



## ABSTRACT

The teaching of English as a Foreign Language has been generally focused on traditional methods as repetition and memorization. As a result, students do not feel motivated to learn English. For this reason, we have chosen this topic focusing on the need of applying innovative techniques in the teaching of English as a foreign language. We want to show the importance of using Drama in the classroom. Also we want to remark on the importance of creating a welcoming environment when EFL. The success of foreign language teaching depends on the methodology that the teacher applies. In this way, we intend to focus on listening and speaking skills, students can get involved in different situations and develop the different skills using Drama activities. Thus, we believe that the compilation of proper activities for both speaking and listening can actually help students develop them successfully.

**Key words:** Drama, activities to deal with listening, speaking skills, intermediate level, EFL.



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***DRAMA: A COMPILATION OF ACTIVITIES TO DEAL WITH LISTENING AND SPEAKING SKILLS AT AN INTERMEDIATE LEVEL, EFL CLASSROOM.***

**TRABAJO DE INVESTIGACIÓN  
PREVIO A LA OBTENCIÓN DEL  
TÍTULO DE LICENCIADA EN LA  
ESPECIALIDAD DE LENGUA Y  
LITERATURA INGLESA.**

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**AUTHORSHIP**

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everything Guillermo  
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## INTRODUCTION

This monograph is designed for English teachers in order to encourage students' concentration and motivation to introduce diverse context of the language; and at the same time, support the learning of English as a foreign language. It includes a booklet with activities based on short stories, Drama. Charlyn Wessels says that Drama activities can be used to provide opportunities for the students to be involved actively. It is entertaining and fun, and can provide motivation to learn. In addition, this monograph is addressed intermediate level students, who need teachers to be more creative and upgraded (7).

We, through the creation of a booklet, pretend to emphasize that this is an effective strategy that teachers can incorporate in their educational context. Reading stories, creating stories, and role-playing can be used to attract the attention of adult audiences and to transmit messages and information. In the same way, Wessels says that teachers of English as a foreign language know that language learning is the process by which students acquire the capacity to perceive, produce and use [words](#) to understand and communicate. This capacity involves the picking up of diverse capacities including [syntax](#), [phonetics](#), and an extensive vocabulary (9).

Charlyn Wessels also claims that Drama connects spoken and printed words to known objects. Besides, it can generate a need to speak by focusing on the students' attention on creating a Drama, dialogue, or role play. When students are developing activities like debates, simulations, games, prepared tasks, and even dramatized play readings; all these activities allow students to be active participants, using their imagination, and the most important thing, interacting with each other. Meanwhile, students are working in the activities, they almost unconsciously are acquiring communication skills in the foreign language (11).



Our expectation with the creation of this booklet is to show how Drama plays an important role in the Teaching- Learning process, where the students are motivated to participate in class reading stories, role plays stories, and performing the different activities presented. Also, with this booklet we want students to feel interested to develop the four skills, by focusing on listening and speaking skills.

According to our previous experience, we have realized that students' listening and speaking skills are not being properly developed. For this reason, learning becomes boring and not very motivating; as a result, students feel discouraged. We believe as teachers, we need to have a lot of resources as possible that can be used in a teaching learning process, so students can acquire abilities for and stimulus for their development, and feel encourage to learn a new language.

Thus we strongly believe that the compilation of proper activities for both speaking and listening can actually help students develop the latter skills successfully. It is possible if we use more activities that foster listening and speaking practice in an interactive way. Also, we would like to demonstrate what states Charlyn Wessels' theory that Drama involves the formation of the relationship and breaking down of barriers between teacher and student, where the students are part of the class, too. Drama activities add variety and new ways of interaction in the EFL classroom. Furthermore, Drama through short stories can provide free form conversation as they discuss the stories themselves, or connections that stories make to the learners' lives (11).



Finally, with the compilation and analysis of the previous information, we attempt to:

1. To make a booklet with selected Drama material to deal with listening and speaking skills.
2. Offer teacher useful and student centered activities.
3. Facilitate teachers' work by providing them with a booklet with activities based on Drama through short stories to make their classes more dynamic.



## CHAPTER I

### THEORY AND CONCEPTS

#### DRAMA IN THE EFL CLASSROOM

##### 1.1 What is Drama?

According to Charlyn Wessels, “Drama is doing. Drama is being. It is something that we all engage in daily when faced with difficult situations” (7). Drama plays an important role particularly in the acquisition of correct pronunciation, rhythm, intonation, and other prosodic features, when teachers allow their students to explore the foundations of the surface reality. Also, when teachers ask their students to improvise a continuation of a story, to supply an introduction, or to offer alternative conclusions, teachers are stimulating their imagination and their intellect. And in this way Drama can involve the formation of relationship and the breaking down of barriers between teachers and students. It is that students should be allowed to take responsibility for their own learning in such a way that the teacher can take a less dominant role in the classroom without losing respect and control of the class (8).

Besides, he states that the view of Drama in the classroom as learning through direct experience means that Drama cannot be restricted only to certain areas of the language-teaching curriculum. Drama in education uses the same tools employed by actors in the theatre. In particular, it uses improvisation and mime. But while in the theatre everything is prepared for the benefit of the audience, in classroom Drama everything is developed for the benefit of the learners (10).

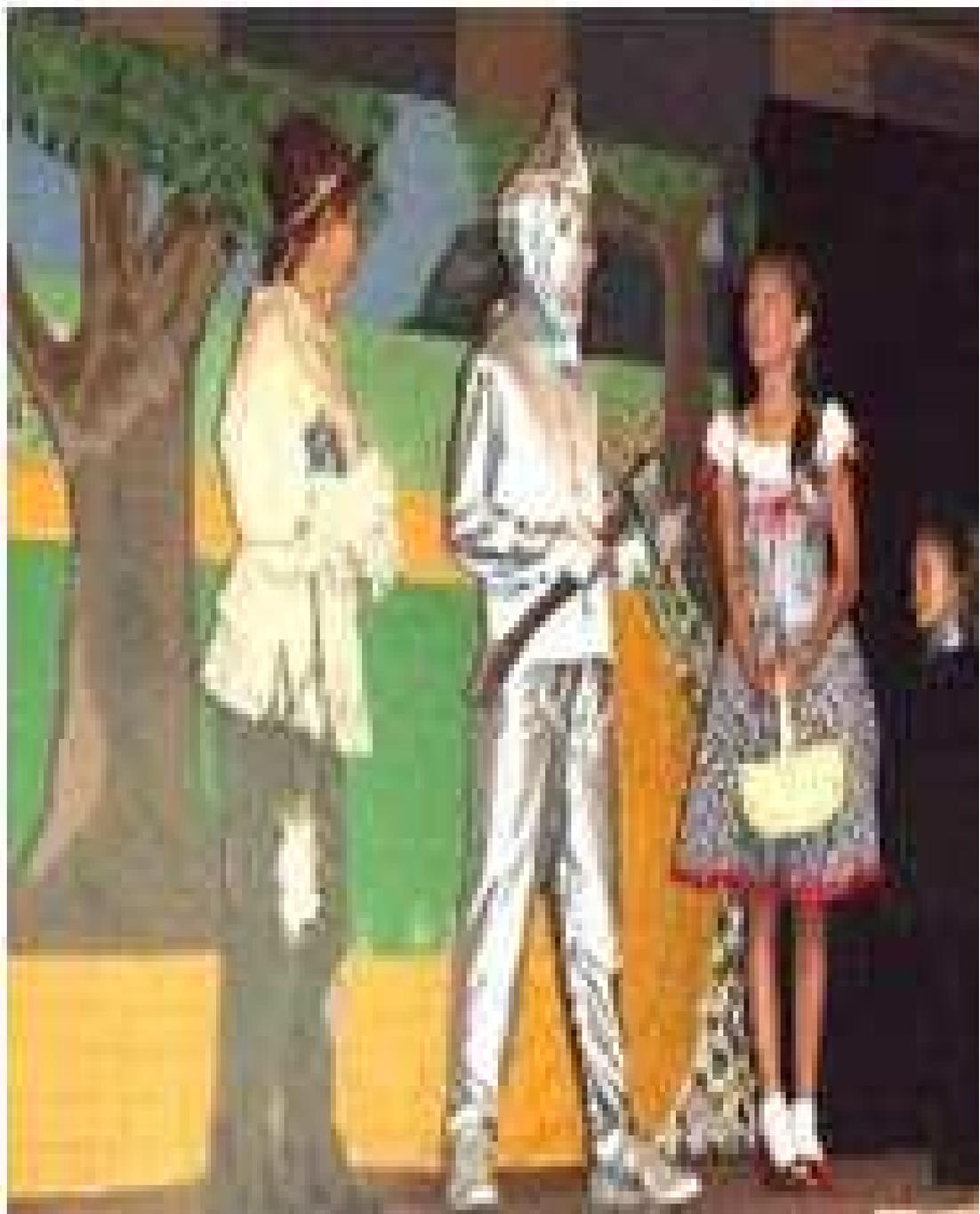


Also, Wessels adds that Drama is a useful tool for teaching students, skills such as critical thinking, public speaking and interactive and social skills. Using Drama in the classroom encourages students to use their imagination in different ways. Drama can also help students to lose their shyness to speak in public. Drama classes allow students to release inhibitions and become someone else for a short period of time. Using Drama in a class allows to capture students' attention and they can feel motivated to express their ideas, emotions, and feelings using their body movements and, of course, their facial expressions (11).

## **1.2 Who is Drama designed for?**

According to Wessels Drama is not only restricted to a certain age. At any moment in our teaching we can be confronted with situations where words fail, and only action can help the learners to understand. It can be used to approach from beginner level to advanced level for a variety of language and discussion activities. Besides, it is vital to create an atmosphere of security, trust and concentration (10).

As teachers we need to encourage students to speak in a variety of different situations, and therefore help them to learn to speak with confidence. Thus, we chose intermediate level because we consider it is a level where students should feel more motivated to learn. Intermediate level is for students from 15 to 18 years old, these age range in a classroom is a little hard to teach because they need teachers to be more creative. Therefore, through Drama teachers can capture students' attention, and they will have the opportunity to develop the listening and speaking skills.



**Fig. 1.** “*Portal.educ.ar*”. Holleman, Linda. Drama. Web. October 2011: 30.



### 1.3 Why to use Drama in the EFL classroom?

Alison Parker in her website *Drama in the classroom* says that there are some reasons why to use Drama in an EFL classroom. First of all, English through Drama gives a context for listening and meaningful language production, leading the students or forcing them to use their own language resources, and thus, enhancing their abilities. Besides, Drama improves oral communication, as a form of communication methodology; Drama provides the opportunity for the students to use language meaningfully and appropriately.

She also states that Drama can help to restore the totality of the situation by reversing the learning process, beginning with meaning and moving towards language form. Drama activities can be used to provide opportunities for the students to be involved actively. On the other hand, Drama is entertaining and fun, and can provide motivation to learn. It can provide varied opportunities for different uses of language and because it engages feelings and it can also provide rich experience of language for the participants. Finally, Drama gives students the freedom to explore, create, work with others, improve speaking skills, and discover new talents and new friends. And the most important reason about why to use Drama in a classroom is that Drama can offer much more than just the acquisition of a genuine communicative ability, it can also be used to teach structure and vocabulary, and it can be an effective technique for revision and reinforcement.

According to Charlyn Wessels “Drama demands enthusiasm, not only for the lesson, but also for the students, and it requires meticulous planning and structuring, and the most important the ability to create a learning situation which will ensure a constant supply of stimuli to the students, which will keep them active and alert” (15).



## 1.4 TYPES OF DRAMA

There are a lot of types of Drama that can be used to help teachers who have specific teaching needs. These types of Drama will increase students' motivation and interest; however we are going to refer to some that we consider the most important ones:

### 1.4.1 Role plays

According to Gillian Porter Ladousse, the effective use of role plays can add variety to the kinds of activities students are asked to perform. It encourages thinking and creativity; lets students develop and practice new language and behavioral skills in a relatively safe setting, and can create the motivation and involvement necessary for real learning to occur. Role play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes. Role play helps many shy students by providing them with a mask. These students are liberated by role play as they no longer feel that their own personality is implicated (5).

Perhaps the most important reason for using role play is that it is fun. It is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation (5).

Also he says that role play is a method for exploring the issues involved in complex social situations. Role play enables participants to deepen prior experience and to translate it into characters for the plot. The main benefit of role play from the point of view of language teaching is that it enables a flow of language to be produced that might be otherwise difficult or impossible to create. Role play can also help recreate the language students used in different situation, the sort of language students are likely to need outside the classroom.



Role play allows students to prepare and practice for possible future situations. Ideas for role play could be obtained from situations that teachers and learners experience in their own lives, from books, television programmes and movies or from their daily interactions with other people at school/ university or in the work place (7).

### **Why use role-play?**

Jeremy Harmer in her website *Role-playing* advocates the use of role-play for the following reasons:

- It is fun and motivating
- Students get the chance to express themselves in a more forthright way.
- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities

In the ESL classroom, role-playing is a powerful tool. It teaches cooperation, empathy for others, decision making skills and encourages an exchange of knowledge between students and with the teacher and student. Besides, role play encourages leadership, practice listening and speaking skills with real life.

### **1.4.2 Improvisation**

McCaslin Nellie in her website *Teaching Drama* states that the focus of improvisation is on helping learners to discover their own resources from which their most imaginative ideas and strongest feelings flow, participants gain freedom as self discipline and the ability to work with others develops. Improvisation is an excellent technique to use in the EFL classroom as it motivates the learners to be active participants in authentic situations thereby



reducing their self consciousness. The implementation of techniques that aim to improve the EFL learners' confidence level will invariably lead to improvement in the use of the target language. Improvisation provides learners with opportunities to not only improve their language communication skills, but also to improve their confidence which will ultimately lead to the development of positive concepts. of improvisation is the level of freedom that the participants are able to exercise during the execution of the creative session.

On the other hand, Charlyn Wessels says that by the time the students have reached the pre intermediate stage, they should have enough language to improvise possible continuations of dialogues, or to predict what might have preceded and led up to the dialogue. Through improvisation they can break free of the confine s of the dialogue and create their own script, while still using the original context. They can even be asked to suggest background details for the characters in the dialogues- their home life, status, attitudes and ambitions, past experiences, and so on (55).

### **1.4.3 Simulation**

According to Charlyn Wessels, simulation is a study where learners become participants in an event and shape the course of the event. The learners have roles, functions, duties, and responsibilities within a structured situation involving problem solving. Simulations are generally held to be a structured set of circumstances' that mirror real life and in which participants act as instructed. Simulations allow students to practice the major learning styles: visual, audio and kinetic. It is good for students because they have the opportunity to prepare and oral and visual elements to be presented their work to the rest of the class. They allow your students to be creative and enjoy the topic, and they are often the classroom activities your students will remember years later (57).



Gillian Porter Ladousse says that simulation is an event which involves the students in a particular type of role play, and teachers can take a good look at the different ways in which it motivates students, and at the variety of strategies to be used in the classroom (20).

#### **1.4.4 Mime**

John Dougill in his website *Teaching Drama* defines mime as "a non-verbal representation of an idea or story through gesture, bodily movement and expression". Mime emphasizes the Paralinguistic features of communication. It builds up the confidence of learners by encouraging them to get up and do things in front of one another. Mime helps develop students' power of imagination and observation.

According to Charlyn Wessels, many teachers use mime without even being aware of it. Where words fail (as in explaining new vocabulary), a quick mime helps to convey the meaning. Course book dialogues can also be presented in mime, with selected students doing the mime, while the rest of the class tries to match the words of the dialogue to the actions. Even the weaker students can increase in confidence through the use of mime, as it can help them to gain an understanding of the lesson without having to use the words initially. Mime is when students have to use their body movements without speech to communicate emotions and actions or to tell a story (54).

#### **1.4.5 Drama games**

Hensley, Gordon in her website *Learning English* says that through the games, the students begin to realize the importance of shared space, time, attention, information and ideas. The games spark spontaneity and minimize



self-consciousness which often inhibits learning. The games are also good for developing concentration and confidence in the classroom. Drama Games are games and activities that use Drama to create community, build confidence, expand imagination, and develop the whole student. Drama games permit students to work with their voice, body, and imagination to prepare the participants for a creative Drama activity. Also, this type of Drama arise students´ interest, so they can feel motivated to participate in developing any topic because of many topics can be broached through using Drama games.

Drama games are considered as a resource for teachers because of they are fundamental for team building, developing communication skills and confidence building, they allow learners to understand how to engage with activities by placing particular requirements on the learner.

## **DRAMA FOR LISTENING AND SPEAKING SKILLS**

### **1.5 What is listening?**

According to Goodith White listening is a very important skill because it comes to improving our communication. When we are listening to music or watching T.V. we can certainly let our minds wander. If we want our communication skills to get stronger it is important that we not day dream in a conversation but instead concentrate fully on what the other person is saying. The importance of listening in communication is something worthwhile to consider. Good listeners are often some of the best speakers because they have taken the time to find out what people are truly interested in. Listening well involves motivation and concentration, and students can listen badly if they are not interested in the subject, or if there are a lot of distractions which make it difficult to focus on listening. Some activities that teachers can use to practice through listening, can be designed to encourage the students to play an active part to in choosing the materials and methods that they can use to learn (12).

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We consider that listening is the first language skill that children acquire. It provides a foundation for all aspects of language and cognitive development, and it plays an important role in the processes of learning and communication essential to productive participation in life. Teachers can help students develop sound strategies for comprehension through a process approach to teaching listening.

### **1.6 What is speaking?**

Andrew Wright says that speaking is the main goal and plays a role in determining how quickly and how correctly English learners' goals will be achieved. Instructors teach students speaking strategies through speaking lessons in pronunciation and grammar, a grammar reading lesson, repeating, answering verbal cues, or an oral presentation. Either way, students will need some preparation before a speaking task. Students can use these strategies to help themselves expand their knowledge of the language. Those risk-takers, who are unafraid of making mistakes, will be more talkative, but with many errors that could become hard-to-break habits. Obviously, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. However, if the aim of speaking is communication and that does not require perfect English, in terms of grammar, then it makes sense to encourage quantity in your classroom. It is important to break the silence and get students communicating; he also states (17).



**Fig. 2** “*Inmersioneducativa.blogspot.com*” Telling stories. Web october 2011: 31



### **1.7 Importance of Drama in listening and speaking skills**

Charlyn Wessels also mentions that Listening and Speaking are both important skills and thus Drama can often be used to improve them. For English teachers to get students to work on skills, like speaking a foreign language, can be difficult. Students usually listen, recite and hopefully learn. However, Drama can be a resource to reinforce students' emerging English-language speaking skill and to make the difficult job a much more entertaining experience (75).

Also, Andrew Wright says that students do not generally have the opportunity to practice what they learn during a class period. It is not enough for students to have a competent ability in a language if they cannot develop a conversation (2). According to our experience we can say that Drama through short stories can help students take more speaking risks since they can provide information to be referred to in conversations. In this way, Drama through short stories promotes an open-ended learning experience and a language production one.

Moreover, these short stories can help English teachers to develop their role as a guide, making communication in the foreign-class more motivating. The use of Drama through short stories in the classroom can really be fun. Students can learn through a process of interesting presentations (74).

Besides, Goodith White mention Listening and Speaking are closely connected because of being a good listener involves collaborating with speakers. Some students when have to practice speaking are quite shy to do this, so effective listening involves empathizing with the speaker and in this way it tries to see things from their points of view (13).

Finally, listening and speaking from the individual side also plays an important role in making the speaker comfortable and in the listening process



especially in order to utilize the active listening it is very important that a listener should make a kind of environment where an speaker makes himself feel comfortable so that the time which a speaker take should not become waste therefore at last it is important that an individual should make efforts to be an active listener for future success and growth (13).



**Fig.3.”** *Portal.educ.ar*” Listening and speaking. Web. October 2011: 30.

## 1.8 Developing communicative skills by using Drama

According to Andrew Wright the following activities have a great communicative value in language teaching (109-126):

### 1.8.1 Opportunity to express opinions, to speculate and to debate

#### 1.8.1.1 Opinions

Many stories can be analyzed through pictures and get students' attention. According to our teaching experience, students become encourage when dealing with speaking activities.



**Fig. 4.** “[Homeenglishblog.blogspot.com](http://Homeenglishblog.blogspot.com)” Wilde, Oscar. The Selfish Giant.Web. October 2011:30

### 1.8.1.2 Speculation

“It is possible to “read” a picture if one can organize the objects represented in it and then deduce the relationship between them. The speculation might have no final answer; on the other hand, there might be sufficient information for the students to deduce what is implied.” Teacher asks students to speculate about the picture, or to imagine themselves pretend to be someone in the picture.



**Fig. 5.** “Nizamraj.blog.blogspot.com” Wilde, Oscar. The Happy Prince..Web. October 2011:30

### 1.8.1.3 Debate opinions

Drama is considered very important in some stories and this is the reason for including them in our classes. For example:

**Advertising:** Many pictures provide us a source of cultural information. Then these ones invite students to give their personal reactions, differences of opinions, and finally discussion.



**Fig. 6.** “Pearson Education Limited, 2009“Oscar Wilde. *Short stories. Web. October 2011: 31*



## **1.8.2 Opportunity to express experiences and feelings**

### **1.8.2.1 Imagining**

Most people can see images in their mind. Looking at the images and trying to describe them to a student is a demanding task, but also a fruitful one in terms of the use of the language.

### **1.8.2.2 Drama and feelings**

Teacher can exhibit images on the walls in the classroom. Students have to pick one which they have connection with. They could be a frightening, happy, sad and/or relaxing moment.

### **1.8.2.3 Personal Drama collage**

Students are asked to make a collage about them. The collage can be made of characters they feel identified with.

## **1.8.3 Opportunity to Dramatize**

Drama can be a role to play in representing the characters, settings, and incidents. So they have an advantage to have exaggerated characters.

### **1.8.4 Mini dialogues**

Mini dialogues are a long-established means to practice the speaking skill. They involve no more than two or three exchanges and they make use of sentence patterns given by the teacher. Students usually say things about themselves in their own words to share interesting ideas.



#### **1.8.4.1 Organizing mini-dialogues**

The teacher often begins by showing the mini-dialogue and the function of the Drama. It is indispensable students are sure in using the language and know what they are going to do before they start to work together.

### **1.9 Role play and simulation**

In role play the students are able to play the role of any character or to be themselves. Moreover, pictures can be helpful to illustrate: the context of the situation (place); the people involved (characters); and the subject of the communication (function).

### **1.10 Ways to use Drama in teaching**

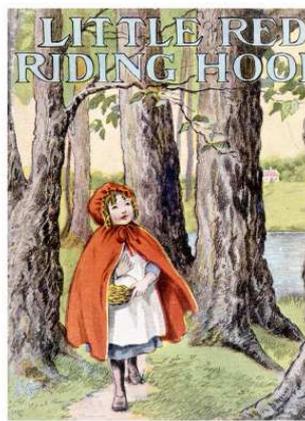
#### **1.10.1 Flashcards**

They are a helpful resource to be used in class because they provide opportunities to introduce new vocabulary. For example: teacher shows a picture repeatedly at the class asking students what they saw each time. Teacher promotes differences of opinion and students are engaged to discuss what they see with their classmates. By the other side, in order to show a clear meaning of a word, flashcards have to contain a clear drawing.

### 1.10.2 Drama for developing critical thinking

According to Charlyn Wessels using Drama can help students develop the skills of critical thinking in speaking; it encourages the imagination and results in speaking production (75). For example:

- Put the pictures in disorder and get students to reorder the story.
- Remove the last picture and ask students to think of an ending.
- Finally, ask students to create the story (speaking).



**Fig. 7.** "Pitt.edu" [D.L.Ashliman](#). Little Red Riding Hood. Web. October 2011:31



## CHAPTER II

### METHODOLOGY AND STRATEGIES

#### 2.1 Methodology and Strategies

The present booklet is designed to offer teachers material that can be used in class. It provides six activities based on short stories, Drama, which will help intermediate level students to develop their listening and speaking skills. The stories designed for this booklet are the following ones:

- 1.- Little Red Riding Hood
- 2.- The Fisherman and his soul.
- 3.- The Star Child.
- 4.- The Selfish Giant
- 5.- The Happy Prince
- 6.- The Young King

The latter stories contain objectives, skill, level, material, and preparation. On the other hand, these activities pretend to create a good environment in an EFL classroom in leaving aside the traditional methods to focus on a modern one. We want to show the importance of using Drama in the classroom through short stories. There are many reasons in favor of using Drama activities techniques in the language classroom.

The stories are useful for the teaching-learning process because they can create active learners. Each story is presented to be dramatized through the different types of Drama such as role plays, Drama games, improvisation, mime, simulation according to its objective. We consider that all the activities presented

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in the booklet are entertaining and fun, and can provide motivation to learn. It can provide varied opportunities for different uses of language and, because it engages feelings, it can provide rich experience of language for the students. According to Wright's theory the teachers should have a lot of resources as possible that can be used in a teaching learning process so students can acquire abilities and stimulus for their development (2).

For example in the first activity, the teacher gives his/her students a set of scrambled pictures. In this activity students have to work in pairs, but of course these pictures have to be colorful and interesting, so they can feel motivated to talk about them. Students have to look at the pictures carefully and start brainstorming ideas of what the story is about. They discuss by looking at the characters of the story, and they start ordering it correctly. Teacher has to walk around the class checking students' work and helping them if it is necessary. After they finish, they have to write sequence sentences, because later on they have to role play the story. The objective of this activity is to help students to describe sequenced events, developing listening and speaking skills; however, it could also be used to develop writing. Besides, this activity can be developed in two classes of 45 minutes.

On the other hand, in the fourth activity the teacher presents students a set of pictures and put them on the board. Then he/she asks students to work in groups of five. Each group selects a set. They discuss the picture (who is the character? What sort of situation is he/she in?). Then the teacher asks students to write the sentences that tell the story, using the pictures. When all the students have finished, each group starts to improvise the story they have created with the pictures. The objective of this activity is to help students to give their opinion. And it can be developed in two classes of 45 minutes.



In addition, we believe that the proposed booklet will encourage the students' good attitudes towards the learning of a foreign language, as each activity presented in the booklet will serve as improvement of each skill. Most of the activities contained in this booklet are prepared for the interaction between the teacher and the students, followed by listening, speaking, reading, and writing skills in which the students will create their own stories, dialogues, role plays, using the real communication.



## CHAPTER III

### CONCLUSIONS

#### 3. Conclusions

Teaching English through activities based on short stories, Drama is an innovative technique to promote a positive attitude towards the learning of a foreign language and to engage students in the development of the listening and speaking skills. Besides, we agree that Drama plays an important role in the teaching-learning process of English as a foreign language, since these activities will provide intermediate level students the opportunity to express, feel, play, and use the language in a real context.

During the development of this monograph we can state that it was not easy to organize, select all the activities such as short stories, designs, and other items to make the booklet. However, we found some difficulties when introducing the short stories and giving the instructions for the activities, we enjoyed the making of this monograph. Thus, we strongly believe that teachers should include Drama in their English classrooms.

Besides, students will be encouraged to increase their participation in the class. We consider that English teachers should acquire new techniques which encourage and improve their teaching learning process, breaking with the traditional teaching strategies. Also, we are satisfied to offer intermediate level students a booklet that surely will help them improve their English level. Finally, we feel motivated to offer other teachers this booklet that will help improve their teaching, as well. We encourage them to be creative and to take advantage of this one to develop their own activities in order to make a livelier classroom.



## APPENDIX

# Teaching English



Teaching English through short stories, drama



## ACTIVITY 1

**Objective:** Help students to describe sequenced events.

**Skill:** Listening - Speaking

**Level:** Intermediate.

**Time:** 90 minutes.



**Material:**

Set of scrambled pictures.

### In-class preparation:

- 1.- Get students to work in group of three. Hand a set of scrambled pictures to each group. Then students have to look at the pictures carefully and start brainstorming ideas of what the story is about. Looking at the characters to write the story.
- 2.- Students have to write sequence sentences.
- 3.- When students have finished, they have to role play the story to be ..... presented to the whole class.





“Pitt.edu” [D.L.Ashliman](#). Little Red Riding Hood. Web. 31 October 2011.

## ACTIVITY 2

**Objective:** Help students to describe past events.

**Skill:** Listening- Speaking

**Level:** Intermediate.

**Time:** 60 minutes”



**Material:** Copies of the story “*The Fisherman and his Soul*”, pictures.

### In-class preparation:

1. Get students to work in pairs. Hand out a copy of the story called “*The fisherman and his soul.*” Then students read the story with the teacher using pictures in order to understand it.
- 2.- Ask students to read the story again.
- 3.- Then students have to write a short dialogue about the story, with the .....teacher’s help which will be presented to the whole class orally.

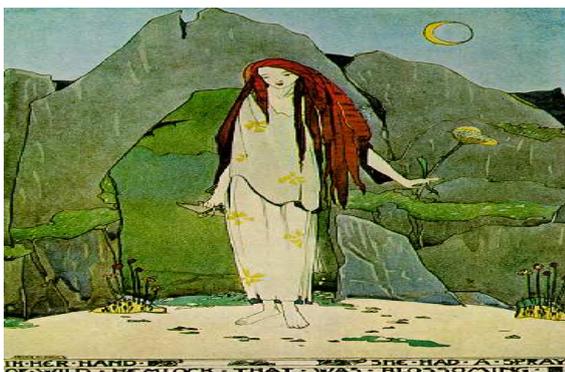


### THE FISHERMAN AND HIS SOUL

One day a fisherman catches a beautiful mermaid in his net. He lets her go on the condition that she comes to him when he calls her and sings because her songs attract the fish. He falls in love, but to be with her he must first send his soul away. He consults a witch on how to do this and she tells him she will help if he dances with her that night on the mountain. She tells him he must cut away his shadow as the shadow is the body of the soul. His soul protests but is cut away and the fisherman is free to join the mermaid in the sea. After a year, the soul returns and tells the fisherman about a magic mirror he has to offer him in return for the fisherman taking back his soul.



The fisherman refuses. A year later, the soul returns again and offers the fisherman a priceless ring. Again, the fisherman declines. In the third year, the



soul offers him a dancing girl. Knowing the mermaid has no feet and can't dance, he accepts the offer and man and soul are reunited. On their way to see the girl, the soul tells the fisherman to do bad things and to kill a man. He tries to cut his soul away for a second time, but this is impossible. He waits by the sea for years but the mermaid does not come. Then, one day the dead body of the mermaid is washed ashore. The grieving fisherman's heart breaks, the soul enters his heart, and the sea covers the fisherman.

"Pearson Education Limited 2009" Oscar Wilde. Short stories. Web. 31 October 2011.



### ACTIVITY 3

**Objective:** Help students to write consistent sentences.

**Skill:** Listening - Speaking

**Level:** Intermediate.

**Time**  60 minutes

**Material:** The story “*The Star Child*” pictures.

#### In-class preparation:

1. Give the students the story called *The Star Child*. Then read the story with the students, but without the ending. As you read, show pictures to make the reading more visual.
2. Ask students to work in groups and read the story again.
3. Then students have to think in a possible ending and in each group start giving ideas to write the end of the story.
4. Finally, each group will present their story orally.



### THE STAR CHILD

A group of woodcutters find a small child in the forest, wrapped in a gold coat covered in stars. The child had fallen from the sky. One of the woodcutters



decides to look after the boy, despite having many children of his own and being very poor. The child grows into a beautiful-looking boy, but he is mean and unkind to everyone around him and believes he is superior. One day a beggar woman comes to the village and claims that the star child is her long lost son. He rejects her and sends her away. At

this point, his good looks disappear and he is now an ugly boy. He vows to repent and find his mother. He searches for three years, and then one day he is bought by an old man and imprisoned in his house as a slave.

The old man, who is really a magician, tells him to go and bring him a piece of white gold from the forest. With the help of a rabbit, he finds the gold but gives it to a starving man. The old man hits him, and orders him to bring a piece of yellow gold. This he finds too, but again he gives it to the starving man. This happens again with a piece of red gold. As he is walking through the streets, people comment



on how beautiful he is and hail him as their new king. The star child says he is not because he is the son of a beggar woman. Finally he meets the king and queen, the king being the starving man he had given the gold to, and the



queen his mother. He is crowned king, and everyone is happy because he is a kind and generous king.

*"Pearson Education Limited 2009"* Oscar Wilde. Short stories. n.d. Web. 31 October 2011.



## ACTIVITY 4

**Objective:** To help students give their opinion.

**Skill:** Speaking.

**Level:** Intermediate.

**Time:** 90 minutes.



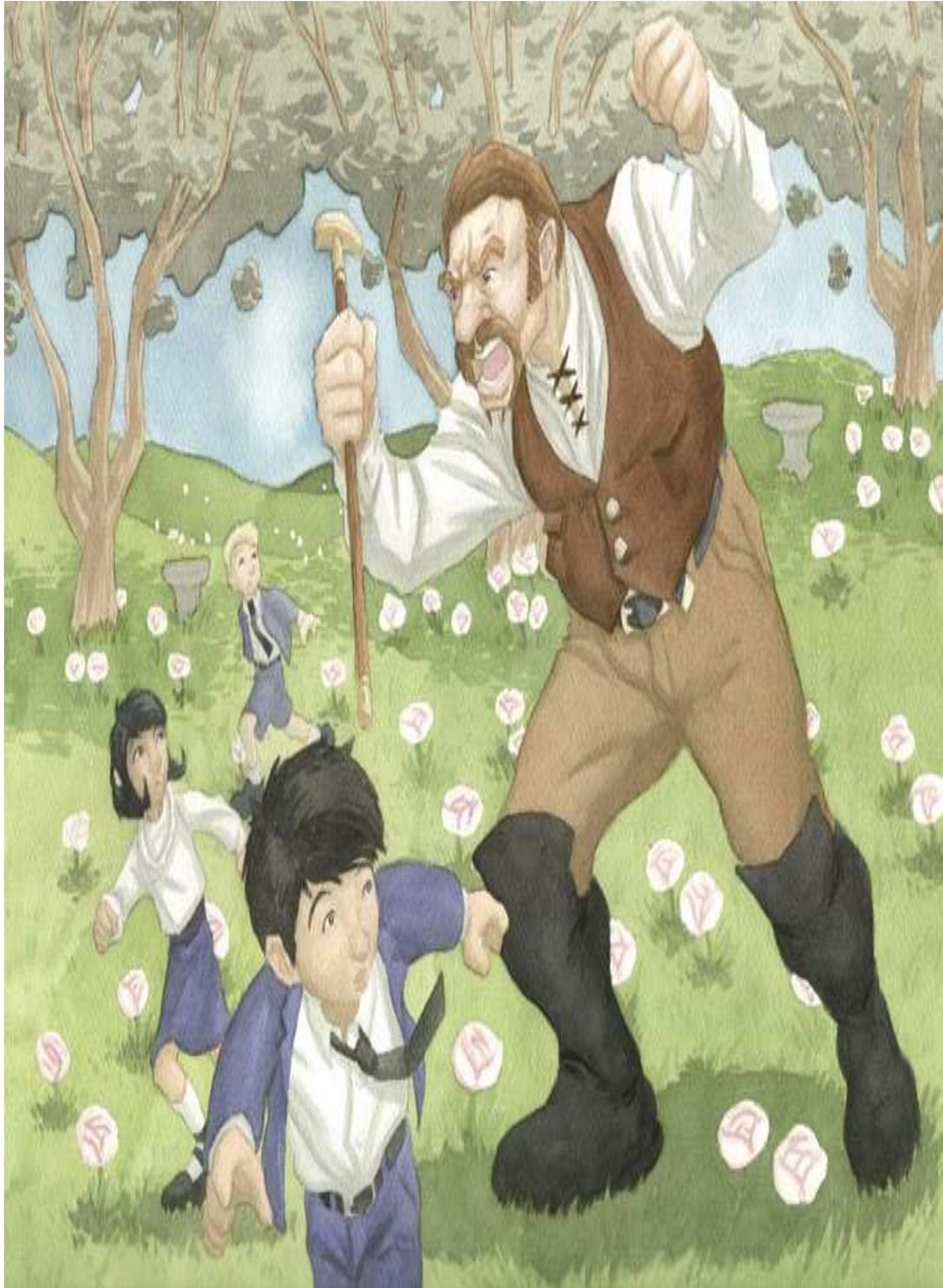
**Material:** Set of pictures.

### In-class preparation:

1. Present students a set of pictures and put them on the board.
2. Ask students to work in groups of five. Each group selects a set. They discuss the picture (who is the character? What sort of situation is he/she in?).
3. Then the teacher asks students to write the sentences that tell the story using the pictures.
4. When all the students have finished, each group starts to improvise the story they have created with the pictures.



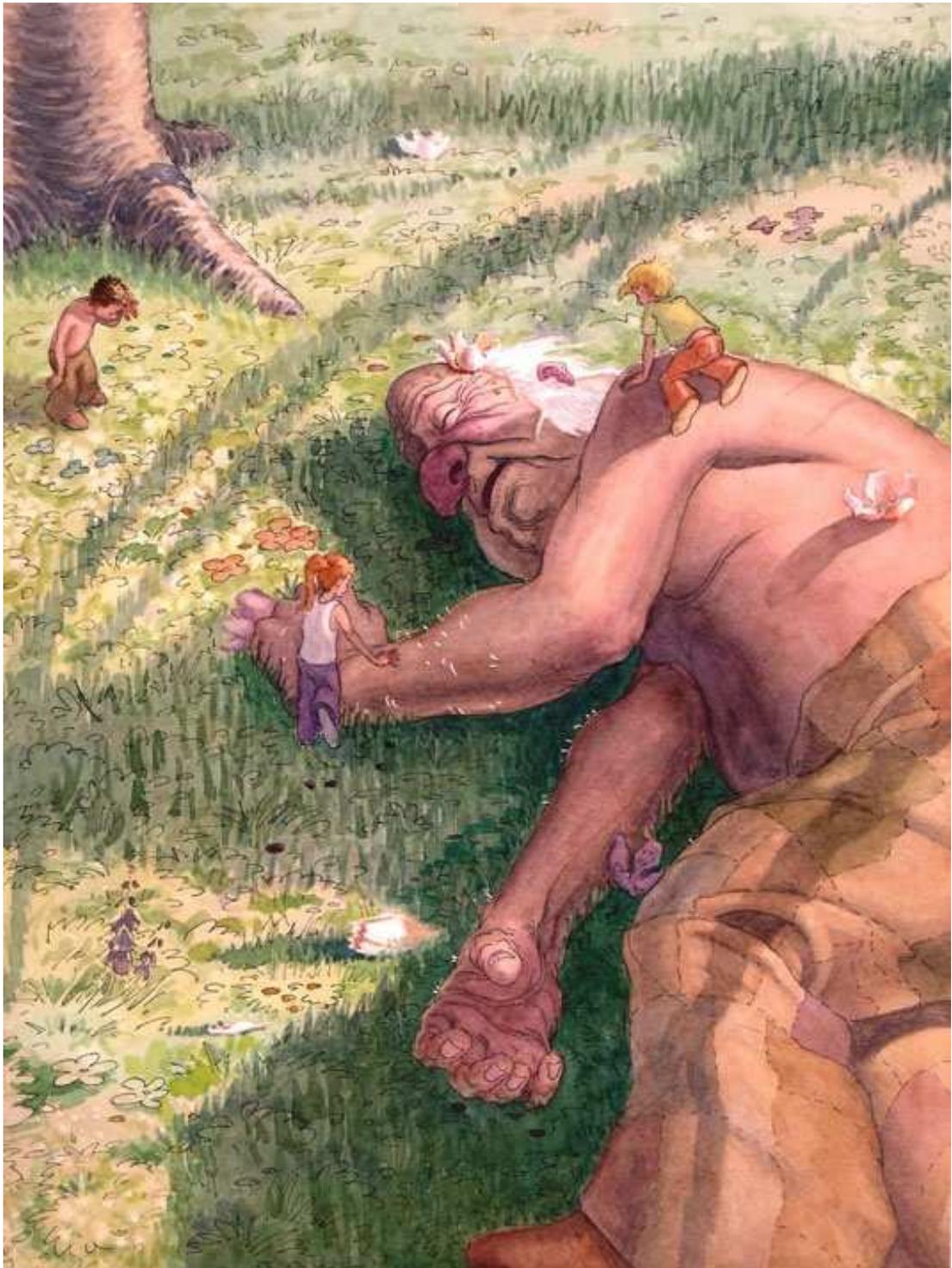
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## ACTIVITY 5

**Objective:** To help students describe a paragraph.

**Skill:** Speaking

**Level:** Intermediate.

**Time:** 45 minutes.



**Material:** Copies of the story. “ *The Happy Prince*” Pictures, markers, board.

### In-class preparation:

1. Get students to work in groups of four. Hand out a copy of the story for each group of students.
2. Teacher reads the story and help students to understand it.
3. Students have to read the story again.
4. Ask students to write the sentences that tell the ending of the story in a fun way.
5. Students have to dramatize it.

## THE HAPPY PRINCE

The story is an allegory. It brings out the importance of charity. We learn that love and sacrifice can endear us to God. The prince in the story is no living prince. He is the statue of a dead prince decorated with gold leaves and precious stones. He is known as the Happy Prince because there is a smile on his lips. But the smile gradually gives way to tears. The Happy Prince cannot help crying over the scenes of misery in the houses of the poor. He decides to help them with his gold leaves and costly



stones. The little swallow acts as his messenger, and he gives away all his wealth. The Swallow was on his way back to his homeland when the prince had detained him to help the poor. He still wished to go back but now it was too late. The intense cold killed him. Thus the little swallow lost his life in helping the poor. His death broke the prince's heart. So the swallow and the prince perished for a noble cause. But their death was not the end. It made them immortal. That is why the angel selected the dead swallow and the lifeless heart of the prince as the noblest things on earth. The story teaches a very useful and very true lesson. We learn that God loves those who love their fellow human beings.



“Nizamraj.blog.blogspot.com” Wilde, Oscar. The Happy Prince..Web. 30 October 2011.

### ACTIVITY 6

**Objective:** To help students understand main ideas.

**Skill:** Listening

**Level:** Intermediate.

**Time:**  45 minutes.

**Material:** The story “ *The Young King*”.

#### In-class preparation:

1. Get students to work in groups of four.
2. Teacher asks students to listen to the story carefully.
3. Students have to do the actions while they are listening to the story

## THE YOUNG KING

When the young king is taken from the obscurity of his forest home to the palace, he is, at first, happy to wear the beautiful clothes that have been made for him. But after he dreams of the poor people struggling to make the clothes



and even dying to get the jewels that are needed for them, he doesn't want them anymore. The people, however, do not want a king who does not look like a king. On the day of his coronation, the young king puts on his old clothes, takes up his old stick and puts on a crown of wild roses. He is jeered by the crowd as he walks to the church. While he is talking to the priest, a group of angry

government officials come into the church and insist that he cannot be king. At that moment a shaft of sunlight comes through the windows and transforms his appearance into one far more beautiful than anyone has ever seen. The priest declares he has been crowned by somebody greater than himself, and is therefore king.

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