FAIRY TALES IN TEACHING ENGLISH LANGUAGE SKILLS AND VALUES IN SCHOOL STAGE II

Bachelor thesis

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Running head: Teaching English as a foreign language through fairy tales

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Summary

The title of the bachelor thesis is “Fairy tales in Teaching English Language Skills and Values in School Stage II”. This bachelor thesis is divided into three parts. The first part discusses the theoretical issues: definitions of fairy tales, characteristics, their history and usage in English as a foreign language lesson in school stage II. The second part describes the necessity analysis and its results; it discusses the methodology of expert analysis and presents the aim of the study material and the main principles of compiling it. The third part discusses the results of the expert analysis pointing out which changes were made in order to improve the study material and fulfil the aims set.

The general aim of the thesis was to compile a study material for teaching English as a foreign language with the help of fairy tales in school stage II. The aim of the study material was to enlarge pupils’ vocabulary skills, improve their grammar, reading skills, speaking skills and provide topics for discussions about values given in the fairy tales.

The study material was evaluated by four experts. The experts assessed the study material according to the following criteria: its suitability for the age group, wholesome treatment of the topic; its accordance with the curriculum and with its aims, and whether pupils were interested in the study material.

The results showed that the experts were generally satisfied with the study material. The experts also made some suggestions in order to improve the study material. The experts found that the set of worksheets developed all the language skills and provided an opportunity to speak about values.
Kokkuvõte


Töö eesmärgiks oli koostada II kooliastme õpevahend inglise keele kui võõrkeele õpetamiseks muinasjuttude kaudu. Õppematerjali eesmärgiks oli ingliskeelsete muinasjuttude tutvustamise ja nende kaudu õpilaste sõnavara- ja grammatikaoskuste arendamine ning muinasjuttudes peituvate väärtuste üle arutamine.

Õppematerjali hindasid neli eksperti. Eksperdid hindasid õppematerjali eakohasust, terviklikkust, vastavust õppekavaga ja töö eesmärkidega. Eksperdid andsid ka hinnangu, kas õpilased on antud õppematerjalist ja muinasjuttude kasutamisest reaalselt huvitatud.

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INTRODUCTION

Literature plays an important role in our life. Fairy tales as a part of the children’s literature could be a valuable source for teaching English as a foreign language. Fairy tales might be considered one of the possible supplementary teaching materials for English language learners. It is not only the atmosphere of mystery, thrill and wonder which makes fairy tales so unique and valuable but they can bring the whole magic world to a young reader and learner. They can open the old wisdom and knowledge of humankind which we often forget about. Literature provides wonderful source material for eliciting strong emotional responses from students and using it in classroom is a fruitful way of involving the learner as a whole person (Lazar, 1993).

Fairy tales may contribute to the enrichment of a young reader’s knowledge in a number of ways. They teach moral and values highlighting the most universal norms and standards of language existence. In addition to that, fairy tales are a particular type of text which can be adapted to suit the child’s age, whereas their composition of sentences and plot is simple and understandable.

Previous research on fairy tales in the English classroom was conducted by a student of the University of Tartu Narva College in 2007. The research was done by Valentina Ivanova in her graduation thesis „Modern Fairy Tales at English Classes in Compulsory School”. The research focuses on the usage of modern fairy tales in school practice.

Ivanova conducted the survey among the students in order to find out whether they liked to read fairy tales or whether they liked to learn English through modern fairy tales. When she received positive results, 80 per cent of the students replied that they enjoyed reading fairy tales and they would like to learn the language through modern fairy tales, the author picked some modern fairy tales and made lesson plans, the procedure of the lessons was presented in tables. Ivanova made three lesson plans: learning adjectives through modern fairy tales, learning grammar through modern fairy tales and personal growth through modern fairy tales. The research introduces ways and techniques of how modern fairy tales might be used in English lessons.

Many teachers believe that the basic truth of learning a foreign language naturally entails doing work of the ’boring but necessary’ type. Others spend a lot of time trying to find more interesting ways to teach foreign language by searching materials on the Internet or looking for materials in the additional books (Baudains, 1990). However, the teachers should do their best in order to motivate and support the learning environment in the classroom as much as possible.
The present situation is that teachers have to find fairy tales and look for materials which are connected with fairy tales or produce these related exercises themselves. In students’ workbooks and textbooks they can hardly find the materials treating fairy tales. In order to fill in the gap a study material on fairy tales was considered to be a solution which would support teaching English and discussing values.

The research aims at practical aspects of using fairy tales in English language classrooms with the assumption that fairy tales provide students with a powerful basis for both language and personality development. Before compiling the study material and researching both practical and theoretical aspects of involving fairy tales in the English language classroom, the author of the research found it reasonable to conduct a necessity analysis in order to get to know whether English teachers are interested in fairy tales and how often they use fairy tales in their English classes. The results of the necessity analyses were taken into consideration while compiling the study material and writing the theoretical part of the diploma thesis.

**The Concept of Fairy Tales**

A fairy tale is a story which involves folkloric features such as fairies, goblins, princes and princesses. The fairy tales is a sub-class of the folk tale. The oldest fairy tales were told and retold from generations before they were written down. When these stories were studied thoroughly it turned to be that there were more than one, even more than 10 versions of Cinderella story. Each story appeared to have unique telling and cultural elements which depended on the place and time when the story was told. Nowadays different authors still like to invent and write down new versions of fairy tales (Hallett & Karasek, 2009; Tiberghein 2007; Kready 1916).

**Definitions of Fairy Tale**

There are a lot of definitions of the fairy tale. The Oxford Dictionary of English Folklore says that a fairy tale is the usual English term for a group of oral narratives cantered on magical tests, quests, and transformations (/…/)(Simpson and Roud: 117). Illustrated Oxford Dictionary has two explanations: 1. a children’s tale about fairies; 2. an incredible story, a fabrication (Kindersley, 1998: 284).

Random online dictionary defines fairy tale as a story (as for children) involving fantastic forces and beings (as fairies, wizards, and goblins) – called also fairy story; a story in which improbable events lead to a happy ending (Merriam-Webster online dictionary).
Originally the term *fairy tale* came from France. In 1697 Madame d’Aulony began publishing volumes of fantasy stories under the collective title *Les contes des fees* (Tales of Fairies) (Ashliman, 2004). French fairy tales were the first to be collected and written down.

“Fairy tale is a narrative in prose about the fortunes and misfortunes of a hero or heroine who, having experienced various adventures of a more or less supernatural kind, lives happily ever after. Magic, charms, disguise and spells are some of the major ingredients of such stories (…)” (Cuddon, 1998).

Despite of the diversity of the definitions mentioned they all have common features which involve fairy creatures and magic.

**History of Fairy Tales**

The fairy tale was the part of an oral tradition (Kready, 1916; Karven, 2008). Tales were narrated orally, rather than written down and they used to have sad endings instead of happy ones. The Grimms noted that the evolution of the tale was from a strongly marked, even ugly, but highly expressive form of its earlier stages, to that which possessed external beauty of mold (Kready, 1916).

Andrew Lang is the one who said,

“For the roots of stories, we must look, not in the clouds but upon the earth, not in the various aspects of nature but in the daily occurrences and surroundings, in the current opinions and ideas of savage life.”

The nineteenth century was a golden age for folklore. Collectors all over the world began to gather ancient tales from oral sources and write them down (Kerven, 2008; Hallett & Karasek, 2009). One of these collectors was well known Joseph Jacobs with his much-loved *English Fairy Tales* (1890) and *More English Fairy Tales* (1894). The late nineteenth and twentieth century fairy tales became an integral part of the children’s literature. But, fairy tales cannot be classified as children’s stories; they have special quality of being able to entertain reader of all ages. Originally fairy tales main audience were adults as likely as children (Kerven, 2008).

Later on fairy tales were about princes and princesses, combat and adventures. Fairies became to have the second role in the fairy tales. Moral lesson and happy endings became common features. In the modern era violence is usually removed from the fairy tales that they could be read for the children. The stories tend towards an optimistic moral structure, with justice fairy done, wickedness punished and goodness rewarded (Kerven, 2008, Hallett & Karasek, 2009).
Characteristics of Fairy Tales

Fairy tales are considered to be a part of folklore. Main elements of fairy tales are (Ashliman, 2004; Hallett & Karasek, 2009; Kready 1916; Chinen, 1989):

- Fairy tales usually begin and end with “special” words like “Once upon a time…”, “In a far-far away land… “, “Like days long ago…”, “There once was…”, “Long, long time ago…”, “They lived happily ever after”, “They lived for many, many joyous years…”
- Place and time are unknown in fairy tales. Setting is often enchanted; castles, kingdoms, far-far away lands and enchanted forests: the Grimm fairy tales have tendency to take place in the forests. The forest might be not enchanted but it contains enchantments and magical elements and, being outside normal human experience, acts as a place of transformation, for example Red Riding Hood and Hansel and Gretel.
- Princes and princesses, heroes and heroines are often included in fairy tales as well as poor farmers, youngest sons, wise old women, beggars and soldier, for example, Rapunzel, Hansel and Gretel, The Fisherman and his wife, The Frog Prince.
- The main character often wants to make life better. For example, in the fairy tale The Magic Porridge Pot poor little girl went to the forest to find some food for her and her mother. She wanted to help her mother and no longer be hungry.
- Fairy tales usually include clearly defined good characters and bad characters. Red Riding Hood and the big grey wolf are very good examples of sharp division between good and bad characters.
- Fairy tales involve magic elements. Magic may be both positive and negative. For example in magic porridge pot, when the little girl used it properly, the pot did not harm anyone, but when mother tried to use it and used it in the wrong way – the town was covered in porridge.
- The plot of fairy tales focuses on a problem or a conflict which need to be solved.
- Fairy tales usually include moral or a lesson to be learnt. They have been used to transmit life’s lessons to countless people in a number of different cultures (VanGundy, 2005). According to Haase (2008) classification, fairy tales are literary narratives which include the episodic structure and constructed primarily on motifs; the genre is unabashedly fictional; the setting indefinite; the mode of reality in which the characters move is supernatural or fantastic; language is formulaic includes repetitions and bare-bones characterizations.
Fairy Tales Motivate Reading

It is a well known fact that before computers and television were invented reading was the primary free time activity. People could read hours and travel lands far-far their minds away. Stories offer the whole imaginary world, created by language that children can enter and enjoy, learning language as they read. Good stories provide a study of universal values and needs and capture students’ interest and challenges them to explore new roads of meaning (Cameron, 2001).

A lot of texts that can be found in the course books are often created for pedagogical reasons and lack the personal addressing to young learners. In comparison, the fairy tales spark children’s curiosity, increase interest and create wonder and in addition the that they may elicit a powerful emotional response and personal involvement of students (Collie & Slater, 1987).

In the reading classes teachers’ concern should be to increase students’ motivation towards reading in the foreign language lesson by making reading interesting. The texts which teacher offers students to read should be: interesting for students, be at the right level of difficulty and authentic (Cameron, 2001). Young learners see reading as an entertainment. They typically prefer stories about animals, legends, folk tales and fairy tales (Verhoeven & Snow, 2008). Fairy tales are stories that illustrate our impulse toward a greater level of consciousness. They are fun, interesting, and appeal to the imagination of virtually all readers (Bagg, 1991). As children read them they “enter” into fairy tales and act out together with the characters (Tiberghien 2007). Fairy tales have a great potential to influence positively on children’s interest in books and their motivation to read.

Collie and Slater (1987) suggest that literature is suitable with language learning students should

“Stimulate the kind of personal involvement by arousing the learners’ interest and provoking strong, positive reactions from them. If it is meaningful and enjoyable, reading is more likely to have a lasting and beneficial effect upon the learners’ linguistic and cultural knowledge. It is more important to choose books which are relevant to the life experiences, emotions or dreams of he learner.”

Types of reading

There are several types on reading and in case of the fairy tales all types can be applied. There are two types of reading, extensive and intensive (Scrivener, 2005; Tomlinson, 2011; Skopinskaya, 1996). There are two ways of reading: reading aloud and reading silently.
Teaching English as a foreign language through fairy tales

People usually start learning a language from reading aloud. Children begin their reading experience from starting to read aloud fairy tale familiar texts. It should be pointed out that reading aloud should be used only at the earliest stage of reading skill development, since there is danger inherent in a reading program that relies too heavily on the phonics of written language. Also, reading aloud has very strong disadvantage that only one student is active at a time. All others are either reading ahead, day-dreaming, or not listening at all (Skopinskaya, 1996).

Intensive reading involves a lot of classroom work with course book, exercises and texts. This type of reading requires reading texts closely and carefully with intention of gaining an understanding of as much details as possible. This is often a stop/start kind of reading involving a lot of going backs and reading the same text over and over again in order to make sure that all word are interpreted (Scrivener, 2005).

In everyday life people tend to use extensive reading. This kind of reading is fluent, faster, often of longer texts for pleasure, entertainment and general understanding without paying so much attention to the details; fairy tales are the good example of these kinds of texts (Cameron, 2001). Interesting and simplified texts may help initiate learners into extensive reading (Collie & Slater, 1987). There is a great deal of evidence that extensive reading has a powerful impact on language learning. The more students read, the more they pick up items of vocabulary and grammar from the text, often without realizing it and this widening language knowledge seems to increase their overall linguistic confidence (Scrivener, 2005). Fairy tales include colorful vocabulary and different grammatical aspects, for example the Past Simple, the Present Simple, irregular verbs, comparisons and etc.

Extensive reading can be organized either as individualized reading, where all the students read different books, taken from library; or as a class reading, where the whole class reads the same book. For example a teacher can pick any well know or absolutely unknown fairy tale and ask students to read it at home, or teacher can ask students to pick any fairy tale which they like the most read it home and on the next lesson share some ideas about it in front of the class.

Class reading allows teacher to give maximum help to students, by providing background information, vocabulary and by choosing adequate questioning type (Skopinskaya, 1996). But a teacher has to be sure that the text is not too long or too complicated so that students do not lose their interest in the text. Class reading can be organized in four ways. First, students can take texts at home and read them in a familiar peaceful atmosphere. Second, they may read silently in class, with the teacher going through
questions at the end. Third, the teacher reads the text aloud, while the students listen and follow in their books. And finally, group reading can be used with dramatic scripts. The teacher reads first to produce a model, and then has students read round the class (Skopinskaya, 1996).

**Fairy Tales in Teaching English as a Foreign Language**

Fairy tales have a great potential to be used as a valuable source in English lessons. Children’s stories contain uses of language that are considered typical of poetic and literary texts. Many of these devices offer opportunities for foreign language learning (Cameron, 2001). In appropriate adaptation these stories are suitable for all ages and levels. Fairy tales have universal values and plots which add familiarity to students (Hanlon, 1999). The child, limited in experience, loves to come in touch with the things he knows about (Kready, 1916).

Fairy tales are enjoyable but meaningful (Hanlon, 1999). They stress human experience, history and values. Fairy tales provide entertainment and further topics for discussion. They are fun and short, rich in terms of language yet less grammatically complex and syntactically speaking than many other forms of literature. There is a great opportunity to make fairy tales as complex and simplistic as possible depending on the class in which it is introduced. Fairy tales are also a great source of vocabulary, grammar structures and syntax. And in addition to that fairy tales are short enough, to keep students interested long enough to get to the happy end. (Bagg, 1991).

**Fairy Tales in Teaching English Language Skills**

In English lessons teachers tend to develop four skills: reading, writing, speaking and listening. These skills are often divided into two types. Receptive skills include reading and listening. Productive skills include speaking and writing (Harmer, 2007).

It is very important to develop reading skills. Much language production work grows out of texts that students hear or see. The procedure for teaching receptive skills generally starts with a lead in (Harmer, 2007). It is very essential to start with pre-reading activity in order to set up a topic, to focus their attention in what they are going to read, activate students’ background knowledge of the topic (Reid, 2002; Harmer, 2007; Skopinskaya, 1996). Pre-reading activities involve students in reading a particular text short or long. The goals of this stage are to create a purpose for reading; and provide any language preparation that may be needed. Teacher could ask questions to the related topic or show a picture which illustrates story and ask students what they think according to this picture is going to happen in the text.
The purpose of such guiding questions is not to check reading comprehension, but to lead the students towards most important points in the text (Skopinskaya, 1996).

Checking for general comprehension is also very important. The purpose is more instructional than diagnostic. Sharing the answers will help readers make sense of story and encourage them to practice various levels of communication (Harmer, 2007; Reid, 2002; Skopinsaya, 1996). Reid (2002) claims that, teachers have to avoid overloading students with activities that may exhaust their energies or interest in a particular topic or book. Also, Reid (2002) in her book suggests some exercises for checking general comprehension. For example: together, sort events and characters of fiction as “good” or “bad”, “kind”, “unkind”; together, list appropriate adjectives or adverbs to describe events or characters. Teachers also could set up a True or False exercise.

One of the most important question students could answer is Do you like the text? Harmer (2007) claims that the question is important because if we only ever ask students technical questions about language, we are denying them any affective response to the content of the text. Letting them give voice is far more helpful for language learning, than if we just work through a series of exercises. These kind of personal, general knowledge and hypothetical questions invite a personal response from the students. The answers depend mostly on the readers’ experience and knowledge; they should also rely on good understanding of the text (Skopinskaya, 1996).

Getting students to speak in the class can sometimes be extremely easy. In a good class atmosphere, students will participate freely and enthusiastically if we give them a suitable topic or a task (Harmer, 2007). Fairy tales are good provider of topics for discussion and thus help to develop students’ speaking skills (Hanlon, 1999). Any topics which involve the discussion of varying points of view may be re-enacted in a role play. According to the topic which is touched in the fairy tale the teacher can prepare a questionnaire. Students in pairs or in small groups discuss answers to the questions and then students share their ideas to the class. This kind of activity is very useful because students have time to discuss and prepare answers. Students may move further from the text to dramatize an interview between characters of the text (Skopinskaya, 1996). Teacher can set up a task for example: Imagine that you are a hero. Talk about yourself as a hero or work in pairs and make a dialog between heroes.

Writing skills can also be thought through fairy tales. Inspired by the text, teacher could set up some kind of creative writing tasks. For example, students may write their own fairy tale or an alternative ending, answer the question what if... (Skopinskaya, 1996; Bagg,
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1991). Students can write a modernized version of a well known fairy tale, for example A New Cinderella Story, or summarize familiar tales. During the writing task students will practise traditional fairy tale beginning and ending (e.g. Once upon a time...), stock characters (e.g. witches, princes, princesses, fairies, trolls and etc...) comparatives and superlatives (e.g. the youngest, the smartest...) (Bagg, 1991).

**Fairy Tales in Teaching Grammar**

Grammar can be introduced in a number of ways. There is a great opportunity of using a “real texts” to understand and experiment with a “real language”. Children have an innate sense of interest in stories that portray heroes, personify animals and actions, take place in castles and enchanted forests. Fairy tales will interest pupils and bring them into a natural rhythm, flow and picturesque language of the text (Jones & Allen, 1996).

In fairy tales two main uses of language can be distinguished: for a narrative and for a dialogue. A narrative text concerns the series of events: Hans started to pull out his finger; little brother ran for help. A dialogue is type of language as if it is spoken by the characters: “Run! Go to the town and tell the men there’s a hole in the dike!” (Cameron, 2001). The teacher can point out the use of the Past Simple in narratives and the Present Simple in dialogues.

Fairy tales help children to notice language areas such as past tenses, adjectives, comparatives and etc. Teachers could use passages from the fairy tale to point out grammatical features. For example, to ask students to find irregular verbs, to write down all adjectives or to locate the words and phrases that indicates position in place or time. Texts with continuous meanings are more authentic than the connected sentences which are often used as examples in grammar books. Story books often contain extended examples of dialogue that use a wide variety of punctuation marks, in more natural context than is possible in grammar exercise books. Word-order can be taught through reading fairy tales as well. When working in groups, students can ask and answer content-related questions and learn the word-order of questions and affirmative sentences (Reid, 2002).

**Fairy Tales in Teaching Vocabulary**

One of the purposes of fairy tales is to entertain, so writers and tellers choose and use words with particular care to keep the audience interested. Fairy tales include unusual words, or words that have a strong phonological content, with interesting rhymes or sound that are onomatopoetic. In fairy tales there is used evocative vocabulary, the language of the fairy
world, memorable language such as metaphors, alliteration, rhymes, and the spoken language of the common people. The built-up repetition of the words and phrases is one of the features of fairy tales that is very helpful for language learning. The context created by the story, its predictable pattern of events and language, pictures, all act to support the reader’s understanding of unfamiliar words. Children will pick up the words that they enjoy and in this way stories offer space for growth in vocabulary (Cameron, 2001).

With the help of fairy tales specific vocabulary could be taught: different old words, beginnings and endings (e.g. Once upon a time; Far-far away; They lived happily ever after…) names of the characters and things which are connected to the characters (e.g. fairy, witch, king, queen, prince, princess, magic stick, throne, and etc…), names of the setting, places (e.g. forest, kingdom, far-far away land, etc…), gems and precious metals (e.g. silver, copper, gold, steel…) (Bagg, 1991; Cameron, 2001).

Fairy Tales in Teaching Values

The use of a fairy tale as a pedagogical instrument is linked especially to the development of children’s literature in the eighteenth and nineteenth centuries, which itself changes in concepts of childhood and children (Haase, 2008; Hallett & Karasek, 2009). Fairy tales were soon enlisted in the services of teaching children. For example Jeanne-Marie Leprince de Beaumont, who worked as a governess in England, published a series of pedagogical works targeting specific ages and social classes, such as Le magasin de enfants (1756; translated into English as The Young Misses’ Magazine in 1759) and Le magasin des adolescents (1760), which included several fairy tales in order to teach children social values and virtues (Haase, 2008). Also, in the nineteenth-century in Germany, Jacob and Wilhelm Grimm conceived their Children’s and Household Tales, 1812-15, as a tool of national pedagogy. The Grimms viewed their collection of fairy tales as a part of a project to rea reaffirm the cultural identity of the German folk. They meant that their collection of fairy tales were not only teaching useful social, moral and religious lessons for children, but also they intended to educate the German people about German character and culture (Haase, 2008; Davidson & Chaudhri, 2003).

All children are poets and fairy tales are poetic recording of the facts of life (Kready, 1916). Fairy tales feed children’s imagination. They use an indirect way of presenting model situations to children and therefore appeal to children’s imagination. The motif of three unsuccessful attempts is often found in fairy tales. This model situation points out an important message to children, that success does not come in the first attempt but if we are
patient and do not give up, it will come in the end. It gives children hope and comfort as well as happy endings (Bettelheim 2010).

Characters in fairy tales are either good or bad. The sharp division between good and evil help children understand the difference. And for children it is easy to pick a right side because a good character is always rewarded whereas a bad character is always punished. Moreover, children tend to identify with the good characters more easily, which awakens in them the desire to behave in the same positive way and therefore fairy tales can contribute greatly to their social education. The child likes the fairy tale to tell him of someone who succeeds (Kready, 1916; Jones, 2002).

The fairy tale teaches most often the basic values of life such as trust, hope, honesty, kindness and belief in high power which could be interpreted as a root of faith (Jones, 2002). Fairy tales implant motivations to adhere to the significant values of the civilized society. Striving for these values is motivated and modelled in these tales, and the ground is set for success in achievement a meaningful life. Stories as well as fairy tales help children feel positive about other countries and cultures, and can broaden their knowledge of the world. (Cameron, 2001).

Aims and Research questions

Fairy tales are great and valuable source for the English language lessons. They are fun, enjoyable and short. With the help of fairy tales children learn different language aspects: grammar, new vocabulary, values and in addition to that, fairy tales can influence positively on children’s interest in books. Fairy tales can motivate students to learn and make lesson more interesting (Harmer, 2007; Hanlon 1999; Kready, 1916).

Fairy tales meet requirements for the development of not only students’ language knowledge but also their whole personalities and therefore, to use them in a language classroom might be the first step towards students’ interest in English and moreover, to motivate them to read the literature of the target language.

The problem is that teachers do not tend to use fairy tales in their English language classes, because there is lack of materials in the textbooks and workbooks and it takes time to find some additional materials on the Internet or in books. Some teachers buy ready made readers which include fairy tales and specially compiled exercises. To improve the situation the author set the following aims:

The aims of this bachelor thesis are:
1. to conduct the necessity analysis in order to learn about the current situation in Estonian schools in connection with the teachers’ need for a study material treating fairy tales;

2. on the basis of theory and the results of the necessity analysis to create a set of study materials that would develop pupils’ reading skills, speaking skills, grammar skills, would teach values and enrich their vocabulary through fairy tales;

3. to give the ready made study material to experts in order to get both objective evaluation for the study material and suggestions for improving it;

4. to process the results of the experts’ evaluation and make changes in the study material in compliance with the experts recommendations.

The research questions of the thesis are:

1. How often and why are fairy tales used in the English language classroom?

Literature as well as fairy tales provide a rich context in which individual lexical or syntactical items are made more memorable. By reading a substantial or contextualised body of text, students gain familiarity with many features of the written language: the formation and function of sentences, the variety of possible structures and the different ways of connecting ideas (Collie & Slater, 1987).

2. Which language skills are developed through fairy tales in the English classroom of the second school stage?

With the help of fairy tales it is possible to develop reading skills; the teacher can set assignment which includes pre-reading activities connected with the particular fairy tale, while-reading activities and comprehension tasks. Also, fairy tales help to develop speaking skills since fairy tales are good providers for discussion topics and values which could be discussed in the class. Writing skills could also be improved through fairy tales (Harmer, 2007; Hanlon 1999; Skopinskaya 1996; Reid, 2002).

3. How can fairy tales enable to discuss values?

Since the end of the 19th century fairy tales have become one of the most important pedagogical instrument. Fairy tales include moral and lessons. They often teach the basic values which children need in their childhood and in their further life. Fairy tales help to understand what is good or bad, what is honest and dishonest which deeds are good and which deeds are bad (Kready, 1916).

4. To what extent does the study material follow the main criteria:

1) the themes of the National Curriculum;

2) aims set and logical sequence;

3) the age-group and its needs;
4) feasibility:
5) treatment of different values;
6) practicality and visual aspect.

5. In what ways can the study material be improved?

Harwood (2010) suggests that the author of the study material has to make sure that the language which is used in the study material is authentic and represents how the language is typically used. The material should include texts and tasks as interesting, relevant and enjoyable as possible in order to influence positively students’ attitude toward the language and toward the process of learning it. The study material should provide an aesthetically positive experience through the use of attractive illustrations and design (Tomlinson, 2010). All the exercises and texts should be understandable for the target group. While preparing the study material the author should pay attention not only to the variety and length of the exercises but also observe whether the tasks are challenging enough. Carol Read points out that the teacher has to “get the level of challenge right for children” (Read, 2003).

METHODOLOGY

Necessity Analysis

Before compiling the study material, the necessity analysis was conducted among English teachers in order to investigate teachers’ interest in the usage of fairy tales in English classes and to find out what kind of skills fairy tales might help to develop. As an example Helene Kõiv’s questionnaire of necessity analysis was used (Kõiv, 2011). Necessity analysis helped to get to know if there was any need for this kind of a study material and what kind of texts and exercises the author should include into the study material.

Sample of the Necessity Analysis

Necessity analysis was conducted in December, 2011. The author created an online questionnaire and distributed 30 questionnaires via email all over Estonia and 14 (47%) questionnaires were returned from the teachers giving their opinion about the usage of fairy tales in English lessons of school stage II. All respondents work as English teachers at the present moment. The author found the emails of the English teachers on the Internet.
**Instrument of Necessity Analysis and Results**

The author of the research prepared a questionnaire (see appendix 1) in order to get to know whether English teachers use fairy tales in their English lessons or not and if it is hard to find exercises connected to fairy tales or not. The questionnaire consists of 12 questions. First 3 questions are connected with the teachers’ background information: their present job, education, work experience. According to the questions 1–3 all the respondents are working as English teachers at the present moment. Most of the teachers who have answered the questionnaire (28.4%) have work experience for 21-25 years and (21.4%) 0-5 years.

Questions 9, 10, 11, 12 which are linked with the importance and availability of fairy tales have been brought in the Table 1.

<table>
<thead>
<tr>
<th>Question</th>
<th><strong>Strongly agree</strong></th>
<th>Agree</th>
<th>I am not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>It takes a lot of time to find fairy tales and exercises connected to the fairy tales.</td>
<td><em>R9</em></td>
<td>R3,R7,R12,R14</td>
<td>R4,R8</td>
<td>R11,R13</td>
<td>R6,R10</td>
<td>3.07</td>
</tr>
<tr>
<td>Fairy tales teach values and attitudes.</td>
<td>R1,R8</td>
<td>R2,R6,R7</td>
<td>R3,R4,R5</td>
<td>R9,R10,R11,R13,R14</td>
<td>3.09</td>
<td></td>
</tr>
<tr>
<td>Fairy tales make English lesson more interesting and motivate students to learn.</td>
<td>R1,R9</td>
<td>R2,R4,R5,R6,R7,R9</td>
<td>R3</td>
<td>R10,R11,R12,R13,R14</td>
<td>4.07</td>
<td></td>
</tr>
<tr>
<td>Do you need readymade worksheets/workbook on fairy tales?</td>
<td>R6,R6,R8,R9</td>
<td>R1,R2,R4</td>
<td>R3,R5</td>
<td>R7,R10,R12</td>
<td>R13,R14</td>
<td>4.14</td>
</tr>
</tbody>
</table>

* R= respondent number  
**5= Strongly agree, 4= Agree, 3= I am not sure, 2= Disagree, 1= strongly disagree  

For these questions Lickert’s 5-point scale was used (where 5 = strongly agree, 4 = agree, 3 = I am not sure, 2 = disagree, 1 = strongly disagree).
Question number 4 shows which age groups the respondents teach. The most frequent answer (76%) was school stages I-III.

Question number 5 shows how often teachers think they use fairy tales in their English lessons. The most frequent answers were sometimes (59%) and rarely (24%).

Questions 6, 8 studied what the aims of using fairy tales in English lessons are in the teachers’ opinion. The most popular (85%) answers were: to develop pupils’ reading skills, to develop pupils’ speaking skills (62%) and to teach values (46%), to find some interesting topics (46%). The question what kind of skills fairy tales help to develop received most frequently answers: reading skills (57%) and speaking skills (57%).

Question number 7 studied where teachers can find fairy tales and exercises connected with fairy tales. The answers show that most teachers (86%) find fairy tales and exercises on the Internet, in fairy tales books (64%), in textbooks (50%).

According to the results of necessity analysis there is a need for a study material treating fairy tales. The results show that teachers are interested in using of fairy tales in their English lessons and fairy tales help to develop students’ reading skills, speaking skills, teach values, motivate students and make lesson more interesting.

**The Principles of Creating the Study Material**

The study material was compiled on the basis of several important principles. The author took into consideration the topics of the National Curriculum, values appropriate for school stage II, logical sequence of exercises and appropriate illustrations.

Firstly, the author chose fairy tales appropriate for school stage II. While choosing fairy tales the author took into account the length of the fairy tale, the language of the fairy tales, the values which were mentioned in the fairy tales, the vocabulary and the main topics of the fairy tale.

While compiling the study material the author made sure that the language was authentic and represented the tendencies how the English language is typically used (Harwood, N. (Ed.), 2010). Also, the author tried to set achievable challenges in order to help raise learners’ self-esteem by accomplishing success.

The aims of the study material are:

1. to introduce main characteristics and literary elements of fairy tales;
2. to develop pupils’ reading skills by reading short fairy tales;
3. to enrich pupils’ vocabulary through fairy tales;
4. to teach values through fairy tales;
5. to develop pupils’ speaking skills through fairy tales;
6. to develop pupils’ grammar knowledge through fairy tales.

All in all three topics were compiled for learners of English in school stage II. Each topic is meant for two lessons. The set of worksheets is based on one particular fairy tale. According to the fairy tale each set of worksheets focuses on one of the following topics: HEROISM, GOOD DEEDS, and HONESY.

Each set of worksheets is meant for two lessons (2x45) and has similar structure:
1. Pre-reading exercise in order to activate pupils’ interest in the given text;
2. While-reading exercise. Pupils read a fairy tale and pay their attention to the words in bold;
3. Post-reading
   a) Comprehension;
   b) Vocabulary exercises in order to enrich pupils’ vocabulary;
4. Grammar exercises to develop pupils’ grammar skills;
5. Discussions in order to develop pupils’ speaking skills and make students focus on values;
6. Creative writing in order to improve students’ writing skills.

All the illustrations of the worksheets were chosen to support the tasks, motivate learning process and learners of English who are in school stage II. Most of the ideas used in the exercises were the author’s ideas; however, at the end of each teachers’ guide there is a list of authors whose ideas were taken into consideration while creating the study material.

Experts’ Evaluation

Sample and Procedure

The study material was evaluated by four experts. The selection of experts is very important. They have to be familiar with the subject studied and able to give objective evaluation. The definition of the expert form the Oxford online dictionary claims that an expert is a person with high degree in knowledge of a certain subject. The author of the thesis found four English language teachers who are working at school at the present moment and who agreed to evaluate the study material. All the experts were contacted in person.

The author of this research created expert questionnaire, selected the experts and provided them with worksheets as well as the questionnaire.

The experts’ personal data which characterizes the sample has been brought out in Table 2.
Table 2. Experts’ personal data

<table>
<thead>
<tr>
<th>Experts’ number</th>
<th>Present job</th>
<th>Work experience**</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1*</td>
<td>Teacher of English, Estonian, Maths and Science</td>
<td>16-20 years</td>
<td>Master’s Degree</td>
</tr>
<tr>
<td>E2</td>
<td>English teacher</td>
<td>1-5 years</td>
<td>Bachelor of Arts in Education</td>
</tr>
<tr>
<td>E3</td>
<td>English teacher</td>
<td>11-15 years</td>
<td>University of Tartu, Bachelor of Science</td>
</tr>
<tr>
<td>E4</td>
<td>English teacher</td>
<td>1-5 years</td>
<td>University of Tartu, Bachelor in Educational Science</td>
</tr>
</tbody>
</table>

*E= Ekspert  
**Work experience= in years

All four experts used fairy tales in their English classroom. E2, E3, E4 mentioned that they used readers which include texts of fairy tales and exercises which have been compiled keeping the text in mind.

The study material as well as the questionnaire were given to the experts in order to get their opinion of and recommendations for the study material. They evaluated the study material with the help of the questionnaire. The experts answered questions anonymously. The expert evaluation was conducted in March, 2012.

Four experts tried out different topics and sets of the study material in their English lessons. E1 covered topic Good Deeds. Heroism topic was covered by E3. E2 covered topic Honesty. E4 covered topic Good Deeds.

**Expert Questionnaire**

In order to get experts’ evaluation a questionnaire was compiled (see appendix 3). As an example Helene Kõiv’s questionnaire from her bachelor thesis was used (Kõiv, 2011). The expert questionnaire consists of 20 questions.

The first three questions aimed at finding out the experts’ background (their present job, work experience and education). Question number 4 studied if experts have used fairy tales in their English language classes earlier. Question number 5 asked the experts to name 2-3 subject fields where they had used fairy tales while teaching English. The next question,
number 6, asked which grade the study material was in their opinion appropriate for. Question number 7 aimed at finding out if experts would use the study material in their English language classes.

Questions 8-17 were directly connected with the evaluation of the study material. For these questions Lickert’s 4-point scale was used (where 4= Strongly agree, 3= Agree, 2= Disagree, 1=Strongly disagree).

Question 17 is followed by a table where the experts could make their corrections in each exercise about each topic. If the expert did not want to change anything the lines in the table were left empty.

The aim of the 18th question was to get to know whether the study material left a good or bad impression on the expert. Question number 19 asked the experts to share what they did or did not like in the study material. The objective of the 20th question was to find out if the material was useful for teaching English as a foreign language in school stage II. Under the last question the experts could add some comments about the study material.

RESULTS

The Experts’ General Opinion

The evaluation was given by all four experts who received the questionnaire. This part of the bachelor thesis reviews how the experts evaluated the study material, which topic experts tried out and what changes the experts suggested doing in the study material.

The results of question number 4 of the expert questionnaire showed that all the experts used fairy tales in their English lessons. According to the results of question number 5 reading and vocabulary are the subject fields where all four experts used fairy tales while teaching English. E1 and E3 also named listening and speaking in addition to reading and vocabulary.

According to the answers on question number 6, all the experts regarded the study material as appropriate for the second school stage. E1 specified that the study material might also be used in grades 2–3, 4–5 and 6–7, depending on the topic and the fairy tale. E3 mentioned that grammar exercises were quite easy.

The results of question number 7 showed that all four experts used the study material in their classes. E1 specified that the material was well-written and interesting. E4 commented that the variety of exercises was great. E2 and E3 did not specify why they used the study material in their classes.
The following 10 questions (8.-17.) were linked with the evaluation of the study material produced. The results have been brought out in Table 3.

Table 3.

<table>
<thead>
<tr>
<th>Question</th>
<th><strong>Strongly agree</strong></th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The study material is suitable for school stage II.</td>
<td>E3</td>
<td>*E1,E2,E4</td>
<td></td>
<td></td>
<td>3.25</td>
</tr>
<tr>
<td>The instructions in the study material are clear.</td>
<td>E2,E3,E4</td>
<td>E1</td>
<td></td>
<td></td>
<td>3.75</td>
</tr>
<tr>
<td>The topics covered in the study material are in compliance with the National Curriculum.</td>
<td>E4</td>
<td>E1,E2,E3</td>
<td></td>
<td></td>
<td>3.25</td>
</tr>
<tr>
<td>Students achieve aims set in the study material.</td>
<td>E2,E3,E4</td>
<td>E1</td>
<td></td>
<td></td>
<td>3.75</td>
</tr>
<tr>
<td>The exercises in the study material are related to the fairy tales.</td>
<td>E2,E4</td>
<td>E1,E3</td>
<td></td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>The exercises in the study material help to develop students’ grammar skills.</td>
<td>E2</td>
<td>E1,E3,E4</td>
<td></td>
<td></td>
<td>3.25</td>
</tr>
<tr>
<td>The exercises in the study material help to enrich students’ vocabulary.</td>
<td>E2,E3,E4</td>
<td>E1</td>
<td></td>
<td></td>
<td>3.75</td>
</tr>
<tr>
<td>The exercises in the study material help to discuss values provided by the topics.</td>
<td>E2,E3,E4</td>
<td>E1</td>
<td></td>
<td></td>
<td>3.75</td>
</tr>
<tr>
<td>Students could be interested in learning English through fairy tales.</td>
<td>E4</td>
<td>E1,E2,E3</td>
<td></td>
<td></td>
<td>3.25</td>
</tr>
<tr>
<td>It is possible to use the study material in teaching English as a foreign language in school stage II</td>
<td>E2,E3,E4</td>
<td>E1</td>
<td></td>
<td></td>
<td>3.75</td>
</tr>
</tbody>
</table>

*E=Expert

**4=Strongly agree, 3=Agree, 2=Disagree, 1=Strongly disagree

Question number 18 was to determine whether the study material left a good or bad impression on the experts. All four experts wrote that in general, the study material left a good impression on them. E1 commented: “Actually, I really enjoyed practising these materials.” E3 wrote that the study material left a good impression and added that it was well done. E4 added:” You did an amazing job combining different exercises and illustrations.” E2 just wrote that the study material left a good impression.
According to the answers to question number 19, all four experts liked some things and did not like some other things so much in the study material. E1 liked the sequence of the exercises and found that the texts were very interesting, different exercise types were used in each topic. E2 commented that the study material was well organized. E4 wrote that the choice of fairy tales was good but the discussion part might have been a little bit shorter. E3 mentioned that exercises were a little bit too easy.

Three experts found the study material very useful, according to the answers to the 20th question. E1 wrote that students enjoyed working with the study material. E4 mentioned that texts gave some new vocabulary and an opportunity to practice new words immediately, adding that the exercises were easy enough for school stage II. E3 added that the study material is very useful and could also be used in private lessons and in different English language courses. E2 did not leave a comment.

Question number 20 is followed by some vacant lines where the experts could leave a comment if they wanted to add something. E3 commented that it would be great to add some more exercises in order to develop also speaking skills. E4 commented: “Great job!” E1 added comment: “Well done!” E2 did not leave any comment.

The Topics Covered in the Lessons

All four experts agreed to try out one topic from the study material during their English lessons. Information about the topics covered by a certain expert has been brought out in Table 4.

Table 4. Covered topics.

<table>
<thead>
<tr>
<th>Expert</th>
<th>Heroism</th>
<th>Good deeds</th>
<th>Honesty</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1*</td>
<td></td>
<td>x**</td>
<td></td>
</tr>
<tr>
<td>E2</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>E3</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>E4</td>
<td></td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

*E= Expert  
**x= covered topic

One expert covered one topic during two English lessons. According to Table 4 a topic Good Deeds was the most popular topic with the experts. None of the topics remained uncovered.
**Possible Changes in the Study Material**

E1, E2, E3 did not want to change anything in the study material. E4 offered quite few changes in the Good Deeds topic, in the discussion part. E4 specified that some changes could be made in the discussion part, namely in exercises 1, 2 and 4. E4 offered to leave out exercise 4, because drawing is not connected with the discussion part. E4 wrote that the instruction in the exercise 2 (topic Good Deeds, discussion part, exercise 2) was not clear enough and needed to be specified. In exercise 1 (topic Good Deeds, discussion part, exercise 1) word “obedient” needed to be replaced by some easier synonym.

The author of the study material decided not to leave out exercise number 4 (topic Good Deeds, discussion part, exercise 4), because this kind of an exercise is creative and includes discussion in the second part of the exercise. After drawing students are asked to work in pairs and compare their illustrations which involve both speaking and listening. All the other changes recommended were made by the author of the study material.

**DISCUSSION**

Necessity analysis and expert questionnaire revealed that teachers use sometimes fairy tales in their English language classes. The responses of the experts shed some light on the subject fields where fairy tales can be used and what kind of skills they help to develop. All experts agreed that with the help of fairy tales it is possible to improve students’ reading skills, speaking skills, grammar and vocabulary. According to the results of necessity analysis 46% of the respondents agreed that fairy tales teach values. May be the percent is so surprisingly low because there is a sharp division between good and bad, as well as black and white in fairy tales. If a character is either good or bad, there are no other options that readers have to take sides (Kready, 1916).

According to the expert evaluation the study material follows the main criteria. The exercises and topics in the study material are in compliance with the National Curriculum. The study material is appropriate for the second school stage and treats different values, such as heroism, honesty and good deeds. Two out of four experts added that the study material is well organized and the sequence of the exercises and illustrations is good. Also two out of four experts commented that the variety of exercises is really good, but the discussion part might be slightly shorter and grammar exercises might be a slightly more difficult.

E4 wanted to make changes only in the discussion part. Mostly teacher prefer to use fairy tales in order to teach some language skills like grammar and vocabulary. None of the experts mentioned anything about values or how fairy tales enable to discuss values.
All experts’ suggestions were taken into consideration in order to improve the study material. Based on the experts’ suggestions and comments some changes were introduced into the final version of the study material. The author expects that the new study material will be a useful tool in the English language classroom.
Authorship Approval

I declare that this thesis submitted for the Bachelor of Arts degree at the University of Tartu is my own work, and I have correctly pointed out the contribution of other authors and supporters. The work has been compiled according to the thesis requirements of the Institute of Education of the University of Tartu and is consistent with good academic practices.

…………………………

(signature and date)

Autorsuse Kinnitus

Kinnitan, et olen koostanud ise käesoleva lõputöö ning toonud korrekselt välja teiste autorite ja toetajate panuse. Töö on koostatud lähtudes Tartu Ülikooli haridusteaduste instituudi lõputöö nõuetest ning on kooskõlas heade akadeemiliste tavadega.

…………………………

(allkiri ja kuupäev)
References


Hanlon, T. L (1999). *General Guidelines for Teaching with Folk Tales, Fairy Tales, Fables, Ballads, and Other Short Works of Folklore*. Retrieved from: 


Appendix 1 Questionnaire for Necessity Analysis

Dear English language teacher!

My name is Maria Lepin I am a third-year student of the University of Tartu, Faculty of Social Sciences and Education. The aim of this questionnaire is to get to know how big your interest towards the usage of fairy tales in English classes is. I would like to know if you personally use fairy tales in your English classes. The data received from this particular questionnaire will be used in my bachelor thesis which is connected with the usage of fairy tales in English classes. On the basis of the collected data I am going to analyze teachers’ need for the study material I am planning to complete in this phase of my research. Your personal information will not be mentioned and the results will be presented in the generalized form.

I hope you will find some time to answer these questions. Thank you!

1. What is your present job?

2. How long is your work experience?

   □ 0-5 years
   □ 6-10 years
   □ 11-15 years
   □ 16-20 years
   □ 21-25 years
   □ More than 25 years

3. What is your education? (Degree)

4. What age groups are you teaching?

   □ School stage I (Grades 1-3)
   □ School stage II (Grades 4-6)
5. Do you use fairy tales in your English lessons?
   - Never
   - Rarely
   - Sometimes
   - Often
   - Always

6. Why do you use fairy tales in English lesson?
   - To develop pupils’ reading skills
   - To develop pupils’ speaking skills
   - To teach values
   - To find some new exciting themes
   - To develop pupils’ vocabulary
   - Other……………………………………………………………………………

7. Where do you find fairy tales, exercises connected with fairy tales?
   - In textbooks
   - In workbooks
   - In literature books
   - In fairy tales books
   - On the Internet
   - In some course materials
   - Colleagues’ recommendations
   - Other……………………………………………………………………………

8. What kind of skills fairy tales help to develop?
   - Reading
   - Speaking (dialogues, roll plays etc.)
   - Listening
   - Writing

Please, respond to the following statements
9. It takes a lot of time to find fairy tales and exercises connected to the fairy tales.
   □ Strongly agree
   □ Agree
   □ I am not sure
   □ Disagree
   □ Strongly disagree

10. Fairy tales teach values and morals.
    □ Strongly agree
    □ Agree
    □ I am not sure
    □ Disagree
    □ Strongly disagree

11. Fairy tales make English lesson more interesting and motivate students to learn.
    □ Strongly agree
    □ Agree
    □ I am not sure
    □ Disagree
    □ Strongly disagree

12. Do you need ready made worksheets/workbook on fairy tales?
    □ Strongly agree
    □ Agree
    □ I am not sure
    □ Disagree
    □ Strongly disagree

Thank you!
Appendix 2 Study Material

Table of Content
Students’ worksheet 1 “HEROISM”, fairy tale: *The Little Hero of Haarlem.*
Teachers’ guide 1
Students’ worksheet 2 “GOOD DEEDS”, fairy tale: *The Story of the Magic Porridge Pot.*
Teachers’ guide 2
Students’ worksheet 3 “HONESTY”, fairy tale: *The Woodman’s Axe.*
Teachers’ guide 3
Before you read.

Answer the questions:

- Do you like fairy tales?
- What kind of fairy tales do you know?
- Do you know how fairy tales begin?
- Where do actions take place in fairy tales?
- Who are the main characters in fairy tales?

I READING

Read the fairy tale. Try to guess the words in bold.

THE LITTLE HERO OF HAARLEM

A long way off, across the ocean, there is a little country where the ground is lower than the level of the sea. Of course the water would run in and cover the land and houses, if something were not done to keep it out. The people build great, thick walls all round the country, and the walls keep the sea out. You see how much depends on those walls, -- the good crops, the houses, and even the safety of the people. These walls as wide as roads, and they are called "dikes.”

Once there was a little boy who lived in that country, whose name was Hans. One day, he took his little brother out along by the dike to play. They went far away where the grass is so green and flowers are so beautiful.

Suddenly the little brother said, "Oh, what a funny little hole! It bubbles!"

"Hole? Where?" said Hans.

"Here in the wall," said the little brother; "water's in it."

"What!" said Hans. There was the tiniest little hole in the dike.

"It is a hole in the dike!" cried Hans. "What shall we do?"

He looked all round; not a person or a house in sight. He knew that the water would soon break a great gap, because that tiny hole gave it a chance.

The town was so far away -- if they ran for help it would be too late; what should he do? Once more he looked; the hole was larger, now, and the water was trickling. Suddenly an idea came to Hans. He stuck his little forefinger into the hole, where it fitted tight; and he said to his little brother,
"Run! Go to the town and tell the men there's a hole in the dike. Tell them I will keep it stopped till they get here." The little brother knew by Hans's face that something is wrong, and he ran as fast as he could. By and by, his hand began to feel numb. He looked to see if the men were coming, but there was not. Hans started to feel cold. And soon his arm began to ache. Then he leaned his head against the dike to rest his shoulder. As his ear touched the dike, he heard the voice of the great sea, -- "I am the great sea. No one can stand against me. What are you, a little child that you try to keep me out? Beware! Beware!"

Hans was frightened. Would the men never come? And the water began to beat at the wall, "I will come through, I will come through, I will get you, I will get you, run -- run -- before I come through!"

Hans started to pull out his finger. But in that moment he remembered how much depended on him. He stuck his finger tighter than ever. "You will not come through!" he whispered, "I will not run!"

Far in the distance he saw the men were coming! The next minute they were there. And when they saw Hans, with his pale face, and his hand tight in the dike, they gave a great cheer, lifted him up and told him that he was a real hero, and that he had saved the town.

II COMPREHENSION

1. Decide if these statements are True (T) or False (F).
   a) This story happened a long time ago.
   b) The walls around the country were built to protect the country from enemies.
   c) Hans with his little brother went to hunt along the dike.
   d) Hans was the first who saw the hole in the dike.
   e) Hans stuck his forefinger into the hole.
   f) The little brother knew by looking at Hans's face that something was wrong.
   g) Hans's hand began to feel numb.
   h) Hans was not frightened at all.

2. Answer the questions about the text.
   - Did you like the fairy tale?
   - What is this fairy tale about?
   - Who are the main characters in the fairy tale?
   - Who is the hero in the story?
   - What makes him a hero?
### III VOCABULARY

<table>
<thead>
<tr>
<th>English</th>
<th>Finnish</th>
</tr>
</thead>
<tbody>
<tr>
<td>to keep out</td>
<td>eemale hoidma</td>
</tr>
<tr>
<td>thick</td>
<td>paks</td>
</tr>
<tr>
<td>depend</td>
<td>sõltuma</td>
</tr>
<tr>
<td>crops</td>
<td>põllukultuurid</td>
</tr>
<tr>
<td>as wide as road hole</td>
<td>sama lai nagu tee auk</td>
</tr>
<tr>
<td>bubble</td>
<td>mull</td>
</tr>
<tr>
<td>tiny</td>
<td>pisike</td>
</tr>
<tr>
<td>in sight</td>
<td>slimapiiril</td>
</tr>
<tr>
<td>a great gap</td>
<td>suur lõhe</td>
</tr>
<tr>
<td>give it a chance</td>
<td>andma võimalust</td>
</tr>
<tr>
<td>trickle</td>
<td>nirisema</td>
</tr>
<tr>
<td>forefinger</td>
<td>nimetissörm</td>
</tr>
<tr>
<td>to feel numb</td>
<td>tunduma tuimana</td>
</tr>
<tr>
<td>to stuck</td>
<td>kinni jääma</td>
</tr>
<tr>
<td>to fit tight</td>
<td>täpselt tihedalt sobima</td>
</tr>
<tr>
<td>to lean against</td>
<td>toetuma millegi vastu</td>
</tr>
<tr>
<td>beware</td>
<td>lema ettevaatlik</td>
</tr>
<tr>
<td>to whisper</td>
<td>sosistama</td>
</tr>
<tr>
<td>pale</td>
<td>kahvatu</td>
</tr>
<tr>
<td>to give a great cheer</td>
<td>röömust hõiskama</td>
</tr>
</tbody>
</table>

1. Match the words and phrases.

<table>
<thead>
<tr>
<th>English</th>
<th>Finnish</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to feel numb</td>
<td>a) kahvatu</td>
</tr>
<tr>
<td>2. to whisper</td>
<td>b) auk</td>
</tr>
<tr>
<td>3. pale</td>
<td>c) sosistama</td>
</tr>
<tr>
<td>4. a great gap</td>
<td>d) tunduma tuimana</td>
</tr>
<tr>
<td>5. to stuck</td>
<td>e) põllukultuurid</td>
</tr>
<tr>
<td>6. to keep out</td>
<td>f) mull</td>
</tr>
<tr>
<td>7. depend</td>
<td>g) paks</td>
</tr>
<tr>
<td>8. hole</td>
<td>h) suur lõhe</td>
</tr>
<tr>
<td>9. to fit tight</td>
<td>i) pisike</td>
</tr>
<tr>
<td>10. thick</td>
<td>j) kinni jääma</td>
</tr>
<tr>
<td>11. crops</td>
<td>k) täpselt tihedalt sobima</td>
</tr>
<tr>
<td>12. in sight</td>
<td>l) andma võimalust</td>
</tr>
<tr>
<td>13. bubble</td>
<td>m) slimapiiril</td>
</tr>
<tr>
<td>14. to give it a chance</td>
<td>n) sõltuma</td>
</tr>
<tr>
<td>15. tiny</td>
<td>o) eemale hoidma</td>
</tr>
</tbody>
</table>
2. Describe the three characters from the fairy tale (Hans, Little brother, the ocean).
What do they look like? What are they like? The adjectives in the box can help you.

Sweet, evil, smart, dangerous, good, funny, friendly, kind, brave, small, powerful, fast, confident, cold, deep, quite, strong, little, young, old

Hans is..............  Little brother is............  Ocean is.............

IV GRAMMAR

1. Look at the adjectives. Complete the table with the comparative degree (keskvõrre) or the superlative degree (ülivõrre). For example: low - lower - the lowest

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) BIG</td>
<td>a)</td>
<td>a) THE BIGGEST</td>
</tr>
<tr>
<td>b) STRONG</td>
<td>b) STRONGER</td>
<td>b)</td>
</tr>
<tr>
<td>c) TINY</td>
<td>c)</td>
<td>c) THE TINIEST</td>
</tr>
<tr>
<td>d) BRAVE</td>
<td>d) BRAVER</td>
<td>d)</td>
</tr>
<tr>
<td>e) SMART</td>
<td>e)</td>
<td>e) THE SMARTEST</td>
</tr>
<tr>
<td>f) KIND</td>
<td>f)</td>
<td>f) THE KINDEST</td>
</tr>
<tr>
<td>g) SMALL</td>
<td>g) SMALLER</td>
<td>g)</td>
</tr>
</tbody>
</table>

2. Make 2 sentences about the fairy tale with the adjectives from exercise 1. For example: Hans is bigger than his brother

....................................................................................................................................................................
....................................................................................................................................................................
3. Find as many irregular verbs in the fairy tale as you can and give their three principal forms.

For example: go- went- gone

<table>
<thead>
<tr>
<th>INFINITIVE</th>
<th>SIMPLE PAST</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>6.</td>
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<td>8.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
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</tbody>
</table>

4. Choose the correct form of the verb.

For example: Once upon a time there be/was a little country.

a) Hans take/took his little brother out to play yesterday.

b) Hans plays/played with his brother every day.

c) I be/was sick last week.

d) After dinner, we walk/ walked along the beach yesterday.

e) He starts/ started work here in 2001.

f) They arrive/ arrived two days ago.
V DISCUSSION

1. Make your own mind map. Choose 5 most important adjectives from the box to describe a hero.

BRAVE, STRONG, HONEST, BIG, FAST, POLITE, KIND, ANGRY, FRIENDLY, POWERFUL,
CLEVER, BORING, CALM, DANGEROUS, AGGRESSIVE, LAZY, WEAK, ACTIVE, PRETTY

2. Everyday heroes.

Connect the job with a picture.

POLICE OFFICER  DOCTOR AND NURSE  FIREFIGHTER  BUILDER

Work in pairs and answer the questions.

- Why are these people called everyday heroes? What do these people do every day?
VI WRITING

1. Write a short description of your own hero. Interview your partner about his/her hero. The following questions can help you:

- What does your hero look like (hair, nose, lips.)?
- How old is he/she?
- Where does he/she live?
- What does he/she like to do?
- How did he/she become a hero?
THE FIRST LESSON

Aims:
- to develop pupils’ reading skills
- present some general information about fairy tales
- comprehension of the fairy tale
- to develop pupils’ vocabulary (new words from the fairy tale)
- to develop pupils’ grammatical skills (irregular verbs, adjectives, comparison of adjectives)

Pre-reading activity:
- The teacher hands out the worksheets and asks pupils general questions about fairy tales:
  - Do you like fairy tales?
  - What kind of fairy tales do you know?
  - Do you know how fairy tales begin? (Once upon a time; A long time ago; etc.)
  - Where do actions take place in fairy tales? (in a castle, in a forest, in an unknown place)
  - Who are the main characters in fairy tales? (princes, princesses, wicked step-mothers)

I Reading:
- The teacher asks questions. Several students answer individually.
- The teacher asks students to read the fairy tale The little hero of Haarlem and pay attention to the words in bold.
- Pupils are free to ask the teacher some questions and unknown words while they are reading the fairy tale.

II Comprehension:
(Activity on comprehension of the text)
Exercise 1:
- The teacher asks pupils to look at the exercise1.
The teacher reads the instruction and explains the task.

The exercise is focused on the comprehension of the text. Pupils read the statements about the text and decide whether the statement is True or False.

The teacher gives the pupils enough time to complete the task.

**Answers:**

- a) True
- b) False
- c) False
- d) False
- e) True
- f) True
- g) True
- h) False

The teacher checks the answers with the pupils and asks pupils to correct the sentences which are False.

**Exercise 2:**

This exercise is focused on the comprehension of the newly presented text.

The teacher asks pupils questions about the fairy tale and the values which are mentioned in the fairy tale (hero, heroism)

- Did you like the fairy tale?
- What is this fairy tale about?
- Who are the main characters in the fairy tale?
- Who is the hero in the story?
- What makes him a hero?

**III Vocabulary**

*(Activities to present and activate the vocabulary)*

The teacher presents and explains new vocabulary to the pupils.

**Exercise 1:**

The teacher asks pupils to look at the exercise 1. The teacher reads the instruction and explains the task.

The exercise involves matching the target words to their definitions in Estonian.

The teacher gives the pupils enough time to complete the task.

**Answers:**

1) d 6) o 11)e
2) c 7) n 12)m
3) a 8) b 13)f
4) h 9) k 14)l
5) j 10)g 15)i
The teacher checks the answers together with the pupils.

Exercise 2:
- The teacher asks pupils to look at the exercise 2. The teacher reads the instruction and explains the task.
- The teacher asks pupils to look at the adjectives which have been given in the box. The teacher makes sure that all the adjectives are familiar to pupils.
- The teacher writes names of the main characters on a blackboard.
- The teacher asks pupils to match adjectives with heroes from the fairy tale.
- The teacher asks pupils to name adjectives which they have picked and writes these adjectives on the blackboard under the main characters’ names.

Example:
Hans is brave, smart etc.

IV Grammar
(Activities to present and practise comparison degrees of the adjectives, irregular verbs, the Past Simple, the Present Simple.)

Exercise 1:
- The teacher asks pupils to look at the exercise 1. The teacher reads the instruction and explains the task.
- The teacher asks students to look at the adjectives which have been given in the box, makes sure that all the adjectives are familiar to pupils.
- The teacher gives pupils enough time to complete the task.
- The teacher checks answers together with pupils and asks how they spell words like bigger, tinier

Answers:
- a) BIGGER
- b) THE STRONGEST
- c) TINIER
- d) THE BRAVEST
- e) SMARTER
- f) KINDER
- g) THE SMALLEST

Exercise 2:
- The teacher reads the instruction and explains the task.
- The teacher asks students to make sentences about the fairy tale using adjectives from the exercise 1.
- The teacher gives pupils enough time to complete the task.
- The teacher asks several pupils to read their sentences out loud.
The teacher corrects mistakes if it is necessary.

**Homework:**
- The teacher asks students to finish all the exercises which remain undone, read the fairy tale one more time and learn new words.

**THE SECOND LESSON**

**Aims:**
- To develop pupils’ grammatical skills (the Past Simple, the Present Simple)
- To develop pupils’ speaking skills. The pupils practice vocabulary working in pairs) and develop their communication skills.
- To speak about values. Pupils discuss topics connected to values mentioned in the fairy tale (hero, heroism, everyday heroes).
- The teacher starts the lesson with a short test on vocabulary.
- The teacher asks students to take a sheet of paper.
- The teacher reads new words in Estonian pupils write them down in English.
- The teacher writes the words in English on the blackboard and asks the pupils to check themselves how many mistakes they did and in which words.
- The teacher asks one student to retell the fairy tale in order to refresh their memory.

**Exercise 3:**
- The teacher asks several students to make some examples of irregular verbs in order to make sure that students remember what irregular verbs are.
- The teacher reads the instruction and explains the task.
- The teacher asks pupils to look at the text and find as many irregular verbs as they can and put them down with their 3 principal forms.
- When students are ready the teacher asks several pupils to read out loud verbs which they have found. The teacher corrects mistakes if necessary.
- The teacher asks if someone has verbs which were not mentioned in the text.

**Exercise 4:**
- The teacher reads the instruction and explains the task.
- The teacher asks pupils to look at the exercise 4 and choose the correct form of the verb.
- **Answers:**
  - a) took
  - b) plays
  - c) was
  - d) walked
  - e) started
  - f) arrived
V Discussion
(Activities to practise talking about values and understanding values)
The teacher asks students to think of different kind of heroes and heroines they admire:
a) a sports or a film star b) someone famous for bravery or goodness c) the main character from some story

Exercise 1:
- The teacher asks pupils to look at the adjectives in a box.
- The teacher makes sure that students are familiar with all the adjectives.
- The teacher asks pupils to make their own mind map and choose 5 most important adjectives which describe a hero.
- The teacher asks pupils to work in pairs.
- Pupils work in pairs and read to each other 5 adjectives which they have picked out and explain why.
- The teacher asks several pairs to share their ideas with the class.

Exercise 2:
The teacher may start with the question or sentence like that:
Do you know that we meet everyday heroes all the time? Doing their job these people make our life better, easier and safer.
- The teacher asks students to match jobs with pictures.
- The teacher asks students to work in pairs and answer the following questions:
  - Why are these people called everyday heroes?
  - What do these people do every day?
- The teacher asks several pairs to share their ideas.

VI Writing
Exercise 1:
- This exercise concentrates on values which have been mentioned in the fairy tale (hero, heroism, everyday heroes)
- The teacher asks pupils to write a short description of their own hero. The teacher explains that it could be a member of their family or an everyday hero the examples of which have been brought in V Discussion exercise 2.
- The teacher gives pupils enough time to complete the task.
- When pupils are ready the teacher asks them to work in pairs.
Pupils interview each other about his or her hero. During the interview pupils have to answer the following questions:

- What does your hero look like (hair, nose, lips.)?
- How old is he/she?
- Where does he/she live?
- What does he/she like to do?
- How did he/she become a hero?

Teacher asks pupils what did they learn important from these lessons.

What did they like the most?

Ideas from:


Gascoigne.J, (2007) *Reading and training “Tales from the thousand and one night”*


Pictures from:
http://www.agefotostock.com/age/ingles/iskw01.asp?querystr=builder+illustration&Page=1
http://www.agefotostock.com/age/ingles/iskw01.asp?querystr=little+boy+illustration&Page=1
http://www.agefotostock.com/age/ingles/iskw01.asp?querystr=owl+illustration&Page=1
http://www.agefotostock.com/age/ingles/iskw01.asp?querystr=policeman+illustration&Page=1
http://www.agefotostock.com/age/ingles/iskw01.asp?querystr=firefighter+illustration&Page=1
http://www.agefotostock.com/age/ingles/iskw01.asp?querystr=doctor+illustration&Page=1
GOOD DEEDS

Before you read

Look at the picture and answer the following questions:

- Who can you see in the picture?
- What are they doing?
- Name all the things you can see in the picture?

I READING

Read the fairy tale. Try to guess the words in bold.

The Story of the Magic Porridge Pot

Once upon a time there was a poor but good little girl who lived with her mother. They had nothing to eat. One day, the child went into the forest, and there an aged woman met her who was aware of her sorrow. She gifted her with a little pot, which when she said, “cook, little pot, cook”, would cook good, sweet porridge, and when she said, “stop, little pot”, it ceased to cook. The girl took the pot home to her mother, and soon they were freed from their poverty and hunger, and ate sweet porridge as often as they chose.
Once on a time when the girl had gone out, her mother said, cook, little pot, cook. And it did cook and
she ate till she was satisfied, and then she wanted the pot to stop cooking, but did not know the word.

She said, „No more now little pot“ but it kept making porridge. She said, „That's it, little pot, stop.“ But
the porridge started to overflow from the pot and spill onto the stove. „Stop it!“ she cried, but the
porridge overflowed onto the floor and filled the kitchen. It poured out into the street and into the next
house. Then it poured through every street in the town and no one knew how to stop it. People came
with buckets and pots to scoop up the porridge but as fast as they did, more porridge filled the streets.

At last the little girl came back into town and shouted "stop, little pot", and the pot stopped cooking. But
anyone who wanted to get across the town that day had to eat their way there.

II COMPREHENSION

1. Put the statements into the correct order:
   a. One day, the child went into the forest.
   b. Once upon a time there was a poor but good little girl who lived with her mother.
   c. The girl took the pot home to her mother.
   d. At last the little girl came back into town and shouted "stop, little pot".
   e. But the porridge started to overflow from the pot and spill onto the stove.
   f. An aged gifted the girl with a little pot
   g. One day when the girl had gone out, her mother said, “cook, little pot, cook!”.

2. Answer the questions about the text:
   - Did you like the fairy tale?
   - What is this fairy tale about?
   - Who are the main characters in the fairy tale?
   - What was the magic object in the fairy tale?
   - Why was the object so special?
### III VOCABULARY

<table>
<thead>
<tr>
<th>English</th>
<th>Estonian</th>
<th>Estonian</th>
</tr>
</thead>
<tbody>
<tr>
<td>hunger</td>
<td>iha</td>
<td>olema rahuldatuud</td>
</tr>
<tr>
<td>stove</td>
<td>ahi, plit</td>
<td>amber</td>
</tr>
<tr>
<td>to be satisfied</td>
<td>olema rahuldatuud</td>
<td>valama</td>
</tr>
<tr>
<td>bucket</td>
<td>kokku kühveldama</td>
<td>pott</td>
</tr>
<tr>
<td>to pour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to scoop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to be aware of</td>
<td>olema teadlik</td>
<td></td>
</tr>
<tr>
<td>bowl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sorrow</td>
<td>kurbus</td>
<td></td>
</tr>
<tr>
<td>to overflow</td>
<td>voolama üle ääre</td>
<td></td>
</tr>
<tr>
<td>poverty</td>
<td>vaesus</td>
<td></td>
</tr>
<tr>
<td>to spill</td>
<td>maha loksutama</td>
<td></td>
</tr>
</tbody>
</table>

1. Match the words with the suitable pictures

<table>
<thead>
<tr>
<th>Match</th>
<th>A BOWL</th>
<th>A POT</th>
<th>A BUCKET</th>
<th>A STOVE</th>
<th>TO SPILL</th>
<th>TO POUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>F</td>
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</tbody>
</table>
2. Complete the crossword.

Across
2. a feeling of great sadness
3. a round container that is open at the top and is deep enough to hold fruit, sugar, etc.
4. a thick soft food made from oats boiled in milk or water, eaten hot for breakfast
5. when liquid flows over the edges of a container, etc. because there is too much of it
6. any of various types of container, usually round, especially one used for cooking food

Down
1. The feeling you have when you need to eat
2. a cooker
4. the condition of being extremely poor
3. Read the adjectives and connect the opposite pairs.

For example: big - small

1) YOUNG A) POOR
2) RICH B) ANGRY
3) GOOD C) SAD
4) FRIENDLY D) OLD
5) HAPPY E) LAZY
6) ACTIVE F) BAD

IV GRAMMAR

1. Look at the pictures and fill in the gaps using the correct prepositions from the box.

<table>
<thead>
<tr>
<th>BEHIND</th>
<th>IN FRONT OF</th>
<th>NEXT TO</th>
<th>UNDER</th>
<th>IN</th>
<th>ON</th>
</tr>
</thead>
</table>

For example:

Where is the porridge? The porridge is in the pot.

Where is the man? The man is sitting............. the tree.

Where are the shoes? The shoes are................ the box.

Where is the cake? The cake is..................... the table
Where is the boy? The boy is hiding ............ the book shelf.

Where is the girl? The girl is .................... the mirror.

Where is the boy? The boy is standing ................... his mother.

2. Write in plural.

For example: one old woman- two old women

A) one young man .......... two young ......................
B) a tooth .................. thirty two ............................
C) one foot ................... two........................................
D) a gentleman ............... four.................................
E) one person ................ a lot of..............................
F) a one little child .......... a lot of little........................
G) one hungry mouse ......... a lot of hungry....................
3. Replace the personal pronouns with possessive adjectives.
   For example: This is (I) my book.

<table>
<thead>
<tr>
<th>THEIR</th>
<th>YOUR</th>
<th>THEIR</th>
<th>HIS</th>
<th>MY</th>
<th>HER</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Where are (you).............. friends now?</td>
<td></td>
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</tr>
<tr>
<td>b) She lives in Australia with (she)............. parents.</td>
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<tr>
<td>c) This is (they) ............... house.</td>
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<tr>
<td>d) Look at (he)................ school pictures!</td>
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<tr>
<td>e) (I)............... husband works every day.</td>
<td></td>
<td></td>
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<tr>
<td>f) (They)............... children go to school in London.</td>
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</tbody>
</table>

4. Fill in the correct preposition.
   For example: A woman was aware of her sorrow

<table>
<thead>
<tr>
<th>WITH</th>
<th>ABOUT</th>
<th>AT</th>
<th>IN</th>
<th>OF</th>
<th>FOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) She is good............ singing.</td>
<td></td>
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<tr>
<td>b) He is afraid............. spiders.</td>
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<tr>
<td>c) I am looking.............. Mr. Smith.</td>
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<td>d) Paul is interested.......... this subject.</td>
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<tr>
<td>e) Don't forget to remind me.......... the party.</td>
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<tr>
<td>f) Please, help me................ this home task.</td>
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</tbody>
</table>
V DISCUSSION
1. First work in pairs and then discuss the questions with your classmates
   - Which of these adjectives describe a good person? (helpful, poor, hungry, friendly, kind, smart, greedy, honest)
   - What is a good deed? Can you name any good deeds?
   - Why do you think the magic pot was given to the little girl?
   - Why could only the little girl use the magic pot?
   - What strange things happen when the mother does not use magic correctly?
   - Was the little girl respectful or not?
   - Why is it important to listen to your parents?

2. Work in pairs. Divide the words that describe something a good person does/does not do in two columns.
   *For example: A good person does not lie. A good person helps others.*

<table>
<thead>
<tr>
<th>STUDY</th>
<th>CHEAT</th>
<th>LIE</th>
<th>STEAL</th>
<th>HELP</th>
<th>OFFEND</th>
<th>WORK</th>
<th>SHARE</th>
<th>MISBEHAVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSULT</td>
<td>PLAY</td>
<td>GOSSIP</td>
<td>DANCE</td>
<td>HURT</td>
<td>SWEAR</td>
<td>READ</td>
<td>ABUSE</td>
<td>SAVE</td>
</tr>
</tbody>
</table>


3. a) How many words can you create with the word MAGIC? Write them down. Some letters have already been given.

   b) Work in pairs. Answer the question.

   - What does word magic mean to you?
4. a) Make your own illustrations for the fairy tale „The story of the magic porridge pot“. Follow the direction in each box.
b) Work in pairs and compare your pictures.

<table>
<thead>
<tr>
<th>Draw the good little girl.</th>
<th>Draw the magic porridge pot.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Draw the house where the little girl lived together with her mother.</th>
<th>Draw the town full of porridge.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VI WRITING

1. Write a short description of your magic tool. Interview your partner about his/her magic tool. The following questions can help you.

- What does your magic tool look like?
- How did you get it?
- How do you use it?
- Why is it special?
- How does it work?
Name of the fairy tale: The story of the magic porridge pot
Time: 2x45min, two lessons
Target group: School stage II, form 5-6

THE FIRST LESSON
Aims:
- to develop pupils’ reading skills
- to promote the comprehension of the fairy tale
- to develop pupils’ vocabulary (new words from the fairy tale)
- to develop pupils’ grammatical skills (prepositions, irregular plural forms, personal pronouns, possessive adjectives)

Pre reading activity:
- The teacher hands out the worksheet and asks pupils to look at the picture and answer the questions:
  - Who can you see in the picture?
  - What are they doing?
  - Name all the things you can see in the picture?
- Several students answer individually.

I Reading:
- The teacher asks students to read the fairy tale The story of the magic porridge pot and pay attention to the words in bold.
- Pupils are free to ask the teacher some questions and unknown words while they are reading the fairy tale.

II Comprehension:
(Activity on comprehension of the text)
Exercise 1:
- The teacher asks pupils look at exercise1.
- The teacher reads the instruction and explains the task.
- The exercise focuses on the comprehension of the text. Pupils read the statements about the text and put them into correct order.
- The teacher gives the pupils enough time to complete the task.

Answers
1. b
2. a
3. f
4. c
5. g
6. e
7. d
The teacher checks the answers with the pupils. The teacher corrects mistakes if it is needed.

Exercise 2:
- This exercise focuses on the comprehension of the newly presented text.
- The teacher asks pupils questions about the fairy tale.
- Pupils answer individually.
  - Did you like the fairy tale?
  - What is this fairy tale about?
  - Who are the main characters in the fairy tale? (the good little girl, an old woman, mother)
  - What was the magic object in the fairy tale? (It was the magic pot)
  - Why was the object so special? (It helped to feed poor little girl and her mother. When the little girl said, "cook, little pot, cook", would cook good, sweet porridge, and when she said, "stop, little pot", it ceased to cook.)

III Vocabulary
(Activity to present and activate the vocabulary)
The teacher presents and explains new vocabulary to the pupils.

Exercise 1:
- The teacher asks pupils to look at exercise 1. The teacher reads the instruction and explains the task.
- The exercise involves matching the target words to the pictures.
- The teacher gives the pupils enough time to complete the task.
- Answers:
  A. a pot
  B. a bowl
  C. to pour
  D. a stove
  E. to spill
  F. a bucket
- The teacher checks the answers together with the pupils.

Exercise 2:
- The teacher asks pupils to look at exercise 2.
- The teacher makes sure that all words in clues are familiar to pupils.
- The teacher gives enough time to pupils to complete the task.
- Answers:
  Across: 2- sorrow, 3- bowl, 4- porridge, 5- overflow, 6- pot
Down: 1- hunger, 2- stove, 4- poverty

- The teacher checks answers with the pupils.

**Exercise 3:**

- The teacher asks pupils to look at exercise 2. The teacher reads the instruction and explains the task.
- The teacher makes sure that all the adjectives are familiar to pupils.
- The teacher gives pupils enough time to complete the task.

**Answers:**

1) D  
2) A  
3) F  
4) B  
5) C  
6) E

- The teacher checks answers together with pupils.

**IV Grammar**

*(Activities to present and practise prepositions, irregular plural form, personal pronouns)*

**Exercise 1:**

- The teacher asks pupils to look at exercise 1. The teacher reads the instruction and explains the task.
- The teacher gives pupils enough time to complete the task.

**Answers:**

The man is sitting under the tree.  
The shoes are in the box.  
The cake is on the table.  
The boy is standing behind the shelf.  
The girl is in front of the mirror.  
The boy is standing next to his mother.

- The teacher checks answers together with pupils.

**Exercise 2:**

- The teacher reads the instruction and explains the task.
- The teacher gives pupils enough time to complete the task.

**Answers:**

A) men  
B) teeth  
C) feet  
D) gentlemen  
E) people  
F) children
G) mice

○ The teacher checks answers together with pupils.

Homework:

○ The teacher asks students to finish all the exercises which remain undone, read the fairy tale once and learn new words.

THE SECOND LESSON

Aims:

○ To develop pupils’ grammatical skills (possessive adjectives, prepositions)
○ To develop pupils’ speaking skills. The pupils practice vocabulary working in pairs) and develop their communication skills.
○ To speak about values. Pupils discuss topics connected to values mentioned in the fairy tale (good, good deeds).

The teacher starts the lesson with a short test on vocabulary.
The teacher asks students to take a sheet of paper.
The teacher reads new words in Estonian pupils write them down in English.
The teacher writes the words in English on the blackboard and asks the pupils to check themselves how many mistakes they did and in which words.
The teacher asks one student to retell the fairy tale in order to refresh their memory.

Exercise 3:

○ The teacher asks pupils to look at exercise 3.
○ The teacher reads the instruction and explains the task.
○ The teacher gives pupils enough time to complete the task.

○ Answers:
  a) your
  b) her
  c) their
  d) his
  e) my
  f) their

1. The teacher check answers together with pupils.

Exercise 4:

○ The teacher asks pupils to look at exercise 4.
○ The teacher reads the instruction and explains the task.
○ The teacher gives pupils enough time to complete the task.
Answers:

a) at
b) of
c) for
d) in
e) about
f) with

- The teacher checks answers together with pupils.

V Discussion

(Activities to practise talking about values and understanding values)

The teacher can start with a question: what kind of ideas come to your mind when you hear a word GOOD?

Exercise 1:

- The teacher asks students several questions in order to introduce them the discussion topic.
  - Which adjectives describe a good person?
  - What is a good deed?
  - Why do you think the magic pot was given to the little girl?
  - Why could only the little girl use the magic pot?
  - What strange things can happen when mother does not us magic correctly?

- Students answer individually.

Exercise 2:

- The teacher asks pupils to divide into pairs.
- The teacher reads the instruction and explains the task.
- The teacher gives pupils enough time to complete the task.
- The teacher asks several pairs to share their ideas.
- The teacher makes sure that students are familiar with all the words.

- Answers:

  (-) CHEAT, LIE, STEAL, OFFEND, MISBEHAVE, INSULT, GOSSIP, HURT, SWEAR, ABUSE
  (+) HELP, WORK, SHARE, PLAY, DANCE, READ, SAVE

Exercise 3:

- The teacher asks pupils to look at exercise 3.
The teacher reads the instruction and explains the task. Pupils have to create words with the main word MAGIC. Some letters have already been given.

The teacher gives pupils enough time to complete the task.

**Answers:**

SPELL, PRINCESS, FOREST, TRICK, STICK, CASTLE

The teacher checks the answers together with pupils.

Teacher asks if somebody have more ideas, more words with the word magic.

The teacher asks pupils to divide into pairs and discuss the question:

- What does the ‘word’ magic mean?

The teacher introduces definition from the dictionary:

*the use of special powers to make things happen which would usually be impossible, such as in stories for children.* (Cambridge online dictionary)

*in stories, a magic word or object has special powers that make the person using it able to do impossible things.* (Longman online dictionary)

The teacher asks several pairs to share their ideas.

**Exercise 4:**

The teacher asks pupils to look at the exercise 4.

The teacher reads the instruction and explains the task.

Pupils have to create their own illustrations to the fairy tale.

Pupils have to draw main character, main objects and main events in the fairy tale.

The teacher gives pupils enough time to complete the task.

The teacher asks pupils to divide into pairs and compare their illustrations. Pupils have to find similarities and differences.

The teacher asks several pairs to share their ideas.

**VI Writing**

**Exercise 1:**

The teacher asks pupils to write a short description of their own magic tool.

The teacher gives pupils enough time to complete the task.

When pupils are ready the teacher asks them to work in pairs.

Pupils interview each other about his or her magic tool. During the interview pupils have to answer the following questions:

- What does your magic tool look like?
- How did you get it?
- How do you use it?
- Why is it special?
- How does it work?
  o Teacher asks pupils what did they learn important from these lessons.
  o What did they like the most?

Ideas are from:


Pictures are from:
http://www.agefotostock.com/age/ingles/iskw01.asp?querystr/owl+illustration&Page=1
HONESTY

Before you read.

Look at the picture and answer the following questions:

- Who can you see in the picture?
- What is young man doing?
- Name all the things you can see in the picture.

I READING

Read the fairy tale. Try to guess the words in bold.

The Woodsman's Axe

One day a poor woodman lost his axe. He hunted all day, but he could not find it. He was very sad, for how could he make a living for his family without an axe? Besides he had no money with which to buy a new one. As night came on, he sank down by the roadside and buried his face in his hands.

He heard a noise in the bushes and raised his head. A stranger was standing by him. "What is the matter?" asked the stranger. The woodman told him of his trouble.
"I am sorry your axe is lost," said the stranger. "I found an axe in the road. It may be yours. Is this it?" he asked, holding out a gold axe.

"No," answered the woodman, "that is not my axe. All the money I ever earned would not buy such an axe as that."

"I found another," said the man. "This must be the one," and he held out a silver axe.

"No, that is not mine," replied the woodman. "I am too poor a man to own such an axe as that."

"Well, here is another axe that I found. Is this yours?" The stranger held out an old axe of steel.

"That is mine, oh, that is mine!" cried the woodman, springing up joyously and taking his axe from the stranger.

"Now we shall not starve. Thank you, kind sir. Where did you find it?"

The stranger said, "All three of the axes are yours. I am glad to make you a present of the gold axe and the silver axe. Let me have your hand. I am happy to meet an honest man."

The woodman's neighbors heard of his good fortune. One of them lost his axe. He appeared to feel very sad over his loss. He sat down by the roadside and bowed his head, looking out of the corners of his eyes for the stranger.

At last he saw the stranger coming around a bend in the road. The sun shown upon a gold axe which he carried in his hand. He stopped in front of the woodman.

"Why do you grieve, my friend?" he asked.

"I have lost my axe with which I earned my living," the woodman replied.

"Cheer up," said the stranger. "I have an axe here. Is it yours?"

"That is the very one," said the woodman.

"Thank you, stranger," and he reached out his hand to take the gold axe. But the stranger drew back, and put the axe behind him. "It is not your axe. It is my own, and you wish to claim it. You are dishonest and untruthful," and he turned away.

II COMPREHENSION

1. Choose the right answer.

1. One day a poor woodman lost his............
   a) hummer                   b) axe                        c) bread

2. "What is the matter?" asked the............
   a) woman                   b) mother               c) stranger

3. A first axe which showed the stranger to the woodman was made of.......  
   a) gold                     b) silver               c) steel

4. A second axe which showed the stranger to the woodman was made of.......  
   a) gold                     b) silver               c) steel

5. The woodman's axe was made of............
a) gold                        b) steel                       c) silver

6. The stranger gave the woodman 3 axes.
   a) True                    b) False

7. The woodman’s---------heard of this good fortune.
   a) friends                b) children                         c) neighbours

8. The stranger gave the neighbour 3 axes.
   a) True                              b) False

2. Answer the questions about the text.
   - Did you like the fairy tale?
   - What is the fairy tale about?
   - Who are the main characters in the fairy tale?
   - Where did the action take place in the fairy tale?
   - Why did the stranger give the woodman 3 axes?

III VOCABULARY

<table>
<thead>
<tr>
<th>woodman</th>
<th>metsnik, puuraidur</th>
<th>joyously</th>
<th>rõõmsalt</th>
</tr>
</thead>
<tbody>
<tr>
<td>axe</td>
<td>kirves</td>
<td>to starve</td>
<td>nälgima</td>
</tr>
<tr>
<td>bush</td>
<td>põõsas</td>
<td>honest</td>
<td>aus</td>
</tr>
<tr>
<td>gold</td>
<td>kuld</td>
<td>loss</td>
<td>kadu</td>
</tr>
<tr>
<td>silver</td>
<td>hôbe</td>
<td>to grieve</td>
<td>nukrutsema</td>
</tr>
<tr>
<td>steel</td>
<td>teras</td>
<td>dishonest</td>
<td>ebaaus</td>
</tr>
<tr>
<td>to spring up</td>
<td>püsti hüppama</td>
<td>untruthful</td>
<td>ebaõiglane</td>
</tr>
</tbody>
</table>

1. Complete the sentences with a suitable word from the box.

<table>
<thead>
<tr>
<th>BUSH</th>
<th>AXE</th>
<th>JOYOUSLY</th>
<th>STEEL</th>
<th>DISHONEST</th>
<th>GRIEVING</th>
<th>HONEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Thomas used an.......................... to chop down the old apple tree.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>„Look! What a lovely rose.......................”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>His helmet is made out of.........................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>He was........................ during his speech. He was not telling the truth.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>e)</td>
<td>Tom is still........................ for his dead wife.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>She’s completely........................ She is always telling the truth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g)</td>
<td>Tina spoke........................ about her precious cat.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Word search. Read the clues and find the hidden words.

- a tool used for cutting wood
- a valuable, shiny, yellow metal
- to feel or express great sadness
- telling the truth or able to be trusted and not likely to steal, cheat or lie
- when you no longer have something
- a valuable shiny white metal
- dishonest or not true
- someone who works in a forest taking care of, planting, and cutting down trees
- a plant with many small branches
IV GRAMMAR

1. Write sentences using the cues to help you.
   **as + adjective + as**

   **For example:** Mary/ tall/ Brian. Mary is as tall as Brian

   a) Iceberg/ big/ house .................................................................
   b) My bracelet/ beautiful/ your bracelet...........................................
   c) My CD player/ expensive/ my earrings...........................................
   d) Today/ cold/ yesterday................................................................
   e) My car/ fast/ your car.................................................................
   f) Train/ comfortable/ as bus............................................................

2. Write sentences using the cues to help you.
   **not as + adjective + as**

   **For example:** Mary/ tall/ Brian Mary is not as tall as Brian

   a) Chess/ interesting/ football..........................................................
   b) The bus/ fast/ plane....................................................................
   c) Steel/ expensive/ gold.................................................................
   d) Chimpanzees/ intelligent/ dolphins..............................................
   e) Cats/ friendly/ dogs....................................................................
   f) Violins/ noisy/ drums..................................................................
3. Write negative sentences in the Past Simple.

*For example: We left at 8.30. We did not leave at 8.30.*

a) They knew the driver of the car.

b) Liz called the emergency services.

c) Neil climbed over the front seats.

d) The police officer asked for Neil's name and address.

e) I finished my homework.

f) He went out yesterday night.

4. Past Simple questions. Read the answers below and complete the questions. Then match the answers with the questions.

*For example: Did you go out last night? Yes, I went to Neil's house*

1. What do there? 
   a) No, I watched TV.

2. enjoy it? 
   b) Yes, it was great.

3. leave? 
   c) Half past ten.

4. get home? 
   d) About half past eleven.

5. walk home? 
   e) We watched a video.

6. go to bed then? 
   f) At about nine o'clock.

7. go to bed? 
   g) No, I took a bus.
V DISCUSSION

1. Read the stories below and read the choices that follow. Circle the outcome that best shows HONESTY. Discuss the answers with your partner.

<table>
<thead>
<tr>
<th>Tim decides to get up early and make himself. While he is pouring milk on his cereal, he tips over the bowl, spilling cereal and milk all over the floor. His parents hear the noise, and get out of bed to come and find out what is going on. Tim is afraid that his parents might be mad at him. What should Tim do?</th>
<th>Jenny is wearing a sweater that her friend Madeline thinks is really ugly. Of course, Jenny asks Madeline what she thinks of her sweater. What should Madeline say?</th>
<th>Susie and Damon are playing baseball in Damon’s yard when Susie hits a ball which goes through the neighbor’s window. What should they do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Tim quickly runs back to bed, and pretends to be asleep, like he’s been there the all the time…</td>
<td>1) ...that Jenny’s sweater is really nice. She doesn’t want to hurt Jenny’s feelings</td>
<td>1) The children go and tell Damon’s parents what happened. Damon and Susie go to the neighbor’s house to apologize.</td>
</tr>
<tr>
<td>2) Tim tells his parents what has happened, cleans up his mess, and tries again to make his breakfast (maybe with some help….)</td>
<td>2) ....that she doesn’t think the sweater is cool enough for someone as awesome as Jenny.</td>
<td>2) Children go away. If no one has seen them, they have not done it.</td>
</tr>
<tr>
<td><img src="image1.png" alt="Cereal Bowl" /></td>
<td><img src="image2.png" alt="Sweater" /></td>
<td><img src="image3.png" alt="Window" /></td>
</tr>
</tbody>
</table>
2. Answer the questions about honesty. Discuss the answers with your partner.

What 3 things show your honesty?

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How do you feel when somebody is not being honest?

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Why is it important to be an honest person?

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If somebody isn’t being honest with you, what can you do?

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What does an honest person not do?

....................................................................................................................................................................
....................................................................................................................................................................
3. How many 3 – 4 letter words can you create from the letters in the word HONESTY?
Go ahead – try it! The pictures can help you. Compare the answers with your partner’s ones.

H O N E S T Y

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VI WRITING

1. Write a short description of a meaningful object you have. Interview your partner about his/her meaningful object. The following questions can help you:

- What is it?
- Where is it from?
- When did you get it?
- How did you get it?
- What does it look like?
- What is it made of?
- Why is it special?

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Name of the fairy tale: The woodman’s axe
Time: 2x45min, two lessons
Target group: School stage II, form 5-6

THE FIRST LESSON
Aims:
- to develop pupils’ reading skills;
- to promote the comprehension of the fairy tale;
- to develop pupils’ vocabulary (new words from the fairy tale);
- to develop pupils’ grammatical skills (comparison of adjectives, The past Simple questions)

Pre reading activity:
- The teacher hands out the worksheet and asks pupils to look at the picture and answer the questions:
  - Who can you see in the picture?
  - What is he doing?
  - Name all the things you can see in the picture
- Several students answer individually.

I Reading:
- The teacher asks students to read the fairy tale The woodman’s axe and pay attention to the words in bold.
- Pupils are free to ask the teacher some questions and unknown words while they are reading the fairy tale.

II Comprehension:
(Activities on comprehension of the text)
Exercise 1:
- The teacher asks pupils to look at exercise1.
- The teacher reads the instruction and explains the task.
- The exercise focuses on the comprehension of the text. Pupils have to complete the statements about the text with the correct word.
- The teacher gives the pupils enough time to complete the task.
- Answers
  1. axe
  2. stranger
  3. gold
  4. silver
  5. steel
  6. true
  7. neighbours
  8. false
The teacher checks the answers with the pupils. The teacher corrects mistakes if it is needed.

**Exercise 2:**
- This exercise focuses on the comprehension of the newly presented text.
- The teacher asks pupils questions about the fairy tale.
- Pupils answer individually.
  - Did you like the fairy tale?
  - What is this fairy tale about?
  - Who are the main characters in the fairy tale? (the woodman, the stranger, the neighbour)
  - Where did the action take place in the fairy tale? (in the forest)
  - Why did the stranger give the woodman 3 axes? (because he was honest and truthful)

**III Vocabulary**
*(Activities to present and activate the vocabulary)*

The teacher presents and explains the new vocabulary to the pupils.

**Exercise 1:**
- The teacher asks pupils to look at exercise 1. The teacher reads the instruction and explains the task.
- The exercise involves putting the target words into the sentences.
- The teacher gives the pupils enough time to complete the task.
- **Answers:**
  a) axe 
  b) bush 
  c) steel 
  d) dishonest 
  e) grieving 
  f) honest 
  g) joyously
- The teacher checks the answers together with the pupils.

**Exercise 2:**
- The teacher asks pupils to look at exercise 2.
- The teacher makes sure that the all words in clues are familiar to pupils.
- The teacher gives enough time to pupils to complete the task.
- **Answers:**
The teacher checks answers with the pupils.

IV Grammar

(Activities to present and compare adjectives)

Exercise 1:

- The teacher asks pupils to look at exercise 1. The teacher reads the instruction and explains the task.
- The teacher gives pupils enough time to complete the task.
- Answers:
  - Iceberg is as big as house.
  - My bracelet is as beautiful as your bracelet.
  - Today it is as cold as it was yesterday.
  - My car is as fast as your car.
  - A train is as comfortable as a bus.
- The teacher checks answers together with pupils.

Exercise 2:

- The teacher reads the instruction and explains the task.
- The teacher gives pupils enough time to complete the task.
The teacher checks answers together with pupils.

**Answers:**

Chess is not as interesting as football.
A bus is not as fast as a plane.
Steel is not as expensive as gold.
Chimpanzees are not as intelligent as dolphins.
Cats are not as friendly as dogs.
Violins are not as noisy as drum.

**Homework:**

- The teacher asks students to finish all the exercises which remain undone, read the fairy tale once more and learn the new words.

**THE SECOND LESSON**

**Aims:**

- To develop pupils’ grammatical skills (Past Simple negative sentences, Past Simple questions)
- To develop pupils’ speaking skills. The pupils practice vocabulary working in pairs) and develop their communication skills.
- To speak about values. Pupils discuss topics connected to values mentioned in the fairy tale (honesty).

The teacher starts the lesson with a short test on vocabulary.
The teacher asks students to take a sheet of paper.
The teacher reads new words in Estonian and the pupils write them down in English.
The teacher writes the words in English on the blackboard and asks the pupils to check themselves how many mistakes they did and in which words.
The teacher asks one student to retell the fairy tale in order to refresh their memory.

**Exercise 3:**

- The teacher asks pupils to look at exercise 3.
- The teacher reads the instruction and explains the task.
- The teacher gives pupils enough time to complete the task.

**Answers:**

They didn’t know the driver of the car.
Liz didn’t call…
Neil didn’t climb…
The police officer didn’t ask…
Exercise 4:
- The teacher asks pupils to look at exercise 4.
- The teacher reads the instruction and explains the task.
- The teacher gives pupils enough time to complete the task.
- **Answers:**
  1) What did you do there? We watched a video.
  2) Did you enjoy it? Yes, it was great.
  3) When did you leave? At about nine o’clock.
  4) What time did you get home? Half past ten.
  5) Did you walk home? No, I took a bus.
  6) Did you go to bed then? No, I watched TV.
  7) What time did you go to bed? About half past eleven.
- The teacher checks answers together with pupils.

V Discussion
*Activities to practise talking about values and understanding values*

The teacher can start with a several questions in order to introduce the topic: *Why did the stranger not give the woodman's neighbour 3 axes? What did the stranger tell the neighbour? What did the neighbour do wrong?*

The teacher has to make sure that the pupils understand the meaning of the word HONESTY and DISHONESTY.

Exercise 1:
- The teacher asks pupils to look at exercise 1.
- The teacher reads the instruction and explains the task.
- The teacher gives pupils enough time to complete the task.
- Pupils have to read 3 short stories then read the choices that follow.
- Pupils have to circle the outcome that best shows HONESTY.
- Pupils have to take into pairs and discuss their choices.
- The teacher asks several pairs to share their ideas with the class.
Exercise 2:

- The teacher asks pupils to divide into pairs.
- The teacher reads the instruction and explains the task.
- The teacher makes sure that students understand all the questions.
- The teacher gives pupils enough time to complete the task.
- Pupils have to answer questions about honesty and dishonesty. What shows their honesty? How do they feel when somebody is dishonest with them?
- The teacher asks several pairs to share their ideas.
- The teacher makes sure that students are familiar with all the words.

Exercise 3:

- The teacher asks pupils to look at exercise 3.
- The teacher reads the instruction and explains the task. Pupils have to create words with the letters from the word HONESTY.
- Some pictures are given in order to help pupils.
- The teacher gives pupils enough time to complete the task.
- **Answers:**
  - HONEY, TOY, NEST, NET, SET, SON, TONE, ONE, STONE, NOT, HOST,
- The teacher asks pupils to work in pairs and compare their answers.
- The teacher checks the answers together with pupils
- The teacher makes sure that pupils are familiar with all the words.

VI Writing

Exercise 1:

- The teacher asks pupils to write a short description of the meaningful object that they have.
- The teacher gives pupils enough time to complete the task.
- When pupils are ready the teacher asks them to work in pairs.
- Pupils interview each other about his or her object. During the interview pupils have to answer the following questions:
  - What is it?
  - Where is it from?
  - When did you get it?
  - How did you get it?
  - What does it look like?
- **What is it made of?**
- **Why is it special?**
  - Teacher asks pupils what did they learn important from these lessons.
  - What did they like the most?

Ideas are from:


Pictures are from:

http://www.agefotostock.com/age/ingles/iskw01.asp?querystr=honesty&Page=1
Appendix 3 Expert Questionnaire

Dear English Language Teacher.

My name is Maria Lepin I am a third-year student of the University of Tartu, Faculty of Social Sciences and Education. I am writing a bachelor thesis aim of which is to create a study material connected with the usage of fairy tale in the school stage II.

I would like to ask you to answer the questions below in order to give an evaluation to my study material. Your personal information will not be mentioned and the results will be presented in the generalized form.

I hope you will find some time to answer these questions.

Thank you

Sincerely yours,

Maria Lepin

• Phone number: 55611359
• E-mail: kuligina.m@hotmail.com

1. What is your present job?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

2. How long is your work experience?
   □ 1-5 years
   □ 6-10 years
   □ 11-15 years
   □ 16-20 years
   □ 21-25 years
   □ More than 25 years

3. What kind of education/qualification do you have? (degree)
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

4. Have you ever used fairy tales in your English classroom?
   □ Yes
   □ No
5. Please name 2-3 subject fields where you have used fairy tales while teaching English.

- Vocabulary
- Grammar
- Values
- Pronunciation
- Reading
- Writing
- Listening
- Other ………………………………………………………………………………………………

6. In your opinion, which grade is this study material appropriate for? (you may tick more than one)

- 2.–3. grade
- 4.–5. grade
- 6.–7. grade
- For older students (how old?) …………………………………………………………………

7. Would you use the study material in your classes?

- Yes (specify why?) ……………………………………………………………………………
- No (specify why?) ……………………………………………………………………………

• PLEASE EVALUATE THE STUDY MATERIAL. Tick the suitable option.

8. The study material is suitable for school stage II.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

9. The instructions in the study material are clear.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

10. The topics covered in the study material are in compliance with the National Curriculum.

- Strongly agree
- Agree
11. Students achieve the aims set in the study material.
   - Disagree
   - Strongly disagree
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

12. The exercises in the study material are related to the fairy tales.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

13. The exercises in the study material help to develop students’ grammar skills.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

14. The exercises in the study material help to enrich students’ vocabulary.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

15. The exercises in the study material help to discuss values provided by the topics.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

16. Students could be interested in learning English through fairy tales.
   - Strongly agree
   - Agree
   - Disagree
17. It is possible to use the study material in teaching English as a foreign language in school stage II.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

**WHAT WOULD YOU CHANGE IN THE STUDY MATERIAL? HOW WILL THE CHANGES LOOK LIKE?**

If you don’t want to change anything about the study material, leave the column empty.

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18. Did the study material leave a good impression on you?
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19. What did or didn’t you like in the study material?
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20. In your opinion, is the study material useful for teaching English as a foreign language in school stage II?
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If you have more comments, please write them down here:
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