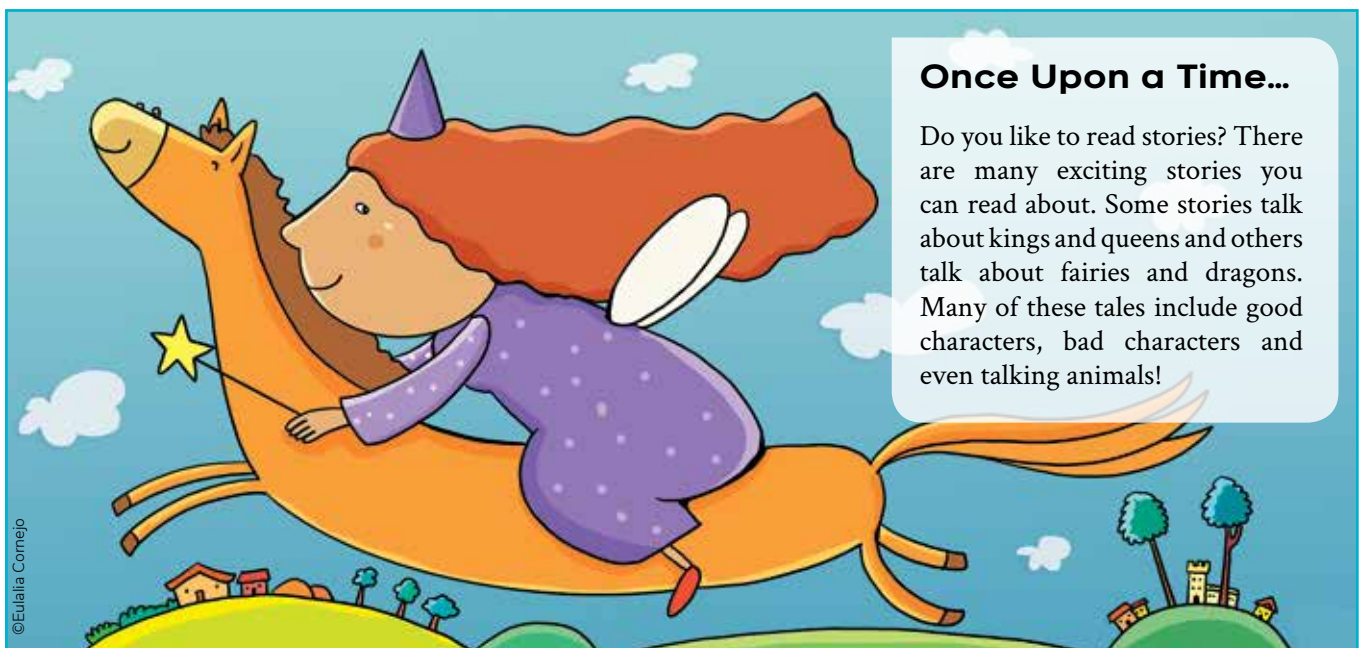
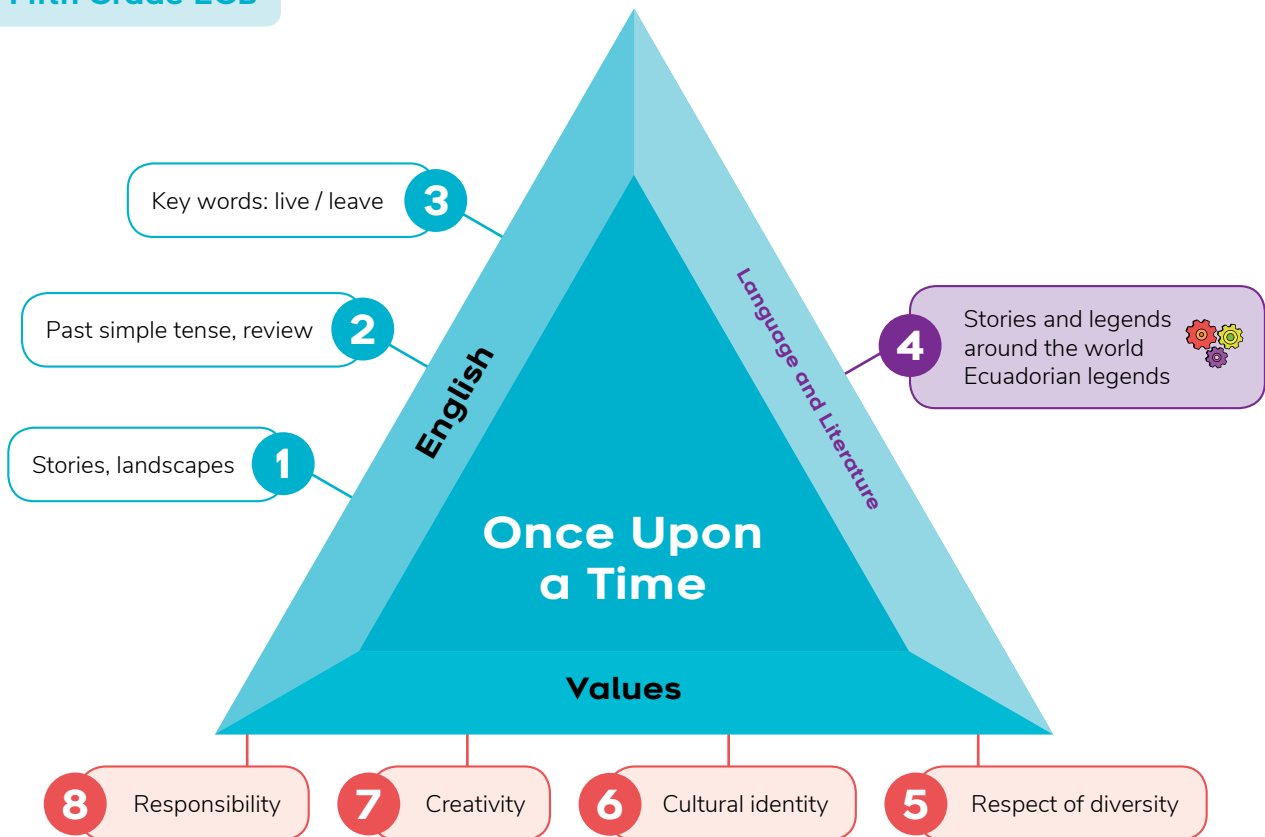


# English Pedagogical Module 5

What is your favorite story?

Curriculum Threads: Communication and Cultural Awareness,  
Oral Communication, Reading, Writing, Language Through the Arts

Fifth Grade EGB



Do you like reading? What is your favorite book?

## Communication and Cultural Awareness

What is your favorite story?

### Stories for All

**Exercise 1.** Pair work. Answer these questions.

1. Do you like to read?
2. What is your favorite book?
3. How often do you read?

Look at the characters below. These characters appear in many stories.



a prince



a good fairy



a witch



a wolf



a court

Stories have good and bad characters. Look at some traits of these characters.

Good traits	Evil traits
kind	selfish
caring	jealous
generous	bad tempered
hard worker	greedy
brave	cruel



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**Exercise 2.** Pair work. Think of your favorite story and answer these questions.

1. What is the name of the story?
2. Is the story real or imaginary?
3. What is the name of the good character? What is the name of the bad character?
4. Is your character a good fairy, a prince or princess, a kind animal, or something else?
5. What are their characteristics?



### Vocabulary

**kind.** to be helpful or friendly

**caring.** to care and protect other people

**generous.** to freely give things to people like food or money

**hard worker.** a person who works a lot

**brave.** to have no fear; not afraid

**selfish.** to only care about yourself

**jealous.** to want something that is not yours

**bad tempered.** to have a bad mood; to become angry

**greedy.** to want a lot of something like money or power

**cruel.** mean

# Oral Communication



Who do you think the girl in the picture is?

## Goldilocks and the Three Bears

**Exercise 1.** Pair work. Look at the picture and answer these questions:

1. Who is the little girl in the picture?
2. Why are there three bowls on the table?
3. What is she doing?



**Exercise 2.** Pair work. Listen to the story.

**Narrator:** Once upon a time, there was a little girl named Goldilocks. She entered an empty \_\_\_\_\_. At the table in the kitchen, there were three bowls of \_\_\_\_\_. She tasted the **porridge** from the first bowl.

**Goldilocks:** "This porridge is \_\_\_\_\_."

**Narrator:** So, she tasted the porridge from the second bowl.

**Goldilocks:** "This porridge is \_\_\_\_\_."

**Narrator:** So, she tasted the last bowl of porridge.

**Goldilocks:** "Ahhh, this porridge is \_\_\_\_\_."

**Narrator:** She ate it. Then, she saw three \_\_\_\_\_.

Goldilocks sat in the first **chair**.

**Goldilocks:** "This chair is \_\_\_\_\_."

**Narrator:** So, she sat in the second chair.

**Goldilocks:** "This \_\_\_\_\_ is too big.

**Narrator:** But the chair broke into pieces.

**Narrator:** Then, she sat in the third chair.

**Goldilocks:** "Ahh, this chair is just \_\_\_\_\_."



Audio  
Listen to the audio.



**Exercise 3.** Pair work. What do you think happened next in the story?

Go to the next page to continue the story...



### Vocabulary

**porridge.** a hot mixture of grains or cereals

**chair.** a piece of furniture for one person to sit on

Reading

Goldilocks and the Three Little Bears

Goldilocks was very tired by this time, so she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then, she lay in the second bed, but it was too soft. Then, she lay down on the third bed and it was just right. Goldilocks fell asleep.

Then, the three bears came home.

"Someone ate my porridge," Papa bear said.

"Someone ate my porridge," Mama bear said.

"Someone ate my porridge and they finished it!" Baby bear cried.

"Someone sat in my chair," Papa bear said.

"Someone sat in my chair," Mama bear said.

"Someone sat in my chair and they broke it all to pieces," Baby bear cried.

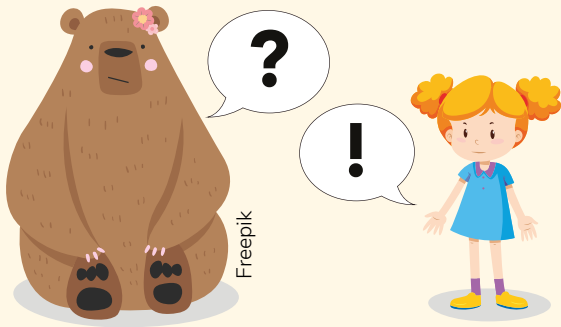
They went upstairs to the bedroom, Papa bear said, "Someone slept in my bed," "Someone slept in my bed, too" said Mama bear.

"Someone is sleeping in my bed and she's still there!" Baby bear exclaimed.

Exercise 1. Individual work. Answer these questions:

- 1. Where did Goldilocks go next?
- 2. What did she do?
- 3. Little Goldilocks woke up and saw three bears around her. What did Mama Bear say to her?

Exercise 2. Pair work. Write a small conversation between Mama Bear and Goldilocks.



Simple form	Past Simple
go	went

Exercise 3. Individual work.

- a. Read these sentences, underline the past tense form of the verb. In the space write the simple form.

Example: She went upstairs to the bedroom. go

- 1. She lay down in the first bed
- 2. Someone ate my porridge
- 3. Someone sat in my chair
- 4. They broke it all to pieces

- b. Find five more irregular verbs in the text and write the simple form.

Exercise 4. Individual work. The next day, Mama bear wrote a letter to her best friend to tell her what happened. Complete the letter in your notebook. Then, share with a partner.

Dear Abby:

Yesterday a very bad little girl came into our house. First

I am really upset about what she did!

Love, Mama bear

## Writing

## Have you heard the story of the three little pigs?

# Three Little Pigs

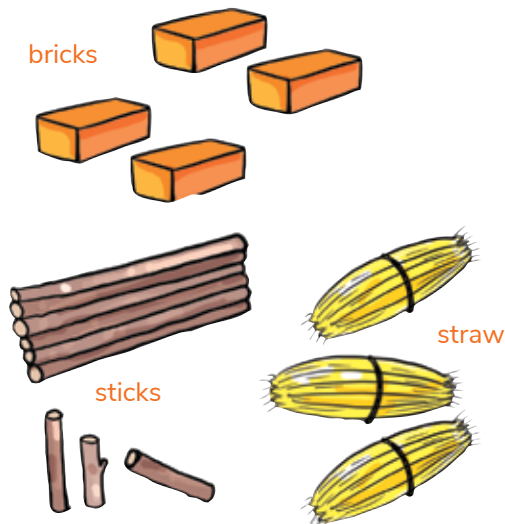
**Exercise 1.** Individual work. Read the first part of the story of the three little pigs.



Once upon a time there were three little pigs.  
The time came to leave home and to build their  
own houses.

The first little pig built his house out of straw because it was very simple to build a house of straw. The second little pig built his house out of sticks. This was a little bit stronger than a straw house. The third little pig built his house out of bricks. His house was very solid.

## Vocabulary



**Exercise 2.** Individual work. Imagine that the three little pigs are part of your family. Write the story from your point of view. You can start with this: "Once upon a time, my brothers and I...."

[illegible]

**Exercise 3.** Pair work. Do you know what happens next in the story? Discuss it with a classmate.

Go to the next page to continue the story...



# Language Through the Arts



**Exercise 1.** Individual work. Look at this picture and answer these questions:

a. How many pigs are there in the photo?

b. Which materials did each pig use to build their house?

The three little pigs were happy when they finished building their houses but there was a big, bad wolf that was looking for them!

When the wolf came to the first little pig's house, he said "Let me in, let me in, little pig or I'll **huff** and I'll **puff** and I'll **blow** your house in!" The little pig did not open the door so the wolf blew the house down and ate the first little pig. The second house was a little bit stronger because it was made of sticks, but the wolf blew that house in too and ate the second little pig. Now, the third house was made of bricks. So when the wolf huffed and puffed, he could not blow down the brick house and he did not eat the third little pig.

Adapted from : [http://www.hellokids.com/c\\_14958/reading-learning/stories-for-children/animal-stories-for-kids/the-three-little-pigs](http://www.hellokids.com/c_14958/reading-learning/stories-for-children/animal-stories-for-kids/the-three-little-pigs)



## Vocabulary

**huff.** to breathe in an angry way

**puff.** to breathe fast and with difficulty

**blow.** to vmove air out of your mouth



Go to the next page to continue the story...

**Exercise 2.** Individual work. There are many different materials you can use to build a house. Some are stronger than others. Imagine you are going to build a house. What materials would you choose? Draw the house. Write two reasons why you would choose that material on the lines below.

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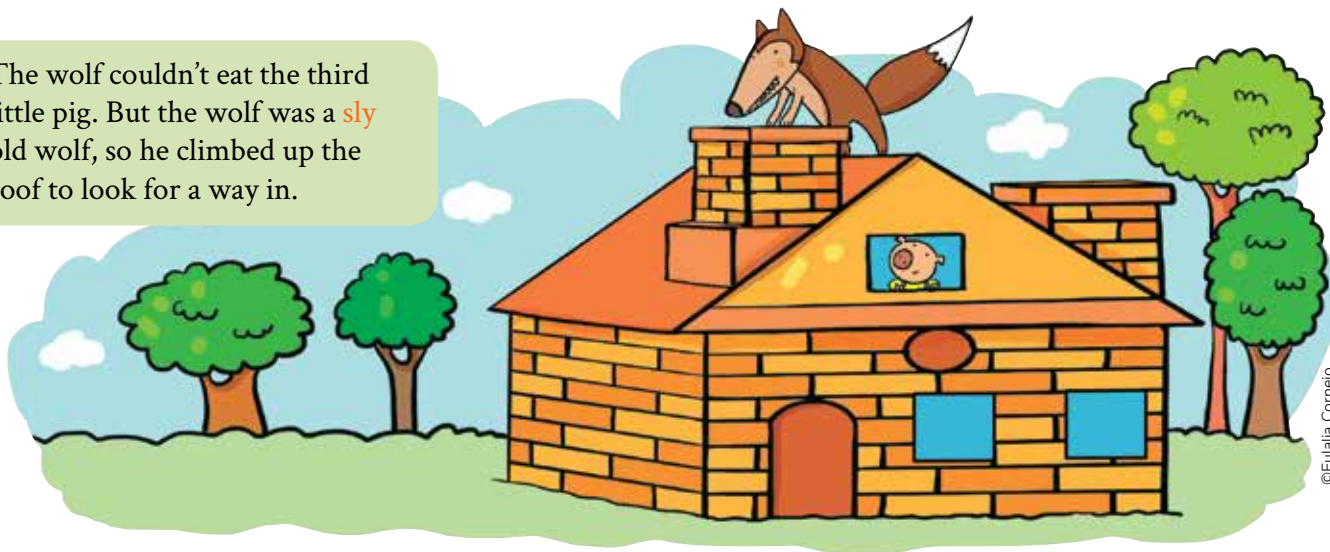
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**Exercise 3.** Pair work. Show your classmate your drawing and explain why you chose that material for your house.

# Oral Communication

How do you solve your problems?

The wolf couldn't eat the third little pig. But the wolf was a **sly** old wolf, so he climbed up the roof to look for a way in.



**Exercise 1.** Pair work. Predict how the third little pig solved his problem with the bad wolf. Write your predictions on the lines below.

---

---

---

---

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## Vocabulary

**sly.** someone with bad intentions



Audio

Listen to the dialogue.

Listen to a dialogue between the third little pig and his mother about his solution. Did you correctly guess what the little pig did?

**Exercise 2.** Pair work. Think of another way to get rid of the wolf and complete the dialogue below.

Mom: So what did you do when you saw the wolf climbing on the roof?

Piggy: \_\_\_\_\_

\_\_\_\_\_

Mom: \_\_\_\_\_

\_\_\_\_\_

Piggy: \_\_\_\_\_

\_\_\_\_\_

Mom: Good for you! That was good thinking!

...and that was the end of the big bad wolf.



## Communication and Cultural Awareness

Do you like poems?



### Tales of Wisdom and Wonder

Stories, tales and poems are wonderful ways to better understand ourselves, people, and the world around us.

Let's read this wonderful poem!

#### Our Senses

I can see quite close up, I can see quite far  
 I can see forever when I see a star.  
 I can smell a bad smell, also something good  
 I can smell my parents cooking lovely food.  
 I can hear a **whisper**, I can hear a scream  
 I can hear fans **cheering** for their team.  
 I can touch my **pillow**, soft and cool  
 I can touch some bubbles, **splashing** in the pool  
 I can taste a **sour lime**, also **bitter** tea  
 I can taste the salty air, when I'm near the sea.



#### Vocabulary

**whisper.** to speak in a soft, low tone

**cheer.** happy feelings, happiness

**pillow.** a soft pad used for resting the head while sleeping

**splash.** spray

**sour.** having an acidic taste like lemon juice

**lime.** a small green citrus fruit

**bitter.** having a sharp, bad taste

**Exercise 1.** Individual work. Cross out the odd one:

1. I can see: a star, a scream, quite far
2. I can smell: food, my pillow, a whisper
3. I can touch: a start, some bubbles, my pillow
4. I can hear: a whisper, food, supporters

**Exercise 2.** Group work. Work in groups of three, take turns reading this poem.

**Exercise 3.** Group work. Work in groups of three. Close your eyes, imagine you are in your favourite place in the world, surrounded by the people you love the most, and eating your favorite meal. Describe to your partners what you see, hear, touch, and smell.



# Oral Communication

Can a blind man see with his ears?

## The Blind Man and the Hunter

**Exercise 1.** Pair work. Answer these questions:

- Do you remember what our five senses are?
- Which sense do you use the most?
- How would your life be if you couldn't see?

In the story you will hear a blind man and a hunter. They travel in Africa through the forest, the plains, and the desert.



**Exercise 2.** Pair work. Imagine what happens in each of the landscapes. Write your ideas in your notebook.

**Exercise 3.** Pair work. Now, listen to the story and compare your ideas of what happened in each landscape to the ideas in the story.

**Exercise 4.** Individual work. Listen to the story, and complete this chart.

Who said these phrases?	The blind man	The hunter
A man with no eyes is useless.		
I can see with my ears.		
A lion is sleeping.		
How did you know the lion was sleeping?		
There is an elephant in the river.		
We will leave our traps here.		

**Exercise 5.** Pair work. In groups of three express your opinions about these quotations.

- "A blind man is useless."
- "I am blind but I can see with my ears."

### Tip

To express an opinion you can use these sentences:

In my opinion ...

I think that ...

I agree ... / I don't agree ...



### Vocabulary

**landscape.** the area that can be seen from one point; view

# Language Through the Arts

## The Blind Man and the Hunter

### A Tale from West Africa

The hunter decided to exchange the birds because he thought,

“A man with no eyes will never see the difference.”

So, he kept the colorful bird and gave the ugly, gray bird to the blind man. Then, they decided to return home. During their long walk the hunter asked:

“If you are intelligent and you can see with your ears, tell me, why is the world so bad?”

“Because in the world there are many dishonest people. They take things that are not theirs.”

The hunter was very **ashamed**, so he decided to return the colorful bird to the blind man.

“I’m sorry,” he said

They continued walking and walking. The hunter again asked,

“If you are intelligent and you can see with your ears, tell me, why is there so much love and **kindness** in the world?”

“Because in the world there are many good people, too. You are a good person, too.”

The hunter finally understood that the blind man was intelligent and could really see with his ears... and hear with his **heart**.

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### Vocabulary

**ashamed.** feeling bad for doing something wrong

**kindness.** the quality of being good

**heart.** 

**Exercise 1.** Group work. In groups of three discuss these questions:

- How did the blind man know about the birds?
- Is it possible for a blind person “to see”?
- Was the blind man intelligent? Why?
- Was the hunter a good or a bad person? Why?
- What do we learn from this story?

**Exercise 2.** Individual work. Imagine a landscape. Collect dry leaves, seeds or any material and create what you imagined.



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**Exercise 3.** Pair work. Describe the landscape to your partner. Use these questions to guide you:

- Where is the landscape?
- What do you see in your landscape? (trees, flowers, clouds, mountains, etc.)
- What colors do you see?
- Why do you like that landscape?

# Oral Communication

## Language

Who do you think the man on the left is?

Legends are stories from long time ago that many people know, but no one is sure if they are true or not. Here is the beginning of a famous legend from Quito.



**Exercise 1.** Individual work. Read the first part of the story.

Cantuña offered to build the San Francisco **church square** in one week, but he noticed that it would be impossible. He was afraid because he would lose his house and all his money. He asked Satan for help.

A strange man came in. "I can help you," he said. "I'll build the church square for you and you will give me your **soul**."

Cantuña agreed but that night he couldn't sleep. He knew he had made a horrible mistake.

### Vocabulary Tip

Satan is like a Spanish word. Can you guess the word?

**Exercise 2.** Pair work. Answer the questions below:

1. What did Cantuña have to build in a week?
2. Whom did he for help?
3. What did Satan ask of Cantuña?

**Exercise 3.** Pair work. Read the beginning of the story again. Turn this story into a conversation. Practice telling it and present it in front of your classmates.

**Satan:** Hi Cantuña, it seems you have a problem...

**Cantuña:** Well, \_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

**church square.** a piece of land around the church

**soul.** the part of human beings separated from the body



# Reading

**Exercise 1.** Individual work. Choose one of the characters from the legend of Cantuña. Think about three questions to ask him. Write your questions on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Exercise 2.** Individual work. Study the vocabulary below before you read the next part of the legend.



## Vocabulary

**hide/(hid).** to put something in a place where no one can see it

**sun rays.** light from the sun

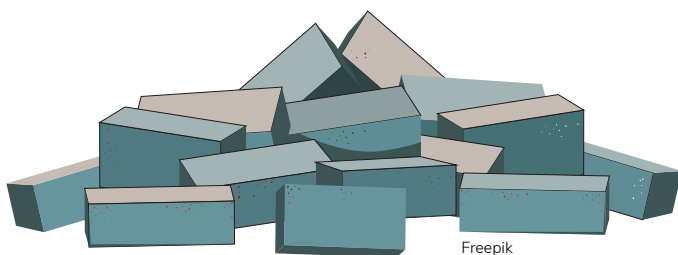
**notice.** to see something, but paying close attention

**stone.** rock

**announce.** to say

**Exercise 3.** Individual work. Here is the next part of Cantuña's story. Read it and answer the questions.

That same night Cantuña went to the front of the church; he took one of the stones and **hid** it. Just before the first **sun rays** appeared, Cantuña and Satan arrived at the San Francisco Church. Satan **noticed** there was something wrong; a **stone** was missing. There was no time. The bells of San Francisco Church **announced** the beginning of the day. The pact was over, and the church was incomplete and the soul of Cantuña free.



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**Exercise 4.** Pair work. Answer these questions with **True(T)** or **False(F)**. Correct the False statements.

a. Cantuña went to the back of the church.

\_\_\_\_\_

☐

b. Cantuña hid one of the stones.

\_\_\_\_\_

☐

c. The church was completely finished.

\_\_\_\_\_

☐

d. The pact was over when the bells rang.

\_\_\_\_\_

☐

e. Cantuña had to give his soul to the strange man.

\_\_\_\_\_

☐

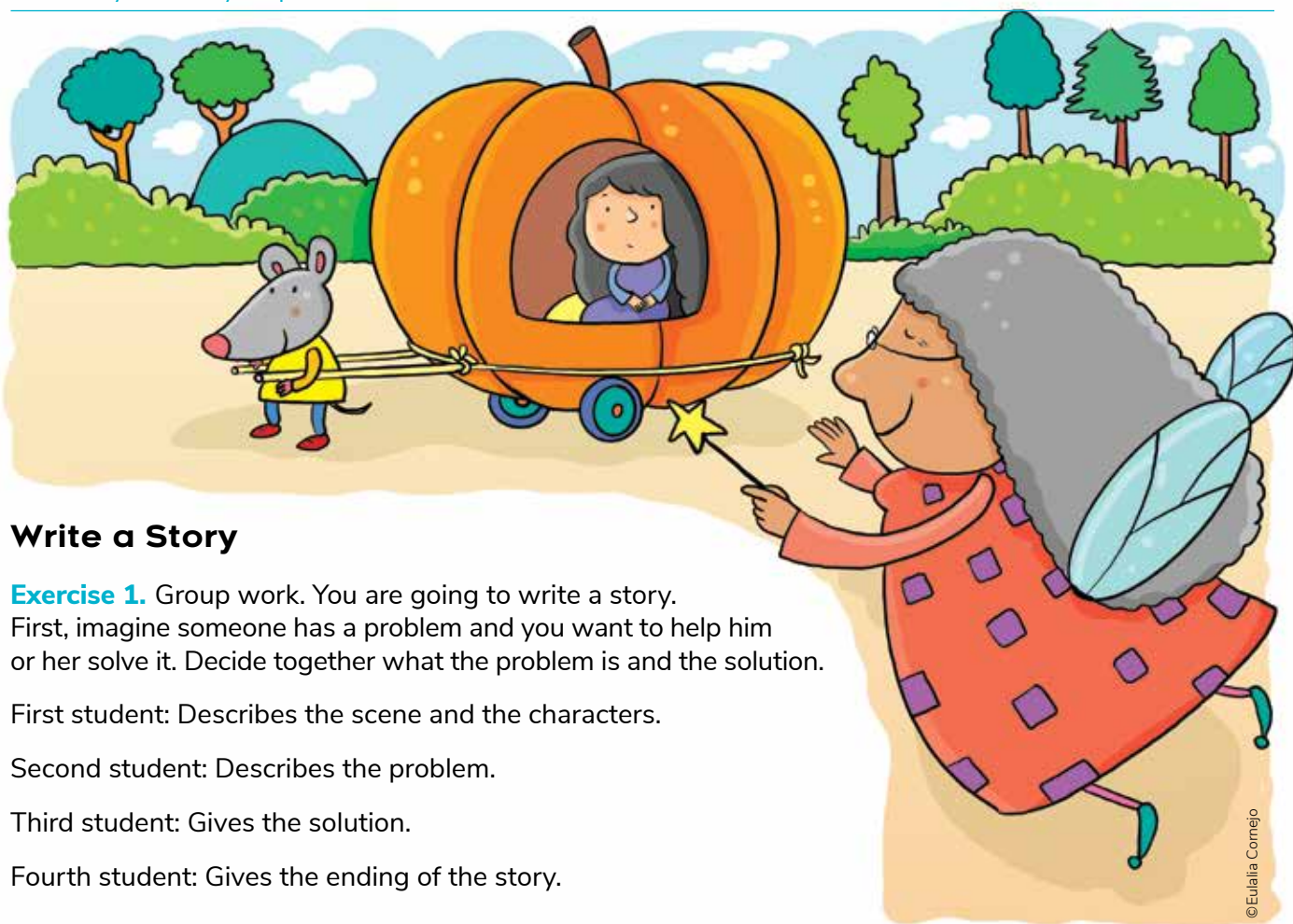
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# Oral Communication

How do you solve your problems?



## Write a Story

**Exercise 1.** Group work. You are going to write a story. First, imagine someone has a problem and you want to help him or her solve it. Decide together what the problem is and the solution.

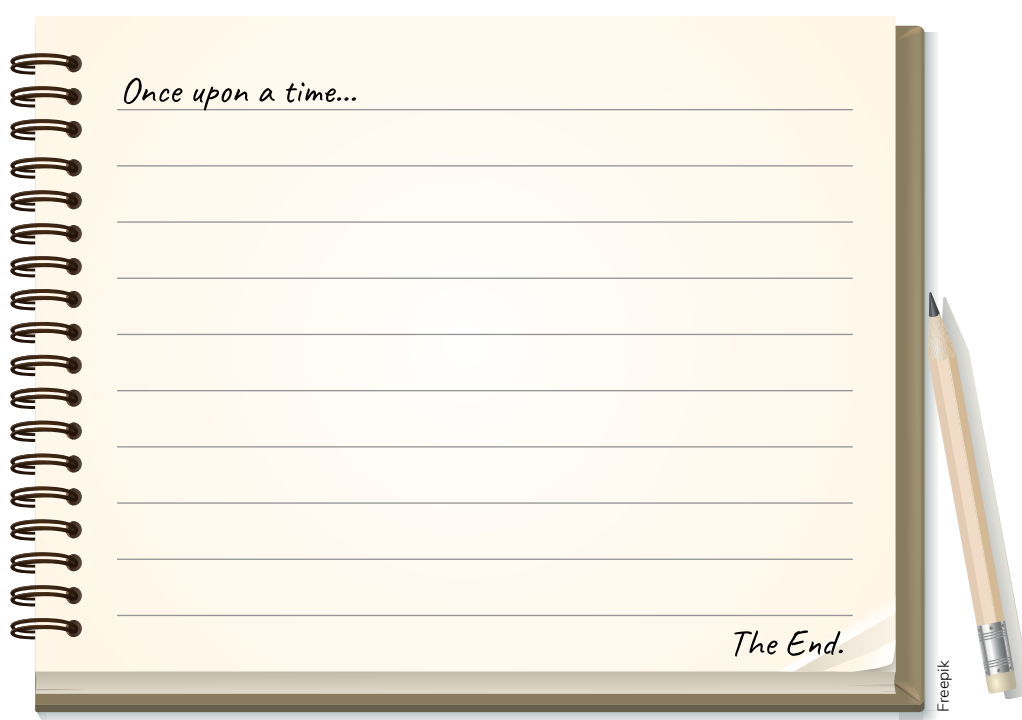
First student: Describes the scene and the characters.

Second student: Describes the problem.

Third student: Gives the solution.

Fourth student: Gives the ending of the story.

**Exercise 2.** Individual work. Write your story. Then, compare it with the others! Share your story with the class.

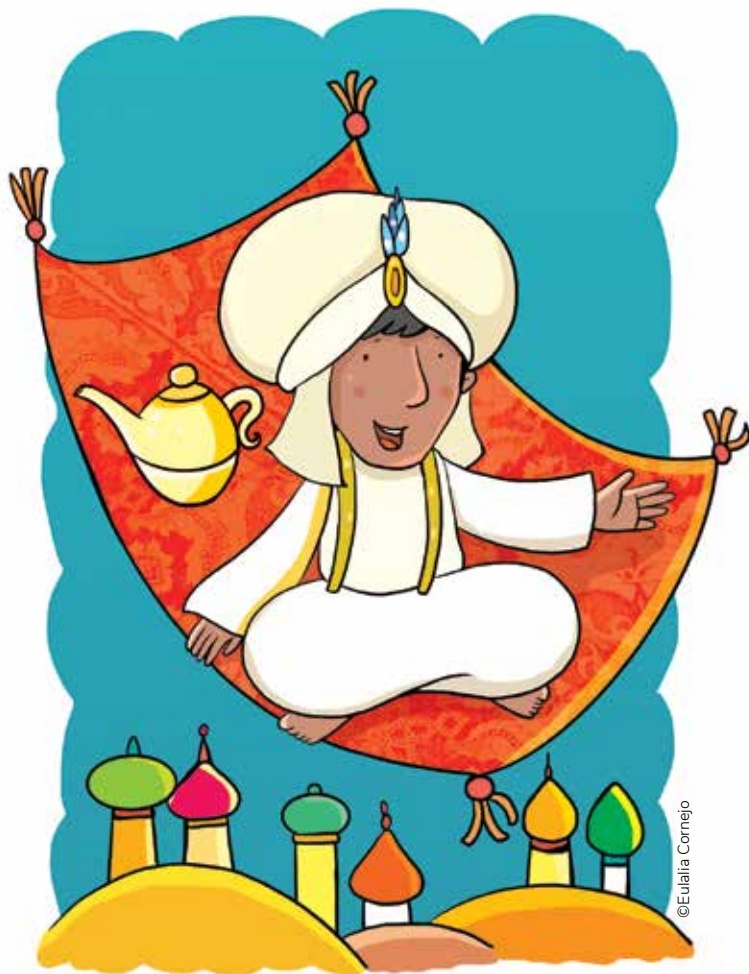


# Assessment

## Listening

Pair work. Listen to the story and answer these questions:

1. What did Ali find in his uncle's house?  
\_\_\_\_\_
2. What did the voice coming out from the magic carpet say?  
\_\_\_\_\_
3. Where did they go first?  
\_\_\_\_\_
4. Where was it very hot and dry?  
\_\_\_\_\_
5. What kind of trip was it?  
\_\_\_\_\_
6. Did Ali enjoy the trip?  
\_\_\_\_\_  
\_\_\_\_\_



## Grammar

Individual work. Put these sentences in the past simple tense.

1. One very hot day, Ali finds a carpet in his uncle's shop.  
\_\_\_\_\_
2. A loud voice comes from the carpet.  
\_\_\_\_\_
3. First, they fly high up into the sky.  
\_\_\_\_\_
4. That place is very, very hot and dry.  
\_\_\_\_\_
5. They have a wonderful adventure.  
\_\_\_\_\_

## Vocabulary

Individual work. Classify these words into the correct column.

kind   selfish   mean   caring   hard worker  
ambitious   generous   bad tempered

Good traits	Evil traits



## Communication and Cultural Awareness

Do you like to tell stories?

Group work.

- Stand up and form a big circle in the classroom. You will need a ball of **wool**. Pass the ball of wool to form a spider **web**. The **purpose** of this game is to remember legends and have fun!
- The student who holds the ball of wool starts the game. He/she starts telling a legend and then throws the wool to a classmate so he/she can continue the legend.
- If you don't know the next part of the legend, you may start a new one.
- The game ends when all the children have participated. It's all right if the legend isn't finished!

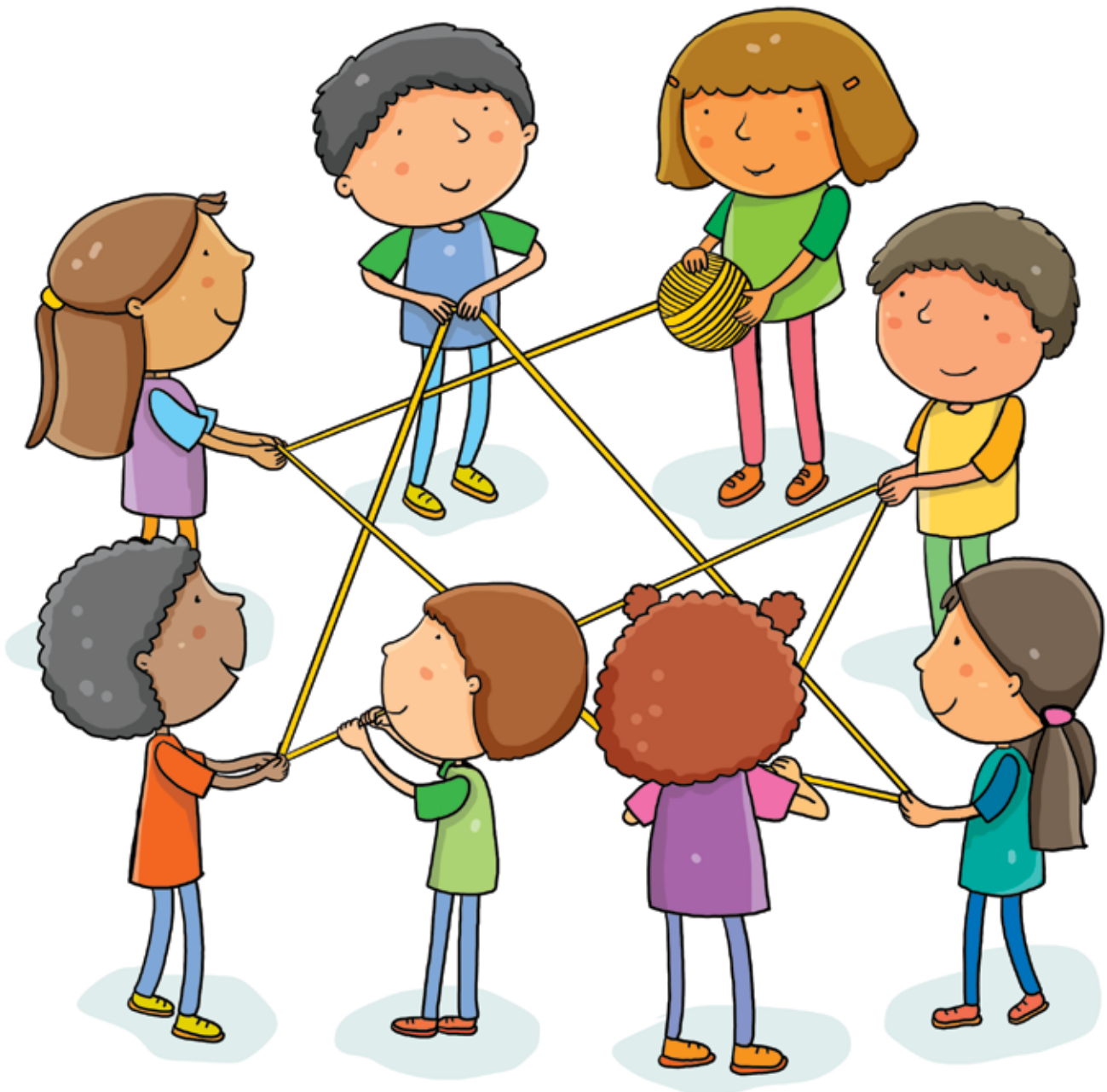


### Vocabulary

**wool**. material that is made from the hair of the sheep

**web**. a structure made by spiders

**purpose**. plan of action



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# Oral Communication

What are you afraid of?

Stories can be used to help people. Here is a story about Tony, a boy with a problem.

**Exercise 1.** Individual work. Circle three things you are afraid of, compare your answer with a partner.

darkness

bees

clowns

night

people you don't know

spiders

Is there something else are you afraid of?

**Exercise 2.** Individual work. Listen to this story as you read along, and do the activities on the right.

## Tony, the Human Bee

Tony was a fifth grade student. Tony finished his school day. He didn't have anything to eat because a bad boy took his lunch box. On his way home, Tony stopped at the park and sat, trying to control his anger. Then, he started to play among the roses. Suddenly, he saw a little bee and he felt scared. He decided to return home; he thought: "How can something so little scare me like that?"

He decided to observe the bees and understand their **trick**. A little bee could never fight a person, but everyone was afraid of its **sting**. Tony decided to learn from the bees. He decided to create "stings" to protect himself.

The next day, Tony seemed like a new boy. Now, he looked at people in their eyes. He was more confident. He carried a backpack full of "stings."



In the text, "**stings**" does not refer to stings like the ones bees have. It is only a comparison because both can hurt. We use quotation marks to show this.

**Exercise 3.** Individual work. Answer these questions

1. Who was Tony?

2. Why didn't he have anything to eat on his lunch box?

3. What was he afraid of while he was in his way back to home?

4. What did he learn from bees?

5. How did Tony change?

**Exercise 4.** Individual work. In the reading, circle all the verbs in past form and write the simple form as in this example:

Simple	finish
Past Simple	finished



### Vocabulary

**trick**. something that is done to confuse someone

**sting**. a part of an insect that can hurt your skin

# Reading

How can we protect ourselves from bullies?



**Exercise 1.** Group work. Discuss these questions. A bully is a person who frightens and scares other people.

1. How can bullies scare people?
2. Write some tips, or suggestions, on how to protect yourself from bullies.

**Exercise 2.** Individual work. Answer this question:

What is the objective of this story?

1. To teach children that bees are very smart.
2. To help children how they can protect themselves from bullies.
3. To compare bullies and bees.



## Vocabulary

**punish.** to cause to suffer for doing something wrong

**warning.** to alert

**scared.** to be afraid

**fight/(fought).** to hit someone

## Tony, the Courageous Boy

The bully came again to steal Tony's lunchbox, but that day he ate an extremely hot sausage sandwich. The sausage was so spicy that the bully cried! The bully decided that he wasn't going to eat anything from Tony again. Another older boy wanted to hit Tony, but this time Tony didn't run away.

Tony told him, "If you hit me, I'll call a teacher and your parents, or a policeman, and they will **punish** you."

So that mean boy ran away.

On one occasion, a bully hit him a couple of times, and Tony had to be brave and carry out his **warning**. He called a policeman, and the policeman came and talked to the bully. The bully was so **scared** that he decided to be nice to Tony.

So, Tony became like the bee in the park. He never **fought** anyone, but he frightened them because everyone knew he had his own "sting."



**Exercise 3.** Pair work. Answer this question. What did Tony do in these situations?

a. When a boy wanted his hot dog.

b. When a boy wanted to hit him.

c. When a boy wanted to take his toys.

## Writing

How can you become an anti-bully?

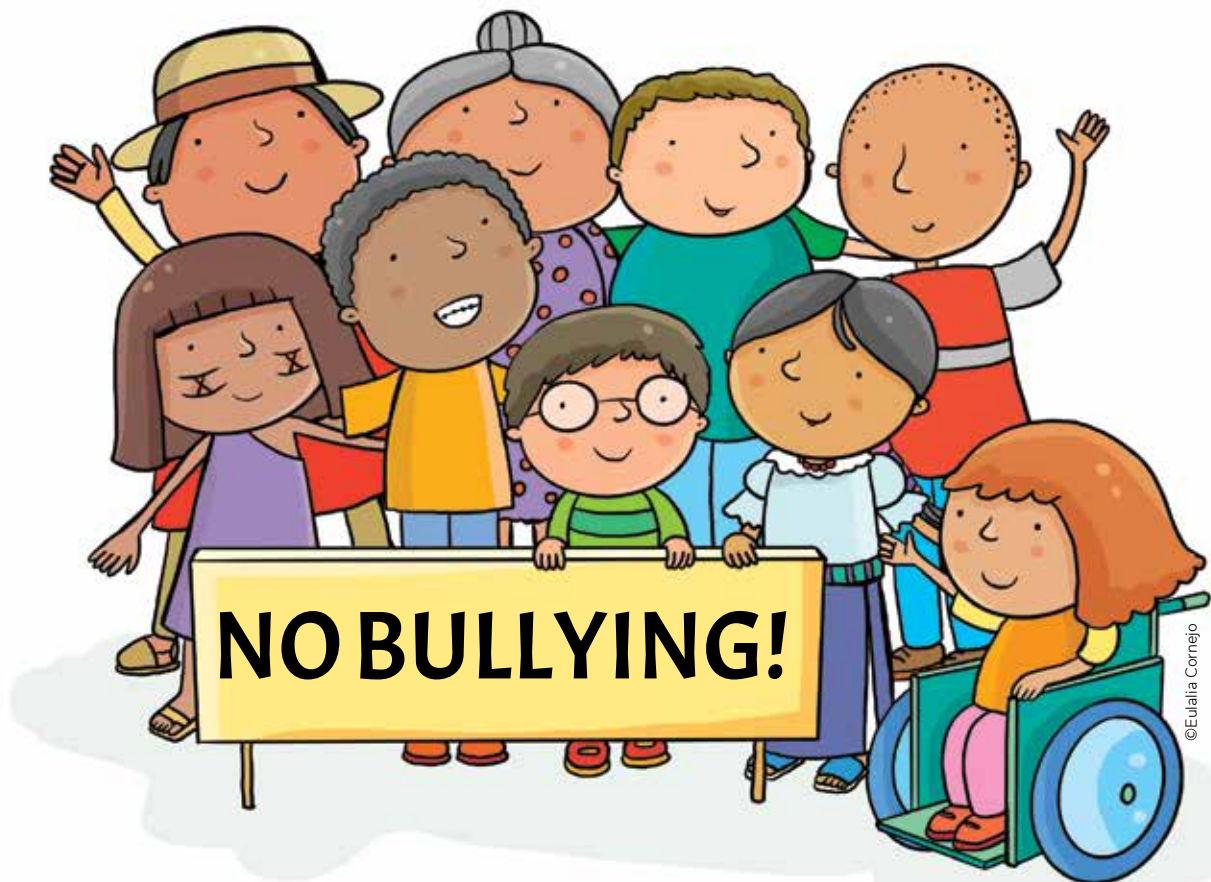
An anti-bully is the opposite of a bully. An anti-bully doesn't start or participate in bullying. He/she is a person who says nice things to make people feel happy instead of mean things to make people feel sad.



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**Exercise 1.** Individual work. Choose three people in the room, not your close friends, and think of a few nice things that you could say to them to make them feel happy. Write these things on a paper and give it to them.

If we want to be an anti-bully, we should respect and accept our differences and learn things from people that are different from us.



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**Exercise 2.** Pair work. Think of people in your school who are different from you and answer these questions:

1. What are the differences?
2. What can you learn from them?

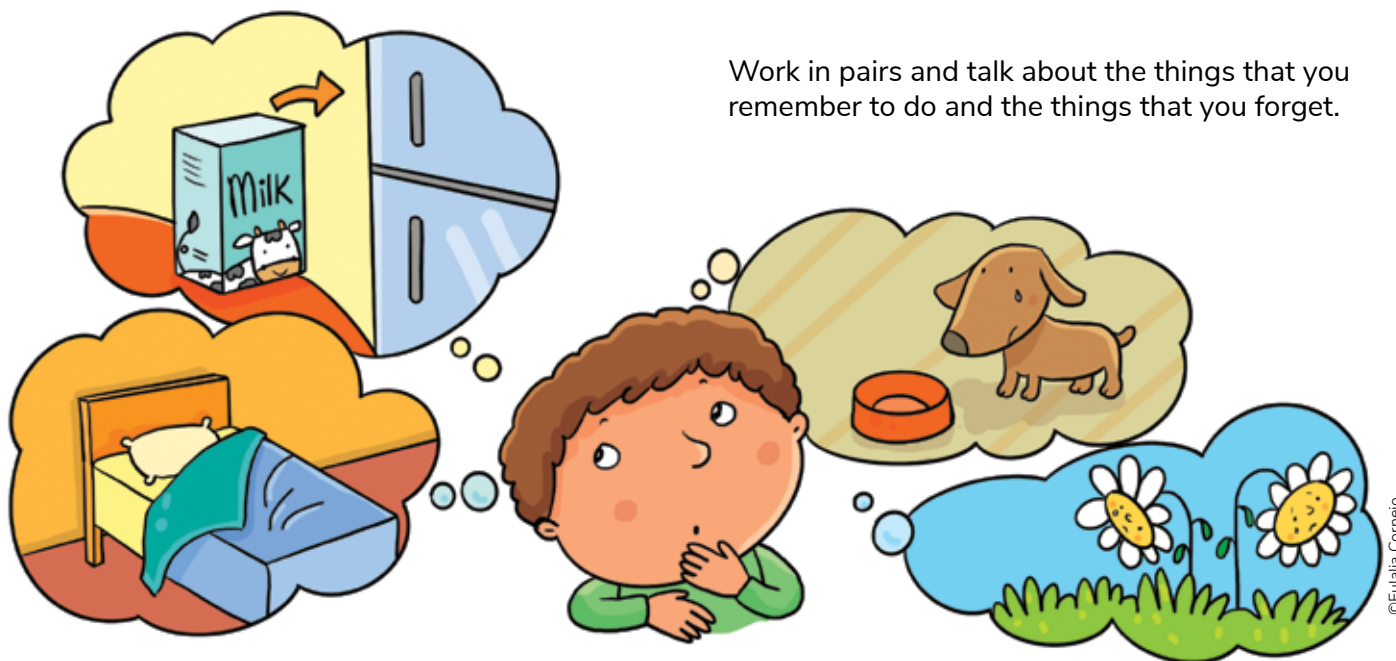
# Language Through the Arts

What are you responsible for at home?

## Juan, the Forgetful Boy

Juan sometimes forgets to do things.

Work in pairs and talk about the things that you remember to do and the things that you forget.



**Exercise 1.** Individual work. Read the beginning of Juan's story. What three things did Juan forget to do?

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### Vocabulary

**forgot (forget).** when you do not keep something in your memory

**remember.** to keep something in your memory

**water.** to put water on

Mom: Did you do your bed this morning?

Juan: No, I **forgot**.

Mom: Did you put the milk away?

Juan: I **remembered** to put the dishes away, but I forgot the milk.

Mom: Did you feed the puppy?

Juan: I forgot, but he reminded me.

Mom: Did you **water** the plants?

Juan: No, I thought they didn't need water.

Go to the next page to continue the story...

**Exercise 2.** Pair work. How do you think Juan's story continues? Work in pairs and decide the next part of the story. What other things does Juan forget? What happens to Juan?



# Oral Communication

What are some of your responsibilities?

## Juan, the Forgetful Boy

Work in pairs and discuss these questions.

- 1. Do you have responsibilities at home?
- 2. What are some things you enjoy doing?
- 3. What are some things you dislike?

Read the next part of Juan's story. What other things did Juan forget?

Juan got ready for school. He even got the school bus on time. But he forgot his lunch box. At school, the other children took out their homework. Juan forgot his at home.

After school, he went outside to play in the rain. When he went back home. Juan forgot to take his shoes off. He left the entire floor dirty. And he forgot to clean it.

Juan sat down to do his homework, but he forgot to wash his hands.

Make a list of the things you usually forget to do:



### Tip

The difference between the two words "live" and "leave" is in the sound of the vowel. The word "live" has a short vowel sound /i/. The word "leave" has a long vowel sound /I/.

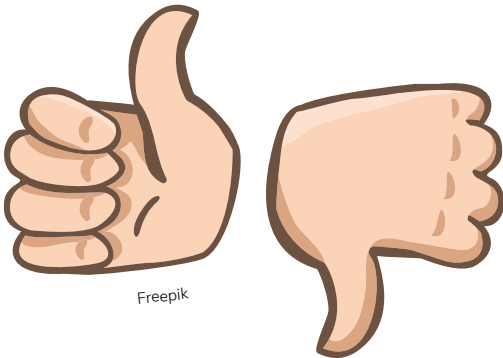
**Exercise 1.** Individual work. Listen to the audio and repeat.

**Exercise 2.** Individual work. Listen to these sentences and check in the correct box.

Sentence	Live / liv /	Leave / llv/
1		
2		
3		
4		
5		

**Exercise 3.** Pair work. With a partner, say the sentences below out loud. Your partner should show "thumbs up" or "thumbs down" if you pronounce the word correctly.

- 1. What time are we going to leave tomorrow?
- 2. I live with my mother and sister.
- 3. I am getting ready to leave the house.
- 4. You're trying to live like your parents.



# Assessment

## Listening

Listen to the end of Cantuña's story and answer these questions:

Cantuña offered his soul to the devil because he had to build the San Francisco Square. He decided to hide a stone under his poncho. When the bells rang, the devil thought that he was going to get Cantuña's soul, but Cantuña said that the construction was not complete because a stone was missing.

Write **True (T)** or **False (F)** next to each sentence. Correct the False statements.

1. Cantuña offered his soul to the devil.

☐
2. The story happened in the Santo Domingo Square.

☐
3. Cantuña hid two stones.

☐
4. The agreement ended when the bells rang.

☐
5. Cantuña died at the end of the story.

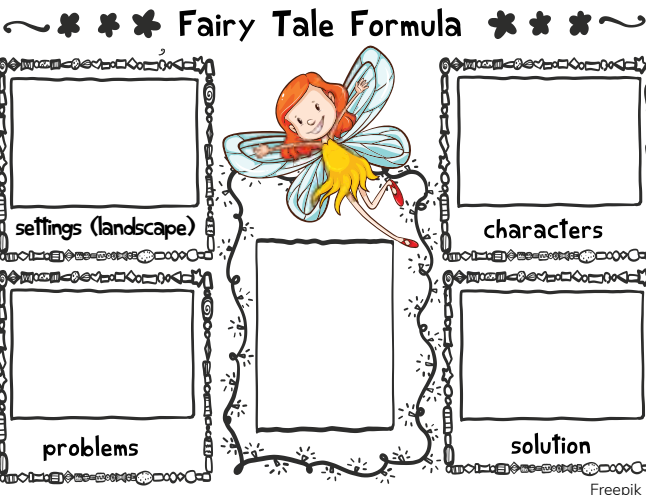
☐



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## Speaking

Complete this chart and tell your story to your partner:



## Writing

Using the previous diagram. Write a short story.

Reading

Read this story and answer these questions. Use complete sentences.

Once upon a time, there was an intelligent monkey. He lived on a beautiful island, in an apple tree. One day, a crocodile swam to the island. "I'm hungry," he said. So, the monkey threw a red apple to the crocodile. The crocodile ate and ate. The next day, the crocodile came back. "Please, may I have two apples?" he asked. He ate one and gave one to his wife. The crocodile went to see the monkey every day, to listen to his stories and eat his apples. He wanted to be intelligent, just like the monkey.

The crocodile's wife had an idea. "Why don't you make him your friend? That way you will always be able to talk to him!"

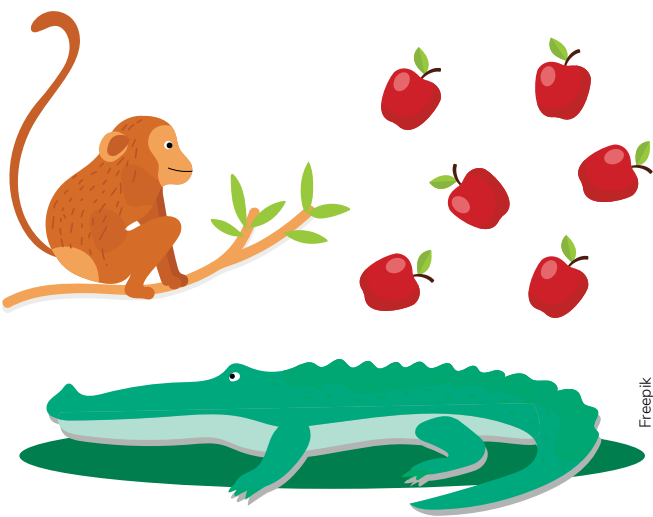
- 1. Who lived in an apple tree?
- 2. Who visited the island?
- 3. What did he like to eat?
- 4. How often did the crocodile go to the island?
- 5. What idea did the cocodile's wife give him?

Grammar

The following extract contains five verb tense mistakes. Underline and correct the mistakes.

Tony was a fifth grade student. One day, Tony finishes his school day but he didn't had anything to eat because a bad boy takes again his lunch box. While he was walking, Tony stops at the park and sat, trying to control his anger. Then he started to play among the roses. Suddenly he saw a little bee and he feels scared. He decided to return home, he thought: "How can something so little scare him like that?"

- 1.
- 2.
- 3.
- 4.
- 5.



I'm completing this self-evaluation based on what I learned in the module

Reflections	I check <input checked="" type="checkbox"/> the box that most applies to me			
	I do it very well.	I do it somewhat well.	I can improve.	I can't do it without help.
I can tell a story.				
I can discuss bullying.				



# Project

## How can we avoid bullying?



**Exercise 1.** Class work. Discuss these questions. Your teacher will take notes on the board.

1. What is bullying?
2. Why do people bully? What is the reason behind it?
3. What are some of the things you can do to prevent bullying?
4. If you were in a situation where you were bullied, how do you think you would feel? What would you do?

**Exercise 2.** Group work. Task 1: Role play. Work in groups of 4. Assign each member a role. Prepare a presentation.

Student 1: The Bully: You do not think about other people's feelings and you act like you do not care.

Student 2: The Victim: Your role is to act like a victim who has been bullied. You will feel very hurt and scared of Student 1.

Student 3: The **Bystander**: You **wonder** if you should stop the bully, or if it would be better to say nothing.

Student 4: The Teacher/Parent: You always do the right thing, thinking about all people, including the bully.

Task 2. Group work. Present your scene to the class.

**Exercise 3.** Group work. Class code

**Step 1:** Work in groups of 4 and write a Class Code of 10 rules to avoid bullying in the class.

**Step 2:** Have your teacher read and correct your Class Code.

**Step 3:** Rewrite the sentences on a paper and paste it on one of the class walls.



### Vocabulary

**bystander.** a person who is present when something takes place but does not take part in it

**wonder.** to be curious about something

