



## POST-TEACHING GUIDE

### *English Stories to Teach Geography*

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This teachers' guide is intended to give you ideas for helping your students reinforce vocabulary, grammar, and functions after the CLIL-Based Workshop.

#### **Long Sword**

To practice prepositions, play "Long Sword" in an open space. Students stand in front of you as a group. You hold an imaginary long sword to which they have to respond. If you swing the sword under them and shout "Under!" they have to jump. If you swing the sword down the middle and shout "Between!" then they have to lean left or right depending on their position in the group. If you swing the sword to the left/right, and shout "Left!" or "Right!" then they have to tilt in the opposite direction. If you swing the sword over and shout "Over!" they have to duck. And finally, if you make a stabbing motion and shout "In!" or "Through!" they have to make a dying sound. Once the students get the hang of the actions, you can introduce elimination.

#### **Minefield**

Using plastic bottles, create a 'minefield,' that is, a course through which the students will need to walk, going around (not over) the bottles without detonating a mine. Pre-teach words such as *left, right, straight on, go slowly*, etc. One student is blindfolded while his/her partner serves as a guide in English; the guide can speak to but not touch the blindfolded student. If the blindfolded student hits a minefield, the pairs swap roles and start over. Time students and encourage them to beat their best time. Multiple pairs can participate simultaneously if the minefield is large enough, in which case it can also become a race to go through the minefield safely. This activity could also be adapted to practice *north, south, east west*.

#### **Preposition Adventure**

To practice prepositions, lead students around the classroom/open space while they imagine various situations. Examples: Walk around a big dog, a sleeping giant, an elephant. Walk under a limbo stick, a tree, a waterfall. Walk over a rope bridge, broken sidewalk, a high mountain. Walk through a long tunnel, a haunted house, a cemetery.

#### **Sequencing**

*N.B. Do this activity before What Happens Next?* After teaching a story with the students, you can use this activity to teach the chronology of a story. Using a summary of the story, write each individual sentence on the board in random order. Have students copy them onto strips of paper so that each student has a set. Then ask the students to put them in the correct order with a time limit.

#### **Star of the Show**

Call up four students and give each student a number from 1-4. Number 1 always starts; the student in this position is the star of the show, and the objective is to take and maintain this position. Each student chooses (or is given) a different line/expression plus accompanying gesture that scaffolds the meaning. The first student starts by saying his/her line plus the line of another student, thereby sending 'it' to that student, who then carries on in the same fashion. If a student makes a mistake, he/she is eliminated and a student from the audience moves into the fourth position. Whoever lasts the longest in the first position is 'Star of the Show'. Use this activity to practice pronunciation, intonation, and projection. Useful expressions from the script include:

*What's this?*  
*Who are you?*  
*I'm hungry.*  
*I like to eat \_\_\_\_\_.*  
*I'm scared.*

*I'm very intelligent.  
I'm tired.  
I'm hot.  
Please don't eat me!*

### **Story Mapping**

Using the characters/illustrations from a story you are studying, create a simple map of characters from the story in a suitable setting, e.g. a forest. At the bottom right corner of the map, include a compass. Photocopy the map and give it to your students. Ask them to 'map out' the journey the protagonist took in the story. If the protagonist made a mistake in the story, ask the students how they would complete the quest differently.

### **What Happens Next?**

Recycle the sentence strips from *Sequencing*. Create a sixth sentence strip and keep it blank. After the students have played the *Sequencing* with the sentence strips, give each group a sixth strip. Ask them to write the next line in the story. You can title the strip: *What happens next?* Compare all future predictions and vote on the best one. Display this sentence strip on the wall, directly underneath the original five.

## **Further Resources**

- <http://cloud.acle.it/teacher-cloud/>
- ACLE Teachers' Community (Facebook)