

# Literatura y Didáctica en la clase de Inglés

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**Versión Preliminar**

Subsecretaría de Educación  
Dirección Provincial de Educación Primaria

*Dirección General de*  
**Cultura y Educación**

**Buenos Aires**  
LA PROVINCIA

➤ **Suggested activities for the book *Who's Coming for Tea*<sup>1</sup>**

**TEACHER'S NOTES**

*These **Teacher's Notes** aim to provide us with a wide range of hands-on tasks (oral, written, artistic and creative) to help students read more actively in class. The activities proposed include **pre/while/post reading tasks** meant to guide students in the construction of meaning in the literary text. Through these activities, which involve **reading aloud, debating, interpreting, writing, analysing language, drawing, role-playing, etc.**, students will initially get familiar with the worlds of meaning presented in the story; then they will engage and empathise with them and finally they will appropriate them. All **reading comprehension, writing and language exercises come with suggested answers**. Teachers may decide to follow the order and format of these exercises, or to adapt them to suit their classes and timetables. Teachers who choose to follow this particular set of activities can do them orally and/or copy them on the board for students to work on the written tasks proposed. However, for a more practical approach, teachers will find all the activities marked with the icon  already adapted for students and compiled in a photocopiable "**Students' Booklet**" which is available in the **Appendix** to these **Teacher's Notes**.*

✓ **Pre-reading activities for *Who's Coming for Tea***

Two small siblings are about to have tea with their mother when the bell suddenly rings: an unexpected guest is coming for tea! But who is it? As the story unfolds, the two children try to guess who is coming, peeping through the door and appealing to their imagination to discover the true identity of the mysterious visitor. How shocked will they be at the very end?

- **Conjuring up the right scenario for "Tea"**

**Activity 1**

**a)** Ask students how much they know about English Tea and tell them to compare it to our "*meriendas*" in Argentina.

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<sup>1</sup> Material elaborado por el equipo de especialistas de la Dirección Provincial de Educación Primaria - Área Inglés:  
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For this activity you can exploit the book cover and/or show them pictures of **food, tea sets and cutlery** to appeal to their imagination.

✎ **b)** You can ask them to tick any of the elements (food, tea sets and cutlery), in the box in **Activity 1**, which people in English speaking countries or in Argentina may find at a “tea” table. (You can help them with the vocabulary by means of showing them pictures or providing translations).

-tea	-cold meat ( <i>fiambres</i> )	-teapot	-chicken	-plate	-jar	-juice
-vegetables	-cup	-fruit	-glass	-mug	-saucer	-salad
-spoon	-knife	-fork	-napkin	-bread	-water	-wine
	-butter	-marmalade	-pastries ( <i>cosas dulces</i> )			
- <i>dulce de leche</i>	-jam	-biscuits	-scons	-milk		-coffee
-flowers	- <i>alfajores</i>	-sandwiches	-cake	-sugar		-chocolate

**c)** You may ask students what other elements they think are missing from the table.

✎ **d)** You can also ask students what they think English speaking people like having for tea and what we like having here in Argentina.

✎ **e)** Ask them to fill out a chart comparing tea in English speaking countries and in Argentina including as many elements as they can.

**f)** Tell students to draw either a nice “tea table” or a nice “*merienda* table”. They should decide what food and elements to place there and they may even decide “who is coming” for tea before drawing.

**g)** Ask students to share their drawings with the rest of the class. Have them compare “who is coming for tea” as shown in their drawings.

**h)** Remember you can complement these activities with the song “**I’m a little Teapot**” in our Song Booklet “**Canções en la clase de inglés**” (available at our Web and CD companion to this booklet)

**i)** The book **Who’s Coming for Tea** not only explores tea time but also refers to a wide range of animals since the two children fantasise with “striped zebras”, “furry feet dogs” and “feathered parrots”. You may introduce or recycle these vocabulary items before working with this book.

To do so, you can use many of the nursery rhymes in our Song Booklet "**Canciones en la clase de inglés**". Recommended songs are: "Old MacDonald had a Farm", "Mary had a Little Lamb", "Baa Baa Black Sheep", "How much is that doggie in the window", "Oh where has my little dog gone? ", "The Farmer in the Dell", "Incy Wincy Spider".

## ✓ While-reading activities

### **Who's Coming for Tea, Page 1**

#### **WARM UP**

**a)** Ask students to look at page one of the book and to describe all the elements they see on the table, even if they just see a bit of them! (*teapot, biscuits, spoon, napkin, pastries, saucer or plate, cup, knife*)

**b)** Ask them what they would add at the table for the "tea" to be perfect. (Students may refer to the box with food and tea-set vocabulary used during the **pre-reading activities**. The idea is mainly to practise vocabulary).

#### **Reading aloud**

##### **Activity 1**

≈ **a)** Ask students to read the title of the book all together and to write down in a chart the name of three people in their family they would like to have "for tea". Repeat the activity asking them to write the names of three friends and of three people they admire and would love to have "for tea".

**b)** Now have students work in groups or pairs or whole class divided into two. One asks "Who's coming for tea" and the other answers with the name of a family member, friend or favourite person.

**c)** Students can also choose one family member, one friend and one favourite person from their lists and add them in the drawings they made in the **pre-reading activities**.

- **Who's Coming for Tea, Pages 2 & 3**

### Activity 1

➤a) Ask all students to look at the pictures on pages 2 & 3. The idea is to motivate them to speak as much as possible recycling what they may already know. If possible elicit and recycle this information:

#### **(Suggested questions and answers)**

-How many people are there? (*four*)

-What is their relationship? (*mother and her two children; mother and her son and daughter; two siblings [the word in English “brother and sister” or “hermanos”]*)

-How many pets are there? (*two, cat and dog*)

-Where are they? (*at home, in their living room/ dining room/ family room, etc.*) --What are they doing? (*having tea, mother and son are talking*)

### Activity 2

a) Tell students to look at the pictures on pages 2 & 3. You will describe a character in the book at a time and they will have to guess who it is. Tell students you will refer to them as characters (*personajes*), a word you will be using every time you work with the book.

#### **(Suggested descriptions)**

-**Character N°1 (mother)**: *This character is tall and dark haired... is wearing earrings and a violet shirt... is talking... is holding a cake.*

-**Character N°2 (girl)**: *This character is blond and is wearing two pony tails... is wearing a pale blue sweater ... is sitting at the table and smiling... has got a doll.*

-**Character N°3 (boy)**: *This character is wearing a green and red striped sweater... has got short hair... is also sitting at the table and is talking... has got a toy.*

-**Character N°4 (cat)**: *This character is comfortably sleeping on the sofa or couch... has got very furry hair.*

- **Character N°5 (dog)**: *This character is sitting next to the cupboard and is wagging its furry tail.*

➤b) Tell students to describe what the family members are like. They will have to circle the right words.

(suggested answers circled)

-**Mother:** She is **tall/short** and dark haired. She is wearing **earrings/glasses** and a **violet/green** shirt.

-**Daughter:** She is **blond/red** haired and is wearing **two/three** pony tails. She is wearing a **violet/pale-blue** sweater.

-**Son:** He is wearing a **black/green** and red **striped/flowered** sweater. He has got **short/long** hair.

-**Cat:** It is **small/big** and **fat/thin** and it has got **furry/short** hair.

-**Dog:** It is wagging its **furry/very thin** tail.

c) Ask students what else they would like to add to these descriptions. Help them to write them down working all together on the board.

### Activity 3

a) Ask students to describe what the room is like using **there is and there are**. (**Suggested answers:** *there is a table, there is a sofa, there is a picture, there are three photographs, there are many toys, there are two umbrellas, there is a lamp and a cupboard, there are two plants*).

b) You can complement this activity by asking them to describe in further detail what is in there in the room: how many toys there are, and to describe each of them; what they see in the photographs on the wall; the colours of clothes and elements in the room, etc.

c) You can reinforce this activity playing a guessing game to introduce and/or recycle prepositions of place (on, in, inside, at, below/under, above/on top of, besides/next to, behind, between, etc).

### (Suggested cues)

-What is next to or beside the sofa? (The lamp); what is behind the sofa? (the picture), What is sleeping on the sofa? (the cat); what is sitting next to or beside the cupboard? (the dog); who is between her son and daughter? (mother); what is inside the pot or vase? (the flowers); who are sitting at the table? (the two siblings/ brother and sister/son and daughter)

d) You can ask students to work in pairs or in groups and to write more of these questions. You can write down the prepositions on the board to help them. After helping students with their questions, the teacher can ask each group to read their questions while the rest of the class answers them.

#### Activity 4

✎ Tell students to write down the names of all the elements there are on the table (they may use the words in the chart in the **pre-reading activities**).

#### Activity 5

✎ a) Ask students to look at the pictures with a lot of detail for two minutes. Then they close the books and they complete the following **True or False** activities in pairs. Then ask them to open their books again and correct their own sentences.

*(suggested answers provided)*

1. The mother is sitting at the table. **F** (*she is standing*)
2. The dog is sleeping. **F** (*the cat is sleeping; the dog is wagging its tail*)
3. The boy has got a doll. **F** (*the girl has got a doll*)
4. They are having breakfast. **F** (*tea*)
5. Somebody is coming for tea. **T**

b) Teacher may read all the sentences out loud and students may call out “true and/ or false” and they can all provide together the right answer.

#### Activity 6

##### Reading aloud

a) Read with students what the characters in the story are saying and tell students to try to guess who is coming

✎ b) Students will write down three names and later on they will find out if they were right.

You may ask them: *Who does the mother want to have for tea? What about the boy? What about the girl? (You can think of a real person or about the people they each*

admire; for example, the boy may want his best friend or his favourite football player to come; the girl may want a classmate or her favourite pop star to come; the mother may want her sister or a famous singer to come, etc.)

### Activity 7

a) The boy and the girl, the mother, the pets and doll in the story have no names. You can brainstorm names with your students and write them down on the board. Then you can have each of them vote for their favourite names for each of the characters. You can then divide the class in groups and have each one draw a poster with the name of the character and even a picture of them.

- **Who's Coming for Tea, Pages 4 & 5**

### Reading aloud

a) Read what the characters say out loud. Then divide the class into two and have each of them take it in turns to repeat out loud the conversation between the two siblings.

### Activity 1

a) Tell students to look at pages 4 and 5 and to describe how the siblings (you can also use the voted names for the characters) are feeling. Are they happy? Are they curious? Are they surprised? Are they scared?

b) What are they doing? Tell students to match these sentences (1-6) to (a-f) so as to describe the characters' actions.

**(suggested answers provided): 1-c, 2-a, 3-e,4-f, 5-b, 6-d**

1. The girl is feeling curious and is...	a) ... behind the door.
2. The boy is standing...	b)... looking through the letter box.
3. The girl is wearing a pale blue sweater, flowered pants and a pair of rabbit flip flops and is...	c) ... standing next to the umbrellas.

4. The dog looks a bit...	d)...wearing something striped, black and white.
5. The boy is feeling very curious and is...	e)... holding a doll in her hands
6. The character coming for tea is ...	f)... scared.

**c)** You can extend this activity telling students to look at the pictures for some time and to say out loud other descriptions of people and things using the prepositions of place in the previous activities. You can copy their sentences on the board as they say them.

### Activity 2

**a)** What are characters secretly thinking at this moment? Tell students to take some time to decide what the two children and the dog are thinking and to write the names next to the thoughts.

*(Suggested answers provided)*

<p>"No!! Not another pet! I'm the only one" (<i>dog</i>)</p> <p>"I will attack... if it is... little" (<i>dog</i>)</p> <p>"Wow! It looks big! My sister will be scared" (<i>boy</i>)</p> <p>"My brother looks scared is it so big?" (<i>girl</i>)</p> <p>"I'm not scared... I'm just worried... I'm the big boy here" (<i>boy</i>)</p>
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**b)** Tell them to draw and fill out bubbles with more thoughts by the characters. Help them to frame their ideas.

### Activity 3

**a)** Ask students to look at the pictures with a lot of attention and then to close their books and complete the sentences with the words in the box.

doll	scared (2)	through	strange
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**(suggested answers)**

1. The girl tells her brother to look \_\_\_\_\_ the letterbox. (**through**)
2. The boy sees something \_\_\_\_\_. (**strange**)
3. The dog is looking very \_\_\_\_\_. (**scared**)
4. The girl is holding her \_\_\_\_\_ tight. (**doll**)

5. The boy looks a little \_\_\_\_\_ too. (**scared**)

#### **Activity 4**

✍ Tell students to think of the mother. We cannot see her in the pictures but she is standing behind her children. Students will have to say what she is thinking now.

#### **Activity 5**

✍ Students will work on a prediction activity. Guide them with questions: *what can be "black and white" and "strange"?* Students will complete their activities drawing what they imagine. Then, have all the class compare their answers and drawings.

#### **Activity 6**

a) This could be a good moment to act out the scene. Students can take it in turns to come to the front in groups of three (boy, girl, dog) and role-play this part, repeating the lines and adding some more if they feel like it. Give them some time to prepare themselves, and to memorise and/or think what each character will say and do.

b) To make it more fun. You can also have some of the groups to come to the front and to play the scene in "slow motion", in "fast motion", in a "scared mode", etc.

- **Who's Coming for Tea, Pages 6 & 7**

#### **Reading aloud**

a) Read what the characters say out loud. Then divide the class into two and have each of them take it in turns to repeat out loud the conversation between the two siblings. Each time they repeat the lines they should sound **more worried and scared!**

b) Ask students who in the class predicted the zebra reading the previous pages/activities.

#### **Activity 1**

✍ a) Tell students they will play a guessing game which they can solve only by paying a lot of attention to pages 6 and 7.

*(Suggested answers provided)*

1. Who are sitting on the stairs? (*The girl and the doll*)
2. Who is lying on the floor? (*the boy*)
3. Which two things are furry? (*The feet of the stranger/visitor*)
4. What three things are striped? (*The wall, the zebra and the boys sweater*)
5. Which two things are red? (*The boy's stripes and the doll's shirt*)
6. Which two characters are smiling? (*the doll and the zebra*)
7. Which two characters are looking worried? (*the siblings*)

**b)** You can extend this activity telling students to think of more questions for their guessing games and the rest of the class will answer them.

### **Activity 2**

**a)** Ask students to think of who the stranger may be now we know that it's got "furry feet". Tell them to complete the activity filling in the box with everything that comes to their minds. They can use the animals' names in the pre-reading activities as useful help.

**b)** You can extend this activity by means of making students think what each of these strange visitors/animals may have for tea!

### **Activity 3**

**a)** Tell students to look at pages 6 and 7 again and to memorise everything they see. They should find the mistakes in the sentences, underline them and correct them.

*(suggested answers provided)*

1. The girl is wearing striped pants. (striped: flowered)
2. The girl thinks the visitor is a furry animal like a bear. (furry animal: a zebra)
3. The girl is holding one of her pets. (one of her pets: doll)
4. The girl is sitting on a chair. (one a chair: the stairs)
5. The boy is looking at the belly of the stranger. (the belly: the feet)
6. The boy is looking through the letterbox. (through the letterbox: under the door)

### **Activity 4**

✎ **a)** Tell students to recapitulate everything that has happened in the story so far. To this end, they will put the jumbled events in order. Read all the sentences out loud a couple of times and ask students to put them in the right order (**a-h**).

**Suggested answers: 1-b, 2-a, 3-h, 4-d, 5-e, 6-f, 7-g, 8-c.**

1. The mother tells her children that someone special is coming for tea (*b*).
2. The mother is laying the table for tea and her children are sitting at the table (*a*).
3. But the boy sees it has got furry feet (*h*).
4. At first, the children feel curious about the special guest coming for tea (*d*).
5. Then the children feel worried and the dog looks scared (*e*).
6. The strange visitor is wearing something striped, black and white (*f*).
7. So the girl thinks the striped stranger is a zebra (*g*).
8. The children feel happy to have someone special for tea (*c*).

**b)** Now read all eight sentences orderly out loud with all the class.

**c)** Ask students to see how they can complete the sentences with more information in all sentences and if they would even like to add more sentences.

### **Activity 5**

✎ **a)** Ask students to explore the gap in the scene. What do they believe the stranger at the other side of the door is thinking? What has the stranger seen and heard so far? (*someone looking through the letterbox, someone looking under the door, a dog barking, a girl asking questions, etc.*). Tell them to complete the next activity with as much information as possible.

**b)** This could be a perfect moment to try some more role-playing. This time you can put students into bigger groups. You need actors for the parts of the boy and the girl, two more to be the door separating them and then one more character to play the role of the visitor. Tell students to make the most of everything they did in the activities to represent this scene.

- ***Who's Coming for Tea, Pages 8 & 9***

### **Reading aloud**

a) Read what the characters say out loud. Then divide the class into two groups and have each of them take it in turns to repeat out loud the conversation between the two siblings. Each time they repeat the lines, they should **sound more puzzled and at a loss!**

### Activity 1

✎ Ask students to think of the last clue that the boy gave us about the stranger: it's got furry feet. So the girl imagines it is a dog. Tell them to think of all the things a dog may like to have for a special tea (even if they can't!) and to complete their activities.

### Activity 2

a) Tell students to look at the dog. How is it feeling? What is the pet thinking as the boy and the girl talk? Do students think it is feeling happy about another dog coming to the house?

✎b) Tell them to circle what they believe the dog is thinking, decide who else is speaking and to add some more thoughts.

*(suggested answers circled)*

1. "I can't believe this! I never have tea with them".
2. "Will mummy let the dog in for tea?"
3. "I'm sure it is not another dog"
4. "If it has got furry feet, it is a dog, I'm sure".
5. "Me and a cat in this house. That is enough!!!".
6. "Dogs don't have feathers!"
7. "I can make a dog cake for the visitor".
8. "I'm leaving this house, nobody loves me".
9. Dog also thinks: "....."
10. Dog also thinks: "....."

### Activity 3

 Now that they know that the visitor has got feathers, tell students to think of who the strange visitor can be. They can write a couple of possibilities and then make a drawing. Tell students to exchange ideas. How many have got similar answers?

### Activity 4

 Ask students to concentrate on the pages they have read and to decide whether the sentences are **True of False**. They should provide the right answers.

*(suggested answers provided)*

1. The dog is sitting next to the girl. **F**: *(next: behind)*
2. The girl thinks the strange visitor has got feathers. **F** *(has got feathers: is a dog/ has got furry feet).*
3. The dog looks happy as it hears another dog is coming for tea. **F** *(happy: worried, sad)*
4. The boy looks thorough the glass and sees that the visitor has got feathers on the head. **T**
5. The feathers are striped. **F** *(striped: they are in different colours)*

### Activity 5

Ask students to imagine the visitor has a cellular or mobile phone and decides to phone someone in a very low voice. What does he or she say? You can tell students to work in pairs or in groups or they can all work with you orally as you write down on the board the dialogue they make up.

- **Who's Coming for Tea, Pages 10 & 11**

## Reading aloud

Read what the characters say out loud. Then divide the class into two groups and have each of them take it in turns to repeat out loud the conversation between the two siblings. Each time they repeat the lines they should sound more **excited and happier!**

### Activity 1

 Ask students to think of the last clue that the boy gave us about the stranger: it has got feathers. So the girl imagines it is a parrot. Ask them if they guessed right in their previous activities. Tell them to discuss or draw what parrots in general, and this parrot in particular, look like... and, since parrots speak,... to think of what the parrot may be saying on the other side of the door.

### Activity 2

 Tell students to look at the pictures on pages 10 and 11 with a lot of attention and then close their books. Then they should write down the name of what or who is being described next to each sentence.

*(Suggested answers provided)*

1. This character is wearing a red dress and red ribbons at the end of her braids. *(the doll)*
2. This character can fly a bit and talk a bit too. *(the parrot)*
3. This character loves wearing flowers. *(the girl)*
4. This character is very strange. *(the visitor)*
5. This character is always looking: through the letterbox, under the door, through the glass, through the keyhole. *(the boy)*
6. This character has disappeared. *(the cat and/or the mother)*

### Activity 3

 Tell students to imagine they are the cat which was sleeping on the sofa.

What happens as the cat hears the word “parrot”? What does it do? What does it think? Tell students to work in groups to do this activity or to work together with the teacher on the board and then copy the ideas they like best.

### Activity 4

**a)** Tell students to imagine that the mother suddenly interrupts the children and asks them what is going on. Students should think about everything they children have thought so far and write the sentences down. They can guide themselves with the unfinished sentences.

 **b)** You can also help them by means of copying the endings of the sentences on the board if you feel they need more guided help.

*(Suggested answers provided)*

1. We are at the table having tea and we hear.....(*the bell ringing*)
- 2 . We look through the letterbox and we see the stranger ..... (*has got a striped belly*)
3. So we think it is a ..... (*zebra*)
4. But it is not because under the door we see it has got ..... (*furry feet*)
5. So we think it is a ..... (*dog*)
6. But it is not because through the glass we see it has got .... (*some feathers*)
7. So we think it is a ..... (*parrot*)
8. But it is not because through the keyhole we see it has got ... (*one eye*)

## Activity 5

Tell students to get into groups and to imagine how the children felt when they thought that the strange visitor had only one eye. What could it be? How do the children react. Ask them to complete their activities and to get ready to prepare a dramatisation of how the children react. Have all performances shown the same? Who is the visitor?

- ***Who's Coming for Tea, Pages 12 & 13***

## Reading aloud

Tell students to look at the pictures and at what characters say as you read them out loud. Then tell them to **dramatise** these lines. They should all sound **scared, terrified!**

## Activity 1

 a) Tell students to describe what they see on pages 12 and 13. What are all the characters doing? How are they feeling? Why are they so scared? What do they think the strange visitor actually is? Who looks more scared than the children? Why how do you know? Tell students to match the questions to the answers in their activities.

***(Suggested answers provided)***

1. What are all the characters doing? **b**
2. How are they feeling? **a**
3. Why are the characters so scared? **g**
4. Who is strange visitor? **e**
5. Why is the doll flying? **f**

6. Who looks more scared than the children? Why how do you know? **c**

7. What are the children going to do next? **d**

- a. They are feeling very scared, terrified.
- b. They are running as fast as they can.
- c. The dog is more scared because it is running in front of the children.
- d. They are going to hide.
- e. It is a big monster that will eat them.
- f. Because the girl is running very fast.
- g. They think a monster is coming.

## Activity 2

 Tell students to look at the pictures with a lot of attention for a few minutes and then to close the books. Then they should fill in the gaps in the sentences in their activities. They can find some useful words in the box.

scared	monster	hands	bell	doll	behind	rabbit flip flop
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### ***(Suggested answers provided)***

1. The door \_\_\_\_\_ is ringing very loud. (*bell*)
2. The boy is raising his two \_\_\_\_\_ and running very fast. (*hands*)
3. The boy is crying out "Help! It is a \_\_\_\_\_. (*monster*)
4. The girl is running fast and she loses a \_\_\_\_\_. (*rabbit flip flop*)
5. The \_\_\_\_\_ is flying \_\_\_\_\_ the girl. (*doll behind*)
6. The dog is very \_\_\_\_\_ too. (*scared*)

## Activity 3

✎ **a)** Tell students to guess who these sentences describe. This is a good opportunity to practice and expand prepositions of place a bit more. Ask students to underline all the prepositions that appear in the sentences.

**(Suggested answers provided)**

1. The character is running between the girl and the dog. (*the boy*)
2. The character is running a little ahead the boy and the girl. (*the dog*)
3. The character is flying behind the girl. (*the doll*)
4. The character is above all the others. (*the doll*)
5. The characters are running next to each other. (*the boy and the girl*)

**b)** Ask students to match the prepositions in the box to those in the sentences.

beside	in the middle of	over	in front of	in back of
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#### **Activity 4**

✎ **a)** Tell students to imagine what all the characters are thinking. They should first match the thoughts with the initials of the names of the characters. G (girl), B (boy), P (pet), D (doll).

**(Suggested answers provided)**

1. "They think I will attack? Noooo!" (P)
2. "I'm not so scared I'm the man!... Yes, I am... Mom!!" (B)
3. "I'm a fairy, I'm flying!" (D)
4. "Oops, my rabbit flip flop... Who cares!!" (G)
5. "I really prefer another dog" (D)

**b)** Ask students to write a few more thoughts for each character. They can do it in pairs or all together with the teacher.

#### **Activity 5**

✎ Ask students to try to remember all information about the strange visitor and to them draw it down.

1. Its belly is \_\_\_\_\_, black and white. (striped)

2. Its feet are brown and \_\_\_\_\_. (furry)
3. Its head has got many \_\_\_\_\_. (feathers)
4. It's got only one \_\_\_\_\_. (eye)
5. Its size is very \_\_\_\_\_. (big)

SO IT IS A MONSTER! What does it look like?

- **Who's Coming for Tea, Pages 14 & 15**

### Reading aloud

a) Tell students to look at the pictures and at what characters say as you read them out loud. Then tell them to dramatise these lines. They should all sound **more scared and terrified than ever**.

b) Ask students to look at the monster that the children are imagining. Is it similar to what they drew? Who got closer?

### Activity 1

✎ Ask students if they think the monster is very bad. How much information does the monster have about the house? What is it thinking on the other side of the door? Tell students to complete the activities with their ideas.

### Activity 2

✎ Tell students to look at the scene in the sofa for a few minutes. Then they should close their books and fill out the gaps with the words from the box.

head	monster	scared	eye	between	hugging
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### ***(Suggested answers provided)***

1. The cat is not sleeping any more and looks very \_\_\_\_\_. (*scared*)
2. The dog is covering its \_\_\_\_\_ and his \_\_\_\_\_. (*head/eye*)
3. The boy and the girl are \_\_\_\_\_. (*hugging*)
4. The doll is \_\_\_\_\_ the boy and the girl. (*between*)

5. They are all very scared thinking of the terrible \_\_\_\_\_. (*monster*)

### Activity 3

✎ Ask students to think of what they saw once more and to correct the mistakes they may find in the sentences.

**(Suggested answers provided)**

1. The girl has her two rabbit flip flops on. (*two: only one*)
2. The doll is lying on the floor. (*lying on the floor: between the children*)
3. The mother looks very scared. (*very scared: she doesn't*)
4. The cat is hiding under the sofa. (*hiding: not hiding; under the sofa: on it*)
5. The dog is barking. (*barking: in silence/quiet*)

### Activity 4

✎ Ask students to imagine they are the mother. Does she look scared? What is she thinking about her children, her pets and her strange visitor while she is opening the door?

### Activity 5

Tell students to look at the picture of the monster. What else may it look like? If the mother is not scared and she knows who is coming... who could the strange visitor be? Tell students to think of possible guests and to draw one.

- ***Who's Coming for Tea, Page 16***

### Reading aloud

Tell students to look at the picture and at what the central character says as you read them out loud. Then tell them to repeat these lines. They should all sound like Granny. How does she speak? They should **imitate her** as they read her lines.

### Activity 1

✎a) Ask students if they guessed right in the previous prediction activities. Tell them to explain why the children's grandmother looks like a "monster" made up of a combination of many animals completing the sentences in their activities.

**(Suggested answers provided)**

1. The grandmother is not a zebra. She is wearing ..... black and white..... (a striped/ dress)
2. Granny is not a dog. She has not got furry feet. She is wearing furry ..... (shoes)
3. The grandmother has not got feather on her head. She has got feathers on her .... (hat)
4. Granny has not got only one eye. She has got .....! (two)
5. Granny is not a monster. She is just... (granny, ridiculous, etc)

b) Tell students to look at Granny. She is so special! What else is she wearing? They should write down a whole description of her.

**Activity 3**

✎a) Ask students what they think characters will do next. What will the children tell Granny? What will the dog do? What will the cat do?

b) Tell students to work in groups or all together with you and to narrate everything they saw to their Granny

**Activity 4**

✎Tell students to get into groups of four. They are the mother, the children and the grandmother. Tell them to write down the dialogue that the four characters have. Make sure the mother tells granny that the children thought she was a monster. And work on all the excuses the children can give her. How does granny react?

**Activity 5**

✎Tell students to change the ending of the story. If it is not Granny... who else could it be? How do the children react? What happens?

✓ **Post-reading activities**

### Activity 1

Tell students to read whole book dramatising it as they read each line remembering they act out the emotions (surprise, fear, happiness, suspense, terror, etc) they truly expressed when reading each of the scenes.

### Activity 2

Ask students to get in groups of five and to get ready to rehearse the role-playing of the whole story. They can even prepare fancy dresses for their performance next class.

### Activity 3

Tell students to get in pairs or groups and to work on a story board for *Who's Coming for Tea*.

### Activity 4

Discuss with the whole class what they think that this story can teach us.

### Activity 5

Work with Intertextuality. You can use the many of the songs in our Songbook, or the poems on our Poetry Anthology to work as follow up activities to this book.

a) Remember that if you still have not done this, you can combine and/or complement these activities with the song “**I’m a little Teapot**” in our Songbook “***Canciones en la Clase de Inglés***”.

b) You can also practise more on animals with the songs “**Old MacDonald had a Farm**”, “**Mary had a Little Lamb**”, “**Baa baa Black sheep**”, “**How much is that doggie in the window**”, “**Oh where has my little dog gone?**”, “**The Farmer in the Dell**”, “**Incy Wincy Spider**”, also in the Songbook “***Canciones en la Clase de Inglés***”.

c) You may also work with the poems **“Penguin”** by **Meish Goldish**, **“The Cupboard”** by **Walter de la Mar** and **“Winter Clothes”** by **Karla Kuskin**, **“Chinese Cat”** by **Edwin Morgan**, **“Concrete Cat”** by **Dorthi Charles**, **“Ten Things I have in a shipwrecked sailor pocket”** by **Ian Mcmillan**, **“My Noisy Brother”** by **Bruce Lansky**, **“The Sound Collector”** by **Roger Mc Gough** to relate to this story and to further practise and expand all the vocabulary acquired.

# APPENDIX

## STUDENTS' BOOKLET

✓ Pre-reading activities for *Who's Coming for Tea*

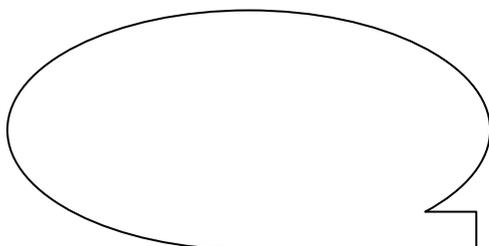
Activity 1:

 b) What do we have for Tea in Argentina and in English Speaking countries? Tick the elements.

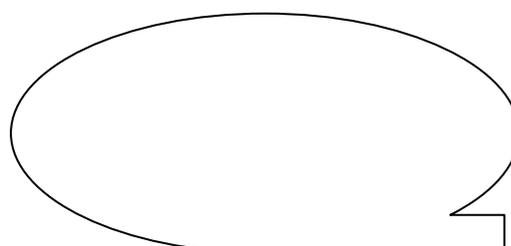
-tea	-cold meat ( <i>fiambres</i> )	-teapot	-chicken	-plate	-jar	-juice
-vegetables	-cup	-fruit	-glass	-mug	-saucer	-salad
-spoon	-knife	-fork	-napkin	-bread	-water	-wine
-butter	-marmalade	-pastries ( <i>cosas dulces</i> )				
- <i>dulce de leche</i>	-jam	-biscuits	-scons	-milk		-coffee
-flowers	- <i>alfajores</i>	-sandwiches	-cake	-sugar		-chocolate

 d) Complete the bubbles: What do they like for Tea?

In Argentina...



In English speaking countries...



 e) Compare typical Tea in English speaking countries and in Argentina!

TEA	MERIENDAS

✓ While-reading activities

**Who's Coming for Tea, Page 1**

**Activity 1: Who's your favourite person for Tea?**

- ✍ a) Write down the name of -three people in your family: \_\_\_\_\_  
-three friends: \_\_\_\_\_  
-three people you admire: \_\_\_\_\_

- **Who's Coming for Tea, Pages 2 & 3**

**Activity 1: How much do you know?**

- ✍ a) Look at the pictures on pages 2 & 3 and answer the questions.

- How many people are there?.....  
-What is their relation? .....  
-Where are they? .....  
-What are they doing? .....

**Activity 2: What are they like?**

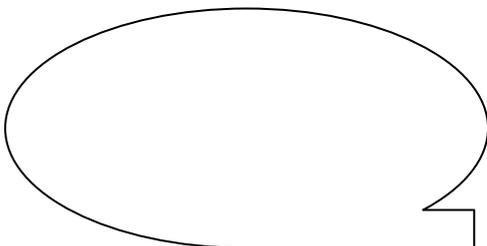
- ✍ c) Circle the right words.

1. **Mother:** She is **tall/short** and dark haired. She is wearing **earrings/glasses** and a **violet/green** shirt.
2. **Daughter:** She is **blond/red haired** and is wearing **two/three** pony tails. She is wearing a **violet/pale-blue** sweater.
3. **Son:** He is wearing a **black/green** and red **striped/flowered** sweater. He has got **short/long** hair.
4. **Cat:** It is **small/ big** and fat/thin and it has got **furry/short** hair.
5. **Dog:** It is wagging its **furry/very thin** tail.

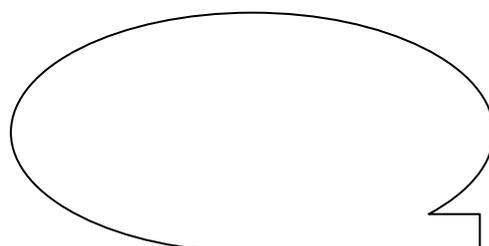
**Activity 3: What is the room like?**

- ✍ a) Look at the pictures and complete the bubbles.

**THERE IS**



**THERE ARE**



**Activity 4: What is there on the table?**

 You can look at the box in the pre-reading activities for words!



**Activity 5: How much do you remember?**

 a) Look at the pictures and say True or False.

1. The mother is sitting at the table.
2. The dog is sleeping.
3. The boy has got a doll.
4. They are having breakfast.
5. Somebody is coming for tea.

**Activity 6: Who is it?**

 b) Write your secret name.

- *Who's Coming for Tea, Pages 4 & 5*

**Activity 1: What are they doing?**

 b) Match sentences (1-6) to (a-f).

1. The girl is feeling curious and is...	a) ... behind the door.
2. The boy is standing...	b)... looking through the letter box.
3. The girl is wearing a pale blue sweater, flowered pants and a pair of rabbit flip flops and is...	c) ... standing next to the umbrellas.
4. The dog looks a bit...	d)...wearing something striped, black and white.
5. The boy is feeling very curious and is...	e)... holding a doll in her hands
6. The character coming for tea is ...	f)... scared.

### Activity 2: Who is talking?

✎a) Write D (dog), G (girl), B (boy).

“No!! Not another pet! I’m the only one” \_\_\_\_\_

“I will attack... if it is... little” \_\_\_\_\_

“Wow! It looks big! My sister will be scared” \_\_\_\_\_

“My brother looks scared is it so big?” \_\_\_\_\_

“I’m not scared... I’m just worried... I’m the big boy here” \_\_\_\_\_

### Activity 3: How are they feeling?

✎a) Complete the sentences with the words in the box.

doll

scared (2)

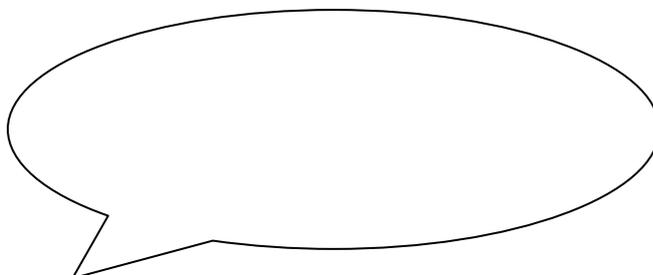
through

strange

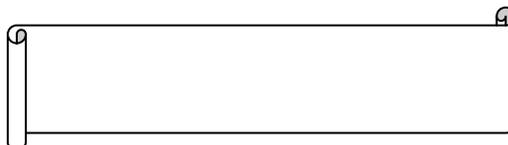
1. The girl tells her brother to look \_\_\_\_\_ the letterbox.
2. The boy sees something \_\_\_\_\_ .
3. The dog is looking very \_\_\_\_\_.
4. The girl is holding her \_\_\_\_\_ tight.
5. The boy looks a little \_\_\_\_\_ too.

### Activity 4: What is she thinking?

✎What is the mother thinking? Write it down!



### Activity 5: Who is it?



✍ Write your secret name

- *Who's Coming for Tea, Pages 6 & 7*

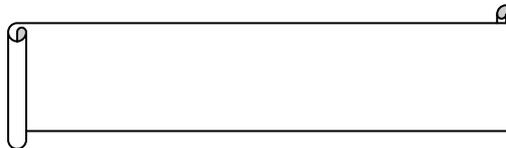
**Activity 1: Guess!**

✍ a) Read pages 6 and 7 and answer.

1. Who are sitting on the stairs? .....
2. Who is lying on the floor? .....
3. Which two things are furry? .....
4. What three things are striped? .....
5. Which two things are red? .....
6. Which two characters are smiling? .....
7. Which two characters are looking worried? .....

**Activity 2: Who is it?**

✍ a) Write your secret name



**Activity 3: Find the mistake!**

✍ Underline mistakes and correct them.

1. The girl is wearing striped pants.
2. The girl thinks the visitor is a furry animal like a bear.
3. The girl is holding one of her pets.
4. The girl is sitting on a chair.
5. The boy is looking at the belly of the stranger.
6. The boy is looking through the letterbox.

**Activity 4: So What happened?**

✍ a) Put them in order (a-h).

1. The mother tells her children that someone special is coming for tea. [\_\_\_]
2. The mother is laying the table for tea and her children are sitting at the table. [\_\_\_]
3. But the boy sees it has got furry feet. [\_\_\_]
4. At first, the children feel curious about the special guest coming for tea. [\_\_\_]
5. Then the children feel worried and the dog looks scared. [\_\_\_]
6. The strange visitor is wearing something striped, black and white. [\_\_\_]
7. So the girl thinks the striped stranger is a zebra. [\_\_\_]
8. The children feel happy to have someone special for tea- [\_\_\_]

### **Activity 5: What about the strange visitor?**

**✎a) Imagine you are the mystery guest...**

**“I can hear.....**

**“I can see.....**

**“I think.....**

**“I feel.....**

- ***Who’s Coming for Tea, Pages 8 & 9***

### **Activity 1: What do dogs like for tea?**

**✎ Imagine and complete!**



### **Activity 2: Who’s talking?**

**✎b) Circle what the dog is thinking.**

1. **“I can’t believe this! I never have tea with them”.**
2. **“Will mummy let the dog in for tea?”**
3. **“I’m sure it is not another dog”**
4. **“If it has got furry feet, it is a dog, I’m sure”.**
5. **“Me and a cat in this house. That is enough!!!”.**
6. **“Dogs don’t have feathers!”**
7. **“I can make a dog cake for the visitor”.**
8. **“I’m leaving this house, nobody loves me”.**

**Who else is talking here?**

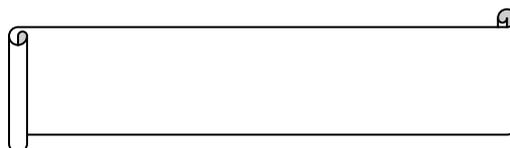
**What else does the dog think?**

9. Dog also thinks: “.....”

10. Dog also thinks: “.....”

**Activity 3: So who is it?**

**✍ Write your secret name!**



**Activity 4: Which one is wrong?**

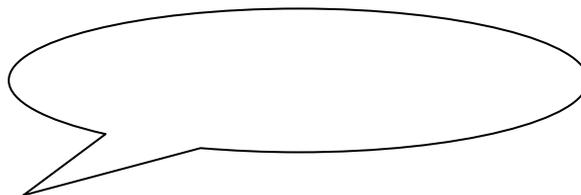
**✍ True or False? Say the right answer.**

1. The dog is sitting next to the girl.
2. The girl thinks the strange visitor has got feathers.
3. The dog looks happy as it hears another dog is coming for tea.
4. The boy looks thorough the glass and sees that the visitor has got feathers on the head.
5. The feathers are striped.

- *Who's Coming for Tea, Pages 10 & 11*

**Activity 1: What is it saying?**

**✍ Write what the parrot is saying!**



**Activity 2: Who or what is it?**

**✍ Write down the name!**

1. This character is wearing a red dress and red ribbons at the end of her braids.
2. This character can fly a bit and talk a bit too.
3. This character loves wearing flowers.
4. This character is very strange.

5. This character is always looking: through the letterbox, under the door, through the glass, through the keyhole.
6. This character has disappeared.

**Activity 3: The sleepy cat!**

✎ What is the cat thinking?



**Activity 4: So what happened?**

✎ b) Finish the sentences!

1. We are at the table having tea and we hear.....
2. We look through the letterbox and we see the stranger .....
3. So we think it is a .....
4. But it is not because under the door we see it has got .....
5. So we think it is a .....
6. But it is not because through the glass we see it has got ....
7. So we think it is a .....
8. But it is not because through the keyhole we see it has got ...

- ***Who's Coming for Tea, Pages 12 & 13***

**Activity 1: What are they all doing?**

✎ a) Match the questions (1- 7) to the answers (a-g).

1. What are all the characters doing?
2. How are they feeling?
3. Why are the characters so scared?
4. Who is strange visitor?
5. Why is the doll flying?
6. Who looks more scared than the children? Why how do you know?
7. What are the children going to do next?

a. They are feeling very scared, terrified.

- b. They are running as fast as they can.
- c. The dog is more scared because it is running in front of the children.
- d. They are going to hide.
- e. It is a big monster that will eat them.
- f. Because the girl is running very fast.
- g. They think a monster is coming.

**Activity 2: What is happening now?**

✍ Use the words in the box to complete.

scared   monster   hands   bell   doll   behind   rabbit flip flop

1. The door \_\_\_\_\_ is ringing very loud.
2. The boy is raising his two \_\_\_\_\_ and running very fast.
3. The boy is crying out “Help! It is a \_\_\_\_\_.
4. The girl is running fast and she loses a \_\_\_\_\_.
5. The \_\_\_\_\_ is flying \_\_\_\_\_ the girl.
6. The dog is very \_\_\_\_\_ too.

**Activity 3: Who are they?**

✍ a) Write the name of the character.

b) Underline all the prepositions.

1. The character is running between the girl and the dog.
2. The character is running a little ahead the boy and the girl.
3. The character is flying behind the girl.
4. The character is above all the others.
5. The characters are running next to each other.

Which prepositions are similar to these?

beside in the middle of   over   in front of   in back of

**Activity 4: What are they thinking?**

✍ a) Write G (girl), B (boy), P (pet), D (doll).

1. "They think I will attack? Noooo!"
2. "I'm not so scared I'm the man!... Yes, I am... Mom!!"
3. "I'm a fairy, I'm flying!"
4. "Oops, my rabbit flip flop... Who cares!!"
5. "I really prefer another dog"

**Activity 5: So what is the visitor like?**

✍ Fill in the gaps.

1. Its belly is \_\_\_\_\_, black and white.
2. Its feet are brown and \_\_\_\_\_.
3. Its head has got many \_\_\_\_\_.
4. It's got only one \_\_\_\_\_.
5. Its size is very \_\_\_\_\_.

**SO IT IS A MONSTER! What does it look like?**

- *Who's Coming for Tea, Pages 14 & 15*

**Activity 1: How much does the monster know?.....**

✍ Complete with what the monster is thinking!



**Activity 2: What do you remember?**

✍ Complete with the words from the box.

head	monster	scared	eye	between	hugging
------	---------	--------	-----	---------	---------

1. The cat is not sleeping any more and looks very \_\_\_\_\_.
2. The dog is covering its \_\_\_\_\_ and his \_\_\_\_\_ .
3. The boy and the girl are \_\_\_\_\_.
4. The doll is \_\_\_\_\_ the boy and the girl.
5. They are all very scared thinking of the terrible \_\_\_\_\_.

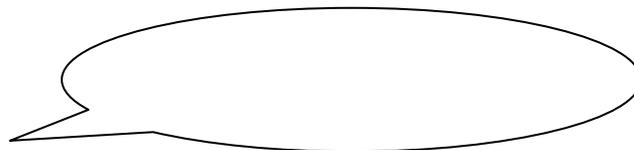
**Activity 3: What is wrong?**

✍ Correct the mistakes!

1. The girl has her two rabbit flip flops on.
2. The doll is lying on the floor.
3. The mother looks very scared.
4. The cat is hiding under the sofa.
5. The dog is barking.

**Activity 4: What about mom?**

✍ What is the mother thinking?



- *Who's Coming for Tea, Page 16*

**Activity 1: So what is the visitor like?**

✍ a) Complete the sentences.

1. The grandmother is not a zebra. She is wearing ..... black and white.....
2. Granny is not a dog. She has not got furry feet. She is wearing furry .....
3. The grandmother has not got feather on her head. She has got feathers on her ....
4. Granny has not got only one eye. She has got .....
5. Granny is not a monster. She is just...

**Activity 3: What will characters do next?**

✍ a) Imagine!



**Activity 4: What do they finally say?**

**✍ Write a dialogue between all characters!**

**Activity 5: A new ending?**

**✍ If it is not Granny... who else could it be? How do the children react? What happens?**

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Alberto Ballestrini

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Prof. Mario Oporto

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