

PRIMARY  
READERS

level

2

teacher's book

  
mm  
publications

# The Princess and the Pea

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The Teacher's Book is written in American English. Where appropriate, the British English (**BrE**) equivalent of certain words and phrases appears in brackets.  
e.g. colored [<sup>BrE</sup> coloured]

In a palace lives a young prince.  
He is not an easy person.

Prince, here  
is your milk.

This milk is very  
hot! Take it back!





Here's a new cup of milk for you, Prince. It isn't very hot, but it isn't cold either.

Yes, but **look** at this cup! It is brown. I only drink milk from a white cup.

Oh! Sorry!

The prince is now twenty years old.

Son, you must find a wife.

She must be a real princess!



Many beautiful girls come to the palace.

Hello.  
Do you like parrots?

Not at all!  
But I like cats!



Oh, dear! Bring in the  
next princess, please.

# Activity Page

1 Look and say.



prince



princess



milk



cup



parrot



cat

2 Do the crossword.

1

2

3

4

5

6

7

## Activity Page

3 Read and circle **a** or **b**.



- a. The prince likes his milk very hot.  
b. The prince doesn't like his milk very hot.



- a. The prince drinks his milk from a white cup.  
b. The prince drinks his milk from a brown cup.



- a. The prince is twenty years old.  
b. The prince isn't twenty years old.



- a. The girl likes parrots.  
b. The girl likes cats.



# TEACHER'S NOTES

Primary Readers are designed to provide young learners at a Primary Level with enjoyable reading material. They are carefully graded and the language has been carefully chosen to ensure that the Ss'\* understanding of the text is not impeded by vocabulary and grammatical structures which are too advanced for their level. The story has been divided into six parts with two Activity Pages at the end of each part. A variety of activities such as comprehension, vocabulary, coloring <sup>[BrE colouring]</sup> and matching, as well as games, are included. The Reader can be exploited in various ways, depending on the Ss' needs, the teacher's priorities and the time available. Some ideas on how to approach the Reader, including a suggested lesson plan and a number of extra pre-reading and post-reading activities are presented below. The use of L1 is recommended, whenever necessary, in an EFL (English as a Foreign Language) classroom.

## THE PRINCESS AND THE PEA PRIMARY READER LEVEL 2

### SUGGESTED PRE-READING ACTIVITIES

It is advisable to get the Ss interested in the story and arouse their curiosity about the characters, places and themes before they actually start reading it.

It is also advisable to spend one lesson doing some pre-reading activities. You can select the activities that suit you best from the ideas presented below.

- Write the title of the story on the board. Ask the Ss some general questions about the title and encourage them to guess what the story is about.
- Have the Ss look at the cover of the Reader and ask them some general questions about it, e.g.:
  - Describe what you see.
  - Who do you think the character on the cover is?
  - Who do you think is the main character?
  - Where is she?
  - What is she doing?
  - What else do you see in the picture?
  - What do you think is happening?

It is important to remember that, at this stage, you should not confirm or reject any of the Ss' hypotheses, nor reveal what actually happens in the story.

### SUGGESTED LESSON PLAN

It is suggested that one lesson should be devoted to each part of the story and the corresponding Activity Pages. However, a more flexible approach—determined by the Ss' level and their specific needs—can be followed. If time is limited, you can have Ss do some of the activities at home.

### Before reading

- 1 At the beginning of each lesson, review <sup>[BrE revise]</sup> the previous part of the story by asking the Ss questions about the story so far.
- 2 Ask the Ss to guess what will happen in the part they are about to read.
  - Ask the Ss to look at the pictures and describe them. You may also ask them questions in order to help them, e.g.:
    - Who is in the picture?
    - Where is he/she?
    - What is he/she doing?
    - How does he/she feel?
  - Afterwards, they should be encouraged to guess what is going to happen next. Remember that all the Ss' answers and predictions should be accepted at this stage and make sure you don't reveal what actually happens in each part of the story.
- 3 Ask the Ss to keep their books closed and to listen carefully to the recording. Provide them with a reason to listen. For example, tell the Ss to listen in order to find out the name of a character or to focus on an event that takes place in the story. This will help them to concentrate. Play the recording. Then ask the Ss a few general questions about the part of the story that they have just heard, e.g.:
  - Who are the characters? How do they feel?
  - What are they doing?
  - Where are they?
  - What are they saying or talking about?
- 4 After the Ss have listened to the story once, refer them to the word list at the end of the book and familiarize <sup>[BrE familiarise]</sup> Ss with the vocabulary.

### While reading

Ask the Ss to open their books. Play the recording again and pause at the end of each line to allow them to repeat it. Stop the recording whenever you feel it is necessary and ask the Ss questions to make sure that they have understood the main points. Explain new vocabulary and clarify any points which Ss have not understood.

### After reading

Once the presentation is finished, it is important that the Ss do activities based on it in class. Choose from the ideas suggested below.

- Play the recording again so that the Ss feel confident that they have understood the story.
- Ask the Ss questions about the characters and the events that take place in the part of the story they have just read.
- Do the exercises on the Activity Pages. If Ss have problems with the vocabulary in the activities, refer them to the word list.

\*Ss = students

- Ask the Ss questions that require a personal response, e.g.:
  - Have you heard this story before?
  - Do you think that things are always what they seem?
  - How do you like your milk?
  - What things do you like doing?
  - Who do you ask for advice/help when you are in a difficult situation?
  - Have you ever been in a storm?
  - Would you like to live in a palace and sleep on twenty mattresses?
  - Would you be able to tell a real princess from a fake one?
  - What do you think of the queen's trick?
  - What do you think is the main message of the story?
  - Would you prefer a different ending to the story? If so, what?
- You can allocate roles and ask different Ss to act out part of the story in pairs or in front of the class. At the beginning of the story, you can read the narrator's part and have the Ss play the characters' parts. Later on, you can assign the narrator's part to Ss as well.
- You can also ask Ss to draw the character / picture that appealed to them most in that part of the story.

### AFTER READING THE WHOLE STORY

Once the Reader has been completed, it is a good idea to spend at least one lesson doing some post-reading activities in class. The following activities give the Ss an opportunity to check their understanding of the story in an enjoyable way, as well as providing an opportunity for **review** [<sup>BrE</sup> revision].

#### Project: Character poster

Ask the Ss to choose one of the characters in the

story and draw a picture of that character on a big sheet of paper. Ask them to write down several of the character's lines from the story, as well as their opinions of the character, in boxes or balloons all around the picture.

#### Game: Story Puzzle

Photocopy a few of the illustrations in the Reader and delete the text and page numbers. Ask the Ss to put them in the correct order.

#### Character card game

This game can be played by two to four players. Divide the class into groups so that all the Ss can take part. Prepare two packs of cards. The names of the characters in the story must be written on the first pack of cards. Write the characters' lines on the second pack. Shuffle the cards in each pack and place them face down in two parallel rows. Each S\* may turn over one card at a time in each row. If the cards correspond, i.e. a character's name and the same character's line, the S keeps both cards. If the cards do not correspond, they are placed face down again in exactly the same position. Then, it's the next S's turn. The game is over when there are no cards left. The winner is the S/group that has collected the most pairs.

#### SONG

Play the song at the end of each lesson and have Ss listen to it. For parts three to six, play the song twice to **familiarize** [<sup>BrE</sup> familiarise] Ss with the lyrics. Play the song both at the beginning and at the end of the lesson and encourage Ss to sing along. Explain any unknown words in the song and make sure Ss understand the lyrics.

#### WORD LIST

Ss have the option of creating their own glossaries by writing the equivalent of each word in the Word List Section in their mother tongue.

## THE PRINCESS AND THE PEA - STAGING DIRECTIONS

Once all the lessons in *Princess and the Pea* have been completed, the Ss should read the book again and discuss the story. Special attention should be paid to any ideas Ss may have about how appearances might be deceiving and how we should not be too quick in our judgment. Other aspects of the story should also be discussed, e.g. what makes a good match between two people, what are enjoyable ways for people to spend their time, etc.

There are several characters in the play, so a number of Ss will have the opportunity to take part in acting out the story. The main parts are those of the Prince, the Princess, the Queen, the King, the other

princesses and the servants. The narrator's parts can be given to a number of Ss, which would encourage greater involvement. The students without a part can participate in the song at the end of the play, or take up silent parts as servants in the palace.

Once all the parts have been allocated, the Ss have to **memorize** [<sup>BrE</sup> memorise] their lines. Each S should be given photocopies of the scenes and stage directions. The teacher should help the Ss underline or highlight their parts in order to help them remember their lines. Hours of rehearsal should be avoided; the aim of the task is for the Ss to have fun, not to produce a professional performance. The Ss should try to be

\*S = student