

VARIATION

This is a version of a traditional children's game called 'Simon says'.

- 1 When you say *Teacher says* before a command, the children have to obey it. If you do not say *Teacher says*, the children mustn't move.
- 2 Children who move when you don't say 'Teacher says' are 'out', and help you watch the others for the rest of the game. The winners are the last ones left at the end of the game.

1.2 The Frog family

LEVEL

1

AGE GROUP

A, B

TIME

30 minutes

AIMS

Language: listening for gist, relating words and actions, family vocabulary.

Other: to involve the children in storytelling.

DESCRIPTION

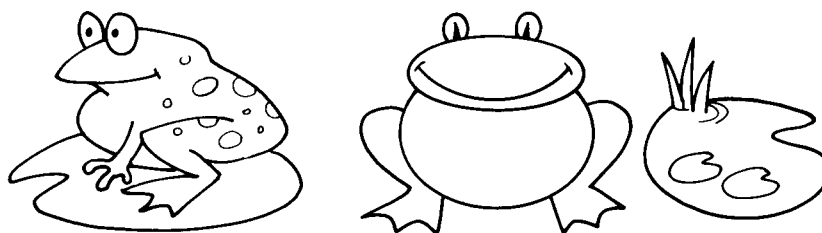
The teacher tells a story about the Frog family and the children act out the parts of the characters.

MATERIALS

Flashcards or board drawings of the Frog family, chalk or string, paper for lily-pads.

PREPARATION

- 1 Practise telling the story. Include very explicit actions that the children will be able to imitate.
- 2 Prepare pictures of the Frog family.
- 3 Draw a large lily-pad and make an area of floor into a 'pond' with chalk or string.

**IN CLASS**

- 1 Tell the children in their first language that you are going to tell them a story about the Frog family and either draw the frogs or put up pictures on the board. Check that they know who is who.
- 2 Ask the children questions like: 'Have you ever seen a frog?' 'Where do frogs live?' 'What do they sit on?' 'Do they like to be hot or cold?' and 'How can they get cool?' Then show them the outline of the pond on the floor and the big lily-pad in it.
- 3 Tell them the story, remembering to use lots of gestures to make the meaning very clear.

- 4 Tell the children you are going to tell the story again, but this time five of them are going to be the Frog family. Ask for volunteers and line them up by the edge of the pond.
- 5 Tell the story again, and as each child hears their character they put up their hand. Encourage them to do the gestures with you as you tell the story.
- 6 All the children will want to have a go at acting out the story: once they have heard it several times you can divide the class into several 'ponds' and tell the story with several Frog families at a time.

STORY OUTLINE

This is the most basic version of the story. You can add details like names and sizes if you want to, though they should always be things that you can illustrate with mime or pictures.

THE FROG FAMILY

Story

This is a story about Daddy frog, Mummy frog, Sister frog, Brother frog, and Baby frog.

It was hot—very, very hot,

and Daddy frog

went jump, jump, jump, and sat on a leaf in the pond.

Mummy frog was hot—very, very hot.

So Daddy frog said 'Come here!'

Mummy frog went jump, jump, jump, and sat on the leaf in the pond.

Sister frog was hot—very, very hot.

So Mummy frog said 'Come here!'

Sister frog went jump, jump, jump, and sat on the leaf in the pond.

Brother frog was hot—very, very hot.

So Sister frog said 'Come here!'

Brother frog went jump, jump, jump, and

Actions

Point to the pictures as you name the frogs.

Wipe your forehead, and make 'hot' gestures.

Point to the picture of Daddy frog and squat down beside the pond.

Jump three times and sit on the leaf in the pond.

Point to Mummy frog, squat by the pond, and make 'hot' gestures.

Point to Daddy frog, return to the leaf, and beckon to Mummy frog.

Point to Mummy frog, squat by the pond, and jump three times to sit on the leaf by Daddy frog.

Point to Sister frog, squat by the pond, and make 'hot' gestures.

Point to Mummy frog, return to the leaf, and beckon to Sister frog.

Point to Sister frog, squat by the pond, and jump three times to sit on the leaf by Mummy frog.

Point to Brother frog, squat by the pond, and make 'hot gestures'.

Point to Sister frog, return to the leaf, and beckon to Brother frog.

Point to Brother frog, squat by the pond, and jump three times to sit on the leaf by Sister frog.

Baby frog was hot—very, very hot.	<i>Point to Baby frog, squat by the pond, and make 'hot' gestures.</i>
So Brother frog said 'Come here!'	<i>Point to Brother frog, return to the leaf, and beckon to Baby frog.</i>
Baby frog went jump, jump, jump, and	<i>Point to Baby frog, squat by the pond, and jump three times to sit on the leaf by Brother frog.</i>
And then—SPLASH—they all fell into the water!	<i>Start to move backwards and forwards as if you were losing your balance and fall into the pond.</i>

FOLLOW-UP 1

Ask the children to draw a picture of the Frog family.

FOLLOW-UP 2

The children can make masks for the characters as a 'Read and make' activity (see 8.9, 'Making masks').

1.3 Timmy goes shopping—listen and identify

LEVEL

2

AGE GROUP

A, B

TIME

30 minutes

AIMS

Language: listening for detail, the language of shops and shopping, to give passive exposure to verbs in the past simple tense, to relate speech to pictures.

DESCRIPTION

The children listen to a story and choose pictures that fit what they have heard.

MATERIALS

Examples of food, for example fruit, sausages, and bread, or pictures of these. Pictures of shopping baskets (see Preparation).

PREPARATION

- 1 Make a photocopy of the four different shopping baskets for each child (see Worksheet 1.3 at the end of the book), or make four large pictures of the baskets that you can stick on the board.
- 2 Practise telling the story using the story outline below. Remember to use plenty of gestures, mime, and pictures to help the children understand.

IN CLASS

- 1 Tell the children you are going to tell them the story of a boy called Timmy who went shopping.
- 2 Ask them 'Do you ever go shopping? Do you go on your own? Or do you go with Mummy or Daddy?'