

MODULE 8 Story time

UNIT 1

Once upon a time...

Listening and vocabulary

Preparation

Activity 1

- Ask the class, “Where am I?” Then walk out of the room and ask, “Where am I now?” Elicit the answer “In the hall/corridor.” Come back in and ask, “Where was I?” Elicit the answer “You were in the hall/corridor.”
- Then say, “First, I walked out of the room. Then I walked into the room.” Ask if that is now or the past. Elicit the answer “The past.” Ask students to repeat what you did chorally “You walked out of the room.” Then ask when and teach “a few minutes ago”.
- Write “walked” on the board and show how the regular past simple works by adding “ed”.
- Tell a pair of students to walk out of the room and ask the class what they did. Elicit the answer “They walked out of the room.” Then tell them to come back in and ask them what they did. Elicit the answer “We walked into the room.”
- Now ask one student to open a window and look outside. Then ask the class what he did. Ask them to model and repeat chorally, “He opened a window. He looked outside.”
- Ask students if the verb changes with a change of person “I, you, we, they, he, she”. Elicit the answer “No.”
- Teach the question “What did he/she/they do?” Repeat chorally and have students ask about what the students did in pairs.

Activity 2

- Pre-teach key vocabulary “knock”, “hurry”, “pick up”, “notice” and “bowl”. Tell students you are going to do some actions and you want them to remember the order.

- Walk out of the room. Knock on the door. Keep knocking and ask students, “What am I doing?” Model and elicit the answer “You’re knocking on the door.” Students repeat chorally.
- Then ask students what you did and try to elicit “You knocked on the door.” Then ask why. Elicit the answer “You want to come in.” Tell students to answer the knock with “Come in.”
- Hurry into the room looking at the desk. Ask if you are walking fast or slowly. Say “hurry” and have the class repeat.
- Notice a bowl on the desk. Say, “Hmm, I notice there’s a bowl on my desk.” Then pick it up, look at it and ask, “Whose is this?” Ask students what you did and elicit the answer “You noticed a bowl. You picked it up.” Have the class repeat.
- Now ask what you did a few minutes ago. Retell your actions. Tell students to listen and say, “I walked out of the room. I knocked on the door and you answered ‘Come in.’ I hurried into the room. I noticed a bowl on the desk. I picked it up and asked ‘Whose is this?’”
- Put students in pairs to talk about what you did.
- Circulate and monitor as they work.

1. Listen and check (✓) the true sentences.

- Show a picture of a forest with lots of trees. Teach “forest”. Ask what forests are like. Teach the word “dark”. Ask what the little girl looks like and what she is carrying in Picture b of Activity 2. Teach “basket”.
- Ask the students to read the five sentences and repeat them after you for pronunciation.
- Tell the students to listen and decide if they are true or false.
- Play the recording twice.
- Students check in pairs, then play the recording again for them to check.
- Elicit answers from the whole class. If the sentences are false, ask students to say why.



Answers

1. $\sqrt{\quad}$ 2. $\sqrt{\quad}$ 3. \times 4. \times 5. \times

Tapescript

Daming: I'm reading an old English story called *Goldilocks and the Three Bears*. Do you know it, Tony?

Tony: Yes. It's very famous. Once upon a time there was a little girl with hair the colour of gold. Her name was Goldilocks. She lived near the forest. One day she decided to go for a walk. She walked into the forest with her basket.

2. Look at the pictures and answer the questions.

- Teach new key vocabulary in the box and check the meaning.
- Tell students to look at the pictures in pairs and describe them.
- Elicit answers with the students asking and answering the questions.

Possible answers

1. Goldilocks was a little girl with gold hair.
2. She was in the forest.
3. I think she noticed a house.

3. Listen and read.

- Ask students to listen to the conversation while they read it in their books.
- Ask students to notice the verbs. Ask if the story is in the past and why. Elicit the answer "Yes, it is. Because the verbs are in the past form." (e.g. The verb "did" is the past form of "do".)

Now number the pictures in Activity 2 in the correct order.

- Ask students to look at the pictures in Activity 2 again and try to decide what they think the order of the story is. They can do this in pencil individually or in pairs.
- Elicit students' ideas, even different possibilities and put them on the board.
- Play the recording through once while the

students listen and look at the pictures.

- Play it again for them to number the pictures and then check with their partner.
- Play the recording one more time. Then check the answers on the board. Ask if they are right or wrong and why.
- Now have the students ask and answer in pairs "What did she do?" for each of the pictures in the story order.

Answers

a. 8 b. 7 c. 4 d. 5 e. 1 f. 6 g. 3 h. 2

4. Answer the questions.

- Tell students to read the questions and think about an appropriate answer. Some will use "was/wasn't" or "were/weren't" and some will use "did/didn't".
- Ask students to answer the questions individually, and then check their answers in pairs by asking and answering.
- Elicit answers from the class with students asking and answering the questions.

Answers

1. Yes, she did.
2. No, she didn't. She noticed a little house.
3. Yes, it was.
4. Yes, there was.
5. Yes, she did.
6. No, she didn't. She liked the small bowl.

5. Complete the passage with the correct form of the words from the box.

- Tell students to read the passage and guess what words might be missing.
- Read the words in the box with the class. Tell them to complete the passage using the words in the box and changing the verbs into the past form where appropriate.
- Tell students to check their answers with their partners.
- Ask students to read out full sentences.

Answers

- | | | |
|------------|------------|-----------|
| 1. picked | 2. dark | 3. around |
| 4. towards | 5. knocked | 6. nobody |
| 7. pushed | 8. entered | 9. bowls |

Pronunciation and speaking

6. Listen and notice the different ways the speaker says the words.

- Play the recording while students follow in their books.
- Ask students to listen to the pronunciation of the “-ed” endings: /t/, /d/ and /ɪd/.

Now listen again and repeat.

- Ask students to listen again and repeat chorally and individually.

7. Listen and repeat.

- Play the recording while the students follow in their books.
- Play again and pause after each sentence for students to repeat chorally.

8. Work in pairs. Tell the story.

- Tell students to look at the pictures in Activity 2 again and use them to tell the story.
- Put students into groups of 4-6. Ask each group to start telling the story with “Once upon a time...”
- Go around the groups. Each student adds a line to the story by saying what happened in one of the pictures.

Learning to learn

- Explain that most languages have a particular way of starting a traditional story. Ask students what stories start with in Chinese.
- Explain the English expression “once upon a time” which means “a very long time ago”.

UNIT 2

Goldilocks hurried out of the house.

Reading and vocabulary

Preparation

- Draw three chairs on the board: small, medium and large. Draw three beds on the board: small, medium and large.
- Ask students what they think Goldilocks did next. Elicit the answer “She tried the chairs, and she tried the beds.”
- Take a small object like a match or an old pencil and break it into several pieces. Teach “Now it is *in pieces*.” Mime other key words from the story (e.g. asleep, shout, point).

1. Work in pairs. Say what happened next in *Goldilocks and the Three Bears*.

- Read the two possible events in the story. Ask students if they agree, why or why not. Pair the students to decide what they think happened in the story.
- Elicit some suggestions from the class. Accept anything they give. You may like to take a vote on the ideas they like the most.
- Ask students to now look at the pictures in Activity 2. Elicit what they think happened. Use the pictures to teach new vocabulary.

- Ask students to decide what they think the order is in pairs. Elicit their possible order and write it on the board.

2. Read the next part of the story and number the pictures in the correct order.

- Tell students to read the passage quickly to check the order on the board. Set a time limit. Ask them if it's right or not.
- Tell them to read quickly again to check and put the pictures in order on their own. Then check in pairs.
- Elicit answers from the students. Check them

against their predictions on the board in Activity 1.

Answers

a. 2 b. 4 c. 5 d. 1 e. 3

3. Match the sentences with the pictures in Activity 2.

- Read the sentences with the class.
- Ask students to look at the pictures and match them with the sentences.
- Tell students to check their answers with their partners.
- Elicit answers from the class.

Answers

1. c 2. d 3. a 4. e 5. b

4. Check (✓) the true sentences.

- Ask students to read the sentences and guess the answers. Then ask them to read the story again. Underline key information and decide which is true and which is false.
- Tell students to check their answers in pairs, and correct the false ones.
- Elicit answers with students saying if they are right or wrong. If it is wrong, say why.

Answers

1. × 2. ✓ 3. ✓ 4. × 5. ✓

5. Complete the passage with the correct form of the words from the box.

- Ask students to read through the passage first.
- Then tell them to read it again. Complete it with the words in the box and cross them out as they use them.
- Call back the answers by asking students to read the passage aloud in full sentences.

Answers

1. pieces 2. either 3. asleep 4. returned
5. pointed 6. shouted 7. without

Writing

6. Look at the sentences.

- Read through the three sentences with the students.
- Tell them that the words at the beginning of each sentence show the order in a story.

Now write some new sentences. Use *first*, *next/then* and *finally*.

- Tell students to read the prompts for each sentence in pairs and talk about possible sentences.
- Then tell them to write sentences individually using “first”, “next/then” and “finally” as in the examples.
- Tell them to check in pairs. And then ask three students to come up to different parts of the board and write one sentence each.
- Correct any mistakes as a class after the students finish.

Answers

1. First, she picked up the very big bowl but she didn't like it — it was too hot.
2. Next/Then, she picked up the big bowl but she didn't like it — it was too cold.
3. Finally, she picked up the small bowl and she like it — it was good.

7. Read the story in Activity 2 again. Imagine what will happen next. Write at least three sentences.

- Tell students to use their imagination and to do this individually.
- Then tell them to check what they have written with their partners by reading their writing together and correcting any errors they find.
- Have a few students read out their sentences.

Possible answer

Goldilocks walked home to her mother. She was sorry because she finished the food in the little bowl. She was sorry because the small chair was in pieces. She cried because the bears shouted at her.

Extension

- Put students into groups of 4-6. Each student in the group adds a line to the story using the time words “first”, “next/then” and “finally”.

UNIT 3

Language in use

Language practice

Preparation

- Go through the sentences in the practice box with the students. Ask about the past form of the verbs and how they work.
- Tell students to repeat sentences chorally and individually for pronunciation.

1. Complete the sentences with the correct form of the words from the box.

- Ask students to read the verbs in the box in pairs. Have them say the words in the past form and decide whether they were pronounced /t/, /d/ or /ɪd/.
- Write /t/, /d/ and /ɪd / on the board. Give out word cards or chalks. Ask students to come up and stick or write verbs under the right column as below.

/t/	/d/	/ɪd/
jumped liked noticed walked	answered entered hurried returned tried	pointed

- Tell students to check, and then repeat them chorally.
- Tell students to read the sentences first and then complete them individually.
- Tell students to check their answers in pairs.
- Elicit answers from the class in full sentences.

Answers

1. pointed
2. entered
3. jumped
4. hurried
5. answer
6. notice
7. return
8. try
9. like

2. Complete the passage with the correct form of the words from the box.

- Demonstrate the difference between “pick” and “pick up”. Ask what they can pick and what they can pick up. Show objects and pictures.
- Ask students to read the passage and complete it on their own. Tell them to cross the words out when they use them.
- Tell them to check their answers in pairs.
- Elicit full sentences from the class.

Answers

1. wanted
2. walked
3. picked
4. noticed
5. knocked
6. answered
7. entered
8. was
9. looked
10. asked

Now work in pairs. Ask and answer the questions.

- Read the questions with the students. Repeat them chorally for pronunciation.
- Tell students to work in pairs to ask and answer questions.
- Elicit answers by asking students to ask and answer the questions.

Answers

1. Yes, he did.
2. No, he didn't.
3. Yes, he did.
4. Yes, he did.

Around the world: Fairy tales

- Fairy tales are traditional stories that have been told to children from generation to generation. Some existed long before there were books.
- Ask the students to look at the picture and say what they think the story is and why.

- Talk about fairy tales they know and like and which ones are scary and why.

Module task: Telling a story

3. Work in pairs. Look at the pictures and make sentences. Use the words given.

- Ask students to look at the pictures together. Write the key words on the board: Who / Where / When / How / What / happened.

- Tell students to work in pairs and use the words as a guide to talk about who the people are, what the story is about.

- Ask students to make a note of their ideas, and then write them down in full sentences.

- Take it in turns to read their sentences out and decide on an order. Use the pictures to help. Write time words on the board. Tell students to use them to express the order.

4. Put the sentences together to make a story. Remember to use words like *and*, *so*, *but*, *because*, *first*, *next*, *and then* and *finally*.

- Students can continue in pairs or do this in groups of 4-6.
- Tell students to decide together how to put the ideas into longer sentences by joining some together with “and”, “so”, “but”, “because”, “first”, “next”, “and then” and “finally”. Give out A3 paper to each group or pair. Tell them to share their ideas. They

can choose a writing monitor to write what others tell him/her.

- Circulate and monitor their progress. Move around quickly to answer questions they may have, and indicate possible errors for them to correct themselves.

Possible answer

Once upon a time there was a little girl called Nüwa. Her father was Emperor Yan and he loved his daughter. They lived in a palace. They played in the garden and were very happy. One day, Nüwa decided to go to the sea in a boat but the weather was very bad and soon the boat was in pieces. Nüwa jumped into the water. She tried to swim but she died. Then Nüwa changed into a bird called Jingwei and returned home to her father. The Emperor cried because Nüwa died. But he watched the bird and he was happy again. Finally, the bird decided to return to the sea and tried to fill up the sea with pebbles.

5. Read your story to another pair and listen to theirs.

- Tell students to read their stories to another pair. Ask and answer any questions they have about each other's stories.

- Or tell students to stick their stories on the blackboards at the front and back. The students walk around and read them.