

Activity Name: “Lesson 1 CLT”

SDG focus: SDG 17

Aims

- To understand a recorded story.
- To use the past simple correctly.
- To write their own stories.
- To use the story connectors to structure their narratives.
- To raise awareness on SDG 17.

Language focus

- Oral comprehension.
- Writing.

Creative focus

- Narrative composing.

Level: A2

Age: 11-14

Time: 55 minutes

Preparation

- Prepare the material (*): Audio of the story, images of the story, fill in the blanks activity, story connectors and writing correction code.

Procedure

- Step 1: Warm-up. Listen to the recording and put the images in the correct order. The teacher gives students the photocopies with the images they have to put in order, and then he/she plays the recording twice (if necessary).
- Step 2: Grammar fill in the blanks. This activity is more engaging than the typical fill in blanks because it does not consist of a series of isolated sentences. Students need to complete the gaps to understand the story. Furthermore, the story they complete will be the mentor text for the Literacy approach-based activity.
- Step 3: How to structure a narrative. In groups, create a story about the

characters of *Toby's adventure*. You may use the connectors in the box. This is based on the Literacy Approach and it follows the steps marked by it. First, would review the parts of a tale, and a variety of connectors so students do not use always the same. They will already have the mentor text so we will skip the production of an un-coached text. Then students would swap their stories and they would be peer corrected. After they have their tales back, they would have to correct them, taking into account their classmates' comments and corrections. And finally, they would read them aloud and vote for the winning tale.

Follow-up

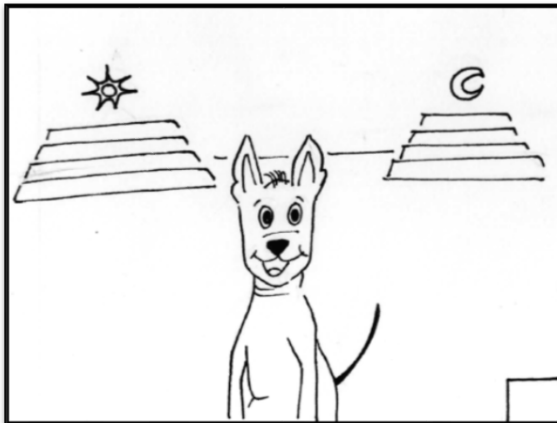
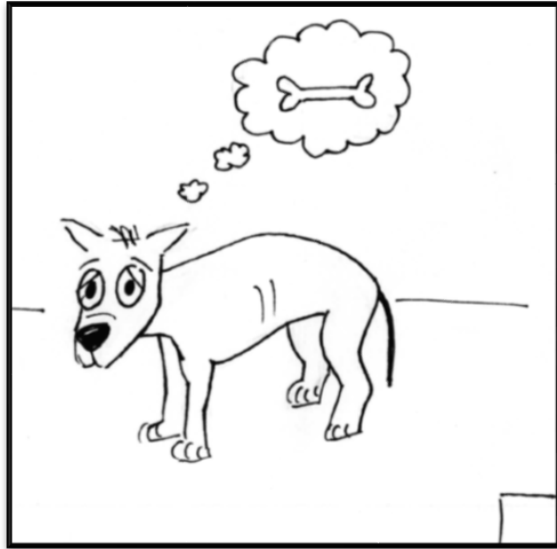
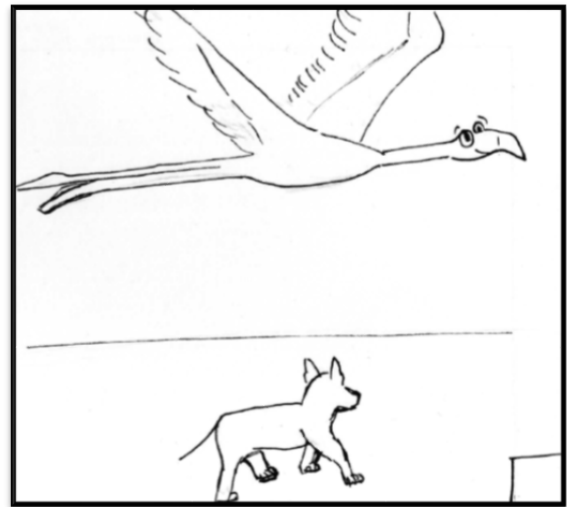
- If it has not been done in a previous activity, write down some keywords about the relationship between this tale and SDG 17. Share them with the rest of the group through the usual virtual tool or platform.
- Peer review. The first activity will be corrected in pairs, and then checked with the teacher.
- The second activity will be checked aloud with the guidance of the teacher.
- The last activity will follow the process of the literacy approach: peer correction – self-correction – teacher correction. The teacher can opt for correcting the writing directly, or underlining and coding the mistakes so that the student has to go back to his/her narrative and correct them. S/He may use the correcting code provided on the annexe (**).

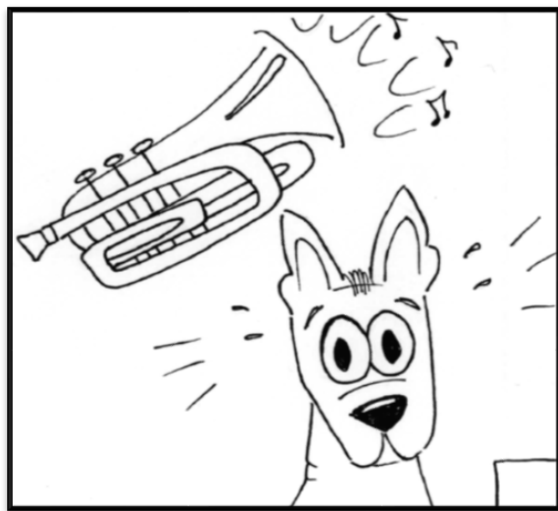
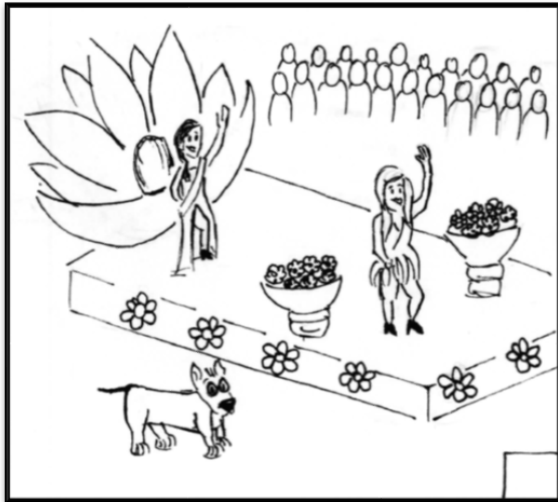
Additional resources



(*) Material

Story Connectors		
a day later	during	meanwhile
after	early in the morning	never
after that	for a while	one evening
after we walked a mile	for the next days	quickly
afterwards	hours went by	right away
almost as quickly	immediately	several weeks later
an hour later	in between the time	some time later
around noon	in just twenty minutes	soon
as	in the late afternoon	suddenly
as soon as	in the meantime	that night
at dawn	just as	the following day
at dusk	just before dawn	the next day
at first I saw	just then	when
at the same time	just when	when spring came
be four o'clock	later	when we arrived
by the time I arrived	later on	while





Toby _____(be) on his way when a flamingo that was flying very high _____(see)the little traveller on his own. Without hesitation, the flamingo, named Doris, approached him to ask why he was alone.

Doris: Hi, where are you going walking along this way alone?

Toby: I want to live the adventure that the tourists live when they leave my home.

Doris: Where does that adventure take place?

Toby: I don't know but I will find it. Do you want to come with me?

Doris: Yes, let's go together!

After a while, they _____(arrive) in Trujillo city centre where they came across a crowd of people. Toby _____(be)amazed and so was Doris, who _____(accompany) him at all times from the air.

Suddenly, the loud noise of a band playing _____(scare) Toby and he _____(start) to run around. He then _____(hear) the sound of people clapping and calmed down because he _____(want) to know what they were clapping for. To his surprise, he _____(see) some wonderful floats pass, covered in colourful ornaments, beautiful flowers and pretty ladies. He _____(decide) to walk alongside them so that he could better appreciate all of their joy and cheerfulness.

Doris _____(get) worried because she _____(can) no longer see her friend Toby, so she _____(start) to look for him. Then, she _____(hear) the excited people clapping and cheering Toby up as he walked alongside the floats, so she _____(be) no longer worried and _____(feel) very happy too.

When the parade _____(end), Toby _____(realice) that he had not eaten anything. He _____(feel) very weak and _____(fall) asleep because he was so tired. When Doris _____(notice), she _____(fly) down and stayed beside her friend to keep him company. However, after a

Fill the gaps with the past simple form of the verbs in brackets:

A Peruvian hairless dog, named Toby, _____(live) for many years between the Pyramid of the Sun and the Pyramid of the Moon.

One day during the springtime, Toby _____(notice) that a lot of tourists _____(visit) the archaeological centre. He _____(ask) himself: "Where do all of these people go after visiting this place?" He _____(be) so curious about it that he _____(decide) to leave the pyramids and explore beyond his home.

few hours, Toby still had not woken up so she _____(decide) to help him.

Cleverly, she _____(manage) to guide a boy to the dog to let him see for himself Toby's state. Upon seeing the poor little dog, asleep and feeling sick, the boy _____(decide) to take him to his house to feed him and treat his injured paws.

This is how Toby _____(find) a new home with a new friend, with the help of an old friend, Doris.

(**)

Writing correction code

Code	Use	Example
WW	Wrong word	<i>As our plane flew <u>on</u> the mountains we saw snow.</i>
WT	Wrong time	<i>As our plane flew over the mountains we <u>see</u> snow.</i>
WF	Wrong form	<i>As our plane flew over the mountains we <u>was seeing</u> snow.</i>
WO	Wrong order	<i>As our plane over the mountain <u>flew</u> we saw snow.</i>
SP	Spelling	<i>As our plane <u>flig</u> over the mountains we saw snow.</i>
P	Punctuation	<i>As our plane flew over the mountains; we saw snow.</i>
X	Extra word	<i>As our plane flew over <u>to</u> the mountains we saw snow.</i>
M	Missing word	<i>As our plane flew over the mountains <u>_</u> saw snow.</i>
R	Register	<i>As our plane flew over the mountains we <u>observed</u> snow.</i>
?	Not clear	<i>As our plane flew over the mountains we saw snow.</i>
I	Silly mistake	<i>As our plane flew over the mountains we <u>seed</u> snow.</i>
RW	Try re-writing	<i><u>Our vehicle flies, we snow find, over mountains you saw it.</u></i>