

## Sister Fox And Brother Bear

Age: 8-9

### Aims:

- Communicative acquisition of the phrases from the story in a funny atmosphere.
- Realizing interdisciplinary relations.
- Communicative skills development using the dialogue from the story in the story context and in another context.

### Objectives:

- **Vocabulary:** animals, plants – kinds, structure, colours
- **Grammar:** without explanation – passively: Present simple, Past Simple, Future Tense
- **Social language:** asking a favour, bargaining, being polite, greeting
- **Skills:** listening (and understanding), speaking, asking and answering questions

**Time:** 4 classes

**Materials:** the story Sister Fox and Brother Bear\*, pictures of the animals, books with the story.

**Interdisciplinary relations:** The world around; Arts

**Topics:** relations between people, doing favours, friendship, cheating

\*Five Funny Tales About Fellows with Tails Colouring & Storybook 2001, Fyut Publishing House, Bulgaria

### Lesson 1

#### I Warm up

**Revision** of the names of the plants in English using pictures; introducing the new word – *leek*.

**Introducing** the parts of the plant in English: root, stem, leaves.

**Discussion** – which part of the plant is used (e.g. We eat the fruit/ the balls, we don't eat the stem and the leaves. (melon); We eat the stem, we don't eat the leaves and the root. (leek) etc.).

**II** Introducing the characters and **Storytelling 1.**

**III** A short discussion for understanding

**IV** **Storytelling 2.** with the active participation of the students.

**V** **Discussion** about the characters and the relations between them. Creating similar dialogues.

**VI** Close up

### Lesson 2

#### I Warm up

**II** **Storytelling 3** – the students take active part.

**III** **Drama** in pairs or in groups of three (with a storyteller) the students practice the dialogue from the story.

**IV** Making an **illustration** to the story.

**V** Close up

### Lesson 3

#### I Warm up

**Revision** of the story.

**II** Filling in **comics** with key words.

**III** **Drama** in pairs or in groups of three (with a storyteller) the students practice the dialogue from the story, but in their own situation.

**IV** Close up

### Lesson 4

#### I Warm up

**Revision** of the story with the active participation of the students.

**II** **Roleplay** The students receive tickets with roles and play an episode using the words from the story in another situation (pair work). There are 2 situations – each of the students has to practice all the phrases. It is not possible to use whole phrases from the ticket – in order to turn the instructions into a dialogue, the students need to make changes, requiring communicative skills and grammatical knowledge.

**III** Close up