**The Twins’ Week**

Meet the twins who live in a zoo, and listen or read to find out what they do during the week.

(Video link: <https://learnenglishkids.britishcouncil.org/en/short-stories/twins-week>)

**Teacher’s Notes / Lesson Plan**

* The main activity is based on a rhyming narrative (account) about the twins who live in a zoo, which fits into themodule“*Happy Days*”.
* Language item/structure:
* Simple present tense to describe habitual actions
* Vocabulary items: e.g. days of the week (Mondays – Sundays), zoo animals (cats, chimps, crocodile, dogs, fish, frogs, hippos, kangaroos, octopus, pandas, parrots, rhino, shark) and common verb/noun collocations (clean teeth, do homework, eat breakfast/dinner, go shopping, have a snooze, play football, ride a bike, take a shower/swim/walk, watch TV)

**Warm-up**

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| **Duration** | 10 minutes |
| **Aims** | * To activate students’ prior knowledge about zoos * To increase motivation * To pre-teach vocabulary items in the story |
| **Teaching Steps** | 1. Divide the class into groups. Invite students to brainstorm as many zoo animals as possible in 3 minutes. 2. Ask students if they have been to the zoo and whether they like the zoo. |

**Main Activity**

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| **Duration** | 10 minutes |
| **Aim** | * To develop students’ ability to predict the likely development of a story based on personal experience, context and knowledge of the world |
| **Teaching Steps** | 1. Play the video and pause at the scene in which the narrator says “He has so many things to do.”. 2. Have students guess what animals might be in the zoo and what tasks the twins do at the zoo. 3. Play the rest of the video. 4. Check whether students’ guesses at the beginning of the story are correct or not. 5. Play the video again if necessary. |

**Extension/Consolidation Activity**

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| **Duration** | 10 minutes |
| **Aims** | * To develop students’ ability to confirm meaning by correcting factual errors * To develop students’ ability to reproduce sentences based on a model |
| **Teaching Steps** | 1. Distribute the worksheet to students and ask them to complete the first part, which checks students’ understanding of the story by correcting factual errors. 2. Check the answers. 3. Instruct students to complete the second part, which requires them to write sentences describing what they do on certain days of the week using the simple present tense and vocabulary items about days of the week. 4. Have students present their sentences to a partner. |