

The Elephant and the Bad Baby

Author: Elfrida Vipont
Illustrator: Raymond Briggs

The Elephant and the Bad Baby is an amusing and moral tale about an elephant who goes for a walk and meets a bad baby. They go into town and visit various shops until the elephant decides the bad baby is not behaving very well.

The story is told in the narrative past and includes direct speech. It has all the elements of the traditional cumulative story: repetition, an infectious rhythm and a predictable ending which helps children to anticipate what comes next in the story, to participate in the storytelling and memorize parts of the story. The repeating pattern allows one or two characters to be omitted if the story is too long, or for the more unusual ones to be replaced, for example, a greengrocer for the barrow boy.

Lessons One to Four prepare pupils for the storytelling in Lesson Five by pre-teaching key vocabulary.

Main outcomes

To play a shopping game

To draw up a class book of good behaviour and polite phrases

Linguistic objectives

Skills:

Listening: for general understanding via pictures and by recognizing highlighted keywords when the story is told; listening to instructions

Speaking: repeating key vocabulary items; asking and answering questions; role-play; joining in with songs and rhymes

Reading: shopping list, game board and questions

Writing: labelling, copying words, making shopping lists, drawing up a class code of conduct, compiling a phrase book

Functions/structures:

Understanding narrative simple past

Understanding instructions using draw, add, etc.

Offering something politely using *Would you like ...?*

Accepting or refusing something politely using *Yes, please./No, thank you.*

Asking for something politely using *I'd like ...*

please./Can I have ... please?/Have you got ... please?

Expressing intention using *we will/we will not ...*

Vocabulary:

Places to buy food; ice-cream stall, butcher's shop,

baker's shop, snack bar, grocer's shop, sweet shop, fruit barrow

Shopkeepers: ice-cream man, butcher, baker, snack bar man, grocer, sweet-shop lady, barrow boy

Food: ice-cream, pie, bun, crisps, chocolate biscuit, lollipop, apple, pancakes

Parts of the body plus hump, trunk, tusks, tail

Verbs: stretch(ed) out, pick(ed) up, go/went, meet/met, say/said, put/put, come/came, take/took, sit/sat, fall/fell

Adjectives: bad, good, big, small, strong, large, long, thick, heavy

Linking words: soon, next, then, first, second, third, next, then, so, but

Pronunciation:

Intonation for questions and answers:

Would you like a bun? (Yes, please!).

Individual sounds: [ə] as in butcher; [ʌ] as in bun/rumpeta

Consonant cluster: /sp/ as in crisps

Stress: RUMpeta, Yes, PLEASE!, ice-CREAM

Cross-curricular links

Geography and the environment: shops and food

Art and craft: making a book, drawing

Music and drama: acting out a rhyme and a song, role-play

Learning strategies: predicting, sequencing, problem solving, sorting and memorizing

Conceptual reinforcement: size and shape, cause and effect

Citizenship: reinforcing the importance of polite and respectful behaviour

Cultural information

This book is beautifully illustrated by Raymond Briggs and shows street scenes and shop interiors typical of those found in Great Britain in the 1950s and 60s. There is much to discuss: a 'grocer' usually sells dried foodstuffs and other household goods; a 'green grocer' usually sells fresh fruit and vegetables; 'tea' is a light afternoon meal eaten in Britain around four or five o'clock, consisting usually of sandwiches, cake and a drink of tea. In the story the Bad Baby's mummy is making pancakes for tea and the illustration shows her tossing them. They are served with fresh lemon juice, sugar or jam.

Lesson One

Aims

To contextualize the story and introduce the main characters: the Elephant and the Bad Baby
To give practice in listening to instructions for a picture dictation

Materials

For each child: a sheet of paper for the picture dictation

Tell it Again! cassette (Elephant rhyme)

Cassette player

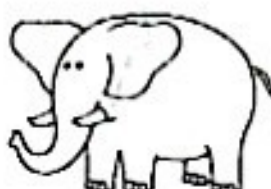
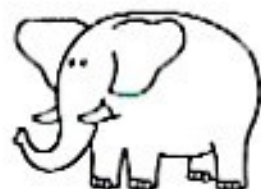
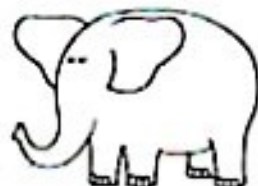
Pencil crayons or felt-tipped pens

Picture Dictation

Explain to pupils that you are going to dictate some instructions to help them draw something. Do not tell them what they are going to draw, encourage them to guess. Use mime to help convey the meaning of unfamiliar words. Draw a semi-circle on the board and two eyes, like this:



Instructions: Draw a big hump. Look! Copy the semi-circle and eyes on the middle of your paper. Hold up a sheet of paper to show pupils. Draw a long trunk. Add four legs. Draw two big ears. Add two tusks. Draw a small tail.



Dictate each instruction at least twice. Then repeat the instructions again, drawing and labelling each feature on the board for any pupils who have not understood. This will enable those who have not understood to clarify understanding and keep up with the class. Point to your own eyes, ears and legs to convey meaning, if necessary. When the drawings are completed ask pupils to show them to each other and then to colour them. Check everyone has an elephant!

Check understanding of vocabulary by asking pupils to come to the board and point to different parts of the elephant: *Stephanie, point to the tail! Helena, what is this?*

Ask pupils to label their elephants and then display the drawings.

Elephant rhyme

Introduce the following rhyme. Once children are familiar with the words they can walk round slowly, swinging from side to side, head down and one arm hanging down as a trunk.

*The elephant is big and strong,
His ears are large, his trunk is long.
He walks around with heavy steps,
Two tusks, one tail and four thick legs.*

Introducing the story

Explain to pupils that they are going to work on a story about an elephant. Show pupils the cover of the book. Say: *It's a story about an elephant and a bad baby* (pointing to the baby). Check their understanding of 'bad' by using the antonym 'good' to help convey meaning, and give the appropriate intonations and facial expressions to highlight the difference between good and bad. Ask questions like: *Were you a bad baby or a good baby? Do you have a baby brother/sister? Is he/she good or bad?* etc.

Ask if anyone has ever seen a real elephant. *Where? What was it like? What colour was it?* Ask if anyone has ever been for a ride on an elephant. Has anyone ever seen an elephant in a town, perhaps in a parade, or at the zoo?

Finish the lesson with the elephant rhyme.

Lesson Two

Aims

Introducing new vocabulary: *shops*

Materials

Shop flashcards from page 170 – enlarged on to card and cut out (coloured if possible)

For each pupil: shop flashcards from page 170 – copied on to card (not cut out) – and an envelope

Scissors

Blu-Tack

New vocabulary: places to buy food

Show pupils the cover of the book again and revise vocabulary for the Elephant and the Bad Baby. Say: *The Elephant and the Bad Baby go into town and visit different places where you can buy food. Where do you think they go?* Allow pupils to make suggestions, e.g. *supermarket, cheese shop, market*, etc. If their suggestions do not match the places included in the story say something like: *Yes, but they don't visit the ... today*, or *Yes, they could do, but there isn't a ... in this town*, or *Yes, but it's not open today*. When the pupils do suggest a shop that is in the story, e.g. *baker's shop*, repeat it and then ask the class to do so too. Stick the flashcard on the board or wall. Continue until you have introduced all the shops – your pupils may not suggest *snack bar* and *fruit barrow*, so introduce these yourself.

Distribute copies of the shop flashcards to all pupils and ask them to label the shops. Write the words on the board for pupils to copy. Invite pupils to draw a picture of a shop of their own choice in the blank square. Help with vocabulary as necessary. Ask pupils to cut out their flashcards and put their initials on the back of each card.

Vocabulary practice

Use a selection from the following games. Once pupils have understood how to play, you could divide them into groups of four or five to play.

What's missing?: Place the shop flashcards on the board. Ask pupils to close their eyes. Remove a flashcard. Ask pupils to open their eyes and say which shop is missing.

Sequencing: Begin with the flashcards on the board in the order they appear in the story. Then jumble them up and ask pupils to stick them on the board in the correct order. For example, *Christel, put the ice-cream stall first! Michel, put the butcher's shop second!* etc. You could use this opportunity to introduce *next* and *then*. For example, *Next, put the butcher's shop on the board! Then put the baker's shop on the board!*

Memory game: Play a variation of the memory game *I went to market*.

Pupil 1: *I went to the butcher's shop.*

Pupil 2: *I went to the butcher's shop and to the baker's shop.*

Pupil 3: *I went to the butcher's shop, the baker's shop and the grocer's shop, etc.*

Give each child an envelope to store their cards in. Ask them to label the envelope 'shops' and to colour the pictures at home. Remind them they need these again in the next lesson.

Lesson Three

Aim

Introducing new vocabulary: shopkeepers

Materials

Enlarged shop flashcards from Lesson Two

Shopkeeper flashcards from page 171 – enlarged on to card and cut out (coloured if possible)

For each child: shopkeeper flashcards – copied on to card (not cut out) and shop cards from Lesson Two

Scissors

Blu-Tack

Recap

Begin the lesson by acting out the rhyme from Lesson One.

New vocabulary: shopkeepers

Show pupils the cover and remind them that the Elephant goes into town. Revise the names of the places to buy food and stick the shop flashcards in a column on the board and the shopkeeper flashcards in a column some distance away, introducing these one by one. Now ask: *Who works in the butcher's shop?* (Pupils suggest words.) Repeat the word *butcher* and check pronunciation. Ask a pupil to put the butcher next to the butcher's shop. She selects the relevant picture and sticks it alongside the butcher's shop. Continue with: *Who works in the baker's/grocer's shop?* etc. Practise pronunciation of [ə] as in *baker*. *Who works in the sweet shop?* (elicit *sweet-shop lady*). Now encourage pupils to guess *ice-cream man*, *snack bar man* and finally point to the fruit barrow and teach *barrow boy*. Check pupils' understanding and give further practice of these words by playing the games described in Lesson Two.

Distribute the shopkeeper flashcard sheets and ask pupils to label the shopkeepers. Write the words on the board for pupils to copy. Ask pupils to draw the picture of the shopkeeper for the shop they added in Lesson Two. They can colour the pictures in class or at home.

Card games

Ask pupils to cut out their cards of the shopkeepers and to store them in their envelope labelled 'shops'. Divide your class into pairs.

Matching game: Ask pupils to use only one set of their cards (Pupil A: shop cards; Pupil B: shopkeeper cards). Pupil A shuffles his shop cards and lays them face down on the table. Pupil B lays out her shopkeeper cards face up on the table. Pupil A turns over a shop card and asks: *Who works in the butcher's shop?* Pupil B finds the butcher card and says *the butcher*. Pupils continue then change over.

'Snap!': Ask pupils to put their shop and shopkeeper cards together, to shuffle the cards and divide them into two piles placed face down. Working in pairs, pupils then play 'Snap!' taking it in turns to put down a card face up into a central pile. When there is a matching set, for example, the baker's shop and the baker placed on top of each other, the first pupil to say *Snap!* wins the cards.

'Pairs': Ask pupils to shuffle the combined shop and shopkeeper cards and to lay them face down on the table. Pupils take turns to turn over two cards to see if they have a corresponding shopkeeper and shop. If they don't correspond, the cards are turned face down again. The first pupil to collect the most pairs wins.

Pupils should keep their cards in a safe place, as they will need them again in the next lesson.

Lesson Four

Aims

To introduce or revise vocabulary for food items

To learn a song

To play 'Happy Families'

Materials

Shop flashcards from Lesson Two

Shopkeeper flashcards from Lesson Three

Food flashcards from page 172 enlarged on to card and cut out (coloured if possible)

For each pupil: food flashcards from page 172 - enlarged on to A4 card

Real or plastic coins for the action rhyme

Five currant buns drawn on to card and cut out or five real currant buns

Tell it Again! cassette (song: 'Five Currant Buns')

Cassette player

Blu-Tack

New vocabulary: food

Revise the names of the places to buy food and the shopkeepers and stick the flashcards in two separate columns on the board. Ask: *What do you think the elephant gets at the ice-cream stall/baker's/butcher's?* etc. Repeat until all food items have been introduced inviting children to match the food items to the shop and shopkeeper on the board. Explain that a 'bun' is similar to bread but usually sweet and often contains currants. A 'pie' is covered in pastry and baked in the oven and can contain a sweet or savoury filling. In this story the pie will probably contain meat such as pork or steak and kidney.

Check the pupils' understanding of these words and give further practice by playing the games described in Lessons Two and Three.

Distribute the food flashcard sheets amongst pupils and ask them to label the food. Write the words on the board for pupils to copy. Invite pupils to draw the picture of the food for the shop they added in Lesson Two. They can colour the pictures in class or at home and put their initials on the back of each card. Ask pupils to store their cards in their shop envelope.

Song: 'Five Currant Buns'

Introduce the song 'Five Currant Buns' and play the cassette-recording of the tune to the children:

*Five currant buns in a baker's shop,
Round and fat with sugar on the top.
Along came a boy/girl with a penny one day,
Bought a currant bun and took it away.*

Four currant buns, etc.

Sing the song together as a class choosing one child at a time to come and buy a currant bun. Use the children's names while singing the song, e.g. *Along came Sophie with a penny one day ...* Once pupils are familiar with the tune and words, they can act out the song in groups of five. They go one by one into the baker's shop and buy a currant bun until there are none left. Make five buns out of cardboard (or have real ones!) and use real or plastic coins for pennies.

'Happy Families'

Pupils will need their shopkeeper and food cards. Each pupil should have a set of sixteen cards (including the shopkeeper and corresponding food of their choice). First introduce the names of the shopkeepers:

*Mr Ice-cream the ice-cream man
Mr Pie the butcher
Mr Bun the baker
Mr Crisps the snack bar man*

Mr Biscuit the grocer
Mrs Lollipop the sweet shop lady
Mr Apple the burrow boy

Invite two pupils to the front of the class. Both pupils put their sets of cards together and shuffle them. One deals six cards each and puts the remaining cards on the table face down. The object is to collect matching sets of four cards, for example, two cards of Mr Pie the Butcher and two cards of the pie. The first pupil asks, for example, *Have you got Mr Pie the Butcher, please?* or, *Have you got a pie, please?* If the other pupil has the card requested, he must give it. It is then the other pupil's turn to ask. Once a pupil has collected a set of four cards, he lays them down on the table. The pupil who collects the most sets is the winner.

Drill: *Have you got ... please? (Yes, I have./No, I haven't./Here you are./Sorry).* When the pupils are ready divide the class into pairs, make sure they have the appropriate cards, and circulate and help as necessary.

Lesson Five

Aims

- To read the story aloud
- To play a memory game

Materials

- Enlarged shop, shopkeeper and food flashcards from Lessons Two, Three and Four
- Pupils' shop, shopkeeper and food cards
- Blu-Tack

Storytelling

If possible, ask pupils to sit in a group on the floor in front of you and revise the shop, shopkeeper and food vocabulary.

Begin the story: *'Once upon a time there was an Elephant ...'* Disguise your voice for the elephant by speaking in a deep voice and taking care to use a rising intonation on the question *'Would you like a ride?'* Disguise your voice also for the bad baby and say a short, abrupt *'Yes.'* Mime actions where appropriate, *'So the Elephant stretched out his trunk, and picked up the Bad Baby and put him on his back.'*

Lengthen the vowel sound on *stretched* to emphasize the meaning. When you come to *'Very soon they met an ...'* pause, point to the ice-cream man and invite pupils to say *ice-cream man*. At the butcher's shop pause after *'Would you like a ...?'* Point to the pie and invite children to say *pie*. Pause again after *'with the*

ice-cream man ...' point to the butcher and encourage pupils to say *the butcher*. Continue in this way. When you come to the baker's shop, pause after *'And the Elephant said to the Bad Baby ...'* Pupils may now be able to repeat the question, *'Would you like ...?'* The noise made by the Elephant, *'RUMpeta, RUMpeta, RUMpeta'* /tampata/ is great fun to imitate. Gradually, as the story cumulates, pupils should be able to join in more and more, repeating key phrases and vocabulary – especially the ever-increasing list of shopkeepers running after the Elephant and the Bad Baby. Pause after *'But you haven't once said ...'* Allow pupils to guess the missing word in their mother tongue or in English. Pause again after *'And they all said, 'Yes, ...'* and encourage pupils to predict *please!*

Read the story again, this time allocating a shopkeeper role to each child. Depending on your class size, you may have two or three bakers, butchers, etc. Encourage pupils to join in.

Ask pupils if they liked the story. Who was their favourite character? Why? Who was their least favourite character? Why? What did they think about the Bad Baby's behaviour? Do they think the Elephant was right to take the food from the shopkeepers without asking? Do they think the Elephant was behaving like this to teach the Bad Baby a lesson? Do they like the illustrations? Which is their favourite picture?

Finish the lesson by asking children to sequence their cards in the order of the story, putting them together as sets: the butcher's shop, butcher and pie together, etc. Circulate and check.

Lesson Six

Aims

- To extend the use of *would you like ...?*
- To think about shops in children's neighbourhood
- To extend vocabulary for things you can buy in different shops
- To write shopping lists and act out a shopping role-play

Materials

- For each child: a sheet of A4 thin card for the *'Would you like ...?'* activity
- For each pupil: *'Vocabulary activity'* from page 173
- Scissors

Would you like ...?

Show pupils the illustration of the ice-cream stand and ask pupils if they remember what the Elephant said to the Bad Baby (*Would you like an ice-cream?*). Encourage pupils to think of other things they could offer to their friends and draw up a word or picture web:



Give each pupil a piece of thin card, which they fold into eight squares. Ask them to copy a word or draw a picture on each square from

a drink	a book	a pencil	a cake
an apple	a rubber	an ice-cream	a drink

the word or picture web. They then cut the squares out to make cards.

Drill the question and answer: *Would you like a bun/an apple?* (Yes, please./No, thank you.). Focus pupils' attention on the use of *a/an*. Ask: *Why is it a bun but an apple?* Encourage pupils to explain the rule for using *a* or *an*. (*An* comes before a vowel.)

Divide your class into pairs and ask children to put the word squares face down on the table. They take it in turns to pick up a card and ask their partner: *Would you like ...?* Their partner replies: *Yes, please/No, thank you.* Invite one pair to demonstrate. Circulate and help as necessary checking pronunciation and intonation.

Extending and revising shopping vocabulary

Revise the names of the shops from the story and ask pupils if they have these shops in their own neighbourhood. Ask them to give the names of any other shops in their neighbourhood: *Fish monger's/shop, green grocer's, flower shop, book shop, chemist's, toy shop, sports shop, pet shop, shoe shop, newsagent's, clothes shop, furniture shop, etc.*

Give each child a copy of the 'Vocabulary activity' and encourage pupils to say where they can buy the different things listed and to write them in the correct shops below. Note that some things can be bought in more than one shop, for example, crisps can be bought in the snack bar and in the grocer's. Circulate and help as necessary. Check and discuss with the class.

Now ask each pupil to write a shopping list consisting of five items chosen from the 'Vocabulary activity'. All five items must come from different shops. For example:

Shopping list

1. bread (baker's)
2. sausages (butcher's)
3. apples (greengrocer's)
4. chocolate (sweet shop)
5. biscuits (grocer's)

Shopping role-play

Set up shops in your classroom: a butcher's, a baker's, a grocer's, a green grocer's, a chemist's, a snack bar and a sweet shop. Introduce the dialogue on the board and invite two pupils to demonstrate. One pupil plays a shopkeeper and the other the customer with his shopping list. The dialogue goes like this:

- Shopkeeper: *Good morning/afternoon.*
 Customer: *Good morning/afternoon.*
 Shopkeeper: *Can I help you?*
 Customer: *Yes, please. I would like five buns, please/Can I have five buns, please?*
 Shopkeeper: *Here you are. That's fifty pence please.*
 Customer: *Here you are.*
 Shopkeeper: *Thank you. Goodbye.*
 Customer: *Goodbye.*

Practise the dialogue and drill as necessary. Allocate pupils to be the different shopkeepers (they can stand behind different desks) and the pupils visit the different shops to buy the things on their shopping list. Build in variety to the dialogue according to their level.

Lesson Seven

Aims

To play a shopping game

To think about behaviour that is acceptable, draw up a class code of conduct and to make a book

Materials

Shopping lists from Lesson Six

For each group of four children: 'Shopping game' from page 174 – enlarged on to A3 card, a dice and four counters of different colours

For each pupil: a sheet of A4 thin card for class code of conduct

The shopping game

Give each group of four pupils a copy of the 'Shopping game'. Check that pupils understand the key information in the game by asking them to point to the different shops. Ask one group to play the game as a demonstration while the rest of the class watch and listen to your explanation.

Instructions:

1. This is a dice game to be played in groups of four. Each group needs a dice and a game board. Each player needs a coloured counter and also a shopping list (from Lesson Six).
2. Place your counter on the 'HOME' square in the centre of the board. Look at your shopping list and decide which shops you need to visit to buy the items on it.
3. The first person to roll a six on the dice begins. Everyone then takes turns to roll the dice and moves around the board the appropriate number of squares. You can move in any direction. When you land on a shop that sells one of the items on your shopping list, you cross out that item.
4. If you land on a shop that you do not need to visit your turn is over. If you land on one of the Elephant question squares, roll the dice again. Look at the number on the dice and then find the question from the Elephant's list with the same number. Read the question aloud, give your answer and the other players decide if it is correct or not. If correct, you can roll the dice again; if your answer is wrong, your turn is over.
5. If you land on a 'miss a turn' or 'have another turn' square, read the words aloud and follow the instructions.
6. As soon as you have crossed off all the items on your shopping list, make your way back

to the home square in the centre of the board. The first player to reach the home square is the winner.

Acceptable behaviour

Refer pupils back to the story. What did the Bad Baby say when the Elephant offered him a chocolate biscuit? (Yes). Ask pupils if they think this was the correct way to reply. Ask if they think the Bad Baby was polite or impolite/rude. How do you accept something politely in English? What do you say? (elicit *Yes, please.*). What would they say in their own language? Now ask pupils what they would say to refuse something politely (elicit *No, thank you.*).

Brainstorm and draw up a list on the board of things pupils suggest they should do and shouldn't do to create an acceptable code of conduct for in class. For example:

We will listen to our teacher.

We will help our classmates.

We will ask for things politely.

We will share our things.

We will not shout.

We will not laugh if a classmate makes a mistake.

We will not speak when someone else is speaking.

Now elicit useful polite phrases from pupils and write them on the board. For example:

Would you like a book?

Would you like some help? Can I help you?

Yes, please.

No, thank you.

Can I have a sheet of paper, please?

Can I borrow your pencil, please?

Can I go to the toilet, please?

Can you repeat, please?

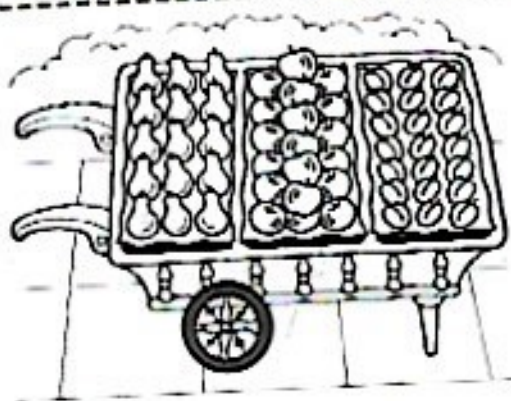
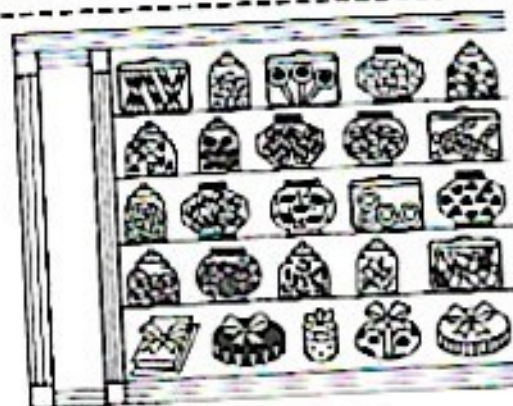
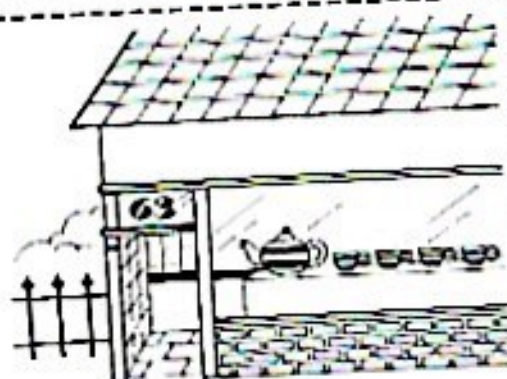
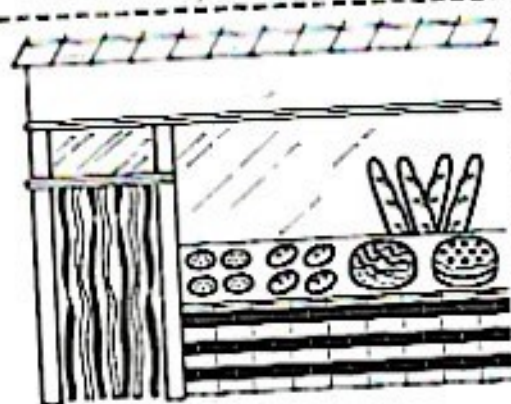
Can you help me, please?

I'm very sorry; Excuse me.

Next give each child an A4 sheet of thin card. Ask pupils to fold them in half, and then in half again to make a booklet. On the cover they write: *Our English Class Book of Good Behaviour and Polite Phrases*. On the left inside page they copy the code of conduct from the board, heading it with a smiley face. On the right inside page they copy the 'Polite phrases' from the board. Encourage children to add to these lists and help as necessary.

Story notes by Gail Ellis

Shop flashcards



Shopkeeper flashcards



Food flashcards



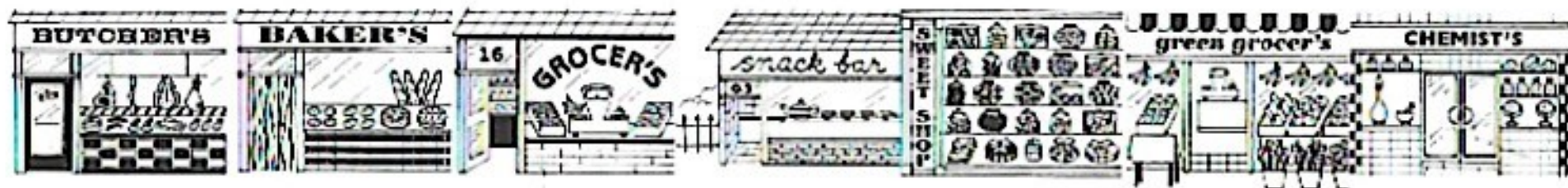
The Elephant and the Bad Baby





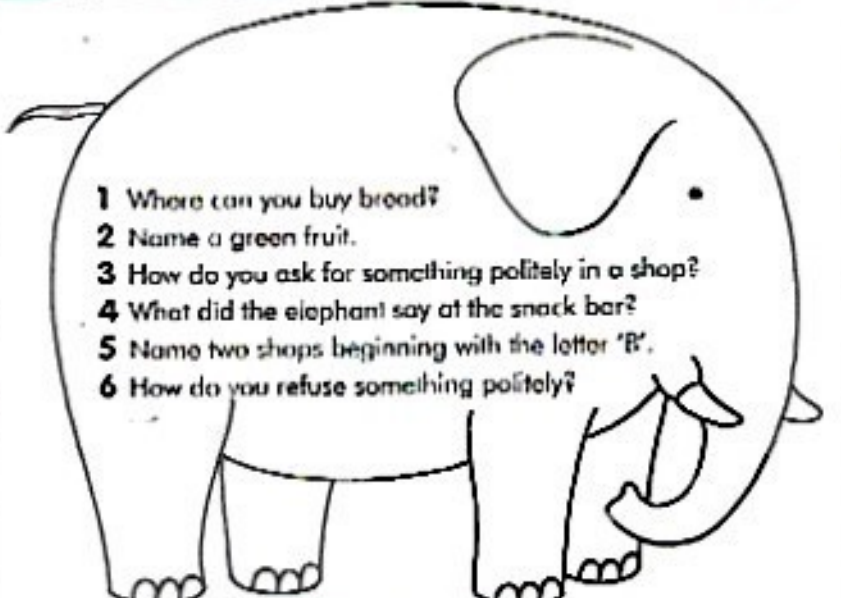




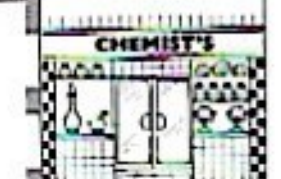
Sort the words into the shops.

apples hamburger sausages chicken meat
lemons sandwiches potatoes ice-cream
oranges buns toothpaste biscuits carrots bread sweets medicine
crisps tea cabbage cake chocolate coffee a drink soap

Vocabulary activity



Shopping game

 <p>GROCER'S</p>	<p>You take your own shopping bag to the shops. Have another turn.</p>	<p>Answer an Elephant question</p>	<p>You forget to turn off the lights. Miss a turn.</p>	 <p>green grocer's</p>
<p>You help an old lady. Have another turn.</p>	 <ol style="list-style-type: none"> Where can you buy bread? Name a green fruit. How do you ask for something politely in a shop? What did the elephant say at the snack bar? Name two shops beginning with the letter 'B'. How do you refuse something politely? 			<p>You drop a crisp packet on the road. Miss a turn.</p>
<p>Answer a Bad Baby question</p>				<p>Answer a Bad Baby question</p>
<p>You leave the television on. Miss a turn.</p>	 <p>Snack bar</p> <p>START HERE</p> <p> BAKER'S</p>			<p>You left a tap dripping. Miss a turn.</p>
<p>Answer an Elephant question</p>				<p>Answer a Bad Baby question</p>
<p>You buy recycled paper. Have another turn.</p>	 <ol style="list-style-type: none"> Where can you buy a bun? Where can you buy a sandwich? What did the elephant say at the grocer's shop? How do you offer something politely? Name two shops beginning with the letter 'G'. How do you accept something politely? 			<p>You forget to put the bottles in the bottle bank. Miss a turn.</p>
<p>Answer an Elephant question</p>				<p>Answer an Elephant question</p>
<p>You do some shopping for your neighbour. Have another turn.</p>	 <p>BUTCHER'S</p> <p> CHEMIST'S</p>			<p>You walk to the shops. Have another turn.</p>
<p>Answer a Bad Baby question</p>				<p>Answer a Bad Baby question</p>