

Activity Name: Ansisit the Grumpy Imp
SDG: 15 Life on Land

Aims

- To develop critical thinking.
- To develop individual and group work.
- To value different cultures, respecting differences and detecting similarities with the own culture.
- To raise awareness on the sustainable use of terrestrial ecosystems, sustainably manage forests and combat desertification.

Language focus

- To understand the structure and characteristics of a specific kind of text.
- To extract the general ideas of a text or sentence.
- To formulate hypotheses about content and context, structure of text and communicative intention.
- To use past and present simple in the right contexts.
- To use modal verbs appropriately in present and past situations.
- To produce a written text using the specific vocabulary related to SDG 15 (life on land, sustainably, forests, desertification, etc.) and grammar points in the unit.

Creative focus

- To develop skills for creative and collaborative writing.

Level: A2+

Age: 11–14

Time: 75 minutes

Preparation

- Activities should be preceded by previous units where the students have understood present and past verb tenses.
- Download image in Annex 1.
- Download and prepare exercises in Annexes 2, 3, 4, 5 and 6.

Procedure

- In a first pre-reading warm up activity, students, in pairs or small groups, will describe orally the image of Ansisit that goes together with the story (Annex 1) by brainstorming some basic ideas. After a couple of minutes, ideas will then be shared and compared.
- In a second pre-reading activity, students will learn about the culture of the Philippines, the forest, environmental issues and about Ansisit, as well as the meaning of the words 'grumpy' and 'imp', both used in the title of the story. For that purpose, they will individually solve a crossword with the help of a list of definitions (Annex 2). This will help them to have an idea of the plot.
- Students are given 10 minutes to read the text individually, trying to understand unfamiliar words by the context. After reading the story, the students and the teacher comment on what they have understood in a 5-minute-long interaction. There might be different interpretations of the story in terms of sustainable use of terrestrial ecosystems.
- A second activity related to the understanding, explanation and definition will be conducted (Annex 3). Words on the right margin of the text have been selected to work on specific vocabulary and to provide a full understanding of the text. The teacher will ask the students if they understand them and let them ask the meaning of other words. This activity should last for about 5 minutes.
- In a post-reading activity, students will deduce the theory for modal verbs from some examples in given sentences and exercises (Annex 4). The teacher may go around the class to help them. The activity must be corrected aloud when finished, so all students get the right grammar rules. The second part of the activity consists of a pair or small group speaking activity in

which students will construct sentences using modal verbs about their daily life. They can look at the theory while doing the activity. This activity promotes communication while using the grammar rules that they are working on.

- In a first post-reading activity, students are intended to work on verb tenses. They will go back to the text and classify verb tenses underlined in blue into the correct block (Annex 5). Some verb tenses do not have examples in the text and students need to use prior knowledge to provide examples for them. This activity should last for about 5 minutes.
- Students continue working on verb tenses (Annex 6). This time they work with meaning and coherence to guess whether they need to change the sentences to past or present. No help from the teacher should be needed. This activity should last for about 5 minutes.
- The last activity entails a collaborative writing activity where students will create

in groups the end of the story. The teacher will start telling the first student of each group a sentence. They will write it and, following the telephone game dynamics, the round begins from here. Then, this first person passes the paper to the next student and dictates another sentence to him/her. The message understood is copied and the paper is passed again. When all students in the group have participated, a representative of each team will read the end of the story aloud.

Follow-up

- Individual student work should be encouraged to reflect on the use of vocabulary and grammar aspects. In this way, there is significant learning, and they are developing the ability to learn to learn.
- Speaking skills are to be assessed and peer assessment in oral activities is also encouraged.

Additional resources

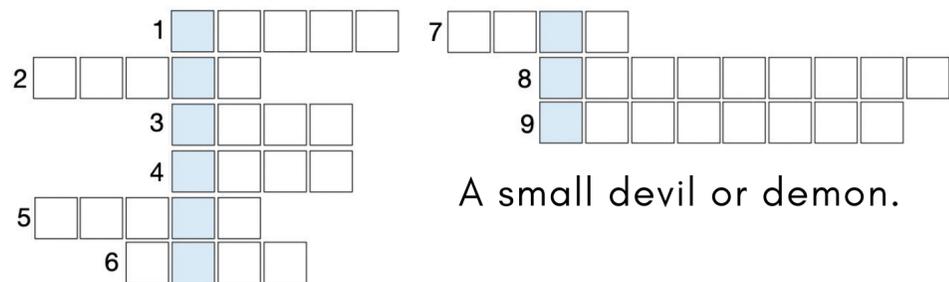
Ansisit the Grumpy Imp

PRE-READING



1. By looking at the picture of the story, can you guess what it is about? Comment with your classmates, ask them questions. Do you see the same? Describe the character together.

2. Maybe the title gives you a hint. What do you think the title is referring to? Solve these crosswords to discover what "Grumpy" and "Imp" mean and create an idea about the plot of the story.



Someone who is unhappy
and bad-tempered.

A small devil or demon.

1. Which colour are Ansisit's face and belly?
2. Ansisit is not tall, it is _____.
3. Probably you don't think Ansisit is handsome, it is a bit _____.
4. Which sex do you think Ansisit is?
5. It doesn't have a smile on its face, it seems that is not _____.
6. Ansisit has white _____.
7. He has no _____, he is bald.
8. Something that is full of mystery is _____.
9. It doesn't transmit a _____ image, but negative.

READING

"Kayu-kayu, madayu kayu." *

"Now **say** it with me."

"Kayu-kayu, madayu kayu."

"Good. Now **remember**, we always **have to say** that whenever we pass through this **place**."

"We also **can't sweep** here, right mama?"

"Yes, it's good you remembered. I **have** such a smart boy!"

"But why do we **have to follow** these rules mama? I **thought** this was our **house**."

"It is, it's our place, with all our things, but what is the house on?"

"...The **ground**?"

"Good job! Now, the ground and all the earth **don't belong** to us."

"But I **thought** this was our **land**. Isn't this our **farm**? And isn't this where I play?"

"Yes, yes, we **bought** this land, and we have all the papers to prove it, but then it **gets** complicated. See, the land **belonged** to some other... people, long before we **came** here, before any humans **started** a town in this area."

"But **can't** we just buy it from those people?"

"There are some things you just **can't buy** with money. This place is their home and **always** will be, long after you and I are gone. We **have to learn** to live with them."

"What if I don't want to? They **seem mean**. If we **don't say** these things and if we just clean around our house we **get sick**. How is that **fair**?"

"How is it fair that they **have to share** their home with us?"

"..."

"It isn't an ideal situation for either of us, but we **have to learn** to be kind to one another. If we are **kind** to them, they will be kind to us. Now what do we say?"

"Kayu-kayu, madayu kayu."

"Good boy."

DO YOU KNOW THE MEANING OF ALL THESE WORDS?

remember
place
house
ground
land
farm
always
mean
fair
kind

BLUE: verbs

RED: modal verbs

* "You there please go away."

P O S T - R E A D I N G

3. Observe the verbs in **red**. Could you describe the use of these modal verbs? Complete the following chart. There are some examples to help you.

<p style="text-align: center;">CAN</p> <p>Example: I can ride a bike.</p> <p>Explanation:</p>	<p style="text-align: center;">CAN'T</p> <p>Example: We also can't sweep here.</p> <p>Explanation:</p>
<p style="text-align: center;">HAVE TO</p> <p>Example: We have to learn to live with them.</p> <p>Explanation:</p>	<p style="text-align: center;">DON'T HAVE TO</p> <p>Example: You don't have to go if you don't want to.</p> <p>Explanation:</p>
<p style="text-align: center;">MUST</p> <p>Example: We must do the homework everyday.</p> <p>Explanation:</p>	<p style="text-align: center;">MUSTN'T</p> <p>Example: You mustn't smoke inside the house.</p> <p>Explanation:</p>

Now you know how and when to use these modal verbs. Construct sentences with your classmates in which you give some examples about your daily life.

E.g. *I must drink water everyday.*

4. In the story, there are some tenses underlined in **blue**. Classify them into the correct block. Some verb tenses are not present in the text, give at least two examples:

Present Simple	Present Continuous	Past Simple	Past Continuous
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5. Change the tenses of these sentences into past (and viceversa):

- I **have** such a smart boy.
- I **thought** this was our house.
- The ground and all the Earth **don't belong** to us.
- We **bought** this land.
- The land **belonged** to some other people.

6. COLLABORATIVE WRITING.

As the story is open-ended, you and your classmates will invent the end. The class will be divided into two groups. The teacher will start telling the first two students of each group a sentence. These students will write this sentence the teacher said. The telephone game will begin from here: this person passes the paper to the next student and dictates him/her another sentence. The message understood is copied and the paper is passed again. When all the students of the group have participated, a representative of each team will read the end of the story aloud.

