## ZN What a Terrible Present!

- To enjoy and understand the main plot as well as the sub-plot of the story.
- To demonstrate understanding of a variety of words and expressions used throughout the story by using them in related activities.
- To be able to write short sentences and simple conversation exchanges to demonstrate understanding of the story.


## Word bank

## Key vocabulary

Nouns: cat flap, hole, invention, basket, litter, plan, cupboard, clothes drawer, enemy, neighbour

Verbs: shout, push, swing, think, hate, stay, use, jump, chase, scratch, chew, climb, answer, say

Adjectives: terrible, brilliant, dirty, smelly, perfect

## Expressions

Happy birthday! Really stupid!
Not cool! No way!
Well done! Oh dear, it's broken!
What a shame! Bravo, my friends!

## Tips and ideas

## Before reading

- Birthday Line: Students get in a line, in order of their birthdays. After making the line, every student says what day his or her birthday is on. Have the students line up according to: the time they woke up this morning, their favourite days of the week, their names in alphabetical order, etc.


## During reading

- Biographies: Divide the class into 5 circles of 5 or 6 students. Each student in the circle writes the name of one of the characters from the story at the top of a piece of paper. When the teacher says "begin", each student writes a sentence about the character and passes the piece of paper to the left. The next student then writes another sentence about the character."

When the piece of paper returns to the student that began, the circle stops writing.

## After reading

- Memorizing text: Copy a passage from the book on to the board. The class reads the text out loud together in chorus. Encourage the students to include stress and
animation when they read out loud. Then erase one or two words and draw a line where the word used to be. For example:

Thanks very much for waking me up...
"Come and see your $\qquad$ " says Susan.

I hope it's better than last year's $\qquad$ _.

Last $\qquad$ they gave me a toy rabbit.

The class reads the passage again including the missing words.

After the class reads the passage correctly, erase more words. Progressively erase more and more words. Eventually the board should look like this:

$\qquad$
$\qquad$ _.

## Teacher support activities

## Great games: "Pass the parcel"

- This is a party game that children in English speaking countries play at birthday parties. To make the parcel, the class needs: ten strips of paper, wrapping paper (newspaper or magazines), tape, some sweets or stickers.
- First, have the students write an instruction on each of the strips of paper. For example: 1. Count from 20 backwards. 2. Go and touch the door. 3. Name three animals, etc.
- Wrap one sticker or sweet with the strip of paper with the instruction. Make sure it is taped closed. Continue wrapping adding another layer and another sweet or sticker and strip of paper with the instruction to the parcel so that the parcel gets bigger and bigger. When all ten instructions have been wrapped together, you are ready to start the game.
- Have the students sit in a circle. Play music. The students pass the parcel from student to student. When the music stops, the child holding the parcel unwraps one layer.
- He or she reads the instruction out loud and carries it out. As long as he or she gives it a try, he or she should be allowed to keep the sweet or sticker. The parcel is passed around until all the layers have been opened.


## CLIL link: Math

This activity can be used to practise months and dates to celebrate someone's birthday.

Divide the class into groups of 3 or 4 . The students write a list of the months of the year on a piece of paper. Tell them they are going to do a 'birthday survey'.

Students move around the class in their groups and find out when everyone's birthday is. They ask, "When is your birthday?" and put a tick next to the month.

When the students have all the information for everyone in the class, show them how to make a graph. Put the
months on the horizontal axis and the number of people on the vertical axis. The class draw graphs in their groups.

## Suggestion:

The students could make poster size graphs using different colours for each month. They could also try to write some sentences about each month, For example: Two students in our class have a birthday in December. Nobody has a birthday in August.

Coco: Slow down woman. What's the hurry?
(Susan and Coco meet Jack, Tommy and Benny.)
Jack, Tommy and Benny: Sorry mate! We can't stop and chat - we're late!

Coco: Hey! What's going on? Is everyone crazy?
(Susan and Coco continue walking.)
Susan: Ready to go home, Coco?
Coco: Okay.
(Susan and Coco arrive at the house. They open the door.)
Susan, Mum, Dad, Jack, Tommy and Benny: SURPRISE! Happy Birthday Coco!

Coco: Whiskers! That was why everyone was in a hurry!

Mum: Sorry darlings, I can't stop - I'm in a hurry. Susan: Bye Mum.

