**Eric the Engine**

Can Eric and his friends save the London train in time? Find out by reading this story.

(Video (song) web link: <http://learnenglishkids.britishcouncil.org/en/songs/over-the-mountains>)

(Video (story) web link: <https://learnenglishkids.britishcouncil.org/en/short-stories/eric-the-engine>)

**Teacher’s Notes / Lesson Plan**

* The main activity is based on a narrative text (story) about avoiding a train accident, which fits into themodule *“We Love Hong Kong”*.
* Language items/structures:
* Simple past tense to describe activities or events in a story
* Interrogative adverbs to ask questions
* Vocabulary items: e.g. tooted, whistle, engines, express trains, horn

**Warm-up**

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| **Duration** | 5 minutes |
| **Aim** | * To introduce the topic of transport and provide controlled practice of the present continuous tense |
| **Teaching Steps** | 1. Write “You are / You’re verb + ing ....” on the board. 2. Mime some activities and ask students *“What am I doing?”* 3. Elicit answers from students:  * *You’re riding a bike.* * *You’re driving a car.*  1. Play the song and ask students to complete the worksheet “Over the Mountains” . 2. Answers:   Part A: ship, train, car, horse  Part B: 2. I’m sailing on a ship.; 3. I’m travelling on a train.; 4. I’m riding on a horse.; 5. I’m travelling on a plane.; 6. I’m travelling on a bus. |

**Main Activity**

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| **Stage** | Main activity |
| **Duration** | 15 minutes |
| **Aims** | * To develop students’ ability to listen for the gist or main ideas * To develop students’ ability to provide information in response to factual or yes/no questions |
| **Teaching Steps** | 1. Tell students that they are going to watch a video about a train journey that goes wrong. Ask the students to predict what the problem will be. 2. Play the video and discuss if students’ predictions are correct or not. 3. Distribute the worksheet “Eric the Engine” and ask students to read the sentences in Part 1 together to check meaning and understanding. 4. Play the video again and ask students to put the sentences in order. Give feedback and check answers. 5. Ask students to think of a memorable journey that they have experienced. Give an example of a memorable journey. 6. Write the following questions on the board and ask students to make short notes.  * *Where did you travel from?* * *Where did you go?* * *Who did you go with?* * *Did you have anything to eat on the journey?* * *What did you do during the journey?*  1. Ask students to tell their partners about their journey. Teacher gives feedback to the class. |

**Extension/Consolidation Activity**

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| **Duration** | 15 minutes |
| **Aims** | * To develop students’ ability to write meaningful sentences * To consolidate students’ knowledge of the spelling and meaning of the key vocabulary. |
| **Teaching Steps** | 1. Guide students to complete the wordsearch in Part 2 of the worksheet “Eric the Engine” focusing students on the sentences in Part 1 to help consolidate the vocabulary used in the wordsearch. 2. Ask students to write a short summary of the story. |