INTRODUCTION

Target language
It's the year 2222.
Today is Monday,
(the) 1st (of) January 2222.
It's a bus, a very old bus.
It can fly and it can sail too.

Vocabulary
Cardinal numbers contained in years
Names of the characters in the stories
Days *(R)*
Months *(R)*

BEFORE YOU WATCH

- Make sure that the children are familiar with the years in English. If you think they need some revision, do the following activity:

1 Speed up!

- Write today's date on the board and read it out loud. Emphasize the year (e.g. 20th October 2000).
- Ask some children to read and repeat the year after you.
- Write two columns of numbers in chronological order on the board. Make sure there are five years in each column, for example:

A	*B*
1978	*1979*
1980	*1987*
1999	*2000*
2001	*2005*
2020	*2055*

- Read the years in both columns out loud, pointing to each year as you do so. Remind the children that the figures in years in English are normally read in twos. Encourage the children to repeat the years after you. If appropriate, ask volunteers to come to the front of the class and point to the years at random, saying them as they do so.
- Divide the class into two teams: A and B. Tell the children that you are going to play a game. Appoint a monitor from each team to write down the score for their team.
- In turns, a child from each team reads the years in their column. Every time they say a year correctly they score a point. If they say a year incorrectly, they have to stop and the other team has a turn.
- Repeat this procedure until every child has had a turn. The team with the highest score at the end of the game is the winner.

2 PHOTOCOPIABLE WORKSHEET A

1 Listen and number the calendars

- Give each child a copy of **Photocopiable A** (page 35). Read the years out loud or ask different children to read them to the class. Point out to the class that the calendars are written in chronological order.
- Ask each child to have a pencil ready. Tell them that you are going to read four of the calendars out loud. The first time you say the calendars, ask the children to listen only.
- Repeat the calendars again, in the same order. This time ask the children to number the calendars in the order you have said them.
- Repeat the calendars again so the children can check their answers.
- Correct the activity with the whole class. Write the calendars/years that you said on the board in the order that you said them.
- Ask the children to use a different coloured pen/pencil. Repeat the procedure above, choosing three or four different calendars. Check the answers with the class as above.
- If the children are confident, encourage a volunteer to take your role, choosing three or four different calendars. Ask the children to use different coloured pencils each time the game is played. (Note: depending on your classroom situation, it is not necessary to use all the calendars on the page.)

Name _____

1 Listen and number the calendars

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PHOTOCOPIABLE

FOCUS ON THE STORY

1 Getting ready

- If the children are not familiar with the story, it may be advisable to watch the video first and then ask comprehension questions about it. If you prefer to set the scene, write the names of the story characters on the board (these characters also introduce the other stories on the video): Lexicon, Peter Piper and Cosmos.
- Read the names out loud, pointing to them as you do so, and ask the children to repeat them after you.
- Introduce each character. Say, for example *Lexicon is a very old man who knows lots of stories from the past. Peter Piper is a music man and Cosmos is a bus driver.* Point to the characters as you introduce them.
- Set the scene of the story. Tell the children, for example *It is the year 2222. There are no stories, books, CDs, films, etc because of a fire in 2111. Lexicon and Company can tell stories and they travel on a bus, Super Bus. Super Bus can fly and sail.*
- If the children are already familiar with the story, ask them questions about what they remember, for example *What year is it? What day is it? Is Super Bus a new bus or an old bus? Who does the President introduce? Are there any CDs? Do people know any stories?* etc.
- Describe Lexicon, Peter Piper or Cosmos and encourage the children to guess who it is. For example *He's very old./She's the bus driver./He's the music man in the group.*

Story tapescript

W: *Shh, the President is coming.*
P: *Hello everybody. Today, 1st January, 2222, is a very special day on our planet.*
P: *Do you remember the year 2111? Yes, the year of the great fire on our planet. No books, no films, no CDs and no stories after the terrible fire. But now let me introduce ...*
P: *... Lexicon and Company. They can tell stories from the past.*
L: *Hello! I'm Lexicon.*
PP: *Hi! I'm Peter Piper and this is Cosmos.*
P: *Look at this wonderful machine!*
CR *What is it?*
P: *It's a bus; a very old bus. We can go to wonderful places in this bus.*
P: *This bus is very special. It can fly and it can sail too.*
P: *Lexicon, Peter Piper and Cosmos are going to travel by bus. They are going to tell stories around the world.*

2 While you watch

- Ask the children to listen for the word *bus*. Tell them that every time they hear the word, they must put their hands on their shoulders and then down again. Do this with them a couple of times as an example of what to do.

AFTER WATCHING

PHOTOCOPIABLE WORKSHEET B

1 Read and circle. What do they say in the story?

- Give out a copy of **Photocopiable B** (page 37) to each child.
- Arrange the children into pairs. Ask them to read the text and to circle the correct sentence, according to the story. Point out that both sentences are similar but only one is exactly the same as the video.
- Play the first frame in the video and point to the circled answer on the worksheet as an example.
- As the children work in pairs, go around the class helping if necessary. Once they have finished, ask each pair to work with another pair to check their answers.
- Correct the activity with the whole class. Play the video to check the answers.

KEY: (*1. b*), *2. b, 3. a, 4. b, 5. b, 6. a, 7. a, 8. a, 9. b, 10. a, 11. b.*

Name _____

1 Read and circle. What do they say in the story?

1 a Sh! The president is here.
(b) Sh! The president is coming.

2 a Hello children.
b Hello everybody.

3 a Today, 1st January, 2222, is a very special day on our planet.
b Today, 1st January, 2222, is a very important day on our planet.

4 a Do you remember 2111?
b Do you remember the year 2111?

5 a The year of the big fire on our planet!
b The year of the great fire on our planet!

6 a But now let me introduce ... Lexicon and Company.
b But now we have ... Lexicon and Company.

7 a They can tell stories from the past.
b They can remember stories from the past.

8 a Look at this wonderful machine.
b This is a wonderful machine.

9 a It's a bus; a very good bus.
b It's a bus; a very old bus.

10 a This bus is very special.
b This bus is special.

11 a It can sail and it can fly too.
b It can fly and it can sail too.

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PHOTOCOPIABLE

Target language
What sports do you do?
Who's this athlete?
He's/she's ...
Where's he/she from?
He's/she's from ...

Vocabulary
Sports: *swimming, football, tennis, basketball, cycling, skiing, windsurfing, ice hockey, athletics, judo*
Sportspeople: *swimmer, tennis/basketball/ice hockey player, cyclist, skier, windsurfer, athlete*
Countries: *Great Britain, Austria, Italy, Switzerland, Spain, Greece, Norway, France, Germany*

BEFORE YOU WATCH

- Make sure that the children know the name of some sports and also some countries.
- If you think they need some revision do the following activities:

1 Mime your sport

- If you have **Here Comes Super Bus** 2 flashcards, fix the sports flashcards (64, 66, 68, 70, 72, 74, 76, 78, 80) on the board while saying the name of each sport. If you do not have the flashcards, use **Here Comes Super Bus** 4 Pupil's Book and point to the sports shown on page 7, following the same procedure as above.
- Point to the flashcards or the pictures in the book, say the names of the sports and encourage the children to say them with you.
- Point to a flashcard or a picture in the book, say the name of the sport, and ask the children to mime it. Do the same with all of the sports shown.
- When the children feel confident, ask several volunteers to come to the front of the class and mime a sport. Encourage the rest of the class to guess the sport. Once the class has guessed, ask the volunteer to point to the relevant flashcard before another child has a turn.

2 Countries or capitals?

- Fix a map of Europe at the front of the classroom. Point to the following countries and say their names as you do so: Norway, Great Britain, Spain, France, Switzerland, Germany, Austria, Italy and Greece.
- Point to the countries again and encourage the children to say them with you. Then say a country and ask different children to come to the map and point to that country on the map.
- Ask the children if they know what the capital of Spain is. Write the words *capital, Spain – Madrid* on the board. If necessary, explain in L1 that a capital of a country is where the government buildings are.
- Ask the children *What's the capital of Great Britain?* If they find this difficult, ask them *Is Oxford/Cambridge/London the capital of Great Britain?* etc. Point to Great Britain on the map as you ask them.
- Repeat this procedure with a few European countries (see the list below for reference).
- When the children feel confident, arrange the class into two teams and give each team a name, *capital* and *country*. Say the names of countries and capitals in random order. Tell the children that if they are in the country team, they have to stand up every time they hear a country. If they are in the capital team, they have to stand up every time they hear a capital.
- Swap the team roles and play the game again.

KEY: Norway – Oslo; Great Britain – London; Spain – Madrid; France – Paris; Switzerland – Bern; Germany – Berlin; Austria – Vienna; Italy – Rome; Greece – Athens.

PHOTOCOPIABLE WORKSHEET A

1 Write in the right place

- Give each child a copy of **Photocopiable A** (page 39). Ask them to look at the map for a while and see if they can identify the countries presented in the previous activity.
- Read the words below the map out loud and encourage the children to shout country or capital depending on what word you say.
- Ask the children to work individually and to write the countries and the capitals on the map. Ask them to write the countries in upper case letters and the capitals in lower case letters. Show them the example given.
- When everybody has finished, ask the children to compare their results with a partner. Walk round the classroom, correcting the results individually.

Name _____

1 Write in the right place

~~Oslo~~ Great Britain Rome Austria Athens Bern France
London Paris Switzerland Madrid Greece ~~Norway~~
Germany Vienna Italy Berlin Spain

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PHOTOCOPIABLE

FOCUS ON THE STORY

1 Getting ready

- If the children are not familiar with the story, tell them that the story is about a running race. Explain the meaning of *race* (use L1 if necessary). Ask the children if they have ever been in a race or if they know any people who have run races. Ask them what their names are and how long the races were.
- Read the title of the story out loud. Ask the children to predict how long they think the race in the story is. Write their suggestions on the board and check the answers after listening to the story.
- If the children are already familiar with the story, say the title and elicit as much language from the story as you can, for example *What are the men's names? What are they doing at the sports centre?* etc. Write their suggestions on the board.
- Ask the children to watch the story. After listening, check their predictions on the board to see how much they remembered.

Story tapescript

L: *Today we're going to tell a story about sports.*
PP: *Yeah! I like sports.*

PP: *Sports are healthy.*
Sports are fun.
Sports are easy.
And good for everyone!
L: *Today – The Long Distance Race.*

Ja: *I want to win an Olympic medal.*
Ji: *Ha, ha. You aren't a sportsman!*
Ji: *And the Olympic Games are next year!*
Ja: *But there's an Olympic medal exhibition at the Sports Centre. Let's go!*
Ji: *Olympic medal exhibition! Sports competition! Come and win an Olympic medal. Today ... The long distance race!*
Ji: *How are you going to win an Olympic medal? Are you going to run in the long distance race?*
Ja: *No! I'm not an athlete.*
Ji: *What are you going to do then?*
Ja: *I'm going to steal an Olympic medal!*
Ji: *What? You can't do that. That's wrong!*
Ja: *Yes, I can.*
Ja: *Look, the Olympic medals are in the room at the end of the corridor.*
Ji: *But ...*
L: *But suddenly ...*
O: *At last! You're here! Please, come this way.*
O: *Hurry up! The new athlete's here!*
Ji: *(puzzled and thoughtful) Where is he?*
Ja: *But I'm not ...*
Ji: *He's not an ...*
A: *And remember, ladies and gentlemen, that long distance races are important events in the Olympic Games and ...*
Ja: *(alarmed) But ...*
A: *All the athletes are doing well except ...*
Ji: *Except Jack. Come on, Jack!*
L: *One hour later.*
A: *These reproductions of Olympic medals are for these great athletes. Well done!*
S1: *Who's that athlete?*
S2: *I don't know.*
S3: *Where's he from?*
Ji: *He's Jack Large, from York. And I'm Jim Little, his friend. I'm from London.*
Ji: *Cheer up, Jack! You've got your Olympic medal! You're a real athlete.*
Ja: *(Out of breath and fed up) Oh, be quiet!*

2 While you watch

- Ask the children to watch the story again and to shout *Stop!* every time they hear Jack speak. Then play the video again, pausing after Jack's sentences at random. Encourage the children to repeat the last sentence they heard.

AFTER WATCHING

PHOTOCOPIABLE WORKSHEET B

1 Complete the sentences.
What does Jack say?

- Give each child a copy of **Photocopiable B** (page 41). Ask the children to look at the pictures and then read the sentences in silence.
- Ask the children to work individually and to complete the sentences, using the right word.
- When everybody has finished, ask them to compare their results in pairs.
- Finally, correct the activity with the whole class. Ask for different volunteers to read their sentences out loud.

KEY:
I want to **win** *an Olympic medal.*
But there's an Olympic medal **exhibition** *at the* **Sports Centre**. *Let's go!*
No! I'm not an **athlete**.
I'm going to **steal** *an Olympic medal.*
Yes, I **can**.
Look, the Olympic medals are in the **room** *at the end of the* **corridor**.
But I'm not ...

PHOTOCOPIABLE B

Name _____

1 Complete the sentences. What does Jack say?

athlete But I'm not ... room win corridor
exhibition can steal Sports Centre

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PHOTOCOPIABLE

Target language
Who's this? It's me/you.
How old were you? I was fifteen.
When I was four I ...
Simple present forms of verbs: *am, is, are, love, play, help, visit*
Past forms of verbs: *was, were, loved, played, helped, visited*

Vocabulary
Family: *grandma, grandpa, grandparents, mum*
Rooms of the house: *kitchen, living room, bedroom, bathroom, dining room*
Places: *zoo, seaside,*
Places in London: *Buckingham Palace, Houses of Parliament, Hyde Park*

BEFORE YOU WATCH

- Make sure that the children can remember family vocabulary (*mum, dad, grandma, grandpa*), rooms of the house, past forms of the verb *to be* and regular past verb forms. If you think they need some revision, you can do the following activities:

1 Play and speak

- Draw a grid on the board similar to the one below. Read the words out loud, pointing to the words as you say them and ask the children to repeat what they hear.
- Tell the children you are going to say a group of words, for example *grandma, mum, dad.* Encourage the children to tell you what group of words they are (family). Do the same with the rooms of the house.
- Arrange the class into two teams, A and B. Point to *mum* and *kitchen* on the board and say *Mum is in the kitchen.* Encourage all the children to repeat it after you. When they have said the sentence correctly, put a cross in the box in the grid.
- Point to the next box in the grid and ask a child from team A to say a sentence like before (*Mum is in the living room*). If they say it correctly, put an 'A' in the box. Then ask a child from team B to make a sentence for the next box, and continue in this way until all the boxes have been filled. If a child fails to give a correct answer within a reasonable amount of time, the turn passes to a child in the opposing team.
- The team with the most letters in the boxes at the end of the game is the winner.

	Mum	Dad	Grandma	Grandpa
kitchen				
living room				
dining room				
bedroom				
bathroom				

2 Play present or past?

- Write several present verb forms and some regular past verb forms on the board, for example *am, is, love, help, was, were, loved, helped.*
- Tell the children that some of the words are in the present, and some of them are in the past. Say and point to each of the words in turn and encourage the children to say present or past. (If necessary, remind the children that past forms of regular verbs are made by adding *ed.*) Tell the children that *am, are, is, was* and *were* are forms of the verb *to be* which is irregular.
- Tell the children that you are going to play a game. Say a sentence either in the past or present tense, for example *I am at school. I was at the zoo. I love oranges. I help my friends. I loved the monkeys. I visit my grandma.* Tell the children that they have to stand up and sit down again quickly if the sentence is in the past. If it is in the present, the children have to remain seated. Any child who does the wrong action is out of the game. Make sure you emphasize the present/past forms in each sentence.

3 PHOTOCOPIABLE WORKSHEET A

1 Read and write. Make pairs

- Give out a copy of **Photocopiable A** (page 43) to each child. Read the rubric out loud and show the children the two columns. Explain that one column is in the present tense and one is in the past tense, and draw the children's attention to the example.
- Ask the children to read all of the sentences individually. Then ask them to complete the columns by choosing the corresponding sentences. When they have completed this by themselves, they can check their answers with a partner.
- Correct the activity with the whole class. Ask different children to write their answers on the board.

KEY:

Present	*Past*
How old are you?	*How old were you?*
I am twelve.	*I was twelve.*
You are pretty.	*You were pretty.*
It is your first day at school.	*It was your first day at school.*
I love spaghetti.	*I loved spaghetti.*
I help my parents.	*I helped my parents.*
I visit my grandparents.	*I visited my grandparents.*
I walk to school.	*I walked to school.*

Name _____

1 Read and write | Make pairs.

How old are you?

I am twelve.

How old were you?

It is your first day at school.

Present	Past
How old are you?	How old were you?
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

I was twelve.

It was your first day at school.

You are pretty.

I love spaghetti.

visited my grandparents.

I help my parents.

I visit my grandparents.

I walk to school.

You were pretty.

I loved spaghetti.

I walked to school.

I helped my parents.

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PHOTOCOPIABLE

FOCUS ON THE STORY

1 Getting ready

- If the children are not familiar with the story, ask them some questions about their childhood, for example *How old were you when you started school? Were you three? Four? Five? How old were you when you visited the zoo? Have you got any photographs? Are they in an album?* etc.
- Write the title of the story on the board and ask the children to guess what they think will appear in the story. If necessary prompt them by saying *a photo album* and write their suggestions on the board.
- Play the story on the video and ask the children to check their guesses.
- If the children are already familiar with the story, say the title and ask them what they remember about it, for example *Who's the boy in the story? Where is he? Who's in the kitchen? What's he doing?* etc. Write their answers on the board.
- Ask the children to watch the story and then check their answers.

Story tapescript

L: *Today we are going to tell you a story about childhood.*
PP: *Photos! Photos! When Bob was young. Look at his album! Isn't it fun!*

L: *Bob is staying at his grandparents' house for the weekend. Grandpa is in the kitchen. He is cooking dinner. Grandma is in the living room.*
B: *Grandma, can I look at this photo album, please?*
G: *Yes, of course.*
B: *Grandma, who's this?*
G: *It's me!*
B: *Wow! How old were you?*
G: *I was fifteen.*
B: *You were very pretty! Well, I mean, er ... now you're very pretty too.*
G: *Ha, ha, ha! It's OK, Bob, I understand.*
B: *And who's this?*
G: *That's you!*
B: *Me?*
G: *Yes. You were six months old.*
G: *Look! We were at the seaside in this picture. You loved ice-cream!*
G: *Look! You were three years old here.*
B: *Really?*
G: *You were a good boy! You helped your mum a lot!*
G: *Do you help your mum now?*
B: *(reluctantly) Yes, of course.*
B: *Is that the zoo?*
G: *Yes. It was your fourth birthday. You loved the monkeys.*
B: *Yes, they were great!*
G: *Look at this! It was your first day at school! You were ... er ... er ...*
B: *I was five.*
G: *That's right! You were five.*
G: *(to Grandpa) Is dinner ready?*
Gp: *No. No, it isn't ready yet. (to Bob) Are you enjoying the photos, Bob?*
B: *Yes! They're fun!*
B: *Look at this! It's London!*
Gp: *That's right. Mmm ... what a wonderful day. We visited the Houses of Parliament and Buckingham Palace.*
B: *Yes, and I loved the big red buses!*
Gp: *That's right. And then we walked to Hyde Park. It was summer and it was very hot. Oh! We were tired and hungry ...*
L: *Grandpa talks and talks. But in the kitchen ...*
G: *What's that smell?!*
Gp: *Oh! It's the meat – it's in the oven!*
L: *Grandpa runs to the kitchen, but it's too late!*
Gp: *Sorry! No meat for dinner! What about sandwiches and a salad?*
G & B: *Yes, that's fine! Ha, ha, ha!*
B: *OK, Grandpa.*

2 While you watch

- Tell the children that you will play the story again, pausing at random. As you pause, ask the children to repeat the last word or sentence they heard.
- Play the story again, pausing at different times on the video. Encourage the children to repeat not just the last word or sentence they heard, but as much as they can remember. Repeat sections of the video to show children how much they remembered and praise good answers and accurate pronunciation.

AFTER WATCHING

PHOTOCOPIABLE WORKSHEET B

1 Circle and write. Find nine mistakes in the text

- Give each child a copy of **Photocopiable B** (page 45). Ask the children *Are these pictures in the story? (Yes.)*
- Ask the children to read the texts individually in silence. Then ask them to circle all the mistakes they can find in the text.
- When the children have finished, ask volunteers to correct and read the texts out loud. Ask a volunteer to go to the board and to write the circled words on the board as they are corrected.
- Ask the children to write the correct version of the text on the dotted lines provided.
- Correct the activity with the whole class. If necessary, watch the video again or check the answers with **Here Comes Super Bus** 4 Pupil's Book, pages 16–18.

KEY: *Frame 1:*
L: Bob's staying at his grandparents' **house** *for the weekend.* **Grandpa** *is in the kitchen.* **He** *is cooking dinner.* **Grandma** *is in the living room.*
B: Grandma, can I look at this **photo album**, *please?*
G: Yes, of course.

Frame 2:
B: Is that the **zoo**?
G: Yes. It was your **fourth** *birthday. You* **loved** *the* **monkeys**.
B: Yes, they were great!

Name _____

1 Circle and write | Find nine mistakes in the text.

Bob's staying at his grandparents' house for the weekend.

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PHOTOCOPIABLE

3 THE DISCOVERY OF PENICILLIN

Target language
I'm a scientist.
This is my laboratory.
He's a doctor.
He's studying bacteria.
We want to discover a medicine.

Vocabulary
Doctor, scientist, scientific, discovery, microscope, infection, medicine, laboratory, experiment, injection, cure, liquid, penicillin.

BEFORE YOU WATCH

- Make sure that the children are familiar with the following words: *doctor, scientist, scientific, discovery, microscope, infection, medicine, laboratory, experiment, injection, cure, liquid.*
- If you think the children need some revision, do the following activities:

1 Guess

- Write the words above on the board and read them out loud one by one. Encourage the children to repeat them accurately after you.
- Check the children understand the meaning of the words, asking them to say them in L1 if necessary. If the children are unsure of any words, explain the meaning by gesture and mime, for example:
  T: They work in a laboratory.
  Ss: Scientists.
  T: Good! They work in a hospital. etc

2 Noughts and crosses

- Write the following words on a grid, 3 x 3 on the board as follows:

medicine	doctor	microscope
scientist	discovery	infection
laboratory	experiment	scientific

- Arrange the class into two teams and name one team *noughts* and the other team *crosses*. Appoint a monitor to come to the front of the class and fill in the noughts and crosses on the grid.
- Ask a child from each team, in turns, to say a word in the grid. If they say it correctly, the monitor puts a nought/cross next to the word. If they say it incorrectly the other team has a go at a word. Repeat this procedure until one team has a row of three (across, down or diagonally). The first team to do this is the winner.
- If appropriate, repeat the game again, choosing a different child to be the monitor.

Name _____

1 Play back

1 It is 1928. A lot of people are ill. They have very bad infections. Doctors haven't got the correct medicines to cure people. A lot of people die.

2 In London, a scientist is working hard in his laboratory. His name is Alexander Fleming. He is a doctor. He is studying bacteria. Some bacteria cause bad infections.

3 Dr Fleming went on holiday. When he returned he observed something very interesting.

4 Dr Fleming published his discovery in a scientific magazine.

5 But scientists were not interested in Fleming's discovery because it was very difficult to make a liquid from the mould.

6 In 1938, two men, Howard Florey and Ernst Chain, continued the experiments with penicillin.

7 The results were excellent. They made a lot of liquid penicillin.

8 Doctors used penicillin in hospitals.

9 In 1945, Fleming, Chain and Florey received the Nobel Prize for Medicine for their discovery.

10 Today doctors all over the world use penicillin.

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PHOTOCOPIABLE

FOCUS ON THE STORY

1 Getting ready

- If the children are not familiar with the story, write the title on the board. Ask general questions to prompt possible background knowledge, for example *What is penicillin? Who discovered penicillin? When was it? Was it an important discovery? Did it cure many people?* etc. Write the questions on the board. Tell the children that very often important discoveries are the result of accurate observation, but do not tell the answers to your questions if the children do not know them.
- Ask the children to watch the video and answer the questions afterwards.
- If the children are already familiar with the story, say the title and ask the children the same questions. You can also ask, for example *Who were Howard Florey and Ernst Chain? What prize did they win?* etc. Write their answers on the board.
- Ask the children to watch the video and check their answers.

Story tapescript

C: *Let's stop here. I'm not feeling very well today.*
L: *Our story today is about an important medicine.*
PP: *Penicillin, penicillin, penicillin!*
Ch: *What's that?*
PP: *A medicine, a medicine.*
Ch: *What's it for?*
PP: *Curing people, curing people.*
Ch: *Wonderful!*

L: *It is 1928. A lot of people are ill. They have very bad infections. Doctors haven't got the correct medicines to cure people. A lot of people die.*
L: *In London, a scientist is working hard in his laboratory. His name is Alexander Fleming. He is a doctor. He is studying bacteria. Some bacteria cause bad infections.*
Lab: *Doctor, are bacteria big or small?*
F: *They are very small. Look in the microscope.*
F: *I'm going on holiday. There are bacteria on these plates. I need to study these bacteria after my holiday. Please don't touch anything.*
L: *Dr Fleming went on holiday. When he returned he observed something very interesting.*
F: *Hey! Look at this plate.*
Lab: *What is it?*
F: *There's some mould but there isn't any bacteria.*
Lab: *Do you mean that the mould kills bacteria?*
F: *Yes, that's right.*
F: *But we need to make a liquid from the mould. Then we can kill the bacteria that produce infections.*
Lab: *Is that easy?*
F: *No ...*
L: *Dr Fleming published his discovery in a scientific magazine. (reads from a magazine) Penicillin is the name of a new chemical. It kills bacteria. We can obtain penicillin from the mould penicillium.*
L: *But scientists were not interested in Fleming's discovery because it was very difficult to make a liquid from the mould.*
S1: *It's too difficult.*
S2: *And it's very expensive.*
L: *In 1938, two men, Howard Florey and Ernst Chain, continued the experiments with penicillin. The results were excellent. They made a lot of liquid penicillin.*
L: *Doctors used penicillin in hospitals.*
D: *She's very ill, but this penicillin injection is going to cure her.*
L: *In 1945, Fleming, Chain and Florey received the Nobel Prize for Medicine for their discovery.*
L: *Today doctors all over the world use penicillin.*

2 While you watch

PHOTOCOPIABLE WORKSHEET A

1 Play back

- Give each child a copy of **Photocopiable A** (page 47). Read the texts out loud and ask the children if they recognize them as part of the story.
- Play the video again and ask the children to follow the texts on their sheets. Ask them to raise their hands when they hear the texts on the page on the video.
- Arrange the class into five groups. Assign the texts on Photocopiable A to five groups as follows:
  Group 1: texts 1 and 6
  Group 2: texts 2 and 7
  Group 3: texts 3 and 8
  Group 4: texts 4 and 9
  Group 5: texts 5 and 10
- Ask the groups to look at their texts and to rehearse reading them in silence.
- Play the video again and encourage the children to join in when they hear their texts. Keep the volume of the video down to allow the children to read their texts out loud. Praise all the children's efforts, particularly for good intonation and pronunciation.

AFTER WATCHING

PHOTOCOPIABLE WORKSHEET B

1 Complete and draw your own story

- Give each child a copy of **Photocopiable B** (page 49). Ask the children to read the rubric and texts in silence.
- Point to the first text and read the text with the class. Then ask the children *What name do you have to write on the dotted line?* Encourage them to guess that they make up their own name for the doctor. Show them that they have to write a different name for frame 3.
- Ask the children to draw their own pictures, according to the text. Encourage them to ask you any questions about the text if they don't understand.
- Allow the children to finish this activity at home. When they have all finished, make a classroom display and ask the children about their pictures, for example *Who's your assistant? Is he/she in this class? Where's your laboratory? Is it in this town? What time do you start work?* etc.

Name _____

1 Complete and draw your own story

1

Hello. My name is Dr .....
I'm a scientist.

2

This is my laboratory. I use computers and a good microscope.

3

This is Dr ..... my assistant. He (She) helps me a lot. He (She) is very good at computers.

4

We are working on bacteria. Look at the bacteria on the microscope. Those bacteria produce bad infections.

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PHOTOCOPIABLE

Target language
It was very cold and foggy.
It was Sunday.
Are you afraid of ...?
Yes, I am./No, I'm not
He was not afraid of ...
Where are we going?
Let's go fishing.
Let's catch it!
What was that?

Vocabulary
Scary **things:** *storms, monsters, mice, spiders,* **bats, vampires, robbers,** *horror films,* **ghosts, snakes, rats,** *the dark*

BEFORE YOU WATCH

- Make sure the children remember the following present and past verb forms: *am, are, is was, were, love, loved, help, helped.* Also ensure the children can remember *Are you afraid of ...? Yes, I am/No, I'm not.* If you think that some revision is necessary, you can do the following activities:

1 Daniel!

- Divide the board into two. Write *present* on the top of one side of the board and *past* on the top of the other side. Say a verb form, for example *loved* and ask the children which side of the board it should be written (past). Repeat this procedure with different verb forms, encouraging different children to write them on the board in the correct places.
- If you need any revision on the past tense, you can revise the activities in Unit 2 of **Here Comes Super Bus** 4 from this Resource Book. If necessary, complete the list of verb forms on the board yourself.
- Tell the children that you are going to say some sentences in the present, for example *Daniel goes fishing.* Sometimes, however, you will get the tense wrong (*Daniel went fishing*). Explain to the children that when they hear the past tense, they must put up their hand. Then ask the children to repeat the sentence, but in the correct tense, for example *Daniel goes fishing.*
- Once the children are familiar with the game, you can swap the tense. This time say sentences in the present tense and ask the pupils to change them to the past.

2 Memory game

- Write the following words on a list on the board: *storms, monsters, mice, spiders, bats, vampires.*
- Read the words out loud and encourage the children to repeat them after you.
- Ask the children to mime what the words mean, and encourage individuals to mime the meaning to the rest of the class (in L1 if necessary).
- Ask the children to look very carefully at the list of words. Give them about a minute to do this.
- Erase one of the words on the list. Ask the children to say the complete list including the erased word.
- Erase a second word. The children say the complete list again.
- Repeat this procedure until there are no words left on the board, or for as many deleted words as the children can remember. Depending on your teaching situation, it may be advisable to write a longer list.

PHOTOCOPIABLE WORKSHEET A

1 Speak and write. Are you afraid of (storms)? Yes, I am./No, I'm not.

- Give each child a copy of **Photocopiable A** (page 51).
- Read the rubric and ask a child, for example *David, are you afraid of storms?* Encourage the child to answer *Yes, I am* or *No, I'm not.* Repeat this a few times with different children.
- Ask the children to look at the grid and to ask you the first question together. Answer the question and then ask individual children to ask you different questions from the grid. Repeat this procedure until you are happy that the children can say the questions as well as answer them.
- Explain to the children that they are going to complete a survey. Tell them that they have to ask different children in the class the questions on their sheet, until they have a different name in each box. Fill in one box as a class to show the children what to do.
- Allow a reasonable amount of time for the children to complete the activity. Go around the class monitoring while they do this, ensuring that they are using the questions and answers correctly.
- When they have finished, ask questions about what the children have discovered. Ask individual children to tell you what they found out, for example *Maria is afraid of spiders. Daniel isn't afraid of spiders,* etc.

Name _____

1 Speak and write

Are you afraid of ...?	Yes, I am NAME	No, I'm not NAME
storms		
monsters		
mice		
spiders		
bats		
vampires		
robbers		
horror films		
ghosts		
snakes		
rats		
the dark		

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PHOTOCOPIABLE

FOCUS ON THE STORY

1 Getting ready

- If the children are not familiar with the story, ask them about their hobbies. Say, for example *Do you have any hobbies? What are your hobbies?* If none of the children say they like fishing, ask them if they know anybody who likes fishing, where he/she goes fishing, when they go fishing, etc.
- Write the title of the story on the board. Ask the children if they have ever heard of 'Loch Ness'. If children do not know about Loch Ness, tell them that the word 'loch' is a Scottish word for 'lake'.
- Encourage the children to guess what the story is about and write all their suggestions on the board.
- Play the story on the video and check their answers.
- If the children are already familiar with the story, say the title and ask them what they remember about it, for example *Who's in the story? What's the boy's name? What's their hobby? When do they go fishing? Do they get up very early? How do they go? Does the father want to go to Loch Ness?* etc. Write their answers on the board.
- Ask the children to watch the story and check their answers.

Story tapescript

C: *Wow! A story about a monster! How interesting!*
PP: *Hi, everybody! Time for a story, about a big monster that lives in the water.*

L: *It was Sunday morning.*
D: *Let's go fishing!*
L: *Daniel and his father loved fishing. They took their fishing rods and off they went.*
Dan: *Where are we going today, Dad?*
D: *To a small lake, near Loch Ness.*
Dan: *(excited) Near Loch Ness? Wow! Let's go and see the Loch Ness Monster.*
D: *(resigned, slightly irritated) Come on, Daniel. There isn't a monster and we're not going to Loch Ness.*
Dan: *Look, Dad. This is a good place. Let's stop here.*
D: *No. Let's go this way.*
Dan: *(having realised they're going the wrong way) But ...*
D: *Here we are. This is a good place.*
L: *It was very cold and foggy. Daniel helped his father to prepare the rods.*
L: *It was dark. Daniel looked at the water in the lake. It was calm and silent.*
L: *Daniel was not afraid of the dark. He was not afraid of the fog. He was not afraid of the dark trees. Suddenly the water moved ...*
Dan: *(scared) What was that?!*
D: *(uninterested) What? I didn't see anything.*
Dan: *I think it was an enormous fish!*
D: *(excited) Let's catch it! I'm going to the car. We need the big rod.*
L: *Suddenly the water moved again.*
Dan: *(really scared) Dad! Dad!*
D: *(still unaffected) Calm down, Daniel. This isn't Loch Ness. There aren't any monsters here!*
D: *(scared) What was that?*
Dan: *A monster!*
D: *Hurry up!*
Dan: *But Dad, it says Loch Ness on the road sign. That was Loch Ness! And that was the Loch Ness Monster.*

2 While you watch

PHOTOCOPIABLE WORKSHEET B

1 Can you say it now?

- Give each child a copy of **Photocopiable B** (page 53), and ask them to look at the first activity.
- Arrange the children into pairs. Assign one child as Daniel and the other child as Dad.
- Play the part of the story that corresponds to the picture and text in the activity. Tell the children to just listen and pay special attention to what their character says.
- Play this part of the video again, and ask the children to say their parts with the video.
- Play the video a final time with the volume down low. Ask volunteer pairs to come to the front of the class and say the dialogue. Praise all efforts, particularly good pronunciation and intonation.

AFTER WATCHING

PHOTOCOPIABLE WORKSHEET B

2 Number and write in order

- Ask the children to look at the second activity on their sheets. Read the sentences out loud to the children and ask them if they recognize any of them from the story.
- Ask the children to read the sentences carefully and to number them in the order they appear in the story. Show them the example of what to do and ask them not to write the sentences at this stage.
- When the children have finished, ask them to check their answers in pairs.
- Play the story on the video and check the answers with the whole class.
- Ask the children to write the sentences in the correct order on the dotted lines under the pictures.

KEY:
1 *It was Sunday morning.*
2 *Daniel and his father loved fishing.*
3 *They took their fishing rods and off they went.*
4 *It was very cold and foggy.*
5 *Daniel helped his father to prepare the rods.*
6 *Daniel looked at the water in the lake.*

Name _____

1 Can you say it now?

2 Number and write in order

[1] It was Sunday morning.

[ ] Daniel helped his father to prepare the rods.

[ ] They took their fishing rods and off they went.

[ ] Daniel and his father loved fishing.

[ ] Daniel looked at the water in the lake.

[ ] It was very cold and foggy.

1 It was Sunday morning.....
2 .....
3 .....
4 .....
5 .....
6 .....

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PHOTOCOPIABLE

Target language
I want more money.
We need that money.
We're poor.
Past tense forms of some regular and irregular verbs: *helped, loved, lived, wanted, robbed, started, followed, appeared, gave (R)*

Vocabulary
Adjectives: *poor, rich, furious, good, difficult, old*
Others: *competition, archers, soldiers, arrow, Sheriff, hood*

BEFORE YOU WATCH

- Make sure that the children are familiar with some simple past and simple present verb forms, as well as the adjectives *poor, rich, furious, good, difficult,* and *old*. If you consider that some revision is necessary, you can use the following activities:

1 Mime

- Write the adjectives *poor, rich, furious, good, difficult* and *old* on the board.
- Point to the words one by one and ask the class to mime the meaning of them. If the children are unsure, mime them yourself or explain in L1.
- Arrange the class into two teams, A and B. Ask a volunteer to be monitor and to write the scores on the board.
- Ask a child from each team to come to the front of the classroom. Ask the child from team A to choose a word and act it out. The child from team B has to guess the word. If they do so correctly, they get one point. If they can't guess the word, the rest of team A has one guess. Then the children at the front swap roles and the child from team B mimes for child A.
- Repeat this procedure with different children, but do not exhaust the activity.

Optional
Play this game as a race. Ask the child from team A who is miming to mime all six words in random order as quickly as possible. The rest of team A have to guess all the words. Then team B do the same. The team who guesses all words the quickest is the winner.

2 Say and touch

- Write the following past forms of verbs in a list on the board: *loved, helped, wanted, lived, started, followed.*
- Arrange the class into two groups, A and B. Ask each group to stand in a line facing the board and appoint a monitor to write the scores.
- Say a sentence in the present tense that contains one of the verbs in the list, for example: *I love pizza, I live in a flat, I help people, I want a comic, I follow instructions, I start reading.*
- Ask the child at the front of the team A to touch the verbs you have said on the board and to say the sentence in the past tense at the same time. If they do this successfully they score two points: one for the correct verb and the other for the correct use of the past tense. The child then goes to the back of the team line and team B have a turn. If the child gets the verb/tense wrong, they go to the back of the line and team B have a turn.
- Repeat the game until everyone has participated. If you have a large class, it may be advisable to do the activity with two children from each team at a time.
- The team with the most points at the end of the game is the winner.

FOCUS ON THE STORY

1 Getting ready

- If the children are not familiar with the story, write the title on the board and ask them what they know about Robin Hood. Say, for example *Where did he live? Did he have any friends? Was he rich or poor? Who was Maid Marian?* etc.
- Play the story on the video and check their answers.
- If the children are already familiar with the story, say the title and ask the children what they can remember about the story, for example: *Where did Robin Hood come from? Who robbed the rich people? Did he keep the money or did he give it to the poor? Who was Maid Marian? Who organized a competition? Who entered the competition? What did he win?* etc.
- Ask the children to watch the story and check their answers.

Name _____

1 Number, speak and write

Who says it?

1 Sheriff, I want more money.
2 Thank you, Robin.
3 I love Robin Hood.
4 I'm a good archer.
5 Don't go, Robin. It's a trap. The Sheriff wants to kill you.
6 Catch him!
7 Take the Sheriff and Prince John to prison.

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PHOTOCOPIABLE

Story tapescript

L: *Sorry we're late. Are you ready for a story?*
PP: *This is the story of Robin Hood.*
Ch: *Robin who?*
PP: *Robin Hood. He helped the poor.*
Ch: *He helped the poor.*
PP: *He was good*
Ch: *He was good.*
PP: *Robin, Robin, Robin Hood.*

L: *Prince John was a bad man. He talked to his friend, the Sheriff of Nottingham.*
PJ: *Sheriff, I want more money.*
Sh: *I want more money too. People must pay more tax.*
P: *We need that money! We're poor.*
Sh: *(greedily) We need it too. Ha, ha!*
L: *Robin Hood wanted to help poor people. He and his men, the Merry Men, robbed rich people ...*
L: *... and gave the money to poor people.*
W: *Thank you, Robin.*
L: *The Sheriff was furious. He wanted to find Robin. But Robin and his men lived in Sherwood Forest. It was very difficult to find them.*
L: *The Sheriff wanted to marry Maid Marian. But Maid Marian loved Robin Hood.*
Sh: *Marry me!*
MM: *No! (thoughtfully, to herself) I love Robin Hood.*
L: *One day the Sheriff of Nottingham announced a competition.*
M1: *(reading from a poster) Are you a good archer? Enter the competition and win a silver arrow!*
H: *I'm a good archer. I must enter the competition.*
M1: *(cautiously) Don't go, Robin. It's a trap. The Sheriff wants to kill you.*
RH: *(in disguise) Nobody can recognize me now. I want to win the silver arrow and I want to see Maid Marian.*
L: *The competition started.*
PJ: *There are some very good archers, Sheriff.*
Sh: *(angrily) Yes, but Robin Hood isn't here.*
L: *All of the archers were very good, but the old man was the best.*
PJ: *The winner is ...*
L: *Suddenly the hood fell down*
Sh: *Catch him!*
MM: *It's Robin!*
L: *Robin Hood and his men ran away to Sherwood forest. The Sheriff and his men followed them.*
L: *Suddenly a man and his soldiers appeared in the forest.*
KR: *I'm King Richard the Lion Heart. Take the Sheriff and Prince John to prison!*
L: *Robin and his Merry Men were happy. Robin and Maid Marian got married. King Richard of England and the people were happy, too.*

2 While you watch

- Remind the children of the adjectives *poor, rich, furious, good, difficult* and *old* (see activity 1 above). If necessary write them on the board again.
- Tell the children that you are going to play the story again. Ask the children to put their arms in the air and down again quickly, whenever they heard one of the words on the board. If you think there are a lot of children who did not recognize the words, rewind the video and do the activity again.

3 PHOTOCOPIABLE WORKSHEET A

1 Number, speak and write. Who says it?

- Give each child a copy of **Photocopiable A** (page 55), and arrange the children in pairs.
- Ask them to read the texts and number the pictures according to the order they come in the story.
- When the children have finished, play the video again. Ask the children to raise their hands when they hear the first sentence on the video. Pause the video to check their answers. Rewind the video and play the relevant sentence again. This time encourage the class to say the sentence with the character, paying attention to pronunciation and intonation.
- Repeat this procedure for the rest of the sentences and encourage the children to pronounce the sentences as accurately as possible.
- Finally, ask the children to copy the sentences on the corresponding dotted lines.

KEY: *1 Prince John: Sheriff, I want more money, 2 The poor: Thank you, Robin, 3 Maid Marian: I love Robin Hood, 4 Robin Hood: I'm a good archer, 5 Robin's Men: Don't go, Robin. It's a trap. The Sheriff wants to kill you, 6 The Sheriff, Catch him!, 7 King Richard: Take the Sheriff and Prince John to prison.*

AFTER WATCHING

PHOTOCOPIABLE WORKSHEET B

1 Circle and write. Find nine mistakes

- Give each child a copy of **Photocopiable B** (page 57).
- Ask the children to work individually. Ask them to read the text in silence and find nine mistakes. Ask them to circle the mistakes, but not to write anything on the dotted lines yet.
- When the children have circled the mistakes, arrange them into pairs. Ask them to compare their answers.
- Point out the correct words on their sheets. Ask different children to read their sentences out loud, including the correct words from the list if they know them. Write these words on the board to help the children if necessary.
- Ask the children to write the correct version of the text on the dotted lines provided.

KEY: *Prince John was a* **bad** *man. He wanted more and more money. Robin Hood and his men robbed* **rich** *people and gave the money to* **poor** *people. The Sheriff was* **furious**. *Robin and his men lived in* **Sherwood Forest** *and it was very* **difficult** *to find them. The Sheriff wanted to marry* **Maid Marian**, *but Maid Marian loved Robin Hood. The Sheriff organised a* **competition** *and Robin was the winner. At the end of the story Robin and Maid Marian got married, and King Richard the* **Lion** *Heart and the people were very happy.*

Name _____

1 Circle and write | Find nine mistakes.

bad

difficult

poor

Sherwood Forest

competition

Prince John was a good man. He wanted more and more money. Robin Hood and his men robbed poor people and gave the money to rich people. The Sheriff was happy. Robin and his men lived in Nottingham and it was very easy to find them. The Sheriff wanted to marry Robin Hood, but Maid Marian loved Robin Hood. The Sheriff organised a party and Robin was the winner. At the end of the story Robin and Maid Marian got married and King Richard the Tiger Heart and the people were very happy.

Maid Marian

Lion

rich

furious

Prince John was a bad man.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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PHOTOCOPIABLE

Target language
What's in stone soup?
Is there any ham/lettuce?
Yes, there is/No, there isn't.
Are there any carrots/beans?
Yes, there are/No, there aren't.

Vocabulary
Vegetables: *carrots, potatoes, tomatoes, onions, cucumbers, peas, beans, mushrooms, cabbage, lettuce*
Fruits: *apples, bananas, grapes, oranges, pears, plums, strawberries, peaches*
Meat: *sausages, hamburger, ham, chicken*
Other foods: *salt, pepper, water*

BEFORE YOU WATCH

- Make sure that the children know the name of some foods from the list above. If you think they need some revision do the following activity:

1 Is it a fruit, a vegetable or meat?

- If you have **Here Comes Super Bus** 2 flashcards, fix the food flashcards (8, 12, 14, 16, 18, 20) at the front of the class. For the items of food in the vocabulary list which do not have flashcards, bring in pictures from magazines or realia. If you do not have the **Here Comes Super Bus** flashcards, use magazine pictures or realia for the whole list.
- Say an item of food. Encourage volunteers to come to the front of the class and touch the relevant flashcard. Repeat this procedure with all the foods that the children know.
- Introduce the foods the children don't know by naming and touching them at the same time. Encourage the children to repeat the names after you.
- Then play the food game. Point to the first flashcard and ask a child to say the name. Then touch the first and the second flashcard and ask another child to say both items. Continue in this way, asking the children each time to repeat all the foods that have already been mentioned. You can point to the cards to help the children if necessary.
- When the children are confident with the food names, arrange the class into three teams: fruits, vegetables and meat.
- Give the children a time limit (e.g. 2 minutes) and ask them to write as many items of food under their title as they can (for example the fruit team will write *apples, bananas, grapes* etc)
- When the time is up, call out the name of a team. Ask one child from the team to say an item on their list. If they answer correctly, give the team a point. Then ask another team to say a word on their list.
- Continue this procedure until the teams have said all the words on their list. The team with the most points is the winner.

PHOTOCOPIABLE WORKSHEET A

1 Look and write in the right group

- Give each child a copy of **Photocopiable A** (page 59). Read the words out loud and ask the children to point to the picture of the food item as you say it.
- Ask the children to work individually and to write the name of each item below the appropriate picture. Show the children the example of what to do, but tell them not to write anything in the middle of the page yet.
- When everybody has finished, ask the children to compare their results in pairs.
- Finally, in their pairs, ask the children to write the name of the items in the appropriate group.

KEY:
Fruit: plums, strawberries, apples, grapes, bananas, oranges.
Vegetables: carrots, beans, cabbage, potatoes.
Meat: chicken, hamburgers, ham, sausages.

Name _____

1 Look and write in the right group

.....

.....

.....

.....

.....

strawberries

VEGETABLES

.....

.....

.....

.....

.....

MEAT

.....

.....

.....

.....

.....

FRUIT

strawberries

.....

.....

.....

.....

.....

.....

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PHOTOCOPIABLE

FOCUS ON THE STORY

1 Getting ready

- If the children are not familiar with the story, write the title on the board and ask them to make suggestions about what ingredients there are in Stone Soup. If necessary, they can use their list of foods from **Photocopiable A**. Write their suggestions on the board.
- If the children are already familiar with the story, tell them the title of the story and elicit as much language as they can remember. Write their suggestions on the board.
- For all classes: ask the children to draw, on separate pieces of paper, a big picture of a piece of meat and a vegetable (e.g. *ham* and *carrot*). Ask the children to write the names of the food below and leave the pieces of paper for the next activity.

Story tapescript

C: *I'm very hungry. Let's stop here!*
L: *Good idea! Our story today is about food – Stone Soup.*
PP: *Stir the soup in the pot. Make it nice, make it hot. Round and round. Round and round. Stir the soup in the pot.*

L: *Once upon a time, there was an old tramp. He was very hungry but he had no food. One day he arrived at a small village.*
T: *I'm very tired and I'm very hungry.*
L: *The old tramp asked for some food in the village.*
T: *I'm very hungry. Please can you give me some bread?*
W: *Sorry, I'm very poor. I haven't got any bread.*
T: *I'm very hungry. Please can you give me some food?*
W:: *I'm very sorry. I haven't got any food.*
L: *The old tramp knocked at some more doors.*
T: *(to himself) What can I do? I'm very hungry.*
L: *The old tramp had an idea.*
T: *Stone Soup! Stone soup is delicious, but … I need a big pot, some water and some wood.*
W: *I've got a pot.*
W: *I can give you some water.*
M: *I've got some wood.*
W: *Stone soup? Is it nice?*
T: *Yes, it's delicious.*
L: *Then the old tramp tasted the soup.*
T: *Mmm. It's very good. But it needs some salt and some pepper.*
W: *I've got some salt and some pepper.*
L: *The old tramp put some salt and some pepper into the pot.*
T: *Mmm. That's better now. But it needs some vegetables.*
M: *I've got some carrots!*
W: *I've got some potatoes!*
M: *I can give you some cabbage!*
L: *The old tramp put the vegetables into the pot.*
T: *Mmm! It's very, very good! But it needs some meat.*
M: *I've got some sausages!*
W: *I can give you some ham!*
M: *I've got some chicken!*
L: *The old tramp put the meat into the pot.*
T: *Mmm! This stone soup is delicious. We can eat it now!*
P: *Mmm! Stone soup is delicious!*
L: *There was soup for everybody.*
L: *And later …*
T: *I must go now.*
W: *Please don't leave. Stay with us. You can make stone soup with your magic stone.*
T: *Aha! The stone! Here's the magic stone. You can keep it.*

PP: *Wow! That was a good story!*
C: *Yes. And now let's get on the bus and go on holiday.*
L: *Goodbye everybody!*

2 While you watch

- Play the story again. Ask the children to listen for the items of food they have drawn on their pieces of paper. Ask the children to raise their pictures as they hear them mentioned in the video.
- Pause the video after each food item is mentioned and encourage the children to repeat the sentence as accurately as possible.
- Finally, ask the children questions, for example *Who's got some sausages?* The children who have got sausages stand up and say together *I've got some sausages*. Repeat this procedure for the rest of the ingredients for the soup, including salt and pepper.

AFTER WATCHING

PHOTOCOPIABLE WORKSHEET B

1 What's in Stone Soup? Write the ingredients in order

- Give each child a copy of **Photocopiable B** (page 61). Point to the pictures of the food items and say *What's in stone soup?* Encourage the children to say the names of the foods.
- Arrange the class into groups of three or four. Ask each group to write the ingredients for the soup in the order they are mentioned in the story. Encourage the children in each group to discuss this, and go around the class monitoring and helping where necessary.
- When everybody has finished, ask the groups to tell you their results. Ask the groups to spell the words as they say them, and encourage other groups to correct any mistakes.
- Play the video again, but this time mask the screen. Ask the children to listen and check the order of the ingredients.

KEY: *water, salt, pepper, carrots, potatoes, cabbage, sausages, ham, chicken.*

Name _____

1 What's in Stone Soup? Write the ingredients in order.

RECIPE

Stone Soup

water .....

.....

.....

.....

.....

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PHOTOCOPIABLE

CHRISTMAS

Target language
Merry Christmas
Happy New Year!

Vocabulary
camera, anorak, recorder, trainers, books, CDs, fishing rod, sweets

1 PHOTOCOPIABLE WORKSHEET A

1 Complete

- Give each child a copy of **Photocopiable A** (page 63). Explain to the children that this is a letter and ask them to read it in silence.
- When all the children have read the letter, ask them questions about it, for example *Who is the letter from? When did David write the letter? Before or after Christmas? Why did he write the letter?* etc. Write their answers on the board.
- Ask the children to look at the pictures and to tell you what the objects are. Write the words on the board.
- Then ask the children to write the names of the objects on the dotted lines next to each picture. Go around the classroom helping if necessary.
- When the children have finished, ask for volunteer children to read their letter out loud.
- Finally, give each child another piece of paper and ask them to write a similar letter to Father Christmas. If necessary, they can finish this for homework. When all the children have written their letters, display them around the classroom.

KEY: *Dear* **Father Christmas**.
Thank you for bringing me the presents. I liked the **camera**, *the* **anorak**, *the* **recorder**, *the* **fishing rod**, *the* **books**, *the* **CDs** *and the* **sweets**.
I promise you I'm going to be a good boy and a good student.
Love David

2 Sing

- Play the song on the video all the way through and ask the children to just watch and listen. When the song has finished, ask the children if anyone knows the song.
- Play the first verse again, miming the words *watch out, cry* and *pout*. Encourage the children to ask you about any of the words they don't understand, and explain in L1 if necessary.
- Play the first verse again and encourage the children to join in with you. When the children are confident, do the same with the second verse.
- Play the whole song again, keeping the volume low. This time encourage all the children to sing as loudly as they can.
- If the children are confident and familiar with the tune, play the video a final time, keeping the volume very low.

Tapescript

You better watch out
You better not cry
Better not pout
I'm telling you why
Santa Claus is coming to town!

He's making a snowman
And checking it twice
Gonna find out
Who's naughty and nice
Santa Claus is coming to town!
Santa Claus is coming to town!

Name _____

1 Complete

Dear ..... ,

Thank you for bringing me presents.

I liked the ..... ,

the ..... ,

the ..... ,

the ..... ,

the ..... ,

the .....

and the ..... .

I promise you I'm going to be a good boy and a good student.

Love

David

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PHOTOCOPIABLE