

George and the dragon

Topic

St George's Day

Aims

- To encourage learners to use English creatively
- To practise past simple verb forms

Age/level

Primary learners aged 8–10
CEFR level A1+

Time

45 minutes

Materials

1. worksheet (one per learner)
2. colour pencils or crayons
3. ribbon and staples (optional)

Introduction

St George's Day is on 23 April. In this lesson, learners read the story of George and the dragon and work in pairs or small groups to produce pictures for different parts of the story. Using only their illustrations, they practise their speaking skills by retelling the story.

Procedure

1. Pre-reading (10 minutes)

- Write these verbs on the board: *live, need, make, give, eat, decide, choose, lose, win, meet, hurry, use, grow, become.*
- Ask learners to work in pairs or threes and write the past simple form of the verbs.
- Invite pupils up to the board to write the answers.
- Explain that all of these verbs appear in a story that they are going to read.

2. Reading for gist (10 minutes)

- Give each pupil a copy of the worksheet.
- Read the story aloud while pupils listen and follow.
- Check understanding by asking comprehension questions:
What was the dragon like?
Why did the people from the village give the dragon food?

	<p><i>How did they choose which person to give to the dragon? What happened when George killed the dragon?</i></p>
3. Pronunciation practice (5 minutes)	<ul style="list-style-type: none"> • Re-read the story by going round the room and asking some of your learners to read the sentences out loud for the rest of the class.
4. Producing images for the story (10 minutes)	<ul style="list-style-type: none"> • Divide your pupils into seven different pairs or groups and assign each pair or group one part of the story. Explain that each learner in the pair or group should read their part of the story of St George and the dragon and draw a picture to represent it. • Give the learners a reasonable time limit so they don't take too long. • Once the time limit has been reached, ask each pair/group to choose their favourite image to represent their part of the story. If there are problems making a decision, choose the biggest picture so that all learners in the class can see it on the board.
5. Retelling the story (10 minutes)	<ul style="list-style-type: none"> • Tell each pair or group that they are going to retell their part of the story to the rest of the class using only their picture to help them. • Give your learners five minutes to memorise and practise their part of the story. Pairs should divide their text so that each learner reads out at least one sentence. With groups of three, you may find that one learner doesn't have a sentence to retell. In this case, the two learners whose pictures weren't chosen should read. • Stick the chosen pictures for each part of the story either to the board at the front of the classroom or in different parts of the room. If you have the space and a small number of learners, ask them to form a large semicircle around the room. Learners from each pair or group read out the story in order, using the images to help them.
6. Optional extension – classroom display	<ul style="list-style-type: none"> • Ask your learners to create their own picture book for the whole story. • They can write their story on separate pieces of paper, which can be stapled into a book, or they can use this method: https://www.youtube.com/watch?v=21qi9ZcQVto • Make a display of the pupils' books. An attractive display can be made by stapling the centre of each book to a length of ribbon:  <p><i>Photo courtesy of Rowan Hardman</i></p>

Contributed by

Katherine Bilborough