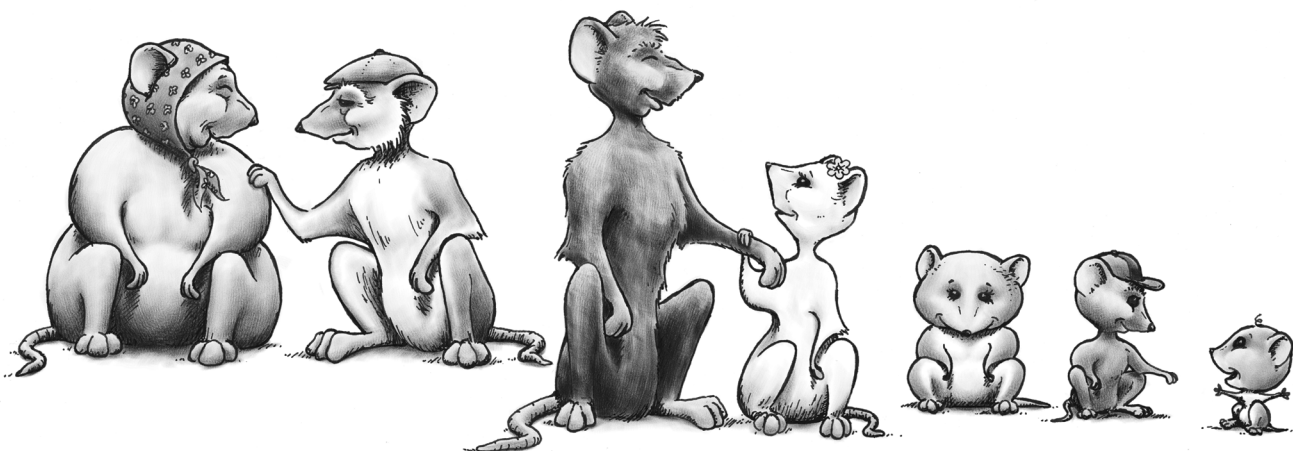
Activity 3 KEY: Can you find the magic word?

▷ family

Activity 4 KEY: Read and write.

I'm Baby mouse.

- A. This is my grandma [Example]
- B. This is my daddy
- C. This is my brother
- D. This is my sister
- E. This is my grandpa
- F. This is my mummy



Lesson 2: The mouse family

Content

The children practise and learn adjectives related to appearance. The vocabulary is introduced through the description of a family photo. Learners sing and act out a song.

Linguistic objectives

Children are expected:

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

Pedagogical aims

- to create a relaxing, child-friendly classroom atmosphere through a song
- to develop communicative skills
- to encourage groupwork and dramatisation
- to practise motor skills

Suggested resources

- CD and CD player
- flashcards
- storycards of Bella the cat, baby mouse and his family
- boardmarkers

Suggested procedure (up to 5 days)

Student's book

Step 1: Ask the children to look at the picture and tell you what they can see. 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 the children to cover the text and listen to the song. You need to mime the adjectives (e.g. *old, fat, thin, tall, young, short*) while they listen to the song. This can be repeated as many times as deemed necessary.

Step 3: The children listen to the song again and point to the corresponding picture, using the captions. Make sure that they are able to identify the correct pictures.

Step 4: Ask the children to listen to the song again and match each text caption to the corresponding family member. At this stage, encourage the children 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 the meaning of the adjectives.

Step 6: Invite the children to play a pantomime game. Divide them into groups. Whisper an adjective to a learner (e.g. *tall*). The child mimes the adjective and the rest of the children in the group try to guess the word.

Step 7: First activity: The children listen to the CD and choose the correct pictures accordingly. Invite them to check their answers in pairs. Check the answers with the children and ensure feedback.

Step 8: Second activity: Ask the children to look at the two animal families, point at the family members and produce the words orally.

Step 9: Third activity: The children listen to the song as the teacher acts it out. The children then do the same. The same procedure may be repeated as many times as deemed necessary.

Step 10: Fourth activity: The children choose one (or more) of their family photos and present it in class following the dialogue of the book.

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Lesson 2: The mouse family

SCRIPTS & KEYS

Activity book

First activity: Ask children to circle the vocabulary items. Then, ask the children to produce the words they have circled orally.

Second activity: Ask the children to look at the pictures and circle the correct word.

Third activity: Ask the children to read the sentences, match them to the correct pictures and then write the missing word.

Fourth activity: Ask the children to look at the pictures and write the missing letters.

Fifth activity: Ask the children to look at the pictures and colour grandpa's hat, Bella's hat, and the bell while listening to the CD.



Student's book

Lesson 2. The mouse family. Listen, point, and sing.

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.

Activity 1 SCRIPT: Listen and choose.

1. [Example] That is my grandpa in a red hat. (a)
2. That is my grandma. She's old and thin.
3. This is my daddy. He's short and fat.
4. This is my mummy. She's young and tall.
5. This is my brother. He's thin and young.
6. That is my sister. She's tall and fat.

Activity 1 KEY: Listen and choose.

1. ▶ a [Example]
2. ▶ c
3. ▶ b
4. ▶ a
5. ▶ b
6. ▶ b

Activity 3. SCRIPT: Let's sing!

Thin or fat,
old or young,
here comes the cat.

Tall or short,
cute or not,
Bella's got a hat.

Lesson 2: The mouse family

Activity book

Activity 1 KEY: Circle the words.

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

Activity 2 KEY: Circle the correct word.

1. old [Example]
2. fat
3. young
4. tall
5. thin
6. short

Activity 3 KEY: Match and write.

1. thin [Example]
2. old
3. short

Activity 4 KEY: Write the missing letters.

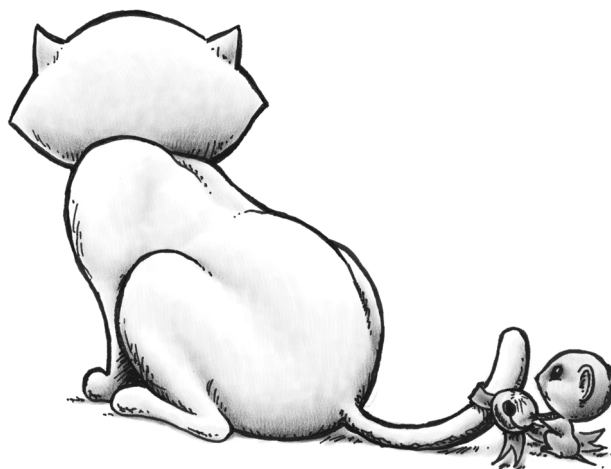
1. grandpa [Example]
2. grandma
3. mummy
4. daddy
5. brother
6. sister
7. baby

Activity 5 SCRIPT: Listen and colour.

1. This is my grandpa in a red hat.
2. This is my grandpa in a green hat.
3. This is my grandpa in a grey hat.
1. This is Bella the cat in a red hat.
2. This is Bella the cat in a blue hat.
3. This is Bella the cat in a pink hat.
1. This is Baby mouse with the grey bell.
2. This is Baby mouse with the blue bell.
3. This is Baby mouse with the red bell.

Activity 5 KEY: Listen and colour.

1. a red hat.
2. a green hat.
3. a grey hat.
1. a red hat.
2. a blue hat.
3. a pink hat.
1. the grey bell.
2. the blue bell.
3. the red bell.



Unit 2: The story of Bella the cat

Lesson 3: The brave baby mouse

Content

The children practise and learn adjectives related to feelings. The vocabulary is introduced in context through a song. The children revise colours and produce cat and mouse masks to practise the vocabulary items introduced in Unit 2.

Linguistic objectives

Children are expected:

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

Pedagogical aims

- to create a relaxing, child-friendly classroom atmosphere through a song
- to develop communicative skills
- to encourage pairwork and dramatisation
- to practise motor skills

Suggested resources

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

Suggested procedure (up to 5 days)

Student's book

Step 1: The children listen to the song twice. During the second listening, pause the CD 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, use body language to illustrate the meaning of this new vocabulary.

Step 2: Ask the children to listen to the song again and match the sentences to the corresponding picture. Make sure that the children are able to identify the correct pictures. Provide feedback as necessary.

Step 3: Extra activity: Invite the children to play a pantomime game. Divide the children into groups. Whisper an adjective to a child (e.g. sad). The child mimes the adjective and the rest of the children in the group try to guess the word.

Step 4: First activity: Ask the children to match the pictures to the new words. This activity can be done either individually or in pairs.

Step 5: Extra activity: Ask the children to close their books and 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: Second activity: Ask the children to find the correct picture by referring back to the previous lesson.

Step 7: Third activity: Play the CD and invite the children to sing along. Use appropriate body language to act out the song and ask the children to follow. Repeat as many times as deemed necessary.

Step 8: Fourth activity: Ask the children to look at the pictures of hungry, angry, sad, scared and brave animals and mime the feelings.

Step 9: Fifth activity: Draw this picture on a large sheet of cardboard. Ask the children to take turns in being blindfolded and attempt to put the bell in the right place on the cat using the appropriate language given, right/left/up/down. Mark the place they put the bell. The child with the closest mark to the correct position is the winner of the game.

Lesson 3: The brave baby mouse

SCRIPTS & KEYS

Activity book

First activity: Ask the children to look at the wordsearch, identify the vocabulary items related to feelings and circle them.

Second activity: Ask the children to read the sentences, match them to the correct pictures and write the missing words.

Third activity: Ask the children to look at the pictures and write the correct word on the crossword in order to find the magic phrase.

Fourth activity: Ask the children to make their way through the maze in order to help the cat get to the (computer) mouse.

Fifth activity: Ask the children to listen to vocabulary related to feelings and draw the faces on the mice.

Sixth activity: Ask the children to think about how they are feeling, draw their feeling and write a short sentence describing it.



Student's book

Lesson 3. SCRIPT. The brave baby mouse. Listen, point and sing.

1. (Example) Bella the cat is hungry. (F)
2. Bella the cat is angry.
3. Grandpa mouse is scared.
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 to put a bell on Bella the cat.
7. The mouse family is happy.

Lesson 3. KEY. The brave baby mouse. Listen, point and sing.

1. ▷ F [Example]
2. ▷ D
3. ▷ A
4. ▷ G
5. ▷ E
6. ▷ B
7. ▷ C

Activity 1 KEY: Match and say.

1. ▷ B [Example]
2. ▷ A
3. ▷ D
4. ▷ C
5. ▷ E

Activity 2 KEY: Do you remember? Choose the correct picture.

1. ▷ b [Example]
2. ▷ a
3. ▷ a
4. ▷ b
5. ▷ a

Unit 2: The story of Bella the cat

Lesson 3: The brave baby mouse

Activity 3 SCRIPT: Let's sing!

If you're happy and you know it, play the drum. X2
If you're happy and you know it,
if you're happy, happy, happy,
if you're happy and you know it, play the drum.

If you're sad and you know it, hug a friend. X2
If you're sad and you know it,
if you're sad, sad, sad.,
if you're sad and you know it, hug a friend.

If you're scared and you know it, sing a song. X2
If you're scared and you know it,
if you're scared, scared, scared,
if you're scared and you know it, sing a song.

If you're hungry and you know it, say "I am". X2
If you're hungry and you know it,
if you're hungry, hungry, hungry,
if you're hungry and you know it, say "I am".

If you're angry and you know it, stamp your feet. X2
If you're angry and you know it,
if you're angry, angry, angry,
if you're angry and you know it, stamp your feet.

If you're brave and you know it, say "I can". X2
If you're brave and you know it,
if you're brave, brave, brave,
if you're brave and you know it, say "I can".

Activity 4 KEY: Look at the pictures and mime.

- Bella the cat is hungry.
- The mouse is angry.
- Mummy mouse is sad.
- Brother mouse is scared,
- Baby mouse is brave.

Activity book

Activity 1 KEY: Circle the words.

- ▷ angry [Example]
- ▷ hungry
- ▷ sad
- ▷ happy
- ▷ scared
- ▷ brave

Activity 2 KEY: Match and write.

- hungry ▷ A [Example]
- scared ▷ C
- sad ▷ E
- happy ▷ B
- angry ▷ D

Activity 3 KEY: Do the crossword and find the magic phrase.

1.	h	u	n	g	r	y
2.	s	a	d			
3.	p	e	n	g	u	i
4.	h	a	p	p	y	
5.	y	o	u	n	g	
6.	f	a	t			
7.	s	c	a	r	e	d
8.	m	u	m	m	y	
9.	t	h	i	n		
10.	t	a	i	i		
11.	a	n	g	r	y	

The magic phrase is: happy family

Activity 5 SCRIPT: Listen, draw and write.

- [Example] Brother mouse is angry.
- Sister mouse is happy.
- Daddy mouse is scared.
- Mummy mouse is hungry.
- Grandma mouse is sad.

Activity 5 KEY: Listen, draw and write.

- angry [Example]
- happy
- scared
- hungry
- sad

Lesson 3: The brave baby mouse

Art time!

Family Tree

Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

Pedagogical aims

- to further develop fine motor skills
- to develop creativity and imagination through art
- to develop visual literacy
- to enhance bonds and mutual understanding within the class

Suggested resources

- pencils and rubbers
- coloured pencils
- scissors and glue

Suggested procedure (up to 2 days)

Step 1: Explain what a family tree is and how it is organized. Ask the children to create their own family tree.

Step 2: Cut carefully around the tree and each of the pears.

Step 3: Colour the tree.

Step 4: Draw each member of the family onto a pear and stick it onto the family tree. Each pear represents a member of the family – Grandparents x 2, parents and children. More pears can be made and cut out if needed.

Step 5: Glue the tree onto a coloured sheet of A4 paper and display all the trees on the classroom wall.

Step 6: The children can use their new vocabulary to describe each member of their family and present their family tree to the class.

Extra online activities can be found on the PEAP website.

Project

Cat and mouse masks

Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

Pedagogical aims

- to further develop fine motor skills
- to encourage creativity through art
- to develop visual literacy
- to foster empathy for animals

Suggested resources

- coloured pencils, markers or poster paints, brushes
- scissors, stapler and ribbon

Suggested procedure (up to 2 days)

Step 1: Ask the pupils to think of a cat they know, have them describe the cat saying if it is striped, whether it has patches of colour and so on. Ask them if they know what colour a mouse is and how they might colour their mouse mask. These questions will help the pupils decide how they wish to design their masks.

Step 2: Cut carefully around the masks and cut out the eyes.

Step 3: Colour the masks with pencils, markers or poster paints. The markings on the cat can be designed by the pupils e.g. black and white, marmalade cat, tabby cat, calico cat etc.

Step 4: Help the children staple two pieces of ribbon, one to either side of the mask, at eye level.

Step 5: Wear the mask and tie the ribbon at the back of the head.

Step 6: The pupils can wear the mask and ask a class mate to describe it.

Note: The masks are intended to accompany the Cat and Mouse Game on page 44 of the Student's book.

Extra online activities can be found on the PEAP website.

Unit 2: The story of Bella the cat

Lesson 3: The brave baby mouse

Unit Evaluation

Ask the children to colour the stars. 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, ask the children to write their favourite words and phrases from Unit 2. Go around the class and offer help. Discuss the children's choices and answers in the self-assessment section.

