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# SIX DINNER SID

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## THE CHEAT HAS SHORT LEGS

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Type of module	Story-time
Target group	10–13-year-old learners
Level	A1
Written by	Lindner Zsuzsa, Mészárosné Boros Valéria

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakértő: Enyedi Ágnes

Szakmai lektor: Fischer Júlia

Idegen nyelvi lektor: Peter Doherty, Debbie Goretity

Alkotó szerkesztő: Sákovics Lília

Felelős szerkesztő: Burom Márton

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Szerzők: Kiss Natália, Lindner Zsuzsa, Mészárosné Boros Valéria, Poór Zsuzsánna

**Educatio Kht. 2008**

# INFORMATION TABLE

<b>TYPE OF MODULE</b>	Story-time
<b>DESCRIPTION OF MODULE</b>	In this module learners will work with the story of a ‘hungry’ cat that lives in six different homes and enjoys six meals. A clever tale of a cat, a loveable but crafty cat, who has charmed his way into having six owners and assumes six different identities. The story will help Ls practise basic English vocabulary and simple past verbs in a meaningful context. Ls will take part in shared storytelling.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ to create a story</li> <li>■ to make a poster</li> <li>■ to engage in dialogues</li> <li>■ to develop drama skills</li> <li>■ to develop fluency</li> <li>■ to practise simple past verbs</li> <li>■ to improve cooperation by working in pairs / groups</li> <li>■ to develop self-esteem</li> <li>■ to appreciate the moral of the story</li> </ul>
<b>TIMEFRAME</b>	5 lessons
<b>TARGET GROUP</b>	10-13 year-old learners
<b>LANGUAGE LEVEL</b>	A1
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>■ ask and answer simple questions (Is it...?, Where do you...?, What are..?)</li> <li>■ say some basic vocabulary of food ( meat, fish, chicken, etc.)</li> <li>■ name some means of transport (by bus, by car, walking, etc.)</li> <li>■ recognize regular and irregular simple past verbs (liked, went, gave, etc.)</li> <li>■ say negative sentences in simple past (didn’t like, didn’t mind)</li> <li>■ ask questions in simple past (Did he go..?)</li> <li>■ work in pairs / group</li> <li>■ cooperate and share ideas with others</li> </ul>

**LINKS OF THE MODULE****Cross-curricular links**

Science, Biology, Arts and Crafts, Communication, Health Care

**Links with other modules**

The Four Musicians

**FOCI OF SKILLS-  
DEVELOPMENT****Communicative language  
skills**

- giving and asking for information about food, transport
- drawing pictures and using them to describe food
- making a conversation
- making a telephone call
- expressing opinion

**General, educational skills**

- working in pairs, small groups or as a whole class to reach an aim
- building self-confidence in using the language
- working together with the whole class and producing something in a group
- appreciating shared story-telling and working with a story
- getting into meaningful interaction with peers
- making an information chart
- interpreting a chart
- planning and managing of a group task

**EVALUATION**

Self evaluation, peer evaluation and evaluation of activities in the module with the help of an evaluation sheet.

**SUGGESTIONS**

In this module Ls listen to a story about an animal where the T is the storyteller. Ls are involved in storytelling in a holistic way. They will be able to talk not only about a cat, but about their own lives, too. T should concentrate on fluency, on the process, not just on the final product. During this module Ls should be divided into six pairs / groups which remain the same throughout. If they are fewer than 12, some Ls can work individually or they can share ideas, but perform on their own.

**BACK UP SYSTEMS**

Inga Moore: *Six Dinner Sid*, Prentice Hall International English Language Teaching, 1994, ISBN 0-13-101924-4

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Introducing the story, the place and the main characters Working together in groups	Guessing the story Talking about the poster Creating a nonsense song	Basic simple past verbs: liked, was, were, lived, had, went, gave etc. Basic food and drink: milk, cream, chicken, fish, meat etc. Basic questions: What colour is...? What is... like? Why...? What was...? , Where did...? How many...?	board 1.2 Picture Houses 1.2 Picture Sid 1.3 The Story (for the teacher) 1.3 Picture Bowl (one for each group) six paper slips (a standing A4 sheet cut into 4 parts) 2 blank sheets of poster papers Blu-Tack felt-tips 1.4 Worksheet Snake A5 blank sheets for each L
2	Understanding a story Sharing storytelling Making an information chart	Building up a story Creating an information chart Storytelling	New vocabulary: chased, cuddled, tricks, fierce, scratched Simple past statements	1.2 Picture Houses 1.2 Picture Sid 1.3 The Story 2.1 Sid Chart Sid's Dinner poster made in Lesson 1 Dice
3	Telling a story Practising role play Developing drama skills	Making a conversation Role play	Everyday English: What's the matter? Let me see, ... has got, Take ..., Good-bye, thank you... Hello...	1.3 The Story 2.1 Sid Chart a toy cat some empty boxes of cold relief medicine a white coat and glasses as props for the role-play 3.4 Word cards

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	Retelling a story Consolidating vocabulary	Storytelling Word games Guessing games	Simple past verbs: knew, caught, took, did, didn't go, had, remembered	1.2 Picture Houses 1.2 Picture Sid 1.3 The Story 2.1 Sid Chart poster paper 4.1 Worksheet Sid
5	Creating a story Evaluating self, peers and activities	Inventing a story Negotiating with peers	Basic vocabulary to express opinion: easy, interesting, challenging, exciting, useful	5.1 Worksheet True or false 5.1 Worksheet True or false KEY 5.2 Evaluation sheet

# PROCEDURE

## LESSON 1: FOOD FOR A CAT – FOOD FOR ME

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to get more confidence using the simple past tense in a meaningful context</li> <li>■ to revise food vocabulary</li> <li>■ to improve cooperation by working in pairs / groups</li> </ul>
<b>MATERIALS AND RESOURCES</b>	1.2 Picture Houses, 1.2 Picture Sid, 1.3 The Story (for the teacher), 1.3 Picture Bowl (one for each group), six paper slips (a standing A4 sheet cut into 4 parts), 2 blank sheets of poster papers, Blu-tack, felt-tips, 1.4 Worksheet Snake, A5 blank sheets for each L
<b>BEFORE THE LESSON</b>	Write the following letters / puzzle on the board in three lines and in capital letters. Cover the puzzle with a sheet of poster paper. LIKEDSLIVEDIHADXWENT KNEWDWASIWORKEDNSAIDNPLAYEDEGAVERTOOK DIDN'TSLOOKEDIPHONEDDWERE
<b>CLASSROOM ARRANGEMENT</b>	Arrange the desks for six groups
<b>STAGE 1</b>	<b>Wordsearch</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Recognizing past forms of basic verbs Spelling regular and irregular past forms
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Board

### TEACHER'S ACTIVITIES

1. Ask Ls to form six groups with 2-3 Ls in each. Tell them they will work in the same groups during the whole module. Make sure mixed ability groups are formed.
2. Ask Ls to find the past tense verbs in the puzzle and circle them. The remaining letters will give them the title of the story.  
Highlight the solution.

LIKED **S** LIVED **I** HAD **X** WENT  
KNEW **D** WAS **I** WORKED **N** SAID **N** PLAYED **E** GAVE  
**R** TOOK  
DIDN'T **S** LOOKED **I** PHONED **D** WERE

3. Help Ls understand the title: Six Dinner Sid. Elicit ideas about the possible story. Ask helping questions.  
*Who can Sid be? A boy or a girl? Can he be anything else? Why is his name Six Dinner Sid? etc.*

### LEARNERS' ACTIVITIES

1. Ls form groups and sit together.
2. Ls discuss their ideas about the solution in their groups. A volunteer from each group circles the verbs.

3. Ls make suggestions about the title.

<b>STAGE 2</b>	<b>Talking about the pictures</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Predicting the story with the help of pictures Describing an animal
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.2 Picture Houses, 1.2 Picture Sid

### TEACHER'S ACTIVITIES

1. Display 1.2 Picture Houses  
Let Ls guess the place of the story with the help of 1.2 Picture Houses.  
E.g. *Where do you think the story happens?*  
*How many houses can you see?*  
*Which country are they in?*  
*What street is it?*  
*What numbers are there?*
2. Display 1.2 Picture Sid. Introduce the main character. Ask Ls to describe the cat.  
E.g.:  
*Is this cat a he or a she?*  
*What colour is he?*  
*What colour are his eyes? What about his look?*  
*What is his mouth / nose / hair / tail like?*  
*What are his ears / whiskers like?*  
*What has he got? What colour are the bowls?*  
*Why do you think he has got six bowls?*  
*Is he hungry?*  
*What number house does he live at?*

### LEARNERS' ACTIVITIES

1. Ls' possible answers:  
*In Aristotle Street. / In a street. / In England.*  
*There are six houses.*  
*They are in England.*  
*It's Aristotle Street.*  
*There are six numbers, No.1, No.2, No.3, No.4, No.5, and No.6.*
2. Ls take guesses.  
E.g.:  
*It's a he / It's a boy.*  
*It's black.*  
*They are yellow / green. His look is strange, crafty.*  
*It's big / small / short / long.*  
*They're small / long.*  
*He's got six bowls. Six different colour bowls.*  
*He's got six meals, six dinners.*  
*Yes, he is.*  
*Does he live at No.1? No.2? ... No.6?*

## VARIATION FOR MORE INDEPENDENT LS

**AIDS AND MATERIALS** 1.2 Picture Houses, 1.2 Picture Sid

**DESCRIPTION** Display 1.1 and 1.2 Pictures. The groups make predictions with help of the pictures. They have a guess in turn about the cat and his life. E.g.: *He's a big, black cat. He lives in Aristotle Street. He's hungry. I think he lives at number 1 or 2, etc.*

**STAGE 3** **The Story Part 1**

**TIME** 15 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Listening to the story and following the storyline  
Planning Sid's Dinner poster for cat  
Shared storytelling

**ORGANISATION** Whole class, group work

**AIDS AND MATERIALS** 1.2 Picture Houses, 1.2 Picture Sid, one blank poster paper, Blu-Tack, 1.3 Picture Bowl (one for each group), 6 slips of paper (a standing A4 sheet cut into 4 parts), felt tips

## TEACHER'S ACTIVITIES

1. Read or tell Ls 1.3 The Story Part 1. (See 1.3 The Story for the text.) Make sure Ls understand by, e.g., stressing important words and using mime. Ask questions to check comprehension. E.g.:

*What was his name?*

*Where did he live?*

*What number did he live at?*

*How many homes did he have?*

*Where did he go every evening?*

*How many dinners did he have?*

2. Invite Ls to guess Sid's six different dinners. Allow them to guess in Hungarian, but give the English equivalents of their ideas. Write their best (at least 6) suggestions on the slips of paper (one kind of food on each slip).
3. Give each group one 1.4 Picture Bowl sheet. Invite Ls to choose one of the slips and ask them to draw the food in their bowl. Put one of the blank sheets of poster paper or wrapping paper on the wall.  
When the pictures are ready, ask Ls to show them around and to decide which food belongs to which house. The groups negotiate and decide on Sid's dinner at each house. They put the pictures on the poster.
4. Ask Ls to put the pictures and the slips on the poster in the order they have decided on and tell their own version of this part of the story.

## LEARNERS' ACTIVITIES

1. Ls' possible answers.

E.g.:

*Sid.*

*In Aristotle Street.*

*He lived at number 1... etc.*

*Six.*

*He went to number 1... etc.*

*Six.*

2. Ls give ideas based on their experiences.

E.g.: *milk / cream / meat / fish / chicken / cat food, etc.*

3. Ls draw and negotiate the order of Sid's dinners.

4. Ls arrange dinners with the slips of paper describing the food on the poster with Blu-Tack, number their bowls and write the title: SID'S DINNER.

They say sentences: e.g.:

*Sid had a bowl of milk at number 1. Etc.*

Each group says at least one sentence.

**STAGE 4 Our Dinner poster****TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Identifying food vocabulary  
Talking about eating habits  
Labelling pictures**ORGANISATION** Individual work, group work**AIDS AND MATERIALS** 1.4 Worksheet Snake, Blu-tack, coloured pencils, felt-tips, A5 size blank sheets for each learner, a blank sheet of poster paper**TEACHER'S ACTIVITIES**

1. Give each L 1.4 Worksheet Snake. Ask them to discover names of food in the wordsnake.

Solution: *pizza spaghetti hot dog hamburger meat vegetables fruit tea milk chicken potatoes coffee cola orange juice apple banana fish ice-cream lemonade water chocolate chips beans*

Check the pronunciation and the meaning of the words together.

2. Hand out A5 sheets to the Ls (or you can use the blank part of 1.4 Worksheet) and ask them to draw the food items they had the day before and write their names on them in big letters.
3. Put the other blank poster paper next to 'SID'S DINNER' poster. Invite Ls to put their drawings on the poster paper and to talk about their usual dinners and compare their food with that of Sid's.

**LEARNERS' ACTIVITIES**

1. Ls find the words and circle them.

2. Ls draw the food items and write their names on the sheets.

3. Ls put their drawings on the poster paper and write the title:  
OUR DINNER. They can talk about Sid's dinner and their peers' dinner as well as their own. E.g.:  
*Sid had some milk and I had some milk. Ági didn't have any milk. Etc.*

**VARIATION FOR MORE CONFIDENT LS****AIDS AND MATERIALS** Slips of papers with Ls' names on them**DESCRIPTION** In this case Ls do not write their names on the food sheet (See Stage 4.2). They get a slip of paper with a peer's name on it and they have to guess which drawing (s)he made by asking yes or no questions. E.g.: *Ági, did you have milk yesterday? Yes, I did. / No, I didn't.* They label the pictures with the names when they know which picture goes with the name they have.

<b>STAGE 5</b>	<b>A nonsense chant</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Pronouncing vowels in a funny context Performing a chant
<b>ORGANISATION</b>	Whole class, group work

### TEACHER'S ACTIVITIES

1. Introduce the lines of the chant. Give it a strong rhythm which Ls can clap, tap, or move to.

*I like to eat, eat, eat  
Apples and bananas.*

Chant it and encourage Ls to join in by tapping on the desks, snapping fingers or clapping to the rhythm. If they are ready, they can also join in with the words. Say it a few times involving the Ls, then write it on the board.

2. Introduce the funny version of the chant. E.g.:

*I like to oot, oot, oot,  
Ooples and boonoonoos or  
I like to ot, ot, ot,  
Oples and bononos*

3. Encourage Ls to choose another vowel and make a new version of the chant. Organize a small chanting competition where they vote for the best performance at the end.

### LEARNERS' ACTIVITIES

1. Ls listen to the chant and follow the rhythm by moving, clapping, etc.

They join and chant it together with the teacher.

2. Ls chant with the T and discover the idea and create funny nonsense lines.

3. Ls in their group perform the chant with the vowel of their choice and evaluate each other's performance.

## LESSON 2: ONE CAT – SIX DIFFERENT HOMES

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ to support meaning-making</li><li>■ to get more confidence using the simple past tense in a meaningful context</li></ul>
<b>MATERIALS AND RESOURCES</b>	1.2 Picture Houses, 1.2 Picture Sid, 1.3 The Story, 2.1 Sid Chart (one for each group), the Sid's Dinner poster made in Lesson 1, dice
<b>BEFORE THE LESSON</b>	Display 1.2 Picture Houses, 1.2 Picture Sid, the Sid's Dinner poster made in Lesson 1
<b>CLASSROOM ARRANGEMENT</b>	Arrange the desks for six groups
<b>STAGE 1</b>	<b>The Story Part 2</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding a story Shared storytelling Identifying characters
<b>ORGANISATION</b>	Whole class, group work
<b>AIDS AND MATERIALS</b>	1.2 Picture Houses, 1.2 Picture Sid ,1.3 The Story, 2.1 Sid Chart, the Sid's Dinner poster made in Lesson 1

### TEACHER'S ACTIVITIES

1. Retell the story from the beginning, using 1.1 Picture Houses and 1.2 Picture Sid, involving Ls eliciting information. Point to the picture and ask: e.g.:  
*What number did he live at? How many homes did he have? How many dinners did he have?*

2. Add 1.3 The Story Part 2. Ask Ls:  
*What is special about this cat?*  
Tell them Part 2 again and ask them to catch Sid's different names and shout them out. Write Sid's different names on the board in a column as they dictate them. When all the names are on the board, write the owners' names in another column but mix them.

E.g.:

<i>Prince</i>	<i>Matt</i>
<i>Bob</i>	<i>Frank</i>
<i>Scamp</i>	<i>Carol</i>
<i>Manny</i>	<i>Bert</i>
<i>Cuddles</i>	<i>Peggy</i>
<i>Freddy</i>	<i>Sam</i>

### LEARNERS' ACTIVITIES

1. Ls sit in their groups as in Lesson 1.

2. They listen to Part 2 and answer T's questions.  
*He has many names.*  
They try to catch Sid's different names at each house.

### TEACHER'S ACTIVITIES

3. Invite Ls to guess which name belongs to which owner. Encourage Ls to find a link between them. Invite one L from each group to connect one of Sid's names with an owner's name.

Solution:

<i>Prince</i>	<i>Peggy</i>
<i>Bob</i>	<i>Bert</i>
<i>Scamp</i>	<i>Sam</i>
<i>Manny</i>	<i>Matt</i>
<i>Cuddles</i>	<i>Carol</i>
<i>Freddy</i>	<i>Frank</i>

The cat's name and the owner's name have the same first letter.

Summarize the facts: *So at number 1 his owner was Peggy, at number 2 it was Bert, at number 3 it was Sam, at number 4 it was Matt, at number 5 it was Carol and at number 6 it was Frank.*

4. Display the Sid's Dinner poster made in Lesson 1. Give each group 2.1 Sid Chart. Ask them to write their names at the top of the paper. They will use this chart until the end of the module.

Ask Ls what Sid had for dinner. Ask them to write it in the grid. Ask them to copy Sid's names next to the correct house number. Then ask them to copy the owner's names next to them. Monitor their work and help them if needed.

Solution: See 2.1 Sid Chart KEY

5. Encourage Ls to retell the story using the information on the Sid Chart. (It is not necessary to retell the original story word for word. They can say their own sentences. Fluency is more important.)

### LEARNERS' ACTIVITIES

3. Ls try to find the link between Sid's name and his owners. They explain their findings. They match the cat's name with the owner's name.

4. They start to fill in their Chart about Sid.

5. They can make sentences and retell the story. E.g.:  
*At number 1 Sid's name was Prince. He had an owner called Peggy. He had some milk for dinner. Etc.*

<b>STAGE 2</b>	<b>The Story Part 3</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding a story Storytelling
<b>ORGANISATION</b>	Class work, group work
<b>AIDS AND MATERIALS</b>	1.3 The Story, 2.1 Sid Chart

### TEACHER'S ACTIVITIES

- 1..Read or tell Ls 1.3 The Story Part 3, making new vocabulary clear by miming. Write the following phrases scattered on the board.  
was good, chased mice, did tricks, played with a ball, was fierce, cuddled up to his owner.  
Ask Ls to number the new phrases according to the number of the house in the story.  
Tell the part of the story again, if necessary.  
Solution: (See in 2.1. Sid Chart KEY)  
Get Ls to repeat the phrases from the board after you.
- 2..Ask Ls to take 2.1 Sid Chart again and fill in the behaviour column.
- 3..Whisper one of Sid's names and an owner's name in each group (not matching ones). You can whisper the same names more times if there are more than 12 Ls in the group. Ask them to find their partners with matching names and retell each other the new part of the story.

### LEARNERS' ACTIVITIES

1. Ls try to understand the new phrases and remember the right order. They number them on the board. They repeat the new phrases.
2. Ls copy the ideas from the board.
3. Ls go round the class asking each other's names and find their partners. When they are in pairs, they stand together and tell the others their part of the story: E.g.: *At number 1, at Peggy's house Prince had some milk and he was good.* Etc.

<b>STAGE 3</b>	<b>The Story Part 4</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding a story Storytelling Filling in a chart
<b>ORGANISATION</b>	Whole class, group work
<b>AIDS AND MATERIALS</b>	1.3 The Story, 2.1 Sid Chart, 2.1 Sid Chart KEY

### TEACHER'S ACTIVITIES

1. Focus Ls' attention by giving the following task:  
T: *Did the six owners like Sid very much? How do we know?* Read out or tell Ls 1.3 The Story Part 4.  
Tell the same part again, elicit the parts of the body and ask Ls to write them on the board.
2. Ask Ls to write the parts of the body scratched by the owner in the 2.1 Sid Chart  
Solution: See 2.1 Sid Chart KEY  
Ask them to use the chart and say what they know about each house at this stage.
3. Invite Ls to play 'Say and show' game. E.g.: *Scratch your stomach.*  
'Scratch your stomach and your back.' Etc.  
Tell them to do the same in their groups.

### LEARNERS' ACTIVITIES

2. Ls fill in the column in the chart.  
They make sentences about the story.  
E.g.: *At number 1 Prince had some milk (any Ls' input) and Peggy scratched his chin.*
3. Ls play the game scratching their part of the body.  
They give instructions to scratch any part of their bodies at the same time for fun.

<b>STAGE 4</b>	<b>The Story Part 5</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Building a word Storytelling Filling in a chart
<b>ORGANISATION</b>	Group work, pair work
<b>AIDS AND MATERIALS</b>	1.3 The Story, 2.1 Sid Chart

#### TEACHER'S ACTIVITIES

1. Ask Ls: *Who has a cat? Is it a he or a she? Where do you keep her / him? Where do cats sleep?*
2. Write gaps on the board.  
Ask Ls again: *Where do cats sleep?*  
-- SK -- ; -- O --; --- B ---; -- U --; -- O --;  
--- CH ---;  
Key: BASKET, BOX, CUPBOARD, RUG, SOFA, ARMCHAIR  
If students need more help, give them more letters.
3. Read or tell Ls 1.3 The Story Part 5. Involve them in storytelling with eliciting information Ls already know. Point to the words on the board and use 1.2 Picture Houses and ask them to finish your sentences.  
Invite them to fill in Sid Chart 'beds' column.  
Let them tell the story as they can. Fluency is important but make sure they use the simple past form.

#### LEARNERS' ACTIVITIES

1. Ls answer the questions, then they make suggestions: *basket, box, etc.*
2. Ls fill in the gaps and answer the questions.  
E.g.:  
*Cats sleep in a basket / in a box / in a cupboard / on a rug / on a sofa / in an armchair.*
3. Ls write the missing 'beds' information. They try to retell the story.  
Each group chooses a house number to tell what happened there in turn. They can use their 2.1 Sid Chart to help. They have the information and they can say it in any order E.g.: *At number one his name was Prince. His owner was Peggy and he had milk for dinner. At Peggy's house he was good and she scratched his neck. He slept in the armchair.*

#### VARIATION FOR MORE CONFIDENT LS

<b>AIDS AND MATERIALS</b>	The same as above, dice
<b>DESCRIPTION</b>	Ls tell the story several times in turn. Use the dice to decide what number house to talk about by throwing the dice just like in a boardgame.

### LESSON 3: TAKE YOUR MEDICINE LIKE A MAN

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ to develop drama skills</li><li>■ to practise the simple past tense in a meaningful context</li><li>■ to enhance learners' autonomy</li></ul>
<b>MATERIALS AND RESOURCES</b>	1.3 The Story, 2.1 Sid Chart, a toy cat, some empty boxes of cold relief medicine, a white coat and glasses as props for the role-play, 3.4 Word cards
<b>BEFORE THE LESSON</b>	Display 1.2 Picture Houses, 1.2 Picture Sid
<b>CLASSROOM ARRANGEMENT</b>	Arrange the desks for six groups.

<b>STAGE 1</b>	<b>Warmer</b>
<b>TIME</b>	3 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding simple instructions, performing the corresponding actions
<b>ORGANISATION</b>	Whole class

#### TEACHER'S ACTIVITIES

1. After greetings tell Ls to keep on standing.
2. Invite Ls to play 'Sid says' game. Explain to them that you give an instruction and they have to follow it only if you start with *Sid says*  
E.g.: *Sid says scratch your head.*  
*Scratch your ear.*

#### LEARNERS' ACTIVITIES

- Ls scratch their heads.  
Ls who scratch their ears must sit down as 'punishment'.

<b>STAGE 2</b>	<b>The Story Part 6</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Storytelling Getting involved in the story Filling in a chart
<b>ORGANISATION</b>	Class work, group work
<b>AIDS AND MATERIALS</b>	1.3 The Story, 2.1 Sid Chart

#### TEACHER'S ACTIVITIES

1. Tell Ls 1.3 The Story Part 6. Ask them to concentrate on how Sid went to the vet's. Collect all the means of transport and ask Ls to put the expressions on the board at random. Say the part again while they concentrate on the order of the expressions. Ask Ls to fill in the 'went' column in 2.1 Sid Chart.  
Solution: See 2.2 Sid Chart.
2. Ask one L from each group to tell one part of the story. They make the story together so far.
3. Ask Ls to guess what happened at the vet's.

#### LEARNERS' ACTIVITIES

1. Ls find the answer in their group, helping each other. They write the expressions on the board, number them and fill in their 2.1 Sid Chart.
2. Each L can use the information in 2.1 Sid Chart.
3. Ls can make their guesses in their mother tongue, too.

<b>STAGE 3</b>	<b>Dialogue</b>
<b>TIME</b>	12 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Developing drama skills Acting out dialogues as a role-play
<b>ORGANISATION</b>	Pair work, group work
<b>AIDS AND MATERIALS</b>	Six (empty) boxes of medicine, a white coat, a toy cat

### TEACHER'S ACTIVITIES

1. Invite Ls to make a dialogue 'At the vet's'. Make sure Ls work in the original group formed in lesson 1.  
Groups of 3 or 4 people can play the part of the cat or the vet's assistant apart from the roles of the vet and the owner. If they are only 2, they can invite other Ls from other pairs / groups.
2. Monitor the groups work and help with language or ideas if necessary.
3. Ask Ls to act out their scenes.

### LEARNERS' ACTIVITIES

1. Ls negotiate about the roles and decide on their roles.
2. Ls work out the scene and rehearse.
3. Possible dialogue. E.g.:
  - *Good morning, Doctor.*
  - *What's the matter?*
  - *My cat, Prince, has got a bad cold.*
  - *Let me see. Oh, yes. Take this medicine.*
  - *Thank you, Doctor. Good-bye.*

<b>STAGE 4</b>	<b>The Story Part 7</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Storytelling Building up a sentence.
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.3 The Story, 3.4 Word cards, a ‘washing line’, pegs

### TEACHER'S ACTIVITIES

1. Read or tell Ls 1.3 The Story Part 7. Involve Ls in storytelling. You start the sentence and stop to elicit the information Ls already know.
2. Give Ls 3.3 Word cards. Put up the ‘washing line’. Ask Ls to build up a sentence and clip the words on the string. E.g.:  
*The vet gave Sid some medicine once / twice etc.*  
Make sure they understand the sentence. Help them to realise that the last words are interchangeable.
3. Ask Ls to repeat the sentence as a chant.  
Introduce chanting. Say the first sentence of the chant several times in a row, stressing its natural rhythm, asking Ls to tap on their desks, snap their fingers or clap to the rhythm. Then gradually build up the chant, allowing Ls to join in when they feel they can manage the chant.  
E.g.: (chanting)  
*The vet gave Sid some medicine once.*  
*Who gave him medicine?*  
*The vet did.*  
*What did he give?*  
*Some medicine.*  
*How many times?*  
*Once.* (clap hands once)  
*The vet gave Sid some medicine twice.*  
*How many times?*  
*Twice.* (clap hands twice) Then go on with *three times, four times, five times, six times.*

### LEARNERS' ACTIVITIES

1. Ls share telling the story. Ls shout the keywords (the names of the owners or of the cats) when the T stops or take over whole sentences at times.
2. Ls read the sentences from the cards.
3. Ls repeat, they get the rhythm, they tap, snap or clap and join in.

<b>STAGE 5</b>	<b>The Story Part 8</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Inventing the story Acting out
<b>ORGANISATION</b>	Group work / pair work
<b>AIDS AND MATERIALS</b>	1.3 The Story

#### TEACHER'S ACTIVITIES

1. Encourage Ls to guess the ending and prepare for acting out the closing scene. Let them discuss it in the group.
2. Invite them to act it out.
3. Ask Ls to find the answer to the questions: *How did the vet discover Sid's secret? What did he do?* and read or say 1.3 The Story Part 8.

#### LEARNERS' ACTIVITIES

1. Ls do brainstorming; they negotiate about the characters and parts and prepare for the role play.
3. Ls compare their ending and the real ending of the story.

## LESSON 4: HAVE A GO AT ENGLISH

### AIMS OF THE LESSON

- to develop drama skills by acting out
- to give chance to memorize simple past verbs

### MATERIALS AND RESOURCES

1.2 Picture Houses, 1.2 Picture Sid, 1.3 The Story, 2.1 Sid Chart, poster paper (to cover the board), 4.1 Worksheet Sid

### BEFORE THE LESSON

Display 1.2 Picture Houses, 1.2 Picture Sid

### CLASSROOM ARRANGEMENT

Arrange the desks for six groups

### STAGE 1

**Shared storytelling**

### TIME

15 mins

### SKILLS AND COMPETENCIES IN FOCUS

Shared storytelling

### ORGANISATION

Whole class, group work

### AIDS AND MATERIALS

1.2 Picture Houses, 1.2 Picture Sid, 1.3 The Story, 2.1 Sid Chart, poster paper

## TEACHER'S ACTIVITIES

Before the lesson write the verbs scattered on the board and cover it with a sheet of poster paper.

*liked, lived, had, went, ate, knew, was, worked, remembered,  
chased, did, played, didn't miss, did, were, looked, didn't have, gave,  
took, didn't go, caught, scratched, didn't mind, cuddled, phoned*

1. Revise the story with the help of 2.1 Sid Chart and 1.1 and 1.2 Pictures involving Ls as much as possible. Ask questions to elicit the story.

E.g.: *What was Sid's name at number one?*

*What was his owner's name?*

*What did he have for dinner there?*

*What was he like? / How did he behave there?*

*How did his owner play with him?*

*Where did he sleep?*

*How did he go to the vet's?*

2. Invite Ls to choose a house number. One group – one house number.

Ask Ls to retell their part of the story. Give them some time to rehearse.

## LEARNERS' ACTIVITIES

1. Ls tell the story with the teacher using their 2.1 Sid Chart.

2. Ls tell the story with the help of the information chart about Sid and the pictures.

E.g.:

*At number one Sid's name was Prince. His owner's name was Peggy. She scratched his chin. He had some milk for dinner. He was good. His bed was an armchair. When he was ill he went to see the vet on foot. Etc.*

<b>STAGE 2</b>	<b>Story extra</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Creating a part of a story
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	4.1 Worksheet Sid

#### TEACHER'S ACTIVITIES

1. Tell Ls about the problem that Sid is never called Sid. Ask them to invent an extra part of the story. Give them 4.1 Worksheet Sid.
2. Ask Ls to discuss their ideas.
3. Ask Ls to tell the class their version. or/and illustrate their Sid chart on 4.1 Worksheet.

#### LEARNERS' ACTIVITIES

2. Ls fill in the chart like they did in 2.1 Sid Chart about how they imagine Sid called Sid.
3. Ls' possible answer:  
*At number 7 Sid's name was Sid. He had an owner called Sally. He had salami for dinner. His bed was on the sofa. Etc.*

<b>STAGE 3</b>	<b>Word games</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Spelling simple past verbs
<b>ORGANISATION</b>	Pair work

#### TEACHER'S ACTIVITIES

1. Reveal the past verbs on the board. Ask Ls to form pairs and study the verbs. Check the present tense forms for some of them.
2. Invite them to write the base form of a verb on each other's back.

#### LEARNERS' ACTIVITIES

2. L1 writes a verb on L2's back with his finger. L2 guesses the verb and writes the past form, then they change.

#### VARIATION FOR MORE CONFIDENT LS

**DESCRIPTION** Ls try to say sentences to make up the story using the verbs on the board. They can do it in turns as a group competition

<b>STAGE 4</b>	<b>Mini bingo</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Spelling – copying
<b>ORGANISATION</b>	Whole class

#### TEACHER'S ACTIVITIES

1. Ask Ls to write five of the verbs in the exercise books. Explain the rule of the game if they do not know it.
2. Call a verb to do mini bingo.
3. You can go on with calling until some more call out 'Bingo'.

#### LEARNERS' ACTIVITIES

1. Ls choose the five verbs.
2. Ls check their verbs and cross the called ones. They say 'Bingo' when all the verbs are crossed. S/he reads the verbs aloud to be checked.

#### VARIATION FOR MORE INDEPENDENT LS

**DESCRIPTION** Ls can do it in their group and one of them takes the T's role in calling the verbs.

<b>STAGE 5</b>	<b>Cross it out</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Building awareness of present and past verb forms Keeping the rules when playing a game
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	The verbs on the board from the previous stage

#### TEACHER'S ACTIVITIES

1. Ask two volunteers from different groups to come and stand at the two ends of the board, facing the class and holding a piece of chalk (of different colours). Ask two other pupils to count the volunteers' scores.
2. Ask the class to call a verb on the board (or give the base form of one of the verbs on the board).
3. Clap your hands to signal when they can turn to face the board.

#### LEARNERS' ACTIVITIES

3. The volunteers turn to the board, find the verb and cross it out.

## LESSON 5: WELL DONE

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ to enhance L autonomy</li><li>■ to develop reading comprehension</li><li>■ to check memory</li><li>■ to develop self evaluation and peer evaluation</li></ul>
<b>MATERIALS AND RESOURCES</b>	5.1 Worksheet True or False, 5.1 Worksheet True or False KEY, 5. 2 Evaluation sheet
<b>BEFORE THE LESSON</b>	Make enough copies of 5.1 Worksheet and 5.2 Evaluation sheet for each L
<b>CLASSROOM ARRANGEMENT</b>	Arrange the desks for six groups
<b>STAGE 1</b>	<b>Reading – true or false</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading comprehension Testing memory
<b>ORGANISATION</b>	Individual work, group work
<b>AIDS AND MATERIALS</b>	5.1 Worksheet True or False, 5.1 Worksheet True or False KEY

### TEACHER'S ACTIVITIES

1. Give 5.1 True or False to each L. Ask them to read the statements and decide whether they are true or false.
2. Ask them to circle the tick or cross signs.
3. When they finish, tell them to share their ideas with the others in the group and check their ideas. Allow Ls to negotiate, then find the solution together.(See in 5.1 Worksheet True or False KEY.)

### LEARNERS' ACTIVITIES

2. Ls do the exercise on their own.
3. Ls discuss their ideas in their groups.

### VARIATION FOR MORE CONFIDENT LS

**DESCRIPTION** Ls can add some more true or false statements to the list. In their group they can ask the others.

**STAGE 2** The story from Sid's point of view

**TIME** 20 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Integrating language skills and social skills, cooperation

**ORGANISATION** Group work

### TEACHER'S ACTIVITIES

1. Ask Ls to imagine the story starting like this:  
*Hello, my name's Sid, Six Dinner Sid.*
2. Ask Ls to work out the story in the group.
3. Help Ls with vocabulary and monitor the group work. Ask them to retell the story in turn.

### LEARNERS' ACTIVITIES

1. Ls realize that they have to tell the story from Sid's point of view.
2. Ls brainstorm, discuss, negotiate or make notes.
3. Ls can create a new story and tell it to the class.

<b>STAGE 3</b>	<b>Evaluation</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Developing self-evaluation Developing peer-evaluation
<b>ORGANISATION</b>	Individual work, group work 5.2 Evaluation sheet

#### **TEACHER'S ACTIVITIES**

1. Give each L 5.2 Evaluation sheet.
2. Help them understand the task. Translate if needed. Ask them to think their decisions over carefully.

#### **LEARNERS' ACTIVITIES**

