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**Developing Reading Sub-skills: 15 Lesson Plans Adapted from “The  
Canterbury Tales” for Teenagers.**

**Trabajo de titulación previo a la obtención del  
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## RESUMEN

Este trabajo enfatiza el uso de la literatura en Clases EFL. La literatura es usada como una técnica para enseñar las cuatro destrezas básicas: lectura, habilidad de escuchar, escritura y la producción oral. Provee herramientas para mejorar vocabulario, pronunciación y estructuras gramaticales.

El leer literatura provee beneficios enlistados en este documento. Además, algunas desventajas también son presentadas. La falta de: capacitación de profesores, interés por parte de los estudiantes y material propio de lectura, hacen de la literatura una tarea difícil de completar.

Seleccionar el material correcto para una Clase EFL es el aspecto más importante para generar el interés por la lectura en los estudiantes. En este caso los adolescentes son el objetivo de este estudio. "The Canterbury Tales" por Geoffrey Chaucer, es la obra en la cual este proyecto está basado.

La obra literaria de Geoffrey Chaucer "The Canterbury Tales" le da al lector la oportunidad de imaginar una cultura diferente, el comportamiento de las personas, sentimientos, diversión y moralejas con las que las personas se identifican.

Quince planificaciones de clase adaptadas de "The Canterbury Tales" es la mejor herramienta para cultivar el interés por la lectura. Las más importantes sub-destrezas son mostradas en estas planificaciones. Cada una de estas sub-destrezas demuestra actividades sugeridas que pueden ser practicadas dentro del aula. La incorporación de la lectura en una Clase EFL facilita el trabajo del profesor con estudiantes quienes encontraran en la lectura facilidad y diversión.

**Palabras clave:** Lectura, "The Canterbury Tales", Clases EFL, sub-destrezas, adolescentes.



## ABSTRACT

This work emphasizes the importance of using literature in EFL classes. This is used as a technique for teaching the four basic skills: reading, listening, writing and speaking. It also provides tools to improve the students' vocabulary, pronunciation and grammar structures.

The practice of reading literature provides benefits listed in this paper. However, some disadvantages are presented too. The lack of training of some professors, the lack of interest by the students and the lack of proper reading material, make the introduction of literature a difficult task to complete.

Selecting the correct material for reading in EFL classes is the most important aspect to generate reading interest in students. In this case, teenage students are the objective of this study. "The Canterbury Tales" by Geoffrey Chaucer, is the work this project will be based on.

Geoffrey Chaucer's literature, "The Canterbury Tales," gives the reader the opportunity to imagine a different culture, people's behavior, feelings, fun and morals with which people identify.

Fifteen lesson plans adapted from "The Canterbury Tales" is the best tool to cultivate the interest in reading literature. The most important reading sub-skills are showed in these lesson plans. Each of these sub-skills demonstrates suggested activities that can be practiced in the classroom. Incorporating reading in EFL classes facilitates the teacher's work for teenage students who will find that **Reading** can be easy and fun.

**Key words:** Reading, "The Canterbury Tales", EFL classes, sub-skills, teenagers.



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Cuenca, 12 de mayo de 2016

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## DEDICATION

*I want to dedicate this study to the most important people in my life. My parents, Elena and Rolando, who always gave me the major support to achieve this goal. To my daughter Alisson, the person I love the most. She gives me the strength and hope to continue living. To my husband, Darwin, for the love and motivation that means in my life. Each one of them contributed to this work giving me patient, confidence and comprehension. I just have to say “Thank you, to you all.”*

**Grace Fernanda**





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## INTRODUCTION

The purpose of this study is to facilitate fifteen lesson plans adapted from “The Canterbury Tales” for teenage students. These lesson plans develop reading sub-skills activities that can be applied in EFL classrooms. This work is made up of five chapters.

The first chapter contains the description of the problem, the justification and the objectives of this research. It provides general information about the topic.

The second chapter shows how literature should be introduced in EFL classes, including its advantages and disadvantages. Also, it explains how the reading skill is closely related to the other three skills: listening, speaking and writing. This chapter gives details for choosing the masterpiece “The Canterbury Tales” by Geoffrey Chaucer and his way in which he captures readers’ attention in order to make reading interesting for teenagers. These tales are adapted to teenagers’ level in literature.

The third chapter contains the methodology used to collect data. An interview was used to obtain information of a teacher’s knowledge of what would be the most useful reading sub-skills that should be applied in EFL classes.

The fourth chapter provides the fifteen lesson plans as a tool of reading in EFL classes. These lesson plans contain activities according to the reading sub-skill to which it corresponds. Each lesson plan has a worksheet, as extra material, to be practiced in classrooms.

Finally, in chapter five, conclusions and recommendations are presented



## CHAPTER I

### 1.1. Tittle

“Developing Reading Sub-skills: Fifteen Lesson Plans Adapted from “The Canterbury Tales” for Teenagers.”

### 1.2. Topic

English is one of the most important and useful languages all around the world, learning it would be easier if teachers take into account the four skills, most of all, reading. As teachers know, reading contains many other sub-skills which include skimming, scanning, and finding the main ideas.

These sub-skills are very important tools for students to aid in acquiring reading comprehension development activities, both in intensive or extensive reading, either to look for enjoyment or for information, assist the students’ comprehension.

That is what this work intends to do, introduce English Literature through the skill of reading, and the work that has been chosen for this aim is that of the great Geoffrey Chaucer and his work, “The Canterbury Tales.”

The intention of this work is to develop fifteen lesson plans using “The Canterbury Tales” as didactic material, which will be adapted for teen students to assist them with the former cited sub-skills. These sub-skills will be prioritized when ten English teachers are interviewed regarding the importance of each sub-skill.



### **1.3. Description of the problem**

Commonly, English has been strictly taught through The Grammar Method in our schools because of many laws and rules teachers have to fulfill according to educational guidelines. As teachers know, English is not only grammar; so, teaching a foreign language involves many other learning alternatives.

That is the case of the reading skill that many times has been forgotten, or at least not developed, in EFL classes because of the lack of time or resources. To achieve the reading skill, it is necessary to acquire some sub-skills that will allow students to get closer to reading a text such as a novel, a short story or a poem; from classic English Literature.

The fact is that, although teachers have a lot of resources and possibilities for learning a language, teachers choose other activities that take the student away from reading. Because of this, teenage students do not think critically and therefore, cannot understand and use what they read. When forced to report on what they read, they just copy and paste and do not try to assimilate what it is being presented.

What this work proposes is to awaken a certain amount of interest in literature and most of all in the early English genre with this great author, Geoffrey Chaucer.

### **1.4. Justification**

According to researchers, in some schools literature is not available. That is why Chaucer's crucial and classical work has been chosen. The intent is to involve teenage students in literature because using a work with dialogue and prose, although it would be a little complex in its structure and syntax, is a good source for writing practice as well.



Geoffrey Chaucer is one of the most important English writers and his masterpiece, “The Canterbury Tales” has stood the test of time. “The Canterbury Tales” is difficult to understand because it was written in Middle English, but this work will have six selected stories adapted into Modern English, along with their respective lesson plans in order to make them more suitable and interesting to beginning English readers.

## **1.5. Objectives**

### **1.5.1. General Objective**

To develop 15 lesson plans from “The Canterbury Tales” to improve the five reading sub-skills for teenage students.

### **1.5.2. Specific Objectives**

- To show the influence of literature in EFL classes.
- To improve the five important reading sub-skills to be developed in teenagers through an interview of 10 private school teachers.
- To select and adapt 6 tales taken from “The Canterbury Tales.”
- To develop 15 lesson plans applying the five reading sub-skills; including 3 lesson plans for each sub-skill.



## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1. Geoffrey Chaucer and Middle English

If the way a language is learned is taken into account, literature is an integral tool to assist students' interest in the acquisition of the language. The use of literature provides an enormous contribution in EFL teaching, which is why Geoffrey Chaucer's "The Canterbury Tales" has been chosen as a guide of study.

Geoffrey Chaucer is considered the most important English writer in Middle English. His way of writing follows a hierarchical order, even though the social descriptions of his age were not clear. That is why he wrote his masterpieces "Troilus and Criseyde" (1380) and "The Canterbury Tales" (1387) in this context. Thus, they are nowadays conceived as the most important surviving prose works of that age. His style was prominent, that is why he is one of the most influential English writers of all time.

In the Middle Ages, The English Language was undergoing a big transformation with the use of neologisms and latinisms. Some grammatical features were simplified or they simply disappeared, including the reduction and the elimination of some grammatical cases, the simplification of noun and adjective inflection or the simplification of verb conjugation. Many of these rules are still in use today. Even the pronunciation changed dramatically during the Middle period, especially vowel sounds and diphthongs, which began the great vowel shift. Geoffrey Chaucer took advantage of all of these situations to create his works and to change the English language forever.

"The Canterbury Tales" is a collection of these short stories taken from the English culture of the 1380s. It has become the most significant work in the English language, not only because of the context in which it was written, but also because how it enriched the English language.



Traditional stories were transmitted orally during many years prior to writing being introduced to the English. Language, History, Culture and People of the past were identified first in this oral tradition. After the appearance of writing, the reading skill became an important tool to understanding other people and cultures. However, reading has now become a minor activity because of a fast-growing media and technology industry. The use of short stories in the EFL classroom is one way to change this reality that teachers of foreign languages have to face.

## **2.2. A brief description of “The Canterbury Tales”**

As discussed, Chaucer’s writing is orderly, mostly based upon the interrelation of the divine scheme of things (Sanders, 1994); it talks about hierarchies. These kinds of social perceptions are clearly defined in the General Prologue of “The Canterbury Tales”. In it, the author discusses how the pilgrims begin the journey from the Tabard Inn in Southwark to the tomb of St Thomas Becket in Canterbury. This pilgrimage was composed of about 30 people:

1. The Knight, followed by his son the Squire and by his attendant the Yeoman.
2. The Representatives of the Church such as the Prioress, a Nun, a Personal Chaplain and three other Priests, the Monk and the Friar.
3. Chaucer describes a variety of figures like a Merchant, a Clerk, a Sergeant of the Law, and a Franklin.
4. The lower social class included a Haberdasher, a Carpenter, a Weaver, a Dyer, a Tapicer, a Cook, a Shipman, a Doctor or Physic, and a widow, the Wife of Bath.
5. Ploughman, his Manciple, the Reeve, the Miller, the Summoner, the Pardoner, and Chaucer himself.

Although the very highest and the very lowest social ranks, the Aristocrats and the Serfs respectively, are missing from the group, we can imagine how well distributed the social class was in Chaucer’s times. (Youman, 2008).

It is hard to conceive real knowable facts about the England of that time, but Chaucer knows how to make readers realize about people and his surroundings just by telling and describing everything about them. That is why “The Canterbury Tales”



illustrates the way in which the pilgrims were guided by their faith to Canterbury, that epic journey that every year some people used to accomplish to give their saint a tribute.

When we analyze “The Canterbury Tales,” we immediately take into account the strategies Chaucer uses to write this masterpiece. First, he tries to create an image in our minds about society, this way the reader is closely involved in the big collection of stories. These tales are put together by links that make the entire story interesting as well as tie the stories together using the characters themselves to help the reader understand the social structure as well as the personalities and morals of the characters of the time. Chaucer also uses jokes and misunderstandings to further the stories. Second, the active participation of all the characters, transforms the links into a background story where everybody is acting and talking. The consequence of this little trick is that the author is able to create the use of many voices in his work (Youman, 2008), and as a result the links are as interesting as the whole story itself. In these links, language is improved because there are lots of dialogues among the participants.

### 2.3. EFL in classroom

Literature has many objectives, and one of them is to make readers feel free, imaginative and thinking. According to this, when educators are able to create and be more plausible with the environment, teachers can have the ability to take the readers out of their own world. Reading literature takes readers to the future, or to the past, or helps them to create a criticism or a psychological point of view. Aside from that, four basic reasons should be considered by teachers in order to apply the use of literature in an EFL class (Collie and Slater 1990:3).

1. **Valuable Authentic Material:** it is the study of works of literature, samples of language in real-life contexts.
2. **Cultural Enrichment:** assists the student in learning history of a specific country or society due to literature.
3. **Language Enrichment:** it is the most important step for a language learner to acquire, it is the basis of how we teach students new vocabulary and new structures.





4. **Personal Involvement:** it means that students will be interested and involved in the language in every aspect of their daily life.

Besides, teachers have to be aware that when introducing literature in an EFL class, a foreign language can be taught by taking into account the four basic skills. The most important idea, when teachers want to use literary texts among students in a classroom, is to try to expose pupils into the real and useful language as much as possible. Chaucer's usage of real language in real situations in "The Canterbury Tales" exposes the student to the enormous genius of this fantastic writer thus allowing the student to realize his own possibilities.

As mentioned earlier, literature can be used as a source for teachers for better organization when teaching a foreign language. Teachers also have to take advantage of the interest some young learners have for learning another tongue nowadays. This situation will be taken into consideration in order to develop Lesson Plans with several activities using "The Canterbury Tales," which will be adapted from Middle English into Modern English, applied to this work and in an EFL class.

Most of the time, teachers feel the necessity of introducing new literary texts in the language classroom. It has become a matter of communicative competence for students when developing activities. Among other activities, students can extract and use different statements within the written texts. Students can deal with issues of complex social contexts and even be more active in different real life conversations and interaction with other English speakers. Aside from that, students will be able to make their own narrations, write summaries, tell their own short stories, and auto-evaluate their acquisition of the language. Of course teachers must select the most appropriate and significant literary materials. Therefore, it is important to take into consideration the text, the learner, the activities, the difficulty level of the text, the ability of the learner, and using oral procedures in order to teach a new language to these learners.

#### **2.4. Literature among the four skills**

Literature is a very important part of a language, as it was seen before; it incorporates the oral and the written language usage in every aspect. In this way, teachers are in the obligation to teach the four skills as a whole integration, mixing oral and written



production, creating referential and interactional meaning, etc. Immediately tutors will see how each of the language skills can be integrated to literature and how professors can teach a language by means of it.

#### **2.4.1. Literature and Reading**

First, students learn to read in their own language. They comprehend what a literary text wants to express and how critical the student can be in relation to the text. When students begin to read they can discuss or even make questions about the plot, the environment, the characters or even the settings that can be represented as a good reference to the literary text. Now, when learning a target language, students experiment the same worries and curiosities that teachers have to take advantage of.

#### **2.4.2. Literature and Writing**

As teachers know, writing is one of the most important acts of communication. When this skill is completely learned, students need to practice and study it to be developed in a good way. Currently, by means of literature and writing, students are able to acquire more words and vocabulary that can use in real situations. Besides, literature can become a very powerful and motivating base for writing.

#### **2.4.3. Literature with Speaking and Listening**

English language teachers can make listening comprehension and pronunciation interesting. Teachers can motivate and contextualize at the upper levels, playing a recording or video of a literary work, or reading literature aloud themselves. Having students read literature aloud, contributes to the development of speaking as well as the development of the listening ability. Moreover, it also leads to improving pronunciation.

On the other hand, some linguists believe that literature courses are taught simply because they have a part in the ELT curriculum (Zughoul, 1986, 1987; Bader, 1992). Some other scholars believe that the language used in literature is not the same as the language used in everyday life, and that is true. This is the reason why students should be encouraged to develop their communicative skills involving speaking and listening. Learners believe that literature has no place in the language classroom as it does not have a practical use (Widdowson, 1984:161). So, communicative approach to language teaching has to be focused on the study of language for practical purposes.



## 2.5. Introducing short stories in an EFL classroom

The introduction of short stories in the EFL curriculum offers the following educational benefits that will be taken into consideration:

- First, it makes the students' reading task much easier due to being simple and short when compared with the other literary stories.
  - Then, it enlarges the advanced level readers' worldviews about different social groups and other cultures and people.
  - It also provides more creative, encrypted, challenging texts that mostly require personal exploration supported with prior knowledge for advanced level readers.
  - It even motivates learners to read due to being an authentic and empirical material
  - Offers a world of wonders and a world of mystery.
  - Also gives students the chance to use their creativity and imagination.
  - Promotes critical thinking skills.
  - Makes students feel themselves comfortable and free.
  - Helps students coming from various backgrounds to communicate with each other because of its universal language
  - Helps students to go beyond the surface meaning and dive into underlying meanings.
  - Acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring these gained knowledge to their own world.
- (Sage 1987:43)

Teacher accomplishes a very important role in the EFL class. The teacher is responsible for determining the aims of language teaching related to the needs and expectations of students. Nevertheless, some needs in language change; so firstly, teachers have to be aware of the new techniques. Teachers have to know about changes in language in order to make students aware.

In this work, the students' motivation will be analyzed, with the help of their teachers, to know the students' objectives and preferences. An interview will be used to obtain the needed information. This information will assist with knowing more about students' strengths and weakness in reading literature, such as:

- a) Knowing the kind of texts students would like to have in their classes.
- b) Knowing the kind of characters they wish to introduce in those stories,



- c) Knowing what interests student and what they are able to understand to make what they read more significant.

## **2.6. Introducing Chaucer in an EFL class**

Another important situation in an EFL class is that students consider English language classes boring or annoying. The lack of interest is the main problem for students when reading literature. Consequently, Geoffrey Chaucer's "The Canterbury Tales" has been chosen as a starting point to increase students' positive attitudes towards learning such a very important language.

Going backwards in the text, the idea of how "The Canterbury Tales" was accomplished is reconsidered. Geoffrey Chaucer manifests language as a whole and it is a very important social role, because everybody can be involved. Chaucer uses lots of weird characters that today would not be thought of as principal entities about whom to write. Many of the characters are Clerics, Believers of the Church, Knights, Drunks, and Monks. They are people who have different lifestyles from lifestyles today. Chaucer gives us a psychological view of these characters in his work. The student is able to see into a long lost culture and gain a better understanding of how these characters lived and interacted. Beside this, Chaucer gives the reader a combination of humor, ethics, and a look into social ills such as, viciousness, lust, infidelity and at the end of these stories, a moral indicator that sins have their consequences.

Adaptations of some stories of "The Canterbury Tales" will be simplified and applied. The original texts in Middle English, and also in Modern English, are very long and a little bit difficult for students to understand. The students will understand the morals of these short stories because the students can relate to the themes. Thus, students will better understand how to act in real life situations. They will feel unconsciously attracted to the language because they will realize that they are not only learning English, but also learning about the human condition.

Thus, literature will be embedded in Ecuadorian Culture, and the authentic context creates a personal involvement connecting all readers. This work will engage the learners in literary education; it will offer a range of real stories that provide relevance to the lives of diverse readers. The most important place a language can be learned is the classroom. Classrooms are communities with their own uses of literacy with albeit limited attributed roles for teachers and learners. However, there are certain pedagogic practices, carried



out in the name of reading or writing a second language that contribute to language learning in the classroom. It also has to be considered that languages themselves may be so different in the way they represent meaning in their written form. In other words, students will be able to read well, as well as accomplish other abilities such as **Skimming, Scanning, Global Comprehension, Making Predictions and Guessing the Meaning of Unfamiliar Words.**

Since the notion of classrooms as communities is accepted, it can be said that teachers and learners create their own contexts along with certain roles and goals. The very physical environment of a classroom allows for implicit as well as explicit messages, in other words, classrooms are able to create their own expectations and value systems by themselves alone. These are partly determined by the norms and values of social institutions, in this case, schools.

Conversely, the texts that are going to be used will continue to mean something different to each reader. This also allows student involvement in a new context, a globalized world in which not only English is in use but many other languages as well. Therefore, they will be consciously or unconsciously aware of the world, places and peoples from other lands as well as their history and culture, and gaining an understanding of the social context of the present through reading literature of the past.



## CHAPTER III

### METHODOLOGY

#### 3.1. Basic methodology

This research will be supported by bibliographic material to clarify the path to follow in order to achieve the objective. An interview will be applied to get information about the topic. This interview will also help us to look for the most useful reading sub-skills missing in teenage students' activities. The gathered information will be the basis to generate procedures for the creation of fifteen lesson plans based on English Literature adapted for teenagers.

#### 3.2. Bibliography review

Among the list of reviewed books, the most important are: "Literature" from A. Duff and A. Maley, published by Oxford University Press in 1991. "Literature in the language classroom" written by A. Maley, published by Cambridge University Press in 2001. "Reading," by Catherine Wallace published in 1992 by Oxford University Press. "Incorporating Literature in ESL Instruction" written by H. Sage in 1987 printed by Prentice Hall-Inc. These selected works provide the most important information to this study. The reviewed books give a clear summary about English language history and how the first written works were spread in past times. Also, they provide a guide to understand how to apply literature in classes, especially for teenager students. These volumes drive as an instrument to create the lesson plans in an interactive, funny, useful and functional way. Like this, students will be prepared to learn English through reading Geoffrey Chaucer short stories.

#### 3.3. Interview

The interview was applied to ten private high school teachers. (See Appendix 1)  
They contributed with their knowledge about the missing reading sub skills in EFL/ESL



classrooms, in order to apply them in the lesson plans. These lesson plans will become an educational tool for teachers that want to implement reading at their classes. The ten private teachers answered varied questions about how they manage their classes, including the reading skill and their knowledge about the taking out of these responses. The five reading sub-skills needed to develop the fifteen lesson plans were subtracted to create them.

### 3.4. Participants

In this interview, ten high school teachers were involved. These teachers answered the interview according to the teenage students' needs. Professors know how students like to learn a new language, especially in the reading skill, taking into account that reading a foreign language results difficult itself. Educators supported this work with their responses about the missing reading sub skills at the classroom. Using these responses, the lesson plans were created by means of an expert point of view given by the teachers mentioned before.

### 3.5. Data gathering technique

Through this interview the information gathered is: the most of teachers do not recognize the correct name of each reading sub-skill, using names such as: underline, write the meaning of new words and reading by pictures. However, after a short introduction and explanation of the real names of the reading sub skills, they consider that: **Skimming, Scanning, Global Comprehension, Making Predictions and Guessing the Meaning of Unfamiliar Words**, are the reading sub-skills selected to this work because they will facilitate reading comprehension to be developed in the classroom.



## CHAPTER IV

### LESSON PLANS ADAPTED FROM “THE CANTERBURY TALES”

#### 4.1. LESSON PLAN No. 1

#### “SCANNING” READING SUB-SKILL

#### INTRODUCTION TO “THE CANTERBURY TALES”

#### PRESENTATION:

- Warm up: “The Hidden Object”. Students will guess what kind of object is hidden in a bag. (A book: “The Canterbury Tales in Middle English”)
- The teacher gives a short introduction about “The Canterbury Tales”, the author and the place where it happens.
- Show a video about the intro of “The Canterbury Tales”

<https://www.youtube.com/watch?v=G1mwYmb6WR0>

This video will be played twice because it lasts three minutes.

#### PRACTICE:

- Brainstorming: In groups, students write a brief introduction of “The Canterbury Tales”. Then students draw the characters they remember the most.
- The teacher monitors students’ pronunciation by reading aloud, picking out students randomly.
- Students read “The Canterbury Tales” short introduction. (see appendix 2) They have 10 minutes to read and understand the information.
- They find specific information like: places, names, words, etc.





## PRODUCTION:

- Worksheet: (See appendix 3)

### 1. Students answer these questions:

Who is the author of “The Canterbury Tales”?

Where does the pilgrimage take place?

Why do people go to Canterbury?

Who is the most important person in this pilgrimage?

Who has the idea to tell the stories in the way of the pilgrimage?

Who is the first person in telling the story?

What is the prize for the winner of this contest?

### 2. Word searcher:

Find the name of ten characters:

Solutions:

- Nun
- Priest
- Knight
- Squire
- Miller
- Summoner
- Pardoner
- Plowman
- Monk
- Franklin.



## 4.2. LESSON PLAN No. 2

### “SKIMMING” READING SUB-SKILL

#### “THE KNIGHT’S TALE”

### PRESENTATION

- Feedback: Students remember “The Canterbury Tales” introduction. According to it, the first tale to be told is “The Knight’s Tale”. Students give ideas about the characters and settings of this story.

### PRACTICE

- Students receive the written story with the first and last lines of each paragraph underlined. Pupils have 10 minutes to read.
- Teenager students answer this questions using just one word:

Who returns after conquering Scythia?

What’s the name of Theseus’ wife’s sister?

Who falls in love with Emilie?

Who escapes to the woods?

Who wins the battle?

Who helps Arcite?

Who marries Emilie?

### PRODUCTION

- Students receive a worksheet (see appendix 4) in order to get the main idea of the text.

### Solution

#### 1. The main idea in paragraph one is:

- a. Theseus is married.
- b. Palamon and Arcite were captured for killing men in Athens.
- c. Theseus, The Conqueror, returns to Athens with his wife and Emilie.

#### 2. The main idea in paragraph two is:

- a. Arcite goes away from Athens.
- b. Palamon and Arcite fall in love with Emilie.



- c. Palamon and Arcite are in prison.

**3. The main idea in paragraph three is:**

- a. Palamon forgets Emilie.
- b. Arcite is sad because of Emilie's love.
- c. Arcite sleeps too much time in prison.

**4. The main idea in paragraph four is:**

- a. Arcite goes to the park.
- b. Palamon and Arcite escapes to other country.
- c. Palamon escapes from prison to a wood.

**5. The main idea in paragraph five is:**

- a. Palamon and Arcite live in Athens.
- b. Arcite lives in Greece.
- c. Palamon and Arcite returns to the battle.

**6. The main idea in paragraph six is:**

- a. Arcite wins the battle.
- b. Palamon and Arcite get married.
- c. Saturn's makes Arcite's horse fall.

**4.3. LESSON PLAN No. 3**

**"SCANNING" READING SUB-SKILL**

**"THE KNIGHT'S TALE"**

**PRESENTATION**

- Feedback: Students remember the last topic answering some questions
- Through a video "The Knight's Tale" is introduced  
<https://www.youtube.com/watch?v=deRyhTuny3w>



## PRACTICE

- Brainstorming: Students tell their first ideas at watching the video.
- Students take 5 minutes to read the tale (see appendix 5) in silence, then the teacher monitors students' pronunciation by reading each paragraph aloud picking out some students.
- After reading the tale, students tell if they found differences or similarities between the video and the text.
- Group work: Students make groups in order to fill the practice worksheet (Take into account the number of students you have)

## PRODUCTION

- Worksheet:– see appendix 6-

### 1. Crossword: Solution

Down

1. The girl they both fall in love: **Emilie**
2. Exiled from Athens: **Arcite**
3. Fight between two people: **Duel**
5. God that makes Arcite's horse fall: **Saturn**

Across

4. Duke of Athens: **Theseus**
6. Escapes to a wood: **Palamon**

2. **Comparison chart:** Answers will vary according to students' attention. They find if the video and the text have the same characters, events, details, etc.



3. **Questions:** Students answer these questions according to their personal opinions about some facts given in the text.

- Do you think Palamon won fairly? Why?
- In your opinion, who should be the winner of Emilie's love? Why?
- 

#### 4.4. LESSON PLAN No. 4

#### "SCANNING" READING SUB-SKILL

#### "THE KNIGHT'S TALE"

#### PRESENTATION

- **Warm-up:** Students look at some pictures; they will guess the name of some Gods of Athens according to their knowledge about those Gods.
- **Feedback:** Students remember the last topic answering some questions:  
What is the name of the girl the boys felt in love?  
Who was exiled from Athens?  
Who was the duke of Athens?  
Who married Emilie?

#### PRACTICE

- Students will watch two short parts of the video: beginning and end. After watching the video, they should write the middle of the story according to the text "The Knight's Tale" in their own words.
- Then, some students tell the class their written middle parts of the story in order to compare who is closer to the true tale.
- In pairs, students exchange their written works to check mistakes done by their classmate. (In this part you can review how well your students identify vocabulary and grammar mistakes)



## PRODUCTION

- Students receive a worksheet that contains pictures that represent a certain part of the story. The pupils should identify it in the story and write that part above the picture. (see appendix 7)

### Solution

**Picture 1:** Duke Theseus returns from conquering Scythia with his new wife, Hippolyta, and her sister, Emilie. He meets some women that tell him bad Creon killed their husbands.

**Picture 2:** Soldiers find two young knights (Palamon and Arcite) who are not dead. Theseus decides to imprison them.

**Picture 3:** Meanwhile, Palamon escapes and goes to a wood.

**Picture 4:** Theseus proposes a tournament in one year with Palamon and Arcite followed by one hundred knights. The winner of the contest will get the hand of Emilie.

**Picture 5:** Saturn makes Arcite's horse fall. Arcite is also hurt and carried to Theseus' palace.

**Picture 6:** Palamon and Emilie get married and live out their lives in a love unbroken.



#### 4.5. LESSON PLAN No. 5

#### “SKIMMING” READING SUB-SKILL

#### “THE FRANKLIN’S TALE”

#### PRESENTATION

- Feedback: Students remember the Franklin’s character.  
Who is he?  
What does he do?  
Is he single or married?

#### PRACTICE

- Students receive the text “The Franklin’s Tale”. (see appendix 8) They have two minutes to look at the picture.
- Teenager students tell the class what they think the tale is going to be about.
- Next, students read the text taking into account the skimming reading sub-skill. In order to get the general idea of the text.

#### PRODUCTION

- Students complete the worksheet given by the teacher. (see appendix 9)

#### Solution

1. Read
2. Underline the main ideas of each paragraph using skimming technique.



### THE FRANKLIN'S TALE

Dorigen, the heroine, waits for the return of her husband, Arveragus, who has gone to England to win honor in feats of arms during two years.

She worries that the ship bringing her husband back home will crash itself on the coastal rocks. So, she promises Aurelius, a young man who falls in love with her, that she will give her body to him if he clears the rocks from the coast.

Aurelius gives the work to a student learned in magic to create the illusion that the rocks of the coast disappear. When Arveragus returns home and Dorigen tells him the truth of what had happened, he tells that he will bear the shame of her actions. For Arveragus, promise of his wife is the most important thing.

Arveragus tells his wife that she must keep her promise to Aurelius. Aurelius is so impressed by Arveragus's honorable act that he generously absolves her of the promise.

The magician, in turn, generously absolves Aurelius of the money he owes.

#### 3. Complete the chart with the requested information

<b>Main idea: Paragraph 2</b>	So, she promises Aurelius, a young man who falls in love with her, that she will give her body to him if he clears the rocks from the coast
<b>Main idea: Paragraph 3</b>	For Arveragus, promise of his wife is the most important thing.
<b>Main idea: Paragraph 4</b>	Aurelius is so impressed by Arveragus's honorable act that he generously absolves her of the promise.
<b>Main idea: The complete text</b>	Dorigen and Arveragus are honest people that are in love, supporting each other in any decision they take.





#### 4.6. LESSON PLAN No. 6

#### “SKIMMING” READING SUB-SKILL

#### “THE FRANKLIN’S TALE”

#### Second Part

### PRESENTATION

- Students watch the video about “The Franklin’s Tale”

<https://www.youtube.com/watch?v=LdTKmlbzKkg>

### PRACTICE

- Students note a comparison about the video and the written stories they received the last class.
- Pupils tell the class the similarities and differences they find between the video and the text.
- Students take out the text given before and form groups of four people in order to complete a worksheet for the production part.

### PRODUCTION

- Students write details that are missed in the story given by the teacher.
- One representative of each group reads the story completed with their own ideas.
- Students complete the worksheet. (see Appendix 10)

#### **Solution**

1. **Read the text called “The Franklin’s Tale”. Write 4 more details you watched in the video.**

(Answers will vary)

2. **Write true /T/ or false /F/ according to the text.**

- Paragraph 1: Dorigen waits for her cousin. **F**



- Paragraph 3: The Magician makes the rocks disappeared. **T**
- Paragraph 1: Arveragus is in battle. **T**
- Paragraph 2: Dorigen's husband's ship crashes on the rocks. **F**
- Paragraph 2: Aurelius is in love with Dorigen. **T**
- Paragraph 3: Arveragus makes Dorigen fulfill her promise. **F**
- Paragraph 4: Aurelius gets angry because Dorigen doesn't fulfill the promise. **F**
- Paragraph 4: Aurelius forgives Dorigen's promise. **T**
- Paragraph 4: The Magician gains money for his magic trick. **F**

#### 4.7. LESSON PLAN No. 7

##### "MAKING PREDICTIONS" READING SUB-SKILL

##### "THE MILLER'S TALE"

#### PRESENTATION

-The teacher starts a short conversation about the role the Miller had before the trip to Canterbury began. Show the students a short Power Point presentation with photographs based on the story of "The Miller's Tale" (see appendix 11), and ask them to imagine the story.

#### PRACTICE

- Students discuss about the character of the Miller, who is he and what kind of work the Miller does.
- Then students talk about the photographs and are allowed to imagine a story based on them.
- Pupils tell the class different stories based on the pictures.

#### PRODUCTION

- Students are asked to fill a worksheet (see appendix 12) in which there are some fragments of the story of "The Miller's Tale".



- The paragraphs of these stories are incomplete, so the students make predictions as they saw the pictures previously.
- Write new ideas predicting the story and give another sense to it.

### **Solution**

**1. Read the next text about “The Miller’s Tale”.**

- a) What event is most likely to occur next?

**Answers will vary**

- b) What evidence from the text supports your prediction?

**Answers will vary**

**2. Read the complete story of “The Miller’s Tale”; fill the next comparative chart according to the similarities and differences of your predictions written above and the real story.**

**Answers will vary**



#### 4.8. LESSON PLAN No. 8

#### “MAKING PREDICTIONS” READING SUB-SKILL

#### “THE MILLER’S TALE”

#### PRESENTATION

-The teacher starts the class telling students about the Miller and his characterization in “The Canterbury Tales.” Everybody discuss about the Miller, his activities and how is his personality among the others and how he introduces his tale.

#### PRACTICE

- The Teacher reads an extract of “The Miller’s Tale” to the class. He/she stops reading before reaching the conclusion of the story.

#### PRODUCTION

- Have students write down what they think will happen next. This can be limited to a sentence, a few sentences or a paragraph.
- Have students fold their paper in half and put it in a box.
- Finish reading the story to the class.
- Take out the student's projections and read each one to the class, keeping track on the board of all the different possible endings to the story. Compare the predictions with the actual ending.
- Ask students to describe how and why they guessed the ending as they did and if it was similar or different to the ending in the text. Ask students to give examples from the story to support why they chose the ending and why they think the author chose to end the story in a certain way.

#### Solution

- The teacher is going to read the next fragment of “The Miller’s Tale.”



## THE MILLER'S TALE

*A poor student named Nicholas, persuades the wife of the landowner, Alisoun, to spend the night with him. He convinces a carpenter named John, that the second flood is coming, and tricks him into spending the night in a container hanging from the ceiling of his barn.*

*Absolon, a young district assistant who is also in love with Alisoun, appears outside the window of the room where Nicholas and Alisoun lie together. When Absolon begs Alisoun for a kiss, she sticks her ass out the window in the dark and lets him kiss it.*

- Students then are asked to predict or guess how the story is going to end and write it down in a paper.

**Answers will vary.**

- After that, the teacher tells the entire story. He/she takes all the predictions and reads them in front of the class to everybody.
- Immediately he/she asks students why they chose these endings



#### 4.9. LESSON PLAN No. 9

#### “GLOBAL COMPREHENSION” READING SUB-SKILL

#### “THE MILLER’S TALE”

#### PRESENTATION

-The teacher introduces the class with a new character that is part of the pilgrims to go to Canterbury. In the class, students talk about the Miller and his tale is introduced.

#### PRACTICE

- The teacher gives students a worksheet in which some activities based on “The Miller’s Tale” are presented.
- Students are asked to read the story of “The Miller’s Tale”; its paragraphs are going to be in disorder.

#### PRODUCTION

- Students read the story of “The Miller’s Tale” in disorder.
- They are asked to order the tale correctly.
- Students will follow an adequate sequence to order it.

#### Solution

- The students are going to read the text of “The Miller’s Tale”, by means of a correct sequence of the story; they will order the story rightly. (see appendix 13)
- **Answers: 2 - 4 - 3 - 1**



#### 4.10. LESSON PLAN No. 10

#### "MAKING PREDICTIONS" READING SUB-SKILL

#### "THE FRIAR'S TALE"

#### PRESENTATION

- Warm-up: A picture about a Friar is projected in the classroom. Students give ideas of what kind of topics a character like the Friar could talk about.

Love  
Sin  
Faith

#### PRACTICE

- Now, students know that the tale is going to be told by a Friar. A second picture is projected to the class. Students analyze it and answer it orally according to the title of the story.



THINK...



I think that ...



I predict that ...



I think the main character will ...

#### PRODUCTION

- Students complete a worksheet. (see appendix 14)

**Solution**



1. Make a prediction about the story. Circle the correct answer.

- The Friar tells about an archdeacon who carries out the law without mercy, especially to \_\_\_\_\_

- Good people
- **Sinners**
- Poor people
- Rich people

- The Summoner's job is \_\_\_\_\_.

- **To recollect money from sinners.**
- To pray for sinners.
- To clean the church.
- To kill sinners.

- In third paragraph, the phrase "devil in disguise" means:

- A person that wears a devil costume.
- **A very bad person.**

2. Complete this part of the story. What happens next? (Answers will vary)

- After comparing notes on their treachery and extortion, the devil vanishes. But when the Summoner tries to prosecute an old wealthy widow unfairly, the widow cries out that the Summoner should be taken to hell. The devil

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3. What do you think is the moral that the Friar pretends to teach?(Answers will vary)

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#### 4.11. LESSON PLAN No. 11

##### “GLOBAL COMPREHENSION” READING SUB-SKILL

##### “THE FRIAR’S TALE”

#### PRESENTATION

- Feedback: Students remember the meaning of Friar in Spanish.
- According to the character that is telling the tale, students guess what the story is going to be about.

#### PRACTICE

- By rows, students create a story. Giving ideas from the beginning to the end. The story with more sense and humor wins a prize. (Extra points, candies, free minutes, etc.)
- Pupils look at some flashcards on the whiteboard. The pictures tell the story; so, students should order them to get the correct sequence of the tale.

#### PRODUCTION

- Students read the story (see appendix 15) projected in the classroom screen to compare if they ordered the pictures correctly.
- By this time of reading, teacher monitors students’ pronunciation. Randomly, students participate reading aloud.
- In order to check the good understanding of students about reading, they complete a worksheet. (see appendix 16)
- Finally, students carry homework. Watch the video about “The Friar’s Tale”

<https://www.youtube.com/watch?v=VlgU37jJtJs>



## Solution

1. **Read** the story. Two paragraphs have jumbled sentences. **Underline** first sentences using blue pen. Second sentences using red pen. Third sentences using green pen. (Pens or colored pencils)

### THE FRIAR'S TALE

The Archdeacon has a Summoner who has a network of spies working for him, to let him know who has been lascivious. The Friar tells of an Archdeacon who carries out the law without mercy, especially to sinners.

The Summoner extracts money from those he has sent to call, charging them more money than he should for repentance. He tries to serve an order on a Farmer who is actually a devil in disguise.

The devil follows the woman's instructions and drags the Summoner off to hell, where all Summoners have very special places. But when the Summoner tries to prosecute an old wealthy widow unfairly, the widow cries out that the Summoner should be taken to hell. After comparing notes on their treachery and extortion, the devil vanishes.

The Friar ends his tale by hoping that Summoners can someday repent and become good men.

2. **Rewrite** the story in the correct order. Then make a picture that represents this story.



## THE FRIAR'S TALE

The Friar tells of an Archdeacon who carries out the law without mercy, especially to sinners. The Archdeacon has a Summoner who has a network of spies working for him, to let him know who has been lascivious.

The Summoner extracts money from those he has sent to call, charging them more money than he should for repentance. He tries to serve an order on a farmer who is actually a devil in disguise.

After comparing notes on their treachery and extortion, the devil vanishes, but when the Summoner tries to prosecute an old wealthy widow unfairly, the widow cries out that the Summoner should be taken to hell. The devil follows the woman's instructions and drags the Summoner off to hell, where all Summoners have very special places.

The Friar ends his tale by hoping that Summoners can someday repent and become good men.





#### 4.12. LESSON PLAN No. 12

#### “GLOBAL COMPREHENSION” READING SUB-SKILL

#### “THE FRIAR’S TALE”

#### PRESENTATION

- Warm-up: A picture is placed on the whiteboard backwards. Students should guess what church character it is. They have the chance to ask maximum 5 questions. (The teacher can choose the character)
- Next, students give their opinion about the church character that is in the picture.

#### PRACTICE

- Brainstorming: In order to check homework, students tell the teacher how many details are not in the story. Then students answer these questions:  
  
Are the omitted details important to the story?  
Would you add those details in the written story? Why? Why not?
- Students receive the written text about “The Friar’s Tale”.

#### PRODUCTION

- After watching the video and reading the story, students are ready to reproduce it orally.
- In groups, students represent the story in a short play. They can use materials found in the classrooms, such as pictures, didactic material, furniture, etc. (students have 20 minutes to prepare it)
- The teacher follows the next parameters to grade the presentation: (See appendix 17)



#### 4.13. LESSON PLAN No. 13

### “GUESSING THE MEANING OF UNFAMILIAR WORDS” READING SUB-SKILL

#### “THE NUN’S PRIEST’S TALE”

#### PRESENTATION

- The teacher talks about Nuns and how they are and work nowadays for society.
- The teacher tells students how important Nuns are in the religious society of today and has been during many years.
- Introduction of the character The Nun to the students and how she begins her story.

#### PRACTICE

- Students read the story of “The Nun’s Priest’s Tale”.
- No matter if students don’t understand some words, what really matters is if they can catch the global meaning of the text.

#### PRODUCTION

- The teacher gives, along with the story, a worksheet (see appendix 18) in which students will guess the meaning of some words in their global contexts.
- Students will be allowed to write down what they think some words mean.

#### Solution

After giving students the worksheet with the story (see appendix 18), they will find some unfamiliar words, but by means of the context, students can guess what the unfamiliar words mean.

Answers: they may vary



#### 4.14. LESSON PLAN No. 14

### “GUESSING THE MEANING OF UNFAMILIAR WORDS” READING SUB-SKILL

### “THE NUN’S PRIEST’S TALE”

#### PRESENTATION

- The teacher presents a video about “The Nun’s Priest’s Tale” in order to make students aware of the story.  
[https://www.youtube.com/watch?v=zlw\\_f6-rNpl](https://www.youtube.com/watch?v=zlw_f6-rNpl)

#### PRACTICE

- Teacher gives some pictures to students randomly (see appendix 19) in order to make them follow a sequence according to the video they saw.
- Students stick on the board the pictures in the correct order.
- Teacher asks other students to write a sentence bellow each picture describing it.

#### PRODUCTION

- According to what students saw in the video and how they made the sequence of the story, the teacher gives them a worksheet (see appendix 20) with unfamiliar words to guess their meaning.

#### Solution

1. Read the story of “The Nun’s Priest’s Tale”. Underline the next words in the text: *Widow, hens, host, wives, and fool.*



### THE NUN'S PRIEST'S TALE

This story was about a poor widow who had a lot of animals. She was a very simple patient woman. One of these animals was a cock called Chantecleer. He was the best cock that has ever lived. There were seven hens with him. The prettiest was called Lady Pertelot. She loved Chantecleer very much and their life was very happy. One day, Chantecleer dreamed a terrible dream with a monster. This monster wanted to catch him and eat him. But Pertelot said Chantecleer don't worry because the dreams are nothing. Chantecleer didn't believe. So, Pertelot and he began to tell some really stories about the dreams. The next day, Chantecleer was alone and he walked in the widow's yard. Then he saw the fox who introduced himself as one who admired how Chantecleer sang. The bird believed the fox and began to sing. Then the fox caught Chantecleer by the neck and ran off towards the forest. All friends of Chantecleer began to look for him and to stop fox, but it was late. When the fox spoke to Chantecleer and opened his mouth Chantecleer flew high into the trees. The fox tried to convince the cock that he didn't want to eat him. But Chantecleer didn't want to be fool twice. This story liked very much to the Host and in the end he asked Nun's Priest: "Don't you wish you had seven wives, like the cock? But you are priest and can have none.

### 3. According to what you read and what you saw in the video, guess the meanings of the next words:

**WIDOW:** This story was about a poor widow who had a lot of animals.

- a) A person who works in a farm
- b) A woman that has lost her husband**
- c) A woman that has many works

**HENS:** There were seven hens with him

- a) A lot of girls
- b) The feminine of cock**
- c) Genes

**HOST:** This story liked very much to the Host

- a) A similar to a horse
- b) A spirit



**c) A person that receives customers into his/her house**

**WIVES:** Don't you wish you had seven wives, like the cock?

**a) The plural of wife**

b) The plural of wave

c) The plural of wake

**FOOL:** But Chantecler didn't want to be fool twice.

a) To play football

**b) A stupid person**

c) Something that is complete





#### 4.15. LESSON PLAN No. 15

### “GUESSING THE MEANING OF UNFAMILIAR WORDS” READING SUB-SKILL

#### “THE NUN’S PRIEST’S TALE”

#### PRESENTATION

- The teacher gives two students the puppets of a Cock and a Hen.
- Students choose a part of the story they like the most and represent it by means of a short dialogue.
- Repeat this process with other students (optional)

#### PRACTICE

- Presentation of new vocabulary by means of miming and realia. Vocabulary: loved, dreamed, catch, eat, believe.
- Once they guess the meaning of these words they are asked to draw the actions on the board.
- A video in Middle English is presented to the students  
<https://www.youtube.com/watch?v=3C6rS0aL0DM>
- The teacher reads the class the story in modern English; Students have to tell the class the similar words they hear in both of them.

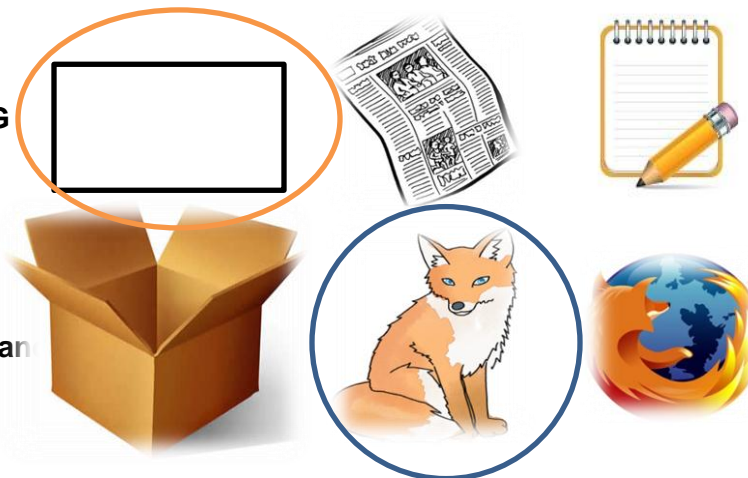
#### PRODUCTION

- Teacher gives a worksheet that contains some activities students have to accomplish. (see appendix 21)

#### Solution

1. Circle the correct picture according to the meaning of these words:

NOTHING





FOX

ALONE



WISH



TREE



2. Make sentences using the words of the exercise number 1. (Answers will vary)



## CHAPTER V

### 5.1 Conclusion

In conclusion, reading is one of the most useful skills that people need acquire to learn a language, especially if they are learning a new language. Through this skill the acquisition of different vocabulary becomes easier. The use of the imagination increases, promotes critical thoughts and gives the ability to communicate much better with the world. Besides, the reading skill is closely connected to the other three: writing, listening and speaking.

The reading skill has been forgotten for many years, it has had to deal with the advance of technology; the over exposition of information makes people unable to investigate deeper. Just by typing the name of the topic you need, the material will appear; you will copy and paste to finish your task in few minutes. It is impossible to deny that internet facilitates our lives; however the wrong use of cyber space has eliminated the desire for learning real investigating.

The best way to introduce people to reading is investigating what kind of literature interests the reader. In this case, knowing what type of literature interests' teenagers is easy; teenagers are interested in romance and fun. This mixture is found in the famous written work "The Canterbury Tales" by Geoffrey Chaucer. This work has everything a teen reader would enjoy: history, love, entertainment, and some morals that show the reader how really life is. For this reason, this master literary work has been chosen.

EFL classes need to catch students' attention; teachers need to look for the proper material to use in classrooms. Based on new studies, reading in these times has been introduced with more strength than five years ago. Professors have seen the necessity of giving reading importance it deserves. By choosing the correct literature for the student, the student will show significant interest in the literature, thus allowing the student to obtain the required skill set in reading and allow the teacher to further the students' learning.



## 5.2. Recommendation

This project has been created to improve the reading skill in teenager students, between the ages of fourteen and eighteen years old. The texts were adapted from “The Canterbury Tales” by Geoffrey Chaucer. Tales such as: “The Knight’s Tale,” “The Nun’s Priest’s Tale,” “The Pardoner’s Tale,” “The Friar’s Tale” “The Miller’s Tale” and the “Introduction” of the story have been incorporated to this work.

Through the use of these tales, the teenager student will identify with the behavior shown by the characters in the stories. The laziness, love, drinking, fun, tricking, sinning, and fighting will demonstrate that being a human is difficult and fun at the same time.

Fifteen lesson plans adapted from “The Canterbury Tales” are included in this work; they will work as a guide to use these stories in order to facilitate reading in teenagers. Each lesson plan contains the three most important parts of a class: Presentation, Practice and Production.

By means of an interview, five reading sub-skills were subtracted to be applied in the fifteen lesson plans. They are: Skimming, Scanning, Global Comprehension, Making Predictions and Guessing the Meaning of Unfamiliar Words.

One reading sub-skill will be developed in three lesson plans showing the different activities that a teacher can do in order to progress in reading. Like this, five reading sub-skills will be practiced in fifteen lesson plans adapted from five tales taken from “The Canterbury Tales” including the Introduction of them.

Besides this, each lesson plan holds a worksheet, and the solving of them, that a teacher can use to reinforce the EFL classes according to the text. The lesson plans have been structured to be applied in a forty-five minute class.

Using this work, the teacher will notice the student’s awareness will peak an interest in literature more than ever before. The use of “The Canterbury Tales” will awake in them the spirit of reading and the desire to know, imagine, think, and, most important, to learn.



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- <https://www.youtube.com/watch?v=LdTKmlbzKkg>
- <https://www.youtube.com/watch?v=VIgU37jJtJs>
- [https://www.youtube.com/watch?v=zlw\\_f6-rNpl](https://www.youtube.com/watch?v=zlw_f6-rNpl)
- <https://www.youtube.com/watch?v=3C6rS0aL0DM>



**APPENDIXES**

**Appendix 1**

**INTERVIEW**

**UNIVERSITY OF CUENCA**

**FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES**

**ENGLISH LANGUAGE AND LITERATURE**

**STUDENT:** GRACE FERNANDA BACUILIMA ÑAUTA

**TITLE OF THE TESIS:** “Developing reading sub-skills: fifteen lesson plans adapted from “*The Canterbury Tales*” for teenagers.”

**TEACHER’S NAME:** \_\_\_\_\_

**WORK’S PLACE:** \_\_\_\_\_

**YEARS OF EXPERIENCE:** \_\_\_\_\_

Please, answer the next questions:

1. Do you apply the four basic English skills of the language in your EFL classes?

\_\_\_\_\_  
\_\_\_\_\_.

2. In your opinion, which of the four basic skills is the most important to be developed in EFL classes?

\_\_\_\_\_  
\_\_\_\_\_.

3. Which of the four basic skills do you practice the most in your EFL classes?



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4. Do you consider reading skills should be developed in EFL classes? Why?

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5. According to your personal experience as teacher, what is the frequency in which EFL learners read?

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6. Why do you think learners do not read frequently?

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7. What kind of reading do you consider would motivate students?

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8. Do you know at least 5 reading sub-skills? If you do, please, name them:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

9. What material do you have available to foster reading sub-skills development?

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10. Would you like to apply reading materials with more frequency in your classes?  
Why?

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11. What are the benefits of developing reading skills in EFL learners?

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## Appendix 2

### THE CANTERBURY TALES

#### Introduction

Every year in April, there was a pilgrimage from London to Canterbury, to show the devotion that some people had at visiting the relics of Saint Thomas Becket, archbishop of Canterbury...

Everything began at the Tabard Inn, south of London, where Geoffrey Chaucer joined to a group of twenty-nine other pilgrims who have met each other along the way.

The Knight is the person of highest social rank on the pilgrimage. Followed by his son, the Squire, who is not as good as his father. They are accompanied by their Yeoman, a noticeably over-armed man.

The Prioress and the Monk are the head of a fashionable Catholic church, who always find an excuse to get away from it; they're accompanied by the Friar too.

The Merchant is apparently a prosperous exporter. The Clerk is devoted to the love of learning and of God. The Sergeant of the Law is a successful lawyer who sometimes functions as a judge. He is accompanied by his friend, the Franklin, a prosperous gentleman, prominent in his region.

The lowest in the social scale is a mass of Skilled Tradesmen that belongs to a "fraternity" formed by: The Shipman, the Medical Doctor, the Wife of Bath, the Plowman, the Miller, the Manciple, the Reeve and finally, the Summoner followed by his nasty habits.

-All the characters together show us the worst viciousness of human nature that exist in the world. -

After serving dinner, Harry Bailey, the owner of the Tabard Inn originates the idea for the Tales. "To pass the time pleasantly, everyone will tell a couple of tales on the way out and a couple of other tales on the way back." The teller of the best tale will get a dinner paid by all the others at Harry's inn, The Tabard, on the way back from Canterbury.

They all accept, and then they go to bed. The next morning, they set out and draw lots to see who shall tell the first tale. It falls to the Knight to tell the first tale, so everything begins in a very funny trip to Canterbury.



**APPENDIX 3**

**WORKSHEET LESSON PLAN No. 1**

**“SCANNING” READING SUBSKILL**

**INTRODUCTION TO “THE CANTERBURY TALES”**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Score:** \_\_\_\_\_ / 24 = \_\_\_\_\_ / 10

**1. Read and answer these questions: (14 diff.)**

- Who is the author of “The Canterbury Tales”?

\_\_\_\_\_

- Where does the pilgrimage take place?

\_\_\_\_\_

- Why do people go to Canterbury?

\_\_\_\_\_

- Who is the most important person in this pilgrimage?

\_\_\_\_\_

- Who has the idea to tell the stories while on the pilgrimage?

\_\_\_\_\_

- Who is the first person to tell the story?

\_\_\_\_\_

- What is the prize for the winner of this contest?

\_\_\_\_\_



2. Find the name of ten characters given in the introduction of “*The Canterbury Tales*” (10)

### THE CANTERBURY TALES

N F O A F C N Y F T M P E O D  
A N B F R E Z A K S L M R O X  
G B J C A W U A Y O E P I L D  
G L T B N L N C W O J V U F G  
P N L E K Q T M A O A Q Q M W  
A A U F L I A H M O N K S Y R  
K J R N I N C F G A O Y P E D  
N G J D N C G N H I P J L P Z  
S U M M O N E R S L N L G S X  
Y Q B J D N N H O L I K G M C  
W J K T T F E I W M Z Y C X A  
R Q G M B L H R A T S U F Q D  
J U V R N K H X L B I B N J S  
C Z S X D L V H B I K F M W K  
O V Z Z G Q X T S E I R P G P



## APPENDIX 4

### WORKSHEET LESSON PLAN No. 2

#### “SCANNING” READING SUBSKILL

#### “THE KNIGHT’S TALE”

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Score:** \_\_\_\_\_ / 12= \_\_\_\_\_ /10

#### 1. Read this text called “The Knight’s Tale”

##### THE KNIGHT'S TALE

Duke Theseus returns from conquering Scythia with his new wife, Hippolyta, and her sister, Emilie. He meets some women that tell him bad Creon killed their husbands. Theseus defeats Creon and after the destruction of Creon's forces, soldiers find two young knights (Palamon and Arcite) who are not dead. Theseus decides to imprison them.

Both knights claim their love for Emilie, they soon become enemies. Later, a friend of Arcite arrives in Athens and tells Arcite to go away and never return to Athens.

Arcite falls into a lover's melancholy, so he is not recognizable. Mercury, the messenger of the gods, appears and orders Arcite to return to Athens. Arcite changes his name for Philostrate, and works as an attendant in the House of Emilie.

Meanwhile, Palamon escapes and goes to a wood. Arcite goes there too and begs Juno, Mars, and Venus to help with his trouble. Palamon recognizes Arcite and wants to kill him for his treason. Both arrange to duel the next morning, Theseus stops it and tells the people that both must be killed for their crimes, but the women of his company beg mercy for the knights. Theseus proposes a tournament in one year with Palamon and Arcite followed by one hundred knights. The winner of the contest will get the hand of Emilie.

One year later, Arcite and Palamon return to Athens for the battle. Palamon, Emilie, and Arcite pray. Palamon prays to Venus, goddess of love; Emilie prays to Diana, goddess of chastity; and Arcite prays to Mars, god of war. Saturn, god of destiny, promises that Palamon will win his love and Arcite will win the battle.

The battle begins, and Palamon is hurt. Arcite is declared the winner. Saturn makes Arcite’s horse fall. Arcite is also hurt and carried to Theseus' palace. Arcite dies and Theseus arranges a great funeral for him. Palamon and Emilie get married and live out their lives in "a love unbroken."



**2. Choose the correct option:**

**1. The main idea in paragraph one is:**

- a. Theseus is married.
- b. Palamon and Arcite were captured for killing men in Athens.
- c. Theseus, the conqueror, returns to Athens with his wife and Emilie.

**2. The main idea in paragraph two is:**

- a. Arcite goes away from Athens.
- b. Palamon and Arcite fall in love with Emilie.
- c. Palamon and Arcite are in prison.

**3. The main idea in paragraph three is:**

- a. Palamon forgets Emilie.
- b. Arcite is sad because of Emilie's love.
- c. Arcite sleeps too much time in prison.

**4. The main idea in paragraph four is:**

- a. Arcite goes to the park.
- b. Palamon and Arcite escapes to other country.
- c. Palamon escapes from prison to a wood.

**5. The main idea in paragraph five is:**

- a. Palamon and Arcite live in Athens.
- b. Arcite lives in Greece.
- c. Palamon and Arcite returns to the battle.

**6. The main idea in paragraph six is:**

- a. Arcite wins the battle.
- b. Saturn's makes Arcite's horse fall.
- c. Palamon and Arcite get married.



## Appendix 5

### “The Knight’s Tale”

#### THE KNIGHT'S TALE

Duke Theseus returns from conquering Scythia with his new wife, Hippolyta, and her sister, Emilie. He meets some women that tell him bad Creon killed their husbands. Theseus defeats Creon and after the destruction of Creon's forces, soldiers find two young knights (Palamon and Arcite) who are not dead. Theseus decides to imprison them.

Both knights claim their love for Emilie, they soon become enemies. Later, a friend of Arcite arrives in Athens and tells Arcite to go away and never return to Athens.

Arcite falls into a lover's melancholy, so he is not recognizable. Mercury, the messenger of the gods, appears and orders Arcite to return to Athens. Arcite changes his name for Philostrate, and works as an attendant in the House of Emilie.

Meanwhile, Palamon escapes and goes to a wood. Arcite goes there too and begs Juno, Mars, and Venus to help with his trouble. Palamon recognizes Arcite and wants to kill him for his treason. Both arrange to duel the next morning, Theseus stops it and tells the people that both must be killed for their crimes, but the women of his company beg mercy for the knights. Theseus proposes a tournament in one year with Palamon and Arcite followed by one hundred knights. The winner of the contest will get the hand of Emilie.

One year later, Arcite and Palamon return to Athens for the battle. Palamon, Emilie, and Arcite pray. Palamon prays to Venus, goddess of love; Emilie prays to Diana, goddess of chastity; and Arcite prays to Mars, god of war. Saturn, god of destiny, promises that Palamon will win his love and Arcite will win the battle.

The battle begins, and Palamon is hurt. Arcite is declared the winner. Saturn makes Arcite's horse fall. Arcite is also hurt and carried to Theseus' palace. Arcite dies and Theseus arranges a great funeral for him. Palamon and Emilie get married and live out their lives in "a love unbroken."



Appendix 6

WORKSHEET LESSON PLAN No. 3

“SCANNING” READING SUBSKILL

“THE KNIGHT’S TALE”

Name: \_\_\_\_\_

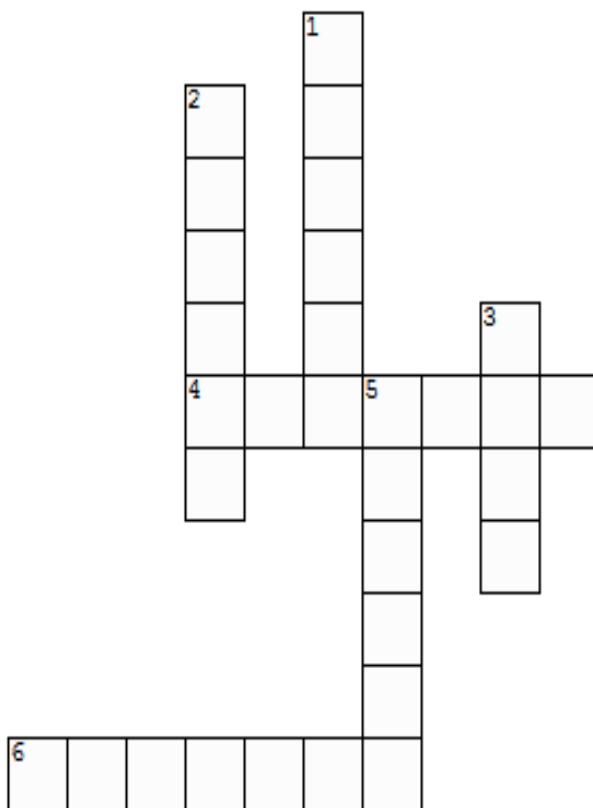
Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 24 = \_\_\_\_\_ / 10

1. Read the clues and solve this crossword. (12 diff.)

# The knight's tale

Solve this crossword





**Across**

- 4. Duke of Athens
- 6. Escapes to a Wood

**Down**

- 1. The girl they both fall in love
- 2. Exiled from Athens
- 3. Fight between two people
- 5. God that makes Arcite's horse fall

2. Complete the chart: Comparing the video and the written tale. Find 5 similarities and 5 differences. (10 diff.)

SIMILARITIES	DIFFERENCES

3. Answer these questions: (2 diff.)

- Do you think Palamon won fairly? Why?

\_\_\_\_\_

- In your opinion, who should be the winner for Emilie's love? Why?

\_\_\_\_\_





Appendix 7

WORKSHEET LESSON PLAN No. 4

“SCANNING” READING SUBSKILL

“THE KNIGHT’S TALE”

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 12 = \_\_\_\_\_ / 10

1. Look at the picture. Identify which part of the story this picture represents. Then write the correct text taken from “The knight’s tale”. (12 diff. 2/eachone)

Picture 1:

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Picture 2:

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Picture 3:

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Picture 4:

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Picture 5:

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Picture 6:

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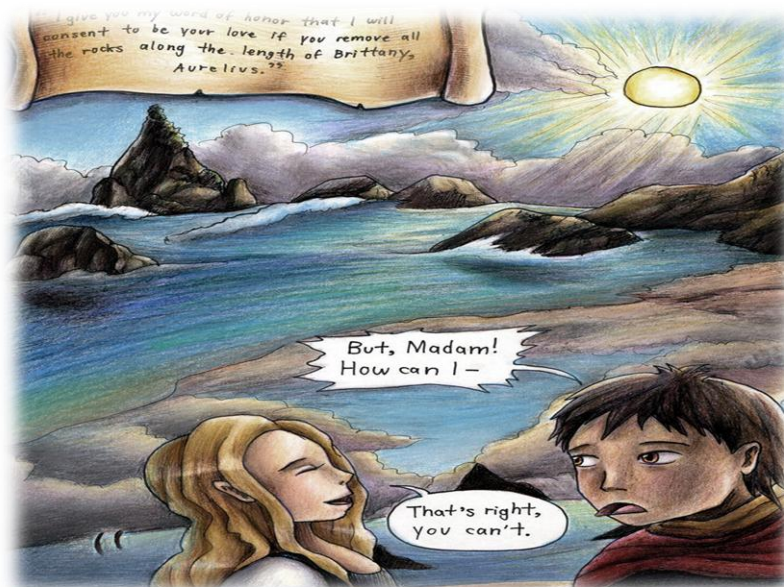
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## Appendix 8

**“The Franklin’s Tale”  
THE FRANKLIN’S TALE**

Dorigen, the heroine, waits for the return of her husband, Arveragus, who has gone to England to win honor in feats of arms during two years.

She worries that the ship bringing her husband back home will crash itself on the coastal rocks. So, she promises Aurelius, a young man who falls in love with her, that she will give her body to him if he clears the rocks from the coast.

Aurelius gives the work to a student learned in magic to create the illusion that the rocks of the coast disappear. When Arveragus returns home and Dorigen tells him the truth of what had happened, he tells that he will bear the shame of her actions. For Arveragus, promise of his wife is the most important thing.

Arveragus tells his wife that she must keep her promise to Aurelius. Aurelius is so impressed by Arveragus's honorable act that he generously absolves her of the promise. The magician, in turn, generously absolves Aurelius of the money he owes.



## Appendix 9

### WORKSHEET LESSON PLAN No. 5

#### “SKIMMING” READING SUBSKILL

#### “THE FRANKLIN’S TALE”

Name: \_\_\_\_\_

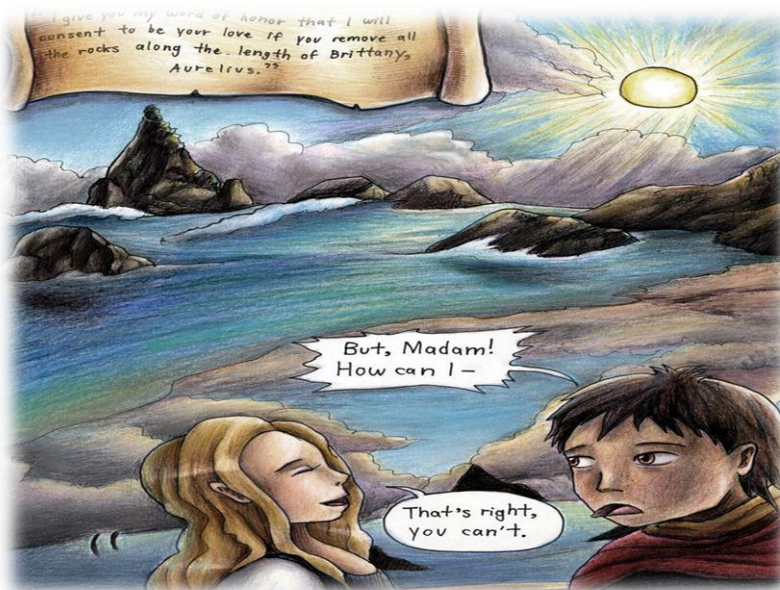
Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 11 = \_\_\_\_\_ / 10

1. Read “The Franklin’s Tale” again.

2. Underline the main ideas of each paragraph using skimming technique.

#### THE FRANKLIN’S TALE



Dorigen, the heroine, waits for the return of her husband, Arveragus, who has gone to England to win honor in feats of arms during two years.



She worries that the ship bringing her husband back home will crash itself on the coastal rocks. So, she promises Aurelius, a young man who falls in love with her, that she will give her body to him if he clears the rocks from the coast.

Aurelius gives the work to a student learned in magic to create the illusion that the rocks of the coast disappear. When Arveragus returns home and Dorigen tells him the truth of what had happened, he tells that he will bear the shame of her actions. For Arveragus, promise of his wife is the most important thing.

Arveragus tells his wife that she must keep her promise to Aurelius. Aurelius is so impressed by Arveragus's honorable act that he generously absolves her of the promise. The magician, in turn, generously absolves Aurelius of the money he owes.

**3. Complete the chart with the requested information**

<b>Main idea: Paragraph 2</b>	
<b>Main idea: Paragraph 3</b>	
<b>Main idea: Paragraph 4</b>	
<b>Main idea: The complete text</b>	



**Appendix 10**

**WORKSHEET LESSON PLAN No. 6**

**“SKIMMING” READING SUBSKILL**

**“THE FRANKLIN’S TALE”**

**Second Part**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Score:** \_\_\_\_\_ / 13 = \_\_\_\_\_ /10

**1. Read the text called “The Franklin’s Tale.” Write 4 more details you watched in the video. (4 diff.)**

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.





**2. Write true /T/ or false /F/ according to the text.**

- Paragraph 1: Dorigen waits for her cousin. \_\_\_\_\_
- Paragraph 3: The Magician makes the rocks disappear. \_\_\_\_\_
- Paragraph 1: Arveragus is in battle. \_\_\_\_\_
- Paragraph 2: Dorigen's husband's ship crashes on the rocks. \_\_\_\_\_
- Paragraph 2: Aurelius is in love of Dorigen. \_\_\_\_\_
- Paragraph 3: Arveragus makes Dorigen fulfill her promise. \_\_\_\_\_
- Paragraph 4: Arveragus gets angry because Dorigen doesn't fulfill the promise. \_\_\_\_\_
- Paragraph 4: Aurelius forgives Dorigen's promise. \_\_\_\_\_
- Paragraph 4: The Magician gains money for his magic trick. \_\_\_\_\_

## Appendix 11

## THE MILLER'S TALE



A poor student named Nicholas persuades the wife of the landowner, Alisoun, to spend the night with him. He convinces a carpenter named John, that the second flood is coming, and tricks him into spending the night in a container hanging from the ceiling of his barn.

Absolon, a young district assistant who is also in love with Alisoun, appears outside the window of the room where Nicholas and Alisoun lie together. When Absolon begs Alisoun for a kiss, she sticks her ass out the window in the dark and lets him kiss it.

Absolon runs and gets a red-hot poker, returns to the window, and asks for another kiss; when Nicholas sticks his ass out the window and farts, Absolon marques him.

Nicholas's cries water make the carpenter think that the flood has come, so the carpenter cuts the rope connecting his tub to the ceiling, falls down, and breaks his arm.



Appendix 12

WORKSHEET LESSON PLAN No. 7

“MAKING PREDICTIONS” READING SUBSKILL

“THE MILLER’S TALE”

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 16 = \_\_\_\_\_ / 10

1. Read the next text about “The Miller’s Tale”. (4 diff.)

A poor student named Nicholas persuades the wife of the landowner, Alisoun, to spend the night with him. He convinces a carpenter named John, that the second flood is coming, and tricks him into spending the night in a container hanging from the ceiling of his barn. Absolon, a young district assistant who is also in love with Alisoun, appears outside the window .....

c) What event is most likely to occur next?

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

d) What evidence from the text supports your prediction?
[Empty box for answer]

2. Read the complete story of “The Miller’s Tale,” complete the next comparative chart according to the similarities and differences of your predictions written above and the real story. (12 diff.)



### THE MILLER'S TALE

A poor student named Nicholas, persuades the wife of the landowner, Alisoun, to spend the night with him. He convinces a carpenter named John, that the second flood is coming, and tricks him into spending the night in a container hanging from the ceiling of his barn.

Absolon, a young district assistant who is also in love with Alisoun, appears outside the window of the room where Nicholas and Alisoun lie together. When Absolon begs Alisoun for a kiss, she sticks her ass out the window in the dark and lets him kiss it.

Absolon runs and gets a red-hot poker, returns to the window, and asks for another kiss; when Nicholas sticks his ass out the window and farts, Absolon marques him.

Nicholas's cries water make the carpenter think that the flood has come, so the carpenter cuts the rope connecting his tub to the ceiling, falls down, and breaks his arm.

### SIMILARITIES

YOUR PREDICTIONS	THE MILLER'S TALE

### DIFFERENCES

YOUR PREDICTIONS	THE MILLER'S TALE



**Appendix 13**

**WORKSHEET LESSON PLAN No. 9**

**“GLOBAL COMPREHENSION” READING SUBSKILL**

**“THE MILLER’S TALE”**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Score:** \_\_\_\_\_ / 8 = \_\_\_\_\_ /10

- 1. Look at the next story of “The Miller’s Tale”, it is in disorder. Write numbers to order the story in a correct sequence**

**THE MILLER'S TALE**

Absolon, a young district assistant who is also in love with Alisoun, appears outside the window of the room where Nicholas and Alisoun lie together. When Absolon begs Alisoun for a kiss, she sticks her ass out the window in the dark and lets him kiss it.

Nicholas’s cries water make the carpenter think that the flood has come, so the carpenter cuts the rope connecting his tub to the ceiling, falls down, and breaks his arm.

Absolon runs and gets a red-hot poker, returns to the window, and asks for another kiss; when Nicholas sticks his ass out the window and farts, Absolon marques him.

A poor student named Nicholas, persuades the wife of the landowner, Alisoun, to spend the night with him. He convinces a carpenter named John, that the second flood is coming, and tricks him into spending the night in a container hanging from the ceiling of his barn.



**Appendix 14**

**WORKSHEET LESSON PLAN No. 10**

**“GLOBAL COMPREHENSION” READING SUBSKILL**

**“THE FRIAR’S TALE”**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Score:** \_\_\_\_\_ / 10

**1. Make a prediction about the story. Circle the correct answer. 6 diff.**

- The Friar tells about an Archdeacon who carries out the law without mercy, especially to \_\_\_\_\_

- Good people
- Sinners
- Poor people
- Richpeople

- The summoner’s job is \_\_\_\_\_.

- To recollect money from sinners.
- To pray for sinners.
- To clean the church.
- To kill sinners.

- In the third paragraph, the phrase “devil in disguise” means:

- A person that wears a devil costume.
- A very bad person.



**2. Complete this part of the story. What happens next?**

**2 diff.**

- After comparing notes on their treachery and extortion, the devil vanishes. But when the summoner tries to prosecute an old wealthy widow unfairly, the widow cries out that the summoner should be taken to hell. The devil

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**3. What do you think is the moral that the friar pretends to teach?**

**2 diff.**

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## Appendix 15

### THE FRIAR'S TALE

The Friar tells of an archdeacon who carries out the law without mercy, especially to sinners. The archdeacon has a summoner who has a network of spies working for him, to let him know who has been lascivious.

The summoner extracts money from those he has sent to call, charging them more money than he should for repentance. He tries to serve an order on a farmer who is actually a devil in disguise.

After comparing notes on their treachery and extortion, the devil vanishes, but when the summoner tries to prosecute an old wealthy widow unfairly, the widow cries out that the summoner should be taken to hell. The devil follows the woman's instructions and drags the summoner off to hell, where all summoners have very special places.

The Friar ends his tale by hoping that summoners can someday repent and become good men.







**Appendix 16**

**WORKSHEET LESSON PLAN No. 11**

**“GLOBAL COMPREHENSION” READING SUBSKILL**

**THE FRIAR’S TALE**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Score:** \_\_\_\_\_ / 10

1. **Read** the story. Two paragraphs have jumbled sentences, **underline** first sentences using blue pen. Second sentences using red pen. Third sentences using green pen. (Pens or colored pencils) **5 diff.**

**THE FRIAR’S TALE**

The archdeacon has a summoner who has a network of spies working for him, to let him know who has been lascivious. The Friar tells of an archdeacon who carries out the law without mercy, especially to sinners.

The summoner extracts money from those he has sent to call, charging them more money than he should for repentance. He tries to serve an order on a farmer who is actually a devil in disguise.

The devil follows the woman’s instructions and drags the summoner off to hell, where all summoners have very special places. But when the summoner tries to prosecute an old wealthy widow unfairly, the widow cries out that the summoner should be taken to hell. After comparing notes on their treachery and extortion, the devil vanishes.

The Friar ends his tale by hoping that summoners can someday repent and become good men.



2. **Rewrite** the story in the correct order. Then make a picture that represents this story. **5 diff.** (one point for each paragraph and one point for the picture)

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**Appendix 17**

**LESSON PLAN No. 12**

**SCORE CHART**

**“GLOBAL COMPREHENSION” READING SUBSKILL**

**“THE FRIAR’S TALE”**

**1. Qualification chart for the presentation of the short play**

	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>	<b>Group 6</b>
<b>Presentation /2</b>						
<b>Pronunciation /3</b>						
<b>Content /3</b>						
<b>Fluency /2</b>						
<b>TOTAL</b>						



Appendix 18

WORKSHEET LESSON PLAN No. 13

“GUESSING THE MEANING OF UNFAMILIAR WORDS” READING SUB-SKILL

“THE NUN’S PRIEST’S TALE”

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 10

1. Look at the story of “The Nun’s Priest’s Tale”. Some words are underlined, guess the meanings of them and give the reasons why you think they are the meanings.

THE NUN’S PRIEST’S TALE

This story was about a poor widow who had a lot of animals. She was a very simple patient woman. One of these animals was a cock called Chantecleer. He was the best cock that has ever lived. There were seven hens with him. The prettiest was called Lady Pertelot. She loved Chantecleer very much and their life was very happy. One day, Chantecleer dreamed a terrible dream with a monster. This monster wanted to catch him and eat him. But Pertelot said Chantecleer don’t worry because the dreams are nothing. Chantecleer didn’t believe Pertelot and he began to tell some really stories about the dreams. The next day, Chantecleer was alone and he walked in the widow’s yard. Then he saw the fox who introduced himself as one who admired how Chantecleer sang. The bird believed the fox and began to sing. Then the fox caught Chantecleer by the neck and ran off towards the forest. All friends of Chantecleer began to look for him and to stop fox, but it was late. When the fox spoke to Chantecleer and opened his mouth Chantecleer flew high into the trees. The fox tried to convince the cock that he didn’t want to eat him. But Chantecleer didn’t want to be fool twice. This story liked very much to the Host and in the end he asked Nun’s Priest: “Don’t you wish you had seven wives, like the cock? But you are priest and can have none.



**POOR:** This story was about a poor widow who had a lot of animals. She was a very simple patient woman.

**Definition:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What clues in the sentence lead you to your definition?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**COCK:** One of these animals was a cock called Chantecleer. He was the best cock that has ever lived. There were seven hens with him

**Definition:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What clues in the sentence lead you to your definition?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CATCH:** Chantecleer dreamed a terrible dream with a monster. This monster wanted to catch him and eat him

**Definition:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What clues in the sentence lead you to your definition?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TWICE:** When the fox spoke to Chantecleer and opened his mouth Chantecleer flew high into the trees. The fox tried to convince the cock that he didn't want to eat him. But Chantecleer didn't want to be fool twice.

**Definition:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What clues in the sentence lead you to your definition?**

\_\_\_\_\_



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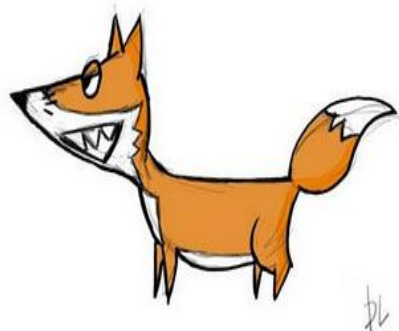
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### Appendix 19

### Story telling “The nun’s priest’s tale”





Appendix 20

WORKSHEET LESSON PLAN No. 14

“GUESSING THE MEANING OF UNFAMILIAR WORDS” READING SUB-SKILL

*THE NUN’S PRIEST’S TALE*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 10

1. Read the story of “The Nun’s Priest’s Tale”. Underline the next words in the text: *Widow, hens, host, wives, fool.* (5 diff.)

**THE NUN’S PRIEST’S TALE**

This story was about a poor widow who had a lot of animals. She was a very simple patient woman. One of these animals was a cock called Chantecleer. He was the best cock that has ever lived. There were seven hens with him. The prettiest was called Lady Pertelot. She loved Chantecleer very much and their life was very happy. One day, Chantecleer dreamed a terrible dream with a monster. This monster wanted to catch him and eat him. But Pertelot said Chantecleer don’t worry because the dreams are nothing. Chantecleer didn’t believe Pertelot and he began to tell some really stories about the dreams. The next day, Chantecleer was alone and he walked in the widow’s yard. Then he saw the fox who introduced himself as one who admired how Chantecleer sang. The bird believed the fox and began to sing. Then the fox caught Chantecleer by the neck and ran off towards the forest. All friends of Chantecleer began to look for him and to stop fox, but it was late. When the fox spoke to Chantecleer and opened his mouth Chantecleer flew high into the trees. The fox tried to convince the cock that he didn’t want to eat him. But Chantecleer didn’t want to be fool twice. This story liked very much to the Host and in the end he asked Nun’s Priest: “Don’t you wish you had seven wives, like the cock? But you are priest and can have none.





**2. According to what you read and what you saw in the video, guess the meanings of the next words: (5 diff.)**

**WIDOW:** This story was about a poor widow who had a lot of animals.

- a) a person who works in a farm
- b) a woman that has lost her husband
- c) a woman that has many works

**HENS:** There were seven hens with him

- d) a lot of girls
- e) the feminine of cock
- f) genes

**HOST:** This story liked very much to the Host

- g) a similar to a horse
- h) a spirit
- i) a person that receives customers into his/her house

**WIVES:** Don't you wish you had seven wives, like the cock?

- j) The plural of wife
- k) The plural of wave
- l) The plural of wake

**FOOL:** But Chantecler didn't want to be fooltwice.

- m) To play football
- n) A stupid person
- o) Something that is complete



Appendix 21

WORKSHEET LESSON PLAN No. 15

“GUESSING THE MEANING OF UNFAMILIAR WORDS” READING SUB-SKILL

*THE NUN’S PRIEST’S TALE*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 10

1. Circle the correct picture according to the meaning of these words: (5 diff)

NOTHING



FOX



ALONE



WISH





TREE



2. Make sentences using the words of the exercise number 1 (5 diff)

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_

- \_\_\_\_\_