

# Oral Storytelling Video

## Journey into the Past

### Aims

- to expose children to spoken English in the form of oral storytelling, and to bring the story and characters of *Journey into the Past* to life
- to encourage children to respond to a story told orally and retell it in their own words
- to consider the value of the story (finding the best way to learn)

### Story Summary

Martin and Tilly, two schoolchildren, enter a playground pyramid, which transports them to Ancient Egypt with Amun, a boy who teaches them about Ancient Egyptian culture. After escaping from a crocodile, they return home tired. They fall asleep, forget to do their school project, and have to explain to their teacher.

**Video length:** 5:27 min

The video activities can be divided into three parts as indicated in the lesson plans.

- Part 1: The Pyramid in the Playground (approx. 45 min)
- Part 2: A Narrow Escape (approx. 25 min)
- Part 3: Sorry, Teacher! (approx. 60 min with Follow-up Work)

These can be taught separately or as one lesson.

### Part 1: The Pyramid in the Playground

(00:00–03:25 min “She rolled it up carefully to keep the picture safe.”)

**Lesson objective:** to carry out a comprehension task while watching to check understanding

**Key vocabulary:** *Ancient Egypt, pyramid, playground, project, picture, wall, beautiful, fish, hunt, papyrus, boat, crocodile, temple, scribe*

**Secondary vocabulary:** *unusual, excited, hieroglyphics, grass, paper, shoes, float, building, keep records*

**Key grammar:** *Martin and Tilly climbed ... They painted ...*

**Secondary grammar:** *It grew ... They built ... Scribes wrote ...*

**Materials:** Oral Storytelling Video Worksheet 1 [TRC printout] one copy per child; piece of Ancient Egyptian music (optional)

### ➔ Before watching

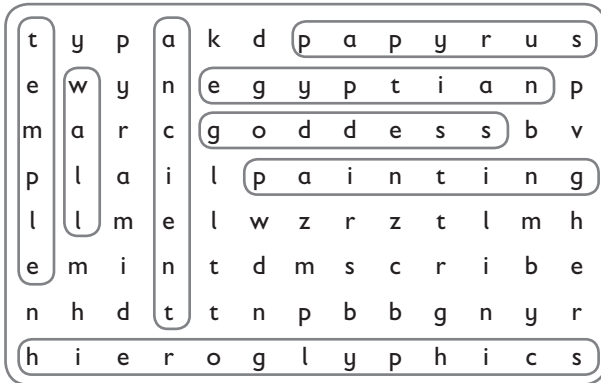
- If you can, introduce the topic of the story by playing a short piece of Ancient Egyptian music from the internet. Play the music for a couple of minutes to set the scene and focus the children on the topic.
- Ask the children to remember the story in their Reader. Have them remember the main characters: *Martin, Tilly, and Amun*. Ask them to think of some important Egyptian vocabulary from the story, e.g. *pyramid, hieroglyphics, etc.*

- Distribute Worksheet 1 to each child. Give them time to find the ten story words in the wordsearch. Call on a child to read their answers to the class slowly. After each word have the children repeat two or three times with the correct stress pattern and check understanding by miming or explaining.

### 1 Find and circle ten words about Ancient Egypt.

#### Answers

papyrus, Egyptian, goddess, painting, scribe, hieroglyphics, temple, wall, pyramid, ancient



### While watching

- Ask the children this gist question: *Why is Amun painting the walls of the pyramid?* Play Part 1 of the video. Then have the children explain why he is painting (to show how Ancient Egyptians lived).
- Play Part 1 again and pause at 00:44 minutes for the class to answer the narrator's question. *They also learn something else. What do you think it is?*
- Continue the video and pause again at 01:48 minutes *Let's find out more about Ancient Egypt.* Ask the class to say what Martin and Tilly find out about the Ancient Egyptians. Continue the video.
- Have the children look at Activity 2 on their worksheet. Play Part 1 of the video again and have them check all the activities which the Ancient Egyptians did (in the video). Elicit answers.

## 2 Watch. Check (✓) the things the Ancient Egyptians did.

### Answers

✓ by: 1, 3, 4, 5, 6, 7, 8, 9, 10



### After watching

- Check comprehension with simple questions, e.g. *Why were Martin and Tilly excited? Did Martin want to do his homework? What did they see in the Pyramid? What did they learn about the Ancient Egyptians?*
- Give each child a sheet of paper or have them draw Amun's wall in their notebooks. Use the videoscript and read slowly from *Wow, these paintings are beautiful ... to That's a temple.* As you read have the children draw simple pictures to depict the actions of the Ancient Egyptians.
- Have the children compare their pictures, then ask them to work in groups/pairs to write two or three sentences under their picture, e.g. *They hunted ducks. They grew papyrus. They built temples.*
- Use the drawings to make a wall display or have children add their picture to their Portfolio.

## Part 2: A Narrow Escape

(03:28 min "The boat stopped beside a pyramid." – 04:08 min "Let's go home and finish our project.")

**Lesson objective:** to retell and act out part of the story in their own words

**Key vocabulary:** *boat, pyramid, noise, grass, back, playground, escape, finish, project*

**Secondary vocabulary:** *remember, step out of, suddenly, lucky*

**Key grammar:** *they were ... there was ...*

**Secondary grammar:** *The boat stopped ... Amun escaped ...*

**Materials:** crocodile flashcard, pyramid display from Student Book, Lesson 8 Project (optional)

### ➔ Before watching

- Have the children remember what happens next in their Reader story. Write some key words up on the board, e.g. *boat, crocodile, pyramid, escape, paddle*. Teach the class a mime action for each word and have them copy you.

### While watching

- Ask the children this gist question: *How do the children escape from the crocodile?* Play Part 2 of the video. Then have them explain how Tilly and Martin and Amun escape in different ways. (Martin and Tilly escape through the pyramid and Amun escapes in the boat.)
- Play Part 2 of the video again and have the children do their mime actions as they listen to the narrator. They can join in with Amun's shout: *Help, crocodile! Run!*
- Divide your class into groups of three. Allocate roles: *Martin, Tilly, or Amun*. Play Part 2 again and have the children focus on the actions and words of their character.

### After watching

- In the same groups of three, have the children retell and act out this part of the story in their own words. Encourage them to embellish and add details. Give them time to practice, then call out different groups to the front of the class to act it out. Use simple props to liven up their performances, e.g. crocodile flashcard, one of the pyramid displays (if children have made these in Lesson 8 of their Student Book).

### Part 3: Sorry, Teacher!

(04:12 min "But when they got home, both the children were very tired." – end)

**Lesson objectives:** to make, check, and adjust predictions about the story's ending based on new evidence; to retell the story in their own words using picture prompts

**Key vocabulary:** *children, tired, lie down, do a project, dream, Ancient Egyptians, painting, crocodile, believe*

**Secondary vocabulary:** *dinner, fast asleep, wonderful, present, fantastic, adventure, learn a lesson*

**Key grammar:** *She found ... fell asleep*

**Materials:** Oral Storytelling Video Worksheet 2 [TRC printout] one copy per pair (cut out cards before the lesson)

#### Before watching

- Have the class remember Part 2 of the story and then ask them to recall the ending to the story in their Reader. (The children present their Ancient Egyptian project to the class and the teacher is very happy with them.)
- Tell the class they are going to watch to the last part of the story, but this time the ending will be different. Ask the children what they think will happen in the story this time.
- Have the children work in pairs/groups to discuss their ideas of what will happen in the different story ending. Call on different pairs/groups to tell their ideas to the class.

#### While watching

- Play Part 3 of the video and have the children watch for differences with the Reader and check if their predictions were correct.
- Have the class say the main differences between the story endings.
- Play Part 3 again. Have the children watch for how the characters feel at the end of the story, e.g. *Martin is nervous. Tilly and Martin are sad at the end.*

#### After watching

- Have the children compare the two endings to the story and say which one they prefer and why (they may need L1).
- Ask them to think about the value of the story. *Has the value changed with the different story ending?* (The Reader emphasizes the importance of studying and finding the best way to learn. The video ending emphasizes work before play!)
- Ask them when they do their homework and what they do afterward. Talk about how important it is to leave enough time to do your homework.

## Extension and Portfolio Activities

### Follow-up Work

- Play the whole video again to remind the children of the sequence of events.

### Oral Retelling of the Story.

- Divide the class into pairs. Distribute the picture cards from Oral Storytelling Video Worksheet 2 to the pairs.
- Ask them to spread them out on the desk and to put them in the correct order. (Ask them to leave the two blank cards on one side for later.) Check the order of the pictures with the class.
- Then give out the caption cards and have the children match these with the pictures. Elicit answers.

### 1 Cut out and match the pictures and captions. Then retell the story.

#### Answers

1 a 2 c 3 b 4 d

- Now ask the children to think about the new ending to the story and decide on two final scenes, e.g. *the children fell asleep, the teacher was angry because there was no project from Martin and Tilly*. In pairs, have them choose a scene each to draw their own pictures. Then they should work together to write their own captions for their pictures.
- Have the children retell the story using the picture prompts. Practice with the class first. Start with the first picture and ask simple questions which encourage the children to identify the characters and the key events, e.g. *What was in the playground? How did the children feel?*
- Work through all the pictures orally in this way, asking different children and encouraging them to make sentences in the simple past. Write key verb forms on the board to give support, e.g. *met, looked, climbed, went, shouted, escaped, fell asleep, played*.
- Have the children take turns talking about the pictures to retell the story. Fast finishers can retell again, changing pictures.

### Portfolio Activities

- Write a profile of Amun. On paper or in their notebooks have the children draw a picture and write four or five sentences about Amun, e.g. *Amun was an Ancient Egyptian. He was a scribe. He painted pictures on the walls of pyramids. He wrote stories. He lived beside the Nile. He had a boat.*
- Encourage children to be imaginative and invent more details about Amun's life.
- Have the children add their profiles of Amun to their Portfolio. This can be used to remind them of one of the main characters in the story.
- Ask the children to add their drawings of Amun's wall to their Portfolio. They could add more labels to their picture to remember key vocabulary.
- Stick an envelope into the Portfolio or make a pocket and use it to store the picture story cards and captions from Worksheet 2. Children can take out their own story cards at any point to remember and retell their story.

**Part 1**

*This is the story of two friends who learn about Ancient Egypt in a very unusual way. But they also learn something else—what do you think it is?*

*The story starts one afternoon. Martin and Tilly were very excited. There was a new pyramid playground in the park.*

*"Wow, look at that! Let's go," said Martin*

*"But we have to do our homework," said Tilly.*

*Martin made a face. He didn't want to do his homework right now. He had an idea.*

*"We can play Ancient Egyptians to help us with our Egypt project."*

*"OK, but not for too long," said Tilly.*

*In the park, there was a huge pyramid. The pyramid was painted with hieroglyphics. Martin and Tilly climbed in. Inside, there was a boy painting a picture on the wall.*

*"Hello, I'm Amun," said the boy.*

*"I'm Tilly, and this is Martin. What are you doing?" asked Tilly.*

*"I'm painting the pyramid," said Amun. "My pictures show you how the Egyptians lived. Let's find out more about Ancient Egypt."*

*Martin and Tilly looked at the pictures on the wall. The pictures looked very real.*

*"Wow! These paintings are beautiful," said Martin.*

*"It's like a story."*

*"Yes, look at this picture," said Amun, pointing to the wall.*

*"Ancient Egyptians lived beside the Nile River. They fished and hunted for ducks.*

*"Wow, look at all this long grass," said Martin, pointing to the grass in the picture.*

*"That's papyrus," said Amun. "It grew beside the river. The Egyptians used it to make paper and shoes. They even built boats with it. Look, here's one. Jump in. Watch out for crocodiles."*

*Martin and Tilly climbed into the boat with Amun. The boat floated down the river. Up ahead, there was a big building.*

*"What's that?" asked Tilly.*

*"That's a temple," said Amun. "The Egyptians believed in lots of gods and goddesses. They built temples and painted them. They painted pictures and wrote stories about the gods on the walls."*

*"Like the pictures you painted?" asked Martin.*

*"That's right," said Amun. "I'm learning to be a scribe. Scribes wrote stories and kept records."*

*"That's how we know about Ancient Egypt," said Martin, looking around him in amazement. "The Ancient Egyptians were very smart," he thought.*

*Amun gave Tilly a roll of papyrus. She rolled it up carefully to keep the picture safe.*

**Part 2**

*The boat stopped beside a pyramid.*

*"I want to write down this story so I can remember it!" said Martin as they stepped out of the boat.*

*Suddenly, there was a noise in the long grass. Amun looked around and shouted,*

*"Look out! Crocodile! Run!"*

*Martin and Tilly ran into the pyramid. Suddenly, they were back at the playground.*

*"Wow! That was cool," said Martin.*

*"That crocodile almost got me!" said Tilly (laughing nervously).*

*"It's lucky that Amun escaped in the boat."*

*"Yes, said Tilly, " Let's go home and finish our project.*

**Part 3**

*But when they got home, both the children were very tired.*

*"I'm going to lie down for a while and then I'll do my project," Martin said to himself as he lay on his bed.*

*And in Tilly's house when her mom called her for dinner, she found Tilly fast asleep sitting at her desk.*

*That night, Martin and Tilly dreamed about the Ancient Egyptians. They dreamed about Amun and his paintings and about crocodiles. And in their dreams, they made a wonderful project to show the class.*

*The next day at school, their teacher asked them to present their project to the class. Martin looked nervous. Tilly looked at the floor.*

*"What happened to your project, Martin?"*

*"You won't believe us if we tell you! We met ..."*

*"We played in the park and then fell asleep," said Tilly quickly.*

*"Really! Next time, do your homework first and then go out to play!"*

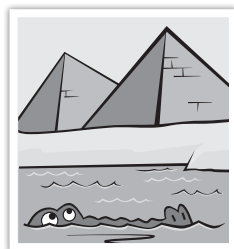
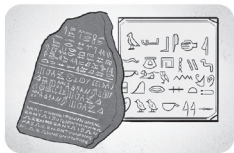
*Martin and Tilly looked at each other. It was a fantastic adventure, but they had learned their lesson.*



# Oral Storytelling Video: Worksheet 1

## Part 1: The Pyramid in the Playground

1 Find and **circle** ten words about Ancient Egypt.



t	y	p	a	k	d	p	a	p	y	r	u	s
e	w	y	n	e	g	y	p	t	i	a	n	p
m	a	r	c	g	o	d	d	e	s	s	b	v
p	l	a	i	l	p	a	i	n	t	i	n	g
l	l	m	e	l	w	z	r	z	t	l	m	h
e	m	i	n	t	d	m	s	c	r	i	b	e
n	h	d	t	t	n	p	b	b	g	n	y	r
h	i	e	r	o	g	l	y	p	h	i	c	s



2 Watch. Check (✓) the things the Ancient Egyptians did.

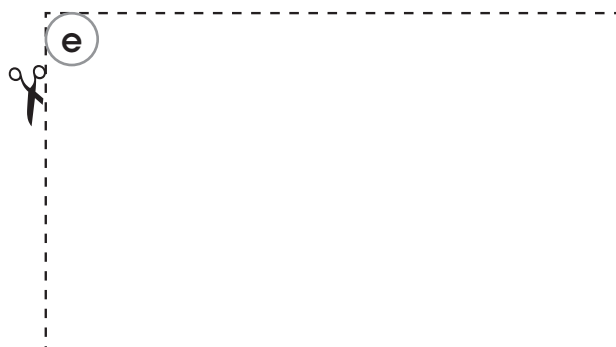
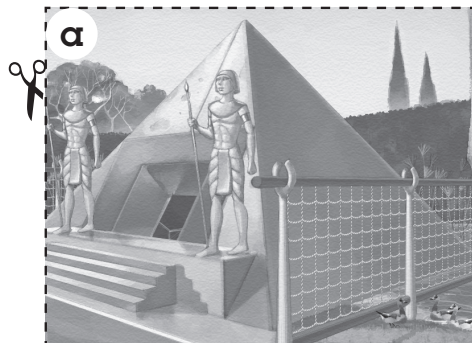
1	fished in the river	<input checked="" type="checkbox"/>
2	hunted goats	<input type="checkbox"/>
3	grew papyrus	<input type="checkbox"/>
4	made paper	<input type="checkbox"/>
5	made shoes	<input type="checkbox"/>
6	built boats	<input type="checkbox"/>
7	believed in different gods	<input type="checkbox"/>
8	painting temples	<input type="checkbox"/>
9	lived in temples	<input type="checkbox"/>
10	wrote stories	<input type="checkbox"/>



# Oral Storytelling Video: Worksheet 2

## Part 3: Sorry, Teacher!

**1** Cut out and match the pictures and captions. Then retell the story.



**1.** There was a new pyramid playground in the park.

**2.** They went to a temple in Amun's boat.

**3.** They looked at Amun's pictures on the wall.

**4.** They ran away from a crocodile.