

## Objectives

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- To enjoy reading and understanding the main ideas of the stories in English.
- To demonstrate understanding of a variety of words and expressions used throughout the stories by using them in related activities.
- To be able to read and understand parts of the stories at both the word level and the sentence level of the text.
- To be able to write short sentences and simple conversation exchanges to demonstrate understanding of the stories.
- To practice pronunciation and intonation skills by acting out short conversations.
- To be able to use imagination and creativity to demonstrate deeper understanding of the story.

## Word bank

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### Key vocabulary

**Nouns:** superstition vocabulary, religious vocabulary, money vocabulary, professions, clothing, gender-specific pronouns, onomatopoeia

**Verbs:** to bet, to bear

**Adjectives:** ashamed, forbidden, forgiven

**Binomials:** rags to riches, forgive and forget, sink or swim

## Tips and ideas

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### Before reading

- Encourage lower order thinking skills by getting students to identify social features in the stories – which elements have helped them? How have these things affected the story (for example, superstitions, animal rights, social class, women's rights)?
- Encourage higher level thinking by getting students to predict the theme of the four stories from their titles.

### After reading

- Apply new vocabulary and structures by re-telling the stories in small groups.
- Plan specific higher order thinking skills – analysis. Students review their predictions made about the stories from their titles alone. They can then evaluate the collection by voting for their favourite tale.

### During reading

- Quick and frequent concept checking questions.
- Eliciting mini summaries from volunteers – different students each time – after each story. Give a structure for students to follow: "First..., then..., and in the end..."
- Lower order thinking skills – comprehension. Ask students to summarise what each of the characters has done in the story – they can draw a picture based on the physical description or write a list of characteristics. Infographics are useful for displaying the factual information gathered in this way.



# Teacher support activities

## Great Games: Tic Tac Toe (3-in-a-row)

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- The Teacher draws a grid on the board and numbers the 9 squares. S/he also prepares 9 factual questions about the stories (e.g. Where was the haunted house? How many children lived in the dog's new home? What did Henry Adams want to eat in the street?)
- The class is divided into two teams and decide which is X and which is O. Concept check the rules and aim of the game. Demonstrate a winning move if necessary.
- Decide how much time each team has to reply and whether they are allowed to consult on the response and answer via a spokesperson or if players take turns to answer questions without help from their team-mates.
- The teams take turns choosing a square and answering a question about the stories. If they get the answer right, they win the square and can put their mark there. If they get the answer wrong, the other team has the chance to try.

## CLIL LINK: Social Science, Ethics

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### World Religions and Superstitions

- Brainstorm the names of the six continents (Asia, Africa, America, Antarctica, Europe, and Australia) and some of their countries, languages and peoples (minus Antarctica!).
- Groups choose a continent and investigate the religions and superstitions present.
- They should bear in mind the following perspectives:
  - historical context
  - variety of beliefs
  - be vigilant of stereotyping and potentially racist attitudes

## English Theatre

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### World Religions and Superstitions

Imagine being the object of a strange bet where two rich, unknown men give you an enormous amount of money for a month. You cannot spend the money because the note is too big to cash. It does not belong to you, but it is the only money you have in the world.

- With your students, look at the scene where the gentlemen propose the bet and together put it into direct speech.

A window behind me opened, and a gentleman spoke to me, saying:

"Come in here, please."

I was admitted to the house by an elegant servant, and he took me into a beautiful room where a couple of old gentlemen were sitting. They sent away the servant, and told me to sit down...

They began to ask me questions about myself, and soon they knew my story. Finally they told me I was perfect for their plan. I said I was sincerely happy, and asked what it was. Then one of them gave me an envelope, and said I would find the explanation inside. I was going to open it, but he said no; take it to my home, and read it carefully, and not be in a hurry. I was confused, and wanted to talk some more about their plan, but they didn't; so I said goodbye...."

- Work on chunking the speech (dividing up the sentences into short meaningful utterances) and get them to mark the strong, stressed syllables. They will need to say these more loudly and slowly to improve their intonation and make the scene easier to understand for the listener. Concentrate on any tricky sounds (consonant clusters or unknown words).
- Rehearse in small groups of four - Henry, Brother A, Brother B and the butler/director - this last person should listen to the scene and note any problem areas, suggest actions or added intonation which would improve the performance.