

Name of activity: Eric the Engine and the Railway Rock

Short description: Students listen to a story about a useful engine.

Link to curriculum: Grade 7; Unit 5.8

Difficulty level: medium

Time: 55 minutes

Learning outcomes: by the end of the lesson:

- Students will have practiced listening for specific information.
- Students will also have practiced writing using the present simple tense to describe an engine.

Competency: competencies 3 & 6

Option 1	Option 2	Option 3
Lesson plan with: <ul style="list-style-type: none">✓ Worksheet✓ Flashcards✓ Tapescript	Lesson plan with: <ul style="list-style-type: none">✓ Worksheets to project (data projector)✓ Link to audio or video recording	Lesson plan with: <ul style="list-style-type: none">✓ Activities for a Computer Room

Links to material:

<http://learnenglishkids.britishcouncil.org/en/short-stories/eric-the-engine>

Option 1: Worksheet

Preparation:

- This activity can be done after completing unit 5.8 on page 88 in the Grade 7 pupil's book.
- Make copies of the worksheets given below (1 per pair of worksheet1 and 1 per student for worksheet 2) (the pictures in worksheet 1 don't have numbers. Write numbers 1 -10 next to each box before you photocopy them).

(If photocopying is a problem, put up the activities on the board and ask students to copy them down.)

If you have internet access, listen to the story before class using the link above.

Stage / Time	Procedure
<p>Introduction/ Listening 1</p> <p>7 mins</p>	<ol style="list-style-type: none"> 1. Show students a picture of Eric the engine (given below) and explain that he is very useful, just like the big machines in the text book. 2. Tell students that they are going to listen to a story about Eric. Ask them to listen carefully for the answer to a question. Question: <i>What happened to the rock in the end?</i> 3. Play or read the story. 4. Check the answer with whole class <i>Answer : It rolled away</i>
<p>Listening 2</p> <p>18 mins</p>	<ol style="list-style-type: none"> 1. Give students a copy of worksheet 1 (1 copy per pair). Focus on activity 1. (If photocopying is a problem, stick or draw the pictures on the board and leave blanks underneath.) 2. Students have to match sentences a – j to the numbered pictures. Do one or two examples with the class to demonstrate how the activity is done. 3. Give students time to match the sentences to the correct pictures. Walk around and monitor. 4. Play/read the story, so students can check the answers. (<i>Read slowly, with exaggerated intonation, or play each segment more than once as it can be challenging if students don't have a video to guide them</i>) 5. Check answers with whole class.

<p>Pre – writing 10 mins</p>	<ol style="list-style-type: none"> 1. Put up the picture of Eric the Engine that you used at the beginning of the lesson. 2. Elicit from students qualities that describe Eric and write them on the board. <p>Eg: <i>His name is Eric. He has a red body and yellow stripes. He is very strong. He can move heavy rocks. He helps his friends.</i></p> <ol style="list-style-type: none"> 3. Focus on the sentences on the board and ask students to come up to the board and underline the verbs 4. Elicit from students that we heard the story in the past tense, but when we described Eric we used the simple present tense.
<p>Writing 20 mins</p>	<ol style="list-style-type: none"> 1. Get students to draw their own engine/train and colour it. 2. Using the picture and your model sentences on the board as a guide, ask students to write about their own engine.
<p>Variations</p>	<ol style="list-style-type: none"> 1. When photocopying is difficult, activities can be put up on the board for students to copy. Make sure they have their own copy of the activities in worksheet 2. 2. The writing section can be done at home if timing is a problem.

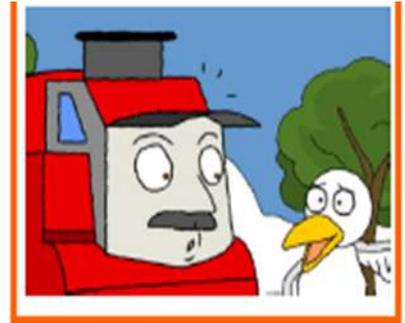
Flashcard



Tapescript

One day there was a big storm. Lightning struck a mountain and a huge rock rolled onto the train line.

Seagull saw what happened. He called his friends: Rabbit, Fox and Mouse. "We must move it. The 10.15 London train will be here in one hour." said Rabbit.



The animals tried to move it. They pushed and pushed but it would not move. "I know," said Fox, "Let's get Eric the Engine. He's stronger than all of us."

"There's no time." said Mouse.
"I'll get him." shouted Seagull.

"Help! There is a rock on the train line and the London train is coming very soon." Eric tooted his whistle and called his friends. All the engines gathered around.

Eric was big and strong but not very fast. He asked the express trains to go ahead. "You go first. Then you" said Eric and he sent his friends ahead. "I'll follow you."

The engines raced along, but the London train was getting closer.

The trains arrived. The two express trains pushed, but the rock wouldn't move.

The London train was coming over the hill.

Two more engines arrived and they pushed too. The rock moved a little but the London train was coming round the corner.

"They can't do it!" said Mouse.

Then Eric arrived. He tooted his whistle and pushed with all his strength. He pushed the four engines and the four engines pushed the rock.

Slowly the rock moved. Then it rolled faster and faster until it fell over the cliff.

The London train arrived.
It raced past the engines and the animals, who were waiting on the other line.
The train blew its horn. "Thaaaaank Yoooooou!"

Worksheet 1

1. Match them up!



Read the sentences and match them to the picture.

- a. There was a big storm. The lightning from the storm hit a mountain.
- b. A rock fell from the mountain onto the railway line.
- c. Seagull called all his friends.
- d. The animals tried to move the rock but couldn't
- e. Seagull told Eric the engine.
- f. Eric the engine called all the other trains.
- g. The express trains tried to move the rock but couldn't.
- h. The London train was coming round the corner.
- i. Eric the engine pushed all the trains and the rock moved away.
- j. The London train went past and said 'Thank you!'

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Worksheet 2

2. Fill it in!

Write the missing words in the sentences.



- a. A big rock rolled onto the railway line.
- b. Seagull called his friends: Rabbit, _____ and Mouse.
- c. They pushed the rock but it would not _____.
- d. Seagull told Eric and Eric _____ his friends.
- e. Eric was big and _____ but not very fast.
- f. The express trains pushed the rock but it would not _____.
- g. Eric pushed all the _____ and the rock moved.
- h. The London train said " _____!"

3. Write and draw!

Draw a picture of a train. What's its name? What is it like? Is it big and strong like Eric? Is it fast like the express trains? Can it help, like Eric? Describe it!



My train is called

.....

.....

Option 2: Data Projector

<p>Preparation:</p> <ul style="list-style-type: none"> This activity can be done after completing unit 5.8 on page 88 in the Grade 7 pupil's book. Link to worksheets (also available below): http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/stories-eric-the-engine-worksheet-final-2012-11-01.pdf Make copies of the worksheets (1 per pair of worksheet1 and 1 per student for worksheet 2) (<u><i>the pictures in worksheet 1 don't have numbers. Write numbers 1 -10 next to each box before you photocopy them.</i></u>) (If photocopying is a problem, put up the activities on the board and ask students to copy them down.) Use the link below to listen/watch to the story. http://learnenglishkids.britishcouncil.org/en/short-stories/eric-the-engine 	
Stage / Time	Procedure
<p>Introduction/ Listening 1</p> <p>7 mins</p>	<ol style="list-style-type: none"> Show students a picture of Eric the engine (given below) and explain that he is very useful, just like the big machines in the text book. Tell students that they are going to watch a story about Eric. Ask them to watch and listen carefully for the answer to a question. Question: <i>What happened to the rock in the end?</i> Play the video of the story. Check the answer with whole class Answer : <i>It rolled away</i>
<p>Listening 2</p> <p>18 mins</p>	<ol style="list-style-type: none"> Give students a copy of worksheet 1 (1 copy per pair). Focus on activity (If photocopying is a problem, stick or draw the pictures on the board/flipchart and leave blanks underneath.) Students have to match sentences a – j, to the numbered pictures. Do one or two examples with the class to demonstrate how the activity is done. Give students time to match the sentences to the correct pictures. Walk around and monitor. Play the video again, so students can check the answers. Check answers with whole class.
<p>Pre – writing</p> <p>10 mins</p>	<ol style="list-style-type: none"> Put up the picture of Eric the Engine that you used at the beginning of the lesson.

	<ol style="list-style-type: none"> 2. Elicit from students qualities that describe Eric and write them on the board. (Eg: <i>His name is Eric. He has a red body and yellow stripes. He is very strong. He can move heavy rocks. He helps his friends.</i>) 3. Focus on the sentences on the board and ask students to come up to the board and underline the verbs 4. Elicit from students that we heard the story in the past tense, but when we described Eric we used the simple present tense.
<p>Writing 20 mins</p>	<ol style="list-style-type: none"> 1. Get students to draw their own engine/train and colour it. 2. Using the picture and your model sentences on the board as a guide, ask students to write about their own engine.
<p>Variations</p>	<ol style="list-style-type: none"> 1. When photocopying is difficult, activities can be put up on the board for students to copy. Make sure they have their own copy of the activities in worksheet 2. 2. The writing section can be done at home if timing is a problem.

Option 3: Computer Lab

Preparation:

- This activity can be done after completing unit 5.8 on page 88 in the Grade 7 pupil's book.
- Link to worksheets:
<http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/stories-eric-the-engine-worksheet-final-2012-11-01.pdf>
 Make copies of the worksheets (1 per pair of worksheet1 and 1 per student for worksheet 2) (*the pictures in worksheet 1 don't have numbers. Write numbers 1 -10 next to each box before you photocopy them*). (If photocopying is a problem, put up the activities on the board and ask students to copy them down.)
- Arrange students in pairs and get them to click on the following link:
<http://learnenglishkids.britishcouncil.org/en/short-stories/eric-the-engine>

Stage / Time	Procedure
<p>Introduction/ Listening 1</p> <p>7 mins</p>	<ol style="list-style-type: none"> 1. Show students a picture of Eric the engine (given below) and explain that he is very useful, just like the big machines in the text book. 2. Tell students that they are going to watch a story about Eric. Ask them to watch and listen carefully for the answer to a question. Question: <i>What happened to the rock in the end?</i> 3. Students click on the link and watch the story. 4. Check the answer with whole class <i>Answer : It rolled away</i>
<p>Listening 2</p> <p>18 mins</p>	<ol style="list-style-type: none"> 1. Give students a copy of worksheet 1 (1 copy per pair). Focus on activity (If photocopying is a problem, stick or draw the pictures on the board/flipchart and leave blanks underneath.) 2. Students have to match sentences a – j, to the numbered pictures. Do one or two examples with the class to demonstrate how the activity is done. 3. Give students time to match the sentences to the correct pictures. Walk around and monitor. 4. Students watch the video in pairs again.

	5. Check answers with whole class.
Pre – writing 10 mins	<ol style="list-style-type: none"> 1. Put up the picture of Eric the Engine that you used at the beginning of the lesson. 2. Elicit from students qualities that describe Eric and write them on the board. (Eg: <i>His name is Eric. He has a red body and yellow stripes. He is very strong. He can move heavy rocks. He helps his friends.</i>) 3. Focus on the sentences on the board and ask students to come up to the board and underline the verbs 4. Elicit from students that we heard the story in the past tense, but when we described Eric we used the simple present tense.
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