SUMMARY

Format
Lucy and Alex are going through a phase of walking to school together. They are easily distracted on the way and each day arrive progressively later. Alex and Lucy make excuses for being late explaining what has delayed them, but the stories become exaggerated into fantasy. They stop to look at a spider which in the telling becomes a giant spider which catches them in its web. They mess about with the water from a fountain which becomes a tidal wave, etc. Each time their story becomes so outrageously exaggerated that the teacher doesn’t believe a word they say. Finally, the teacher uses their incredible stories to play a trick on Alex and Lucy with the help of the other pupils.

Topics
The main topics proposed around this story are related to school life:
- School rooms: we will go around the school discovering the names for different rooms and play battleships.
- Geography: we will find out where some animals live and locate them on a world map.
- Physical Education: we will learn skipping rhymes and play games in the playground.
- Time: we will learn to tell the time with different games and activities.

Suggested sequencing
This Story project is planned to last about 7 weeks of 4 sessions of 45 minutes per week (21 hours).
Our work proposal would be the following: The Story Project will start, as usual, with the dramatization of the story. This is a closed story but a long one with repeated sequences. The story takes place over a school week; Monday to Friday and the sequences for each day are fairly similar. It could be dramatised in one go or else in two or three parts.
Once the story has been dramatised two or three times, format activities can be introduced as well as topic activities. Some of the topic activities are very general and can be introduced from the very beginning of the Story Project, e.g. telling the time or activities around the school buildings.
The last activities to finish the Story Project will be the ‘self-assessment’ that gives the teacher and the pupils a chance to reflect on the unit they have been working on and their own effort and progress and ‘Space Search’ (CD-ROM) that reinforces the basic language skills worked on together in the classroom, offering systematic language work in a motivating and enjoyable way.

Comments
The main focus of this Story Project is school life. Our aim when proposing stories set in the school, like this one, is to give the pupils a chance to work intensively on everyday classroom life language. There are also, as in every Story Project, what we have called non narrative formats or rituals; activities to practise typical classroom situations in English. The teacher should adapt our proposal to their own circumstances by introducing real classroom situations into the format or other activities of the Story Project. Using one own’s class reality to see the story in: names and characteristics of the pupils, events in the
classroom, classroom management elements, etc. is a good device to keep motivation high and get the most out of the proposal.

This Story Project could also be a good moment to create some English interaction within the school. Signs, posters, playground games, etc. offer ground for shared work between different teachers and levels.
ACTIVITY LIST

FORMAT ACTIVITIES

1. **Acting out**
   Performing a story in a form of choral expression with the help of the teacher.

2. **Singing the song**
   Listening to a song and learning it bit by bit.

3. **Flashcards games: Fruit Salad and Holding Up**
   Playing with and learning the 24 basic words from the Story Projects.

4. **Reading the Storybook**
   Reading the Storybook as listening to the teacher or the CD.

5. **Register book**
   Preparing the register book to take home and recording their homework with parental supervision.

6. **Role-play**
   Acting out dialogues either from the story of their own making.

7. **Telling the story together**
   Helping the teacher to tell the story using the storybook.

8. **Spot the mistakes: reading**
   Reading a part of the story and identifying some factual errors.

9. **Word grid**
   Identifying and writing the main vocabulary from the unit.

10. **Scattergories**
    Identifying and writing main vocabulary from different categories.

11. **Completing the song**
    Reading the song lyrics and filling in the missing words.

12. **Filling in text**
    Writing some dialogues and some narrative texts from the story.

13. **Variation of the story**
    Preparing and producing simple oral stories spontaneously.

14. **Sentence building**
    Ordering cut up words and phrases to form coherent sentences from the storybook.
15. **Rewriting**
Completing and rewriting a short part of the Storybook, adding the missing verbs.

16. **Notebook**
Filling up a few note pages with anything they like (or that is suggested by the teacher) that is related to their English learning or in English.

17. **Self assessment**
Reflecting on the unit, pupils’ effort and progress.

**TOPIC ACTIVITIES**

18. **Talking about...**
Interacting, expressing opinions and giving ideas on any topic arising from the material or other topics that come up spontaneously (news, school events, illnesses, etc.) or are linked to special occasions (First Communion, Festivals, etc.).

19. **Labelling the school**
Making a class birthday calendar.

20. **Surveys on accidents and illnesses**
Carrying out a survey on accidents and illnesses and representing the answers in graph form.

21. **Doctor sketches**
Preparing dialogues between a doctor and a patient.

22. **Designing your own vehicle**
Drawing and adding some extra parts to a vehicle and writing a simple description.

23. **Safety rules**
Talking about safety rules.
# PLAN OF SESSIONS

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FORMAT ACTIVITY DESCRIPTIONS
ACTING OUT

The pupils will perform a story in a form of choral expression with the help of the teacher. The pupils will take on all the roles that the teacher models for them.

Objectives
− To reproduce and produce oral narration and dialogue.
− To interpret the general meaning of an oral text.

Material
− A big space to position the pupils in a horseshoe.
− The scripts of the stories (See below).

Procedure:
− Learn the script before hand. It is important to have an idea of the story line. Then learn the narrative, the dialogues and the accompanying gestures and movements. The script should not be read out aloud under any circumstances, since this would break the contact between you, the teacher, and the pupils in creating the story together and the pupils would soon lose interest.
− Position the pupils in a horseshoe with you in the opening of the horseshoe.

− In this way, maintain eye contact with all the pupils, thus involving them and encouraging them to participate. The space also allows you to move a step or two to indicate a change in character speaking in the drama. (Or decide on the organisation for the drama according to your classroom possibilities.)
− Start telling the story speaking the part of the narrator; adopt a neutral stance (e.g. with arms crossed, and a softer voice). Encourage the pupils to participate in the narration by repeating or adding their own new ideas.
− Represent the different characters in the story; adopting different places, stances and voices for each one.
− Leave time for the pupils to anticipate and contribute in English from the very beginning. Use gestures to elicit the language. Model, structure and reformulate the pupils’ production when necessary and ask the entire group to repeat the dialogue. Only if you see that the pupils do not produce any appropriate sentence for the situation, will you need to use the one proposed in the script and ask them to repeat it.
- If the sentence is difficult, get them to repeat it more than once, or break it up if it is too long.
- Cut the story at a suitably tense moment if the story is long or the children are not concentrating.
- When the story has been assimilated (after 2 times of acting out), the pupils may take on different roles as in a more conventional theatre play. e.g. Where’s the magician?
SORRY, I’M LATE

Lucy and Alex are going through a phase of walking to school together. They are easily distracted on the way and each day arrive progressively later. The teacher becomes more and more exasperated and threatens punishment. Also Alex and Lucy’s excuses become so outrageously exaggerated that the teacher doesn’t believe a word they say. Finally, the teacher uses their exaggerated stories to play a trick on Alex and Lucy with the help of the other pupils. The drama can be interrupted at any point where the narrator speaks.

MONDAY

**Narrator:** One Monday morning Lucy and Alex were walking to school together.

**Alex** is whistling. Suddenly he stops walking and points: Look, Lucy, what’s that?

**Lucy** inspects more closely: It’s a spider’s web.

She picks the spider up by its thread and talks to it: Hello spider. What a beautiful web you are spinning with your thread.

**Alex** imitates the buzzing of a fly and then a trapped fly: And there’s a fly. Oh no! Watch out fly! Too late! It’s caught in the spider’s web. That’s the spider’s breakfast.

**Lucy** looks at her watch: Hey! What’s the time? It’s nine o’clock already. We’ll be late for school. Come on!

It’s nine o’clock. Time for school. It’s nine o’clock. Time for school. Hurry up we’re late!

**Lucy** is out of breath: Puff puff. Sorry we’re late Mr Minsky. We met a spider.

**Mr Minsky**, the teacher is surprised: A spider?

**Alex** exaggerates a little: Yes. It was a giant spider, with an enormous web.

And then gets carried away by his imagination: And we got caught in the web. Yes, the spider spun thread round and round and round and... and we couldn’t escape. Could we, Lucy?

**Lucy** has to agree and extend the story: No, no... It took a long time to escape and that’s why we’re a little bit late.

**Mr Minsky** sceptically: I see... Well make sure you’ll be on time tomorrow. Now, show me your Geography homework.
Lucy gets her book out of her bag: Yes Mr Minsky. Geography homework… Here it is.
SORRY, I’M LATE

TUESDAY

Narrator: The next day, on Tuesday, Lucy and Alex were walking to school.

Lucy is whistling. Suddenly she stops and points: Look, Alex! What’s that?

Alex puts his head over the fountain and drinks and then starts to splash. It’s the new fountain. Let’s have a drink. Slurp! Come and have a drink Lucy. Splash! Splash!

Lucy wrings out her wet clothes and then attacks back: Oh Alex, you monster! My trousers are wet. My jumper is wet. I’m completely soaked. I’m going to get you. Splash… splash…

She stops and worries about the time: What’s the time?

Alex looks at his watch: It’s ten past nine. Quick, we’re late for school.

As they run, they chant: It’s ten past nine. We’re late for school. It’s ten past nine. We’re late for school. It’s ten past nine. We’re late for school. Hurry up, we’re late!

Puff puff. Sorry we’re late Mr Minsky.

Mr Minsky pointing first at his watch and then at their clothes: You are late again and your clothes are all wet. Where have you been?

Lucy starts to explain: Well we were just walking along the street and we saw this water…

Alex picks up the story and exaggerates making rushing water noises and imitating cowering from the approaching tidal wave and hanging on to lamp post: Yes, whoosh… whoosh… like a big tidal wave and we got completely soaked. And we had to hold on to the lamppost to save ourselves, didn’t we Lucy?

Lucy looks at Alex incredulously but has to agree: Yes? Oh yes. We had to wait until the water went down… and that’s why we’re late.

Mr Minsky getting a bit fed up: A tidal wave? Alex, Lucy, really? Make sure you’re on time tomorrow. Now, go and change your clothes for P.E.

Lucy: P.E. Yes Mr Minsky.
SORRY, I’M LATE

WEDNESDAY

Narrator: The next day, on Wednesday, Lucy and Alex were walking to school.

Alex points at the ground: Look, Lucy! What’s that?

Lucy looks from a distance: It’s a hole; a hole with a grate over it. I think there’s a car park underneath.

Alex stands over the hole and feels the air coming out: Wow! There’s hot air coming out of it. Come and feel this.

Lucy stands over the grate and feels the hot air. Her hands cover face as her skirt flies up: Wow… Oh, no! My skirt. I can’t see.

Alex rushes around trying to pick up his papers which are flying everywhere: Oh, no! My books, my homework!

Lucy looks at Alex horrified: Oh dear, Alex, look at your clothes. What a mess!

Alex looks at Lucy and laughs: Look at your hair, Lucy. What a mess! What time is it?

Lucy looks at her watch: It’s twenty past nine. Oh oh we’re late for school. We’re going to get into trouble.

As Lucy and Alex run, they chant: It’s twenty past nine. We’re very late.

Mr. Minsky angry, hands on hips, pointing to watch: Lucy, Alex. Do you realise what the time is? You are late again and what a mess you are. Where have you been?

Lucy explains: Well, we were walking along the street and this air… this wind…

Alex gets carried away with the story. He imitates the noise of the wind and getting blown away: Yes, a really strong wind. Phew! Phew! Like a terrible tornado. It lifted trees and lampposts and dogs and cats. It lifted us, didn’t it Lucy?

Lucy has to continue the story: Yes? Yes, and we had to walk a long way back and that’s why we’re late.
**Mr. Minsky** has had enough. 
Wagging his finger: Lucy, Alex! I’ve had enough. Enough of you being late and enough of your ridiculous stories. If you are late again I will be forced to take serious action. Do you understand?

**Lucy & Alex looking at their feet:** Yes sir. Sorry sir. We promise we’ll try to get here on time tomorrow.

**Mr. Minsky:** Now join your group for the science experiment.

**Lucy:** Science. Yes, Mr. Minsky.
SORRY, I’M LATE

THURSDAY

Narrator: The next day, on Thursday, Lucy and Alex were walking to school.

Lucy points: Look, Alex! What’s that?

Alex puts out his hands and strokes the kitten: Oh, it’s a little kitten. Come here pretty kitty. Meow. Meow. Look, Lucy. Look at the kitten.

Lucy puts her hand out to stroke the kitten then draws it back quickly as it scratches her. She scolds it: Pretty kitty… Ouch! So you’re a fierce kitten with sharp claws, are you?

She remembers the time: What’s the time? Oh no… It’s half past nine. Come on Alex, we are late for school again. We’re going to be in big trouble this time.

Alex and Lucy are hurrying to school. As they run, they chant: It’s half past nine. What’s the time? It’s half past nine. What’s the time? It’s half past nine. What’s the time? We’re very, very late!

Mr. Minsky very cross: Alex, Lucy. Late again! What preposterous excuse do you have today?

Lucy starts to explain: Well, we were walking along the street and we met a cat…

Mr. Minsky halts his interview with Lucy and Alex for a moment to whisper something: David, Sarah, come here…

Then he continues: A cat? A big cat, was it?

Alex: Big? Yes!

Mr. Minsky: A stripy cat, was it?

Alex agrees: Stripy? Oh, yes.

Mr. Minsky: A cat with sharp claws and teeth, was it?

Alex agrees again: Sharp claws and teeth? Oh, yes sir, yes.

Mr. Minsky: Well, a cat with sharp claws and teeth, like a fierce Siberian tiger?
Alex looks surprised but has to agree: Siberian tiger? Oh yes… yes.

Mr. Minsky imitates the tiger and then points behind Lucy and Alex: Like the big, stripy, fierce, Siberian tiger with sharp claws and teeth that is standing behind you?

Alex looks puzzled, then he looks round. He sees the tiger and shouts out: What? Ah help! A tiger! Help!

The tiger, growling and clawing the air: Grrr… grrr…

Lucy sees the tiger, screams: Help! A tiger!

Mr. Minsky patting the tiger: Thank you Sarah and David. You can come out now. You were a very good tiger.

Narrator: The next day was Friday. Alex and Lucy arrived at school on time!
SINGING THE SONG

The pupils will listen to a song and learn it bit by bit.

Objectives:
- To enjoy singing the song.

Material:
- Songs and Stories’ CD.
- “Space Search” CDROM.

Procedure:
- Think of appropriate mimes or gestures to accompany the song. It makes it more memorable.
- Introduce the song and work on it first without music and without seeing the written lyrics.
- Get the pupils to listen and repeat after you. If the sentences are a bit long or difficult to pronounce, back chain them.
  i.e. start with the last word and subsequently add the preceding words and get the pupils to repeat.
  Great greedy monsters who live in big caves
  caves
  in big caves
  who live in big caves
  monsters who live in big caves
  greedy monsters who live in big caves
  Great greedy monsters who live in big caves

- Then get the pupils to listen and repeat after you but this time with the tune, singing line by line (if necessary, use the CD to help you with the melody) the first verse.
- Tell the pupils where they can find the song on the CD i.e. the track number and ask them to listen to the song and practise the first verse at home. Remind them to tick the Register book when doing the homework.
- In the next session, check the verse and if they know it continue with the next verse. But if there are still lots of pupils that are not able to sing it by them selves, work on the same verse again and ask them to continue practising at home.
- When giving out the Storybooks, ask them to sing the song following the words in the book.
- If pupils learn the song easily, try and teach another of the other proposed songs or encourage them to listen to them at home or play with them on the CDROM at home.
FLASHCARDS GAMES
FRUIT SALAD

The pupils will play with and learn the 24 basic words from the Story Project.

Objectives:
- To use basic vocabulary and structures appropriately.
- To interact to play the game.

Material:
- Dictionary (Songs and Stories’ CD).
- 24 Flashcard pictures (Extra handouts for the teacher).
- 24 Flashcard written words (Extra handouts for the teacher).
- “Space Search” CDROM.

Procedure:
- Go through the 24 flashcards.
- Encourage the pupils to look, listen and repeat the words after you, so that they know which ones they are going to learn and remember the names of. Or play the CD for the same purpose.
- Ask the pupils to sit on chairs in a circle.
- Hand out the pack of picture cards to the pupils; make sure every pupil has one picture card. Ask them to memorise the word and keep the flashcard under their bottoms (or under their seats).
- Put all the flashcards with the written words in a box or basket.
- Stand in the middle of the circle holding the box, take 2 cards from the box and start the game saying:
  “In my dictionary / word soup I want a horn and an arm. 1,2,3 go”.
- The pupils who’ve got the “horn” card and the “arm” card all change seats as quickly as they can. While they are doing this, you sit in one of the vacant chairs. This leaves one of them without a chair.
- The pupil without a chair stands in the middle and takes the box with the written words’ flashcards.
- Ask the pupils to take the flashcard from under their seats and pass it to the person on their right. In this way, in each go they’ve got a new flashcard to memorise.
- Once all the pupils have learnt their new flashcard they put it under their seat.
- The pupil in the middle starts the game again.
FLASHCARDS GAMES
HOLDING UP

The pupils will play with and learn the 24 basic words from the Story Project.

Objectives:
− To use basic vocabulary and structures appropriately.
− To interact to play the game.

Material:
− Dictionary (Songs and Stories’ CD).
− 24 Flashcard pictures (Extra handouts for the teacher).
− 24 Flashcard written words (Extra handouts for the teacher).
− “Welcome aboard” CDROM.

Procedure:
− Go through the 24 flashcards.
− Encourage the pupils to look, listen and repeat the words after you so that they know which ones they are going to learn and remember the names of. Or play the CD for the same purpose.
− Divide the class into groups of four or five.
− Hand out the pack of picture cards to the pupils; make sure every pupil has one picture card.
− Ask the pupils to put the cards face up on the table.
− Take out a card with the written word from your pile and say: “What’s this and who’s got it?”
− The pupil who has it, holds it up saying: “I’ve got it and it’s a …”
− The winner is the group who finishes first. They will say: “We’ve finished!”
− Play as many times as time or the pupils allow you.
− A variation of the game could be giving out the written cards to the pupils and holding up the picture cards.
− Finally, ask them to continue practising the vocabulary at home, reading the words from the Storybook and listening to the words from the CD or playing with the CDROM. Remind them to tick the Register book after doing the homework.

Comment:
This is a possible game to practise vocabulary items. But there are many games, which can be used and repeated, in different units depending on their popularity and usefulness.
READING THE STORYBOOK

The pupils will read the Storybook as they listen to the teacher or the CD.

Objectives:
− To interpret the general sense of the written story.
− To enjoy listening to a story while following the text.

Materials:
− Storybook.
− Story: book version (Songs and Stories’ CD).
− “Space Search” CDROM.

Procedure:
− Give out the Storybooks and let pupils look through them and enjoy them for a few moments.
− Ask the pupils to turn to the right page and get ready to read and listen to the story (by you reading it aloud or by listening to the CD).
− Go around and check that the pupils are following on the correct page of their books.
− You should do it in different ways at different moments:
  o You can read the book and ask for volunteers to read the bubbles.
  o You may ask for volunteers to read aloud. Let them try. Don’t correct everything, only the words they should know and help them if they get stuck.
− Since the lyrics of the songs and the words of the dictionary are written in the Storybooks, ask them to sing the songs following the lyrics in the book and listening to the CD. And ask them to look at the words in the dictionary and repeat after the listening.
− After some sessions (from 1 to 3) where you have worked on reading, ask the pupils to take the storybook with the Register book home and encourage them to read it - with or without the listening - at home. Remind them to tick the Register book after doing the homework.

Comment:
Remember having the pupils read aloud probably helps more with pronunciation than with comprehension.
The pupils will prepare their register book to take home and record their homework with parental supervision.

Objectives
- To interpret the general meaning of the story; listening to and / or reading.
- To reproduce the songs.
- To reproduce the vocabulary items.
- To play with the CD Rom (Listening, speaking, singing, reading, writing, language system etc.).

Material
- Songs and Stories’ CD.
- Storybook.
- "Space Search" CDROM.

Procedure:
- In the first story project, the pupils have to see all their resources: activity book, story books, Songs and Stories’ CD, CD ROM etc. and have done all the relevant activities: reading, listening, singing before they can take the Register Book home.
- In one session, brainstorm what the pupils could / should do at home to practise and improve their English. Accept their ideas and help them to express them: e.g.
  o Yes, you can tell Mummy and Daddy what you have been doing.
  o You can listen to the song in the car on the way home.
  o You can read the storybook etc.
- Write up the ideas you want on the board.
- Then ask them to take the ‘register’ from their activity book, fold it and write their name on it. Ask them to open it and together check to see if you have mentioned all the ideas already.
- Model each activity for them (e.g. with the CD and book) and show them how you want them to indicate that they have done that activity at home with a cross (X) or with a tick (✓). (“Filling in date – see note below)
- Explain that they do not have to fill up all the boxes. Obviously there are more boxes for songs because they are shorter, easier (and more enjoyable) to practise.
- Explain that different pupils need different homework. Some of us need to practise reading more, some of us need to practise saying the vocabulary more or singing the songs.
- Set minimum targets for the class or individual pupils
- Tell them to take the register home and keep it in place where they can find it easily e.g. with their Storybook, next to the CD player, on their desk, etc.
- When you want the register back (at the end of a project) ask them to get their parents to sign it and bring it back in the next class.
- Check how they are getting on and give further advice, instructions to the whole group or to individuals.

FILLING IN THE DATE
- Depending on how you have been working on the date in class, ask the pupils to write something in their register e.g. Day of the week/4th November / 4 Nov / 4 November /
PARENTS
– Of course the parents need to know what homework their children are supposed to do and how the register works. Explain in the parents meeting or send a note home.
The pupils will act out dialogues either from the story or of their own making.

Objectives:
- To reproduce oral conversations.
- To produce oral dialogues.

Procedure:
- Brainstorm a dialogue from the story with the group.
  E.g (Be careful with my bike)
  o David: Hello Nick. Are you all right?
  o Nick: Yes, David. I'm sorry I crashed your bike.
  o David: It's okay. The bike's O.K. I'm sorry about your arm. Wow, you've got a plaster! Can I write my name?
  o Nick: Yes, you can write your name if…
  o David: If what?
  o Nick: If you let me ride your bike again!
- Model the dialogue first, and then ask for volunteers to do it.
- Instead of asking for volunteers, you could do it as a game too:
  - Ask the pupils to sit in a circle.
  - The teacher starts walking clock-wise, touching pupils’ heads while saying something, e.g. “new, new, new,…”, when s/he says “bike” the pupil whose head she is touching stands up and they walk in opposite directions around the circle till they meet. Then they talk.
  - Then the teacher sits down and the pupil takes the lead, doing new, new…
  - Once they do it following the model, we will ask them to change places, people and activities. It is not worth spending the whole session doing this. It could be planned in advance, 3 or 4 pairs per day.
  - If the pupils don’t have enough vocabulary to hold a conversation, the teacher may work on the necessary vocabulary first, negotiating and writing lists of possible words on the blackboard (people, places, activities) for the pupils to refer to while doing the activity.
TELLING THE STORY TOGETHER

The pupils will help the teacher to tell the story using the storybook.

Objectives:
- To reproduce oral narration and dialogue from the story.
- To produce oral narration and dialogue.

Materials:
- Storybook.

Procedure:
- Create an appropriate story telling atmosphere; asking the pupils to sit in rows in front of you (e.g. first row sitting on the floor, 2nd row on their chairs and last row on their desks).
- Make sure everybody can see the storybook.
- Show the first picture and encourage them to participate in an organized way; raise hands and wait, speak in turns, listen to each other, etc.
- The pupils will produce oral dialogues and narration and the teacher will encourage everybody to participate by being the narrator, making gestures to help them produce the language, etc.
- Take notes about their participation and language production.

E.g.
A: if they produce single words. e.g. *birthday*
B: if they produce expressions (incomplete sentences). e.g. *David birthday*
C: if they produce sentences. e.g. *It was David's birthday.*
g: If the teacher makes gestures to help.

Picture 1:
 Jon B
 Ainara C
 Unai A
 Maddi Cg
SPOT THE MISTAKES
(Reading comprehension)

The pupils will read a part of the story and identify some factual errors.

Objectives:
− To identify the factual errors in a narrative text.
− To produce written lexical items.

Materials:
− Spot the mistakes (Activity book).

Procedure:
− Show the pupils the corresponding pictures and texts in the Activity book. Read the instruction for the activity and make sure they all understand what to do.
− Ask the pupils to read the texts and identify the mistakes by underlining or circling or crossing out the words and writing the correct words above the mistakes.
− Then, let them check with their partner.
− Check the activity with the whole class by asking them to read the texts aloud and spot the mistakes. Write the correct words on the board and ask them to check the spelling. (Or ask a pupil to write on the board)
− Take assessment notes as soon as they finish or after the session.
WORD GRID

The pupils will identify and write the main vocabulary from the unit.

Objectives:
− To produce in writing the main lexical items.
− To make a precise interpretation of a definition.

Materials:
− Dictionary (Storybook).

Procedure:
− Show the grid in the activity book and tell your pupils that you are going to read out definitions and they have to guess the words and write them down on the grid.
− Read out the first definition and see if the pupils can identify and remember the word. As pupils guess the words ask them to write them in one of the spaces on the grid. You can make this stage more competitive by putting students into groups and awarding points.
− Keep reading out definitions and getting the pupils to guess the words until the grid is completely full of words.
− Then, they can use their dictionary from the Storybook for self-correction. Encourage them to check and make sure that the spelling is right.
− Put the students into pairs and get each pair to choose two of the words from the grid. Tell them that they must write a single sentence that uses both words and that you will award points for the most interesting sentences.
− Once they have written their sentences, get a volunteer to read the sentences out.

Comments

This is a variation on an activity that appears in a book called 'A way with words' By Stuart Redman and Robert Ellis.
Possible definitions - SORRY, I'M LATE:

A place to leave your car until you need it again (CAR PARK).
One of the sharp nails that some animals have on their feet (CLAW).
The room where people have their meals (DINING ROOM).
A small insect with wings (FLY).
Water that shoots up into the air (FOUNTAIN).
A frame of metal bars (GRATE).
A short way to call gymnastics and gymnasium (GYM).
A warm piece of clothing with sleeves for the top half of your body (JUMPER).
A room where scientific work is done (LAB).
A place out of doors where children can go out to play (PLAYGROUND).
A container that you carry school materials in (SCHOOL BAG).
A leather or plastic thing that you wear on your foot with a sole and heel (SHOES).
A piece of clothing for women and girls that hangs down from the waist (SKIRT).
A covering for the foot and part of the leg (SOCKS).
A road with houses along each side (STREET).
A big wild cat found in Asia. It has orange fur with black stripes (TIGER).
To swallow liquid (TO DRINK).
To get away (TO ESCAPE).
To have something in your hands (TO HOLD).
To let people see something (TO SHOW).
One of the hard, white parts in the mouth which grow in rows and which you use for biting and chewing (TOOTH / TEETH).
A piece of clothing that covers the body from the waist to the ankles and has separate parts for the legs (TROUSERS).
A small clock that you wear on your wrist (WATCH).
SCARTTERGORIES

The pupils will identify and write main vocabulary from different categories.

Objectives:
− To produce the main lexical items.

Materials:
− A piece of paper and a pencil.
− An egg timer.

Procedure:
− Divide the pupils into groups of threes and ask them to take a piece of paper and a pencil.
− Explain that they will have to write words related to categories such as body, food, clothes, sports, presents, animals, etc.
− Tell pupils they have 2 minutes to write as many words as they know from a given category.
  e.g. Presents! Ready, steady, go!
− Everybody in the group头脑storms to think as much as words, but only the secretary writes them down.
− After 2 minutes say “stop!” and they have to stop writing.
− Then, ask each group to say a word orally. They take it in turns. Give a point for each correct word. Penalize if they repeat a word.
− When they do not have more words to say, give them a new category and continue playing in the same way.
COMPLETING THE SONG

The pupils will read the song lyrics and fill in the missing words.

Objectives:
− To identify the missing words in written song lyrics.
− To produce written lexical items with acceptable spelling.

Materials:
− Completing the song (Activity book).

Procedure:
− Ask the pupils to open the activity book and read the instruction for the activity all together.
− Ask them to order the jumbled words individually or in pairs.
− Mark their work underlining the words that are not spelt correctly and let them try again.
− Check the spelling with the whole group by writing the words on the board.
− Finally, ask them to fill in the song using the written words, individually. It could be a good activity to assess if they know the song or not.
FILLING IN TEXT

The pupils will write some dialogues and some narrative texts from the story.

Objectives:
- To produce written dialogues.
- To produce written narrative texts.

Materials:
- Dictionary (Storybook).

Procedure:
- Vary the pairs:
  - Group pupils with the same levels. In this way everybody will work, and the slow ones will have the teacher’s help.
  - Group pupils with fairly similar levels. In this way stronger pupils’ proposals will be understandable to the slightly weaker ones. (Peer teaching)
- Show the corresponding pages in the activity book with the empty bubbles and lines for the dialogues and narrative texts.
- Then, find the worksheets at the back of each story in the activity book.
- Explain very clearly what to do. Everybody has to give ideas and they will be secretaries in turns. They write the negotiated text on only one of their own draft pages. (e.g. SECRETARY 1. It was David’s birthday and they were celebrating a party.)
- Go from group to group checking how they work and helping, not correcting.
- Set a time limit, 30 minutes maximum and collect their drafts. This will answer to the mixed ability, where pupils will write less or more depending on their abilities.
- Start checking the draft with each pair highlighting the mistakes the pupils can correct themselves and giving them language they are unable to correct by themselves. Ask them to use the dictionary from the Storybook to correct their spelling.
- Then, ask them to copy the checked text individually in a tidy way. Go on checking.
- Take notes for the continuous assessment; checking their drafts with them and later checking their Activity books.
- At the end of this activity, carry out a reflection on the errors corrected with the whole group and write down the conclusions on the “My notes pages” in the activity book.
  e.g.
  - **Words end in “y”:** today, Monday, Lucy, boy;
  - **Words with “oo” are usually pronounced [uː]:** marooned, moon, … except door.
VARIATION OF THE STORY

The pupils will prepare and produce simple oral stories spontaneously.

Objectives:
- To produce simple oral narrative texts.

Materials:
- Variation of the story (Activity book)

Procedure 1:
- The idea is to encourage and help the pupils to use the language they have internalised from the story to create new stories. It is important to give them a model first.
  E.g. Instead of David getting a bike from his birthday present, it could be getting a kite.
  E.g. Another variation could be with a story like ‘Sorry, I’m late’ to invent more excuses for being late to school and act them out in pairs or groups of three.
- Ask them to invent variations of the story, in pairs or threes or even individually if they prefer.
- They negotiate the content and dialogues. They can ask you for help but it is best that they do only what they can manage spontaneously without you feeding in too much more.
- They can act out their version for the others. It is very motivating for the pupils if you write down their story (clean it up a little), let them tell it or put it up on the wall or let them take it home.
SENTENCE BUILDING

The pupils will order cut up words and phrases to form coherent sentences from the Storybook.

Objectives:
- To order words and phrases into sentences.

Material:
- Sentence building (Activity book).
- Sentences to cut up and keep in envelopes / containers (Extra handouts for the teacher).

Procedure:
- You can cut up the sentences and put them into envelopes but if you spend more time on the initial preparation, the game will last you future years. E.g. Film canisters are very useful. Put a sticker on each canister with the BIKE for the “Be careful with my bike” sign, number of the sentence and number of pieces that the sentence has.
  e.g. BIKE 3 (5):
  BIKE = Be careful with my bike
  3 = number of the sentence
  (5) = number of pieces.
- You will need two more (or 3 with big classes) examples of the same sentence, so that the pupils do not have to wait too long.
- Teach them the language they need and write it up on the board in order to help them (visual help). e.g.
  STUDENT A: Can I have sentence number 2 please?
  TEACHER: Yes, of course. Here you are.
  STUDENT A: Thank you.
  STUDENTS B + D: We have finished.
- Make pairs of similar abilities.
- Explain the activity, show them the pots (film canisters) and what is inside. Do an example on the board if necessary.
- Ask them to open their Activity book.
- Tell them they have to take it in turns to be the ‘runner’ to ask for the pots and to be the ‘scribe’.
- The runner takes the envelope back to his/her partner and they put the words/phrases together to form a coherent sentence.
- The scribe copies the sentence down and shows it to the teacher.
- Tick the right sentence, but do not correct the wrong one. Use some codes in order to help them find their own mistakes or errors.
  Suggested symbols:
  ✓ = the sentence is right.
  X = the sentence is wrong.
  Sp = spelling
  ^ = something is missing
- Then, the scribe takes his/her turn to be the runner.
- After 20-30 minutes, even if they haven’t finished, stop giving out pots (Don’t use the whole session).
- You can take in their Activity books to take assessment notes.
REWRITING

The pupils will complete and rewrite a short part of the Storybook, adding the missing verbs.

Objectives:
− To identify the written text.
− To produce main morpho-syntactical items.
− To produce written lexical items with acceptable spelling.
− To copy the written text with acceptable spelling.

Materials:
− Rewriting (Activity book).
− Storybook.

Procedure
− Ask the pupils to open the Activity book and read the instruction for the activity.
− Ask a volunteer to explain what they have to do.
− Tell them that all the missing words are actions (verbs). Ask them to mention the actions they already know and write a list on the board.
− Once you have done a reflection with the whole group, ask them to read the text and try to complete the text in pairs.
− Ask them to write the missing actions above the covered leaves before they copy or rewrite the text.
− Go around helping.
− When they have finished ask them to check their work by looking at pages 1, 2 and 3 from their Storybook.
− Finally, ask them to rewrite or copy the text at home.
NOTEBOOK

The pupils will have the opportunity to fill up a few note pages with anything they like (or that is suggested by the teacher) that is related to their English learning or in English.

Objectives:
− To produce written items of vocabulary, language notes, anecdotes, pictures etc.

Materials:
− Notebook.

Procedure:
− The notebook should act as a kind of ‘joker’; an extra card to be used wherever and whenever it is useful. Each pupil / teacher will find different uses. The following are orientative to give you some ideas:

Vocabulary
− When useful vocabulary items come up, ask the pupils to write them down in their notebook with a simple definition, translation and / or picture.
− Once they have got used to this procedure, they can do it by themselves, without being asked to by the teacher.

Useful expressions
− The same goes for useful expressions. If a situation arises where one or more pupils want to know how to say ‘utzi pakean’, they can write it in their notebook e.g. ‘leave me alone’.
− The expression can be something the whole group is interested in or just the individual.

Language explanations
− If you are explaining the way the language works on the board, you could ask the pupils to copy it down in their notebook for future reference.
  o E.g. Alex he spilt the blue paint. =
    ▪ Alex spilt the blue paint.
    ▪ He spilt the blue paint.
  o E.g. Me went to the cinema. =
    ▪ I went to the cinema
− Etc.

Rituals
− If you are working on a topic of conversation. The notebook is a good place to write down drafts.
  o E.g. What you did at the weekend.
  o What you had for breakfast, lunch, snack etc.
  o Why you are late.
– You may ask a shyer pupil to think about something to say in the following class about the weekend / their first communion / their snack etc. They could prepare it in their notebook.

**Early finishers**

– If you have an early finisher, they can use this place to draw a picture / write a story / etc.
– If you have several early finishers, they can use this space to prepare a dialogue.
– Etc.
SELF ASSESSMENT

The pupils will have an opportunity to reflect on the unit they have been working on and their own effort and progress.

Objectives
− To show an ability for reflection and self-awareness.
− To interpret the statements and produce appropriate written answers.
− To produce oral opinions on the unit, the activities and their own work.

Material

Procedure:
− Ask the pupils to look at the Self-assessment pages.
− Give them a minute to look by themselves and then ask them what these pages are for.
− Accept their answers and ideas. Help them re-formulate them and ask them why we need to know these things. E.g. Yes, I want to know if you didn’t like the story so I can make it better next time or if an activity was very difficult so I can help you more next time. And you need to think about the work you did e.g. ’learning the song’ so you can decide where you are doing well in English and where you need to try more. Etc.
− The first time you do the assessment sheet go through it all together and bit-by-bit.
− Look at the three faces. What are they? Great, okay, boring. What do you think of the story ‘Be careful with my bike’. Was it great, okay or boring for you. Take a coloured pencil and colour in the face.
− * You could ask for a show of hands after they have given their personal opinion to keep a record of their assessment. Otherwise, look at their books later.
− Continue with the other statements.
− Read the statement ‘My favourite activity was’ together. Then brainstorm the activities you have done; looking at the activity book and reminding them of other activities and games. Write them up on the board or have a secretary doing it.
− From the activities you have brainstormed, ask them to think about which was the most difficult for them; the one they had to try and concentrate really hard to do. Ask them to write it down.
− Read the next section: ‘I worked well by myself’. Ask them How well did you work individually in class and at home? Go through the categories and ask them to draw a face.
− For the last section ask them: How well did you work with your classmates, your friends in class? Did you work in all the different groups? Did you speak English? Did you always help and make a contribution? Go through the categories and ask them to draw a face.
− Ask them to look at their reflection. Are they pleased with what they have done in English? Do they need to try more in any areas?
− Then ask them to sign the page.
TOPIC ACTIVITY DESCRIPTIONS
TALKING ABOUT …

Pupils will interact, express opinions and give ideas on any topic arising from the material or other topics that come up spontaneously (news, school events, illnesses, etc.) or are linked to special occasions (First Communion, Festivals etc.)

Objectives:
- To produce free language on the topic.

Procedure:
- Encourage pupils to carry out conversations about any topic or special occasion. Not all the pupils are interested in the same topics, so offer lots of different ones and create lots of different occasions on different days because not all the days are the same for our pupils.
- In order to enrich their language, model the answers when necessary.
  e.g.
  T: What did you do at break time?
  Did you play football or did you play chaps?
  P: football.
  T: Listen “I played football.”
  P: I played football.
  T: Great! And did you win?
  P: Yes.
- Get everyone to participate. Otherwise the few ‘volunteers’ are always talking and they are the ones who improve. (This does not mean asking round the class in order either.) Give the weaker ones time to think and plan.
  E.g.
  - Tomorrow, I want you, Jon, to tell me about a diploma you have won.
  - Eider, you’re the helper tomorrow, O.K. do you know what you are going to ask?
  - We have a visitor. With a partner, write down 3 questions you want to ask him.

Topics arise from “Sorry, I’m late”:

Being late to school
- Do you normally arrive on time? Who normally arrives late? Why? When you are late, do you say the real reason or do you invent an excuse? Who will give me an invented excuse? When else do you invent excuses? At home, when you don’t want to go to bed? In the dining room, when you don’t want to eat fish? What kind of excuses?

Spontaneous possible topics:

Weather, day and date, dining room, snack, T.V., extra-curricular activities, school sports, holidays, playground, weekends, health problems, physical appearance, school event, first communion, news items, festivals, etc.
LABELLING THE SCHOOL

The pupils will read definitions and find the name of the different rooms at school.

Objectives:
- To make a precise interpretation of written definitions.
- To reproduce written vocabulary.

Materials:
- Definitions (Extra handout for the teacher).
- Labels (Extra handout for the teacher).
- Labelling the school (Activity book, page 34).

Procedure:
- Label the rooms by putting the different labels on the appropriate doors of the school before doing this exercise, or put all the labels in different places but in the same corridor if you want to keep the pupils under control.
- Cut and laminate the different definitions before doing the activity too.
- Make pairs or groups of three and give each group a definition. Ask the group to read the definition and negotiate the meaning.
  e.g. This is “liburutegia”.
  Yes, I agree.
  No, I think this is “…
- Then, ask them to go to the corresponding room at school and find its name or ask one of them to go and look for the answer in the corridor.
- When they have found the answer and come back to the classroom, ask them to fill in the activity sheet by writing the name on the appropriate door.
- Ask them to show you the answer and give them the next definition if the answer is correct.
- Go on in this way until they have filled in the activity sheet or stop the activity after a certain time.
- Check the exercise with the whole class by asking them to read the definition and say the name of the room if necessary.
BODY CLOCK

The pupils will express the time with own body.

Objectives:
− To identify the time in oral information.
− To have fun reproducing the time with one’s own body.

Procedure:
− This could be a good warm up activity.
− Tell the pupils that you are going to practise the time by playing a game and having fun.
− Explain to the pupils that they are clocks and their arms are the long and short hands of the clock. They are going to use the whole arm to tell the minutes and they have to fold the other one to tell the hour. They have to fold the right arm to say the time from 24’00 or 12’00 to 06’00 or 18’00 and then fold the left arm to say the time from 07’00 or 19’00 to 11’00 or 23’00 (it is physically impossible to express the time using always the same arm as the short hand of the clock).
− Start playing the game by telling the time and asking the pupils (the clocks) to reproduce the time using their body.
− All the pupils with the wrong time will be out like broken clocks. And you can ask them to help you give the time to the others. (If you don’t want them to be out, you can give them ‘lives’. The one who loses the most lives has to carry all your books back to your office!)
− Stop the game after a certain time. The pupils who are not out of the game will be the best clocks in the classroom.
TIME FACTS

The pupils will try to guess some facts related to time and animals.

Objectives:
− To make a precise interpretation of an oral text.
− To give opinions.
− To make a precise interpretation of a written information text.

Materials:

Procedure:
− Ask pupils what they know about measuring the time. Make sure you talk about seconds, minutes, hours, weeks, months, years and centuries.
  e.g.
  Can you tell me the different ways; the different units we use to count, to measure the time?
  Which one is the shortest unit we normally use?
  How many seconds do we need to make a minute?
  When do you use minutes, in what situations? Etc.
− Put the pupils in pairs and explain that you are going to ask them some questions and they have to guess the answers by negotiating with their partners.
− Tell them to have a piece of paper and a pencil ready to note down their answers.
Questions:
  o How many times does a hummingbird flap its wings in a second? (78 times)
  o How many times does a hedgehog’s heart beat in a minute? (300 times)
  o How fast can a cheetah run, how many kilometres per hour? (90 km/h)
  o How many hours do cats sleep in a day? (16 to 18 hours)
  o How long can a cockroach live with its head cut off? (More than a week)
  o How long does a caterpillar need to change into a butterfly? (a month)
  o How many meals do crocodiles eat in a year? (about 50 meals)
  o How long can a tortoise live? (More than a century)
− Read the first question aloud (once or twice) dramatising, paraphrasing as much as possible to make it more accessible to the pupils.
− Ask the pairs to decide the answer and give them a minute to discuss and write it down.
− Ask them their answers (you can write them on the board).
− Say the correct answer and give points to the ones that have guessed it or are closest to the answer.
− Go on asking all questions, giving the pairs time to discuss them, note down their guesses and give them points.
− When finished, see who has guessed more questions and congratulate them.
− Tell the pupils they have all the information in their Activity books. Ask them to turn to pages 40 – 41 and choose a fact to write in their notebook. Tell them to tell their favourite fact at home.
WHAT’S THE TIME?

The pupils will learn how they have to say the time in English and practise it by drawing the hands of the clocks and writing the time indicated by different clocks.

Objectives:
- To produce the time orally.
- To identify the written time.
- To produce the written time.

Materials:
- What’s the time? (Activity book, pages 43 and 44).

Procedure:
- Explain the time to the pupils drawing a clock on the board bit by bit. Explain the “o’clock” first; give examples and ask pupils to produce more.
- Then explain the “half past” and do some examples.
- Move on to “a quarter past” and “a quarter to” and do a few more examples.
- Ask them to try page 43, reading and writing the time.
- Go round checking and helping if necessary.
- Another day, ask them to open the book at page 42 and go over the clock again and the examples.
- Ask them to try the activity on page 44.
- Check to see who might be having difficulties.
- Don’t forget to revise the time in future sessions.
PLEASE MR CROCODILE

The pupils will play a typical playground game and have fun.

Objectives:
− To interact to play the game.
− To interpret the statements and produce appropriate physical answers.

Procedure:
− Tell the pupils that they are going to play a game where they have to cross the crocodile’s river.
− Illustrate the game on the board and explain it:
  o Two lines with the crocodile in the middle. That’s the river where the crocodile lives.
  o Lots of crosses behind one line. Those are the pupils.
The pupils want to go to the other side of the river but they must ask the crocodile for permission. Please, Mr Crocodile, can we cross your river?
The crocodile will give permission only to some of them by adding a condition to the answer. e.g. Yes, but only if you are wearing “a blue t-shirt”.
So only those who fulfil the condition and are wearing blue t-shirts will be allowed to cross the river safely.
The other ones will have to try and cross the river without the crocodile catching them.
The teacher calls out “Ready, steady, go” and pupils run (or walk) across the marked river.
If the crocodile touches someone, they become crocodiles too.
The pupils ask permission to cross again “Please, Mr Crocodile, can we cross your river?” and the crocodiles impose a new condition e.g. “Yes, but only if you are wearing glasses” and so on.
The game finishes when all the pupils have been caught and become crocodiles.
− Teach them what they have to say in the different moments of the game:
  o Please, Mr Crocodile, can we cross your river?
  o Yes, but only if you are wearing “a blue t-shirt”.
  o Ready, steady, go.
− Once the game is clear and they all know the language they need to play the game, go to the playground and play at least one round.
The pupils will learn and sing two skipping rhymes in order to go to the playground to skip.

Objectives:
− To reproduce the songs.

Materials:
− Skipping rhymes (Activity book, pages 52 and 53).

Procedure:
Part 1:
− Explain to the pupils that they are going to learn some skipping rhymes in order to go to the playground to skip. But it is necessary to learn the songs by heart before going out.
− Start teaching one first and after a few days, when you have made sure that they already know the song, introduce the second one.
− When teaching the songs in the classroom do not skip, just sing and mime the gestures: turn around, touch the ground, show your shoe.
− Explain how to skip with the different rhymes:
  o The pupils will line up and then skip one by one when singing “Teddy bear, Teddy bear” and follow the commands of the rhyme.
  o For the second rhyme “Skip to the months”, ask the pupils to line up according to their birthdays.
    The pupils will sing the first part of the “Skip to the months” and wait to skip until their birthday month is mentioned in the song. Then, the month will be sung as many times as it takes for all the jumpers with birthdays in that month to jump in and out. e.g. January, January, January, January, February, February, March, March, March etc.

Part 2:
− Once all the pupils know the songs and have understood the ways of skipping go to the playground (15 or 20 minutes) and enjoy the skipping.
ANIMALS AND CONTINENTS

The pupils will scan information about different animals and work on continents in the first part and they will play a quiz answering the questions about animals in the second part.

Objectives:
- To extract specific information from a written text.
- To identify the different continents on the map.
- To interact to carry out the activity and play the quiz.
- To make a precise interpretation of oral questions.

Materials:
- Animals around the world (Activity book, pages 45-47).

Procedure:

Part 1:
- Tell the pupils that you are going to look at a world map and identify the continents. Ask them to tell you what they know about continents. E.g. *What continents do you know? What continent do we live in?*
- Ask them to open the activity book at pages 48 and 49 and look at the map and identify the continents. Help them with the pronunciation. Write them on the board and ask the pupils to copy them next to each continent but in the outside part (they will need the inside part of the continent to glue on the animal pictures later). *Continents: North America, South America, Europe, Asia, Africa and Australia/Oceania.*
- Play or work on continents if you think it’s necessary by naming the continents and asking the pupils to touch them on their map.
- Make groups of three and number each pupil from 1 to 3.
- Tell them to read the information of one of the animals (Tigers, Emperor penguins, Bears, Elephants, Kangaroos and Giant Galapagos tortoises) in silence.
  e.g. *Teacher: Everybody read this information about the elephants.*
- Then, say a number aloud and those pupils have to suggest to their group where the animal lives. If the group agrees with the answer they write the animal’s name on the map in the corresponding continent. If not, they discuss and find the right answer. Write the possible conversation up on the board if necessary:
  e.g. *Teacher: number fours. Where does the elephant live or come from? Number fours’ pupils suggest in each group: the elephant lives in *Africa. Do you agree? Group: No, I (we) don’t. The elephant lives in Africa and in Asia.*
- Then ask the whole class to tell you what else they have understood from the text or they know about that animal.
- Ask them to go on reading different animal information and using the previous procedure until the 6 animals are located on the map.
- Then, give them time to cut out the animal pictures on page 65 and glue them on the appropriate continents or ask them to do it at home.
- Finally, ask them to take the activity book home and read the information again at home in order to play a quiz in another session.
Part 2:

- Explain to the pupils that you are going to test what they remember about the animals they read about in their activity books by playing a quiz. The quiz consists of answering questions correctly.
- Divide the class into two or as many teams as you like. Number the pupils in each team.
- Choose turns for the different teams clear by using a dipping game or throwing the dice, etc.
- Start by asking a question. Ask the question to the whole class, and then ask a specific pupil from a specific team to answer. (In this way, everyone pays attention) If the individual pupil answers correctly, that team gets 3 points. If the individual pupil doesn’t know the answer, he/she can ask for help from his/her team. If they give the right answer, they get 2 points. If they don’t know the answer, they don’t get any points. Leave the question for later to use again with another group.
- The team with most points, after asking all the questions, is the winner.

QUESTIONS:

- How much can a Siberian tiger weigh? (200 kg.)
- What are the white bears called? (Polar bears)
- How long can Emperor penguins stay under the water? (20 minutes)
- How many types of elephants are there? And what are their names? (Two: African elephant and Asian elephant)
- Where do tigers live? (Asia)
- Why is it difficult to see tigers in the long grass and in the trees? (Because they have stripes)
- Where do kangaroos live? (Australia)
- What is the biggest tortoise in the world? (Galapagos tortoise)
- What do tigers eat? (Meat)
- Who looks after the penguins’ eggs? (The father penguin)
- What do you call the long nose of the elephants? (Trunk)
- What do tigers like doing? (Swimming)
- What colour are bears? (Different colours: brown, white…)
- What are the birds that cannot fly? (Emperor penguins/ Penguins)
- How long do the baby kangaroos live in the pocket or pouch of their mothers? (8 months)
- Which are the biggest of all the penguins? (Emperor penguins)
- Where do the Galapagos tortoises live? (South America: on the Galapagos islands off the west coast)
- Where do Pandas live? (China-Asia)
- Where do Emperor penguins live? (Antarctica)
- Where do brown bears live? (Europe and North America)
- What can elephants do very well? (Swim)
- How long can tortoises live? (More than a century; 150 years)
- What’s the difference between the two types of elephants? (The African ones are bigger and have bigger ears).
- How do kangaroos move? (Jumping)
- Where do Polar bears live? (Arctic regions of Europe and North America)
- What do kangaroos eat? (Plants)
- What do Polar bears eat? (Fish and meat)
- What do you call the long teeth of the elephants? (Tusks)
- What is the animal that lived with the dinosaurs 200 million years ago? (The Galapagos tortoises)
- What do Pandas eat? (Bamboo)
- What do brown bears eat? (Anything: fruit, leaves, nuts, insects, honey etc.)
- Where do elephants live? (Asia and Africa)
- How long do the father penguins stay incubating the eggs? (2 or 3 months)
- What colour are elephants? (Grey)
- What is a marsupial? (A mammal with a pocket for carrying its babies in)
- What do Galapagos tortoises eat? (Plants)
HIDING PLACES

The pupils will try to find their friends (Peggy, David, Sarah, Nick, Lucy and Alex) at school by asking questions in pairs.

Objectives:
- To make a precise interpretation of oral questions.
- To ask questions.
- To interact to carry out the activity.

Materials:

Procedure:
- Explain to the pupils that they are going to hide their friends (Peggy, David, Sarah, Nick, Lucy and Alex) in the different rooms of a school in order to play a “Battleships” game in pairs.
- Ask if they know how to play “Battleship” and explain the game if they don’t know it. The sheet (pages 54 and 55) is divided into two parts (schools). On the left school each player secretly places the friends and uses the school on the right to record “shots”, “hits” and “misses”. The game is played in pairs. One player indicates a room and a character by asking a question: Is Peggy in the toilet? The other player announces if it is a “shot”, “hit” or “miss”.
  - It will be a “shot” if the answer is an affirmative.
  - It will be a “hit” if the answer is a negative but someone else is in that room.
  - It will be a “miss” if the answer is a negative.
- Ask them to open the activity book at page 65 and cut out the heads of their friends and glue them on in the different rooms in the school on page 54. Tell them not to let their partners see where they put the friends.
- Brainstorm with the pupils what language will be necessary to carry out the activity and write the structures on the board in order to help the weaker ones.
  e.g.
  Pupil A: Is Peggy in the toilet?
  Pupil B: Yes, she is. SHOT.
  Or
  Pupil A: Is Alex in the gym?
  Pupil B: No, he isn’t. But HIT. Someone else is in the gym.
  Or
  Pupil A: Is Sarah in the Assembly hall?
  Pupil B: No, she isn’t. MISS.
- Explain to the pupils that they have to write the solutions and clues that they get from the answers in the school on the right page.
  - Drawing a cross in the room if nobody is in that room (“miss” answer).
  - Drawing a question mark if someone is in the room (“hit” answer).
  - Writing the friend’s name in the room (“shot” answer).
- Make pairs and tell the pupils to start playing the game asking questions in turns.
The game finishes when a pupil finds all the friends and fills in the chart on page 55. Or limit the time and the partner with more found friends wins the game.
EXTRA HANDOUTS FOR THE TEACHER
24 FLASHCARD PICTURES (Activity 3)
24 FLASHCARD WRITTEN WORDS
(Activity 3)
SENTENCE BUILDING
Sentences to cut up and keep in envelopes (Activity 14)
LABELLING THE SCHOOL
Labels and definitions
(Activity 19)