



## ABSTRACT

Learning a new language for children is a process that involves some difficulties, among these, we have the restricted span of attention that pupils have during the teaching- learning process. This study used tales to overcome this problem. It integrated the four basic language skills and its sub-skills considering individual characteristics and children's age. The use of children tales to teach pupils can contribute to the acquisition of a new language because through them teachers can develop a variety of activities that develop all the language skills. Also, tales can create a good environment which benefits teachers and students to learn something important for their real lives.

**Key words:** Basic Language skills, Children Tales, Receptive Skills, Productive Skills



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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN  
ESCUELA DE LENGUA Y LITERATURA INGLESA

## INTEGRATING THE FOUR BASIC LANGUAGE SKILLS THROUGH CHILDREN TALES

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## DEDICATION

I dedicate this work to my grandmother  
Maria and my mother Natividad  
because they helped me to achieve my  
dream. Also, I dedicate this work to my  
loved husband Patricio and my little  
kids Kevin, Daniela, Rosario, and  
Sebastián. I had to decrease my  
attention towards them because of this  
career.

### MARIA DE LOURDES

I dedicate this work to the Almighty  
God to whom nothing is impossible.  
This work is also dedicated to my  
beloved family: my husband Julio, my  
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all my siblings who have supported me  
financially and morally during all this  
process.

### YADIRA



## INTRODUCCION

In our short experience as teachers working with children we have seen that teachers should develop a variety of activities during the teaching process in order to motivate children to learn. For this reasons, we wanted to do an investigation which contributes to improve the teaching- learning process on children.

This work aims to integrate the four skills through the use of tales. It is dedicated for teachers who work with children from ten to twelve yearolds. This study of three chapters has general information about the importance and necessities that we as teachers have to consider at the moment of teaching.

The first chapter describes in detail, among other things, the objectives and theoretical background of this work. The second chapter deals with children tales and its contribution to the learning process. Also, the characteristics of how children learn are described. Finally, information about the four language skills and its sub- skills is provided in this chapter.

Finally, the last chapter presents some activities which are developed through the use of tales, integrating the four basic skills in the learning process. The activities to integrate the four skills are developed through the following tales: *Goldilocks and the Three Beers*, *Little Red Riding Hood*, and *Snow White and the Seven Dwarves*.

We hope that this work can be a tool for English teachers and help them to create an interesting environment for pupils and, through this, little kids feel motivated to learn a new language.



## CHAPTER ONE

### 1. Description of the study

#### 1. 1.The Problem

It is well known that children have some advantages over adults when learning a foreign language. For instance, they can acquire a more native – like pronunciation easily. On the other hand, children have also disadvantages. One of them is concentration in the classroom.

The span of attention or concentration of children is considerably less than that of an adult. Because of this, children need constant changes of activities (Harmer 7). As teachers we should be conscious about this and try to use as many resources as possible. Besides having children focused on tasks, instructors can make their classes fun and entertaining. Thus, they will motivate children to learn English.

There is a great variety of resources that teachers have. Some of these resources are children tales. They are very useful tools to teach English. Since children have already listened to tales in their mother tongue, they have a previous knowledge of them. This can provide them confidence at the moment of doing the activities given by the teacher. In addition, activities can be much easier to perform.

Tales keep children's attention because they are highly motivating and allow teachers to present activities, such as: dramatization, changing the end of tales, ordering flash cards according the sequence of the tale, completing the tales with cue words, among others, in which the four basic language skills, listening, speaking, reading and writing, can be integrated. Therefore, we will be leading students to develop an efficient communication.

To talk about the lapse of attention students have during an English class is difficult because we know that each student differs one from another inside the classroom. Therefore, learning style is a topic which has to be covered by teachers



since it helps us to understand more clearly about children's behavior and consequently the differences on span of attention that children have in the classroom. For this reason, it is very important to describe and talk about the differences that children have. According to Curtain and Dahlberg, learners can be described as visual, auditory, and kinesthetic learners. Thus, there are students who prefer to study in an interactive environment. Others prefer to think and learn alone. Some students feel motivated and enjoy a variety of routines that teachers develop in the classroom. Other students need a supportive emotional atmosphere in which they can learn. Other students, on the other hand, want to stay alone. Some students learn by touching, or they learn through visual materials. Others learn by writing, speaking or listening. (9, 10)

All the examples presented before describe the ways students learn. Nancy Foss says that if teachers do not take into consideration the different learning styles, students can feel stressed during a lesson, and the learning process can be affected significantly. Therefore, teachers have to include a variety of activities that help students to increase their interest of learning a new language (Curtain and Dahlberg 10).

## 1.2 Justification

We have talked about the differences that students have in the process of learning a new language in the classroom, and teachers have to respect and deal with these differences, but the most important thing is that teachers have to increase teaching strategies in order to motivate students to pay attention more time. Listening to a story is one strategy that can help students learn a new language. Through this activity, teachers can develop other activities such as: reading, creating drama, group work, or individual work.

Foss also says that TPR Storytelling is one of the most interesting strategies which helps teachers to provide a meaningful context for students. Through them



students can increase their vocabulary, improve their grammar, and practice listening and speaking too (qtd. in Curtain and Dahlberg 44). We think that if teachers include tales as a strategy to teach a new language in the classroom, students' attention can be developed. Consequently, learning can take place in a more effective way.

For us, students of English Language and Literature, it is very important to focus our investigation on a theme that contributes to give a motivating learning environment to children. For this reason, we have chosen this theme since tales stimulate children's fantasy and imagination. Tales present a variety of environments, themes and situations that children do not have in their regular daily lives. Tales, as didactic resources, allow instructors to carry out activities to integrate the four basic language skills which, at the same time, help students to be familiarized with a real communicative situation since few times people use one of the four basic language skills in isolation.

Our intention, of integrating the four skills, is not to saturate students with a great number of activities, but it is to try to have a balanced practice of the four basic language skills. For this reason, we think that the use of tales in the English learning – teaching process has a great valuable contribution.

### **1.3 Objectives**

#### **1.3.1 General Objective:**

1. To integrate the four language skills through the use of tales.

#### **1.3.2 Specific Objectives:**

1. To describe the importance that integration of the four basic language skills has.
2. To establish the importance tales have in the English- learning process.
3. To select and design activities that can integrate the four language skills through the use of tales



## 1.4 Research Question

What activities based on tales can we do to integrate the four language skills?

## 1.5 Theoretical Framework

We consider that tales are useful tools to teach a new language. Through the use of them we can create an interesting environment in which the learning - teaching process can be developed in a fun way. Tales allow students to use their creativity, imagination, and spontaneity at the moment of learning a new language. Learning a new language means learning to communicate through a different code. To do that the four language skills are used.

It is well known that within a communicative context, both the transmitter and the receiver interchange their roles to create a real communicative situation. Cunningham and Tomlinson say that when people take part in communication, more than one of the four language skills are integrated; for instance, a person can listen or read and take notes at the same time (46, 47).

When we speak of communication, we also speak of interaction. A point of departure for teaching can be the social constructivist model. Vigotsky, main representative of the social constructivist model, emphasizes the importance that social interaction and collaborative work have in the learning of a new language. Thus, teaching from this perspective highlights the importance that teachers, learners, tasks, and environment have in the teaching-learning process (Williams and Burden 41, 42).

This perspective clarifies that teacher is a facilitator or guide who helps students to build their own learning. Since knowledge is built through the interaction with the environment, teachers or guides have to create an adequate environment so that learning can occur. Collaborative work increases communication. Thus, it is important



that teachers plan group work activities which are relevant for students. Therefore, meaningful learning will take place.

According to Ausubel “meaningful learning either by perception or by discovery is opposite to the mechanic and repetitive learning. Thus, the key of the meaningful learning is in the substantial attachment of new ideas and concepts with the cognitive baggage of an individual” (Gimeno and Pérez 46). Finally, Communicative Language Teaching has many similar ideas as the aforementioned ones and will be discussed now.

### **1.5.1 Communicative Language Teaching (CLT)**

Communicative Language Teaching began in the 1960s when the notions of competence, an idealized capacity; and performance, the production of actual utterances, were stated by Chomsky. But due to the work of the Council of Europe experts — a regional organization for cultural and educational cooperation—, it came into existence in the 1970s. It is considered an approach not a method, that is, teachers can use their creativity to interpret and apply it in the classroom whereas when using a method, teachers have to use prescribed techniques and practices (Al-Humaidi 1, 2).

What communicative language teaching, also referred to as communicative approach, suggests is that language can be used as a means of communication and not as an end. In other words, people develop communicative competence which, of course, implies the knowledge of a language as a system: knowing the grammar, syntax, and vocabulary; and the knowledge of a language as communication by means of functions; for instance, expressing agreement or disagreement, asking for help, expressing a wish, etc. in different situations. In other words people use the language to express different purposes. This implies that teachers have to design or plan activities that enable students to use the target language for real communication.



Therefore, the communicative language teaching has the following principles: “activities that involve real communication promote learning, activities in which language is used for carrying out meaningful tasks promote learning, and language that is meaningful to the learner promotes learning” (SLI International).

On the other hand, teachers have to take into consideration that there are some principles of language learning. Don Snow mentions the following: 1 language is a tool for communication, 2 learning a new language involves a mastery of skills as well as knowledge, 3 learners need to give serious consideration to the impact on feelings on language study, 4 learners differ in their language styles (21).

Snow explains that the process of learning is a constant “Battle of the Heart” because feelings play an important role in this process. In addition, students must make a lot of effort and practice every day in order to acquire a new language. It is said that language learning is emotional since the process is developed slowly and of course it does not occur just in a day.

According to Snow, and as we mention before, differences among learning styles are an important factor which influences in the process of learning of any person. Thus, this author mentions that learners are categorized into four groups: visual learners, auditory learners, kinesthetic learners, and tactile learners. Also, he argues that there are other categories which make distinction in the process of learning: introverted and extroverted learners, thinking and feeling learners, and closure-oriented and judging learners versus open and perceiving learners (25).

Other learning principles are mentioned by H Douglas Brown. The first principle is automaticity which involves “subconscious absorption of language through meaningful use” (64). The second principle is meaningful learning. This principle involves “the association between existing knowledge/experience and new material” (66). Other important principle is intrinsic motivation; in this principle the motivation



that each person has is very important in the learning process. Therefore, if the student wants to learn, he/she will do it because of this deep desire. Autonomy is another principle and it refers to learners' autonomous ability in which students take responsibility on their own learning. That way, they keep learning even outside of the classroom (70)

As we have seen, there are many factors which influence in the process of learning and teachers have to pay attention to them because they are so important during the learning – teaching process.

## 1.6 Methodology

The method used in this work is the deductive method which starts with the analysis of theories previously existing of the object or phenomenon which is investigated. Therefore, our work consisted in collecting, analyzing, and classifying information connected with the theme under study. To do this, we compiled information of some sources such as books and internet. Based on the previous information collected, we designed some activities which integrate the four language skills. The collected information, of course, had to be processed, summarized and synthetized in order to consolidate our work.

## CHAPTER TWO

### 2. The Four Language Skills and Children Tales

#### 2.1 Integration of the Four Language Skills

Many authors, like Cunningham and Tomlinson, point out that when people communicate, more than one language skill is used. According to Gower, Phillips and Walters, "in real life the language skills of listening, speaking, reading, and writing are generally integrated rather than occurring in isolation. When taking part in a conversation, for example, we both listen and speak... In lessons, as in real life, skills



are often integrated - with one activity leading on to another..." (85, 86). Considering the previous idea, it is important that teachers plan classes that include activities to integrate the language skills in order to give students the opportunity of interacting naturally in the target language; that is, creating an environment in which students can have authentic communication.

Neither of the basic language skills is more important than the other. Therefore, it is important to be clear what the overall aims of the lesson are and what the specific aims for each stage. The lesson may have the practice of one skill as its main aim, with other skills playing a subsidiary role, or there may be an equal balance of skills (Gower, Phillips, and Walters 87). Therefore, it is important that we talk about the language skills since, as we said before, language learners need to develop the four of them in order to acquire the target

## **2.2 Classification of the Basic Language Skills: Receptive and Productive**

Receptive and productive skills are essential for communication. Neither of them, as we said before, can work in isolation. Thus, one set of skills support another; for instance, building reading skills can contribute to the development of writing, and building listening skills can contribute to the development of speaking.

### **2.2.1 Receptive Skills**

Through listening and speaking people extract meaning of what they see or hear to later move on to productive use. Therefore, they constitute the base for the development of the productive skills.

#### **2.2.1.1 Listening**

Listening is a difficult skill which is essential in the acquisition of a foreign language because it provides input for learners. Through the use of this skill people identify and understand what others are saying. According to Bulletin, "listening is one of the fundamental language skills. It's a medium through which children, young



people and adults gain a large portion of their education – their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation” (qtd. in Saricoban). Since we live in a globalized society, it is important that language learners develop this skill in order to listen effectively in a critical way.

The listening skill as the reading, speaking, and writing skills can be broken down into sub-skills by considering what a learner has to do in each skill in order to function effectively. Among some necessary listening sub-skills for children, Woodward, mentions the following ones:

- Recognize sounds, words and phrases.
- Get the general idea, remember salient points and predict what's coming next.
- Get used to listening to different types of people for differing lengths of time.
- Screen out what you're not interested in and focus on what you are interested in
- Interpret a message against a background of expectations and respond accordingly (92).

With respect to children, the listening skill is difficult to acquire. Focus on listening activities depends on children's attention span and the stimulus given. We have to take into consideration that “children have some difficulties with sound discrimination, speed of delivery, length of utterance and time allowed for assimilation [which make] listening an even more demanding task” (Brumfit, Moon and Tongue 50).

Moreover, teachers have to create a good environment in which children feel confident. Thus, teachers have to use aids such as gestures, tone of voice and visuals that help children to understand the message that teacher wants to convey.



They have to ensure that the purpose of the activity is clear for children; for instance, listening to improve pronunciation, stress, rhythm and intonation; to stir pupils when they seem bored or tired, to interact with others, etc. Teachers have to help children to develop specific strategies for listening, such as predicting or guessing what they think they will be listening to, working out the meaning from context and recognizing discourse patterns and markers such as first, then, finally, etc. Teachers, also, have to prepare different pre-, while- and post listening activities in order to make listening an active learning process (Ellis and Brewster 99,100).

In conclusion, although the listening skill is one of the most difficult skills to acquire, teachers can encourage students at their beginning stages through the use of adequate activities and by creating a comfortable atmosphere which helps students to feel confident at the moment of performing listening activities.

### **2.2.1.2 Reading**

Reading, like listening, is an essential receptive skill through which learners have to interpret the written information or the message in a correct way. Reading involves “a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader’s prior knowledge and experiences, the reader’s knowledge about reading and writing language and the reader’s language community which is culturally and socially situated” (Hughes ).

Woodward mentions eight reading sub-skills. Only four of them are considered here because they can be used by children.

- Know letters, words and phrases.
- Skim, scan, predict, guess and remember.
- Relate what we’ve read to our own experience, mentally agree or disagree, criticize or comment; physically turn the pages from right to left, and read the lines from left to right.
- Read aloud (93).



On the other hand, “Just as listening is the main source of language when pupils start to learn a language; print is the second main source. As pupils become better and better in the foreign language, the printed word becomes the main source of expanding and strengthening the language” (Scott and Ytreberg 49). Since children from ten to twelve year olds have already learned to read in their mother tongue, it is easier for English teachers to start working with written material. It is important to remember that teachers can encourage children to love and enjoy reading by selecting adequate material such as short stories and children tales, among other materials. Thus, children will find that reading is or can be a fun activity which will provide them with a lot of input. Teachers also have to prepare activities that motivate learners to develop the reading skill in an entertaining way.

Therefore, it is important to motivate children to develop this skill since it constitutes a source of valuable contribution to the development of communicative competence.

### **2.2.2 Productive Skills**

Speaking and writing skills are used to produce language; that is, they transmit what the learner wants or needs to convey. Productive skills are very important to the development of communicative competence.

#### **2.2.2.1 Speaking**

This skill is considered one of the most important and also the most challenging because it involves real-time processing; for this reason, learners often avoid speaking and never get the opportunity to build up through practice (Geyser).

The speaking sub-skills related to children, among the ones proposed by Woodward, are:

- Make individual sounds and combine them.



- Use intonation.
- Express your own meaning and your own personality by choosing from a range of physical and verbal expressions.
- Interact with people.
- Describe, agree, beg, plead... all as naturally as possible (93).

When children learn a new language, they expect to do all what they do in their own language. Scott and Ytreberg argue that children can “express emotions, communicate intentions and reactions, explore the language and make fun of it” (33). However, since children are learning the target language, their communication is limited. Thus, they tend to use languages, their native language and the target language, at the same time. For this reason, it is important that teachers provide useful input to help children to produce the target language by themselves; that is, children need a lot of vocabulary and basic expressions.

According to Ellis and Brewster, when children start to learn a new language, they will produce:

formulaic language,[ that is], language that is produced as whole chunks rather than being put together word by word. It often consists of routines of patterns . . . Such language consists of:

- simple greetings: *Hello! How are you? / I'm fine, thank you. And you?*
- social English: *Did you have a nice weekend? Have a nice weekend!*
- routines: *What's the date? What's the weather like today?*
- classroom language: *Listening. Repeat. Sit down. Work in pairs. Good.*
- asking permission: *Can I/May I go to the toilet? Can I clean the board?*
- communication strategies: *Can you say that again, please? How do you say...in English, please?*(105,106).



Therefore, teachers have to prepare activities in order to help students to develop and improve their speaking skill. Teachers, of course, have to start with controlled practice, then continue with guided practice, and finish with free activities.

Even though this skill is the most challenging one, children need to develop it in order to acquire communicative competence and be able to interact socially especially with their peers.

#### **2.2.2.2 Writing**

Students learn to read and write faster when they have real reasons to communicate. This communication can be given in the form of journal writing or letter writing. Also, it is useful to create situations where learners have to write real invitations, requests, thank you notes, cards for special occasions, etc. among others. Since nowadays there is very little need for long, formal written work in the classroom, it is necessary to encourage learners, especially beginners to use writing as a useful tool for communication (Geyser).

According to Woodward, the following are the writing sub-skills that children have to develop:

- Think of something to write.
- Makesentenceswithpunctuation.
- Read and reread our work in order to check mistakes.
- Writewithconfidence (93, 94).

Regarding children, teachers have to take into consideration that many pupils take a long time to master the writing skill. It is important to make children's writing meaningful emphasizing on content in order to develop the communicative competence. Even if there are difficulties in writing in the foreign language, it is still a useful, essential, integral and enjoyable part of the foreign language lesson for the



following reasons. First, it lets pupils express their personalities. Also, it helps to consolidate learning in the other skill areas, and as pupils progress in the language, “writing activities allow for conscious development of language” (Scott and Ytreberg 68, 69).

It is important that teachers propose activities that go from simple to complex in order to facilitate the learning of this skill; that is controlled, guided and free practice.

### **2.3 English Learning Process on Children**

It is important to understand the English Learning Process on Children. First, we have to know that there is a big difference between their ages and what they can do. That is why Scott and Ytrebreg divide children in two groups. The first group of children is the one from five to seven year olds and the second group involves children from eight to ten year olds.

Children from five to seven year olds can do the following things:

- To talk about what they are doing.
- To talk about what they did or heard.
- They can plan some activities.
- They can tell what they think about something.
- They can use logical reasoning.
- They can use their imagination.
- They can use a wide range of intonation patterns in their mother tongue.
- They know that world is governed by rules.
- They use language skills long before they are aware of them.
- Their own understanding comes through hands, eyes, and ears.
- They have a very short attention and concentration span.
- They have difficulty in knowing about fact and fiction.
- They love to play



Children from eight to ten year olds:

- Their basic concepts are formed.
- They understand between fact and fiction.
- They love to ask questions.
- They can take some decisions about their learning.
- They know what they like and what they do not like and they be able to work with others.
- They have the knowing of the basic elements in their mother tongue (1-4).

It is well known that nobody learns in the same way, and also there are many different things that children can do depending on their ages. Because of these two factors teachers should include different activities in the learning process instead of speaking isolated words during their classes. The use of different kind of materials, the school environment, and surroundings can help a lot during the learning process. An example of different activities are: rhymes, songs, and stories which can cope with the problem of concentration and attention of children. For all these reasons, teachers must organize and plan their lessons.

#### **2.4 The Influence of Stories or Tales in the Process of Learning.**

Listening to stories is a relevant part for every child. Educationalists and psychologists have demonstrated that stories have a vital importance in the development of a language. Children create a great and friendly atmosphere by listening to stories. Also the stories can help children to draw pictures and write or tell their own stories (Scott and Ytreberg 28).

There is a difference between telling stories and reading stories. First, if a teacher tells a story, he or she does not have a book. Therefore, teacher can adapt the story to the children language level and the teacher can use gestures and facial expressions. In addition, the teacher can have eye contact all of the time. Scott and



Ytreberg claim that *Little Red Riding Hood* and *Goldilocks* are wonderful for telling because they have a clear structure which can be used for English teachers as a tool. Another wonderful way of telling stories is create a story because it can be performed together with the teacher and can help children to increase their knowledge on writing (29, 30).

In the case of reading stories, teachers cannot change them at all since pupils like to read and reread their favorites stories (30). Finally, there are a lot of activities that can be developed in the class in which children can take a part through dramatization, writing a new story, or a role play. All the aforementioned activities make an interesting contribution for children because they motivate them during the learning process since they enjoy these activities a lot ( 29-30).

## 2.5 Children Tales to Teach English

Teaching a new language through the use of tales can be an excellent strategy for teachers because it helps to teach different things at the same time, as part of children education such as: reflections and morals which increase their interest upon the language. Also, the use of tales in the process of learning contributes to the acquisition of a new language by making a good environment in which teacher can develop a lot of activities. Ellis and Brewster mention some benefits of tales or stories with children in the classroom .

1. - Stories can increase the desire of learning.
2. - The story can be represented by children if they like it.
3. - A story is a good link between fantasy and real world
- 4.- Stories can be an important social experience.



5.-Listening to stories help children with intonation and pronunciation of the language. Also, they help to develop different kinds of intelligences. Finally, they are used to present cultural information and to develop the listening skill.

6. - Story books help to focus on real issues in the classroom. Also, they provide a variety of activities that teachers can perform with children in the class(186-201).

There is a good example of using tales in the English class. That is the case of the Cathedral Home for Children, Laramie County Community College English for students of Other Languages. They published an article about the use of tales as a strategy of teaching English which shows that students feel comfortable and practice listening, speaking, reading, and writing with the whole class (Haderlie).

## CHAPTER THREE

### 3. Activities Based on Tales to Integrate the Four Language Skills

In this chapter we develop some lesson plans related to the following tales:

1. – Little Red Riding Hood.
2. – Snow White and the Seven Dwarves.
3. – Goldilocks and the Three Bears.

The lesson plans contain from three to five activities. Each activity develops a skill and at the same time some sub-skills from chapter two. After each lesson plan a plot of each story is provided. Then some worksheets are presented. Each lesson plan also uses some flashcards about the stories that are provided in the annexes.



## LESSON PLAN 1

Lesson Topic: The story of Little Red Riding Hood

Grade/Age/Language Level: 7<sup>th</sup>-8<sup>th</sup>/10-12/Beginners

Main Objective: Understand the gist of the story.

Language Focus: The simple past tense

Lesson Time: 45mn

Materials: Flashcards of the vocabulary and of the story, worksheets for the activity three and four.

Time	Group	Activities	Specific Objectives
10mn	Whole class	<b>Activity 1 develops the listening skill.</b> <ul style="list-style-type: none"><li>- Show, pronounce, and stick on the board some flashcards about the vocabulary of the story (See annexes1-9)</li><li>- Point at the flashcards, and repeat the pronunciation of each word, one at a time, whereas students repeat the words.</li></ul>	SS will recognize the new words in order to understand in a better way the story.
10mn	Whole class	<b>Activity 2 develops the listening skill.</b> <ul style="list-style-type: none"><li>- Tell the story using flashcards (See annexes 10-17)</li></ul>	SS will get the general idea of the story and will focus on its plot.
10mn	Group work	<b>Activity 3 develops the reading skill.</b> <ul style="list-style-type: none"><li>- Give a worksheet with some sentences. Explain that this is a list of assertions that can be true or false.</li><li>- SS read carefully in order to write true or false in front of each sentence.</li></ul>	SS will be able to recognize true and false information.
15mn	Pairs	<b>Activity 4 develops the writing skill</b> <ul style="list-style-type: none"><li>- Give a worksheet that contains some affirmative sentences about the story. Explain that these sentences are assertions which are not true and that need to be changed.</li><li>- SS rewrite the sentences changing the assertions, that is, changing from affirmative to negative form.</li></ul>	SS will rewrite the assertions/sentences in order to understand in a better way the grammar structure.



## THE TALE OF LITTLE RED RIDING HOOD<sup>1</sup>

Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood went to see her ill granny. She had a nice cake in her basket. On her way she met a wolf.

The wolf asked: “Hello!” “Where are you going?”

Little Red Riding Hood answered: “I am going to see my grandmother. She lives in a house behind those trees”.

The wolf ran to granny's house, and ate granny up. He got into granny's bed. A little later, Little Red Riding Hood reached the house. She looked at the wolf and said: “Granny, what big eyes you have!” The wolf answered: “All the better to see you with!” She said: “Granny, what big ears you have!” The wolf answered: “All the better to hear you with!” She said: “Granny, what big nose you have!” The wolf answered: “All the better to smell you with!” She said: “Granny, what big teeth you have!” The wolf shouted: “All the better to eat you with!”

A woodcutter was in the wood. He heard a loud screen, and ran to the house. The woodcutter hits the wolf over the head. The wolf opens his mouth wide and shouts. Then granny jumps out .The wolf runs away, and Little Red Riding Hood never sees the wolf again.

---

<sup>1</sup>Taken from: *Little Red Riding Hood*.British Council, 10 Spring Gardens, London SW 1A 2BN, UK ©, n. d..Web. 15 Oct. 2011.



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### WORKSHEET FOR THE ACTIVITY 3

NAME: .....

LEVEL: .....

DATE: .....

READ CAREFULLY AND WRITE TRUE OR FALSE IN FRONT OF EACH SENTENCE.

Example: **Little Red Riding Hood went to a big river near her house. FALSE**

Little Red Riding Hood took some cake to her granny. -----

Little Red Riding Hood met three wicked wolves. -----

Little Red Riding Hood picked flowers to take to her granny. -----

The wolf went to the cottage and ate granny up. -----

The woodcutter hit the wolf over his head. -----



WORKSHEET FOR THE ACTIVITY 4

NAME: .....

LEVEL: .....

DATE: .....

THE FOLLOWING ARE ASSERTIONS THAT ARE NOT TRUE, DENY THEM

Example: **On her way Little Red Riding Hood met a dog.**

**On her way Little Red Riding Hood did not meet a dog.**

The wolf wanted to give a gift to Little Red Riding Hood.

---

The wolf ran to buy some candy.

---

The wolf ate some cake.

---

The wolf stayed at granny's house.

---

The woodcutter gave a prize to the wolf.

---



## LESSON PLAN 2

Lesson Topic: The story of Little Red Riding Hood

Grade/Age/Language Level: 7<sup>th</sup>-8<sup>th</sup>/10-12/Beginners

Main Objective: SS will recognize main ideas of the story and will perform a controlled dialogue.

Language Focus: The simple past tense

Lesson Time: 45mn

Materials: Flashcards of the story, worksheets, pieces of paper with a dialogue, and masks.

Time	Group	Activities	Specific Objectives
15mn	Pairs	<p><b>Activity 1 develops the listening skill.</b></p> <ul style="list-style-type: none"><li>- Tell the story using flash cards(See annexes 10-17).</li><li>- Give a worksheet with scrambled pictures of the story.</li><li>- Explains that it is necessary to listen to the plot to put the pictures in order.</li><li>- SS listen carefully in order to enumerate the pictures correctly.</li></ul>	SS will be able to understand and recognize words, will remember salient points, and will predict what's coming next.
10mn	Pairs	<p><b>Activity 2 develops the writing skill.</b></p> <ul style="list-style-type: none"><li>- Give a work sheet that contains some sentences whose parts or elements have been scrambled.</li><li>- Explain that these parts have to be put in a correct order to form sentences with a complete meaning.</li><li>- SS form sentences with complete meaning using the scrambled sentences.</li></ul>	SS have to make sentences with punctuation and read and reread their work in order to check mistakes.
20mn	Group work	<p><b>Activity 3 develops the reading skill.</b></p> <ul style="list-style-type: none"><li>- Make groups and give some pieces of paper which have parts of dialogue of the story and the masks of the characters (see annexes 18-22).</li><li>- Explain that each group has to perform a role play only of the assigned part.</li><li>- SS will dramatize the tale.</li></ul>	SS will interact with their peers and will use different intonation when performing the role play.



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### WORKSHEET FOR THE ACTIVITY 1

NAME: .....

LEVEL: .....

DATE: .....

LISTEN CAREFULLY AND ENUMERATE THE PICTURES<sup>2</sup>



<sup>2</sup> For source see annex 10



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## WORKSHEET FOR THE ACTIVITY 2

NAME: .....

LEVEL: .....

DATE: .....

UNSCRAMBLE THE FOLLOWING SENTENCES.

Example: **Little Red Riding Hood/with her mother/ in a wood/lived.**

**Little Red Riding Hood lived in a wood with her mother.**

Went to visit/Little Red Riding Hood/her ill granny.

---

She/in her basket/had a nice cake.

---

Met a wolf/she/ on her way.

---

And ate her/to granny's house/the wolf ran.

---

Hit the wolf/a woodcutter/over the head.

---



### ACTIVITY 3

#### ROLE PLAY

##### **First Scene.**

Little Red Riding Hood's mother: "Take a cake to your granny".

has the cake in her basket. On her way she meets a wolf).

The wolf: "Hello!" "Where are you going?"

Little Red Riding Hood: "I am going to see my grandmother. She lives in a house behind those trees".

##### **Second scene.**

(The wolf runs to granny's house).

Granny( shouts for help): "Help, help", ( but the wolf eats granny and get into her bed).

(A little later, Little Red Riding Hood arrives her granny's house and looks at the wolf).

##### **Third Scene.**

Little Red Riding Hood: "Granny, what big eyes you have!"

The wolf: "All the better to see you with!"

Little Red Riding Hood: "Granny, what big ears you have!"

The wolf: "All the better to hear you with!"

Little Red Riding Hood: "Granny, what big nose you have!"

The wolf: "All the better to smell you with!"

Little Red Riding Hood: "Granny, what big teeth you have!"

The wolf (shouts): "All the better to eat you with!"

##### **Fourth Scene.**

Woodcutter: Something is in danger. (He hears a loud screen, and runs to the house and hits the wolf over the head. The wolf opens his mouth wide and shouts and granny jumps out )

(The wolf runs away, and Little Red Riding Hood never sees the wolf again).



## LESSON PLAN 3

Lesson Topic: The story of Snow White and The Seven Dwarves

Grade/Age/Language Level: 7<sup>th</sup>-8<sup>th</sup>/10-12/Beginners

Main Objective: SS will get the main idea of the tale and will describe some characters.

Language Focus: The simple past tense and adjectives

Lesson Time: 45mn

Materials: Flashcards of the vocabulary and of the story, a work sheet for the activity two.

Time	Group	Activities	Specific Objectives
10mn	Whole class	<p><b>Activity 1 develops the listening and the speaking skills.</b></p> <ul style="list-style-type: none"><li>- Show, pronounce, and stick on the board some flashcards about the vocabulary of the story (see annexes 23-29).</li><li>- Point at the flashcards, and repeat the pronunciation of each word, one at a time, whereas students repeat the words.</li></ul>	S will recognize the new words in order to understand in a better way the story.
10mn	Whole class	<p><b>Activity 2 develops the listening skill.</b></p> <ul style="list-style-type: none"><li>- Tell the story using flashcards (see annex es30-37).</li></ul>	SS will get the general idea of the story and will focus on its plot.
5mn	Pairs	<p><b>Activity 3 develops reading and writing.</b></p> <ul style="list-style-type: none"><li>- Give a worksheet that contains some sentences about the characters of the story and a list of adjectives. Explain that each character needs an appropriate adjective.</li><li>- SS rewrite the sentences and put an adjective to each character.</li></ul>	SS will describe some characters of the story by using appropriate Adjectives.
10mn	Whole class	<p><b>Activity 4 develops the speaking skill.</b></p> <ul style="list-style-type: none"><li>- Stick on the board the characters of the story (see annexes 23-29) and explain that when you point at the characters SS have to say the names with their adjectives.</li><li>- SS say the names of the characters with their respective adjective.</li></ul>	SS will describe some characters orally.



## THE TALE OF SNOW WHITE AND THE SEVEN DWARVES

There one was a queen who named her only daughter Snow White because her skin was so fair and lovely. The queen died, and Snow White's father married a new queen, who was evil, vain and wicked. Every morning she would stand in front of her magic mirror and say, "Mirror, mirror on the wall who is the fairest one of all?" The mirror always answered, "you", until one day it said that Snow White was the fairest one of all.

The evil queen ordered one of her servants to take Snow White to the forest to have her killed. The servant, feeling sorry for Snow White, let her go and brought back a wild boar's heart to show the queen he had done the deed. Snow White, alone and hungry in the forest, found out a little cottage with seven tiny beds, chairs, bowls, etc. When the dwarves came back from work they found Snow White and said she could stay with them if she cleaned and cooked.

They all lived happily until one day when the mirror told the wicked queen that Snow White was still alive and living with the dwarves. The wicked queen disguised herself as a peddler and went to the cottage while the dwarves were at work. She gave Snow White a red apple that was poisoned.

When Snow White took a bite of the apple, she fell down unconscious. The dwarves were very sad and built a glass coffin for her. One day a handsome prince came by and saw how beautiful Snow White was, and bent down to give her a kiss. Snow White woke up and they were married.



WORKSHEET FOR THE ACTIVITY 3

NAME: .....

LEVEL: .....

DATE: .....

WRITE THE FOLLOWING SENTENCES ADDING AN APPROPRIATE ADJECTIVE OF THE LIST.

BEAUTIFUL, WICKED, MAGIC, NICE, POISONED, HANDSOME

Example: **Snow White lived with her father and her stepmother in a castle.**

**The beautiful Snow White lived with her father and her stepmother in a castle.**

The queen hated Snow White because she was a beautiful girl.

---

The seven dwarves lived in a small house.

---

The mirror told the wicked queen who the most beautiful person was.

---

The beautiful Snow White took a bite of the apple and fell down unconscious.

---

One day a prince came by and saw how beautiful Snow White was.

---



## LESSON PLAN 4

Lesson topic: The story of Snow White and the Seven Dwarves

Grade/Age/ Level: 7<sup>th</sup>- 8<sup>th</sup>/10-12 Beginners

Language Level: beginners

Main Objective: SS will be able to understand the gist of the tale.

Language Focus: The Past Tense

Lesson Time: 45mn

Materials: The story of Snow White and the Seven Dwarves, flashcards, board, markers, a chart, work sheet.

Time	Group	Activities	Specific Objectives
10 mn	Whole class	<p><b>Activity 1 develops the listening skill.</b></p> <ul style="list-style-type: none"><li>- Begin the new class showing a picture of a family (See annex 38) and talk about the importance of the family in our lives and share opinions about this issue.</li><li>- Put the chart on the board in which there are some words about the importance of the family like love, tenderness, understandable, devotion.</li></ul>	Introduce the topic to the SS by talking about the importance of the family.
10 mn	Whole class	<p><b>Activity 2 develops the listening skill.</b></p> <ul style="list-style-type: none"><li>- Tell the story of Snow White and present the flashcards about the tale. ( See annex 30-37)</li><p><b>Activity 3 develops the speaking skill.</b></p><ul style="list-style-type: none"><li>- Scramble the flashcards and asks SS to put them in order and remember the tale.</li></ul></ul>	SS will remember the tale and recognize some words or phrases about the topic.
15 mn	Individual work	<ul style="list-style-type: none"><li>- <b>Activity 4 develops the writing and the reading skills.</b></li><li>- Give SS an extra sheet of paper in which they have to complete some sentences with cue words and read it.</li></ul>	SS will be able to write properly (am, is, are) in the right place.



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### WORKSHEET FOR THE ACTIVITY 5<sup>3</sup>

Name:.....

Level:.....

Date:.....



LISTEN TO THE STORY AND COMPLETE THE FOLLOWING SENTENCES USING THESE WORDS:

SNOW WHITE STEPMOTHER, JEALOUS, SEVEN DWARVES, MIRROR, WITCH,  
APPLES, PRINCE.

Once upon a time, was born a baby girl named **S**.....**W**.....

Snow White had **as**.....

The Stepmother was **w**.....about Snow White beauty, and she ordered to kill her. Because she saw her on the **m** ....., the bad witch knew that she was alive yet.

Snow White found **s**.....**d**.....in the forest.

The Stepmother took a basket with **a**....., and she gave an apple to Snow White.

Snow White fell asleep, but a **p** .....awaking her.

Finally, Snow White and **p**.....lived happily ever after.

<sup>3</sup> For Source of the imagen see Annex 30



## LESSON PLAN 5

Lesson topic: The Story of Goldilocks and the Three Bear

Grade/Age/ Level: 7<sup>th</sup>- 8<sup>th</sup>/10-12 Beginners

Language Level: beginners

Main objective: SS will be able to name things, animals, and people

Language Focus: there is/ there are

Lesson Time: 45mn

Materials: The Story of Goldilocks and the Three Bears, flashcards, board and worksheets.

Time	Group	Activities	Specific Objectives
10 mn	Whole class	<p><b>Activity 1 develops the listening skill.</b></p> <ul style="list-style-type: none"><li>- Begin the new class talking about a movie that the teacher watched last night. "<i>Goldilocks and the three bears</i>"</li></ul> <p><b>Activity 2 develops the listening and the speaking skills.</b></p> <ul style="list-style-type: none"><li>- Tell the story again by presenting flashcards (See annexes 39-47) to SS and ask them to talk about the tale.</li></ul>	Introduce the topic talking about a tale that he/she watched yesterday.
20 mn	Whole class	<p><b>Activity 3 develops the writing skill.</b></p> <ul style="list-style-type: none"><li>- Complete the story in a work sheet using "There is and There are".</li></ul>	SS will be able to express existence of people, animals, and things by using there is / there are.
10 mn	Individual work	<p><b>Activity 4 develops the reading skill.</b></p> <ul style="list-style-type: none"><li>- Present a sheet of paper with pictures of the tale and sentences next to them, SS have to choose the correct sentences according with the tale and cross out the incorrect ones.</li><li>- Read for the whole class using the flashcards.</li></ul>	SS will be able to recognize and write the correct ending of the tale.
5 mn	individual work	<p><b>Activity 5 develops the reading and the writing skills.</b></p> <ul style="list-style-type: none"><li>- Give a worksheet with different endings about the tale; students have to choose the correct one and write it in their notebooks.</li></ul>	SS will discriminate the correct phrase and read it aloud.



## THE STORY OF GOLDILOCKS AND THE THREE BEARS<sup>4</sup>

Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a cottage. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl.

"This porridge is too hot!" she exclaimed.

So, she tasted the porridge from the second bowl.

"This porridge is too cold," she said

So, she tasted the last bowl of porridge.

"Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the three bears' breakfasts she, felt a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest her feet.

"This chair is too big!" she exclaimed.

So she sat in the second chair.

"This chair is too big, too!" she said.

So she tried the last and smallest chair.

"Ahhh, this chair is just right," she exclaimed. But just as she sat down into the chair to rest, it broke into pieces!

Goldilocks was very tired by this time, so she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. Goldilocks fell asleep.

---

<sup>4</sup>Taken from: DTK'S.Craft for Kids. *The Story of Goldilocks*.DTK'S sites ©.n. d. Web. 15 Oct. 2011.



As she was sleeping, the three bears came home.

"Someone's been eating my porridge," growled the Papa bear.

"Someone's been eating my porridge," said the Mama bear.

"Someone's been eating my porridge and they ate it all up!" cried the Baby bear.

"Someone's been sitting in my chair," growled the Papa bear.

"Someone's been sitting in my chair," said the Mama bear.

"Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby bear.

They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, "Someone's been sleeping in my bed,"

"Someone's been sleeping in my bed, too" said the Mama bear

"Someone's been sleeping in my bed and she's still there!" exclaimed Baby bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three bears.



## WORKSHEET FOR THE ACTIVITY 3<sup>5</sup>

COMPLETE THE FOLLOWING SENTENCES USING (THERE IS/THERE ARE)

*Goldilocks and the Three Bears*

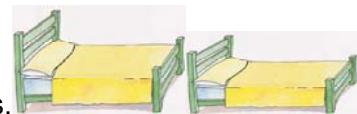
.In this story..... a girl named Goldilocks and ..... three bears.



One day, Goldilocks walks in the forest and in the forest ..... a house that belongs to the bears. She decides to come in the house. In the house.....three bowls of porridge.



Also,..... three chairs and three beds.



Goldilocks sleeps in the little bed which is very comfortable. After that, the bears arrive at home and Goldilocks becomes afraid of them and she runs far away of the house.



<sup>5</sup> For source see Annex 39



WORKSHEET FOR THE ACTIVITY 4<sup>6</sup>

READ THE SENTENCES BELOW, COMPARE WITH THE PICTURE, AND CROSS OUT THE INCORRECT ONE.



Goldilocks finds the house.

Goldilocks buys a house.



Goldilocks plays on the bed.

Goldilocks sleeps on the bed.

The little bear said, "Someone is in my bed".



The little bear said, "Someone broke my chair".

---

<sup>6</sup> For source see Annex 39



### WORKSHEET FOR THE ACTIVITY 5<sup>7</sup>

LOOK THE FOLLOWING FLASHCARDS, READ THE SENTENCE NEXT TO EACH ONE, AND CHOOSE THE CORRECT ENDINGS OF THE TALE. FINALLY, WRITE IT ON YOUR NOTEBOOKS.



Goldilocks live with the bears forever.

Goldilocks prepare more soup.



house.

Goldilocks decided to sleep until the next day.

Goldilocks ran away from the

### LESSON PLAN 6

<sup>7</sup> For source see Annex 39



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Lesson topic: The Story of Goldilocks and the Three Bears

Grade/Age/ Level: 7<sup>th</sup>- 8<sup>th</sup>/10-12 Beginners

Language Level: beginners

Overall objectives: SS will be able to write the most important words of the tale.

Language Focus: Vocabulary

Lesson Time: 45 mn.

Materials: Chart, board, extra sheet of paper, pens, dialogue.

Time	Group	Activities	Specific Objectives
10 mn	Whole class	<p><b>Activity 1 develops the reading and the listening skills.</b></p> <ul style="list-style-type: none"><li>- Begin the new class talking about what we can find in a tale. The teacher shows a chart (See annex 48) with different pictures; and their names below.</li><li>- SS listen to the teacher and repeat the words.</li></ul>	Introduce the topic talking about something that we can find in a forest.
15 mn	Whole class Individual work	<p><b>Activity 2 develops the listening and the writing skills.</b></p> <ul style="list-style-type: none"><li>- Tell the story of <i>Goldilocks and the three Bears</i> using the pictures on the board.</li><li>- SS write the names of some pictures which are in an extra sheet of paper by using the information that is in the chart.</li><li>- Check the words with the SS.</li></ul>	SS will increase their vocabulary by writing some new words.
5 mn 10 mn	Whole class Pair work	<p><b>Activity 3 develops the reading and the speaking skills.</b></p> <ul style="list-style-type: none"><li>- SS dramatize a short dialog of the tale.</li></ul>	SS will be able to read the story and will dramatize a short dialogue.
5 mn	Individual work	<p><b>Activity 4 develops the speaking skill.</b></p> <ul style="list-style-type: none"><li>- SS remember the most important words of the tale using the chart with pictures, but without their names(See annex 49).</li></ul>	SS will remember the tale and will pronounce some words.



### ACTIVITY 4<sup>8</sup>

DRAMATIZE THE FOLLOWING DIALOGUE IN PAIRS.

#### DIALOGUE



- A) Hello I am Goldilocks! ( Goldilocks)
- B) Hi I am Daddy Bear! (Daddy Bear)
- B) What are you doing here Goldilocks? (Daddy Bear)
- A) Oh I am eating Your Food.! ( Goldilocks)
- B) Oh my God! That sounds terrible. ( Daddy Bear)
- A) Not for me. ( Goldilocks)

---

<sup>8</sup> For source see Annex 39



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## ACTIVITY 2<sup>9</sup>

LISTEN THE STORY AND WRITE THE NAMES BELOW.



<sup>9</sup>For source see Annex 39



## CONCLUSION

Since children do not have a large lapse of attention like adults have, it is important to provide a variety of activities in a given context. A good meaningful context to work with pupils is provided by children tales because they allow us to plan a lot of activities to integrate the four language skills, taking into consideration important sub-skills which can be developed by children. Thus, classes can be fun and entertaining.

The integration of the language skills means that neither of the four skills occurs in isolation, that is, one skill supports another. For this reason, a lesson has to have a balance of the four skills or one skill as its main aim with others skills playing a subsidiary role. Therefore, teachers should plan lessons in order to give students the opportunity of interacting naturally in the target language, that is, for communicative purposes.

Finally, it is important that teachers take into consideration that their role is of a facilitator or guide and that student are the main actors in the learning – teaching process, that children and people in general have different learning styles, that the target language is a means of communication and not an end, and that language that is meaningful to the learner promotes learning.



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# ANNEXES



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## LITTLE RED RIDING HOOD<sup>10</sup>



<sup>10</sup> Taken from: Lahoz, Beatriz. "Caperucita Roja (caza del tesoro)". El Color de las Palabras. 27 Mar. 2011. Web. 18 Oct. 2011.



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## MOTHER<sup>11</sup>



<sup>1111</sup>Annexes 2-4 taken from: Bermejo, Laura, Manuel Leal, and Enrique Gómez. "Caperucita Roja". *Pantunflo.gsy.es*. Q'entistas, 17 Jun. 2007. Web. 18 Oct. 2011.



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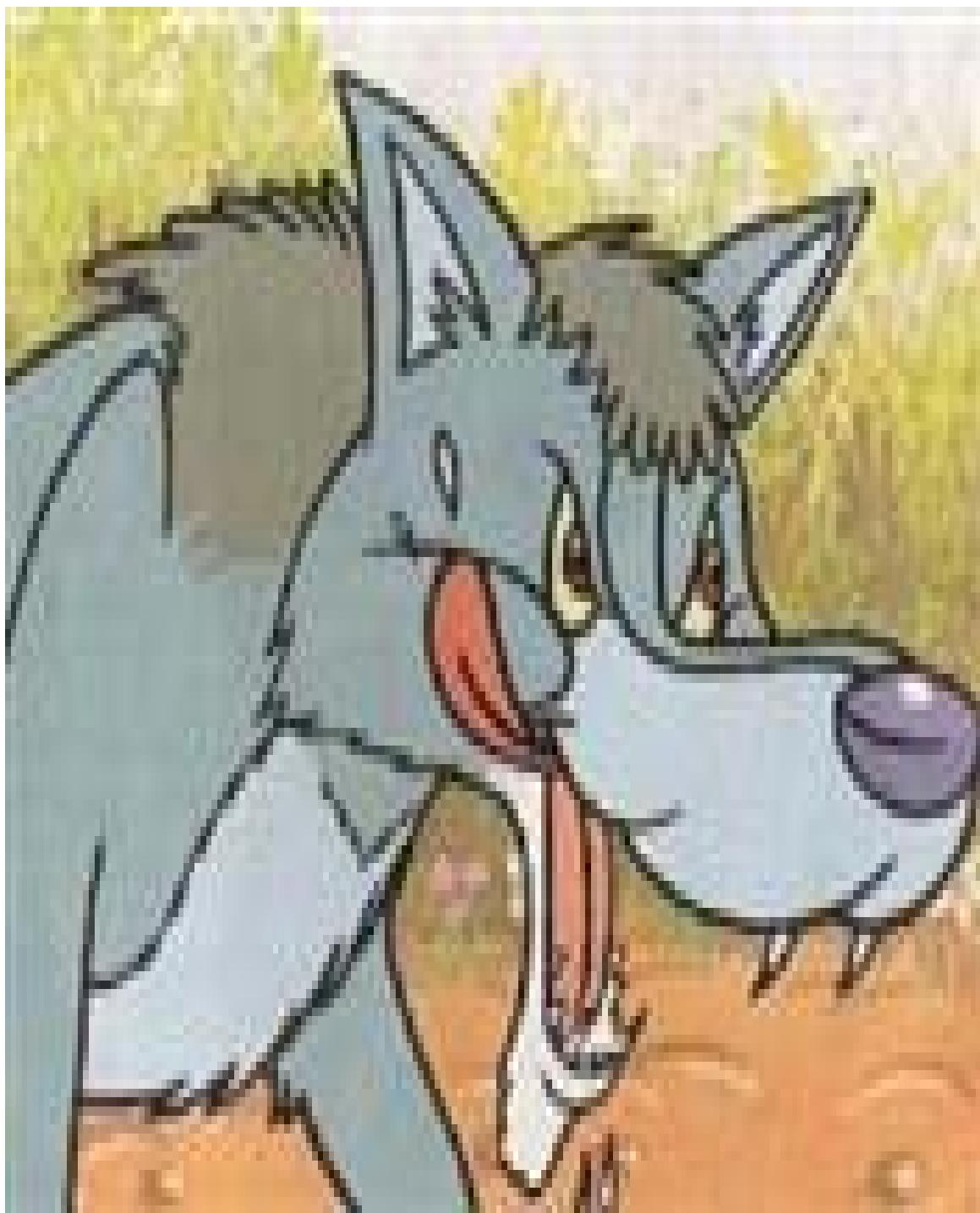
GRANDMOTHER (GRANNY)





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WOLF





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BASKET<sup>12</sup>



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<sup>12</sup> Taken from: MC900238235. Microsoft Corporation ©. 2011. Web. 18 Oct. 2011. JPEG file.



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CAKE<sup>13</sup>



<sup>13</sup>Taken from: MC900296141. Microsoft Corporation ©. 2011. Web. 18 Oct. 2011. JPEG file



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FOREST<sup>14</sup>



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<sup>14</sup>Taken from: MC900101008. Microsoft Corporation ©. 2011. Web. 18 Oct. 2011. JPEG file



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## WOODCUTTER<sup>15</sup>



<sup>15</sup>Taken from: MC900101008. Microsoft Corporation ©. 2011. Web. 18 Oct. 2011. JPEG file



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AXE<sup>16</sup>



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<sup>16</sup>Taken from: MC900215546. Microsoft Corporation ©. 2011. Web. 18 Oct. 2011. JPEG file



LITTLE RED RIDING HOOD WITH HER MOTHER<sup>17</sup>



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<sup>17</sup> Annexes 10-17 taken from: Lewis, Rob. "Little Red Riding Hood". *Teachin English*. British Council, 10 Spring Gardens, London SW1A 2BN, UK © BBC World Service, Bush House, Strand, London WC2B 4PH, UK ©, 17 Dec. 2007. Web. 19 Oct. 2011.



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## LITTLE RED RIDING HOOD MASK<sup>18</sup>



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<sup>18</sup>Annexes from 18-22 taken from: *Little Red Riding Hood Masks*. Childcare & Beyond ©, n. d. Web. 19 Oct. 2011.



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MOTHER MASK





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## GRANDMOTHERMASK





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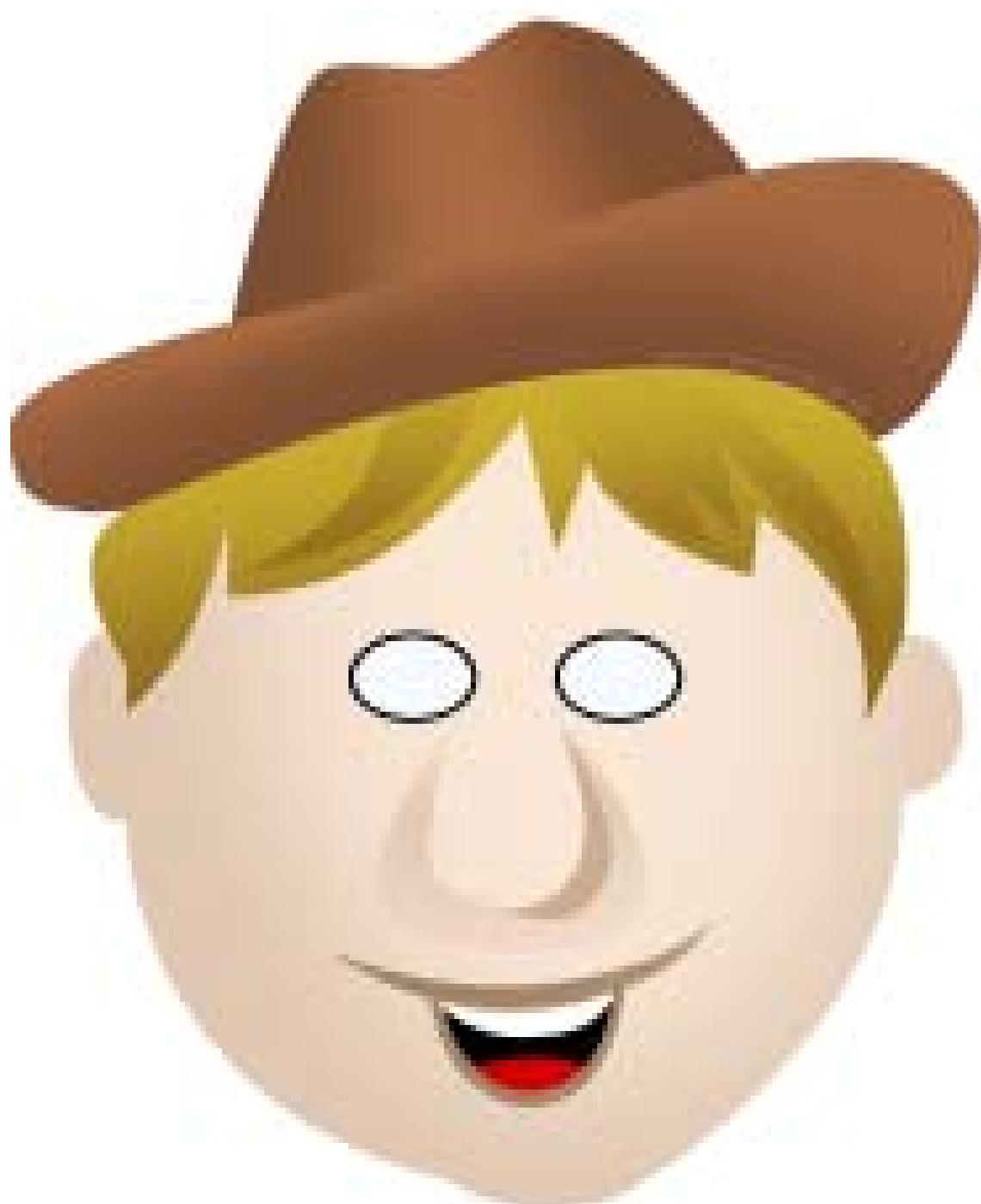
THE WOLF MASK





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WOODCUTTER MASK





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SNOW WHITE<sup>19</sup>



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<sup>19</sup> Annexes 23-29 taken from: *Snow White and the Seven Dwarves*. Primary Treasure Chest ©, 2010. Web. 20 Oct. 2011



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WICKED QUEEN





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MAGIC MIRROR





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### THE SEVEN DWARVES





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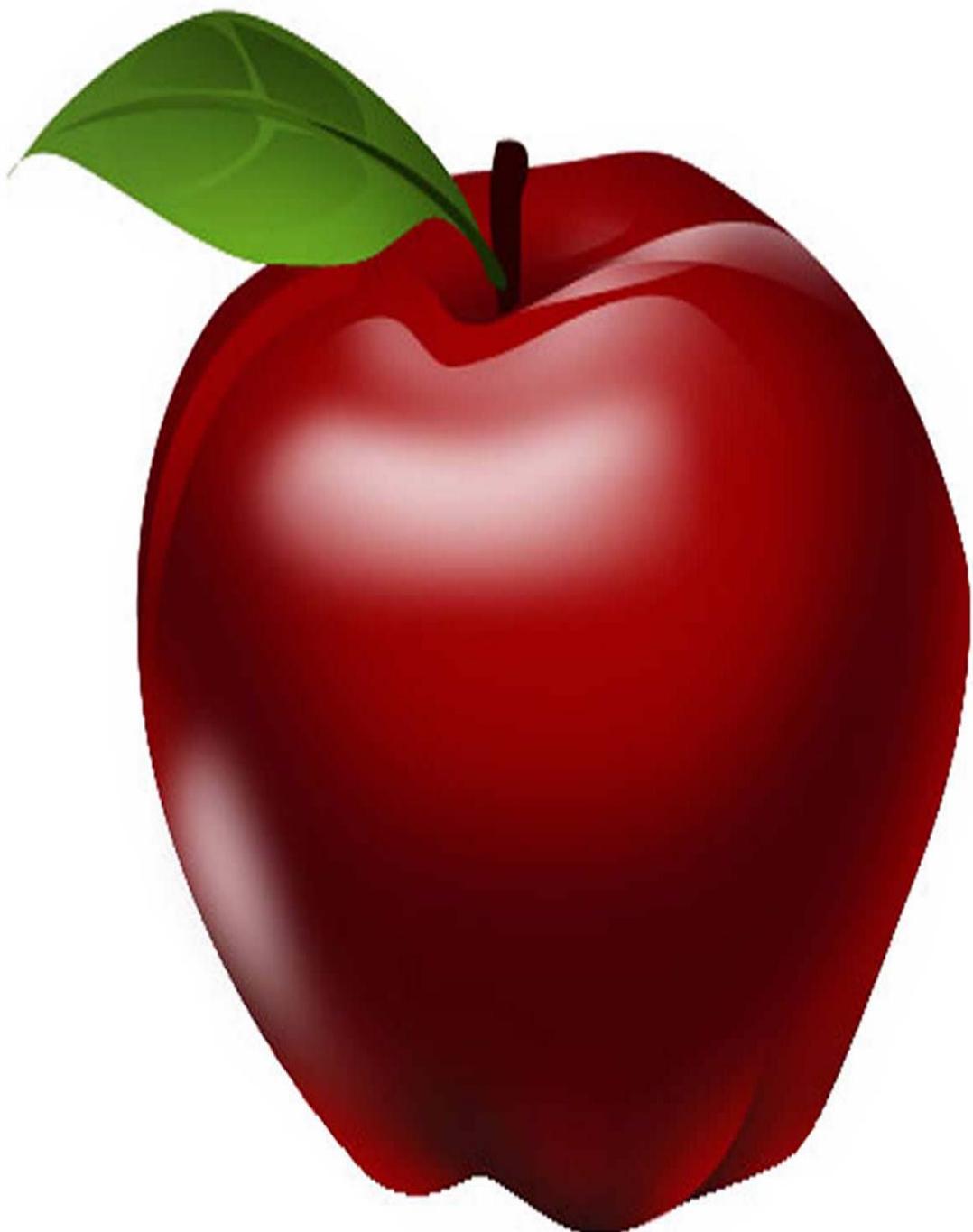
WITCH





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APPLE





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PRINCE





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QUEEN<sup>20</sup>



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<sup>20</sup> Annexes 30-37 taken from: "Imágenes del Cuento Blancanieves". *Cuentosfabulasmitosrelatos*. Blogspot.com. 12 Jul. 2009. Web. 22 Oct. 2011. JPEG file.



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### SNOW WHITE IN THE FOREST





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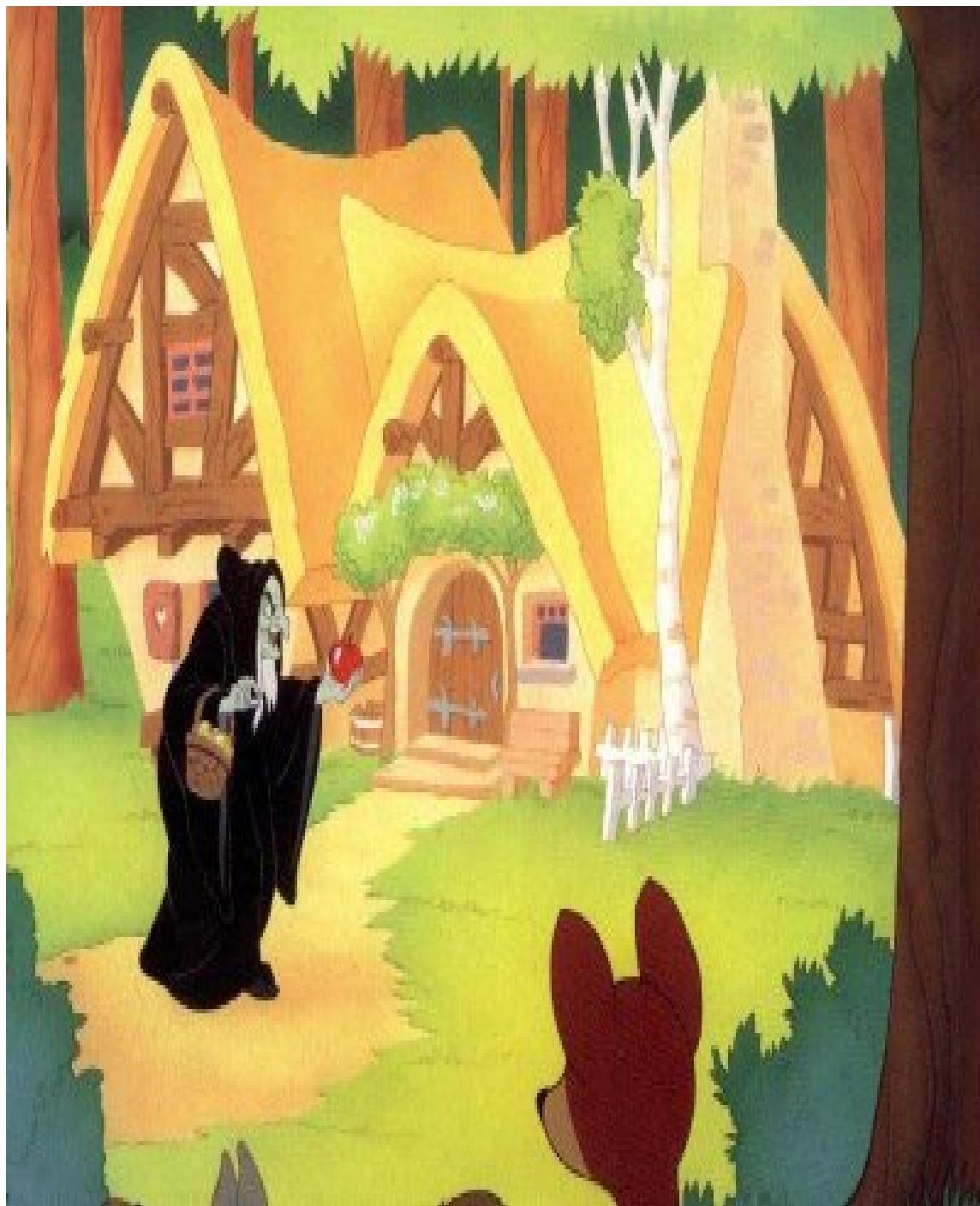
## SNOW WHITE AND THE SEVEN DWARVES





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THE WITCH NEAR TO THE HOUSE OF THE SEVEN DWARVES





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## SNOW WHITE AND THE POISONED APPLE





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SOW WHITE DEAD





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THE PRINCE AND SNOW WHITE





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## THE PRINCE, SNOW WHITE, AND THE SEVEN DWARVES





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FAMILY<sup>21</sup>



**LOVE ,TENDERNESS, UNDERSTANDABLE, AND DEVOTION**

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<sup>21</sup>Taken from: *Dejar de Trabajar para Formar una Familia*. Busca trabajo. Dinablogs, 25 Jun. 2011. Web. 10 Nov. 2011.



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## GOLDILOCKS<sup>22</sup>



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<sup>22</sup>Annexos 39-51 Taken from: Cabanas, María, and Miriam de Nicolás. *Proyecto de Investigación- Acción para la Formación teórico – práctica sobre Animación a la Lectura*. cesdonbosco.com. N. p. 2009. Web. 08 Nov. 2011.



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DADDY BEAR





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MUMMY BEAR





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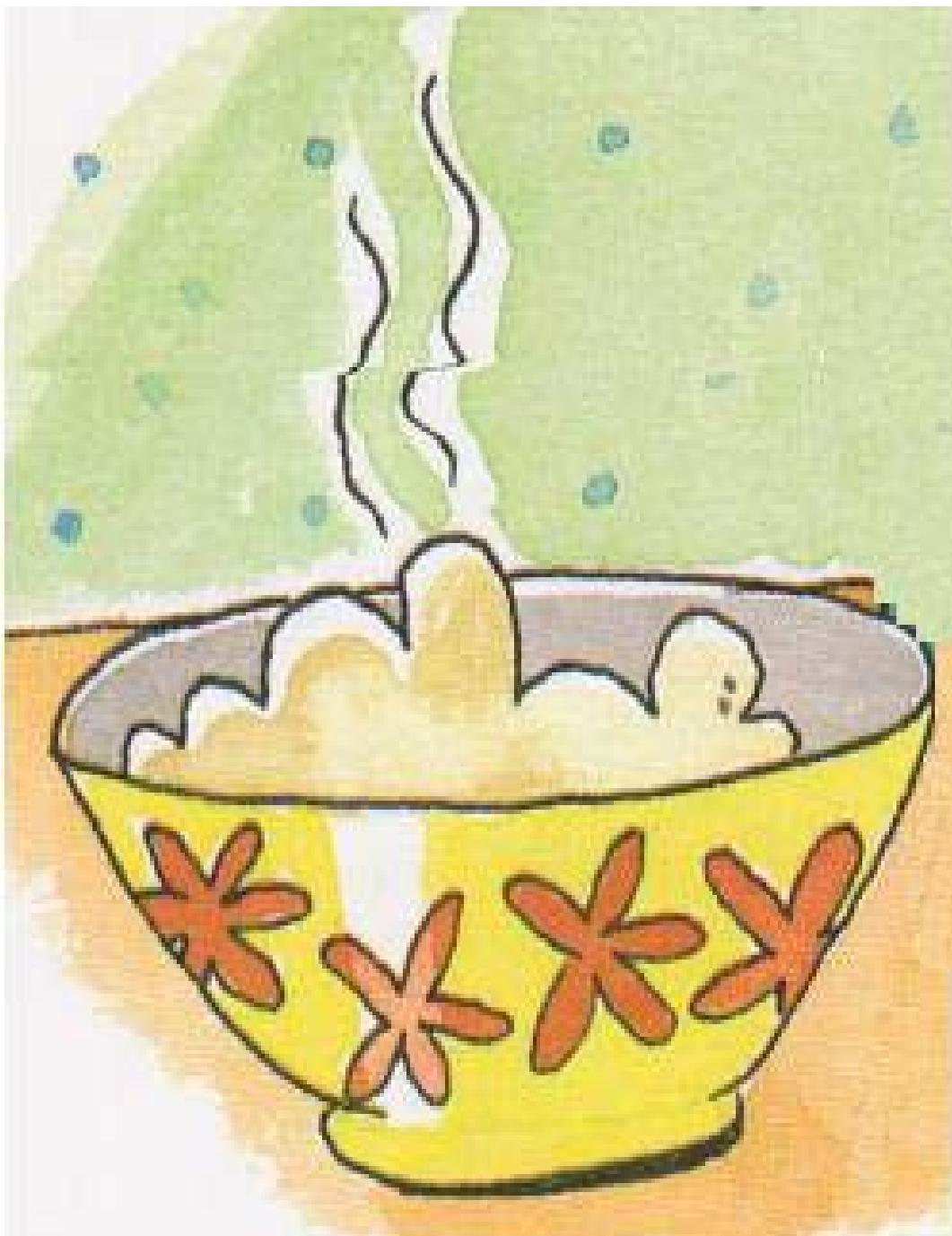
BABY BEAR





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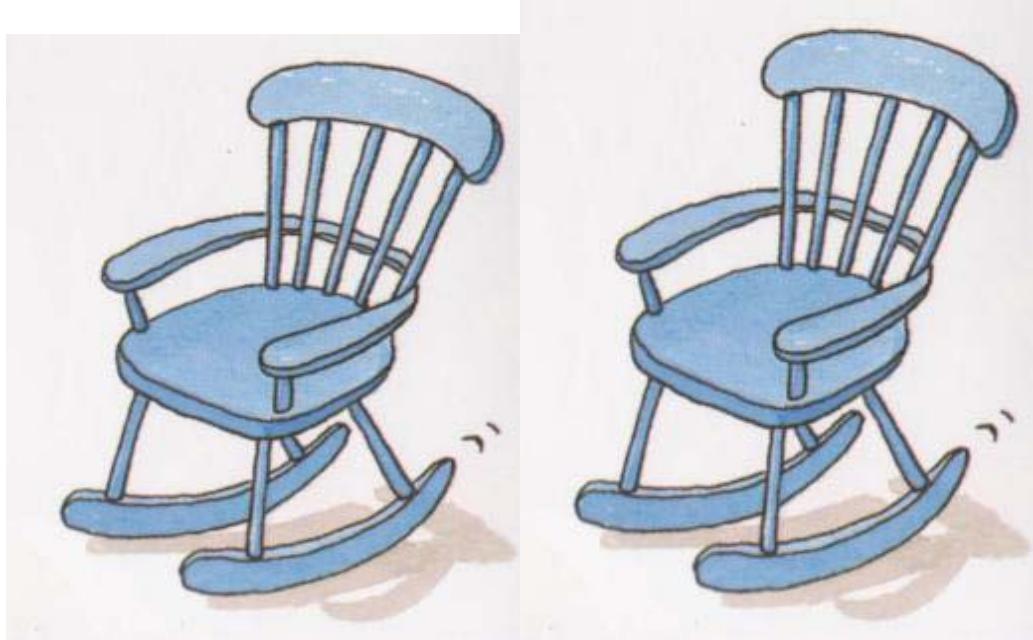
BOWL OF PORRIDGE





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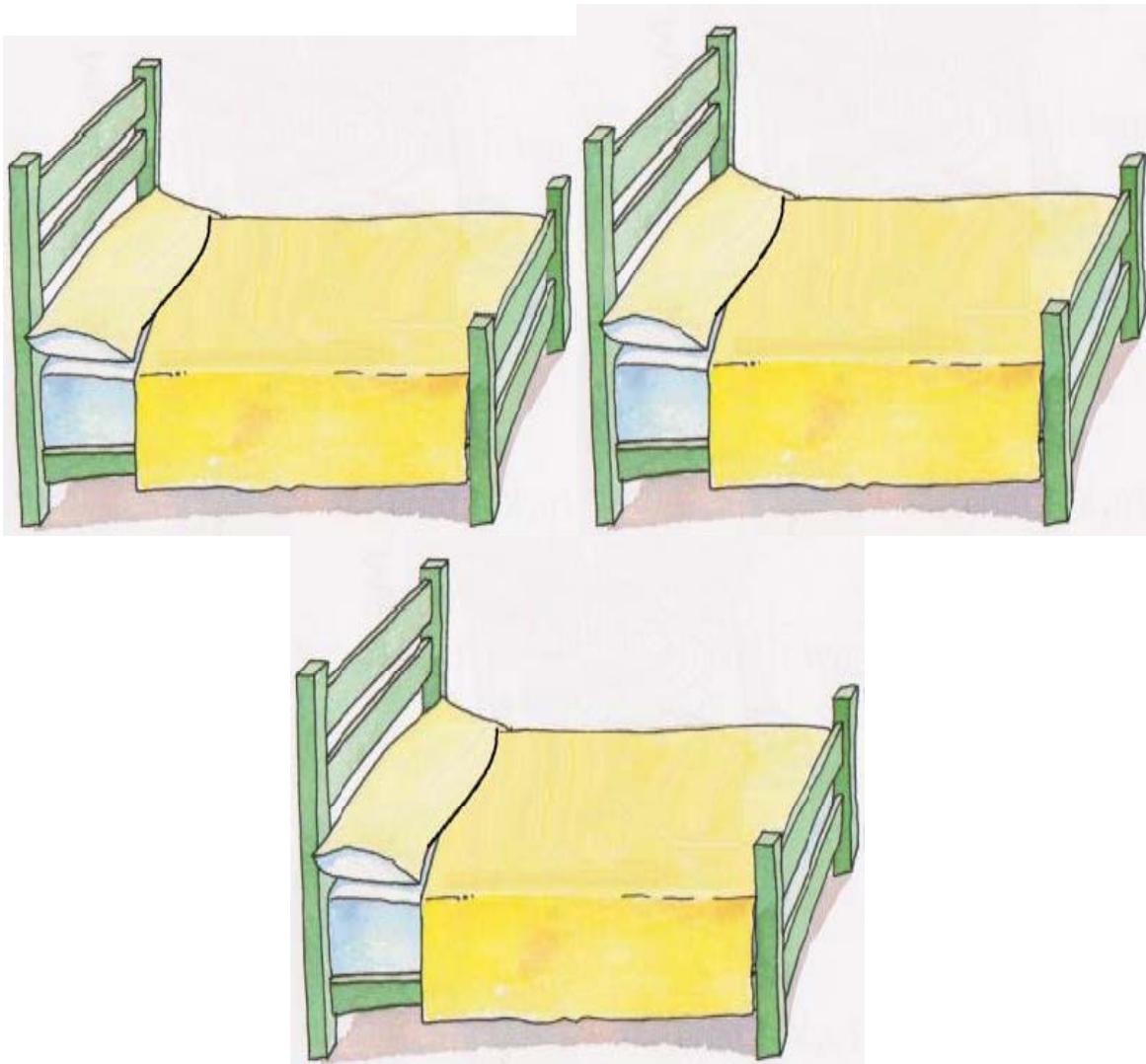
## CHAIRS





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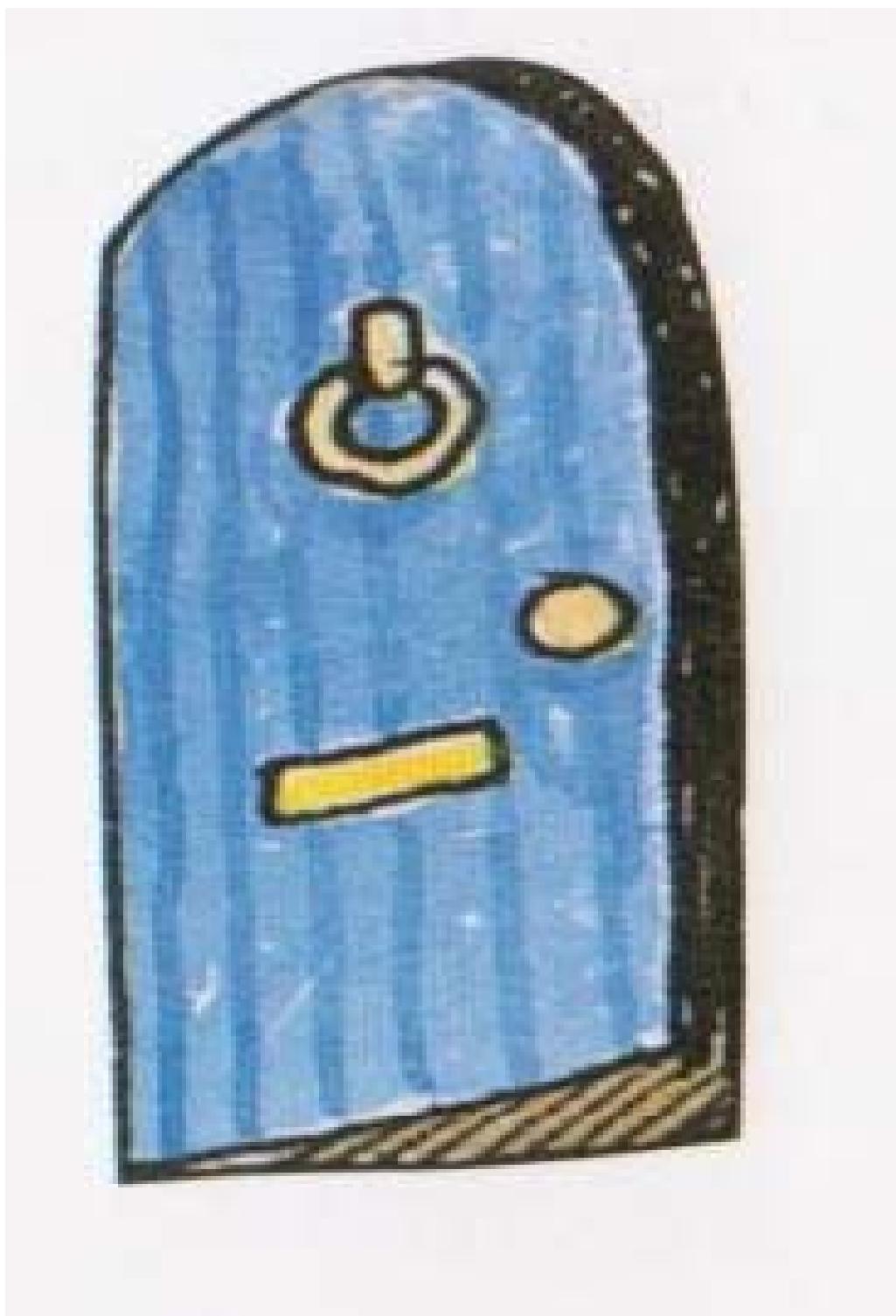
BEDS





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DOOR





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## COTTAGE

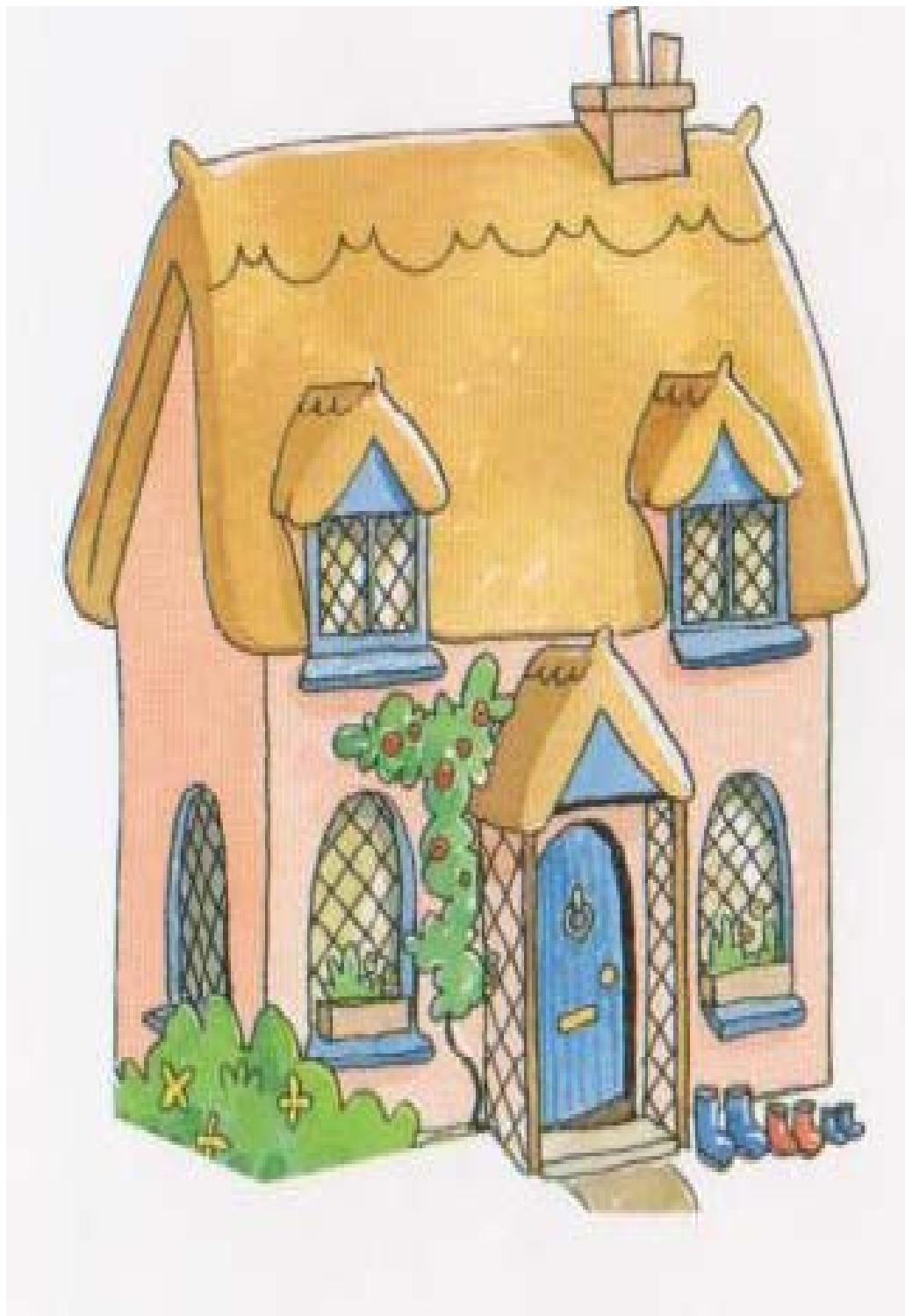




CHART 1

Activity No 1

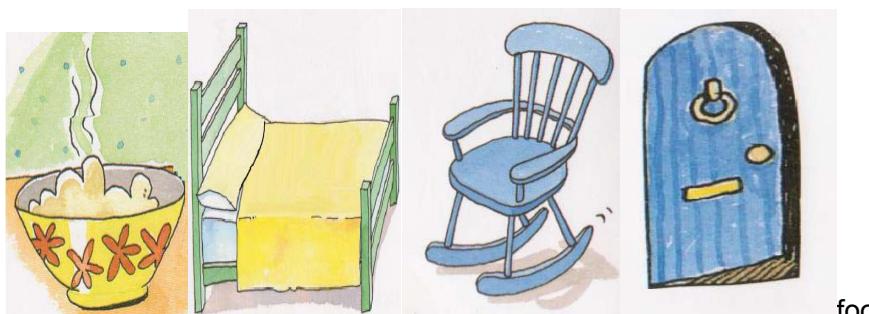


Goldilocks

Daddy bear

Mummy bear

Baby bear



bed

chair

door

food



house



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## CHART 2

Activity No 5

