

1 BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE?

— Eric Carle & Bill Martin Jr.

Level ★

Worksheet 1 (page 44)

Template 1 (page 45)

*Red and yellow and pink and green,
Orange and purple and blue,
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow, too.*

GET STARTED

- Show the pupils the cover of the book and ask them in L1 what they think the story will be about. Ask them if they know any other stories about bears.
- Read the title out loud: *Brown Bear, Brown Bear, What Do You See?* and ask the pupils what they think it means. Ask them in L1 to predict what the brown bear can see. Accept any answers.
- Ask the pupils if they can name any other animals in English and write a list down the left hand side of the board. Then ask them if they know any other colours in English and write these down the right hand side of the board. Draw a line linking *brown* and *bear*, and ask them if they can link any other colours to animals, e.g., *black cat*, *brown dog*, *yellow bird*, etc.

PRESENTATION 1 – COLOURS

- Teach the colours: *brown*, *red*, *yellow*, *blue*, *green*, *purple*, *white*, *black* and *gold* using coloured crayons. (You may need to use a piece of jewellery to teach *gold*.) Hold up the crayons one at a time and say the colours, getting the pupils to repeat them after you. Hold them up in a different order and get them to say the colours without your prompts. Then call out colours randomly and get the pupils to hold up their own crayons of that colour. Once the pupils are confident with the colours, let one of them volunteer to call colours out for the rest of the class to hold up.
- Show the pupils the endpapers of **Brown Bear, Brown Bear, What Do You See?** and point to the colours. Ask them to call out the colours they can see.
- You might get the pupils to draw and colour rainbow pictures and teach them the song **I can sing a rainbow**:

PRESENTATION 2 – ANIMALS

- Ask the pupils in L1 if they have any pets and help them with the English words for the animals they say: *cat*, *dog*, *bird*, *fish*, *hamster*, *horse*, etc. Ask them to look through **Brown Bear, Brown Bear, What Do You See?** and ask if they can see any of the pets they mentioned.
- Help them with the English words for all the animals in the book: *bear*, *bird*, *duck*, *horse*, *frog*, *cat*, *dog*, *sheep*, *fish* and *monkey*. Point to each animal in the book and elicit or say the name, getting the pupils to repeat them after you, then write the names on the board. Ask them which of the animals in the book they would like to have as a pet.
- Ask the pupils what noises these animals make and help them with the English noises: *Grr!* (bear), *Tweet!* (bird), *Quack!* (duck), *Neigh!* (horse), *Croak!* (frog), *Miaow!* (cat), *Woof!* (dog), *Baa!* (sheep), *Blub, blub!* (bubbling noises for fish) and *Ooh, ooh, ooh!* (monkey). In pairs, get the pupils to imitate an animal for their partner to guess.
- Ask the pupils what they can see on the penultimate double-page picture and help them with the word *children*. Point out that the pupils are children and that children and other humans are also a kind of animal.

THE STORY

- Read the rhyming story aloud to the class, showing the pupils the pages as you do so. Read the story again and get the pupils to repeat each line.
- Read the story once more. This time, pause after each right-hand page and get the pupils to predict what is coming on the next page without looking, e.g., pause after: *I see a yellow duck looking at me*

- for the pupils to predict: *Yellow duck, yellow duck, what do you see?* and so on. Read the next page so that the pupils can check their predictions.
- With their books closed, ask the pupils if they can remember the colours of all the animals: *brown bear, red bird, yellow duck, blue horse, green frog, purple cat, white dog, black sheep, gold (gold)fish, (brown) monkey*. They can check their answers by looking at the last two pages of the book.
 - In pairs, ask the pupils to use the pictures on these last two pages to retell the story. They will be amazed at how much they can remember!
 - If the pupils have little difficulty with this activity, ask them to try telling the story using only the colour prompts on the endpapers as reference. Ask pairs to volunteer to tell the story in front of the class using these colour prompts. The rest of the class can join in with the animal noises.

WORKSHEET ACTIVITIES

- Give each pupil a copy of Worksheet 1 (page 44).
- **Exercise 1:** Explain that the pupils have to look at the key and colour the picture accordingly to discover the hidden animals. They then complete the sentence under the pictures with the animals' names.
- **Exercise 2:** Refer the pupils to the crossword at the bottom of the page. In pairs, the pupils check that they have solved the crossword correctly.

TEMPLATE ACTIVITY

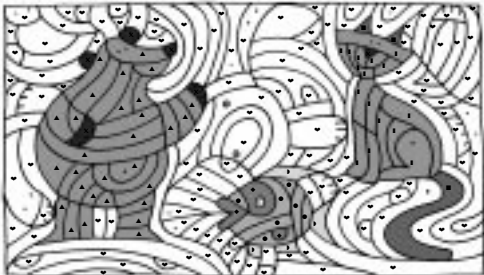
- Copy Template 1 (page 45) once for each group of five pupils in the class. Cut the template along the lines as indicated. Divide the class into groups of five and hand out two puppet templates to each pupil in each group.
- Explain that each pupil is going to make two finger puppets of animals from **Brown Bear, Brown Bear, What Do You See?**
- Get the pupils to colour the animals on the templates. They can either follow the colours in the book, or, to give them more freedom, let them choose their own colours for the animals.

- Show the pupils how to fold each template in half above the animal's head and tape the long sides together to make a pocket, which can be slipped onto a finger.
- The pupils can then use their finger puppets to recreate a version of the rhyme from **Brown Bear, Brown Bear, What Do You See?** They should put one puppet on a finger of each hand and wiggle the puppets as they 'speak'. Start off by addressing the pupil with the brown bear puppet in each group: *Brown bear, brown bear, what do you see?* The 'bear' should look at the puppet on the other hand and say: *I see a (blue horse) looking at me*. The pupil should then address the blue horse: *Blue horse, blue horse, what do you see?* The 'horse' replies to the next pupil: *I see a purple cat looking at me*. They continue in a chain until all the puppets have spoken.
- Groups can act out their versions of the rhyme in front of the class using their puppets.

WORKSHEET ANSWER KEY

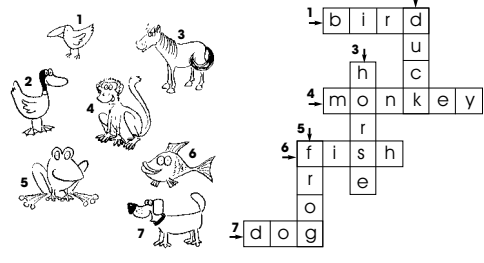
1 BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE? Worksheet 1

★ Look at the key and colour the picture. Which animals do you see?
 ▲ = brown ◆ = yellow ◆ = red ■ = blue
 ● = green ■ = purple x = black ♥ = white



I see abear....., afish..... and acat.....

★ Look at the pictures and write the words.



44

TODAY IS MONDAY – Eric Carle

Level ★

Worksheet 2 (page 46)

Template 2 (page 47)

GET STARTED

- Ask the class: *What day is it today?* and elicit the answer: *Thursday* (or whatever day it is). Write the word for the day of the week on the board.
- Ask the class in L1 if they know what is on the school menu today or what they have brought for their packed lunches. Ask if they always have the same food on a (Thursday).
- Ask the class in L1 if they are hungry. Then ask in English: *Are you hungry?*

PRESENTATION – DAYS OF THE WEEK

- Teach the days of the week by chanting them in order: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*. Continue chanting and get the pupils to join in when they feel confident.
- Get the pupils to say the days of the week in a chain around the class. Pupil 1: *Monday*, Pupil 2: *Tuesday*, etc.
- Write the days of the week up on the board in the wrong order and get the pupils to help you put them in the correct order.

THE STORY

- Show the pupils the cover of **Today is Monday** and ask them what they think the book will be about. Can they name anything on the cover in English? (*cat, knife, fork, spoon*).
- Read the story, showing the pupils the pages as you do so.
- Ask the pupils in L1 which animals they saw. Give them the English names for the animals and write them on the board in any order: *porcupine, cat, monkey, snake, elephant, pelican* and *fox*.
- Ask the pupils if they can remember the names of any foods the animals were eating and help them with the English words: (*runner*) *beans, spaghetti, soup* ('*zoooop*'), (*roast*) *beef, (fresh) fish, chicken,*

ice cream. Write the food words on the board in random order and help the pupils with translations of these words if necessary.

- Read the food words on the board and get the pupils to repeat them after you. Show them how the word *soup* should be pronounced, but explain that in the book it is pronounced *zoooop* for fun.
- Refer back to the list of days of the week on the board and get the pupils to link the days of the week to the foods, and the foods to the animals. Can they remember which food goes with which day? Read the story again for the pupils to check.
- Read the story once more and this time encourage the pupils to join in with the words. They will soon get the hang of the repeated pattern.
- Divide the class into seven groups, one for each animal. Say: *You're foxes, you're cats, you're monkeys*, etc. Make sure they know which day of the week they represent and what food is on the menu that day.
- Explain that each group should talk about their day, e.g:
Porcupines: *Today is Monday. Monday, runner beans.*
Snakes: *Tuesday, spaghetti.* Porcupines: *Monday, runner beans.*
Elephants: *Wednesday, zoooop.* Snakes: *Tuesday, spaghetti.* Porcupines: *Monday, runner beans*, etc.
The whole class should read the parrot's words at the end in chorus: *All you hungry children, come and eat it up!* Do this a few times until the class can confidently tell the whole story without referring to the book.
- Ask one pupil from each group (each a different animal) to volunteer to come to the front of the class. The seven volunteers tell the story to the rest of the class.

THE SONG

- If you or one of your pupils can read music, play the tune of the **Today is Monday** song on the guitar, recorder or piano. The pupils join in with the words when they feel confident.
- You might like to divide the class into seven groups to sing one verse each.

FOLLOW-UP ACTIVITIES

- Ask the pupils which of the foods in the story they like best. Ask them which is their favourite day of the week and what they eat on that day.
- Explain that they are going to write their own book using foods of their choice. If they have a fixed weekly menu, try to get a copy of it and help them with the English words for some of the foods.
- In groups of four or five, ask the pupils to choose seven different foods. Help them to find the English words for the foods and then get them to write their own versions of **Today is Monday**. It might go something like this:
Today is Monday. Monday, hamburger.
Tuesday, pizza. Monday, hamburger.
Wednesday, chips. Tuesday, pizza. Monday, hamburger, etc.
- The pupils can allocate an animal to each day and illustrate their stories with pictures of the animals eating their chosen foods.
- The pupils' story books can be displayed in the classroom for other groups to read.
- Groups can volunteer to read out their stories in front of the class.

WORKSHEET ACTIVITIES

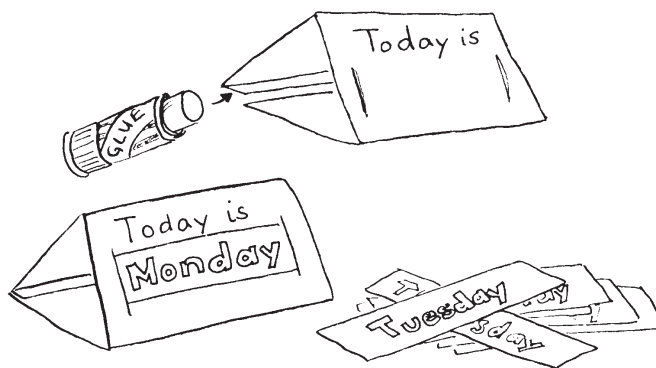
- Give each pupil a copy of Worksheet 2 (page 46).
- **Exercise 1:** Explain that the days of the week are in the wrong order and some letters are missing. The pupils complete the days of the week and then write them out in the correct order on the diary page.
- **Exercise 2:** The pupils look at the pictures and write the food words in the puzzle to reveal the lion's favourite food. They then complete the lion's speech bubble.

TEMPLATE ACTIVITY

- Give a copy of Template 2 (page 47) to each pupil. Explain that they are going to make a days-of-the-week calendar for their desks.
- If possible, get the pupils to colour in the days of

the week, decorate them and stick them onto thin card before they cut them out. Show the pupils how to cut slits in the base of the calendar and then fold it, gluing the ends to make a triangular stand (see diagram).

- Ask the pupils which day it is and then show them how to slot the appropriate day of the week into the stand.
- Each morning, try to remember to ask the class: *What day is it?* and remind them to change the days in their calendars accordingly.



WORKSHEET ANSWER KEY

TODAY IS MONDAY **Worksheet 2**

★ Complete the days of the week. Then write them in the correct order on the diary page.

Thursday	Monday
Saturday	Tuesday
Tuesday	Wednesday
Monday	Thursday
Wednesday	Friday
Friday	Saturday
Sunday	Sunday

★ What is the lion's favourite food? Complete the crossword and find out.

1	i	c	r	e	a	m
2	s	p	a	g	h	e
3	f	i	s	h		
4	r	u	n	n	e	r
5	r	o	a	s	t	b
6	c	h	i	c	k	e

Mmm, ...children...!

46

3 FROM HEAD TO TOE – Eric Carle

Level ★

Worksheet 3 (page 48)

Template 3 (page 49)

GET STARTED

- Brainstorm the names of animals with the class. In pairs, the pupils list all the animals they can think of.
- Ask each pair how many they have written and get the pair with the longest list to read it out to you. Write the names of the animals on the board. Ask other pairs if they have any animals to add to the list.

PRESENTATION 1 – ANIMALS

- Show the pupils the cover of **From Head to Toe** and ask if they know the name of the animal on the cover in English (*gorilla*). Add it to the list if it is not already there. Turn the pages of the book and ask if the pupils can see any other animals that are not on the list. Help them with the names of any animals they are not familiar with and add them to the list.
- Turn the pages of the book again and ask the pupils to call out all the animals they see. Circle the appropriate animals on the list on the board. You should have circled the following: *penguin, giraffe, buffalo, monkey, seal, gorilla, cat, crocodile, camel, donkey, elephant* and *parrot*.

PRESENTATION 2 – PARTS OF THE BODY

- Refer the pupils to the gorilla on the cover of the book again. Ask: *What's this? (A gorilla.)*. Then point to specific parts of the gorilla and ask: *What's this?* Elicit any familiar words for parts of the body, e.g., *head, arm, hand, leg, foot/feet, eye, nose, mouth*, etc., pointing to the picture of the gorilla as you do so.
- Point to your own body and teach the following words: *neck, shoulder, toe, chest, knee, back, hip*. Ask the pupils to repeat the words after you and point to their own bodies as they do so.

THE STORY

- Read the story, showing the pupils the pictures in the book as you do so.
- Read the story again. This time, you take the role of the animals. Stand up and do the actions in front of the class as you read. Encourage the pupils to mirror your actions and to call out: *I can do it!*
- Read the story again and encourage the pupils to join in with the actions and with the words *I can do it!* (There is no need to focus on the difficult verbs, e.g., *wriggle, arch, raise, thump, stomp*; the pupils only need to know them in the context of this story and they will soon get the hang of the actions without you having to explain the meanings of these verbs.)
- If necessary, read the story again and get the pupils to repeat the animals' lines.
- Ask pairs to practise reading the story together and doing the actions. Make sure they swap roles so that they both have an opportunity to read the animals' and the children's lines.
- Read the story in a chain around the class.
Pupil 1: *I am a penguin and I turn my head.* (turning head) *Can you do it?* Pupil 2: *I can do it!* (turning head). Pupil 2 continues with the next animal's line: *I am a giraffe and I bend my neck.* (bending neck) *Can you do it?* Pupil 3: *I can do it!* (bending neck). Pupil 3 continues with the buffalo's line, and so on.

FOLLOW-UP ACTIVITIES

- In pairs, Pupil A chooses an animal and says: *I am a ... I ...* Pupil B copies the action and says: *I can do it!*
- Ask volunteers to come to the front of the class and play **What am I?** They mime one of the actions and ask: *What am I?* Encourage the class to call out: *You're a monkey.* The 'monkey' then says: *Yes, I am* or *No, I'm not.*
- Play **Simon says** to reinforce the parts of the body: *Simon says turn your head/clap your hands/raise your shoulders/thump your chest*, etc. Tell the pupils that they should only do the action

if you say: *Simon says ...* before the instruction. Once they have got the hang of the game, ask volunteers to come to the front of the class and be Simon.

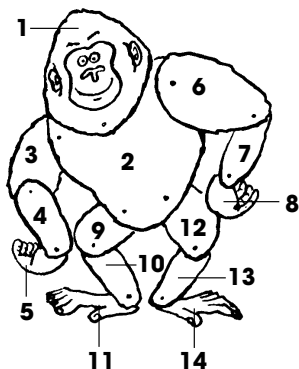
- Sing the song **Head, shoulders, knees and toes** if you know it, to ensure that the pupils have understood the new words. Make sure they touch the relevant body parts as they sing.

*Head, shoulders, knees and toes, knees and toes.
Head, shoulders, knees and toes, knees and toes.
And ears and eyes and mouth and nose.
Head, shoulders, knees and toes, knees and toes.*

- For fun, ask if anyone can do anything strange with their body, e.g., cross their eyes or bend their elbows back, and encourage the pupils to show the class what they can do and to ask if they can do it. Help them with any new language, e.g.:
I can cross my eyes. Can you do it? I can bend my thumb back. Can you do it?

WORKSHEET ACTIVITIES

- Give each pupil a copy of Worksheet 3 (page 48).
- **Exercise 1:** Explain that all the animal names are hidden in the word square and that the pupils have to find them and write them next to the relevant animal. Check that they have found all the animals and labelled them correctly.
- **Exercise 2:** Refer the pupils to the bottom of the worksheet. Ask them to label the monkey's body. Explain that they have to unscramble the words and then write them in the appropriate place.



TEMPLATE ACTIVITY

- Give a copy of Template 3 (page 49) to each pupil. Ask: *What animal is this?*
- Explain that they are going to make a gorilla puppet. Encourage them to colour in the parts and to stick the template onto thin card before they cut the parts out. Then show them how to attach the body parts using split pins (see diagram).
- Let the pupils play with their puppets and encourage them to use the language they have learned to talk to a partner: *I am a gorilla. I bend my knees. Can you do it?* Let a few volunteers demonstrate what their gorillas can do in front of the class. Encourage the class to try to copy the movements with their own puppets and to say: *I can do it!*
- At the end of the lesson, the pupils can display their puppets on the classroom wall with speech bubbles saying: *I am a gorilla. I ...*

WORKSHEET ANSWER KEY

FROM HEAD TO TOE Worksheet 3

★ Find the animal names and write them next to the pictures.

n	e	l	e	p	h	a	n	t	m
i	p	a	r	r	o	t	e	f	o
g	e	l	n	t	b	k	s	a	n
o	n	g	i	c	u	a	l	o	k
r	g	i	r	a	f	f	e	n	e
i	u	c	d	m	f	r	w	k	y
l	i	a	s	e	a	l	t	e	p
i	n	f	a	i	l	n	e	y	o
a	c	r	o	c	o	d	i	e	
i	g	h	r	v	m	g	r	d	j

- 1 penguin
- 2 giraffe
- 3 buffalo
- 4 monkey
- 5 seal
- 6 gorilla
- 7 cat
- 8 crocodile
- 9 camel
- 10 donkey
- 11 elephant
- 12 parrot

★ Find the words and then label the monkey.

deha	3 ...hip.....
helsure	2 .back.....
ake	1 ..head.....
abdn	
am	
gel	
oet	
cent	
hect	
ack	12 .neck.....
ph	
tofo	

4 SPOT'S BABY SISTER – Eric Hill

Level ★★

Worksheet 4 (page 50)

Template 4 (page 51)

GET STARTED

- Ask the pupils in L1 if they have any brothers or sisters and ask how old they are. Do any of them have baby brothers or sisters? Ask them if they can remember when their brothers or sisters were born and the first time they saw them.
- Show the pupils the cover of **Spot's Baby Sister**. Ask them if they have read any other Spot books and if they know who Spot is, and if they can guess what this book is about.

PRESENTATION – MEMBERS OF THE FAMILY

- Ask a pupil who you know has at least one brother and one sister to tell the class the names of his mum, dad, brother(s) and sister(s). Draw a simple outline sketch of his/her family on the board and write the names of the members of the family on the board.
- Ask the pupils if they know what we call the members of the family in English and help them with the pronunciation: *mum, dad, brother, sister*. Write these words on the sketch next to the appropriate pictures.
- Ask the pupils to volunteer to tell you about their families in English. Prompt them with: *I've got (one brother/two sisters). My mum's name is (Maria), and so on.*

THE STORY

- Read the story without showing the pupils the pages of the book. Ask them to listen to find out the name of Spot's sister (Susie).
- Read the story again and ask the pupils to put up their hands when they hear a family word: *mum, dad, brother, sister*. Ask the pupils in L1 if they can remember anything that happened in the story.

- Read the story again, this time showing the pupils the pictures in the book and lifting the flaps to reveal what is underneath.
- Ask the pupils again whether they can remember any of the events from the story. Accept answers in English or in L1: *Spot meets his baby sister. Spot gets a new bone. Spot's friends Helen and Tom arrive at the door. Susie hides with Spot's bone. They find her under the table, asleep. Spot and his friends read a story. Susie wakes up. Spot is happy.*
- Help the pupils to read the story with you, by showing them each page and reading each line, pausing for them to repeat.
- Divide the class into three groups and allocate roles: Spot, mum, friends (Helen/Tom). Explain in L1 that the pupils are going to read out the appropriate speech bubble text while you act as narrator and read the main text on each page. Make sure the groups know which character they are playing and which bubbles to read out. The speech bubbles are divided like this:
 - SPOT: *What is it, Dad?*
 - MUM: *Her name is Susie.*
 - SPOT: *Isn't she tiny?*
 - SPOT: *A new bone.*
 - SPOT: *Helen! Tom! I've got a baby sister!*
 - HELEN/TOM: *Great! Can we play with her?*
 - SPOT: *She can play with this.*
 - SPOT: *Susie, stop!*
 - HELEN/TOM: *Susie?*
 - SPOT: *It's Susie. She's asleep.*
 - HELEN/TOM: *What can we do now, Spot?*
 - SPOT: *I'll read us a story!*
 - MUM: *Susie's awake! She wants to play.*
- Ask one confident reader from each group to come to the front of the class and read out the story with you.

LANGUAGE FOCUS – PREPOSITIONS OF PLACE

- Elicit the English words for the following using objects in the classroom or with pictures: *table, door, cupboard, chair, curtain, toy box, basket, book* and *ball*. Ask the pupils to find these objects in **Spot's Baby Sister**.
- Place a book or a ball under the chair and ask: *Where's the book/ball?* to elicit: *Under the chair.*

- Place the book or ball in different places around the classroom to demonstrate *on (the table)*, *in (the cupboard)*, *behind (the curtain)*.
- Refer the pupils to the page in **Spot's Baby Sister** that shows Susie under the table. Ask: *Where's Susie?* to elicit: *Under the table*. Ask similar questions relating to other pages in the book to practise *in*, *on* and *behind*, e.g.: *Where's the bone? (In the box.) Where's Susie? (Behind the curtain.) Where's Susie? (On the chair.)*
 - Ask the pupils to find further examples in **Spot's Baby Sister**, e.g.: *Where's the bone? (In the basket.) Where are Helen and Tom? (Behind the door.) Where's Tom? (On the toy box.)*

FOLLOW-UP ACTIVITY

- Ask three pupils to go outside the classroom. Tell the rest of the class to decide where to hide an object, e.g., a ball. Make sure they choose a place that is *in*, *on*, *under* or *behind* an object that the pupils know how to say in English.
- Invite the three pupils back into the room and get the class to chorus: *Where's the ball?* The pupils take it in turns to guess: *Behind the cupboard./ Under the table./In the basket*, etc. The rest of the class choruses: *Yes* or *No*.
- Repeat the game with different pupils leaving the classroom.

WORKSHEET ACTIVITIES

- Give each pupil a copy of Worksheet 4 (page 50).
- **Exercise 1:** Explain that the pupils have to find the things in the picture and then write the answers to the questions.
- **Exercise 2:** The pupils draw pictures of their own families and label them with the words *mum*, *dad*, *me*, *brother*, *sister* and their names.

TEMPLATE ACTIVITY






- Give each pupil a copy of Template 4 (page 51) and a piece of blank A4 paper. Explain that they are going to make their own lift-the-flap pictures.

- Show the pupils how to cut carefully along the lines around the door, curtains, tablecloth and basket, and how to fold back the flaps they have made before gluing their templates on to the blank paper (taking care not to stick down the flaps).
- The pupils can then draw people, animals and objects behind the door/curtains, on/under the table and in the basket.
- They then ask and answer questions about their pictures with a partner, letting their partner open and close the flaps.

WORKSHEET ANSWER KEY

4 SPOT'S BABY SISTER
Worksheet 4

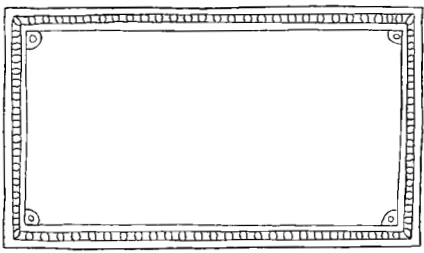
★ Find these things in the picture:

Then write the answers.

- 1 Where's the ball?
In the toy box.....
- 2 Where's the bone?
Behind the curtain.....
- 3 Where's the book?
On the chair.....
- 4 Where's the present?
In the cupboard.....
- 5 Where's the basket?
Under the table.....

★ Draw a picture of your family. Label the picture.



my mum

my dad

me

my brother

my sister

50

Level ★★

Worksheet 5 (page 52)

Template 5 (page 53)

GET STARTED

- Ask the class in L1 if they have ever been to the zoo, and, if so, which animals they saw there and whether they enjoyed their visit. Ask them if they know the English names of any of the animals they saw, and write the names on the board.
- Tell the pupils that in English we call domestic animals *pets*. Ask the pupils if they have got any animals at home. Ask: *Have you got a pet?* and help them with the English names of the animals they mention.
- Ask the pupils what kind of pet they would like from the zoo. Do they know anybody with an unusual pet?

THE STORY

- Hold up the book and read the story. Pause after *They sent me an ...* on each left-hand page for the pupils to predict what animal will be revealed. Lift the flaps slowly and pause for the pupils to call out the names of the animals they see: *elephant, giraffe, lion, camel, snake, monkey, frog* and *dog*. Help them with the English names for the animals.
- Check the pupils' comprehension of the story by asking them in L1 what happens. (Somebody writes a letter to the zoo asking for a pet, but finds something wrong with all of the animals and so sends each one back until a dog is sent.)
- Ask the pupils if they can remember all of the animals that were sent and list the names on the board. Read the story again for the pupils to check that they remembered all of the animals and to check the order in which the animals appear.
- Ask the pupils if they can remember what was wrong with the animals that were sent. Elicit: *too big/tall/fierce*. If they cannot remember the adjectives that were used, refer them back to the

list of animals in the story and ask them to think about the animals' typical characteristics and to guess what the adjectives might be. Accept suggestions in L1 if necessary. Read the story again for the pupils to check the adjectives: *big (elephant), tall (giraffe), fierce (lion), grumpy (camel), scary (snake), naughty (monkey), jumpy (frog), perfect (dog)*. Help them with explanations or translations of any adjectives that they don't understand.

- Divide the class into eight groups, one for each animal. Say: *You're elephants, you're giraffes, you're lions*, etc. Make sure that they know which adjective is used to describe them.
- Explain that each group should call out the name of their animal when you lift the flap and read the text about their animal. You read the left-hand pages to cue the groups, so that the story is read from beginning to end in the following way:
Teacher: *I wrote to the zoo to send me a pet. They sent me an ...*
Group 1: *Elephant. He was too big!*
I sent him back.
Teacher: *So they sent me a ...*
Group 2: *Giraffe. He was too tall! I sent him back.*
Teacher: *So they sent me a ...*
Group 3: *Lion. He was too fierce! I sent him back.*
- Ask one pupil from each group to volunteer to come to the front of the class. Hold up the book and turn the pages for everyone to see. The eight volunteers tell the story to the rest of the class with your help.

FOLLOW-UP ACTIVITIES

- Refer back to your list of zoo animals on the board. Ask the pupils to think again about which animal they would like from the zoo or whether, on second thoughts, there might be something wrong with these animals as pets.
- Encourage them to link the adjectives they have learned to the other animals in the list, e.g., a tiger might be *too fierce*, a crocodile *too scary* and a gorilla *too big*. Provide other useful adjectives if necessary: *small, hairy, noisy*, etc.
- In pairs, ask the pupils to write their own versions of the story based on six animals of their choice.

If they like, they can choose a different 'perfect' pet to finish their stories. (See Template activity.)

WORKSHEET ACTIVITIES

- Give each pupil a copy of Worksheet 5 (page 52).
- **Exercise 1:** The pupils complete the crossword to find out which animal is in the cage (a tiger). Then they draw a picture of the tiger in the cage and complete the sentence below.
- **Exercise 2:** Explain that this is a letter to the zoo, but some words are missing. The pupils complete the letter choosing the appropriate word for each gap. Check that they have answered correctly by getting them to read out their letters.



TEMPLATE ACTIVITY

- Give each pupil a copy of Template 5 (page 53). Show the pupils how to cut out the crate, and then fold it and attach it along two sides to make a pocket.
- The pupils can colour in the crates and write labels on them using those in the book as examples: *From the zoo. Danger! Fragile! Very heavy!* etc.
- Ask them to draw an animal of their choice on the other half of the template and to cut this out too. Show them how to slot their animal picture into the crate 'pocket' (see diagram).
- The pupils should complete the text above and under their animal pictures. On the crate it says *So they sent me a ...* Pupils write the name of their animal (e.g., *bear*) above their picture and complete the text under their picture with an adjective of their choice, e.g., *He was too big! I sent him back.* Other examples might be: *So they sent me a kangaroo. He was too jumpy. I sent him back;* or *So they sent me a parrot. He was too noisy! I sent him back,* and so on.
- In groups of five or six, pupils fasten their pockets together to make story books (see diagram). The books can be displayed in the classroom for other groups to read.
- Groups can volunteer to read out their stories in front of the class.

WORKSHEET ANSWER KEY

3 DEAR ZOO
Worksheet 3

★ Complete the crossword and find the name of the animal. Then draw the animal in the cage.

		1	t	a	i	l	
	2	b	i	g			
3	n	a	u	g	h	t	y
	4	f	i	e	r	c	e
	5	p	e	r	f	e	c

1 The giraffe was too ...**tall**.....

2 The elephant was too **big**.....

3 The monkey was too ..**naughty**.....

4 The lion was too **fierce**.....

5 The dog was**perfect**.....

It's a

★ Complete the letter to the zoo with these words.

snake
jumpy
dogs
zoo
send
grumpy
perfect

Dear ... Zoo

Please send me a pet. Please don't send a camel, they're too grumpy. Please don't send a snake, they're too scary, and please don't send a frog, they're too jumpy.

I like dogs, they're perfect.

Thank you.

From Emma (name)

6 COCK-A-DOODLE-DOO – Steve Lavis

Level ★★★

Worksheet 6 (page 54)

Template 6 (page 55)

GET STARTED

- Ask the class in L1 if they have ever visited a farm and, if so, what animals they saw there. As they name animals, ask them if they know the English names for the animals. Elicit or provide the animal names in English, writing them on the board.
- Show the pupils **Cock-a-doodle-doo** and ask them if they know the English name of the animal on the cover: *cockerel*.
- Ask the pupils what noise the cockerel makes and tell them that ‘English-speaking’ cockerels say *Cock-a-doodle-doo*. Get the pupils to repeat the noise after you. Try to say the word in the voice of a cockerel and get the pupils to do the same.
- Point out that the book is called **Cock-a-doodle-doo** and ask the pupils what they think the story might be about.

PRESENTATION 1 – FARM ANIMALS

- Flick through the book showing the pupils the pictures. Ask them to say if they see any animals that are not on the list on the board. Help them with the English names of the animals and add them to the list, getting the pupils to repeat the words after you. The list should include: *cockerel, horse, cow, dog, pig, duck, sheep, cat, mouse/mice, chicken*.
- Refer to the list on the board and ask the pupils what noises the animals make. Explain that they are going to find out whether the animals make the same noises in English.
- Read the story, showing the pupils the pages as you do so. Then ask the pupils if they can imitate the animal noises they heard. Say an animal name, e.g., *dog* and ask the class to chorus the noise: *Woof!* Ask the class which animal noises are different in English from their L1.

PRESENTATION 2 – NUMBERS 1–10 AND PLURALS

- Teach the numbers 1–10 to the class. Hold up your fingers and count them slowly: *one, two, three, four*, etc. until you get to *ten*. Chant the numbers in sequence several times and get the pupils to hold up their hands and count their own fingers, joining in with the chant.
- Ask the pupils to try to remember how many of each animal there is on the farm: *one cockerel, two horses, three cows, four dogs, five pigs, six ducks, seven sheep, eight cats, nine mice, ten chickens*. Let the pupils look at the book again if they can’t remember.
- Help them with the pronunciation of the plurals: *horses – /ɪz/, cows, dogs, pigs and chickens – /z/, ducks, cats – /s/*. Check that they recognise the irregular plural words by pointing out that *mice* is the plural of *mouse* and *sheep* is the plural of *sheep*.

THE STORY

- Ask the pupils if they can remember how the animals are described and elicit the adjectives from them. Read the story, pausing at the adjectives: *noisy (cockerel), gentle (horses), sleepy (cows), farm (dogs), pink (pigs), waddling (ducks), woolly (sheep), hungry (cats), nibbling (mice), clucking (chickens)*.
- Ask the pupils to guess or decipher the meanings of the adjectives judging from the pictures in the book and the nature of the animals described. Help them with mime or translation if necessary.
- Check comprehension by asking the pupils to think of other things that could be described using the same adjectives: *noisy children, woolly jumper, waddling penguins*, etc.
- Ask the pupils if they can remember what any of the animals on the farm are doing: *What are the animals doing?* Accept any answers at this stage.
- Flick through the book again so that the pupils can check their memories. Ask: *What are the (cows) doing?* This time prompt the pupils to answer the questions correctly. There is no need to draw their attention to the present continuous tense.

- Check that the pupils understand the less obvious words: *fed, wondering, feast, roosting*, providing translations if necessary.
- Divide the class into ten groups and allocate an animal to each group. Ask them to practise being that animal by waddling, pretending to be sleepy, or nibbling, as appropriate, and making the animal noises.
- Read the story once more, encouraging the groups to join in with the animal noises and the text relating to their animal if possible. All the pupils should join in together for the last four pages, ending with a cacophony of animal noises.

FOLLOW-UP ACTIVITY

- Sing **Old Macdonald** with the class, encouraging them to join in with the words and animal noises. You might use the animals from **Cock-a-doodle-doo** as reference:

Old Macdonald had a farm.

E-I-E-I-O.

And on that farm he had a (dog).

E-I-E-I-O.

With a (woof, woof) here,

And a (woof, woof) there,

Here a (woof), there a (woof),

Everywhere a (woof, woof).

Old Macdonald had a farm.

E-I-E-I-O.

WORKSHEET ACTIVITIES

- Give each pupil a copy of Worksheet 6 (page 54).
- **Exercise 1:** Explain that the pupils have to look at the pictures and write two appropriate words from the boxes to describe each animal, e.g., *sleepy cow*.
- **Exercise 2:** Ask the pupils to remember what the animals in the story were doing. Explain that they have to match the questions to the answers.
- Once they have successfully completed both exercises, the pupils can try to retell the whole story using their Worksheets for reference. They can practise in pairs and then confident pairs can tell the story to the whole class.

TEMPLATE ACTIVITY

- Copy Template 6 (page 55) ten times and cut it up. Hand out a total of ten chickens, nine mice, eight cats, seven sheep, etc., following the numbers in the story. Each pupil will have two or three animals, depending on the number of pupils in your class. Hand out the same number of speech bubbles, one bubble per animal.
- Ask the pupils to colour the animals and write the appropriate animal noises in the speech bubbles.
- Help them to collate the animal pictures and speech bubbles (i.e., one cockerel, two horses, etc.) and stick them onto backing paper to make a wall frieze of the story.
- Alternatively, the pupils can make their own versions of the story by altering the numbers of animals. Use the spare animal pictures from Template 6 to do this.

WORKSHEET ANSWER KEY

6 COCK-A-DOODLE-DOO Worksheet 6

★ Write the adjective and the animal's name next to each picture.

waddling sleepy daisy woolly	sheep cat chicken dog
farm clucking gentle	horse mouse cow cockerel
hungry pink nibbling	barse pig duck

1 ...sleepy...
...cow...

2 waddling...
...duck.....

3 ...clucking...
...chicken...

4 ...hungry...
...cat.....

5 ...nibbling...
...mouse...

6 ...pink...
...pig.....

7 ...gentle...
...horse...

8 ...noisy...
...cockerel..

9 ...farm...
...dog.....

10 ...woolly...
...sheep....

★ Match the questions and answers.

1 What is the cockerel doing?	a They're going to be milked.
2 What are the horses doing?	b They're roosting in the barn.
3 What are the cows doing?	c They're having a morning wash.
4 What are the dogs doing?	d They're waiting to be fed.
5 What are the pigs doing?	e They're waiting for a feast.
6 What are the ducks doing?	f They're off to have a swim.
7 What are the sheep doing?	g They're wondering where to go.
8 What are the cats doing?	h They're up and ready to go.
9 What are the mice doing?	i They're trying to steal some grain.
10 What are the chickens doing?	j It's waking up the farm.

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7 KNOCK KNOCK, WHO'S THERE?

— Sally Grindley & Anthony Browne

Level ★★★

Worksheet 7 (page 56)

Template 7 (page 57)

GET STARTED

- Ask the class in L1 if they are ever afraid of the dark. Ask them what makes them scared – a bad dream, a bump in the night, or a flicker of light across the ceiling?
- Show the pupils the cover of **Knock Knock, Who's There?** Ask them what they can see at the bedroom door. Give them the English word *dragon*. Ask in L1 if he looks scary.
- Refer them to the title. Make a knocking sound on the desk or the door as you read: *Knock knock*; then ask: *Who's there?* Ask them what they think the story will be about.

THE STORY

- Explain to the pupils that the first time they hear the story, you want them to find out the names of all the characters that appear at the door. (The dragon is one of them.) Read the story, holding up the book so that the pupils can see the pictures.
- Find out whether the pupils heard all the words: *a witch, a ghost, a dragon, a giant* and ... *daddy!* Write the words on the board and get the pupils to repeat them after you. Check that they understand the meanings of these words using translation if necessary. Ask the pupils which of the characters they would least like to appear at their door in the night.
- Check that they have understood that each character is in fact the father in costume, or a product of the little girl's imagination. Did they notice his slippers throughout the story?
- Read the story again, pausing after each *Knock knock, Who's there?* Encourage the pupils to call out the name of the character before you turn the page. Can the pupils see the clues behind the door and in the wallpaper?
- Ask the pupils if they can remember any details about any of the characters, e.g., the gorilla has

got *big white teeth*; the witch has got a *long pointed hat*, the ghost has got a *white face*; the dragon has got *smoke up his nose*; the giant has got *eyes like footballs*; the daddy has got a *mug of hot chocolate*. Prompt them if necessary: *Who has got big white teeth? Has the dragon got eyes like footballs?* etc.

- Read the story again for the pupils to pick up some more details about the characters. Help them with any words they do not understand: *furry, wand, chains that jangle and clank, football pitch, cuddly*, etc. Use the pictures to explain the words where possible, and use translation if necessary.
- Ask the pupils if they can remember what the little girl says each time: *Knock knock, Who's there?* and *Then I won't let you in*. Check that they understand the meaning of *Then I won't let you in* and get them to repeat the question and the statement after you.
- Once the pupils can pronounce the girl's lines correctly, read the story again. You take the role of the father in all his guises and get the pupils to chorus the little girl's lines.

LANGUAGE FOCUS – GOING TO

- Ask the pupils in L1 if they can remember what each character threatens to do to the little girl when she lets them in.
- Write the following sentences on the board in this order:

I'm going to tread on you.

cook you for my tea.

spook you.

hug your breath away.

turn you into a frog.

- Ask them if they can remember which character made each threat: *I'm going to tread on you* (the giant); *cook you for my tea* (the dragon); *spook you* (the ghost); *hug your breath away* (the gorilla); *turn you into a frog* (the witch).
- Check that the pupils understand the meaning of the threats. Use translation if necessary. Explain that another word for *spook* is *frighten*.
 - Divide the class into six groups, one for each character: the gorilla, the witch, the ghost, the

FAST FOX GOES CRAZY

— Allan Ahlberg & André Amstutz

Level ★★★

Worksheet 8 (page 58)

Template 8 (page 59)

GET STARTED

- Ask the pupils in L1 if they have been to any parties recently and, if so, what they ate and what games they played.
- Tell them that you are going to read them a story about a party called **Fast Fox Goes Crazy**. Flick through the book, showing them the pictures and ask them which animals are involved in this story: a *fox*, several *chickens* and a *dog*. Help them with the English words if necessary.
- Ask the pupils what they think the relationship between the fox and the chickens is likely to be. Ask them if they know any stories about foxes and chickens.
- Point out that the book is one of a series of **Fast Fox**, **Slow Dog** stories. Ask them to predict the characters of the fox and the dog.

THE STORY

- Read the story up to the seventh page: *And off he runs to find a bigger sack*, showing the pictures as you do so.
- Ask a few comprehension questions in L1: *What is Fast Fox doing?* (counting chickens); *How many chickens are there?* (ten); *Is Fast Fox happy?* (yes). Read these pages again if the pupils cannot answer the questions. Ask the pupils what they think will happen next.
- Read the story from the eighth page: *Meanwhile* to the end of the seventeenth page: *One more to go*, showing the pictures as you do so. Ask more comprehension questions in L1: *What are the chickens doing?* (having a party); *What is Slow Dog doing?* (helping with the music/fun and games); *What games do the chickens play?* (hide-and-seek, blind man's buff, running/jumping and bouncing on the bouncy castle); *What is the fox doing?* (watching/waiting/opening his sack).

Read these pages again if the pupils cannot answer the questions.

- Ask the pupils to predict in L1 what will happen next: *Will the fox catch all of the chickens? Will Mother Hen or Slow Dog come to the rescue?*
- Read the story to the end of the book, showing the pictures as you do so. Ask comprehension questions in L1: *What does Slow Dog do?* (he jumps and bounces on the castle, then lands on Fast Fox); *What do the chickens do?* (they have their party); *What does Slow Dog do?* (he helps with the washing up); *What is Fast Fox doing in his house?* (he's dreaming of counting chickens).
- Ask the pupils if their predictions about the end of the story were right. Then ask them if their predictions about the characters of Fast Fox and Slow Dog were right. Make sure that they realise that Fast Fox may be fast, but he is not very clever.
- Read the story all the way through and show the pupils the pictures again as you do so.

LANGUAGE FOCUS – VERBS (PRESENT SIMPLE)

- Write these verbs on the board (note that the verbs are in the present simple in the story, but there is no need to draw the pupils' attention to this): *pick up*, *run*, *help*, *play*, *open*, *jump*, *bounce*, *land* and *doze*.
- Ask the pupils in L1 if they can remember which characters these verbs are associated with in the story (Fast Fox: *picks up* (his sack), *runs* (to get a bigger sack), *opens* (his sack); Slow Dog: *helps* (with the games/washing up), *lands* (on Fast Fox); the chickens: *play games*, *jump and bounce* (on the bouncy castle); Mother Hen: *dozes*).
- To check comprehension of the verbs, get the pupils to act them out. Ask volunteers to come to the front of the class. Whisper a verb, e.g.: *bounce*, in the pupils' ear or write it on a piece of paper, and show it to the pupils. The pupil acts out the verb for the rest of the class to guess. The pupils can continue to play this game in pairs.

PRESENTATION – NUMBERS 1–100

- Ask the pupils how many chickens there are in the story (*ten*) and how many Fast Fox counts in his dream (*a hundred*). Can they count to a hundred in English?
- Elicit multiples of ten by writing these numbers on the board for the pupils to call out in English: *10, 20, 30, 40, 50, 60, 70, 80, 90, 100*. Then ask different the pupils to count between the multiples of ten. Begin by asking the pupils to count from *10–20*. Then ask another to count from *20–30*. Help them by pointing out the pattern that occurs after *20*: add numbers *1–9* to the decimals (*twenty-one, twenty-two, twenty-three*, etc.). If necessary, say the numbers for them to repeat.
- Continue to ask different the pupils to count from *30–39, 40–49* and so on until they reach *100*. They have further practice of the numbers when they play bingo (see Template activity).

FOLLOW-UP ACTIVITIES

- Refer the pupils to the eighth and ninth pages of the story where the party table is pictured. Elicit or provide the English words for the party food: *cakes, jelly, crisps, bread sticks, sandwiches, sausage rolls* and *orange juice*. Ask the pupils if they have similar food at their own parties and what is their favourite party food.
- Ask the pupils to look closely at the pictures on the tenth and eleventh pages and work out how to play **Hide-and-seek** and **Blind man's buff**. Ask the pupils in L1 if they play similar games at their own parties. What do they call these games? Have they ever been on a bouncy castle? Did they enjoy it?

WORKSHEET ACTIVITIES

- Give each pupil a copy of Worksheet 8 (page 58).
- **Exercise 1:** Refer the pupils to the example and explain that they have to match all the numbers to the words with a line.
- **Exercise 2:** Explain that they are going to retell the story by putting the sentences in the correct order.

order. Read the story again for the pupils to check their answers. In pairs, the pupils read the sentences to each other in the correct order.

- **Exercise 3:** The pupils choose the correct verbs to complete the sentences.

TEMPLATE ACTIVITY

- Give each pair of pupils a copy of Template 8 (page 59). They cut out the two bingo cards which have numbered chickens on them and take one each. Each pupil then cuts out 25 fox cards.
- Explain how to play **Bingo**: You will call out random numbers between one and a hundred. If the pupils have a chicken with that number on their bingo card, they cover it with a fox card. When the pupils have covered five chickens in a horizontal or vertical line, they shout: *Bingo!* and win the game.
- Play the game several times so that different pupils have an opportunity to win.

WORKSHEET ANSWER KEY

8 FAST FOX GOES CRAZY Worksheet **8**

★ Match the numbers and the words.

★ Put the sentences in the correct order. Then retell the story.

2 Fast Fox finds a big sack.	7 Fast Fox is still counting and going crazy ... 'A hundred chickens!'
1 Fast Fox is counting chickens.	4 Nine chickens bounce into the sack.
6 Slow Dog jumps and bounces and lands on Fast Fox.	5 The last little chicken is worried.
3 The chickens play on the bouncy castle.	

★ Choose the correct verb.

runs	helps	opens	have	dozes
-----------------	------------------	------------------	-----------------	------------------

1 Fast Fox **opens** his sack.
 2 Slow Dog **helps** with the washing up.
 3 Fast Fox **runs** off.
 4 Mother hen ... **dozes**
 5 The chickens **have** a party.

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🐱 MY CAT LIKES TO HIDE IN BOXES

— Eve Sutton & Lynley Dodd

Level ★★★★★

Worksheet 8 (page 60)

Template 8 (page 61)

GET STARTED

- Ask the pupils in L1 if they have got any pets. If necessary, help them with the English names for the pets they mention.
- Ask the pupils if their pets have any strange habits, or if they know of any pets with strange habits. Are there any unusual foods, sleeping places or toys that the pets particularly like? Do the children have any amusing pet anecdotes? Encourage them to share them with the class in L1.
- Show the pupils the cover of: **My Cat Likes to Hide in Boxes** and make sure they understand what this particular cat likes to do (it likes to hide in boxes).
- Tell them that they are going to read about the habits and antics of this cat and several other cats from all over the world.

PRESENTATION – COUNTRIES

- Brainstorm the English names of the countries of the world with the class. You could begin by asking them which countries they have visited or would like to visit.
- Write all the names of the countries mentioned on the board, making sure you include the following within the list – but without drawing particular attention to them: *Spain, Brazil, France, Greece, Japan* and *Norway*. If the pupils do not come up with these countries themselves, you might try to elicit them from a world map.
- Make sure the pupils recognise the words by getting them to repeat them after you.

THE STORY

- Read the story. Ask the pupils to listen out for the names of the countries.
- Ask the pupils which countries they heard and circle them in the list on the board. *Berlin* is also mentioned. Point out that this is the capital city of Germany and not a country.
- Ask the pupils if they can remember anything about any of the cats. They should remember that ‘my cat’ likes to hide in boxes as this is repeated several times. They may also have picked up a few details about some of the other cats in the story if they are familiar with the vocabulary.
- Show the pupils the pictures in the book, or let them flick through the book looking at the pictures. Elicit key words, e.g., *sing and dance, aeroplane, doorway, police, chill, violin* and *fan*, by pointing to the relevant details in the illustrations. Write these words on the board and make sure that the pupils understand them and can pronounce them.
- Explain that you are going to read the story again and that the pupils should try to link the key words on the board to the cats from each country. Encourage them to join in with the repeated lines as they hear the story.
- Check the pupils’ understanding by asking them about each cat. Say: *Tell me about the cat from France. (He liked to sing and dance.) Tell me about the cat from Spain. (He flew an aeroplane.)* etc. Let them answer in L1 or in English, but don’t worry if they can’t provide the exact words at this stage.
- Point out that the pupils can use the rhyming words to help them link the countries and the activities. Elicit the rhyming words from the pupils: *France/dance, Spain/aeroplane, Norway/doorway, Greece/police, Brazil/chill, Berlin/violin, Japan/fan*.

LANGUAGE FOCUS – VERBS (PAST SIMPLE)

- Ask the pupils to work in pairs to retell the story using the countries and rhyming words on the board as prompts. Monitor their work, listening out in particular for the verbs.
- Point out to the class that most of the story is told in the past simple and elicit the past simple verbs: *liked, flew, got (stuck), joined, caught, played* and *waved*.
- Write the infinitives of these verbs on the board in two columns: regular on the left (*like, join, play, wave*) and irregular on the right (*fly, get (stuck), catch*). Review with the class the rule for regular past simple verb endings (add *-ed*) and elicit the past simple forms of the irregular verbs.
- Read the story once more, encouraging the pupils to join in as much as possible.
- Point out to the class that they now have all of the key text from the story on the board. In pairs, encourage them to tell the story again and help them to use the past simple verbs correctly.
- Ask pairs to volunteer to retell the story in front of the class.

WORKSHEET ACTIVITY

- Give each pupil a copy of Worksheet 9 (page 60).
- **Exercise 1:** Explain that the country and city names from the story are hidden in the word search.
- **Exercise 2:** Explain that the pupils have to write the missing verbs in the past simple and match the beginning of each sentence to the end in order to recreate the story.

TEMPLATE ACTIVITY

- Give each pupil a copy of Template 9 (page 61). Help them to find out which national flags are shown. (They all represent countries from the story.) Get them to research the colours of the national flags shown and to colour them accordingly. They should also draw and colour their own country's flag in the last space on the template if it is not already shown.

- Ask the pupils to complete the sentences underneath each flag with the name of the country. They can then cut the template up as shown.
- If possible, pin a large world map to the classroom wall and ask volunteers to come and pin their cats with flags to the appropriate countries. Alternatively, copy world maps (as large as you can) and give them out to groups of eight pupils. Each pupil chooses one flag to position on the map. Check that they have found all the right countries.
- The pupils can go on to add further flags to their maps as part of an on-going project.

WORKSHEET ANSWER KEY

MY CAT LIKES TO HIDE IN BOXES Worksheet

★ Find six country names and one city name. Then write the words.

S	T	D	B	E	R	L	I	N	S	L	J	SPAIN
P	J	O	R	G	S	W	U	N	A	J	A	FRANCE
A	P	B	A	P	F	R	A	N	C	E	P	GREECE
I	H	X	Z	G	R	E	E	C	E	F	A	NORWAY
N	O	E	I	K	N	C	H	D	G	B	N	BRAZIL
M	V	Q	L	L	E	A	L	P	D	G	R	JAPAN
N	O	R	W	A	Y	S	F	U	I	N	S	BERLIN

★ Write the verbs in the past simple. Then match the two parts of each sentence.

catch	get	like	fly	play	wave	join
-------	-----	------	-----	------	------	------

- 1 The cat from Japan*got*..... stuck in the doorway.
- 2 The cat from Berlin*like.d*..... to sing and dance.
- 3 The cat from Brazil*joined*..... the police.
- 4 The cat from Greece*flew*..... an aeroplane.
- 5 The cat from Norway*caught*..... a very bad chill.
- 6 The cat from Spain*wave.d*..... a big blue fan.
- 7 The cat from France*playe.d*..... the violin.

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10 MEG AT SEA

– Helen Nicoll & Jan Pieńkowski

Level ★★★★★

Worksheet 10 (page 62)

Template 10 (page 63)

GENERAL NOTE

- Use this book at Halloween as part of a Halloween project. Help the pupils to find out about Halloween and how it is celebrated around the world.
- Ask the pupils if they have ever been to a Halloween party and, if so, what they wore and what kind of games they played.
- If possible, organise your own Halloween party after you have read the story and completed the activities. Brainstorm words connected with Halloween: *witch, owl, black cat, ghost, spider, frog/toad*, etc. Get the pupils to draw witches, spiders and ghosts to decorate the classroom walls. They could make simple witch's hats from black card and decorate them with silver stars and moons. You could also help them to make pumpkin lanterns. At the party, the pupils could tell scary stories about ghosts and witches and make up spells.

GET STARTED

- Show the pupils the cover of **Meg at Sea** and elicit that Meg is a witch. Ask them in L1 what clothes witches wear (pointed hats and black cloaks) and how they travel around (on a broomstick). Ask them what witches do (they cast spells).
- Ask the pupils if they can guess from the cover what Meg's pets are (a cat and an owl). Point out that the book is one of a series of **Meg and Mog** stories in which Meg makes spells and gets into all sorts of trouble along with Mog (her cat) and Owl. Ask them to predict what might happen in **Meg at Sea**.

THE STORY

- Turn the pages of the book, showing the pupils the pictures in **Meg at Sea**. Ask them to find out what the story is about. (Meg, Mog and Owl are caught in a storm at sea. They end up on an island where they have to catch fish and cook over a fire. They are rescued by a helicopter.)
- Read the story, showing the pictures as you do so.
- Check general comprehension by asking a few questions in L1: *Why did Meg make a spell?* (because there was no wind); *What happened when she made a spell?* (there was a storm); *Where did they swim to?* (an island); *Were they happy?* (no, they were cold, wet and hungry); *What did they eat?* (fish); *What happened at the end?* (they were rescued by a helicopter).
- Write the following words on the board: *seaside, spell, storm, island, wet, hungry, fire, octopus, helicopter, smoke signals, magnifying glass*. In pairs the pupils find out the meanings of the words by looking at the book as you read the story again. Ask volunteers to translate the words or draw pictures on the board to demonstrate what they mean.
- Read the story again and get the pupils to put up their hands when they hear any of the words on the board.
- By this stage the pupils will understand the story line, so you can focus their attention on some of the characters' speech shown in speech bubbles. Write the following expressions on the board:
I feel sick.
There's land!
Abandon ship!
Chopper ahoy!
SOS!
Something's burning.
It looks like a witch.
- Ask the pupils if they can remember who said these things and in what situations. Get them to predict the meanings from the context of the story. (The colloquial expressions can be explained as follows: *Abandon ship!* – *Jump out of the ship;* *Chopper ahoy!* – *Helicopter in sight;* *SOS* – *Help!/Save Our Souls.*)

- Read the story again and pause after these expressions for the pupils to repeat them.

FOLLOW-UP ACTIVITY

- Write Meg's spell on the board:
*Mermaid's tail, lobster's toe,
Octopus wriggle, blow wind, blow.*
- Read the spell and get the pupils to repeat it after you. Ask them what the spell is for (to make the wind blow). Point out that the spell is quite nonsensical, but that final message (*blow wind, blow*) is clear.
- Point out that the words *toe* and *blow* rhyme. Ask the pupils to think of something they would really like to happen (e.g., to be on holiday). In pairs, the pupils help each other to make up their own spells, e.g.:
*Five pink pigs and one brown cow,
I want to go on holiday now.*
- Ask volunteers to read out their spells in front of the class. You could then display the spells on a large poster in the shape of a witch's cauldron.

WORKSHEET ACTIVITIES

- Give each pupil a copy of Worksheet 10 (page 62).
- **Exercise 1:** Explain that the pupils have to find the words from the story in the word square. They should then write the words next to the appropriate pictures.
- **Exercise 2:** Explain that the pupils have to put the sentences in order to retell the story of **Meg at Sea**. Let them look at the book again or listen to the story to check that they have got the order right.

TEMPLATE ACTIVITY

- Give each pair or small group of pupils a copy of Template 10 (page 63). Explain that this is a board game for them to play with a partner or a few friends.
- Tell each pupil to choose a small 'counter' – they might use a rubber or a piece of coloured

paper. Explain that instead of throwing a die, the pupils can toss a coin; if it lands on 'heads', they move one place and 'tails' two places.

- Go through the text on the board game and check that the pupils understand it. Ask them to retell the story outlined in the game in L1.
- Explain the meaning of *go back* and *go forward* and then get the pupils to play the game in their pairs or groups, starting on the space labelled 'Home'. Encourage them to read out the text as they land on each space. The winner is the first player to arrive back at 'Home'. Groups can play the game more than once to give different pupils an opportunity to win.

WORKSHEET ANSWER KEY

10 MEG AT SEA
Worksheet 10

★ Find words from the story in the wordsquare. Then write the words.

c	w	u	d	b	k	a	e	x	d	
f	i	r	e	k	a	v	e	f	k	s
o	t	f	i	s	h	s	h	o	w	l
a	c	i	s	z	n	m	i	c	j	g
t	h	e	l	i	c	o	p	t	e	r
j	a	l	a	b	e	k	u	o	i	s
l	e	p	n	i	b	e	m	p	l	k
h	a	e	d	f	o	a	g	u	s	i
l	a	c	m	r	a	w	r	s	y	j
v	e	n	c	a	t	r	s	i	a	d

4helicopter.....

5smoke.....

6fire.....

7owl.....

1boat.....

8witch.....

2fish.....

9cat.....

3octopus.....

10island.....

★ Put the sentences in the order. Then retell the story.

7 Meg made smoke signals. 8 Meg saw a helicopter. 6 Meg caught a fish. 1 Meg, Mog and Owl went to the seaside. 3 There was a storm.	4 The boat filled with water. 9 The helicopter saw them. 10 They went home. 2 They went out in a boat. 5 They swam to an island.
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11 WHO SANK THE BOAT?

— Pamela Allen

Level ★★★★★

Worksheet 11 (page 64)

Template 11 (pages 65–67)

GET STARTED

- Show the pupils the cover of **Who Sank the Boat?** and ask them in L1 to guess the meaning of the title.
- Show them the picture on the third page of the story and ask which animals they can see. Elicit the English names of these animals: *cow, donkey, sheep, pig* and *mouse*.
- Read the story as far as the first *Do you know who sank the boat?* In pairs, ask the pupils to discuss in L1 which of the animals they think might have sunk the boat and to give reasons. They might assume that the cow or the donkey sank the boat as they are the heaviest, but encourage them to use their imaginations to think of other possible alternatives, e.g., perhaps the wind caught the pig's umbrella and caused the boat to tip over; the sheep might have leaned over the side of the boat for a drink causing it to capsize; or the mouse might have frightened one of the other animals and caused them to leap out of the boat, tipping the animals into the water.
- Ask pairs to tell the rest of the class their ideas. Accept any suggestions at this stage.

THE STORY

- Explain that you are going to read the story and find out if any of the pupils' guesses were right. Read the story to the end, showing the pictures as you do so.
- Ask the pupils: *Do you know who sank the boat?* (the mouse). Ask them if they are surprised and why they think the mouse sank the boat (he was the last to get in).
- Get the pupils to repeat the question: *Do you know who sank the boat?* after you. Read the story again and encourage them to join in with this repeated line.

- Ask the pupils if they can remember anything else about the animals and what happened when each one climbed into the boat. Let them exchange ideas in L1 at this stage.
- Write the following descriptions on the board in English:

the cow who almost fell in

the donkey who balanced her weight

the pig as fat as butter

the sheep who knew where to sit

the little mouse, the last to get in

Make sure they understand the meaning of these descriptions, using translation if necessary.

- Ask the *Was it ...?* questions from the book and elicit the *No, it wasn't ...* responses, e.g., ask: *Was it the cow who almost fell in?* and the pupils respond with: *No, it wasn't the cow who almost fell in*; ask: *Was it the donkey who balanced her weight?* for the pupils to respond: *No, it wasn't the donkey who balanced her weight*; and so on.
- Read the story again, this time encouraging the pupils to join in with the alternate pages that begin: *No, it wasn't ...* and end with the question: *Do you know who sank the boat?* They should also join in with the last page which reads: *You DO know who sank the boat*. Encourage them to stress the word *do*.
- They may need to practise by joining in with you a few times, but once the pupils are confident, they should be able to chorus the alternate pages without your prompts. This will give them a real sense of achievement.

WORKSHEET ACTIVITIES

- Give each pupil a copy of Worksheet 11 (page 64).
- **Exercise 1:** Explain that the pupils should match the pairs of rhyming words taken from the story.
- **Exercise 2:** Explain that the pupils have to choose an appropriate word from Exercise 1 to fill the gaps in the sentences and then match the two columns to recreate the story.
- Once they have done this, you might like to check understanding of words in the text. Elicit or

explain the meanings of the more difficult words using the pictures in the book, or by using simpler English terms or translation: *tilt* = *tip* (the meaning is quite clear from the picture), *din* = *noise*, *bow* = *the front of the boat*, *flutter* = *fright/fuss* (the meaning is quite clear from the picture), and so on.

- **Exercise 3:** The pupils answer the comprehension questions about the story.
- Check that the pupils have completed the Worksheet activities correctly and then read the story once more for the pupils to join in with you.
- In pairs, the pupils practise reading the whole story. Let them refer to their notes at first. Then encourage confident pairs to retell the story to the class without referring to their notes. They can do this using masks (see Template activity).

TEMPLATE ACTIVITY

- Give each group of five pupils one copy of the three pages of Template 11 (pages 65–67). The pupils in each group choose a character from the story and colour the appropriate mask.
- The pupils should colour the masks and stick them onto thin card before cutting them out. Show them how to attach string or elastic to the masks so that they can wear them.
- Give the pupils some time to look at the story again and to practise the actions associated with their character, e.g., the donkey should practise balancing his/her weight and calling out: *I'll get in at the bow before it's too late.*
- The groups take it in turns to act out the story wearing their masks, while you or a confident pupil narrate the story from the book. Once all of the groups have performed, the class could vote for the best performance.

WORKSHEET ANSWER KEY

11 WHO SANK THE BOAT?
Worksheet 11

★ Match the rhyming words.

din	knit	him	late	butter
sit	weight	in	flutter	in

★ Complete the sentences with the words from Exercise 1. Then match the two columns.

<p>1 Was it the cow who almost fellin.....?</p> <p>2 Was it the donkey who balanced her ..weight?</p> <p>3 Was it the pig as fat as ..butter..?</p> <p>4 Was it the sheep who knew where to ..sit.....?</p> <p>5 Was it the little mouse, the last to getin.....?</p>	<p>who stepped in at the side and caused a great ..flutter..?</p> <p>to level the boat so that she could ..knit.....?</p> <p>Who yelled, 'I'll get in at the bow before it's too ..late.....!'</p> <p>who was lightest of all? Could it be ..him.....?</p> <p>when she tilted the boat and made such a ..din.....?</p>
---	--

★ Answer the questions.

1 Who almost fell in?	..the cow.....
2 Who was very fat?	..the pig.....
3 Who could knit?	..the sheep.....
4 Who was the lightest?	..the mouse.....
5 Who got in at the bow?	..the donkey.....
6 Who sank the boat?	..the mouse.....

12 MAX AND THE SCHOOL DINNERS

— Colin & Jacqui Hawkins

Level ★★★★★

Worksheet 12 (page 68)

Template 12 (page 69)

GET STARTED

- If the pupils are not familiar with the concept of school dinners, explain in L1 that in Britain, most children have a hot meal at lunchtime at school. If they also have school dinners, ask them whether they like the food that is provided and what their favourite main course and dessert is.
- Ask the pupils about table manners and whether they have rules at the table at home, e.g., not speaking with their mouths full, not reading at the table, not leaning on the table, etc.
- Explain that you are going to read a story about a character with very bad table manners. Ask them to imagine the worst table manners they can, e.g., licking your plate, throwing food, banging your plate with your spoon, flicking peas, spitting food, gargling and burping. Make sure that they know these things are very rude and ask if they have ever got into trouble for having bad table manners.

THE STORY

- Show the pupils the pictures in **Max and the School Dinners**. Ask them which animals they can see (*dog, sheep, rabbit, goat, monkey/chimp, cat/kitten, pig*). Make sure the pupils know the English words for these animals, and write them on the board if they don't.
- Ask the pupils if they can tell from the pictures which animal has the worst table manners (the dog) and what kind of things he does. Ask them to predict what happens in the story.
- Read the story. Then ask the pupils whether their predictions were right. Get them to summarise in L1 what happens in the story: *Max is a naughty dog with very bad table manners and nobody wants to sit next to him. One day he throws his*

food at the dinner lady. She is very cross and makes him eat his sandwiches alone outside. He's very sad. He apologises and changes his habits.

Don't worry if the pupils have not understood the whole story. At this stage it is only important that they have understood the gist.

- Ask the pupils if they can remember any of the characters' names: *Sally Sheep, Ralph Rabbit, Billy Goat, Charlie Chimp, Kitty Kitten, Percy Pig, Mrs Cross* (the dinner lady).

PRESENTATION – FOOD

- Ask the pupils if they can remember any of the foods mentioned: *beefburger, chips, peas, chicken, potatoes, fish, beans, sausages, pizza, spaghetti, sandwiches* and *jelly*.
- Read the story again, showing the pupils the pictures as you do so. Ask the pupils to put up their hands when they hear any meals mentioned. Stop reading and ask the pupils which meals they heard. Write the food words on the board.
- Ask them which of the foods in the list they like and which they don't like.

LANGUAGE FOCUS – VERBS (PAST SIMPLE)

- Ask the pupils if they can remember any of the naughty things that Max did in the story. Accept any suggestions at this stage.
- In pairs, ask the pupils to work out the meanings of the following verbs by listening out for them and looking at the pictures in detail as you read the story: *gobbled, grabbed; licked, threw; banged, squirted; flicked, bounced; gargled, spat; put, sneezed; guzzled, gave (a burp)*. (The first of these pairs of verbs is shown in the pictures on the left hand pages and the second on the right hand pages.)
- Check that the pupils have understood these words by getting them to translate them. Ask them in L1 which they think was the naughtiest thing that Max did, and make sure they understand that Max was punished in the end.

WORKSHEET ACTIVITIES

- Give each pupil a copy of Worksheet 12 (page 68).
- **Exercise 1:** Explain that the words on the left are anagrams of food words from the story. The pupils have to unscramble the words. They should then match the words to the pictures and write them under the appropriate pictures.
- **Exercise 2:** In pairs, the pupils decide whether the statements about **Max and the School Dinners** are true or false. When they have finished, ask them to correct the false statements orally.
- Read the story again so that they can check their answers.













TEMPLATE ACTIVITY

- Give each group of three or four pupils a copy of Template 12 (page 69).
- Explain that the pupils have to cut out the text and put it in the order of the story. Remind them to look for clues, e.g., after he grabbed Sally Sheep's dinner, Sally Sheep would not sit next to him; after he threw water over Ralph Rabbit, neither Sally Sheep, nor Ralph Rabbit would sit next to him, and so on.
- Let them look at the book or read the story again to check that they have got the order correct. The correct sequence is: 1 k, 2 b, 3 e, 4 d, 5 c, 6 f, 7 i, 8 j, 9 g, 10 h, 11 a, 12 l.
- Give the groups twelve pieces of A5 paper and ask them to stick the texts at the bottom of each page. Get them to write the numbers 1–12 in the bottom corner of the pages in the correct order.
- The pupils each choose three or four pages to illustrate. When they have finished, they attach the pages together with string or staples to make a 12-page book. Early finishers can design and illustrate a cover for their books.
- The pupils can volunteer to read their books and show the pictures to the rest of the class.
- Display the books around the classroom for everyone to look at.

WORKSHEET ANSWER KEY

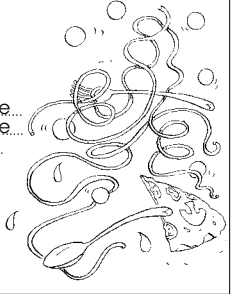
12 MAX AND THE SCHOOL DINNERS **Worksheet 12**

★ Find the words and write them under the pictures.

<p>Ttgesahpt... lebeburger phies sapa enhekte steetpas hifs delbar sgesauas azipr seelawndn jelly</p>	<p> spaghetti</p> <p> sandwiches</p> <p> jelly</p> <p> pizza</p>	<p> beans</p> <p> fish</p> <p> potatoes</p> <p> chicken</p>	<p> chips</p> <p> beefburger</p> <p> peas</p> <p> sausages</p>
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★ Are the sentences true or false?

- 1 Lunch is at 12 o'clock. ...**false**...
- 2 Max's favourite meal is beefburgers, chips and peas. ...**true**...
- 3 Max threw water over Sally Sheep. ...**false**...
- 4 He banged his plate with his knife. ...**false**...
- 5 He flicked peas with his spoon. ...**false**...
- 6 He spat jelly over Kitty Kitten. ...**true**...
- 7 He put pepper on his pizza. ...**false**...
- 8 He gave an enormous burp. ...**true**...
- 9 His spaghetti landed on Mrs Cross' head. ...**true**...
- 10 Mrs Cross was very happy. ...**false**...



13 MRS WOBBLE THE WAITRESS

— Allan & Janet Ahlberg

Level ★★★★★

Worksheet 13 (page 70)

Template 13 (page 71)

GET STARTED

- In pairs, the pupils brainstorm the English words for jobs.
- After a few minutes, ask the pairs how many they have thought of and get the pair with the most words to read them out. Write the words on the board.
- Ask the other pairs if they have any other words to add and write these on the board too.
- If they have not included the words *waiter/waitress*, elicit these from the class and add them to the list.
- Ask the pupils in L1 if they would like to work in a restaurant and what they think a waiter/waitress has to do. Do they know any waiters/waitresses? Do they like their jobs?

PRESENTATION – FOOD

- Show the pupils the cover of **Mrs Wobble the Waitress** and ask them in English what they can see: *waiters and waitresses (a man a woman, a boy and a girl/a family); a chicken, a pie, a cake/pudding*, etc.
- Read the title and tell the pupils the meaning of *wobble* through mime, explanation or translation. Ask them to predict what the story will be about.
- Read the story, showing the pictures as you do so. Ask the pupils in L1 what the story is about.
- Ask the pupils if they ever go to cafés or restaurants, and what they like to eat there.
- Ask the pupils which foods they can remember from the story: *soup, chicken, jelly, meat and veg (vegetables), pie, fish, pudding, cake, fruit, tea, cheese and flour*.
- Show the pupils the book again and ask them to look very carefully at the pictures. Can they see any other foods in the pictures? Give them the

English words for any foods they see: *cherry, strawberry, leek, carrot, cauliflower, potato, lemon, apple, orange, banana, grapes, pear, sausage, water, orange juice, ice cream*, etc.

- Refer the pupils to the menu in the middle of the story and ask them which of these foods they would choose if they were at the *Wobble's Cosy Café*. Ask them whether they have the same kind of food in their country. They can go on to make their own menus (see Template activity).

THE STORY

- Read the story again, showing the pictures as you do so. Read as far as the fourth page which ends: *Mrs Wobble got the sack*. Ask the pupils to explain to you in L1 what has happened so far. Explain the meaning of *got the sack*, if necessary.
- Read the story for the next five pages, ending with: *They changed the curtains*. Check that the pupils have understood the story so far, eliciting meaning from the pictures where necessary.
- Show the pupils the street picture on the next two pages and ask them what they think Mr Wobble and the children bought. Read these two pages for them to check.
- Ask the pupils in L1 what they think the roller-skates and the fishing net might be for. Encourage them to use their imaginations and accept any suggestions at this stage.
- Show the pictures and read the next five pages ending with: *Master Wobble went round the town with a sandwich-board*. Elicit the meaning of any new words using the pictures, and ask the pupils to guess the meaning of: *We're going to make our fortunes*.
- Continue showing the pictures and reading for the next three pages and then pause to ask the pupils what the roller-skates and the net were for. Ask the pupils in L1 whether the customers are happy with the service at the café.
- Continue to the end of the book in the same way and ask the pupils in L1 what happens at the end and what Mrs Wobble is worried about: *What if I don't wobble?*

- Ask the class whether they enjoyed the story and whether they would like to visit this café with its famous juggling waiters.
- Divide the class into groups of five or six. Each pupil chooses a role: Mrs Wobble, Mr Wobble, Miss Wobble, Master Wobble, various (customers, manager). Read the story again or show the pupils the book and ask the pupils to note down the lines their character speaks in the story.
- Read the story slowly and encourage the pupils to act out their parts with mime. Prompt them by saying: *Come on Mrs Wobble, wobble with a bowl of soup*, etc. Pause for them to say their lines. They may need to practise a few times.
- Ask volunteers to come to the front of the class and act out the story as you narrate.

WORKSHEET ACTIVITIES

- Give each pupil a copy of Worksheet 13 (page 70).
- **Exercise 1:** Make sure that the pupils understand the category headings: *fruit, meat, drinks, pudding, vegetables*. Explain that they have to write the words from the box in the list for the correct category.
- **Exercise 2:** In pairs, the pupils decide whether the statements about the story are true or false. Let them look at the book or read them the story again to check their answers.

TEMPLATE ACTIVITY





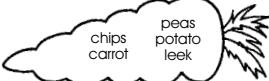
- Give each group of three or four pupils a copy of Template 13 (page 71). Then give each group a piece of coloured backing paper and get them to design their own menus for a class café.
- The pupils can fill in the heading with the name of their class. Then they cut out and colour the food pictures. They can also add their own drawings or pictures from magazines of foods of their choice.
- Display the menus around the classroom. The pupils can circulate and decide which café they would most like to visit and what they would choose to eat there.

WORKSHEET ANSWER KEY

13 MRS WOBBLE THE WAITRESS
Worksheet 13


★ Write the words in the correct group.

strawberry • orange juice • chicken • sausage • apple • potato
banana • jelly • ice-cream • chips • carrot • peas • cherry
tea • water • leek • lemon

<p>FRUIT</p>  <p>strawberry apple banana cherry lemon</p>	<p>MEAT</p>  <p>chicken sausage</p>	<p>DRINKS</p>  <p>orange juice tea water</p>
<p>PUDDING</p>  <p>ice cream jelly</p>	<p>VEGETABLES</p>  <p>chips carrot peas potato leek</p>	

★ Are the sentences true or false?

- Mrs Wobble liked her job. **True...**
- She got the sack when a bowl of soup landed on a customer's dog. **false...**
- The Wobble family turned their house into a café. **True...**
- Mrs Wobble bought waiter's clothes for her children. **True...**
- Master Wobble went around the town with a sandwich board. **false...**
- When her mother wobbled with a bowl of soup, Miss Wobble caught it in another bowl. **True...**
- When his mother wobbled with a roast chicken, Master Wobble caught the chicken in a bowl. **false...**



14 PRINCE CINDERS – Babette Cole

Level ★★★★★

Worksheet 14 (page 72)

Template 14 (page 73)

GET STARTED

- Ask the pupils in L1 which traditional stories or fairy tales they know. Encourage them to think of stories such as **Snow White**, **Rapunzel**, **The Golden Goose** and **Cinderella**. Ask if they have read any of these recently, or perhaps seen films of the stories. Ask whether they enjoyed the stories and which their favourite characters were.
- Remind the pupils of the story of **Cinderella** and see if they can remember the main characters from the story: *Cinderella, the Ugly Sisters, the Fairy Godmother, the Prince*.
- Encourage the pupils to tell you in L1 what happens in the story:
Cinderella is very poor. She has two ugly sisters who are invited to a ball. She has to stay at home and clean the house. A Fairy Godmother appears and grants her a wish. She wishes to go to the ball. The Fairy turns a pumpkin into a coach and mice into horses to take Cinderella to the ball. She changes Cinderella's rags into a beautiful dress, but she warns Cinderella that the spell will wear off at midnight. Cinderella goes to the ball. She dances with the handsome Prince. Suddenly it is midnight and she runs away, losing a shoe as she goes. The spell wears off and she returns to her home in her rags. The Prince is distraught at her disappearance. He puts out a notice to find the beautiful owner of the shoe. Several girls (including the Ugly Sisters) try on the shoe, but it does not fit. Eventually the Prince finds Cinderella. The shoe fits and he declares his love for her. They get married and live happily ever after.
- Explain that you are going to read a modern version of the story with the class called **Prince Cinders**. Show the pupils the cover of the book and ask them to predict who the character on the cover is (Prince Cinders – a male version of

Cinderella), and what happens to him (he loses his trousers instead of a shoe!).

THE STORY

- Show the pupils the pictures in the book. In pairs, ask them to talk in L1 about what they think happens in the story and how it differs from the traditional fairy tale.
- Ask them to tell to the rest of the class their predictions about what happens in this version of the story.
- Read the story, showing the pictures as you do so. Then ask the pupils if they have picked up any more details about the story. Ask them if they think the story is funny or if they prefer the original story.
- Encourage the pupils to concentrate on the differences between **Prince Cinders** and the traditional Cinderella story. Get them to help you contrast the stories with two columns of notes on the board. (Don't worry about accuracy of English at this stage.):

Cinderella	Prince Cinders
girl	boy
two Ugly Sisters	three big hairy brothers
ball	Palace Disco
Fairy Godmother	dirty fairy
pumpkin turns into coach	can turns into car
beautiful dress	swim suit
beautiful princess	big hairy monkey
loses a shoe	loses his trousers
- Check that the pupils have understood the key stages of the story by asking a few comprehension questions in English or in L1, depending on the level of your pupils: *Were Cinders' brothers kind to him? What spells did the fairy make? Did Cinders know that he was a big hairy monkey? How did he get to the disco? What happened at the bus stop? What did he lose? Who tried the trousers on? Who did they fit? What did the princess do? What happened to the brothers?*
- Read the story again for the pupils to check their answers.

FOLLOW-UP ACTIVITY

- Ask the pupils to re-read other traditional fairy tales in English or in their own language. In pairs, ask them how they might modernise the stories. Then ask them to think about their own modern versions of familiar stories.
- Once again, depending on the level of your class, help them to write the stories in English. They can illustrate their stories and display them for the rest of the class to read (see Template activity).

WORKSHEET ACTIVITIES

- Give each pupil a copy of Worksheet 14 (page 72).
- **Exercise 1:** In pairs, the pupils fill the gaps in the sentences with the correct words from the box at the top of the page.
- **Exercise 2:** In pairs, the pupils practise retelling the story, using the sentences on the Worksheets to prompt them.

TEMPLATE ACTIVITY

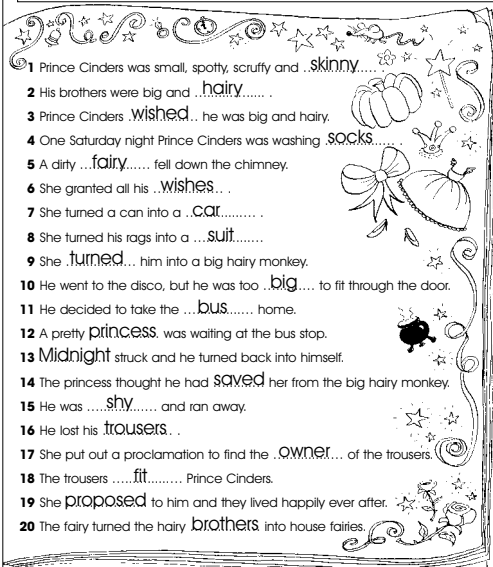
- Copy Template 14 (page 73) twice for the whole class. Cut up the pieces and put them into a bag or a hat.
- Put the pupils into groups of three or four and tell each pupil in each group to take a card. The pupils show their cards to each other within their groups. Make sure they understand the words on their cards.
- Explain that the pupils have to work together in their groups to create their own simple fairy tales incorporating the words on their cards.
- The pupils tell their stories to the rest of the class who have to guess which three words in the story were chosen from the hat.
- Depending on the level of your class, get the groups to write up their stories and illustrate them. The stories can be displayed in the classroom for the other the pupils to read.

WORKSHEET ANSWER KEY

14 PRINCE CINDERS
Worksheet 14

★ Complete the sentences with the words in the box.

-fit midnight hairy brothers skinny proposed turned -ear fairy shy
 saved wishes trousers owner big socks princess suit bus wished-



- 1 Prince Cinders was small, spotty, scruffy and **skinny**.
- 2 His brothers were big and **hairy**.
- 3 Prince Cinders **wished** he was big and hairy.
- 4 One Saturday night Prince Cinders was washing **socks**.
- 5 A dirty **fairy** fell down the chimney.
- 6 She granted all his **wishes**.
- 7 She turned a can into a **cat**.
- 8 She turned his rags into a **suit**.
- 9 She **turned** him into a big hairy monkey.
- 10 He went to the disco, but he was too **big** to fit through the door.
- 11 He decided to take the **bus** home.
- 12 A pretty **princess** was waiting at the bus stop.
- 13 **Midnight** struck and he turned back into himself.
- 14 The princess thought he had **saved** her from the big hairy monkey.
- 15 He was **shy** and ran away.
- 16 He lost his **trousers**.
- 17 She put out a proclamation to find the **owner** of the trousers.
- 18 The trousers **fit** Prince Cinders.
- 19 She **proposed** to him and they lived happily ever after.
- 20 The fairy turned the hairy **brothers** into house fairies.

★ In pairs, retell the story.

13 LUCY AND TOM'S CHRISTMAS

— Shirley Hughes

Level (any level)

Worksheet 15 (page 74)

Template 15 (page 75)

GENERAL NOTE

- Use this book with any level of learner at Christmas time as part of a Christmas project. The suggested activities below focus on the Christmas traditions brought to life by this book rather than on the language, which is quite complex.

GET STARTED

- Brainstorm the things that the pupils associate with Christmas: *Father Christmas, presents, Christmas tree, cards, stockings, decorations, snow*, etc. Help the pupils with the English words for these things and write them on the board.
- Show the pupils the pictures in **Lucy and Tom's Christmas** and ask them if they can work out from the pictures what is happening. Can they recognise the Christmas traditions pictured? Ask them if they have anything to add to the list on the board or if there is anything in the book they do not recognise. They may not have thought of all the traditions in the book, or they may not be familiar with all of these customs in their own culture.
- Explain that they are going to learn more about Christmas traditions in Britain by reading this book with you.

THE STORY

- Read the story, showing the pictures as you do so. Pause after each page to check that the pupils understand what is happening and which tradition is being described. The traditions are: *Christmas pudding, Christmas cards, decorations, a crib, presents, letters to Father Christmas, carol singers, a Christmas tree and decorations, stockings, snow, church, roast turkey dinner, crackers and party games*. Don't worry if they can't understand much

of the text, just focus on the key words listed above. Add these key words to the list on the board as you discuss each tradition.

- When you pause after each tradition is described, ask the pupils in L1 if they celebrate Christmas and, if so, do they have the same traditions in their own country? If they do celebrate Christmas, ask them what they like most about the festivities and what they are looking forward to this year.
- Refer back to the list on the board and ask the pupils to vote for their favourite tradition.

FOLLOW-UP ACTIVITIES

- Ask the pupils what they would like for Christmas and give them the English words they need. Help them to write a (short) list in English. (They can use this list to help them complete the letter to Father Christmas – see Worksheet Exercise 2.) They can also list the gifts they would like to give to their family and friends.
- Ask the pupils if they can remember what Lucy and Tom drew on their Christmas cards (robins and Christmas trees). Ask them to make their own cards and to decorate them. Help them to write a message to a friend inside their cards. Write a model on the board:
*Dear Emma,
Merry Christmas!
Love from Michelle*
The pupils can put their cards into envelopes addressed to their friends and 'post' them in a class letter box to be distributed on the last day of term.
- Ask the pupils if they understand the game that Lucy and Tom play with their family and explain the rules. Hand out sheets of blank A4 paper and ask all the pupils to draw a head. It can be an animal, a person or a fantasy character. Show them how to fold the paper down so that the head cannot be seen, but leave a bit of neck showing. They should then pass the paper to the next pupil. The next pupil draws a body attached to the neck. It can be any kind of body but it should only be the body and the arms. Then the pupil folds the paper down over the drawing and passes it on again. The third pupil draws legs and feet

attached to the body. They can be any size or shape. This pupil folds the paper down to the end and passes the paper on. The last pupil unfolds the paper to reveal the whole picture and thinks of a name for the character. The finished characters and their names can be displayed on the classroom walls.

- Teach the pupils the words of a simple Christmas carol and get the class to sing it together:

*We wish you a merry Christmas,
We wish you a merry Christmas,
We wish you a merry Christmas
and a happy New Year.*

*Glad tidings we bring
To you and your King,
We wish you a merry Christmas
and a happy New Year.*

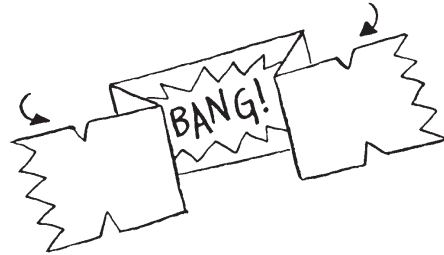
Ask the pupils if they know any other Christmas songs in English or their own language and encourage them to sing them together.

WORKSHEET ACTIVITIES

- Give each pupil a copy of Worksheet 15 (page 74).
- **Exercise 1:** The pupils match the words in the box to the pictures. Check that they have matched correctly.
- **Exercise 2:** The pupils complete the letter to Father Christmas by choosing options from the words in boxes and filling in the gaps with their own ideas for presents and their own names. The pupils can copy their letters and decorate them, then put them in envelopes addressed to Father Christmas (to be 'posted' via their parents!).

TEMPLATE ACTIVITY

- Give each group of four pupils a copy of Template 15 (page 75). Cut it into strips as indicated so that each pupil has one cracker template.
- Show the pupils how to fold the cracker along the fold lines to make a 'cracker card', which opens to reveal the starburst in the middle (see diagram). The pupils can colour their crackers and write *Happy Christmas!* or a message of their choice on the ends. They can write who the cracker card is to and from on the inside folds.
- The pupils can then put their crackers in envelopes and send them to their friends.



WORKSHEET ANSWER KEY

15 LUCY AND TOM'S CHRISTMAS
Worksheet 15

★ Match the words to the pictures.

1	Christmas tree	e.
2	stocking	f....
3	pudding	i....
4	cracker	c.
5	turkey	d.
6	present	g.
7	Christmas card	b.
8	star	h.
9	carol	a.

★ Write to Father Christmas. Choose the correct words and fill in the gaps.

Dear Father / Mother Christmas,

Please / Thank you can I have a , a
..... and a for Christmas.

I am a very good / bad boy / girl.

Please / Thank you

From / To

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16 SPOT'S BIG BOOK OF WORDS

— Eric Hill

Level (any level)

Worksheet 16 (page 76)

Template 16 (pages 77–78)

GENERAL NOTES

- There are various activities that you can do with your class using **Spot's Big Book of Words** and most of them will work with any of the scenes in the book. However, for ease of explanation, each activity is described in relation to one particular scene from the book. Choose the scene that is most relevant to the topic or lexical area you are teaching at the time and adapt the activities you would like to do with your class accordingly. The scenes included in this book are:
around the house (the kitchen, the sitting room, the bedroom and the bathroom); the garden;
on the farm; at school (the classroom, the playground, music); at the beach; sports;
birthdays; clothes; winter.

DICTIONARY SKILLS

- Use this book as a 'dictionary' reference when you are working on a particular topic. Encourage the pupils to look for words they don't know in **Spot's Big Book of Words** before asking you for translations. This will get them used to working autonomously.
- If you are working on the topic of clothes, for example, refer the pupils to the relevant pages in **Spot's Big Book of Words**, where they will find the most useful items of clothing clearly labelled. Help them with pronunciation of the words, but the pictorial nature of this book means that the pupils may not need to ask for translations at all.
- A useful dictionary skill is to put words into alphabetical order. This will help to prepare the pupils for using real dictionaries at a later stage. You might use the topic of the garden and help the pupils to start putting the words into alphabetical order. Do not teach them how to alphabetise within each letter group; just get them to list the

words that begin with each letter. The list might begin like this: *A: apple, apple tree; B: bush, basket, birdbath, buttercup, bench, brush; C: carrot, cabbage, etc.*

INTRODUCING A TOPIC AND LEXICAL SET

- Refer the pupils to a scene in **Spot's Big Book of Words** that relates to the topic you wish to introduce, e.g., *the kitchen*, and ask them to say in L1 what the scene shows and who they can see (*Spot and his mum and dad*).
- Each scene is accompanied by a short text. Read the text as an introduction to each scene. Ask general comprehension questions about the text: *What are they doing?* (getting orange juice from the fridge/reading the paper/making sandwiches) *What time is it?* (breakfast time). Encourage the pupils to answer in English if they can.
- Point to several other items on the page and elicit the English words for them. Help the pupils with pronunciation.
- Once you have set the scene and provided the pupils with the necessary vocabulary, ask them what they have for breakfast (and other meals) and what their favourite foods are.

MEMORY GAME

- This activity is best done to review a lexical set that the pupils have already learned.
- Choose a relevant scene, e.g., *school*. Give the pupils a few minutes to look at the picture, then close the book. In pairs, the pupils have to remember as many words as they can.
- After a few minutes, ask the pairs how many words they have remembered. Ask the pair with the highest number to read out their words for you to write up on the board. Ask other groups to tell you any other words they remembered and add them to the list.
- An extension of this game is one in which the pupils try to remember where the items are, e.g., *ruler, glue, pencil, scissors* (on the table); *lunch box, thermos* (on the cupboard).

TEACHING A STRUCTURE

- You can use **Spot's Big Book of Words** to teach a structure. For example, you could use the farm animal scene to teach the names of the animals along with the structure: *What's this? It's a cow/pig*, etc. In pairs, encourage the pupils to ask and answer questions about the scene.
- The scene on sports lends itself to practice of the structure: *What's he/she doing?* To elicit: *He's/She's playing tennis/rollerskating/riding a bike/skipping*, etc.
- You can use the birthday scene to practise prepositions of place. Make sure that the pupils are familiar with the lexis presented on this page. Reinforce their comprehension by asking: *Where are the birthday cards?* (on the shelf); *Where's the racket?* (in front of the ball), etc. Alternatively, ask questions such as: *What's under the table/on the chair/next to the jelly?* and so on.

FOLLOW-UP ACTIVITIES

- The pupils can start a topic-based picture dictionary of their own, by drawing pictures linked to a topic and labelling them. They should start a new page for each new topic.
- Alternatively, the pupils can illustrate and label their own scenes relating to topics of their choice, using **Spot's Big Book of Words** as a model.

WORKSHEET ACTIVITIES

- Give each pupil a copy of Worksheet 16 (page 76).
- Exercise 1:** The pupils write the words from the box in the appropriate category. Check that they have five words in each category.
- Exercise 2:** Explain that the words for each item can be found in **Spot's Big Book of Words**. The pupils need to label the pictures and then write the words in alphabetical order. Explain that there are no words for the letters *q*, *x* and *z*.

TEMPLATE ACTIVITY

- Give each pair or small group of pupils one copy of the two pages of Template 16 (pages 77–78).
- Show the pupils that the templates consist of picture cards and corresponding word cards. They can back the cards with coloured card: one colour for the words and another for the pictures.
- Explain that the pupils need to cut out all the cards and place them face down on the desk.
- In pairs, the pupils play pelmanism by taking it in turns to turn over two cards: a picture card and a word card. They name the picture or read the word they have revealed each time. If the picture and the word match, they take the two cards out of the game and keep them.
- The game finishes when all of the pairs of cards have been matched correctly. The winner is the pupil with the highest number of pairs of cards.
- The game can be played again using these cards, or the pupils can make their own cards.

WORKSHEET ANSWER KEY

16 SPOT'S BIG BOOK OF WORDS **Worksheet 16**

★ Write the words in the correct group.

tractor • ruler • hens • cockerel • skirt • sofa • playground • sand • jacket
 crab • dress • shirt • trousers • table • starfish • teacher • sheep • field
 rug • satchel • blackboard • lighthouse • sunglasses • curtain • television

<p>SCHOOL</p> <p>ruler playground teacher satchel blackboard</p>	<p>HOUSE</p> <p>sofa table rug curtain television</p>	<p>FARM</p> <p>tractor horse cockerel field sheep</p>
<p>SEASIDE</p> <p>crab sand starfish lighthouse sunglasses</p>	<p>CLOTHES</p> <p>skirt jacket dress shirt trousers</p>	

★ Write the words. Then put them in alphabetical order.

tap.....	umbrella.....	apple.....	vase.....	guitar.....
spade.....	window.....	yacht.....	ladder.....	egg.....
candle.....	ice cream.....	jug.....	onion.....	pig.....
mouse.....	door.....	hammer.....	bucket.....	kite.....
fish.....	roller skates.....	net.....apple.....bucket.....candle.....door.....egg.....fish.....guitar.....hammer.....ice cream.....jug.....kite.....ladder.....mouse.....net.....onion.....pig.....roller skates.....spade.....tap.....umbrella.....vase.....window.....yacht.....	

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