

A white dragon-like creature with horns and spikes, standing in a forest pond. The creature is the central focus, with its head lowered towards the water. The background is a dense forest with sunlight filtering through the trees, creating a dappled light effect on the water and foliage. The overall scene is serene and magical.

English for Fun

The Middle School Syllabus

Teacher's Guide

Madhubhashini Disanayake Ratnayake

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Introduction

This syllabus is made for children aged roughly between 10 to 16, an age where they are curious, like fun, are eager to learn, and are full of enthusiasm about everything. All this is what is hoped will be activated by the syllabus even as they improve their proficiency in English through the exposure to the language and through its use – which are the most effective ways of learning it. It is assumed that parallel to this, they would also be exposed to the more traditional ways of learning English through the school system. This syllabus mainly deals with speaking and listening skills – two of the four skills that might not be given enough attention in school - which are vital for integration into their environment, though reading is touched upon every time they read anything, and there is one instance of writing here. The idea is to get this as distant as possible from a traditional school syllabus.

This is also geared to give them, alongside the above, an exposure to the culture that this language comes from – both from the West and the English-speaking crowd in Colombo. Language, after all, is very much a part of a culture - and whether they choose to join that in some way or not, knowing about it is helpful.

This is a very interactive syllabus based on nursery rhymes, songs, poems, parables, fairy tales, and short stories. Every such one has connected activities specified for them, which includes discussion; role play and drama; watching films connected to the theme of the literary work; watching YouTube documentaries; singing songs and so on.

This will be taught by a teacher who will ensure that all children participate equally in the language activities. However, the syllabus is also available on audio tracks which can be found in the “English for Fun” website maintained by the library of the University of Sri Jayewardenepura, where the creator of this syllabus works. This means that even after class time or during holidays at home, the student can be exposed to the material on a digital platform if he so wishes. Through an email to the library, the whole syllabus can be requested to be sent home as well, with everything downloadable. The voice on the audio tracks is of Thusitha Jayasundera, a UK-based Sri Lankan actress. The rhymes are by a group of young musicians.

English has to be learnt through the efforts of students themselves – it is difficult to teach it as such if that commitment to use it and immerse oneself in it are not there in the student. Interaction, immersion, and use, all given through enjoyment and entertainment, are the main elements needed to make this particular process of learning successful. Hopefully, the students as well as the adults around them will make use of this material in such a way, to the best of their ability.

A Note to the Teachers:

Please be creative as you can with this syllabus. Add your own ideas to this. What is given here is a basic outline. Depending on your context, please feel free to add suitable activities and games. Do add words to the vocabulary lists given. as what is given here is only a sample.

Your own creativity and ideas are valued very much here. As precious will be your energy – for you will have to be very active and lively in class as you are dealing with children. This is not a syllabus for simply sitting down and teaching, or giving notes. It is a very active one, calling for movement, song and even dance if possible.

Encourage the children to get familiar with the material you teach and read here even outside class through the English for Fun website maintained by the library of the University of Sri Jayewardenepura. You can find it here <https://lib.sjp.ac.lk/englishforfun/> As you know, immersion in the language helps vastly with learning it.

All the rhymes can be learnt and sung out loud. It doesn't matter if some don't get the pitch right. The idea is to make them enjoy the act of singing aloud. The website has the music they can sing along to. The rhymes are mostly for fun and learning some basics of grammar. Some of the simpler four-line poems can also be read aloud. Articulating English words aloud is important for their confidence as well as their diction – so do make sure that everyone opens their mouths and says most of these rhymes and some poems out loud.

The songs are for the pure enjoyment of the music. They can sing along in easier parts. I have included some questions that can be asked with the songs – but do take them at the levels possible. Very basic, simple discussions are what is expected, if at all, to get the children thinking about life in general, in positive and deep ways. Though they come as a separate section, they can be used to supplement any lesson here, as many links can be found: 'Second Star to the Right' can come with the discussion on constellations, for example, or 'Fly to your Heart' or 'Over the Rainbow', with the discussion of dreams. Make any connections you want, or just simply enjoy these songs any time. Get the children to sway their bodies or even dance, if possible. The whole idea is to get involved and enjoy the songs in this language.

The poems will move along to teaching them something about other subjects through English – using YouTube videos. You can use these for easy comprehension questions, while also giving the students a chance to be exposed to something other than literary language. Please discuss what they learn in these videos with them – the more interested they are in the subject the better; they may even forget that they are worried about English when they get involved in what they say.

The stories will have many films suggested which thematically might be making a similar point, or is connected to the story in some way. If at least one film can be watched with the students, so that a post screening discussion can be held where you ask if they liked the film, which character they liked most and so on, it will be very valuable. They will answer at any level that they can, and that is fine.

More than anything else, try and make this time enjoyable for the children so that they remember what you all did together with love, and as a pleasant memory. Even what they learnt here is secondary to that.

Good Luck!

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Rymes

1. Ten Green Bottles

Learning Outcomes : they will learn

Vocabulary

- Counting

Activity/Drama/Role play

- Count backwards from 10.
- Count loud from one to hundred.
- Get them to sing this song while showing with their fingers the number of bottles in each verse.
- Get groups of ten to stand together pretending to be the bottles. As they sing this song, one student has to fall each time a bottle falls so that finally there will be no one standing.

Game

What am I?

- A child describes some animal and also tells what they are used for – I have four legs. I have a hump. I can carry people in a desert. What am I? – and the others shout out the name.

Functions

- Learning about animals and what they do.

2. This Old Man

Learning Outcomes : they will learn

Vocabulary

- Skip count up to about 1000.

Activity / Drama / Role play

- the students to show the numbers on their fingers. And then get them to act out what the old man does, using their own bodies when parts of it are mentioned.

- They can ask to whom the old man does most of these things and show them the word ‘my’ that comes everywhere. Then do on to explain my, our, your, his, her, its and their
- Show them how to use mine, ours, yours, his, hers, its, theirs
- They can then go on to questioning about possessions:
 - ‘whose’ – Get them to point at something and ask ‘Whose pen is this?’ the students can then say ‘That pen is Dulnjana’s’ or Dulanjana can say ‘That is my pen.’ or ‘That pen is mine’.
- Tell them how to use ‘has’ to show possessions as well. Eg.
 - Who has a sister?” The relevant students can all say “I have a sister”.
- Do this as many times as you think will make them familiar with these structures.

Functions

- Learning to count high numbers
- Learning about possessive pronouns and possessive determiners.

3. Yankee Doodle

Learning Outcomes : they will learn

Vocabulary

- Names of animals
- What they can be used for

Activity / Drama / Role play

- Mime: Ride a pony or a horse/ feed some fish/ walk a dog/ pet a cat

4. The Farmer in the Dell

Learning Outcomes: they will learn

Vocabulary

- Names of farm animals and wild animals.
- Place names: farm/village/town/city/coastal area/

Activity / Drama / Role play

- This rhyme should be sung to these actions: A child skips to another and takes the hand of whoever becomes the ‘wife’, then they both skip another and take the hand of the ‘child’ and so on. When the ‘cheese’ is chosen, then let him go so that he stands alone and the rest can sit down.
- Get this rhyme sung many times, with roles played by different children each time. Ask questions before the characters are changed – checking who is who – Who is the farmer now? Who is the wife now?
- And a student has to answer. I am the farmer/I am the wife and so on. After the first question round is done by the teacher, get students to ask the questions in the following rounds, as well as answer them. This will give them good practice in asking questions with ‘Who’
- Get them to do to the same thing with their actual names: one asks ‘Who is Dulanjana?’ And a child answers, ‘I am Dulanjana’ and so on.

Functions

- Asking questions with ‘who?’

5. Three Little Kittens

Learning Outcomes : they will learn

Vocabulary

- Winter clothes: mittens, overcoats, mufflers, scarves, caps
- Names of farm animals/domestic animals/wild animals
- Teach them other categories as well: wild flowers or types of food like Vegetables/fruits/meats/grains/desserts/short eats/
- Tell the class to categorize themselves into groups and tell how they did it: sizes like tall/short; area of Sri Lanka they come from etc.
- Take something they can touch – stones/fallen leaves and tell them to group them and explain why. You can collect these from the garden itself
- Bundle up many things – ask two groups to sort them out into categories and speak about the logic they followed in grouping things together.

Activity / Drama / Role play

- Act out this rhyme. Three children can be the kittens and one the mother.
- Ask the children if they have pets. Get the children to talk about them.

Functions

- Categorization

6. Here We Go Looby Loo

Learning Outcomes : they will learn

Vocabulary

- Parts of the body

Activity / Drama / Role play

- Get them to show these parts of the body: Hair, forehead, eye, nose, ears, mouth, neck, shoulders, chest, stomach, back, buttocks, thighs, knees, feet, toes.
 - Mark them in a diagram.
- The teacher shouts out a part of the body and the students tell what it is used for. For example: Eyes – Eyes see/ We see with our eyes.
 - Feet – We walk with our feet.
- Teach them about the left and right parts of the body. Lead on to what is on their left and on their right, in front, behind them, etc.so they understand prepositions.

Game: Follow the leader

- Teacher shouts out instruction like: Tap your head/clap your hands/stamp your feet/wave your arms etc. using names of the parts of the body and the students do the same. You can do this while marching around the class one behind the other as well.

Functions

- Learning about parts of the body and what they do.

7. Cobbler, cobbler, mend my shoe

Learning Outcomes: they will learn

Vocabulary

- Names of professions - pilot/an engineer/a farmer/a doctor/a driver/a policeman/a soldier/a postman/a teacher/a nurse/a chef/a mechanic
- Counting up to 60

Activity / Drama / Role play

- Ask the question “What does a postman (etc.) do?” and get them to answer “A postman delivers letters.” Make many sentences like that. Tell them that when we talk about what people normally do, this is how we talk about it – and that the tense is called the present simple tense.
 - Ask them to talk about what they do normally too. “I get up at 6 o’ clock’ etc.
- Draw on the board various times and teach them how to say it in English. The prepositions ‘to’ and ‘from’ can also be taught here in this context.
- to make requests politely. Teach them phrases like “Can you please....” (Can you please mend my shoe?)/ It would be great if you could..../I wonder whether you could. . . .
 - Tell them that making a question from the request often makes it polite, as in ‘Please pass me the butter’ becomes even more polite when they say ‘Can you please pass me the butter?’

Game

- The teacher shouts out a command (Sit down). The students make it a polite request (Can you please sit down?)

Functions

- Learning the present simple tense
- Reading the time
- Making requests politely

8. Wee Willie Winkie

Learning Outcomes : they will learn

Vocabulary

- how to talk about different levels of a house/building:
 - Upstairs/downstairs/ground floor/basement/first floor/roof garden/
 - parts of a house: bathroom/bedroom/ drawing room/ hall/ kitchen/verandah
 - things in the house: window/door/table/chair/ bathtub/sink/bed/cupboard/shelf
- clothes: nightdress/ pyjamas/uniform/coat and tie/suit/saree/Kandyan saree/frock/dress/trouser/shirt/T-short/shorts
 - formal attire/informal dress/ smart casual dress/casual dress code

Activity / Drama / Role play

- Identify and name the places in the houses in the picture.
- Name the furniture in the house too.
- What kind of dress should you wear for the following events? A friend's birthday party/an almsgiving/ a cocktail party/a symphony orchestra concert/a pop concert outside/the beach/an expensive restaurant/ a small café/

Functions

- Learning about buildings and houses
- Learning about different attire suitable for different purposes

9. Lavender's Blue

Learning Outcomes : they will learn

Vocabulary

- Colours
- Verbs of action – thresh/make (put any other)

Activity / Drama / Role play

- This is a beautiful song. Try and get students to sing it – at least the 'dilly dilly' part.
- Teach them that 'Lavender's blue' is 'Lavender is blue'. Teach them a little about how some words like the be verb and the word not can be contracted. You can talk about how the apostrophe is used instead of the letter dropped, and also how it can show possession. Eg. Dulanjana's shirt.
- Get them to tell the colours they can see all around them. Help them with the nouns they point at too.
- Get them to act out what they can do with the nouns mentioned in the rhyme: plough, cart etc. The others have to say what they doing – using the present continuous tense. You can tell them that this tense is called the present continuous tense and show them how it's made – by having a helping word 'be' before the main verb - He is ploughing a field/He is tying a bull to a cart etc. But don't worry about these names. If they know how to use it that enough.

Game

- Get them into two groups. One boy comes from one group and the other group gives him a verb to act out. When he does, his own group has to describe what he is doing. If by three chances they can't, they are out. Do this about ten times for both sides and pick a winner.

Functions

- Describing what someone is doing at the moment / the present continuous tense

10. This little light of mine, I'm gonna let it shine

Learning Outcomes: they will learn

Activity / Drama / Role play

- After discussing how the word 'gonna' has been made, teach students about how ways of speaking can change according to the social context - - like slang/informal and formal use. Give examples for each situation and tell them how to be careful when choosing language in formal situations.

Game: Pass the Ball

- A ball is passed around a circle of students. When the ball stops, make the child request something from anyone in the room. Can you please – will you please – The others have to guess whether he is in a formal situation or informal situation. Tell them that very often the way of speaking – the tone – also has to change accordingly.

Functions

- Learning about formal and informal language situations
- Learning how to function well in both these situations

11. Oh My Darling Clementine

Learning Outcomes : they will learn

Vocabulary

- Professions connected to manual labour: blue collar workers
 - White collar workers

Activity / Drama / Role play

- Teach them how a verb can be turned into a noun sometimes by the addition of 'er' / 'or'. Walk/Sleep/Talk (a lot)/Sing/Write (well)/Swim(mer)/Bowl/Bat/Act
 - Mine – miner (the 'e' is already there)

If they can handle it, you can talk about prefixes (clean/unclean) and suffixes (kind/kindness) too.

Functions

- Seeing that words can change meaning with small additions

12. Girls and Boys Come Out to Play

Learning outcomes : They will learn

Vocabulary

- Learning verbs connected to action - Come/go/run/jump/shout
- Some words showing direction – up/down/left/right
- Names of sweet stuff – cupcakes/butter cake/chocolate eclairs/muffins/red velvet cake/blueberry muffins (It would be great if we can take them somewhere at one point and show these and but them these too. Someplace like Cake Factory)

Activity / Drama / Role play

Act out getting up from sleep and running to the street

- Act out finding the milk and finding the flour and making a pudding.

Functions

- Following instructions
- **Game**
 - Simon Says: You shout out instructions either just with the verb or by preceding it with ‘Simon Says’. They are supposed to follow them only if you say that phrase. If they follow anything without that, they are out. The child/children who are left in the game after sometime, win/s.

The purpose here is to show them that using a verb in the basic form makes it a command. They will learn later more polite ways of making requests. You can teach basic actions with words like Come in/ Stand up/ Sit down/ Bring the book etc.

13. The Muffin Man

Learning Outcomes : they will learn

Vocabulary

- Well known pastry shops in Colombo: Perera and Sons/Fab/Cake Factory/Scrumptious/Java Lounge/Barista Coffee Shop

- Places to eat: cafes/restaurants/hotels/five star hotels and their names/ shopping malls like CCC (Colombo City Center)/One Galle Face
- Places to visit: museums/galleries/zoo/shopping malls/cinemas/Galle Face/
- The verbs that describe what people do in these places: watch/buy/fly kites/drink/eat/chat/meet/gaze

Activity / Drama / Role play

- Role play what people do in these places.
 - Eat at a restaurant. You can teach them how to hold a knife and fork if you think they can manage it.
 - Sell and buy something from a shop.
 - Run to catch a train at a station.

Game

- One group act out a situation (Eating at tables with waiters waiting in them/running to catch a train at the station) and the other group as to guess the situation. They can also speak about what they are doing: He is running to catch a bus/He is selling something.

Functions

- getting to know about some places in Colombo

14. Over the Hills and Far Away

Learning Outcomes : they will learn

Vocabulary

- Name of musical instruments
- Names connected to the people in an orchestra like the Conductor

Activity / Drama / Role play

- Make one student act as Tom – playing a pipe. Make the others dance to the tune of this song.
- Name the instruments in the picture
- Watch an orchestra playing – Morricone – Gabriel’s Oboe
<https://www.youtube.com/watch?v=s7w-IeNR9ko>
- Identify the instruments as they are shown on the screen.
- Discuss with the students what a choir is. You can form a choir in class too.

Game: What am I playing?

One student pretends to be playing an instrument and the others have to guess what it is.

- Replace the word ‘pipe’ with another instrument’s name and sing the same rhyme. Get ‘Tom’ to act out his role accordingly.

Functions

- Learning about the Western Classical Music world

15. Once I Saw a Little Bird

Learning Outcomes : they will learn

Vocabulary

- Ways animals walk
- Ways people can move

Activity / Drama / Role play

- Tell the students to show the movements they can make: walk, run, hop, crawl, skip, tiptoe, jump, dance, leap

Game

Make two groups. One group acts/moves like a particular animal. The other group has to guess what animal that is.

- Brainstorming: Teach them what this means. Brainstorm on ‘Should animals be held captive or should they be free? Discuss this question with the class so it is easier for them to come up with ideas.
- Teach them the phrases for disagreeing politely. Some are given in the book.
- Tell them how to conduct a debate. Then debate on the topic “Zoos should be banned.”

Functions

- Learning how to disagree politely
- Learning how to debate and argue a point
- Learning about movement

SONGS

Ask questions similar to the ones given below ONLY IF the students are capable of answering even in a very simple and basic way. You can talk simply about these concepts otherwise. Or even just enjoy the songs if they are not capable of such discussions.

1. Somewhere Over the Rainbow

- What dreams would you dare to dream?
- Why is it important to have a dream?

2. Fly to Your Heart

- In what sense is the word ‘fly’ being used here – in the literal or the figurative sense? Discuss.

3. Puff the Magic Dragon

- Do you think this song is about a real dragon?
- Could it be referring in a symbolic way to the process of growing up?
- Did you have an imaginary friend when you were growing up?

4. I don't want to Live on The Moon

- What is the best place to live?
- What were the problems with each of the other places?
- What will he miss if he doesn't live on earth?
- What would you do to protect the earth?

5. The Second Star to the Right

- Why does the star shine, according to this writer?
- Can you actually say something like ‘Second Star to the Right?’
- In what kind of a world would that be possible?

6. Where Does the Time Go?

- What does this song teach us about time
- What does it mean to say ‘Some dots won't connect until the years go by?’

7. Do Re Mi

- Teach them how to sing a scale. Don't worry if some can't pitch. Let them sing – and those who can benefit by learning a scale, will.

POEMS

1. Star Light, Star Bright

Learning Outcomes : they will learn

Vocabulary

- Things in the sky: Sun, Moon, Clouds, plains, kites, jets, rockets

Activity / Drama / Role play

- Talking about what they wish for:
If you had three wishes, what would you wish for? Why?
What are your dreams. What do you want to be?
Teach the simple future tense or the “I want to be....” phrase to them.
- There is a famous song by abba that talks about a dream – listen to it.
<https://www.youtube.com/watch?v=b-X-XezEC8>
- Choral singing: Get them to stand like a choir and sing “I have a dream” by ABBA.
- Video: Objects in the sky:
<https://www.youtube.com/watch?v=PeNuj2GH8xg>

Functions

- Talking about the future

2. To bed, to bed

Learning outcomes : they will learn

Vocabulary

- Adjectives that describe people – both the physical aspect (tall/short/fair/dark) and the internal aspect (charming/strong-willed, quiet, lively)

Activity / Drama / Role play

- Tell students to someone being sleepy/slow/greedy
- Tell them to describe the people they see in the picture. You can help them with the adjectives.
- Tell them to come in front of the class and describe each family member. Give everyone a turn. And help them think this out – tell them to tell the class what makes that person special.

Functions

- Describing people.

3. Silver

Learning Outcomes: they will learn

Activity / Drama / Role play

- Get them to act out what the animals mentioned in this poem are doing.
- Ask them why everything mentioned here is silver colored and get them talking about the moon and moonlight. Ask them to describe what their own home garden looked in moonlight.
- This is a video about the moon. After you watch it together, ask the students about what they learnt and discuss it. The more interested they are in the subject, the better. They may even forget the fear of language then.
<https://www.youtube.com/watch?v=JM21GBJecx0>

4. There Was a Crooked Man

Learning Outcomes: they will learn

Vocabulary

- Directions: to the left/to the right/diagonally/in a straight line/in a circle

Activity / Drama / Role play

- Talking about disabilities- Why was the man called crooked? - Teach children that disabilities, if this one was one, it may not have been, it could have been old age, but the point is still valid – should never be laughed at or ridiculed. Speak about the new words that are now in effect – not disabled but differently abled and so on.
- Telling stories: get the students to imagine the life of this man. Tell them to imagine the life he lives with his animals. Tell them to make up a story about what they did one day.

Functions

- Learning to plot a story through imagination.

5. The Grand Old Duke of York

Learning Outcomes : they will learn

Vocabulary

- Directions North South East West (Cardinal Directions)
 - North East, South East, North West, South West (Ordinal Directions)
- Adjectives that are made from directions: South – Southern/South-East – South Eastern etc.

Activity / Drama / Role play

- Get the students to march around the class to the rhythm of the poem. Words have rhythm, even without music – and it is good if they realize that. If you can find a staircase get them to march up and down and stop in the middle according to the words they are saying.
- Watch this video about directions
<https://www.youtube.com/watch?v=6Due3L2QeQM>
 - and get the students to do what this apple is doing.
- Now watch this video. When a question is asked pause the video and get the students to give the answer
<https://www.youtube.com/watch?v=HnIJzWhsNnw>
- Show students a map of Sri Lanka. Show them what is situated in different poles of the country, asking questions like “What is situated in the North of Sri Lanka?” or “What province is situated in the South-East?”

Functions

- Learning about directions
- Doing some simple map readings

6. This Little Piggy

Learning Outcomes : they will learn

Vocabulary

- Quantifiers – all/none/some/many/several/a lot of/ lots of/a few

Activity / Drama / Role play

- Get students to pretend that each of their fingers in one hand is a pig. The thumb is the pig that went to market for example. Tell them to take a friend’s hand and

say the rhyme while shaking each finger according to the poem. On the last line, they can walk up the arm with “wee wee wee” and tickle him!

- Show pictures that have many things in it, and discuss ways of using quantifiers to describe it.
- Tell them to look around the class and use any words they learnt to make a sentence: “There are many windows in this class”, for example. Show them that numbers can work as quantifiers to: There are four windows in this classroom.
- Teach them the difference between countable nouns and uncountable nouns (water, air, bread) and tell them that only quantifiers like some or much can be used before uncountable nouns, while as countable nouns have a lot more.
- There are many loaves of bread here/ There are many cups of tea needed.
- Much bread is needed to fill the stomachs here/ Much tea is needed here.

Functions

- How to show quantity.
- Learning about countable and uncountable things

7. A Wise Old Owl

Learning Outcomes : they will learn

Vocabulary

Activity / Drama / Role play

- Discuss what this poem is trying to say. Ask the students if its better to talk a lot or better to listen a lot and learn.
- Discussion: The owl is considered to be wise. What are the characteristics associated with other animals? Monkeys? Ants? Donkeys? Mules? Elephants? Foxes? Dogs?
- Teach them about the delightful Winnie the Pooh series of stories. Talk about how they were books before it was turned into films and TV programmes. Show the following videos to show how animals are the characters in this – including an owl who is not very wise and certainly not quiet.
<https://www.youtube.com/watch?v=PTrcIVjU8g8>
- Winne the Pooh is the main character in this story series. He has a friend called Tigger too.
<https://www.youtube.com/watch?v=koCytQkK76s>
- His friend, the Donkey, was called Eeyore. He was very often sad. But they didn't mind that. They treated him like friend, even if he was always sad and gloomy. That's what good friends do.
<https://www.youtube.com/watch?v=nOlhYGPZLvE>

Functions

- Learning about a popular story series for children.

8. The Swing – RL Stevenson

Learning Outcomes : they will learn

Vocabulary

- Sports and games: Cricket/football/soccer/ ruggar/rugby/tennis/ rowing/water polo/
- Indoor games: chess/carrom/board games like Monopoly/ Scrabble/ Hangman (spelling game)

Activity / Drama / Role play

- Ask them to talk about something they like to do. When they do, ask something like “What does it make you feel?” so that they also learn how to speak about their emotions.
- Get the children to come in front of the class and talk about their favourite game.
- Play Scrabble with them, if there is no board, play Hangman

9. My Shadow – RL Stevenson

Learning Outcomes : they will learn

Activity / Drama / Role play

- Ask the children if they know how shadows work and what causes shadows.
- Say that there are different ways of talking about the same thing. The poet talked about shadows poetically. Tell them that it is possible to discuss that in scientific and non-literary ways and show them the following videos:
 - This one explains what a shadow is:
<https://www.youtube.com/watch?v=YuUJCNzfoBw>
 - This is book that talks about the same thing
<https://www.youtube.com/watch?v=mdW7xyH7mXs>

10. Escape at Bedtime – Robert Louis Stevenson

Learning Outcomes : they will learn

Activity / Drama / Role play

- Discuss why the pail have stars in them. Use it to say the lovely ways in which poets talk about scientific things – like the reflection of stars in the water in the pail.

- The poet compares the stars to two things, and says they were more than those. Ask students about the two things he compares stars with. These conversations can lead to literary appreciation.
- Video: What are the constellations?
<https://www.youtube.com/watch?v=pqis3gZwVaY>
- Teach the names of constellations and their informal names as well.

11. The Moon – RL Stevenson

Learning Outcomes: they will learn

Vocabulary

- The sounds animals make
- Nocturnal animals

Activity / Drama / Role play

- Discuss what a nocturnal animal is.
- Tell them that a well-known nocturnal animal is the bat, and watch these videos with them.
<https://www.youtube.com/watch?v=NBCODnTUOrY>
and <https://www.youtube.com/watch?v=2Mii45v85YY>
- Discuss the information here by getting them to listen carefully and rewatching them if something was unclear. Once you think everyone has a fair idea about bats, tell them to write a short essay about a bat.
- But first tell them how to organize their ideas well. Teach them about mind mapping – like spider diagrams – which will make it easier for them to organize their thoughts – and to plan the essay before they write.
- Teach them about paragraphs, how it carries one main idea. Then tell them to write the essay, with a good beginning – which is like an introduction – and a good ending paragraph – which is like a brief summary of what was said before.

Functions

- Learning how to organize thoughts and write in paragraphs.
- Writing an essay
- Getting used to foreign accents

12. The Arrow and the Song – Henry Wadsworth Longfellow

Learning Outcomes: they will learn

Activity / Drama / Role play

- Have a discussion about the poem asking questions like this -
 - What are the two things that the poet threw in the air?
 - Did he see them come down?
 - Where was the arrow?
 - Where was the song?
 - What is the poet trying to say here? What is more harmful, an arrow or a song? What created more beauty?

Function

- Having a literary discussion
- Learning to think deeply about a literary work

13. Dream Variations – Langston Hughes

Learning Outcomes: they will learn

Vocabulary

- Words connected to race: colour/person of colour/black/white/brown
- Adverbs

Activity / Drama / Role play

- Lead a discussion with questions like - Why does the poet say ‘dark like me’? What colour do you think he is? What the two colours associated with the people of the world?
- Watch this video with the students and give them a brief glimpse into the history of the USA and its colour politics
<https://www.youtube.com/watch?v=WKEGou1zPII>
- Adverbs - a lot of words are used for description in this poem. Through that teach the students about adverbs. Ask questions like - What is the tree like? The evening?
- Show that some words describe things, some words describe actions. How does the boy throw his arms out? How does the night come?
- Tell them that a word that describes a thing (a noun) is called an adjective.
- A word that describes an action (a verb) is called an adverb.

Game

- Call up students to the front of the class and tell them to act out the verb you say, with an adverb: Run fast/walk slowly/shout loudly/talk softly etc. Discuss as many adverbs as you can.

Functions

- awareness about colour politics
- describing verbs

Stories

1. The Bundle of Sticks

Activity/Drama/Role play

- Discuss these themes
What does being united mean? Can you find some examples and talk about it? What does fighting do to any group? A family, a classroom? A country? Can you discuss this with a group and talk about it in front of the class.
- Make a little skit based on this story.

Film - Trolls (1)

- Post film discussion - How did the trolls finally escape?
- Is eating a troll a right way of finding happiness? How can happiness be found? What do you think? What makes you happy? Name three things that make you happy.
- Who is the main character in this film? What is special about her?
- How is she different from the boy in the beginning of the film? What changes in the end of the film about the boy?

2. The Lion and the Mouse

Activity / Drama / Role play

- Discussion based on these themes:
 - What is the moral of this story?
 - What should very powerful people remember?
 - What is a quality that the mouse had which is very admirable?
 - Who are the animals you think are powerful? They are often called predators..
 - Who are the animals who are called weak? They are often called prey.

Film: Zootopia

- Post film discussion
 - Why did they laugh at the Bunny who wanted to be a policeman at first?
 - What made her special?
 - What was special about Zootopia at the beginning?
 - What was the problem that soon began to affect it?
 - Who is the villain of this story?
 - What reasons did she give for becoming a villain? What do you think about those reasons?

3. Hercules and the Wagoner

Activity / Drama / Role play

- Discussion: What is the moral of this story?
- Is hard work important? Why?

Film: Karate Kid

- Post film discussion
 - What made him become a good fighter at the end?
 - Could he have got there without working and training hard?
 - What kind of teacher was this? Do you like him? Why or why not?
 - What is the moral of the film?
 - Talk about the characters in this film. Describe a few. Which is your favourite one? Why do you like him or her?

Films for extra viewing

Percy and the Lightning Thief. (This film has references to many Greek gods)

- If they manage to watch this outside class, have this discussion with them
How important are friends in your life? Talk about the friends you have.

More friend related movies -

Charlotte's Web

ET

Finding Nemo

4. The Emperor's New Clothes

Activity/Drama/Role play

- Lead a discussion based on questions like these:
 - What is the moral of this story?
 - Why is it easy to fool some people?
 - What kind of person would be the best friend that such a person could have?
 - Why do the people around the king not tell him the truth?
 - Did the King deserve the ridicule? Why do you think so?
- Writing a drama script
 - Get into groups. Write a small script based on this story.
- Drama: Practice first and act it out in front of the class.

Film: The Lion King

- Post film discussion
 - What makes a good king?
 - What does it mean to be a good leader?

- Why did the hyenas do what they did to Scar at the end? What does that teach you about leadership?
- What can guilt do to a person? What happened to Simba because of it? What does guilt mean?
- Would you like a Akuna Matata lifestyle? Do you think its good? Why or why not?

5. The Ugly Duckling

Activity / Drama / Role play

- Discuss this story along the following
 - Why was the duckling made to feel ugly?
 - Would he have been treated differently if he was in the place he was supposed to be?
 - What can you do if you are made to feel bad about yourself. This duckling ran away? Is that a possible answer to human beings? What can you do instead?
 - Have you ever made the mistake of making someone feel bad about themselves? Talk about it so.
 - Have you ever made anyone feel good about themselves. Talk about that too.
 - Why is it important never to look down at anyone?

Film: Kung Fu Panda

- Post film discussion
 - Describe all the Warriors. Which one do you like best from among the friends?
 - What do you think of Po's teacher Master Shifu? Is he a good teacher? What makes you say that? What makes a good teacher according to you?
 - What does the fact that the scroll is blank tell you? What does Po realize at the end? What helped him realize it?
 - How did Po get confidence? Did it come because he did nothing or because he did something to deserve it?
- Why do you think Master Shifu didn't appreciate Tigress?
 - What happened to Tigress because she wasn't appreciated? What kind of personality does she have now? What does that tell you about how children should be treated.

6. The Lumber Room

Activity / Drama / Role play

- Make about four groups. Get them to discuss this story, reading it again together if they wish. Get them to come in front of the class and tell the story, each child being in charge of one section, so that everyone presents.

Discussion

- What do you think about adults keeping the good things away from children?
- What kind of a boy is Nicholas?
- What kind of a person is the aunt? What are the examples from the story that you can use to prove your point?

Films

- Watch two films dealing with secrets

The Secret Garden

- Post film discussion
 - Why was this garden kept a secret?
 - Was that a good idea?
 - Why do you think the boy recovered in the end?
 - How important is mental strength in doing anything even gaining health in some instances?

Hugo

- Post film discussion
 - Why was the boy hiding in the clock tower of the station?
 - What was the secret that was kept for a long time in the girl's family?

7. The Happy Prince

Activity/Drama/Role play

- **Discussion**
 - What was the difference between the Prince who lived and the statue?
 - Why did the Swallow die at the end?
 - What were they both trying to do?

Film: The Rise of the Guardians

- Post film discussion
 - Who was the villain of the film? How did he make people scared?
 - What was the tooth fairy's job?
 - Why was sandman important?
 - What was Jack Frost's strength?
 - Why was that one little boy who believed important?

