

C CLASS SYLLABUS

Topic	Linguistic Objectives	Pedagogical Objectives	Language Focus
Pre-Unit Magic Letters	<ul style="list-style-type: none"> • Presentation of the English alphabet through six thematic areas related to learners' interests • Practice on receptive and productive skills • Association of capital letters with their equivalent small ones • Recognition of letters 	<ul style="list-style-type: none"> • Development of problem-solving skills • Development of hand-eye coordination through drawing and pre-writing activities • Development of literacy through games 	A-Z capital/small cases <u>Colours:</u> blue, red, yellow, purple, green, orange <u>Animals:</u> fish, fox, dog, monkey, lion, zebra <u>Food:</u> apple, egg, juice, tomato, watermelon, ice cream <u>Clothes:</u> dress, queen, hat, jumper, shoe, skirt, sock <u>Toys:</u> ball, car, umbrella, bell, van, kite <u>Body parts:</u> nose, mouth, ear, head, finger, eye
Unit 1 In the Fairytale Forest Lesson 1 Classroom in the Forest	<ul style="list-style-type: none"> • Presentation of vocabulary related to school, classroom objects and colours • Recognition of the written form of the words • Practice and production of language chunks such as greetings and set expressions for introducing oneself 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework • Dramatization and group work • Singing and colouring 	hello! How are you? I'm fine thank you. look! welcome to the fairytale forest! I'm Peter Pan/Mrs. Butterfly, your teacher this is our school/classroom desk, board, school, forest, book

<p>Unit1 Lesson 2 Magic Schoolbag</p>	<ul style="list-style-type: none"> • Presentation of vocabulary related to school objects and numbers 1-10 • Recognition of the written form of words • Identification of the plural form (-s) of nouns • Practice on the question 'what's this?' and the answer 'it's a ...' / 'a ...' • Production of the new vocabulary items and the numbers 1-10 orally and in writing 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework • Dramatization and group work • Creative activities (songs, games, colouring) 	<p>hello/hi what's this? It's a.... schoolbag, pencil, pencil what's in your schoolbag? what's this? It's chocolate case, ruler, rubber, notebook, pencil, sharpener numbers 1-10</p>
<p>Unit 1 Lesson 3 School Fun</p>	<ul style="list-style-type: none"> • Production and practice of expressions such as what's your name?', 'I'm...', 'this is...' • Revision of key phrases from previous lessons and production of the written form of previously learnt vocabulary • Identification of some action verbs through a song (e.g. dance, jump, clap your hands, play the 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework • Group work and pair work • Singing, playing and acting out action verbs 	<p>hello everybody! Hi there! what's your name? I'm.... come let's go to school school is boring/fun let's: sing, dance, jump, clap your hands, play the drums</p>

	drum)		
Unit 2 The story of Bella the Cat Lesson 1 Bella the cat and the baby mouse	<ul style="list-style-type: none"> • Presentation of vocabulary related to family • Recognition and gradual production of the written form of certain words • Recycling of the language structure 'Can you....?' ('Yes, I can', 'No, I can't') 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework • Familiarization with the Greek culture (Aesop's fables) • Dramatization and group work 	the cat is coming, the cat is here can you put the bell on Bella the cat? yes, I can no, I can't family tree: grandma, grandpa, daddy, mummy, sister, brother, baby mouse, cat, bell
Unit 2 Lesson 2 The Mouse Family	<ul style="list-style-type: none"> • Presentation of vocabulary related to describing appearance • Recognition and gradual production of certain words, either orally or in writing • Practice of the language structures 'This is....' and 'That is...' 	<ul style="list-style-type: none"> • Singing a song in a relaxing, non-threatening classroom atmosphere • Dramatization and group work • Development of motor skills 	who are they? this is/that is my grandma, etc. here comes the cat Bella's got a hat old/young, thin/fat, tall/short, cute
Unit 2 Lesson 3 The Brave Baby Mouse	<ul style="list-style-type: none"> • Presentation of vocabulary related to feelings • Recognition and gradual production of new words orally • Recycling of vocabulary related to 	<ul style="list-style-type: none"> • Singing a song in a relaxing, non-threatening classroom atmosphere • Group work • Dramatization 	hungry, angry, scared, sad, brave, happy the mouse family is happy

	colours		
Unit 3 The Story of Pinocchio Lesson 1 Pinocchio the Puppet	<ul style="list-style-type: none"> • Presentation of vocabulary related to toys/games • Recognition and gradual production of the new words both orally and in writing • Introducing themselves and their friends • Talking about their toys/games 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework • Association of the newly acquired knowledge with a familiar hero (Pinocchio) • Group work • Dramatization • Development of inductive skills (story-sequencing task) 	these are... we play together we do puzzles we love puzzles children, puppet, friends, doll, teddy bear, hopscotch, puzzle, star, boy
Unit 3 Lesson 2 Pinocchio the boy	<ul style="list-style-type: none"> • Presentation of vocabulary related to different places and playful activities • Recognition and gradual production of the newly acquired vocabulary, both orally and in writing • Practice of the structure 'I can..', the question form: 'Can you....?' and the answers 'Yes, I can', 'No, I can't'. 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework • Group work • Dramatization • Development of inductive skills (story-sequencing task) 	I can run, swing, slide, run, hide I'm hungry....are you? let's get a sandwich Where are you? town, park, restaurant, sports centre

<p>Unit 3 Lesson 3 Pinocchio at home</p>	<ul style="list-style-type: none"> • Presentation of new words and expressions related to the story • Recognition and gradual production of new vocabulary orally and in writing • Practice of the structures: 'Have you got', 'Yes, I have', 'No, I haven't' 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework • Group work • Dramatization • Development of inductive skills (story-sequencing task) 	<p>you're back home! what have you got in your hand? have you got a toy/sandwich? no, I haven't are you sure? Yes, I am that's a lie look at your nose! I'm sorry let's have a party! nose, hand, home</p>
<p>Unit 4 The wind and the sun Lesson 1 The weather story</p>	<ul style="list-style-type: none"> • Presentation of new vocabulary related to the description of appearance • Greetings • Recognition and gradual production of the newly acquired vocabulary both orally and in writing • Comparison of two people or things 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework • Group work • Dramatization • Development of inductive skills (story-sequencing task) 	<p>hello. How are you today? hi. I'm fine, thank you. I'm very strong yes, you are but I am stronger no, you're not. can you see that man? I can take off his coat but you can't sure, I can who's stronger? Shorter? Older? Taller? younger? wind, sun, strong, coat, man</p>
<p>Unit 4 Lesson 2 The rainbow</p>	<ul style="list-style-type: none"> • Presentation of vocabulary related to weather conditions • Presentation of vocabulary related to clothing • Recognition and gradual 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework • Development of creativity and imagination 	<p>windy, sunny, it's raining hot, cold, I'm very cold, I'm hot I'm wearing a....., I can take off let's see what you can do I can see a rainbow</p>

	production of the newly acquired vocabulary both orally and in writing	<ul style="list-style-type: none"> • Development of hand-eye coordination • Group work • Dramatization • Creative activities, like singing or colouring 	scarf, gloves
Unit 4 Lesson 3 The season game	<ul style="list-style-type: none"> • Presentation of vocabulary related to the seasons • Recycling of already known vocabulary related to clothing • Presentation of new vocabulary related to clothing • Describing what they see using the progressive form of a verb • Recognizing and gradually producing the oral and written form of the new vocabulary 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework • Becoming familiar with the Greek cultural heritage (Aesop's fables) • Group work • Dramatization • Development of analytical skills • Development of communication skills • Development of hand-eye coordination 	imagine... don't be sad let's play a game what season am I? What am I? I'm holding an umbrella I know that you're spring no, I'm not of course sunglasses, hat, game, umbrella seasons, winter, spring, autumn, summer
Unit 5 – Lucy's story Lesson 1 Lady Decay	<ul style="list-style-type: none"> • Presentation of vocabulary related to food • Presentation of structures and phrases, such as: get up, have breakfast, drink milk, etc. • Recognizing and gradually producing the oral and written form of the new vocabulary 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework (using an already known story from the C Class Greek Literature Anthology book) • Group work • Dramatization 	hello, I'm..... and you? I live in ... I get up in the morning I have breakfast what do you eat? I eat.... I drink.... what about you?

	<ul style="list-style-type: none"> • Writing a short paragraph to describe everyday activities • Oral exchange of information about everyday activities 		<p>show me your teeth fruit, bread, milk, sweets, ice cream teeth, house</p>
<p>Unit 5 Lesson 2 The toothfairy</p>	<ul style="list-style-type: none"> • Presentation of new vocabulary related to food • Presentation of lexical items and structures, such as: crunchy food, brush teeth, black teeth, etc. • Recycling of colours • Recognizing the oral and written form of the new words and gradually producing them orally 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework (using a familiar story) • Sensitization to healthy eating and personal hygiene (cross-curricular approach) • Group work • Dramatization • Creative activities, like singing and games • Development of inductive skills 	<p>you've got/she's got black teeth I brush my/your teeth every day I don't brush my teeth in the morning at night night/day, up/down, round and round, fighting tooth decay they look great what does she eat? She eats.... she likes... she doesn't like... black, white, toothfairy cheese, crunchy food, apples, carrots, oranges, bananas, pizza,</p>
<p>Unit 5 Lesson 3 Lucy's daily routine</p>	<ul style="list-style-type: none"> • Presentation of vocabulary related to everyday hygiene habits, e.g. wash my face, wash my hands, take the soap, etc. • Presentation of the days of the week • Presentation of the negative form of the imperative (don't...) 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework (using a familiar story) • Group work • Dramatization • Creative activities, like singing and games • Sensitization to issues of the 	<p>I want to... this is the way... wash my face, wash my hands, brush my teeth, brush my hair, walk to school, take the soap, take the toothbrush, now you look nice! days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday,</p>

		hygiene of the mouth	Friday, Saturday soap, toothbrush, hands, hair
Unit 6 – Beauty and the Beast Lesson 1 The Beast’s castle	<ul style="list-style-type: none"> • Presentation of vocabulary about rooms and furniture in the house • Recognizing and using structures, such as: ‘this is/these are’ and ‘that is/those are’ • Recognizing and gradually producing the oral and written form of the new words 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework (focusing on the heroes of a familiar story) • Group work • Fun activities (singing) 	this is/these are that is/those are don’t be sad the Beast is kind the castle is your home now let us show you the castle come on! they’re fantastic table, chairs, sofa, bed, room, upstairs living room, kitchen, bedroom, bathroom favourite, prisoner, castle, magic mirrors,
Unit 6 Lesson 2 Cleaning the castle	<ul style="list-style-type: none"> • Presentation of vocabulary related to housework, e.g.: washing windows, cleaning the floor • Recognizing and gradually producing the oral and written form of the new words • Becoming familiar with the 	<ul style="list-style-type: none"> • Singing a song in a relaxing, non-threatening classroom atmosphere • Group work • Dramatization 	whose is that...? it’s such a mess I can help you clean let’s do it cook, iron, clean, paint, sweep, wash windows, floor, door I’m washing the windows you’re cleaning the floor

	<p>progressive form of verbs in the present tense</p> <ul style="list-style-type: none"> • Writing a short paragraph to describe housework 		<p>she's cooking and eating he's painting the door he's ironing she's sweeping</p>
<p>Unit 6 Lesson 3 Home sweet home</p>	<ul style="list-style-type: none"> • Presentation of language structures related to leisure activities, e.g.: reading a book, watching a DVD, etc. • Recognizing and gradually producing the oral and written form of the new words and structures 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework • Group work • Dramatization • Development of inductive skills • Development of hand-eye coordination • Active participation in the narration of a story choosing between two different scenarios 	<p>we can all relax together where is everybody? what are they doing? read, play, tell, draw, listen, watch reading a book watching a DVD drawing a picture listening to music we can do something together we can tell a story together we can play a board game</p>
<p>Unit 7 Planet Earth Lesson 1 Help our planet</p>	<ul style="list-style-type: none"> • Presentation of vocabulary about the environment • Presentation of lexical items of the same thematic area, e.g. cut down trees, plant trees, etc. • Recognizing and gradually producing the oral and written form of the new words • Writing a short paragraph about taking initiatives related to the protection of the environment 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework • Sensitization to environmental issues in order to take action and initiative • Group work • Dramatization 	<p>what's that? who's crying? why are you crying? I've got no food to eat/water to drink people cut down trees of course you can ride a bike plant trees we all need somewhere to live planet, earth, cry, cut down, water,</p>

			litter, recycle, plant, need
Unit 7 Lesson 2 How to help our planet	<ul style="list-style-type: none"> • Presentation of additional vocabulary related to the environment • Presentation of new language structures, e.g. turn off the tap, take a shower • Recognizing and gradually producing the oral form of new words and structures 	<ul style="list-style-type: none"> • Singing a song in a relaxing, non-threatening classroom atmosphere • Singing a song about taking action for the protection of the environment, e.g. saving water, recycling, etc. • Group work • Development of reflective thought • Having fun while learning 	shower, bath, waste, tap, paper, plastic, glass help our planet take a shower/bath turn off the tap recycle paper, plastic and glass don't waste water sure you can turn off the tap
Unit 7 Lesson 3 Our animal friends	<ul style="list-style-type: none"> • Presentation of vocabulary related to endangered animals • Presentation of vocabulary related to parts of the animal body • Recognizing the names of continents • Recycling of vocabulary related to numbers • Recognizing and gradually producing the oral form of the new words 	<ul style="list-style-type: none"> • Reading short texts about animals • Sensitization to the issue of animal extinction • Logical reasoning and math skills 	panda, gorilla, elephant, whale, arms, legs, ears, trunk sea, sleep, smell, big Africa, Antarctica, Asia, Europe, North and South America, Oceania

<p>Unit 8 – Our world Lesson 1 The fire and the bird</p>	<ul style="list-style-type: none"> • Presentation of vocabulary related to the environment • Presentation of vocabulary related to their senses • Recognizing and gradually producing the new vocabulary orally or in writing 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework • Group work • Dramatization • Sensitization to volunteer work in order to be active members of society • Development of problem-solving skills • Singing songs related to the thematic area of the lesson 	<p>see the fire smell the smoke hear the animals crying our forest is on fire why are you carrying water with your beak? I'm doing the best I can with what I have see, smell, hear owl, bird, sea, carry, beak, save, forest, fire, smoke, seal, turtle</p>
<p>Unit 8 Lesson 2 Action for you and me</p>	<ul style="list-style-type: none"> • Presentation of language expressions related to the issue of volunteering • Recognizing and gradually producing the new vocabulary orally or in written form 	<ul style="list-style-type: none"> • A relaxing, non-threatening classroom atmosphere in a story-based framework • Group work • Dramatization • Development of problem-solving skills • Development of inductive skills 	<p>if you all help me we can save the forest let's all help I can carry water with my trunk, legs, mouth, pouch</p>
<p>Unit 8 Lesson 3 Do your best</p>	<ul style="list-style-type: none"> • Presentation of vocabulary related to volunteer work • Presentation of adverbs of frequency • Recycling of familiar vocabulary 	<ul style="list-style-type: none"> • Answering questions in a questionnaire in a relaxing, non-threatening classroom atmosphere • Development of reflective thought • Development of problem-solving 	<p>sometimes, always, never do you: share your toys with other children? help old people? give to people in need?</p>

		skills through a game • Sensitization to the importance of volunteering	feed animals? recycle? visit old people?
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