

Karen Saxby

Creative teaching material for young learners

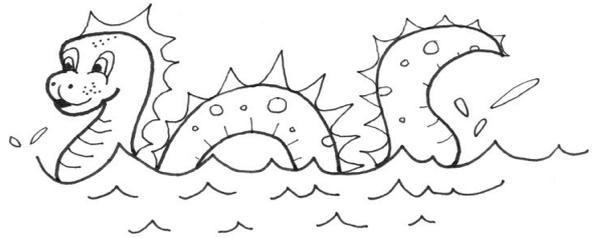
Stories

The Sea Monster...

You could use this story

in a **Movers**

or in a low **Flyers** class.



Charlie loved reading when she went to bed. When she got into bed last Friday night, she chose a new story to read on her tablet. It was called 'The Sea Monster'. The sea monster in the story had a friend. Its friend was a girl who lived on an island in the middle of the sea. Charlie enjoyed the story. It wasn't too long and it wasn't too short. It wasn't silly. It was very funny and the pictures of the sea monsters were brilliant! At the end of the story, Charlie put her tablet down, closed her eyes and went to sleep.

Charlie often had funny dreams. That night, she dreamed she lived on an island in the middle of the sea. In her dream, she often met a sea monster that lived under the waves near the beach. Charlie had a boat. In her dream, too, and she got into her boat to ask the sea monster three questions.

'I'd like to be a doctor, one day. Do you think that is a good idea?'
The sea monster smiled. 'A doctor!' it said. 'I think that's a fantastic idea because doctors help people who are ill. Yes, yes, Charlie. Be a doctor!'

'I'd like to live in a castle, one day. Do you think that is a good idea, too?'
Charlie asked the sea monster.
The sea monster waved its tail and said, 'I know someone who lives in a castle. He is always fixing a wall or painting a window because old buildings need lots of work. How about living on a huge boat?'
Charlie smiled. 'Yes, that's a better idea. Thank you.'

'And I love travelling.' Charlie said. 'One day, I'd like to go to the moon! What do you think about that, my friend?'
'Oh, I'd like to go to the moon, too,' the sea monster said. 'That's a really cool idea. Can we sail there?'

'I don't think so,' Charlie said.
'Never mind,' the sea monster said and swam away.

The sun in Charlie's bedroom and the cars in Charlie's road woke her up at seven o'clock. She got out of bed, picked up her tablet and went into the kitchen.

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'Good morning, Dad!' she said.

'Morning, Charlie!' her father answered.

'Dad...' Charlie said. 'I'd like to be a doctor, one day. Do you think that is a good idea?'

Charlie's dad smiled. 'A doctor!' he said. 'I think that's a fantastic idea because doctors help people who are ill. Yes, yes, Charlie. Be a doctor or a nurse or, perhaps, a dentist! Great! Now what do you want for breakfast?'

'A pancake please,' Charlie said.

'OK,' her father said.

'I'd like to live in a castle, one day, Dad. Do you think that is a good idea, too?' Charlie asked.

'I know someone who lives in a castle,' Charlie's dad said. 'They are always fixing a wall or painting a window. That's the problem with old buildings. How about living on a huge boat on the river or on a farm or, perhaps, on a mountain? Would you like orange juice with your pancake or some milk?'

'Orange juice, please,' Charlie said.

'OK,' her father said.

'I love travelling, Dad. One day I'd like to go to the moon! What do you think about that?' Charlie asked.

'Oh yes, I'd love to go to the moon, too,' Charlie's father said. 'That's a really great idea. We must sell our house and car and buy a rocket!'

Charlie laughed and laughed and laughed and laughed. Her father was surprised.

'What's the matter?' he said. 'Did I say something really funny?'

Charlie didn't answer that question.

'Would you like to have a fish with your bread and your cup of coffee for breakfast, Dad?' she asked.

'No thanks, Charlie. Why are you asking me that?'

'Because I think you are a sea monster,' Charlie answered.

'A sea monster? What do you mean?' Charlie's father said.

'Oh! Don't worry, Dad.' Charlie answered. 'Thank you for all your answers. Come on! Let's sit down and eat! I'm hungry and, after breakfast, I can tell you about my dream!'

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Teaching notes

Not on the YLE structures wordlists: 'one day', 'I don't think so' and 'never mind' but these are useful to teach. All the vocabulary comes from the Starters or Movers wordlist, apart from 'middle', 'castle', 'problem', 'perhaps' and 'sell' which are on the Flyers wordlist.

You might like to:

- *review / teach adjectives that could describe an idea, e.g. brilliant, amazing, fantastic, silly, great, cool, crazy, funny, strange, unusual. Think of some ideas to present to the class. The class responds, 'That's a crazy idea!' etc.*
- *review / teach 'I think so' and 'I don't think so.' Pairs write three questions to ask another pair who answers using one of the structures.*
- *review / teach 'Never mind!' Learners think of an exchange in a conversation where 'Never mind' would be a good response.*
- *review / teach 'perhaps'. Focus not only on the meaning in the story where it is used to suggest alternatives, but also on its pronunciation (p'haps). Learners could also learn how to use this as a single word response when they don't know whether to say 'yes' or 'no' to 'Would you like' questions, e.g. Would you like to... go skateboarding today / go for a walk around the lake this afternoon?*
- *get learners in groups to talk about what they would like to be one day, where they would like to live and travel to.*
- *do a visualisation. Ask learners to close their eyes for two minutes and silently imagine that they are sitting on the beach of an island in the middle of the sea. What can they see, hear, feel and smell? Help with vocabulary. Learners in groups feedback to the others or in open class.*
- *The class could then think of a fourth question to ask the sea monster and to decide what the sea monster's answer might be.*
- *Can learners remember a funny dream that they had? Could they draw a picture of their dream or write a short description of it?*