

## UNIT 3: THE STORY OF PINOCCHIO

### **Lesson 1: Pinocchio the puppet**

**Content:** Learners practise vocabulary which refers mainly to toys and places. The vocabulary is introduced in context through the story of Pinocchio – a character young learners are familiar with at this age – and is further consolidated through games and playful activities.

#### **Linguistic aims**

Learners are expected

- to learn vocabulary items about toys and games: *puppet, doll, teddy bear, hopscotch, puzzle*
- to be able to identify the written form of the words (word recognition)
- to be able to introduce themselves and their friends and talk about toys they've got and games they play with their friends (*We play hopscotch ... We do puzzles ...*)
- to produce the written and oral form of the 'toy' and 'game' words
- to consolidate vocabulary items they have learned in the previous units (e.g., *nose, sad, hungry, teacher, happy*)

#### **Pedagogical aims**

- to create a relaxing, non-threatening classroom atmosphere in a story-based framework
- to activate learners' knowledge of a well known fairytale and character, Pinocchio)
- to promote group work / pairwork and dramatization
- to promote inductive learning abilities (story-sequencing task)

#### **Suggested material**

- story pictures (found online)
- realia (i.e., a puppet of Pinocchio, a doll, a teddy bear, a star; alternatively, flashcards can be used)
- masks
- boardmarkers

#### **Suggested procedure** (up to 3 days)

##### **Step 1**

Books are closed in the beginning. Teacher asks learners if they know Pinocchio and his story.

Learners listen to the story on the CD (twice). Teacher acts out the story during the second time by using realia.

##### **Step 2**

Learners open their books and listen to the story while looking at the pictures. While listening, they may point to the corresponding pictures. This step may be repeated as many times as the teacher deems necessary (teacher emphasises in classroom that reading is not necessary and learners can understand the story through pictures).

### **Step 3**

Teacher checks understanding of new vocabulary by asking relevant questions: e.g., Show me / who are Pinocchio's friends? ” The teacher might also ask questions such as: “Show me a doll/teddy bear .....?”. If the teacher wishes, The teacher may consolidate previous toy items learners have learned, e.g., *ball, kite, car, bell*, etc. It will be particularly helpful if the teacher has real toys in the classroom to show. The teacher might also ask questions such as: “Do you play hopscotch (mime)/do puzzles?” and expect a “Yes” or “No” reply from learners. The teacher can further extend to other games the learners play by asking questions such as “Do you play football/basketball/computergames?”.

### **Step 4**

Teacher puts the story pictures on board and asks learners to provide the corresponding story lines. This can be done in groups and learners look at their books to find the correct lines.

### **Step 5**

Learners listen again to the story and the teacher invites them to act out the story. The teacher may make masks for each character so that learners can use them according to their role: one learner can be Pinocchio, another one the doll and a third one the teddy bear. All learners should be given the opportunity to participate in the acting. One option is for 3-4 learners to perform simultaneously as one character; another option is to split the class into four groups (according to the class size) and have the story acted out as many times as necessary so that every learner gets the chance to perform individually.

### **Step 6 (optional)**

This task may be used for revision before the activities that follow.

Teacher puts the story pictures on board in random order and asks learners to come to the board and arrange them according to the story.

At this stage learners are encouraged to provide the story lines as well (if they can).

### **Step 7**

First activity:

Learners are asked to find the four toys hidden in the picture. After they have found and circled the toys, the teacher may additionally tell them where they are, thus exposing them to vocabulary items such as *wall, bookcase, desk, floor* and the prepositions *on, in, under*. These items are not to be further practised.

### **Step 8**

Second activity:

Learners are asked to match each word to the corresponding picture and the teacher may use realia to demonstrate each item.

## Step 9

Third activity: Listening task

Learners are asked to listen to the four sentences and tick the right picture. When checking answers, the teacher may further ask what the other picture shows. Learners get the opportunity to practise vocabulary previously taught.

## Step 10

Fourth activity:

Learners are given time to read the six sentences and match them with the corresponding pictures. The teacher then checks their answers. In addition, The teacher may ask further questions to help learners produce more language. Teacher may say: e.g.,

‘The doll is happy. Are you happy?’, expecting a ‘yes/no’ answer.

‘Miss Butterfly is a teacher. What colour are Miss Butterfly’s wings?’ (gesturing for ‘wings’ to help learners’ understanding) expecting learners to revise the colours.

‘Pinocchio is sad. Why is Pinocchio sad?’ expecting the answer ‘He’s a puppet/toy, not a boy’.

‘These are my friends. Who are your friends?’ expecting the answer ‘Mary, Alex,...’

‘We play hopscotch. Do you play hopscotch?’ expecting a ‘yes/no’ answer, and further ‘What games do you play with your friends?’ expecting names of games as an answer.

‘The teddy bear is hungry. Are you hungry?’ expecting a ‘yes/no’ answer and further revise feelings.

## Step 11

Fifth activity:

Learners write the names of the toys under the corresponding picture by putting the jumbled letters in order. If they need help they can refer back to the story (pairwork or groupwork).

## SCRIPTS

### p.43

*Narrator: Unit 3, The Story of Pinocchio, Lesson 1, Pinocchio the puppet.*

*Listen and read.*

Tammy: Who is this, Yuri?

Collodi: Hi children! I’m Carlo Collodi. Let me tell you a story about ...

Pinocchio: Hi, I’m Pinocchio and I’m a puppet!

These are my friends. A doll and a teddy bear.

Doll : Hi, Pinocchio.

Teddy bear: Hello, Pinocchio.

Pinocchio: We play together ...

Doll: We play hopscotch!

Pinocchio: And we do puzzles...

Teddy bear: We love puzzles!

Pinocchio: But I can’t go out! I’m a puppet.

Star Light, Star Bright,  
Can I be a boy tonight?  
Can I be a boy tonight?  
I am a toy, I'm not a boy.  
Star Light, Star Bright,  
Can I be a boy tonight?  
Can I be a boy tonight?  
I am a toy, I'm not a boy.

**p.45**

*Narrator: Listen and find the right picture.*

1. Pinocchio is sad.
2. Pinocchio is a boy.
3. We do puzzles.
4. Bella is scared.

## **Lesson 2: Pinocchio the boy**

**Content:** Learners practise vocabulary items relating to buildings in town where they usually go and activities they do there. The vocabulary is introduced in context through the story and is further consolidated through playful activities.

### **Linguistic aims**

Learners are expected

- to learn vocabulary items about places and playful activities: *town, park, sports centre, school, restaurant, swing, slide, run, hide*
- to be able to identify the written form of the words (word recognition)
- to be able to practice the pattern “I can ...”, and consolidate the pattern “Can you...?” (“Yes, I can”, “No, I can’t”)
- to produce the written and oral form of the ‘building’ and ‘activities’ words

### **Pedagogical aims**

- to create a relaxing, non-threatening classroom atmosphere in a story-based framework
- to activate learners’ schematic knowledge relating to places they visit and activities they are involved in
- to promote groupwork/pairwork and dramatization
- to promote inductive learning abilities (story-sequencing task)

### **Suggested material**

- doll of Pinocchio and a star.
- flashcards of the following: town, park, sports centre, school, restaurant
- story pictures
- boardmarkers

### **Suggested procedure** (up to 3 days)

#### **Step 1** (optional)

Books are closed in the beginning.

Teacher starts reciting the story beginning with the last picture of the previous lesson where Pinocchio makes a wish to the star to become a boy. Acting out the story of the shooting star, the teacher presents Pinocchio as a boy (his wish granted).

Learners listen to the story on the CD (twice). Teacher acts out the story during the second time by using a doll/flashcards/mime.

## Step 2

Learners open their books and listen to the story while looking at the pictures. While listening, they may point to the corresponding pictures. This step may be repeated as many times as the teacher deems necessary (teacher emphasises in classroom that reading is not necessary and learners can understand the story through pictures).

## Step 3

Teacher checks understanding of new vocabulary by asking relevant questions: e.g., Show me / where is the town/park/restaurant/...? The teacher might also ask questions such as: “Can Pinocchio run/hide/.....?” and expect a “Yes” or “No” reply from learners at this stage.

It will be particularly helpful if the teacher has pictures of the places in the classroom to show and mimes the activities. The teacher might also ask questions such as: “Can you run/slide/....?” and expect a “Yes” or “No” reply from learners. The teacher can further extend to places by asking questions such as “Do you go to the sports centre/restaurant/...?”

## Step 4

Teacher puts the story pictures on board and asks learners to provide the corresponding story lines. This can be done in groups and learners look at their books to find the correct lines.

## Step 5

Learners listen again to the story and the teacher invites them to act out the story. All learners should be given the opportunity to participate in the acting. One option is for 3-4 learners to perform simultaneously as one character; another option is to split the class into four groups (according to the class size) and have the story acted out as many times as necessary so that every learner gets the chance to perform individually.

## Step 6 (optional)

This task may be used for revision before the activities that follow.

Teacher puts the story pictures on board in random order and asks learners to come to the board and arrange them according to the story.

At this stage learners are encouraged to provide the story lines as well (if they can).

## Step 7

First activity:

Learners are asked to find the odd one out. The teacher has the opportunity to consolidate the new vocabulary items and may additionally ask them what the other three pictures show. The teacher may also expose them to the superordinate terms *toys* and *buildings*. The activity can be done in pairs.

## Step 8

Second activity:

Learners are asked to listen and find their way from ‘start’ to certain places and get further practice with the new vocabulary items, as well as revise some old ones.

## Step 9

Third activity:

Learners are asked to circle the words referring to the pictures given. If they need help, they can look back to the story. The activity can be done in pairs.

### **Step 10**

Fourth activity:

Learners are asked to recognize the pictures and write the names on the signs.

### **Step 11**

Fifth activity:

Teacher explains that the same sound is missing from both words in each sentence by emphasising and repeating the example. By looking at the pictures learners can write the missing letters based on their ability to produce these words orally. If they need help, they can look for the words in their books in the previous and current unit. This activity can be done in pairs.

### **Step 12**

Sixth task:

Learners are asked to fill in the questionnaire about themselves by colouring/drawing on either of the two faces, depending on whether they can/can't do the activities mentioned.

They can then proceed by asking two of their friends in class and note down their answers. The teacher can then proceed by asking students to either talk about the things they can/can't do or report their findings concerning their friends. Thus, the learners can produce the patterns "Can you ...?", "Yes, I can/No, I can't", "The teacher can/can't ...". This activity can also be done in pairs.

### **Extra activity**

The teacher can ask learners to make their own questionnaire with things they would like to ask if their friends can/can't do and get and report on their answers.

## **SCRIPTS**

### **p.47**

*Narrator: Unit 3, The Story of Pinocchio, Lesson 2, Pinocchio the boy. Listen and read.*

Pinocchio: Oh, I'm a boy and not a toy!

Now I can go out and see the town.

This is the town! Super!

Oh, a park!

I can swing ... I can slide.

I can run...I can hide.

I'm hungry. Are you?

Let's get a sandwich – or two.

Pinocchio's Father: Where are you Pinocchio?

**p.48**

*Narrator: Listen and go to....*

1. start – teddy bear – puzzle – hide – doll – hopscotch – swing – hide – where are you?
2. start – doll – swing – pencil – rubber – star – doll – hopscotch – swing – puppet - where are you?
3. start – doll – swing – hopscotch – doll – teddy bear – slide – star – pencil – puppet – puzzle - where are you?
4. start – teddy bear – slide – puppet – rubber – star – pencil – hopscotch – swing - where are you?



### **Lesson 3: Pinocchio at home**

**Content:** Learners consolidate previously taught vocabulary items and learn some new words and lexical phrases, such as *hand, sandwich, I'm sorry, are you sure?* This is done in context through the story and playful activities.

#### **Linguistic aims**

Learners are expected

- to consolidate previously taught vocabulary items and learn some new words and lexical phrases, such as *hand, sandwich, I'm sorry, are you sure?*.
- to be able to identify the written form of the words (word recognition)
- to be able to practice the patterns 'Have you got', 'Yes, I have', 'No, I haven't'
- to produce the written and oral form of the words

#### **Pedagogical aims**

- to create a relaxing, non-threatening classroom atmosphere in a story-based framework
- to activate learners' knowledge relating to the story of Pinocchio
- to promote groupwork/pairwork and dramatization
- to promote inductive learning abilities (story-sequencing task)

#### **Suggested material**

- doll of Pinocchio and Gepetto
- flashcards of the following: town, park, sports centre, school, restaurant
- story pictures
- boardmarkers

#### **Suggested procedure** (up to 3 days)

##### **Step 1** (optional)

Books are closed in the beginning.

Teacher starts reciting the story beginning with the last picture of the previous lesson where Pinocchio's father (Gepetto) is worried about Pinocchio who has not returned home yet. Learners listen to the story on the CD (twice). Teacher acts out the story during the second time by using dolls/flashcards/mime.

##### **Step 2**

Learners open their books and listen to the story while looking at the pictures. While listening, they may point to the corresponding pictures. This step may be repeated as many times as the teacher deems necessary (teacher emphasises in classroom that reading is not necessary and learners can understand the story through pictures).

### Step 3

Teacher checks understanding of new vocabulary by asking relevant questions: e.g., “Has Pinocchio got a toy/sandwich/.....?” and expect a “Yes” or “No” reply from learners at this stage. The teacher then points to the fact that Pinocchio’s nose is growing and asks the learners why this is so, to activate Learners’ knowledge of the story and introduce the word “lie”. Asking Learners if lying is good or bad, the apology “I’m sorry” can then be introduced.

### Step 4

Teacher puts the story pictures on board and asks learners to provide the corresponding story lines. This can be done in groups and learners look at their books to find the correct lines.

### Step 5

Learners listen again to the story and the teacher invites them to act out the story. All learners should be given the opportunity to participate in the acting. One option is for 3-4 learners to perform simultaneously as one character; another option is to split the class into four groups (according to the class size) and have the story acted out as many times as necessary so that every learner gets the chance to perform individually. Teacher can finally point out to the fact that at the end of the story we still don’t know what Pinocchio has got in his hand and the Learners can be asked to guess. The teacher does not reveal the answer at this stage.

### Step 6 (optional)

This task may be used for revision before the activities that follow.

Teacher puts the story pictures on board in random order and asks learners to come to the board and arrange them according to the story.

At this stage learners are encouraged to provide the story lines as well (if they can).

### Step 7

First activity:

Learners are asked to match the words with the pictures. The teacher has the opportunity to consolidate vocabulary items.

### Step 6

Second activity:

Learners are asked to listen and number the pictures. It is an opportunity to practice listening skills and revise basic patterns and lexical phrases of the story. If there is difficulty, the listening script can be repeated as many times as necessary.

### Step 7

Third activity:

Learners are asked to put the jumbled letters in order to produce the written form of the words. This activity can be done in pairs. It would be helpful if the teacher used flashcards for each word item so that this task is facilitated for the learners and they get a visual clue.

### Step 8

Fourth activity:

Learners are asked to find the hidden phrase. They can write this in capitals or in small case letters. Consolidation and revision of the pattern can be encouraged here.

### Step 9

Fifth activity:

Learners are asked to solve the mystery of what that Pinocchio has got in his hand. They are told that they need to track Pinocchio's route to town, starting and ending at 'home'.

### Step 10

*Project:* Learners' schematic knowledge and self expression are encouraged in this project. Teacher explains that Pinocchio is a character from a book and asks learners what books they've read/know. Teacher asks them what their favourite book is and who the character is. Why do they like him/her? What can s/he do? Teacher finally asks learners to draw their favourite book character and write a few words about what s/he can/can't do.

### Step 11

Self-assessment: Ask learners to colour the stars so as to use them. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour. In the second part, explain the meaning of the written phrases under each thermometer and ask learners to colour the thermometers according to how they assess themselves. Go around the class and offer help. Ask learners to give examples of things they can do and discuss their choices and answers in the self assessment section.

### Note

Learners should be encouraged to colour all pictures and illustrations included in the book. They may also repeat the steps suggested in the teacher's book or read the texts as many times as they need to. Revision of language previously taught is recommended at the beginning of every new lesson.

## SCRIPTS

### p.51

*Narrator: Unit 3, The Story of Pinocchio, Lesson 3, Pinocchio at home. Listen and read.*

Pinocchio's Father: Pinocchio! You're back home! What have you got in your hand? Have you got a toy?

Pinocchio: No, I haven't.

Pinocchio's Father: Have you got a sandwich?

Pinocchio: No, I haven't.

Pinocchio's Father: What have you got in your hand?

Pinocchio: Nothing, daddy.

Pinocchio's Father: Are you sure?

Pinocchio: Yes, I am.

Pinocchio's Father: Pinocchio ...! This is a lie. Look at your nose!

Pinocchio: I'm sorry, daddy.  
Pinocchio's Father: Let's have a party!!  
Pinocchio, doll and teddy bear: Yippee!

## **p.52**

*Narrator: Listen and number the pictures.*

1. What have you got in your hand?
2. Nothing, daddy.
3. This is a lie. Look at your nose.
4. I'm sorry, daddy.
5. Let's have a party!! Yippee!

## **Unit 3 Key**

### **LESSON 1: Pinocchio the puppet**

#### **p.44 Match the pictures with the words.**

1. puzzle
2. doll
3. puppet
4. star
5. teddy bear
6. boy
7. hopscotch

#### **p. 45 Listen and find the right picture.**

1. Pinocchio is sad (first picture).
2. Pinocchio is a boy (second picture).
3. We do puzzles (second picture).
4. Bella is scared (first picture).

#### **p.46 Match the pictures with the phrases**

1. Miss Butterfly is a teacher.
2. The doll is happy.
3. We play hopscotch.
4. The teddy bear is hungry.
5. Pinocchio is sad.
6. These are my friends.

#### **p.46 Find and write the words.**

1. puppet
2. doll
3. star
4. bear

5. puzzle
6. boy

## **LESSON 2: Pinocchio the boy**

### **p.48 Find the odd one out.**

1. pencil
2. puzzle
3. sandwich
4. town

### **p.48 Listen and go to...**

park, sports centre, restaurant, school.

### **p.49 Find the words**

horizontally: forest, swing, slide, town.  
vertically: park, school.

### **p.49 Write the words.**

park, sports centre, restaurant, school.

### **p. 50 Write the words.**

Mark-park  
boy-toy  
slide-hide  
cat-fat  
angry-hungry

## **LESSON 3: Pinocchio at home**

### **p.52 Match the pictures with the words**

1. hand
2. toy
3. nose
4. puppet
5. sandwich

### **p.52 Listen and number the pictures.**

1. What have you got in your hand?
2. Nothing, daddy.
3. This is a lie. Look at your nose.

4. I'm sorry, daddy.
5. Let's have a party!! Yippee!

**p.52 Find and write the words.**

1. swing
2. party
3. hand
4. toy
5. nose
6. slide

**p. 53 Find and write the phrase.**

I am sorry

**p.53 Pinocchio, what have you got in your hand?**

I've got a star!