

---

**e-lesson**

Week starting: November 23, 2009

**1. Teddy bears**

The subject of this week's lesson is possibly the world's most popular toy for small children: the teddy bear.

**Level**

Intermediate and above (equivalent to CEF level B1 and above).

**How to use the lesson**

1. Ask your students to come up with the names (in English) of as many toys for small children as they can think of – the teddy bear is sure to be one of them. How many of your students had a teddy bear when they were younger? How many still have one? Ask them to describe any teddy bears (or other soft toys) they have owned. In what ways did they use to enjoy having a teddy bear (or other soft toy)?

2. Give each student in the class a copy of Worksheet A and give them five to ten minutes to read through it, encouraging them to look up new vocabulary. Tell the students it is important that they try to remember as much of the information as possible.

3. Tell the students they are going to prepare a quiz for each other. Then divide the class into two teams, A and B.

4. Cut Worksheet B in half and give each member of each team the corresponding half. Explain that each team has to work together in order to formulate the questions that produce the answers given, based on the text on Worksheet A. Note that it is possible for there to be slight variations of each question.

5. When both teams have finished preparing their questions, ask them to turn over Worksheet A and the glossary so that they can't see them.

6. The two teams now take turns asking and answering the questions. Encourage the teams to confer before answering, but make it clear that once they have given their answer, they cannot change it. You should only accept answers given in correct English. Keep the score on the board; the team with the most correct answers at the end of the quiz wins.

7. There are two pages for Worksheet C. Divide the students into pairs, one being Student A and the other being Student B, and hand out the corresponding page of the worksheet so that Student A's grid has the words that Student B's grid is missing, and vice versa.

8. The students should *describe* the words they have in their grids so that their partners can guess what they are, and then fill them in. It is therefore vital that they don't show their grids to their partners. Tell the students to describe the words one by one, and to take turns speaking. You could let the students continue describing the words for as long as it takes for their partners to identify them, or as a fun alternative, you could impose a time limit for the description of each word. Before the students begin, point out that all the missing words feature in the text on Worksheet A.

9. Check answers in open class.

**Answers:**

**Exercise 1**

**Team A**

1. What was President Roosevelt's nickname?
2. What kind of teddy bears are sometimes worth a lot of money?
3. When did the "Teddy's Bear" story take place?
4. What kinds of stuffed toy animals did the Steiff company produce before it started producing teddy bears?
5. Why did President Roosevelt refuse to shoot the bear that was tied to a tree?
6. Who did the cartoonist work for?
7. Where was the store that put "Teddy's Bear" in its window?
8. Who suggested that the Steiff company start making stuffed toy bears?

**Team B**

1. What was President Roosevelt's first name?
2. What did the sign next to the first US teddy bear say?
3. When did the Steiff company produce its first teddy bear?
4. Why did the first bears produced by the Steiff company look more like real bears?
5. When are teddy bears a popular present?
6. Where did Mrs. Steiff's nephew make sketches of bear cubs?
7. What did the Steiff company almost certainly not know about?
8. Where in the United States did President Roosevelt go bear hunting in 1902?

**Exercise 2**

1. nephew 2. acquire 3. drawing 4. stuffed 5. nickname 6. snout 7. sign  
8. invent 9. collect 10. cartoon 11. teddy (or Teddy) 12. zoo 13. Germany 14. companion

When the crossword has been completed correctly, *Paddington* and *Yogi* will read from top to bottom.

**2. Related Websites**

Send your students to these websites, or just take a look yourself.

<http://www.teddybearandfriends.com/archive/articles/history.html>

A website aimed at "the community of teddy bear collectors and makers." This link goes to an article in the "Archive" section that gives a detailed history of the teddy bear (2002). Intermediate level and above.

<http://www.paddingtonbear.com/paddingtonsbibliography.html>

Paddington Bear's biography on his "official website." Paddington originally came from Lima, Peru, and had to learn English, too! Includes some downloadable puzzles, crafts, and activities aimed at children. Accessible to intermediate level.

<http://www.youtube.com/watch?v=0g8FLSGRYW0>

The first Yogi the Bear cartoon, made in 1961, on YouTube. Seven minutes long. Accessible to intermediate level.

<http://www.whitehouse.gov/about/presidents/theodoreroosevelt>

A biography of President Theodore Roosevelt on the White House website. Challenging for intermediate level.