

Stories

★ ACTIVITY 1A: WATER FROM THE WELL □

AIMS: To practise listening to stories • To practise listening for information • To revise pronouns
LANGUAGE: *Dog, cat, mouse* • *Man, woman, girl, boy* • *Water, rope, well*
TIMING: 20-30 mins
GROUP SIZE: Class
WHAT YOU NEED: Photocopy 1 per child (strip pictures 1 only). Cassette (tapescript p.93). Scissors. Blu-tack. Pictures of a man, woman, girl, boy, cat, dog, mouse, well, water, rope. Photocopy 1 for yourself, the cut-out characters to use as a model.

WHAT YOU DO:

1 Hand out strip pictures 1 to each child to cut out.
2 Hold up your pictures of the *mouse, dog* and *cat* and teach the names for these. Repeat for *man, woman, girl, boy, well, water* and *rope*. Teach *pull* using mime.
3 To check new vocabulary hold one picture up at a time and ask the children to tell you what it is. Turn it into a fun game by doing this very quickly and let them call out together what each picture is.
4 Give each child a copy of the main picture on photocopy 1 and tell the children that they are going to hear a story about a man who wanted some water. Play the cassette twice. The first time you can mime

what the characters are doing. The second time ask seven children to come to the front of the class and help them to mime the story.
5 On the board show the children what they do with the photocopy and the cut outs, i.e. as they listen they add the correct character. Model this by listening to the story and add the cut out of the characters or animals as they occur in the story.
6 Play the cassette again and let the children add the characters to their photocopy. Model this again on the board.

FOLLOW-UP ACTIVITY:

Put the children into groups of seven and let them act out the story as they listen to it on the cassette.

★★ ACTIVITY 1B: FATHER FELL DOWN THE WELL! □

AIMS: To practise listening to stories • To practise listening for information
LANGUAGE: • *Dog, cat, mouse* • *Woman, man, girl, boy* • *Pull, couldn't, please, well, help* • *Father, mother, sister, brother* • *they, he, she* • *husband, wife, daughter, son* • *happy*
TIMING: 20-30 mins
GROUP SIZE: Class/Ind
WHAT YOU NEED: Photocopy 1 per child (strip pictures only.) Cassette (tapescript p.94). Scissors. Blu-tack. Pictures of a well, dog, cat, mouse. Picture of a family (father, mother, daughter and son). Photocopy 1 for yourself.

WHAT TO DO:

1 Hand out strip pictures 1 to each child to cut out.
2 Teach the words *dog, cat, mouse, water, well* and *rope* by showing the pictures of these to the class.
3 Hold up the picture of the family and elicit *man, woman, boy* and *girl*. Now point to each of these people using their family names i.e. *father, son, daughter* and *mother*, then introduce the relationships within the family, i.e. *wife and husband, brother and sister*. Finally show the picture of a well and introduce the word *well*.
4 Give each child photocopy 1 and tell them that they are going to hear a story about a man who wanted some water from a well. Ask them to look at the photocopy.

5 On the board, using photocopy 1 and cut outs, demonstrate how they add a character as they listen to the story. Demonstrate by playing the cassette and adding the characters as you listen.
6 Play the cassette again and let the children stick their characters onto their photocopies. You may need to play the cassette two or three times. Go round the class to help as necessary.

FOLLOW-UP ACTIVITY:

Children can draw a picture of their own family helping father out of the well!

★★★ ACTIVITY 1C: FATHER FELL DOWN THE WELL AGAIN! □

AIMS: To practise listening to stories and for information • To extend vocabulary for family members
LANGUAGE: *Dog, cat, mouse, water* • *Woman, man, girl, boy, mother, father, son, daughter, wife, husband, brother, sister* • *Pull, couldn't* • *Strong, happy* • *grandfather, grandmother, granddaughter, grandson*
TIMING: 20-30 mins
GROUP SIZE: Class/Ind
WHAT YOU NEED: As Activity 1B plus strip pictures 2, pictures of grandparents and their grandchildren.

WHAT YOU DO:

1 Give out strip pictures 2 to each child to cut out.
2 Hold up your pictures of the *dog, cat, mouse, water, well* and *rope* and elicit the names for these. Hold up the picture of the family and elicit *father, mother, son, daughter, brother, sister, wife* and *husband*.
3 Now hold up the pictures of the grandparents and grandchildren and teach *grandfather, grandmother, granddaughter* and *grandson*. Practise these by pointing to each person quickly and asking the children to tell you their names. Turn this into a quickfire memory game of all the vocabulary you have just introduced.
4 Hand out photocopy 1 and tell the class they are going to hear a story about a man who went to get water from a well.

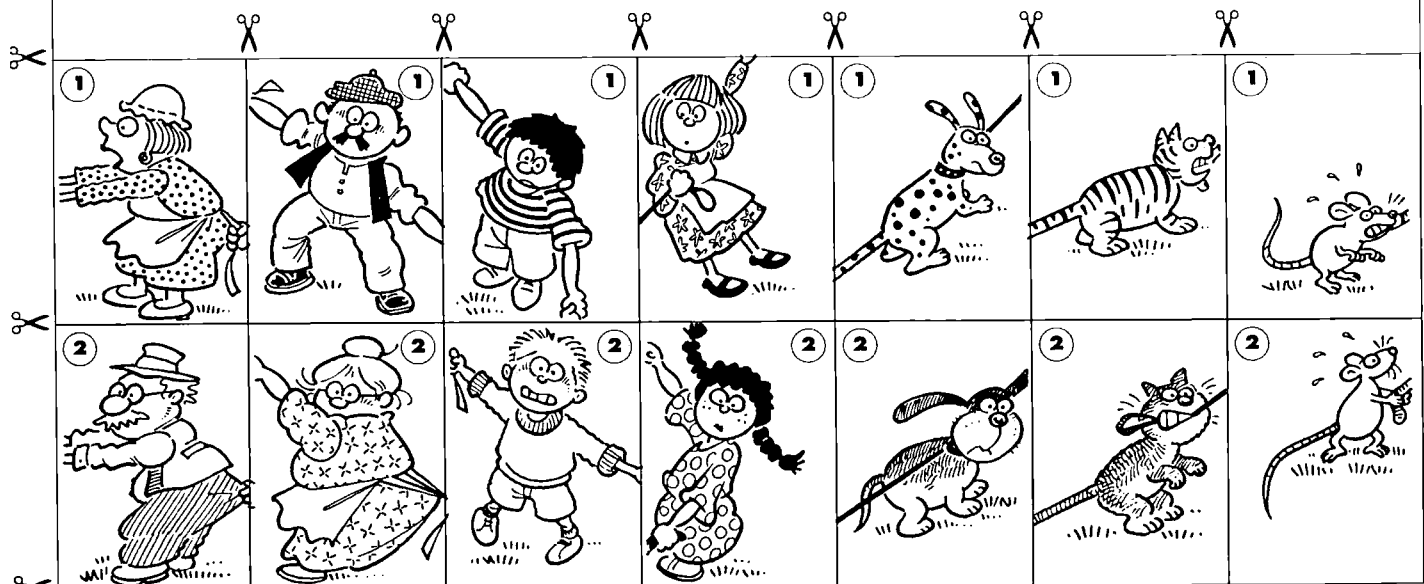
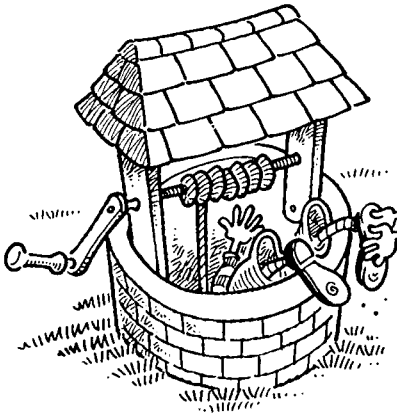
5 On the board show them with your photocopy 1 how to add a character as they listen to the story. Play the cassette and let the children try this. You may need to play the cassette two or three times.

FOLLOW-UP ACTIVITY:

Make a class picture of the story, with individual children contributing characters or background features.

Stories

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★ ACTIVITY 2A: FINGER PUPPETS

AIMS: To follow instructions

- To make a puppet
- To talk about clothes

LANGUAGE: *Trousers, skirt, shorts, t-shirt, shirt, blouse, dress*

- *Boy, girl*
- *What's he/she wearing?*

TIMING: 20-30 mins

GROUP SIZE: Class/Ind/Pairs

WHAT YOU NEED:

Photocopy 2 per child. Scissors. Sellotape/glue. Different types of paper e.g. coloured, white. Two ready-made puppets, one with paper 'clothes' and one just coloured. A puppet cut out ready to glue.

WHAT YOU DO:

1 Show the children the ready-made puppets and how to make the puppet 'walk' using two fingers through its back.

2 Using the puppet's clothes, ask the children *What's he/she wearing?* and elicit clothes vocabulary. Use the children's own clothes to practise, e.g. *Look at Maria. What's she wearing?* (a t-shirt and trousers).

3 Give photocopy 2 to each child and ask them to cut out a puppet. Tell them not to cut out the tabs on the legs!

4 With your cut out puppet, show the children how to stick the tabs round so that they are the correct size for their fingers.

Children draw a face on their puppet and decide if it is a boy or a girl.

5 Children draw clothes onto the puppet or make clothes from paper and stick these onto their puppets.

6 In pairs, children ask each other about the puppets. Child A should ask *What's he/she wearing?* and child B should describe what her puppet is wearing. A and B then swap roles and do the activity again.

FOLLOW-UP ACTIVITY:

Let the children work in groups and have a puppet show using a story they know well, using their own puppets.

★★ ACTIVITY 2B: FINGER PUPPET CHARACTERS

AIMS: To follow instructions

- To talk about facial features

LANGUAGE: *Nose, eyes, mouth, beard, moustache, long/short hair* • *Has she/he got a ...? Yes, she/he has. No, she/he hasn't.*

TIMING: 20-25 mins

GROUP: Ind/Class

WHAT YOU NEED:

Photocopy 2 per child. Scissors. Sellotape/glue. Paper. Colours. Pictures of faces showing facial features e.g. *hair, eyes, beard, moustache, glasses*. A puppet cut out and ready to glue.

WHAT YOU DO:

See Activity 2A Steps 1-3.

4 With your cut out puppet show the children how to stick the tabs round so that they are the correct size for their fingers.

5 Now discuss facial features e.g. *beard, moustache, glasses, long/short hair* with the class, using the pictures of faces you've collected. To check this you could draw some faces on the board with certain facial features and ask individuals/the class to tell you what they are. Use these faces and carry out the following dialogue, e.g. T: *Has she got a beard? Has he got glasses?* C: *No she hasn't. Yes he has.*

6 Children decide if their puppets are men/women/boys/girls and put some more facial features on them.

FOLLOW-UP ACTIVITY:

Children go round the class finding a partner who has a puppet exactly the same as theirs, e.g. long hair, a big nose, glasses etc. They should ask *Has your puppet got ...?* etc. See how many twins/triplets etc they can make.

★★★ ACTIVITY 2C: STORY PUPPETS

AIMS: To use puppets to create a story

- To listen to instructions
- To write a simple plot for a story
- To use the plot from a well-known story as basis for puppet show
- To introduce and use story markers

LANGUAGE: *Ears, eyes, nose, mouth* • Simple past tense • Clothes vocabulary • *Once upon a time, then, so, but, lived happily ever after*

TIMING: 35 mins

GROUP SIZE: Ind/Group

WHAT YOU NEED:

Several copies of photocopy 2 per child plus some spares copies. Sellotape/glue. Scissors. Scraps of materials for clothes. Some ready-made puppets 'dressed' with paper or coloured, to show different characters e.g. *Goldilocks, Hansel and Gretel*. A cut-out puppet ready to glue.

WHAT YOU DO:

1 Show the class your puppets and tell them which characters from a well-known story they are based on. Show the children how you have made the puppet and how you created 'clothes' from paper and material, or by colouring the puppet.

2 Briefly tell the children the story that your puppet is modelled on.

3 Put the children into pairs or groups and help them to decide which story they would like to make puppets for, e.g. *Cinderella, Hansel and Gretel, Goldilocks* etc.

4 Give copies of photocopy 2 to each child and the scissors, glue, material and paper. Tell the children to cut out all the puppets.

5 With your cut out puppet show the children how to stick the tabs round so that they are the correct size for their fingers. Let them draw a face on their puppet and decide if it is a boy or a girl. Show them how to make the animal puppets.

6 In groups children decide which story

they are going to tell and what each puppet should look like. Let them make up their puppets. Pupils can choose how many puppets they would like to use. You may need to give some groups extra photocopies.

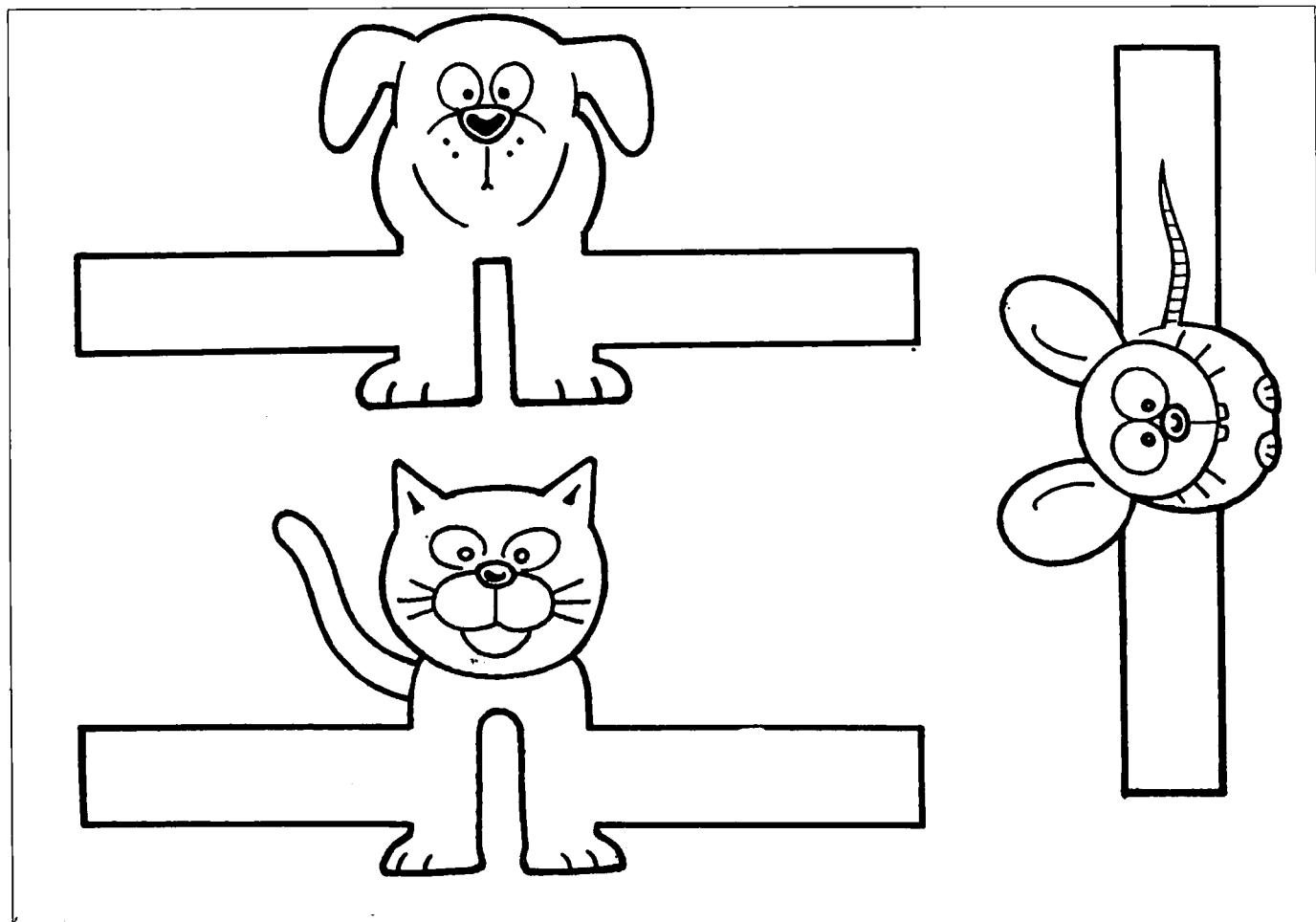
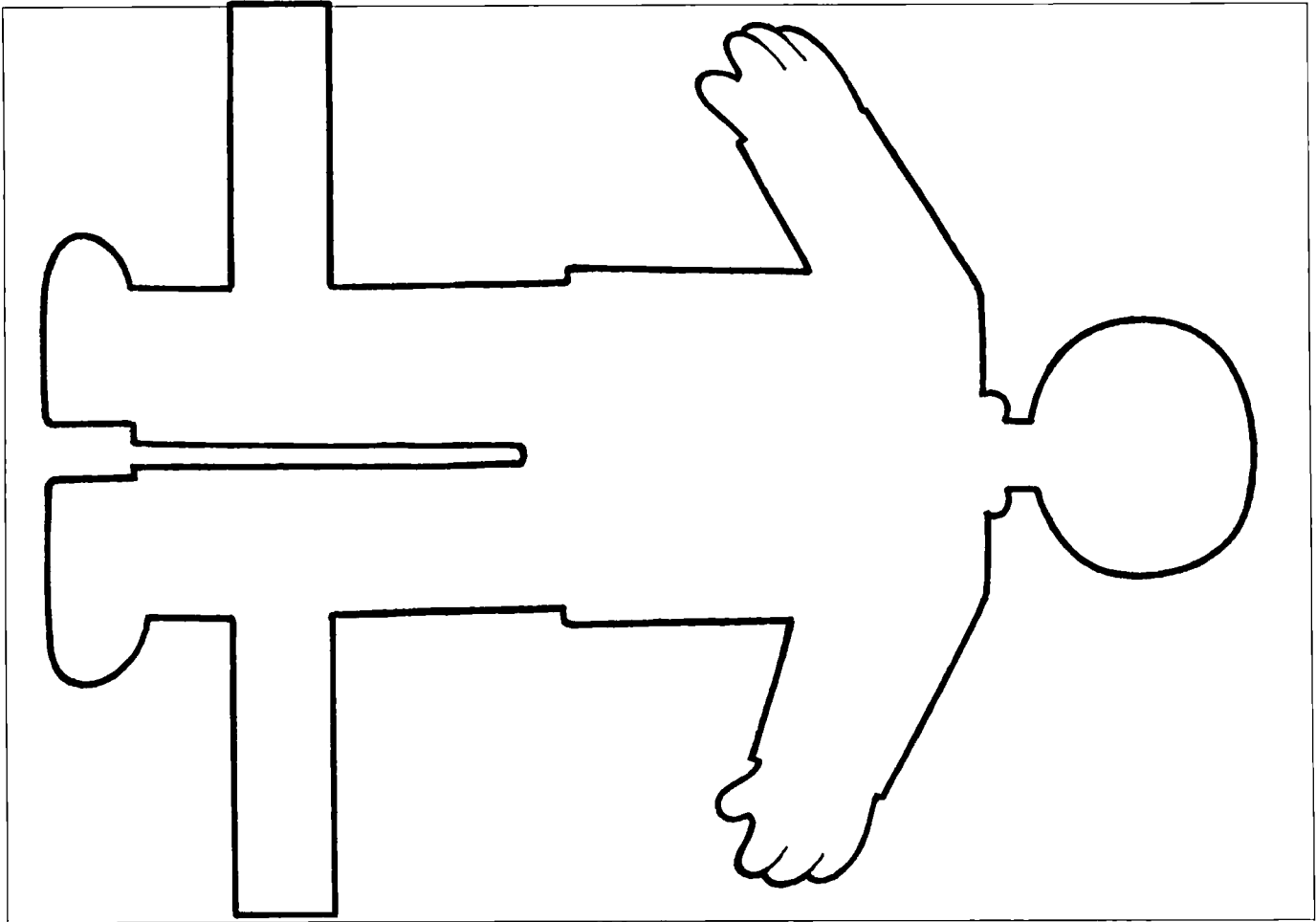
7 Go round the class helping each group to practise their story. Give a simple outline for each story and expressions such as *Once upon a time, then, so, lived happily ever after* etc.

8 Each group performs their story in front of the class. Start each story by saying *Once upon a time ...* Tell each group that you are particularly listening for story markers like *then, so, but* and *happily ever after*.

FOLLOW-UP ACTIVITY:

Let the groups perform their puppet shows for other classes or at an end of term party. The stories could be performed for the parents.

Stories



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★ ACTIVITY 3A: CUBE MATCHING GAME

AIMS: To make cubes • To introduce the idea that stories have a *beginning, middle and end*

• To listen for instructions

LANGUAGE: Key words of well-known stories i.e. *Cinderella, Goldilocks, Hansel and Gretel, The Ugly Duckling, Sleeping Beauty and Three Goats Gruff* • *Once upon a time, then, so, lived happily ever after* • *Cube* • *Beginning, middle, end*

TIMING: 30-40 mins

GROUP SIZE: Ind/Group

WHAT YOU NEED:

Photocopy 3 per child. Scissors.

Sellotape/glue. Pictures of stories on the cubes. Some made up cubes and cubes cut out ready to glue.

WHAT YOU DO:

1 Show the children the pictures you have for each story and ask them to tell you the story. If they don't know the stories refer to the simple story summaries (p.95), using L1 if necessary. Remind the children of key language by writing under the title e.g. Cinderella: *work, step sisters, dance, fairy godmother, midnight, shoe, prince*; Three Billy Goats: *field, grass, river, troll, bridge* etc.

2 Roll the story cubes to show all the different parts of the stories. Tell the children these are called *cubes*.

3 Tell the children that stories have a *beginning, middle and end*. Using a cube show them the *beginning, middle and end*.

4 Give each child photocopy 3 and tell them to cut out the cubes making sure they do not cut off the flaps.

5 Show them how to bend, fold and

glue/sellotape the cube together. Let them make all three.

6 Children play a matching game in groups of three using one set of cubes. They take it in turns to roll all three cubes. The aim is to get all three pictures from one story. They score three points for a complete story and the winner is the first to score nine.

7 Let the class play until they have winners in each group. Ask the winners to put their hands up. Tell them to keep their cubes and to try not to squash them.

FOLLOW-UP ACTIVITY:

Put children into groups. Each group chooses a story and then acts it out for the rest of the class.

★★ ACTIVITY 3B: ROLL AND TELL A STORY

AIMS: To practise telling stories

LANGUAGE: As Activity 3A plus • *She, he, it* • *Ate, slept, kept, went, walked, married, kissed, ran, ran away, climbed, helped, threw, grew* (passive understanding of past tense)

TIMING: 20 mins

GROUP SIZE: Ind/Group

WHAT YOU NEED:

Photocopy 3 per child. Scissors. Glue. Cubes cut out ready to glue. Pictures of stories on the cube.

WHAT YOU DO:

1 Show the children the pictures and elicit each story. If they don't know the stories refer to the simple story summaries (p.95), using L1 if necessary.

See Activity 3A Steps 2-5.

6 Put the children into groups of three. Explain that the children are going to play a game with the cubes. One child has the B cube, one the M cube and one the E cube. Each child rolls a cube. Each child then describes the part of the story they have rolled, starting with the child who has the B cube, then the child with the M cube and finally the child with the E cube.

7 Explain that the stories will not make

sense because they may not fit together. Model this with two children.

8 Each group should play, and they may want to keep a note of the story 'mixes' they make and give it a mark out of ten for being funny e.g. B1, M6 and E3 = a funny story 5/10.

9 Each group can tell the class the best 'funny' story that they made.

FOLLOW-UP ACTIVITY:

Create more story cubes using the cube as a template. Children may want to make their own stories and draw pictures on each cube.

★★★ ACTIVITY 3C: JIGSAW STORIES

AIM: To introduce the idea that stories have a *beginning, middle and end* • To use story markers

• To practise telling each other stories in a jigsaw activity

LANGUAGE: Key words of well-known stories i.e. *Cinderella, Goldilocks, Hansel and Gretel, The Ugly Duckling, Sleeping Beauty and Three Goats Gruff* • *Ate, slept, kept, walked, kissed, ran, threw, grew, married, climbed* • *Cube* • *Once upon a time, then, but, so, happily ever after, beginning, middle, end*

TIMING: 20-30 mins

GROUP SIZE: Ind/Group

WHAT YOU NEED:

As Activity 3B plus a set of cubes ready made.

WHAT YOU DO:

See Activity 3A Steps 1-6.

7 In groups of three using one set of cubes, children match the story pictures from each cube and tell each other the story.

8 Now give one child the B cube, one the M cube and the other one the E cube. They roll the cubes and tell each other the part of the story that they roll, e.g. *Sleeping Beauty is lying in bed asleep*.

9 In the middle of this call *stop and swap*. Now you call *beginnings, middles or ends* and the children with this particular cube must take their cube to the next group. Now they tell the new group their part of the story and see if it fits the story in this group.

10 Tell them they may find they have very silly stories. Tell them that if a group rolls a perfect story i.e. a beginning, middle and end of the same story they put their hands up.

11 Let the children start rolling and telling stories. Every now and again stop them and swap some of the story parts around. Start slowly and give them time to get settled in each group but quicken it up so that it gets very exciting. At one stage you could have all three parts of the story moving!

12 Go round and listen to the stories and any you think are funny ask that group to tell the whole class.

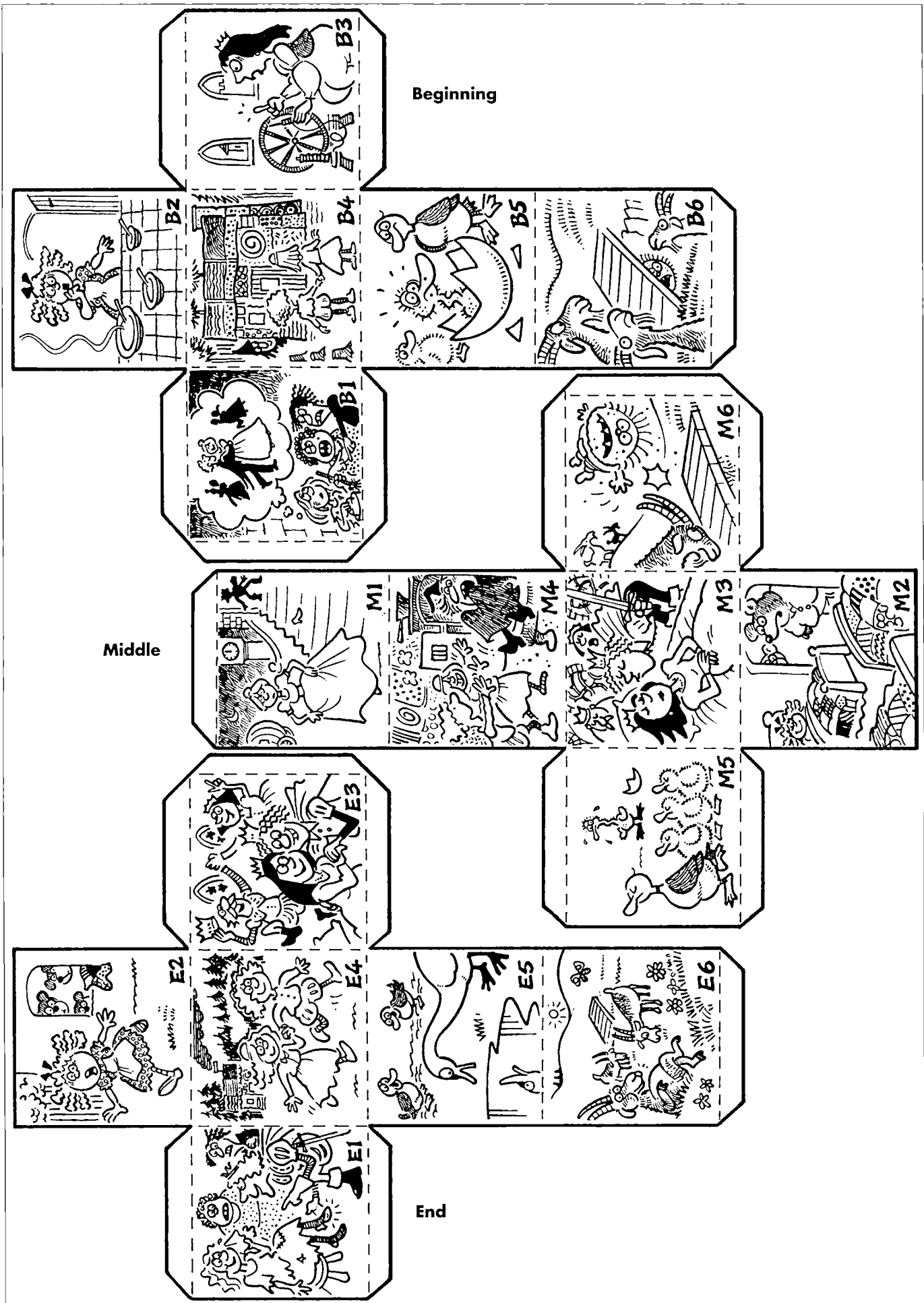
13 Finally, ask one group to read out a beginning, another group a middle and one more group an end. See if it is a funny or a perfect story!

FOLLOW-UP ACTIVITY:

Ask children to write the story they created. They can then make small zigzag books.

Stories

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★ ACTIVITY 4A: GOLDBLOCKS SONG ☐

AIMS: To sing a song about the Goldilocks story

LANGUAGE: *One, two, three*

• *Went, counted* • *Eyes, chair, bed, big, small, tiny, bowl, bear*

TIMING: 20-30 mins

GROUP SIZE: Class

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.94). Pictures of *bowl, bears*. Pictures/realia of a *tiny, small and large bowl, bear, bed* etc.

WHAT YOU DO:

1 Give out photocopy 4 (top) to each child and explain that they will hear a song about Goldilocks. If the children do not know the story of Goldilocks you should tell them briefly, using pictures of bear, bowl etc and the story summary on p.95.

2 Play the song to them and mime the actions, i.e. on *big* hold your arms out to suggest something big, *small* suggest something small, on *tiny* suggest something tiny.

3 Play the song again and encourage the children to sing with you and do the actions.

4 Play the song several times and let the children join in. As they sing they should point to the bowl, chair or bed and mime the actions.

FOLLOW-UP ACTIVITY:

Collect things, or make pictures of things that are the same but can be described as big, small and tiny, e.g. pictures of the same thing, spoons, clothes etc.

★★ ACTIVITY 4B: GOLDBLOCKS AND VERSE WRITING ☐

AIMS: To sing the song and think about the structure of the verses • To write extra verses

LANGUAGE: *Big, small, tiny*

• *Bowl, bears, chair, bed* • *One, two, three* • Past tense

TIMING: 40 mins

GROUP SIZE: Group

WHAT YOU NEED:

Photocopy 4 (top) per child. Cassette (tapescript p.94). Paper. Pens. Pictures of *bears, bowls, beds*. Pictures showing differences in size e.g. a big book, a small book, a tiny book.

WHAT YOU DO:

See Activity 4A Steps 1-3.

4 Ask the children to look carefully at the verses. Ask what is different in each verse (the things she sees e.g. *bowl, chair, bed*). Split the class into groups of four/five and ask each group to think of other things she might see in the bear's house, e.g. cups, forks, mirrors, toothbrushes etc.

5 Each group chooses three new things (with one noun) to create a new verse, e.g. a book that was big, a book that was small, a book that was tiny. They practise singing it a couple of times.

6 Each group sings their new verse for the rest of the class.

FOLLOW-UP ACTIVITY:

Write all the new verses down and give the children a copy, or have a copy of 'their' song on the wall. See if you can keep making verses for the song over a number of lessons.

★★★ ACTIVITY 4C: WRITING A STORY ☐

AIMS: To write stories in English using story markers • To draw a picture to illustrate a story

LANGUAGE: Past tense verbs

• *I, she, he* • *Once upon a time, then, so, but, happily ever after*

TIMING: 20-30 mins

GROUP SIZE: Ind

WHAT YOU NEED:

Photocopy 4 (bottom) per child. Pens. Colours. Some simple stories on the board divided into beginning, middle and end, e.g. *Beginning — Once upon a time there was poor boy called Jack; Once upon a time there was a boy and a girl, Hansel and Gretel: Middle — The beans grew into a beanstalk. Jack climbed it and found a rich giant; They pushed the witch into the oven and got out of the house: End — Jack took a goose that laid golden eggs and Jack and his mother were never poor again; They ran home and lived happily ever after.*

WHAT YOU DO:

1 Ask the children to think of a story they know. Using the example on the board, point out how your story is divided into three parts, the *beginning, middle* and *end*.

2 Elicit as many *beginnings* of stories from the children as you can. Introduce *Once upon a time*. Tell the children that stories often continue with *then, but, so* and end with *happily ever after*.

3 Tell the story on the board to the children emphasizing the story markers.

4 Hand out photocopy 4 (bottom) and show the children where to write the beginning, middle and end of their story. Children can now write a simple story they know or create their own.

5 Using the boxes, the children can draw a picture for the three parts of their story and then write the story in a few simple sentences. As they write go round and help where necessary.

6 When they have finished ask some of them to read out their stories.

FOLLOW-UP ACTIVITY:

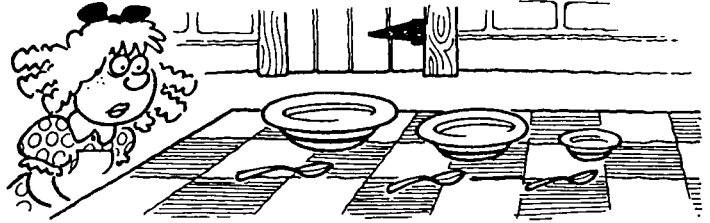
Put all the stories in a 'Class Story Book' and keep it in the classroom.

Stories

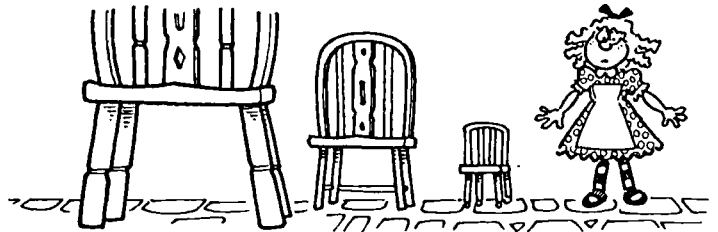
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When Goldilocks went to the house of the bears

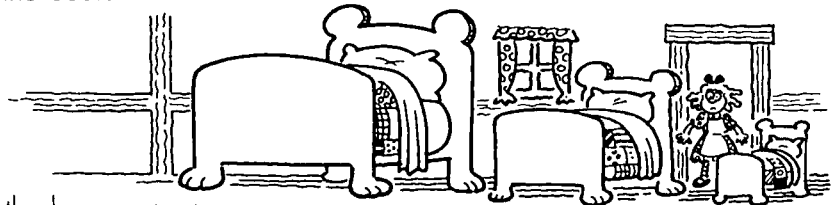
When Goldilocks went to the house of the bears
 What did her blue eyes see?
 A bowl that was big
 A bowl that was small
 A bowl that was tiny
 And that's not all
 She counted them one, two, three.



When Goldilocks went to the house of the bears
 What did her blue eyes see?
 A chair that was big
 A chair that was small
 A chair that was tiny
 And that's not all
 She counted them one, two, three.



When Goldilocks went to the house of the bears
 What did her blue eyes see?
 A bed that was big
 A bed that was small
 A bed that was tiny
 And that's not all
 She counted them one, two, three.



When Goldilocks went to the house of the bears
 What did her blue eyes see?
 A bear that was big
 A bear that was small
 A bear that was tiny
 And that's not all
 She counted them one, two, three.



Finish the Story

Once upon a time

Then

So

lived happily ever after.

1

2

3

Tapescripts

I've got short, black hair. I've got big blue eyes and a small nose. I'm Miss Blue. //

I've got a long red beard, short red hair and a small round nose. I wear small round glasses. I'm Mr Red. //

I've got a short black beard, small green eyes and a long nose. I'm Mr Green //

I've got short brown hair, a long brown moustache and a long nose. I'm Mr Brown. //

I wear big round brown glasses. I've got long brown hair and I've got a small nose and big ears. I'm Mrs Brown. //

I've got long yellow hair, a long yellow moustache and a long yellow beard. I'm Mr Yellow. //

I'm the Queen. I've got short pink hair and a long nose. I wear big round pink glasses. I'm the Queen.

PEOPLE 1B

Tapescript 1

I've got long black hair. I wear small glasses. I have a black moustache and I've got a long nose. I'm number 1. //

I've got short black hair. I've got big eyes and a small nose. I'm number 2. //

I've got a long red beard, short red hair and a small round nose. I wear small round glasses. I'm number 3. //

I've got a short black beard, small eyes and a long nose. I'm number 4. //

I've got short brown hair, a long brown moustache and a long nose. I'm number 5. //

I've got long white hair, a long white moustache and a long white beard. I'm number 6. //

I've got short white hair and a long nose. I wear big round glasses. I'm number 7. I'm the queen, but I can't wear my crown. //

PEOPLE 1B

Tapescript 2

And who's got my crown? Well, she's got big round glasses, long hair, a small nose and big ears. She's got my crown.

PEOPLE 1C

Tapescript 1

I'm the queen. I've got short curly hair and a long nose. I wear big round glasses. I'm very sad because somebody stole my ring. Can you help me find the thief? //

I'm Mr Black. I have a black moustache and I've got a long nose. I've got long, black hair. The thief's hair is shorter than mine. //

I'm Miss Blue. I've got short, black hair. I've got big eyes and a small nose. The

thief's nose is smaller than mine. //

I'm Mr Green. I've got small green eyes and a long nose. I've got a long black beard but the thief's beard is longer than mine. //

I'm Mr Brown. I've got short brown hair, a long brown moustache and a long nose. The thief's nose is smaller than mine. //

I'm Mrs Brown. I've got long brown hair and I've got a small nose and big ears. I wear big round blue glasses. The thief's glasses are smaller than mine. //

I'm Mr Yellow. I've got long yellow hair, a long yellow moustache and a long yellow beard. My beard is longer than the thief's beard. //

PEOPLE 1C

Tapescript 2

I'm the Queen. Do you know who the thief is? Who's got my ring? Listen!

The thief has got short hair. He wears small round glasses. He's got a long red beard, small ears and a small round nose. // Yes! He's Mr Red.

PEOPLE 2A

Colour Winnie's hair orange. // Colour Winnie's hat green. // Colour Winnie's eyes blue. // Colour Winnie's ears and face pink and her mouth orange.

PEOPLE 2B

Colour Winnie's hair orange. // Colour her hat green. // Colour her eyes blue. // Colour her nose pink. // Colour her ears pink and her mouth orange. // Colour Winnie's dress yellow. Colour Winnie's cheeks and chin red.

PEOPLE 3C

Teacher A is 25. // Sailor A is 2 years older than the teacher. // Police officer A is 10 years older than sailor A. // Popstar A, is 21. // Soldier A is 22. // Fire fighter A is 10 years older than soldier A. // Popstar B is 30. // Doctor B is 45. // Sailor B is the same age as doctor B. // Astronaut B is 36. // Secretary B is 20 years older than astronaut B. // Soldier B is the same age as Secretary B. // Chef B is 21 years old. // Nurse B is 27. // Zookeeper A is 3 years older than nurse B. // Chef A is 40 years old.

PEOPLE 4A

The sky is black, the moon is white
Do you know tonight's the night
When witches fly above the street
And boys and girls say Trick-or-treat!

Trick-or-treat, trick-or-treat,
This is the rhythm of the street

Trick-or-treat, trick or treat
This is the rap with the spooky beat.

The wind is cold, the stars are bright
Do you know, tonight's the night
White ghosts say BOO! when they meet
And boys and girls say Trick-or-treat!

Trick-or-treat, trick-or-treat,
This is the rhythm of the street
Trick-or-treat, trick or treat
This is the rap with the spooky beat.

TRAVELLING 1B

1. It's South of the town but East of the mountains. Where is it?
2. It's North of the volcano but West of the lake. Where is it?
3. It's West of the volcano. Where is it?
4. It's North of the waterfall but East of the mountains. Where is it?

TRAVELLING 1C

1. It isn't B3 or B4. // It isn't D1. // It isn't B1. // It isn't D2. // It isn't A2. // It isn't D3 or D5 or C2 or C5. // Where is it?
2. It isn't C5 or D2. // It isn't B4 or C4. // It isn't B3 or D5. // It isn't A2 or C2. // It isn't B1 or D1. // Where is it?

STORIES 1A

One day a man wanted some water from the well. // He went to the well to pull up the water // but he fell in with a splash! // He called for help. 'HELP! 'HELP!' // A woman walking past heard him. // So the woman held onto the man // and she pulled and she pulled but she couldn't pull the man out. //

A man was walking past. // The man held on to the woman // and the woman held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull the man out. // A boy was walking past and came to help. // The boy held onto the man. // The man held on to the woman // and the woman held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull the man out. //

A girl was walking past. // The girl held onto the boy. // The boy held onto the man. // The man held onto the woman. // The woman held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull the man out. //

A dog was walking past. // The dog

Tapescripts

held onto the girl. // The girl held onto the boy. // The boy held onto the man. // The man held onto the woman // and the woman held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull the man out. //

A cat was walking past. // The cat held onto the dog. // The dog held onto the girl. // The girl held onto the boy. // The boy held onto the man. // The man held onto the woman // and the woman held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull the man out. // A mouse was walking past. // The mouse held onto the cat. // The cat held onto the dog. // The dog held onto the girl. // The girl held onto the boy. // The boy held onto the man. // The man held onto the woman // and the woman held onto the man // and they pulled and they pulled and they pulled // and they pulled the man OUT! // He was very happy to be out of the well and he thanked everyone. He wanted to give them all a drink of water. He went to the well to pull up the water, but he fell in again with a splash. // 'Oh no,' said the mouse!

STORIES 1B

One day a man wanted to get some water from the well. // He went to the well to pull up the water // but he fell in with a huge splash! // He called for help. HELP! // HELP! //

A woman ran to the well. // She held on to the man // and she pulled and she pulled and she pulled // but she couldn't pull him out. //

She called for her husband. // He ran to the well. // He held onto his wife // she held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him up. //

The husband called for his son. // He ran to the well. // He held onto his father. // His father held onto his wife. // She held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him up. //

The boy called for his sister. // She ran to the well. // She held onto her brother. // He held onto his father. // His father held onto his wife. // She held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him up. //

The girl called for her dog. // The dog ran to the well. // The dog held onto the girl. // She held onto her brother. // He held onto his father. // His father

held onto his wife. // She held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him up. //

The dog called for the cat. // The cat ran to the well. // The cat held onto the dog. // The dog held onto the girl. // She held onto her brother. // He held onto his father. // His father held onto his wife. // She held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him up. // The cat called for the mouse. // The mouse ran to the well. // The mouse held onto the cat. // The cat held onto the dog. // The dog held onto the girl. // She held onto her brother. // He held onto his father. // His father held onto his wife. // She held onto the man // and they pulled and they pulled and they pulled and they pulled him out of the well. //

Everyone was very happy. Then the man said 'I want some water!' // He went to the well but ... splash!

STORIES 1C

One day a man went to get some water from a well. // He held onto the rope to pull the water up // but slipped and fell down into the well with a splash! // He called for some help. // His father heard him // and ran to the well. // The father held onto the man // and he pulled and he pulled and he pulled // but he couldn't pull him out. //

So he called for his wife. // She held onto her husband. // He held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him out. //

So she called for her grandson. // He held onto his grandmother. // She held onto her husband. // He held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him out. //

So the boy called for his sister. // She held onto her brother. // He held onto his grandmother. // She held onto her husband. // He held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him out. //

So the girl called for the dog. // The dog held onto the girl. // She held onto her brother. // He held onto his grandmother. // She held onto her husband. // He held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him out. //

The dog called for the cat. // The cat held onto the dog. // The dog held onto

the girl. // She held onto her brother. // He held onto his grandmother. // She held onto her husband // He held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull him out. //

The cat called for the mouse. // The mouse held onto the cat. // The cat held onto the dog. // The dog held onto the girl. // She held onto her brother. // He held onto his grandmother. // She held onto her husband. // He held onto the man // and they pulled and they pulled and they pulled and they pulled him out of the well! Everyone was very happy and the mouse said 'Oh I am strong!'

STORIES 4A

When Goldilocks went to the house of the bears

What did her blue eyes see?

A bowl that was big

A bowl that was small

A bowl that was tiny

And that's not all

She counted them one, two, three.

When Goldilocks went to the house of the bears

What did her blue eyes see?

A chair that was big

A chair that was small

A chair that was tiny

And that's not all

She counted them one, two, three.

When Goldilocks went to the house of the bears

What did her blue eyes see?

A bed that was big

A bed that was small

A bed that was tiny

And that's not all

She counted them one, two, three.

When Goldilocks went to the house of the bears

What did her blue eyes see?

A bear that was big

A bear that was small

A bear that was tiny

And that's not all

She counted them one, two, three.