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**TEACHING OF PAST TENSES THROUGH
REPETITIVE FAIRY TALES
THESIS**

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Plzeň 2015

ZDE SE NACHÁZÍ ORIGINAL ZADÁNÍ KVALIFIKAČNÍ PRÁCE.

Prohlašuji, že jsem diplomovou práci vypracovala samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni 15. června 2015

.....
vlastnoruční podpis

I WOULD LIKE TO EXPRESS MY THANKS TO MY SUPERVISOR MGR. LIBUŠE LIŠKOVÁ, M.A. FOR HER GUIDANCE AND SUGGESTIONS THAT HAVE ENABLED ME TO COMPLETE THIS WORK, TO MY FAMILY FOR THEIR SUPPORT AND TO MY BELOVED PUPILS FOR THEIR WORK.

ABSTRACT

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This thesis deals with use of repetitive fairy tales in teaching English past simple tense to lower secondary level learners. The aim of this work was to find out, what the pupils learn from them and how. The research was held in an elementary school and a qualitative method was used. The results of the research present repetitive fairy tales and rhymes as great additional material in English language classes.

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1 INTRODUCTION

One of the first stories that human beings come across in their lives are fairy tales. They are read or told to the little child to attract its attention and it is not difficult at all. It is not surprising because there are handsome princes who kiss beautiful princesses to save them, wise kings and queens ruling justly, good fairies, funny dwarfs, great magicians, bad witches and a lot of other supernatural creatures. There appear animals that can speak, everyday objects can move and talk. The good usually fights the evil and in the end love and truth wins above hate and lies and all live happily ever after. Little children love fairy tales and I suppose that adults love them too. Each of us secretly hopes in justice and happy endings. One question of my work was whether pubescent teenagers find them interesting too.

For the popularity of fairy tales with children I decided to use two of them and a traditional English rhyme as a tool for teaching past simple tense to lower secondary level learners. It was a risk because I did not know if they would like them or not and if the chosen tales would be motivating enough for their learning. Therefore there were set first two research questions. First, I wanted to find out what the pupils' attitude to fairy tales in general was and second, what their feeling about the chosen fairy tales and the rhyme was.

However, the main aim of the research was to find out, what verbs in past simple tense are the learners able to learn and to which extend. Therefore the research deals with the 6th grade learners and the teaching process of past simple tense through repetitive fairy tales. Those are fairy tales with a specific language pattern. The Theoretical Background chapter explains what repetitive fairy tales are and suggests their use in teaching English as a secondary language. To understand a pubescent's personality the theoretical chapter introduces lower secondary level learners as pubescent individuals with their typical physical and mental development features. Moreover, the chapter discusses importance of motivation for the learner's psychical development and in addition elementary information on teaching grammar is presented here.

The Methods chapter presents the information about the research and its participants and reasons for choosing The Enormous Turnip, The Goldilocks and the Three Bears fairy tales and This is the House that Jack Built rhyme¹. To collect needed data there were given

¹ From now on there will be used a summary term *fairy tales, stories or tales* for The Enormous Turnip, The Goldilocks and the Three Bears fairy tales and This is the House that Jack Built traditional rhyme.

nine lessons of work with the fairy tales and an extra lesson to be able to answer the research questions. There were chosen qualitative methods for the research.

The findings are presented and commented in the chapter Results and Commentaries and the research questions of the thesis are answered here. The results on what the learners learnt and how are presented in the form of tables, the findings on fairy tales preferences are presented in the form of graphs. The following chapter Implications for teaching discusses significance of the research findings, provides suggestions and recommendations for teaching English and furthermore describes limitations of the research. In the last part of this chapter ideas for further research are suggested. Finally the Conclusion chapter summarizes the thesis and is completed by appendices containing used fairy tales texts, various tasks on them and the learners' work.

2 THEORETICAL BACKGROUND

The aim of the Theoretical Background chapter is to introduce the reader into the problems of teaching English grammar of the past tense through repetitive fairy tales with lower secondary level learners, who are the target group to be examined. The first section of this chapter is about pubescence. Next, the chapter provides closer look at a topic of motivation as an inseparable part of the learning process. The topic of motivation is closely connected to the theme of repetitive fairy tales and the repetitive pattern is another relevant topic explained in the theoretical part of the thesis. Teaching grammar in general and the past simple tense is the last topic to be introduced in this chapter. The section about the learners was written to help with understanding the changes the teenagers go through and that may have impact on the teaching and learning process.

THE LEARNERS

This thesis deals with 11 and 12 year old learners. Developmental psychology distinguishes between younger school age, which means a child from 6 to 11 years old and adolescence. Adolescence is a period between 11 and 20 to 22 years of age and is divided in two sub-periods: pubescence or puberty, from 11 to 15, and adolescence, from 15 to 20 – 22 years. According to Říčan (1990), “pubescence” means gaining adult type of hair and physical maturing in general (p. 181). Caskey & Anfara (2007) use a term „early adolescence“ for the life period between 10 to 15 years of age. Průcha, Walterová and Mareš state, that pubescence is a period of maturing, in our conditions from about 11 to 15 years of age. Further more, they distinguish a period of prepubescence, from 11 to 13, and pubescence, from 13 to 15 years of age (Průcha, 2003).

Various psychologists define age between 11 and 12 years differently, therefore the learners dealt with in the thesis can be called adolescents, early adolescents, pubescents, prepubescents and those 11-year-old even younger school age learners. For easier orientation the examined group of pupils will be defined as pubescents. Because this thesis deals only with pubescent pupils, which covers the group of lower secondary learners, further on only this group of teenagers will be discussed.

Maturing starts earlier with girls than with boys and it is the stormiest time in an individual development. The individual development includes anatomical and physiological development, including sexual maturation and ability of reproduction, intellectual development and development of abstract thinking and lastly emotional and

social development. It is typical for a pubescent to try to release from the authority dependency and conflict with parents and teachers are common. The teenagers try for social autonomy and for autonomy of thinking (Říčan,1990).

A physical development, especially of the primary sex characteristics, plays an important role of an individual identity. Říčan (1990) says that these bodily changes almost always lead to loss of self-confidence. According to Vágnerová (2000) it manifests also in an emotional field. Hormonal changes causing the physiological development cause emotional fluctuating or lability and hypersensitivity even on common impulses. Emotional reactions are rather short-term and changeable. The change of emotional immersion is manifested by bigger impulsiveness and lack of self-control. A typical change is also higher separation in a sense of showing emotions to others, because a pubescent himself is not sure about them, is not able to verbalize them, is afraid of misunderstanding, ridicule or is shy. Overall uncertainty and emotional fluctuating relate with fluctuations in self-assessment. Uncertainty and vulnerability of self-esteem manifest in hypersensitivity on any reactions of other people and over-touchiness (Vágnerová, 2000). Uncertainty arouses defensive reactions by the teenagers. Říčan (1990) calls it *a pendulum mechanism* when the individual sometimes returns to childish behaviour or situation solving. The pubescent plays with toys, reads children books or talks to the parents as earlier. The return to development lower phase allows the individual relaxation and at least a moment feeling of certainty. Vágnerová (2000) says that an escape to fantasy is a usual defensive reaction in puberty.

During young adolescence the intellectual development is not as visible as the physical development, however, it is very intense too (Stevenson, 2002; Van Hoose, Strahan, & L'Esperance, as cited in Caskey & Anfara, 2007). The teenagers develop “metacognition, which means the ability to think about one’s own thinking” (Caskey & Anfara, 2007), but also independent thinking (Kellough & Kellough as cited in Caskey & Anfara, 2007).

Regarding to the learning process individual experiences and prior knowledge play an important role “in developing the brain and induces learners to construct meaning based on what they already believe and understand” (Bransford, Brown, & Cocking, as cited in Caskey & Anfara, 2007). “Typically, young adolescents are eager to learn about topics they find interesting and useful, favour active over passive learning experiences, and prefer

interactions with peers during educational activities” (Kellough & Kellough in Caskey & Anfara, 2007).

Kellough & Kellough state that in addition young adolescents “tend to be idealistic and possess a strong sense of fairness in human relations” (Caskey & Anfara, 2007). In moral issues they gain ability to distinguish differences and they “start to consider complex moral and ethical questions” however, they are not able to cope with them (Kellough & Kellough as cited in Caskey & Anfara, 2007).

MOTIVATION

There is no activity or learning without motivation. According to Linhart motivation plays an important role in leading an activity or learning process. There is a narrow link between motivation, psychical regulation and correctly given task. It is possible to say that the human activity and learning are a function of the task and motivation. However, the relations are complicated. For example highly motivated learning can fail if the pupils meet a task that they do not know or are unable to fulfil. The pupil learns by solving rows of tasks and they must follow the rule of gradual. The learners should be given only such tasks about which the teacher knows that the learners are capable to fulfil. If the learner gets too difficult tasks that he does not understand, he gains negative approach to learning and loses his confidence. For this reason the tasks should be given from the easiest to the more difficult one. Self-regulation and motivation of the learners are in self-satisfaction from the activity (Linhart, 1986). “It is widely agreed that motivation has a great effect on a student's capacity to learn.” (Budden, 2003).

Linhart states, that the teacher or the tutor is supposed to control the learner's psychical development. To lead the learning process and to plan the learner's psychical development mean to activate and motivate the learner, to activate him to learning and to work and to form his inner interests. The teacher should make conditions for learning from the known to the unknown, from demonstrative cognition to abstract cognition. He should motivate the learner for creative heuristic activity (Linhart, 1986). “Motivation is a crucial factor in successful language learning” (Ur, 2012, p.10). Teachers can influence learners' motivation by interesting classroom activities (Ur, 2012). One of many ways how to make English classes interesting is to use stories or fairy tales.

A fairy tale is a special kind of story with certain features. According to *Slovník spisovného jazyka českého* it is narrating, usually folk, about fictional people or events

where there act magical, supernatural powers and good usually wins above evil (V. Červená, 2011). Linse (2007) presents stories in primary schools as enjoyable activities. “Traditional tales, such as *Chicken Little*, *Goldilocks*, *Little Red Hen*, *Three Billy Goats Gruff*, *Three Little Pigs*, and modern stories are a centrepiece of early childhood education” (p.46). With stories the children are exposed to other cultures and “they can be used to introduce and recycle language among other things” (Slattery and Willis 2001; Brewster, Ellis, and Girard as cited in Linse 2007, p.46). “Even children who do not have very well developed L2 skills like looking at pictures of a story and listening to the story being read” (Linse, 2007, p. 47).

Linse (2007) further states that folktales were originally told by adults in a social context which allowed them to adjust the story to the needs of the listener. The social context can work as a scaffolding of the story and repetitive or predictable language can help to engage the children. She also says that at teaching L1 or L2 to children, repetition is an important element of the learning equation. “Children gradually memorize the stories and feel a certain pride in being able to chime in as the story is being read or told” (p. 47).

REPETITIVE PATTERN

Most of the English folktales include repetitive or predictive formulas (Linse, 2007, p. 46). All the folktales mentioned above include repetitive language (see Table 1).

Table 1 - Repetitive language

Folktale title	Repetitive language
Chicken Little	Chicken Little went to Henny Penny and said the sky is falling. Henny Penny went to Foxy Loxy and said the sky is falling. Foxy Loxy went to Ducky Lucky and said the sky is falling. Ducky Lucky went to Goosey Loosey and said the sky is falling.
Goldilocks	This bed is too soft. This bed is too hard. This bed is just right.
Little Red Hen	Who will help me plant the wheat?/cut the wheat? No, not I said the dog.

No, not I said the cat.

No, not I said the mouse.

Three Billy Goats Gruff Who is trotting over the bridge?

Gruff

It's just me Little Billy-Goat Gruff.

Who is trotting over my bridge?

It's just me Medium Billy Goat Gruff.

Who is trotting over my bridge?

It's just me Big Billy Goat Gruff.

Three Little Pigs The first little pig built his house with straw.

I'll huff and I'll puff and I'll blow your house down.

The second little pig built his house with wood.

I'll huff and I'll puff and I'll blow your house down.

The third little pig built his house with bricks.

I'll huff and I'll puff and I'll blow your house down.

Retrieved from Linse, 2007, p.47

Besides the repetitive pattern Linse (2007) uses a term *predictable stories*. She uses it for stories that are either based on classic folktales or those that are written for modern world children. Such stories are popular especially because they contain repetitive phrases and predictable language and when being read, children can “figure out some of the unfamiliar words by predicting the words that could fit into the pattern’ (p.48). For example in the fairy tale Goldilocks, children can predict the pattern, “This _____ is too _____ . (Popp, as cited in Linse, 2007, p. 48). Linse (2007) claims that “these predictable features give emerging readers the sensation of reading and help them make associations between spoken and written words’(p.48). Furthermore, predictable storybooks are “appropriate for children learning both oral and written L2 skills. They contain language which is controlled ...” and “a core structure is repeated over and over again” (p.48).

This controlled language can be used to teach pronunciation, especially of difficult sounds, e.g. the “sh” sound by using a repeated refrain “wishy-washy” in *Mrs Wishy-Washy*. It can also be used to help the learners to develop their writing skills besides their oral and reading skills. For example the pupils can use the repetitive language to create their own story or a predictable book or they can finish the story verses with their own words (Linse, 2007, p. 52). To be able to do so, they need to be aware of grammar.

TEACHING GRAMMAR

“Without grammar, words hang together without any real meaning or sense. In order to be able to speak a language to some degree of proficiency and to be able to say what we really want to say, we need to have some grammatical knowledge” (Cotter, 2005). „Grammar is sometimes defined as the way words are put together to make correct sentences“ (Ur, 2012, p.76). “Grammar mean rules about sentence formation, tenses, verb patterns, etc. in a reference book, the moment-by moment structuring of what we say as it is being spoken, exercises (for example fill in the gap, multiple choice) about tenses, our internal “database” as to what are possible or impossible sentences” (Scrivener, 2011, p.156). Ur states that “what students need to learn [is] standards of grammatical acceptability” (Ur, 2012, p.77).

Because this thesis deals with teaching the past simple tense it is necessary to explain that teaching past simple tenses includes “irregular forms, pronunciation of regular and irregular forms, spelling of regular forms ...”(Case, 2013). Besides other things students tend to make mistakes in using the present simple instead of the past simple in their learning process, pronouncing of *-ed* suffix as /ed/ or adding syllables where it is not needed (Case, 2013). Beare (2015) recommends to teach the past simple immediately after the present simple tense. He thinks that “students will be familiar with the idea of auxiliary verbs in the question and negative, but not in the positive form. They'll also be happy to know that the verb conjugation always remains the same”(Beare, 2015). When introducing the past simple tense he suggests to model it by talking about your past experiences. It is possible to use regular or irregular verbs but you should not forget to use ‘time expression to provide the context’. Then the students should be asked about the used verbs and asked to write the infinitives. Afterwards they would be asked to notice any pattern. Beare says that “usually a few students will recognize that many past verbs in ‘-ed’” (2015). Later the learners should be informed about irregularity of some verbs. For practising irregular verbs the teachers can use drills. After the learners get familiar with the form to practice the past simple tense he recommends to “continue expanding their understanding of the form, as

well as irregular verbs with comprehension activities”(Beare, 2015). Beare means using stories about holidays, listening descriptions about the past events, or reading news (Beare, 2015). Unlike Beare Case believes that the past simple tense is more useful than present tenses. It is argued that it should be presented even prior them. He also sees it as an opportunity to teach time expressions like “once upon the time, two years ago” or “long time ago” and a lot of useful verbs (Case, 2013).

According to Scrivener, there are three ways of grammar clarification: explanation, guided discovery and self-directed discovery. He says that teacher explanation of a new item should not take long. It could get the learners bored if it takes too long and it might lead even to misunderstanding by the students. A brief but carefully prepared explanation “can be very helpful” (p.165). It is better not pointing possible difficulties when pre-teaching grammar to prevent the students from making mistakes (Scrivener, 2011). However, Ur (2012) recommends first to provide students with an example of the target feature and only then explain, because the learners often do not have any idea of what it means in context. According to Ur (2012) it is good to use pictures or realia to “make the explanation memorable and to explain grammar in L1 unless the students’ proficiency is high enough to understand English explanation” (p. 80).

Scrivener (2011) suggests that a guided discovery may be an alternative to teacher’s explanation. The guided discovery means to create activities that lead the learners to eliciting the rules of new grammar structures themselves. For this kind of learning is necessary to prepare a suitable task that contents new grammar structures. The task will draw the students’ attention and will direct them to key points. The learners can take more active and creative role in their learning process. The teacher’s role in guided discovery is to set appropriate tasks, to offer, instructions, help, feedback and explanation and to prepare the lesson so everybody is involved and engaged. The most important is to “ask good questions, ones that encourage the learners to notice language and think about it” (p.166). They can be both, oral or written on a worksheet. The questions can focus on the meaning, context or the form. The learners can analyse the text or errors, reflect the language that they have used, hypothesise rules. The teacher can support the students with appropriate examples for analysis and discussion and with tools for solving the task. He should draw their attention to what they have studied (Scrivener, 2011).

According to Krashen (in Ur, 2012) students best gain grammar through a lot of comprehensible activities such as reading and listening, which means implicitly. But there

have been taken many researches that proved the opposite. Norris and Ortega (2012) came to the conclusion that “the whole students who receive some explicit instruction in grammar perform better than those who do not” (Ur, p.79). Ur (2012) argues that it seems that practice together with explaining the rules may speed up the learning process. Teachers and students also generally feel that grammar instruction is “helpful” (p.79). Scrivener (2011) says that teachers spend a lot of time on giving explanations and other input stages, but “the real learning experience is when learners try to use the language themselves” (p.169).

As Ur (2012) presents, grammar is usually done through written tests. She suggests that many tasks used for tests can be used for practice as well. The tests should be designed so the learners prove that they can “respond to cues” (p.84), understand and are able to apply a grammatical rule. They should be designed so they can be corrected and graded quickly. Tests are often closed-ended, so they require only one predetermined right answer. Further on Ur (2012) points out, that even if the learner fills in the right answers in the test it does not necessarily mean, that he can use the grammatical rule in real. It can mean that the student can use the grammar right ‘when he is thinking about it’ (p.84). If we give the students tests where they have to invent or finish their own phrases, sentences or longer passages, we will get more complete information about their knowledge, however this kind of test will be more time consuming and “sometimes difficult to assess” (p.84).

Ur (2012, p.85) provides samples of closed-ended test items, such as: multiple- (or dual-) choice, guided gapfills, transformation, matching, rewrite, correct the mistake. Open-ended test items are open-ended sentence completion or sentence-composition. She also presents translation as a possible way of testing technique. She states that it is not a very often used technique because of little correct answers and because “very often, errors in English grammar are rooted in the L1. Students naturally think first in their L1”(p.86). But Ur uses translation to test whether they can express ideas in L1 through ‘acceptable’ English grammar into English (p.86).

In order to restrict the needed language restricted output activities can be designed. Scrivener (2011) furthermore states that “grammar practice activities are designed to focus on a particular piece of grammar” (p.177). The students can avoid the target language only a very little. “Typical restricted activities are: oral drills, written exercises, elicited dialogues, and grammar practice activities or games” (Scrivener, 2011, p.169).

Scrivener (2011) explains elicited dialogues as short dialogues focused on examples of specific language items to be practised. “Using a dialogue places these items in a typical or useful context, integrating practice of newer grammar with practice of items previously studied, social English expressions and pronunciation” (p.176). The learners will repeat the language items many times so they can get familiar with it. Scrivener says that it is usually an enjoyable activity. Another way of teaching grammar according to Scrivener is written exercises. They are designed to practice and to get familiar with new language items. They can be done individually in class or at home.

Oral drills mean intensive oral practice of words, phrases or sentences. They are based on simple repetition so the learners have a chance to get “their mouth around the language without worrying too much about the meaning” (Scrivener, 2011, p.169).

TEACHER: *He opened the door.*

STUDENTS: *He opened the door.*

TEACHER: *He closed the door.*

STUDENTS: *He closed the door.*

Some teachers think that they are old fashioned and refuse to use them but Scrivener (2011) argues, that we become better and better in day-to-day repeated things through drills because we automatize them. Drills may help us not only to “get the tongue around it” (p.170) problems but also with other things, for example for faster deciding which form to select. It is something that improves with familiarity. He furthermore says that drills are “the one” (p.170) method, of many other methods, that can be the most demanding on accuracy. Accurate pronunciation is necessary so the teacher should be sure that he can pronounce the words and sentences correctly with the right stress and intonation. He also recommends giving honest feedback to achieve the highest standard in accuracy production and to keep “the level of challenge very high” so the students did not get bored with too easy task (p.170). There are variations on drills, for example to say the words or sentences as a whole class, as a half class, individually, in pairs, in groups, loudly, quietly, whispering, shouting, slowly, fast, with intonation for specific moods, and so on. It can be mindless simply to repeat words or sentences, so it is good to demand a little of thinking into the practice (Scrivener, 2011).

TEACHER: *He opened the door.*

STUDENTS: *He opened the door.*

TEACHER: *closed*

STUDENTS: *He closed the door.*

TEACHER: *opened*

Nevertheless, Scrivener (2011) believes that learners have to do many things to be able to use a new grammar structure in their language. They need to be exposed to a plenty of the language while reading or listening, they need to notice and understand the new structure used in texts or conversations, they need to try using the new language in safe and more difficult tasks, to have opportunities to practise it to “get their mouths around” (p.169) new items, to use it when writing and speaking also in different context and lastly, they need to remember what they have learnt.

3 METHODS

TOPICS

Teaching grammar through repetitive fairy tales appears to be a helpful method for younger learners. I decided to examine influence of repetitive fairy tales that include predictive or cumulative language on teaching past tenses to lower secondary level learners of the 6th grade. For its repetitive and cumulative pattern there were chosen fairy tales: The Enormous Turnip, Goldilocks and the Three Bears and a traditional rhyme The House that Jack Built². The research was supposed to reveal how they influenced pupils' receptive and productive language skills and to what extent the students were able to apply new knowledge. The research was focussed on the past tense of both regular and irregular verbs. Attention was paid also to accuracy of pronunciation of '-ed' in regular verbs in the simple past tense. However, this is not being assessed in this research.

In the research the Framework Education Programme for Elementary Education (FEP EE) expected outcomes were followed. According to FEP EE, the students shall understand familiar words and simple sentences related to the topics being studied, understand the content and meaning of simple authentic materials ... and use them in his/her work, read simple texts containing familiar vocabulary aloud fluently and respecting the rules of pronunciation, find necessary information in a simple text and create an answer to a question, create a simple written message, short text and response to a message using correct grammar and form ..., reproduce, both orally and in writing, the content of a text of appropriate difficulty and a simple conversation, modify short texts while preserving their meaning, (Jeřábek, 2007)

There were four research questions to be answered:

1. Which of the target verbs used in the fairy tales did each of the learners learn?
2. To which extent were the learners able to use the target verbs grammatically correctly in the given exercises as well as in the writing tasks?
3. What is the studied group of learners' attitude to fairy tales in general?
4. What was the studied group of learners' attitude to each of the used tale?

² From now on the fairy tales and the rhyme titles will be shortened to: Turnip for The Enormous Turnip, Jack for The House that Jack Built and Goldilocks for Goldilocks and the Three Bears.

PARTICIPANTS

The research was held in the 6th grade of the elementary school in Skalná. The pupils were 11 and 12 years old and their students' English proficiency level was A1 according to Common European Framework of Reference (CEFR). None of the students had been taught English past tenses before. There were 14 pupils, four girls and ten boys, taking part in the research. The class included mixed ability learners. Because the research was being held in winter time and took over one month, not all the participants were always present because of illness. These pupils were not evaluated in this research. In order to follow ethical rules the students were given nicknames.

DATA COLLECTION METHOD

The qualitative method was chosen for this research because the aim was to understand the followed phenomenon. The aim was to reveal which of the target verbs the pupils learnt and how. As carrying out an interview with the 6th grade pupils on English grammar was expected to be difficult and its evaluation process complicated and not objective, various exercises were used with both close and open ended questions. The answers were arranged into result tables and compared to assessment and scoring rubrics that were created for each fairy tale following the above mentioned FEP EE expected outcomes. To find out the learners' attitude towards each fairy tale, simple questionnaires were used. Having regard to the students' English proficiency level the questionnaires were in Czech and the results were translated into English.

APPLICATION

This section describes the work itself. The activities were based on the previous theoretical background. In order not to spoil the learning process the pupils were not told that there was research being held.

The research consisted of four parts. The first three of them were devoted to one of the fairy tales. For each of them there were given three 45 minute lessons. The fourth part was an extra lesson for the final application work. All together there were ten lessons of research. First fairy tales were discussed. The children were asked to define a fairy tale and to tell each other about their favourite fairy tale. Then they were given a questionnaire in order to collect elementary data together with the students' attitude towards fairy tales in general (see Appendix A – Questionnaires). Secondly there was work with individual stories followed by tasks and questionnaires about their attitude to individual fairy tales. Lastly there followed the extra application lesson (see APENDICES A-F).

For easier reading this part was divided into three sections named according to the titles of the stories and one section for the extra application lesson.

PART 1 - THE ENORMOUS TURNIP³

After choosing the Turnip there were set steps to be followed in the teaching process, to assure learning of past tenses with the students:

1. Defining the repetitive, predictive or cumulative language.

In this tale there are all three patterns. Repetitive is *...pulled and pulled but could not pull it up*. Predictive is who will be *the next character called to help*. The cumulative is that *every time the turnip is not pulled out a new character came to help and pulled the turnip*.

2. Defining verbs in the past simple tense to be taught.

In this part following verbs were defined to be the aim of the teaching process: *planted, grew, pulled, could not, called, watered, helped and popped⁴*.

3. Preparing tasks.

To accomplish the learning process there were prepared listening tasks, speaking tasks based on drill to assure accurate pronunciation, written exercises tasks to prove ability of new vocabulary application, grammar tasks and a writing task to show the learners' ability to apply the new phenomena in a simple writing text. The tasks were set to distinguish between regular and irregular verbs via discovery learning and to deduct a rule for creating past simple tense with regular verbs by adding “-ed” suffix. For detailed tasks see Appendix C – Turnip Exercises.

4. Preparing a final questionnaire (see Appendix A – Questionnaires).

This questionnaire was to find out learners' attitude towards the Enormous Turnip fairy tale after fulfilling the first part of the research.

5. Preparing an assessment rubric (see Table 2) based on the above requests and a scoring rubric (see Table 3).

³ A traditional tale re-told by Deborah Jane Smith

⁴ Verbs: planted, grew, pulled, called, helped, popped, could not and watered. These 8 verbs are further on referred to as verbs for the whole part The Enormous turnip.

The assessment rubric was designed to define to which extend the pupils were able to apply new knowledge of grammar and vocabulary. These results were then transferred into points as you can see in the scoring rubric⁵.

Table 2 – The Enormous Turnip assessment rubric

	EXCELLENT	PASS	DID NOT PASS
LISTENING COMPREHENSION TASKS	6 – 8 verbs written down, the spelling can be wrong	3 – 5 verbs written down, the spelling can be wrong	0 – 2 written down, the spelling can be wrong
	Writes the correct name of the story – can be in Czech	Writes the correct name of the story – can be in Czech	Did not know the title
	4 – 5 correct answers in the multiple choice task	2 – 3 correct answers in the multiple choice task	0 – 1 correct answers in the multiple choice task
	6 – 8 correct answers in the T/F task	3 – 5 correct answers in the T/F task	0 – 2 correct answers in the T/F task
GRAMMAR	Remembers 5 – 6 of the crossword verbs correctly	Remembers 3 – 4 of the crossword verbs correctly	Remembers 0 – 2 of the crossword verbs correctly
WRITING	Can use of 5 – 6 given verbs correctly in suitable content and correct spelling	Can use of 3 – 4 given verbs correctly in suitable content and correct spelling	Can use of 0 – 2 given verbs correctly in suitable content and correct spelling
	The story is intelligible and easy to follow, no or very few spelling mistakes.	The story is partly intelligible and difficult to follow. Some spelling mistakes	The story is intelligible and impossible to follow. Many spelling mistakes

In the tasks the learners could score points as follows in the Table 3.

Table 3 - The Enormous Turnip scoring rubric

SKILLS	TASK	ASSESSMENT			
		MAXIMUM POINTS	EXCELLENT	PASS	DID NOT PASS
LISTENING COMPREHENSION	TITLE	2	2	1	0
	VERBS	8	6 - 8	3 - 5	0 - 2
	MULTIPLE CHOICE	5	4 - 5	2 - 3	0 - 1
	TRUE/FALSE	8	6 - 8	3 - 5	0 - 2
GRAMMAR	SPELLING	6	5 - 6	3 - 4	0 - 2
WRITING	CORRECT APPLICATION	6	5 - 6	3 - 4	0 - 2

⁵ The rubrics are similar for all three fairy tales tasks.

	INTELLIGIBILITY	5	4 - 5	2 - 3	0 - 1
	TOTAL:	40	32 - 40	17 - 31	0 - 16

6. Preparing lesson plans:

Lesson 1

At the very beginning of the lesson the children discussed fairy tales and filled in questionnaires in order to gain elementary data (see Appendix A – Questionnaires). Then the learners listened to the story being read by the teacher and at the same time wrote down as many words from the story as they could. They were told to guess the name of the story from their notes and to write verbs and characters on the board. In the end of the lesson they drew the characters on a blank paper and created a story map on the board.

Lesson 2

The second lesson the children retold the story according to the story map made the previous lesson to remember the story and new vocabulary. Then they were divided into two groups and they acted the story. Those who were not playing were the narrators.

Lesson 3

The last lesson of the Turnip the children retold the story again according to the story map. Then they completed the written exercises. After checking the tasks together they wrote verbs from the crossword on the board and divided them to regular and irregular verbs (see Appendix C –).

7. Creating a result rubric (see Table 8 - The Enormous Turnip results).

To be able to determine and evaluate what the learners learnt and to which extend a result rubric showing the target learnt verbs and awarded points for individual tasks was created.

PART 2 – THE HOUSE THAT JACK BUILT

The steps for the teaching process for Jack are similar to Turnip:

1. Defining the repetitive, predictive or cumulative language

This tale contains all the three patterns too. Repetitive and cumulative language is ... *that Jack built... that lay in the house that Jack built, that ate the rat that lay in the house that Jack built* ... and every following character. It is possible to predict, that the repetitive phrase will be used over and over again.

2. Defining verbs in the past simple tense to be taught.

In this story there are more irregular verbs than in the Turnip tale which could help with identifying more of these verbs, such are: *built, lay, ate, woke* and *kept*. The regular verbs are: *killed, worried, tossed, milked, kissed* and *married*⁶.

3. Preparing tasks.

Again there were prepared listening tasks, then speaking tasks based on drill, written tasks to prove suitable use of new vocabulary and a grammar task. In this section there was no story writing task. For detailed tasks see Appendix D – Jack Exercises.

4. Preparing a final questionnaire.

This questionnaire was to find out learners' attitude towards the Jack fairy tale after fulfilling the second part of the research (see Appendix A – Questionnaires).

5. Preparing an assessment rubric (see Table 4) based on the above requests and a scoring rubric (see Table 5) as explained above.

Table 4 - The House that Jack Built assessment rubric

	EXCELLENT	PASS	DID NOT PASS
LISTENING COMPREHENSION TASKS	5 – 6 regular verbs written down, the spelling can be wrong	3 - 4 regular verbs written down, the spelling can be wrong	0 – 2 regular verbs written down, the spelling can be wrong
	4 – 5 irregular verbs written down, the spelling can be wrong	2 – 3 irregular verbs written down, the spelling can be wrong	0 – 1 irregular verbs written down, the spelling can be wrong
	9 - 11 correct answers in the multiple choice task	5 - 8 correct answers in the multiple choice task	0 - 4 correct answers in the multiple choice task
	9 – 11 correct answers in the matching sentences task	5 – 8 correct answers in the matching sentences task	0 – 4 correct answers in the matching sentences task
VOCABULARY	Remembers 6 - 8 of the crossword verbs correctly	Remembers 3 – 5 of the crossword verbs correctly	Remembers 0 - 2 of the crossword verbs correctly

In the tasks the learners could score points as follows in the Table 5 - The House that Jack Built scoring rubric.

⁶ Verbs: killed, kissed, milked, tossed, worried, married, built, ley, ate, woke and kept. These verbs are meant for the whole part The House that Jack Built.

Table 5 - The House that Jack Built scoring rubric

SKILLS	TASK	ASSESSMENT			
		MAXIMUM POINTS	EXCELLENT	PASS	DID NOT PASS
LISTENING	REGULAR VERBS	6	5 - 6	3 - 4	0 - 2
	IRREGULAR VERBS	5	4 - 5	2 - 3	0 - 1
VOCABULARY	MATCHING SENTENCES	11	9 - 11	5 - 8	0 - 4
	MULTIPLE CHOICE	11	9 - 11	5 - 8	0 - 4
GRAMMAR	SPELLING	8	6 - 8	3 - 5	0 - 2
TOTAL:		41	28 - 41	14 - 27	0 - 13

6. Preparing lesson plans:

Lesson 1

First the students listened to the Jack song. At the same time they were writing down as many verbs and characters from the story as they could. Then they wrote the verbs and characters on the board. Afterwards, they watched the Jack video. Lastly the learners drew the characters on sturdy paper, created a story map on the board and told the story supported by the story map for the first time.

Lesson 2

The second lesson the children first retold the story according to the story map created the previous lesson. Then they were posted individual characters to be acted to remember the story and new vocabulary. Then they retold the story in small groups and lastly they sang the Jack song accompanied by guitar.

Lesson 3

The last Jack lesson the students sang the Jack song at the beginning of the lesson. Then they did the written exercises and after fulfilling and controlling the tasks the learners defined both the regular and irregular verbs. At the end of the lesson they retold the story for the last time but this time in pairs only (see Appendix D – Jack Exercises).

7. Creating a result rubric (see Table 9 - The House that Jack Built results).

PART 3 – GOLDILOCKS AND THE THREE BEARS

Very similar steps to the previous stories were followed in this fairy tale.

1. Defining the repetitive, predictive or cumulative language to be used.

The repetitive pattern of this fairy tale is: ...*said Papa Bear, ... said Mama Bear, ... said Baby Bear, ... someone's been eating my porridge, ... someone's been sitting in my chair, ... someone's been sleeping in my bed.* The predictable pattern is: ..._____ is too _____; ... _____ went to the _____. There is no cumulative language in this story.

2. Defining verbs in the past tenses to be taught.

There are two kinds of past tenses in this story. The simple past tense of both regular and irregular verbs to be assessed were *jumped, woke, said, went, sat, was, fell asleep, went, ate* and *were*. *Ate* and *woke* are already familiar verbs from the previous stories. The present perfect continuous form ...*'s been eating/ sleeping/ sitting* were not the aim of the teaching, however, they were assessed too.

3. Preparing tasks.

There were prepared listening and speaking exercises based on drill and repetitive and productive language, written exercises and a writing task to prove the learners' ability to apply the new phenomena in a short translating task. For detailed tasks see Appendix E – Goldilocks Exercises.

4. Preparing a final questionnaire.

This questionnaire was to find out learners' attitude towards the Jack fairy tale after fulfilling the second part of the research (see Appendix A – Questionnaires).

5. Preparing a preference questionnaire (see Appendix 5 – Preferences).

This questionnaire should show students' preferences about the used stories.

6. Preparing an assessment rubric (see Table 6) and a scoring rubric (see Table 7) as explained above.

Table 6 - Goldilocks and the Three Bears assessment rubric

	EXCELLENT	PASS	DID NOT PASS
LISTENING COMPREHENSION TASKS	Writes the correct name of the story – must be in English	Writes the correct name of the story – can be in Czech	Did not know the title
	6 - 8 correct answers in the multiple choice task	3 - 5 correct answers in the multiple choice task	0 - 2 correct answers in the multiple choice task
	8 – 10 sentences in correct order	4 – 7 sentences in correct order	0 – 3 sentences in correct order
	6 – 8 correct answers	3 - 5 correct answers	0 - 2 correct answers

	in the T/F task	in the T/F task	in the T/F task
VOCABULARY	Remembers 5 - 7 of the crossword verbs correctly	Remembers 3 – 4 of the crossword verbs correctly	Remembers 0 - 2 of the crossword verbs correctly
WRITING	The story is intelligible and easy to follow, no or very few spelling mistakes.	The story is partly intelligible and difficult to follow. Some spelling mistakes	The story is intelligible and impossible to follow. Many spelling mistakes

In the tasks the learners could score points as follows in the Table 7.

Table 7 - Goldilocks and the Three Bears scoring rubric

SKILLS	TASK	ASSESSMENT			
		MAXIMUM POINTS	EXCELLENT	PASS	DID NOT PASS
LISTENING COMPREHENSION	TITLE	2	2	1	0
	TRUE/FALSE	8	6 - 8	3 - 5	0 - 2
	ORDERING SENTENCES	10	8-10	4 - 7	0 - 3
	MULTIPLE CHOICE	8	6 - 8	3 - 5	0 - 2
GRAMMAR	SPELLING	7	5 - 7	3 - 4	0 - 2
WRITING	INTELLIGIBILITY	5	4 - 5	2 - 3	0 - 1
TOTAL:		40	29 - 40	14 - 28	0 - 13

7. Preparing lesson plans:

Lesson 1

First the students listened to the Goldilocks story and were supposed to write down the name of the story. Then they were appealed to tell the story together with the teacher. Later they were asked questions checking their listening comprehension. At the end of the first lesson the learners tried to retell the fairy tale.

Lesson 2

At the beginning of the second lesson the children retold the story again together with their teacher. Then they were divided into small groups and were given scenarios in order to study their roles. Then they acted the story.

Lesson 3

The last lesson about Goldilocks the students told the story with the teacher and then they did the written exercises. After completing and controlling the tasks the learners

defined both the regular and irregular verbs and translated a short part of Goldilocks (see Appendix E – Goldilocks Exercises).

8. Creating a result table (see Table 10 - Goldilocks and the Three Bears results).

PART 4 – THE EXTRA LESSON

This lesson was designed to reveal the pupils' ability to apply the above mentioned target vocabulary and grammatical rules in different content. For this reason there was created an online questionnaire (<http://goo.gl/forms/NTkOsgBuWj>). The questionnaire included 15 various images and the pupils were supposed to describe them in English. They were expected to use new vocabulary that they learnt and used in the previous nine lessons and to describe the images in the past simple tense. The pupils completed the task individually on PC and their responses were collected and evaluated.

4 RESULTS AND COMMENTARIES

This section evaluates and comments students' work and their attitude to the three fairy tales. First, the pupils are introduced. Secondly, the data are divided into sections according to the fairy tales and the extra lesson and the results are commented. Last part deals with the learners' feelings about fairy tales in general and about each of the story. At the end the popularity results are commented upon.

THE PUPILS

This section introduces the pupils and their attitude to fairy tales in general before beginning of this research.

Eduard is 12 years old. He likes fairy tales but he does not have any favourite fairy tales because he likes more of them.

Lukas is 11 year old and he does not like fairy tales. He prefers films. He does not prefer any fairy tales because he does not like them.

Jonatan is 12 years old. He likes fairy tales because of the characters in them and because they are nice and funny. He likes them very much but sometimes he does not like them because they are ugly. His favourite fairy tale is Winx Club where good fights evil.

Peter is 11 years old and he likes fairy tales because they are entertaining and sometimes funny. His favourite fairy tale is the Smurfs because they are funny.

Sarah is an 11-year-old girl. She likes fairy tales because they are very entertaining. She does not know which fairy tale she prefers.

Beth is an 11-year-old girl and she likes fairy tales because they always end well. She does not prefer any fairy tales because she likes more of them.

Paul is 12 years old and he likes fairy tales because they always end well. He does not have any favourite one.

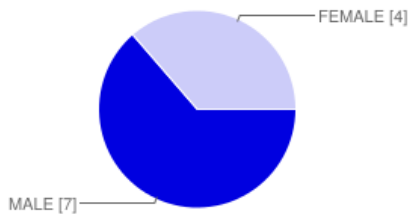
Kate is a 12-year-old girl and she likes fairy tales. She enjoys watching them and she likes the happy ends. She likes almost all of them so she does not prefer any.

Lucy is a 12-year old girl and she likes fairy tales because she likes them. She likes cartoons and she likes all fairy tales so all of them are her favourite.

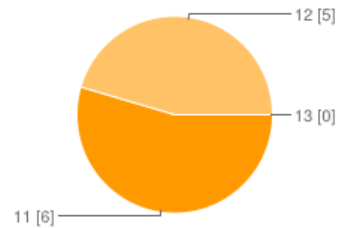
Ben is 11 years old. He likes fairy tales and he relaxes with them. They are nice and they end well. He prefers Little Red Riding Hood because it is very funny.

John is 11 years old. He likes fairy tales because they always have a nice end and because a fairy tale is always something special. His favourite fairy tale is Snow White and Seven Dwarfs. He enjoys the helping animals.

Graph 1 - Male and female rate



Graph 2 - Age of the participants



The graphs above show that there were tested 11 pupils, 7 boys and 4 girls. 6 of them were 11 and 5 of them were 12 years old.

USE OF ENGLISH RESULTS AND COMMENTARIES

The results of each pupil are presented and commented in this section. The following information relate to the learners' both receptive and progressive skills and vocabulary. Samples of the pupils' work are enclosed in Appendix F – The Students' Work, however to add all the students' work is not needed regarding to amount of material.

The results of individual tasks were arranged into the result tables (see Tables 8 – 10). Each of the tasks was evaluated by a certain number of points. For example, if the learners used correctly 3 verbs they were given 3 points. The numbers in the result tables therefore refer to the achieved points that the pupils scored in the tasks. The final columns in the result tables show the total number of points for all completed tasks in individual stories. To understand the result rubrics see the assessment and scoring rubrics 2 – 7.

At the beginning of the research there were set four research questions. Two of them were answered in this section and commented in the next section.

1. Which of the target verbs used in the fairy tales did each of the learners learn?
2. To which extend were the learners able to use the target verbs grammatically correctly in the given exercises as well as in the writing tasks?

THE ENORMOUS TURNIP

The following Table 8 shows results that the students achieved during the three Turnip lessons. The named verbs are the target verbs that the pupils learnt. The numbers indicate a number of points that they reached in individual tasks (see Appendix C – Turnip Exercises). The learners could achieve maximum of 40 points (see assessment and scoring rubrics Table 2 and Table 3).

Table 8 - The Enormous Turnip results

TURNIP	LISTENING COMPREHENSION					GRAMMAR		WRITING			TOTAL SCORE
	TITLE	VERBS	MULTIPLE CHOICE	T/F	SPELLING	CORRECT APPLICATION	INTELLIGENCE-BILITY				
EDUARD	RIGHT	2 PULLED CALLED	2 PULLED CALLED WATERED HELPED POPPED UP	5 6	6 CALLED WATERED PULLED PLANTED HELPED GREW	6 WATERED PLANTED GREW	3	3	27		
JONATAN	RIGHT	2 PULLED	1 PULLED WATERED POPPED UP	3 3	3 CALLED WATERED PULLED PLANTED HELPED GREW	6 PULLED POPPED UP	2	1	18		
LUKAS	RIGHT	2 PULLED CALLED POPPED	3 PULLED CALLED WATERED HELPED POPPED UP	5 8	8 CALLED WATERED PULLED PLANTED HELPED GREW	6 PULLED HELPED, PLANTED GREW	4	4	32		
PETER	RIGHT	2 PULLED POPPED	2 PULLED CALLED HELPED POPPED UP	4 7	7 CALLED WATERED PULLED PLANTED HELPED GREW	6 PLANTED GREW	2	2	25		
SARAH	RIGHT	2 PULLED GREW CALLED POPPED	4 WATERED HELPED POPPED UP	3 7	7 CALLED WATERED PULLED PLANTED HELPED GREW	6 PULLED HELPED WATERED GREW	4	4	30		
PAUL	RIGHT	2 PULLED CALLED POPPED	3 PULLED POPPED UP	2 4	4 WATERED PULLED HELPED	3 PULLED HELPED WATERED	3	1	18		
BETH	RIGHT	2 CALLED	1 CALLED WATERED HELPED POPPED UP	4 8	8 CALLED WATERED PULLED PLANTED HELPED GREW	6 PULLED HELPED WATERED PLANTED GREW POPPED UP	6	5	32		
KATE	RIGHT	2 PULLED GREW CALLED	3 PULLED CALLED WATERED HELPED POPPED UP	5 8	8 CALLED WATERED PULLED PLANTED HELPED GREW	6 PULLED HELPED WATERED PLANTED GREW	5	5	34		
LUCY	RIGHT	2 CALLED	1 PULLED WATERED HELPED POPPED UP	4 6	6 CALLED WATERED PULLED PLANTED	6 PULLED HELPED WATERED PLANTED	4	3	26		

						HELPED GREW							
BEN	RIGHT	2	PULLED CALLED POPPED	3	PULLED WATERED HELPEd	3	6	CALLED WATERED PULLED PLANTED GREW	5	-	0	1	20
JOHN	RIGHT	2	PULLED GREW COULD NOT CALLED POPPED	5	PULLED CALLED WATERED HELPEd POPPED UP	5	7	CALLED WATERED PULLED PLANTED HELPEd GREW	6	PULLED WATERED	2	3	30

In the listening part all of the learners guessed the title of the fairy tale correctly. Because they knew only the Czech version, they were not able to define the title in English. In the following task they wrote down only some of the target verbs. Minimum was 1 and maximum 5 verbs. The spelling was not correct as they did not know the words at all or the grammar was completely new for them. However, they wrote the pronounced – *t* or –*d* in the end of the verbs.

There were two more tasks - a multiple choice task and a true/false task. In the multiple choice task there were three options for each question. The pupils were supposed to recognize 5 verbs in context and according to it to fill the gaps with the right word. Only one pupil scored only 2 points. Four strongest ones scored maximum of 5 points, three students scored 4 points. In this part the learners did very well.

In the True/false part they could get maximum of 8 points. The task was similar to the multiple choice task, but the learners should have decided whether the sentences were true or false according to the context of the fairy tale. The learners had to know as the characters so the verbs. Minimum of correct answers were 3 but this way answered only one pupil. Most of them answered 8 – 7 answers correctly.

To check the grammar the pupils had to complete a crossword. Some of the words they had to translate from Czech to English, some words were described in English. To complete the crossword correctly the pupils had to be already familiar with the grammar. By that time they deduced that the past simple tense with regular verbs is done through the –*ed* suffix. The pupils could score maximum of 6 points and most of them did so. Only one learner scored 3 points and another one 5 points.

The last task of the Turnip fairy tale was writing. The learners were given a picture story map and 6 of the taught verbs in the past simple tense form. The task was to write the story of The Enormous Turnip with use of the story map and the verbs. The verbs were

supposed to be used correctly and the story had to be comprehensible. The correct application was evaluated by maximum of 6 points and comprehensibility by 5 points. This task seemed to be the most difficult for some pupils. One of them was not able to write anything at all. Only one student used all 6 verbs, one 5 verbs and three of them 4 verbs correctly. The rest of the pupils were able to use less than 50% of the given verbs correctly. Only four of the students' writings were not comprehensible.

The best achieved result was 32 points and the worst result was 18 points.

THE HOUSE THAT JACK BUILT

Following Table 9 shows results that the students achieved during the three Jack lessons. As in the previous part, the list of verbs shows which of the target verbs the pupils learnt. The numbers indicate the number of points that the learners reached in each of the tasks (see Appendix D – Jack Exercises). The learners could achieve maximum of 41 points (see assessment and scoring rubrics Table 4 and Table 5).

Table 9 - The House that Jack Built results

JACK	LISTENING COMPREHENSION				GRAMMAR		TOTAL SCORE			
	REGULAR VERBS		IRREGULAR VERBS		MATCHING SENTENCES	MULTIPLE CHOICE		SPELLING		
EDUARD	-	0	-	0	11	BUILT LAY ATE KILLED KISSED MILKED TOSSED WORRIED MARRIED WOKE KEPT	11	BUILT WOKE KILLED TOSSED MILKED KISSED	6	28
JONATAN	-	0	-	0	7	BUILT LAY KILLED KISSED MILKED TOSSED WORRIED KEPT	8	KILLED KISSED	2	17
LUKAS	KILLED KISSED MILKED WORRIED	4	BUILT LAY	2	11	BUILT LAY ATE KILLED KISSED MILKED TOSSED WORRIED MARRIED WOKE KEPT	11	MARRIED BUILT WOKE KILLED TOSSED WORRIED MILKED KISSED	8	36

PETER	-	0	-	0	11	BUILT LAY ATE KILLED KISSED MILKED TOSSED WORRIED MARRIED WOKE KEPT	11	MARRIED BUILT KILLED TOSSED WORRIED MILKED KISSED	7	29
SARAH	KILLED WORRIED	2	LAY ATE	2	11	BUILT LAY ATE KILLED KISSED MILKED TOSSED WORRIED MARRIED WOKE KEPT	11	MARRIED BUILT WOKE KILLED TOSSED WORRIED MILKED KISSED	8	34
PAUL	-	0	-	0	11	BUILT LAY ATE KILLED KISSED MILKED TOSSED WORRIED MARRIED WOKE KEPT	11	KILLED WORRIED MILKED KISSED	4	26
BETH	-	0	-	0	11	BUILT LAY ATE KILLED KISSED MILKED TOSSED WORRIED MARRIED WOKE KEPT	11	MARRIED BUILT WOKE KILLED TOSSED WORRIED MILKED KISSED	8	30
KATE	-	0	-	0	11	BUILT LAY ATE KILLED KISSED MILKED TOSSED WORRIED MARRIED WOKE KEPT	11	MARRIED BUILT WOKE KILLED TOSSED WORRIED MILKED KISSED	8	30
LUCY	-	0	-	0	11	BUILT LAY ATE KILLED KISSED MILKED TOSSED WORRIED MARRIED WOKE KEPT	11	BUILT KILLED TOSSED MILKED	4	26
BEN	-	0	-	0	11	BUILT LAY ATE KILLED KISSED MILKED TOSSED	11	BUILT WOKE KILLED TOSSED MILKED KISSED	6	28

						WORRIED MARRIED WOKE KEPT				
JOHN	KISSED MILKED	2	-	0	11	BUILT LAY ATE KILLED KISSED MILKED TOSSED WORRIED MARRIED WOKE KEPT	11	MARRIED BUILT WOKE KILLED TOSSED WORRIED MILKED KISSED	8	32

In the listening part the learners were supposed to write down besides the characters mainly all regular and irregular verbs that appeared in the song. There were 6 regular and 5 irregular verbs. Only 3 students were successful and wrote down at least some of the verbs. The spelling was expected to be wrong as they did not know all of the verbs but there was written the pronounced *-t* or *-d* suffix.

In the multiple choice task there were three options to choose from and to complete the sentences and a task where the pupils were supposed to match parts of sentences together. In the multiple-choice task 10 pupils scored maximum of 11 possible points and only one learner scored 8 points. In the matching task the result was almost the same. In this part the pupils achieved nearly 100% of right answers.

In the last grammatical part the pupils completed a crossword. They had to know the Jack story to be able to complete it correctly. This time there was no clue in Czech. The pupils could score maximum of 8 points. Eight out of 11 students completed the crossword excellently and only one did not pass.

There was no writing task and although Jack was the least popular story most of the learners learnt the target verbs excellently. The best reached result was 36 points and the worst result was 17 points.

GOLDILOCKS AND THE THREE BEARS

The table 10 refers to results that the students achieved in the last fairy tale part. As in the previous parts they were able to complete tasks (see Appendix E – Goldilocks Exercises). The learners could score maximum of 40 points (see assessment and scoring rubrics Table 6 and Table 7).

Table 10 - Goldilocks and the Three Bears results

GOLDBLOCKS	LISTENING COMPREHENSION					GRAMMAR	WRITING	TOTAL SCORE
	TITLE	T/F	CORRECT ORDER	MULTIPLE CHOICE	SPELLING	INTELI GIBI-LITY		
EDUARD	RIGHT	1	7	3	SAID SAT WAS 'S BEEN SITTING 'S BEEN SLEEPING	5 ATE JUMPED OPENED	3 1	20
JONATAN	RIGHT	1	6	0	SAID SAT 'S BEEN SLEEPING	3 WENT OPENED	2 1	13
LUKAS	RIGHT	1	8	10	WOKE SAID WENT SAT WAS 'S BEEN SITTING 'S BEEN SLEEPING FELL ASLEEP	8 WENT ATE WOKE JUMPED WERE	5 3	35
PETER	RIGHT	1	6	0	WOKE SAID WENT SAT WAS 'S BEEN SITTING 'S BEEN LEEPING FELL ASLEEP	8 WENT ATE WOKE JUMPED OPENED	5 1	21
SARAH	RIGHT	1	6	1	SAT 'S BEEN SITTING 'S BEEN SLEEPING	3 ATE WOKE	2 2	15
PAUL	WRONG	0	5	0	WOKE SAID 'S BEEN SLEEPING	3 ATE WOKE	2 1	12
BETH	RIGHT	1	7	10	WOKE SAID WENT SAT WAS 'S BEEN SITTING 'S BEEN SLEEPING	7 ATE WOKE JUMPED WERE OPENED SAID	6 3	34
KATE	RIGHT	1	7	10	WOKE SAID WENT SAT 'S BEEN SITTING 'S BEEN SLEEPING	6 WENT ATE WOKE JUMPED OPENED	5 3	32
LUCY	WRONG	0	6	5	WOKE SAID SAT 'S BEEN SITTING 'S BEEN SLEEPING	5 ATE WOKE OPENED SAID	4 3	24
BEN	WRONG	0	8	6	'S BEEN SLEEPING	1 WENT	1 1	18
JOHN	RIGHT	1	8	10	WOKE SAID WENT SAT WAS 'S BEEN SITTING 'S BEEN SLEEPING FELL ASLEEP	8 ATE WOKE JUMPED WERE OPENED SAID	6 4	37

First, the learners were supposed to write the title of the story. Most of them recognized it, however, they did not write the title in English. Only 3 out of 11 students did not know the title even in Czech.

In the next part there were three tasks. The first one was a True/False task. The learners had to know the story to be able to complete this task successfully. They could reach maximum of 8 points. All of the learners achieved from 6 to 8 points, only one of them scored only 5 points.

Another task of this part was to order sentences according to the story. There were 10 sentences to put in order. Four students ordered all sentences correctly and scored 10 points. Four students did not put the sentences in order at all. This task seemed to be either too easy or too difficult.

Then the students were given a multiple choice task, where there were three options to choose from and to complete the sentences. The children could score maximally 8 points. Five out of 11 students scored excellently from 6 – 8 points, 5 of 11 passed and only one student did not pass at all.

In the grammar part the pupils completed a crossword. This time the clues were all in Czech and all were verbs. The children could get 8 points. Only 5 pupils did excellently, 2 passed and 5 did not pass.

Lastly, there was a writing task in the end of Goldilocks and the learners were supposed to translate an extract of the story from Czech to English language. The story was supposed to be comprehensible and easy to follow. If it was written this way the pupils could score maximum of 5 points. It was the most difficult task. Only one of the learners got 4 points, 5 scored from 2 to 3 points and 5 did not pass in this task.

The best achieved result was 37 points and the worst result was 12 points.

THE EXTRA LESSON

The extra lesson was to test the children's ability to apply new vocabulary and to use verbs in the past simple tense in new context. They were not given any scaffolding except images (see <http://goo.gl/forms/NXU7HI2btC>). The learners were supposed to describe 15

images in simple sentences in English. In the following part there are only samples of them. For all answers see Appendix F – The Students' Work⁷.

1. For description of the image of a growing plant from the seed the children mostly used correctly verbs *watered*, *planted*, *grew*, for example: 'Farmer watered the seed. And the seed grew and grew and grew' or 'Planted seed and grew plant'. The grammatical structure of the sentences was mostly wrong but the students applied the correct verbs and vocabulary.
2. The image of a boy pulling a trolley with toys the pupils described as follows: 'The boy pulled the trolley', 'The boy pulled toys', 'The boy dragged toys', but also 'boy pull a toy' or 'the small kid have got a toys'. The expected verb was *pulled*. The underlined "dragged" is an example of using of the "-ed" suffix with not a target verb. The student proved ability to apply new knowledge on unknown words.
3. About the image of friends helping each other the children wrote e.g.: 'The friend helped his friend', 'The girl helped the boy', 'The boy helped the she' or 'Friends can help. The expected verb was *helped*.
4. The image of a man building a house was described as 'Jack built the house', 'a man built the house', 'some builder build house he pick block' or 'house is builds'. The expected verb was *built*.
5. The image of a fat boy eating a cake was described e.g. as 'The boy ate the cake', 'boy ate the cake', 'The boy was eat the cake', 'Some fatty boy eat cake', but also 'The boy aet the cake'. The expected verb was *ate*. In the last example there is an evidence of an attempt to write an irregular verb *eat* in the past simple form *ate*.
6. The image of a mosquito sitting on a hand the children described for example as 'The man killed the animal', 'a mosquito worried a man', 'The Mosquito has been killed by hand', 'the mosquito has been killed' but also 'The man kill the mosquito' or 'hand scratching'. The expected verb was *killed*. The students used present perfect continuous tense in another context here.
7. For the image of a bride and a groom being married was expected use of the verb *married*. The picture was described e.g. as 'a man married a woman', 'A man

⁷ The pupils' responses were not corrected. They are shown as they were presented in the questionnaire.

- married woman', 'the man and woman has married', 'a man and a woman wedding' or 'The man marridet the woman'.
8. For the image of two little children, a boy and a girl, the learners wrote quite correctly e.g. 'Honza kissed Denisa', 'The boy kissed the girl', 'boy and girl kissed', 'girl kissing boy' but also 'He fell in love with the girl' with no use of expected *kissed*.
 9. The morning image of a girl turning off her alarm clock seemed difficult to describe as the children wrote e.g. 'A girl woke up!', 'The kid was waked up.' 'The girl wake up at morning.', 'morning the alarm sounds', 'wake up', 'The small girl push the alarm'. The expected verb to be used was *woke up*. The underlined *waked up* shows use of the rule for forming the past simple tense with regular verbs on irregular verbs, which Case labels as a mistake (see The Theoretical Chapter).
 10. The image of two school children going to or from school having school bags on their backs appeared even more complicated to describe as the students did not use past tense at all except one case. They wrote: 'children go to school', 'They go to school', 'The kids are going to school.', 'The small kids go at school' and the only correct use of past tense was: 'Boy and girl walked to the school'. The expected verb to use was *walked*.
 11. A woman talking on the telephone was next image. It was described as: 'The woman called.', 'a woman phoned', 'Ms. called', 'The mum called at home', 'woman is telephoning', 'women telephone', 'woman call some human' or simply 'phone'. The expected verb was *called*.
 12. About the image of a dog chasing a cat the students wrote: 'Cat worried the dog.', 'cat run at dog', 'The pets are running.', 'the pets chases', 'the pets are playing.' The expected verbs used for this image were *chased* and *worried*.
 13. A football player lying on the ground was next image. The expected verb to be used was *lay*. However, it was used only once: 'The football player lay in the pitch'. Other descriptions of the player were: 'a football player sleeped', 'the football player don't play', 'man fell' or 'he waiting to medic'. I suppose that the learners forgot the verb because they had not use it ever before even in present tenses.
 14. A grazing cow and a can of milk was an image described e.g. as follows: 'he milked a cow', 'The maiden milked the cow.', 'A human milked the cow.', 'some

human are milked the cow', 'The farmer has milked the cute cow! And farmer drinked the milk.', 'cow milking', 'cow eat grass'. The expected used verb was *milked* or *ate*.

15. The last image was an image of flowers being watered. They were described as: 'she watered a flowers', 'A flowers watered', 'The people watered the plant.', 'A human watered the plants.', or 'The red flower was die on desert'. The expected verb was *watered*.

I suppose that the last image description task shows the best, to what extend the learners were able to apply new phenomena together with new vocabulary in another context. The pupils were mixed ability learners as you can compare their results in the result tables above. Some of them wrote the sentences correctly, some wrote phrases and some only a word. The task confirmed Ur's hypothesis about use of grammar described in the theoretical chapter. Nevertheless, during the nine lessons, the children discovered that there are regular and irregular verbs and how the regular verbs are formed. As a result of the guided discovery they tried to apply the *-ed* suffix even with verbs that they did not know from the lessons of the research (see the underlined verbs above).

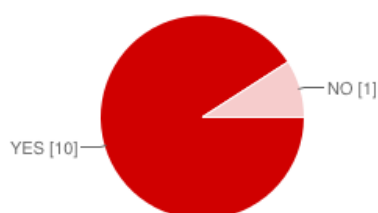
POPULARITY RESULTS AND COMMENTARIES

In this section there will be answered and commented on the last two out of four research questions set at the beginning of the research.

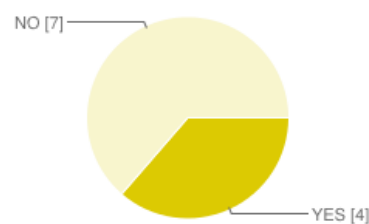
3. What is the studied group of learners' attitude to fairy tales in general?
4. What was the studied group of learners' attitude to each of the used fairy tale?

POPULARITY OF FAIRY TALES IN GENERAL

Graph 3 - Popularity of fairy tales



Graph 4 - Popular fairy tale

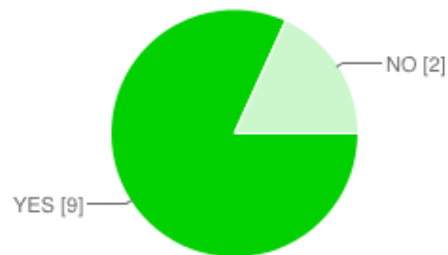


The graphs above show that only one of the 11 pupils does not like fairy tales at all however, only 4 pupils named their popular fairy tale.

POPULARITY OF EACH OF THE STORY

The Enormous Turnip Popularity

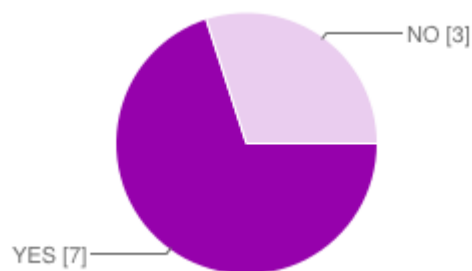
Graph 5 - Popularity of the Enormous Turnip



The graph 5 shows that 9 of the 11 children enjoyed the Turnip and only 2 of 11 stated the opposite. The reasons the pupils liked it were following: it was funny, nice, about food, there were many interesting characters. Some of them liked the way the characters call each other and because of the happy end. The two pupils, who did not like the story claimed, that it is for little children or because it was too long.

The House That Jack Built Popularity

Graph 6 - Popularity of the House that Jack Built

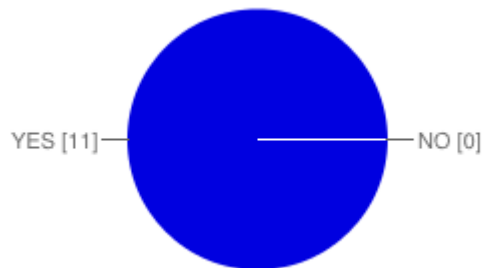


The graph 6 shows popularity of the Jack rhyme. Seven pupils of 11 claimed that they liked it because of the following reasons: it had more rhymes, it was interesting and the song was nice, it was unknown, it was funny, they enjoyed the singing and repeating. Some of the 7 pupils noted that they liked it only from 50% or only a little because it was done via a song, or they liked it even it was long and fast. The rest of the students did not

like Jack because they did not find it anything special or it was ugly and it was repeated again and again or because the rhyme was too English.

Goldilocks and the Three Bears Popularity

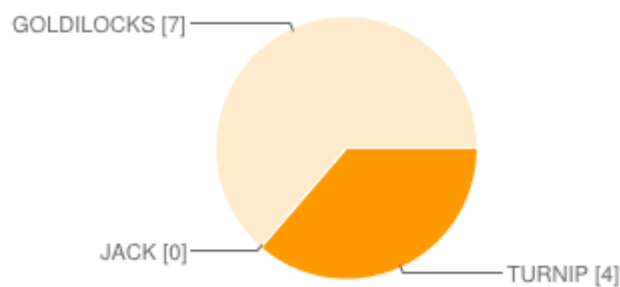
Graph 7 - Preference of Goldilocks and the Three Bears



The graph 7 shows the Goldilocks fairy tale preferences and their reasons. From the graph is evident that all 11 pupils enjoyed the story. The reasons were following: it was interesting, they could play the story, it was funny, nice, entertaining, interesting, they liked the scenes, the way Goldilocks ate, sat, slept and the bears scared her, it ended well. One of the pupils even noted, that he liked the story when he was little.

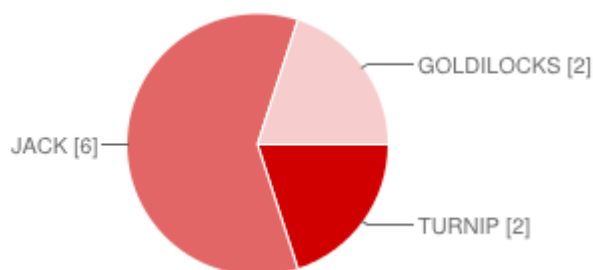
The Rate of Popularity among the Three Stories

Graph 8 - The most popular story



The graph 8 shows the rate of popularity among the three stories. The most popular one was the Goldilocks fairy tale because it was interesting, it was the most beautiful and the children could play it or it was simply the best. The second most popular fairy tale was the Turnip. The reasons were that it was the easiest or the funniest story and when the pupils acted it they enjoyed it. The Jack rhyme was not preferred at all.

Graph 9 - The least popular story



The graph 9 displays that Jack was the least popular story of all. There were given following reasons: it was weird, it was repeated again and again, it was not a known story so the pupil did not find it interesting, it was too fast and quite difficult, it was ugly, it was embarrassing, the learners did not act the story, compare to the other stories it was not too entertaining⁸.

From the above Popularity Results and Commentaries it is evident, that even pubescent pupils like fairy tales. From the three examined stories the 6th grade learners preferred those that they had already known. It confirms Říčan's and Vágnerová's *pendulum mechanism* explained in the theoretical chapter. When people feel uncertain they tend to return to previous stages of their lives and sometimes behave childish.

The children enjoyed Goldilocks the most for above given reasons. I suppose that they enjoyed it the most also because they were able to predict the repetitive and predictable language in English but mainly because they could perform it as a role play with their peers. Additionally, Goldilocks was taught as the last fairy tale so the process was not new to the children and they had already known some of the target verbs from the previous lessons. The story was nor too easy or too difficult and the tasks were gradually more difficult, which motivated the pupils to master it and to 'get their mouth around it' via a lot of oral drilling.

The second most popular story was the Turnip fairy tale. It was the first story. It might have been too easy for pubescent pupils. Even they enjoyed it and the tasks completed mostly well it was only the second favourite tale. The least popular was the Jack rhyme. It was presented between the two fairy tales and it could appear unknown to the learners, difficult and uninteresting. As one of the reasons the children denounce that it was repeated

⁸ When pupils were not sure about their preferences they did not answer, therefore some graphs do not represent all 11 answers.

again and again. Perhaps they felt that it was focused on teaching grammar so they did not enjoy it as much as the other fairy tales.

5 IMPLICATIONS

IMPLICATIONS FOR TEACHING

The aim of my work was to teach the pupils new vocabulary and grammar through repetitive fairy tales. Using repetitive fairy tales for teaching English is a great way to attract pupils' attention. They learn without knowing it and they even enjoy it. However, I recommend not using only the fairy tales. I would use them as an additional material or as a motivation. The preparation process is very much time consuming and as Ur in the Teaching grammar section suggests, to explain grammar rules together with practice may speed up the learning process. To teach L2 grammar only via fairy tales or rhymes does not seem to be too effective. What I recommend is to use them if you want your students to practice accuracy. I would not use all the fairy tales at the same time again.

Another suggestion is about the data analysing process. During this process I had to create questionnaires and to transfer the answers from the paper worksheets into them to make the results more comprehensible. Only then I was able to make the result tables. Because there was high number of the worksheets the process lasted very long. It would be easier to let the students complete the questionnaires on PCs. When preparing the writing tasks I recommend more scaffolding. The learners were mostly not able to translate or finish the story from Czech to English and also writing a story only on basis of the story map was not too successful.

LIMITATIONS OF THE RESEARCH

There are few things why this research cannot be generalised to all English learners. First, the research was hold with only 11 mixed ability pupils and further more they were only 11 and 12 years old. If the research was held with another 11 students of the same age but different learning abilities or attitude about fairy tales, the results would be different. Also if the research was taken with another number of learners, or another age group, the values would differ. Second, the stories may be presented in another way or the teacher could be different. Third, there can be used another fairy tales or not all of them used for this work or in this order. The values would differ because of the individual differences of each personality.

FURTHER RESEARCH

This research might be expanded from qualitative to quantitative work. It would be interesting to find out how many learners are able to learn the target verbs in the past

simple tense or how many target verbs are the students able to learn and apply in restricted context. Another idea is to examine preferences of the fairy tales in a higher number of students or age groups. This could help to pick the most suitable title for each group. Or, because repetitive and cumulative pattern of fairy tales offers controlled language it is appropriate for teaching oral skills besides written skills. I suggest focusing further research on pronunciation of *-ed* suffixes.

6 CONCLUSION

To teach lower secondary level learners English grammar through repetitive fairy tales was the aim of this thesis. To do so the first step was to choose the learners to be examined and to study literature dealing with topics of the lower secondary learner's physical and mental development, motivation, repetitive fairy tales, the past simple tense teaching and teaching grammar in general. The topics are described in The Theoretical Chapter.

After studying the relevant literature, there were prepared the needed material such as fairy tales, tasks, worksheets, scoring and assessment rubrics, lesson plans and later results tables. Only then the research could begin. The research was supposed to reveal what in particular the pupils learnt and how, therefore there were completed about 18 tasks from each of the learner and every fairy tale was repeated several times within ten lessons. Except new vocabulary and grammar the students learnt pronouncing regular and irregular verb forms in the past simple tense.

Most of the time, the learners were positively motivated and willing to work on the stories and complete the tasks. It was evident that even pubescent teenagers enjoy fairy tales for little children, especially those, which can be acted as role plays. If I am to decide about using repetitive fairy tales for teaching English past simple tense again I would do so, but not in such scope. Although work with fairy tales is very much time demanding I can claim that repetitive fairy tales are a great additional material and I recommend them for teaching English.

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APENDICES

APPENDIX A – QUESTIONNAIRES

Appendix 1 – general questions

1. Jsi dívka nebo chlapec?

2. Kolik ti je let?

3. Máš rád/a pohádky?
Proč ano?

Proč ne?

4. Máš oblíbenou nějakou pohádku?
Proč ano?

Proč ne?

Appendix 2 – The Enormous Turnip

5. Líbila se ti pohádka The Enormous Turnip?

Proč ano?

Proč ne?

Turnip popularity results:

I liked the Turnip. It was funny.

I enjoyed the Turnip. It was nice.

I did not like the Turnip. It is for little children.

I liked the Turnip because they pulled it up finally.

I liked the Turnip.

It was too long.

I liked the Turnip because it was funny.

I liked the Turnip. It was funny. I enjoyed it.

I liked Turnip because it was about food.

I liked how they called each other and in the end they pulled the turnip out. I liked it!

I liked the Turnip because there were many interesting characters.

Appendix 3 – The House that Jack Built

6. Líbila se ti pohádka o Jackovi?

Proč ano?

Proč ne?

Jack popularity results:

I liked Jack from 50%.

I did not find Jack anything special.

It was ugly. It was repeated again and again.

It had more rhymes.

I like Jack. It's interesting and I like the song.

I did not like Jack because this story was too English.

I quite like Jack because I do not know it.

I liked it little. It was quite nice. And I did not like it much because it was done via a song.

I liked Jack. It was funny.

I liked the singing and repeating backwards. I liked it!

I liked Jack even it was fast and long.

Appendix 4 – Goldilocks and the Three Bears

7. Líbila se ti pohádka Goldilocks and the Three Bears?

Proč ano?

Proč ne?

Goldilocks popularity results:

I like Goldilocks very much. It is interesting.

I liked Goldilocks because we could play it.

It was a funny fairy tale.

I liked Goldilocks. It was nice.

I liked Goldilocks. It was entertaining and funny and I liked the scenes.

I liked the way she ate, sat, slept and the bears scared her. It was a very nice fairy tale.

I liked Goldilocks because it was funny.

I liked Goldilocks because it ended well.

I liked Goldilocks. It was nice and interesting and when I was little I liked it.

I liked Goldilocks because they could have a steak with the porridge.

I liked Goldilocks. It was funny and I enjoyed it. It was nice.

Appendix 5 – Preferences

8. Která z těchto tří pohádek se ti líbila nejvíc?

- The Enormous Turnip
- The House that Jack Built
- Goldilocks and the Three Bears

Proč?

I liked Goldilocks most of all. It was interesting.

Goldilocks is my favourite. I liked the fairy tale very much and I enjoyed it.

I liked this story when I was little.

I liked Goldilocks the most because it was the most beautiful and we played it.

My favourite fairy tale is the Turnip because it was the easiest one.

I liked the Turnip most because it was the funniest story.

I liked the Turnip because when we acted the story I was the turnip and I enjoyed it.

Because we played the story and it was funny.

I liked it because it was about food.

I liked most Goldilocks because it was simply the best.

9. Která z těchto tří pohádek se ti líbila nejmíň?

- The Enormous Turnip
- The House that Jack Built
- Goldilocks and the Three Bears

Proč?

I don't know. I liked all of them.

I did not like it because it was weird.

I liked Jack the least because it was repeated over and over again.

I did not know this story and I did not find it interesting.

My least popular story was Jack because it was too fast and quite difficult.

Jack was ugly. We did not act it. I started going crazy because of the song. It seemed to me a little embarrassing.

I did not like Goldilocks because it was too difficult.

I did not like Jack much. It was not a very nice story.

My least favourite story was Jack because it was a song but on the other hand it was good too. However it was not as entertaining as the other fairy tales.

I did not like the Turnip because it was for little children.

APPENDIX B - TEXTS

Appendix 6 – The Enormous Turnip

The Enormous Turnip

Once upon a time there was a farmer and a farmer’s wife, and they lived in a farmhouse with a boy, a girl, a dog, a cat and a mouse.

One day the farmer planted a turnip seed.

The turnip grew and grew and grew until it was enormous.

The farmer pulled the turnip, but the farmer could not pull it up.

The farmer called for the farmer’s wife to come and pull it up.

The farmer and the farmer’s wife pulled and pulled, but they could not pull it up.

The farmer and the farmer’s wife called for the boy.

The farmer , the farmer’s wife and the boy pulled and pulled, but they could not pull it up.

The farmer , the farmer’s wife and the boy called for the girl.

The farmer , the farmer’s wife, the boy and the girl pulled and pulled, but they could not pull it up.

The farmer , the farmer’s wife, the boy and the girl called for the dog.

The farmer , the farmer’s wife, the boy, the girl and the dog pulled and pulled, but they could not pull it up.

The farmer , the farmer’s wife, the boy, the girl and the dog called for the cat.

The farmer , the farmer’s wife, the boy, the girl, the dog and the cat pulled and pulled, but they could not pull it up.

The farmer , the farmer’s wife, the boy, the girl, the dog and the cat called for the mouse.

The farmer , the farmer’s wife, the boy, the girl, the dog, the and the mouse pulled and pulled and pulled.

Suddenly out came the turnip, POP!

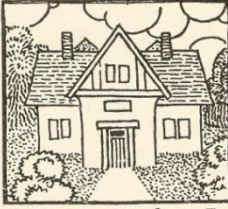
The farmer, the farmer’s wife, the boy, the girl, the dog, the cat AND the mouse sat down and had the most delicious turnip soup.

A traditional tale re-told by Deborah Jane Smith (Smith, 2014)

Appendix 7 – The House that Jack Built


THE BOOK OF POETRY

THE HOUSE THAT JACK BUILT





THIS is the house
that Jack built.

THIS is the
malt
that lay
in the
house
that Jack built.




THIS is the man
all tattered
and torn
That kissed the
maiden all forlorn
That milked the
cow with the
crumpled horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.



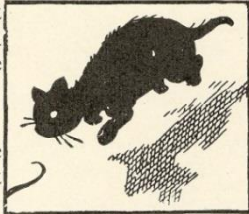


THIS is the rat that ate the
malt
That lay in the house that
Jack built.

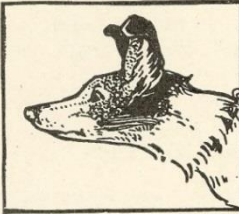
THIS is the priest all shaven and shorn
That married the man all tattered
and torn
That kissed the
maiden all forlorn
That milked the
cow with the
crumpled horn
That tossed the dog
that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.



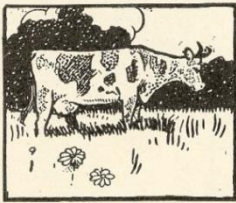
THIS is the cat
that killed
the rat that ate
the malt
That lay in the
house that
Jack built.




THIS is the dog
that worried
the cat
That killed the rat
that ate the
malt
That lay in the
house that Jack
built.



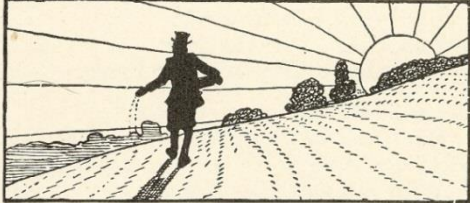
THIS is the cow
with the
crumpled horn
That tossed the
dog that worried
the cat
That killed the
rat that ate the
malt
That lay in the house that Jack built.




THIS is the cock that crowed in the
morn
That wakened the priest all shaven and shorn
That married the man all
tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled
horn
That tossed the dog that worried the cat
That killed the rat that ate the malt
That lay in the house that Jack built.



THIS is the farmer sowing the corn
That kept the cock that crowed in
the morn
That wakened the priest all shaven and
shorn
That married the man all tattered and
torn
That kissed the maiden all forlorn



THIS is the maiden all
forlorn
That milked the
cow with the
crumpled horn
That tossed the dog
that worried the
cat
That killed the rat that ate the malt
That lay in the house that Jack built.



5733

Appendix 8 – Goldilocks and the Three Bears

Goldilocks and the Three Bears

Once upon a time there were three bears, a Papa Bear, a Mama Bear and a Baby Bear. One day, the three bears sat down to breakfast. “This porridge is too hot!” said Papa Bear. “This porridge is too hot!” said Mama Bear. “This porridge is too hot!” said Baby Bear. “Let’s go for a walk,” said Mama Bear. “When we come back, our porridge will be just right.”

Along came Goldilocks. She walked into the houses. She saw three bowls of porridge. “This is too hot,” said Goldilocks. “This is too cold,” said Goldilocks. “This is just right!” said Goldilocks. And she ate all up. She ate the Baby Bear’s porridge.

Then Goldilocks went into the living room. She saw three chairs. “This is too hard,” said Goldilocks. “This is too soft,” said Goldilocks. “This is just right!” said Goldilocks. Then CRASH, the chair broke.

Goldilocks felt tired. She went into the bedroom. She saw three beds. “This bed is too hard,” said Goldilocks. “This bed is too soft,” said Goldilocks. “This bed is just right!” said Goldilocks. And she fell fast asleep.

The three bears came home. They went into the kitchen. “Someone’s been eating my porridge,” said Papa Bear. “Someone’s been eating my porridge,” said Mama Bear. “Someone’s been eating my porridge,” said Baby Bear. “And they ate it all up!”

The three bears went into the living room. “Someone’s been sitting in my chair!” said Papa Bear. “Someone’s been sitting in my chair!” said Mama Bear. “Someone’s been sitting in my chair!” said Baby Bear. “And now it’s broken!”

The three bears went into the bedroom. “Someone’s been sleeping in my bed!” said Papa Bear. “Someone’s been sleeping in my bed!” said Mama Bear. “Someone’s been sleeping in my bed!” said Baby Bear. “And here she is!”

Goldilocks woke up. She saw three angry bears looking at her. Goldilocks jumped out of bed. She ran out of the house. And she never came back again. (Murman, 2009)

Appendix 9 – Goldilocks and the Three Bears Scenario

The Goldilocks and the Three Bears

Narrator: Once upon a time there were three bears, a Papa Bear, a Mama Bear and a Baby Bear. One day, the three bears sat down to breakfast.

Papa Bear: This porridge is too hot!

Mama Bear: This porridge is too hot!

Baby Bear: This porridge is too hot!

Mama Bear: Let's go for a walk. When we come back, our porridge will be just right.

Narrator: Along came Goldilocks. She walked into the houses. She saw three bowls of porridge.

Goldilocks: This is too hot. This is too cold. This is just right!

Narrator: And she ate all up. She ate the Baby Bear's porridge. Then Goldilocks went into the living room. She saw three chairs.

Goldilocks: This is too hard. This is too soft. This is just right!

Narrator: Then CRASH, the chair broke. Goldilocks felt tired. She went into the bedroom. She saw three beds.

Goldilocks: This bed is too hard. This bed is too soft. This bed is just right!

Narrator: And she fell fast asleep. The three bears came home. They went into the kitchen.

Papa Bear: Someone's been eating my porridge.

Mama Bear: Someone's been eating my porridge.

Baby Bear: Someone's been eating my porridge. And they ate it all up!

Narrator: The three bears went into the living room.

Papa Bear: Someone's been sitting in my chair!

Mama Bear: Someone's been sitting in my chair!

Baby Bear: Someone's been sitting in my chair! And now it's broken!

Narrator: The three bears went into the bedroom.

Papa Bear: Someone's been sleeping in my bed!

Mama Bear: Someone's been sleeping in my bed!

Baby Bear: Someone's been sleeping in my bed! And here she is!

Narrator: Goldilocks woke up. She saw three angry bears looking at her. Goldilocks jumped out of bed. She ran out of the house. And she never came back again.

APPENDIX C – TURNIP EXERCISES

Appendix 10 – The Enormous Turnip T/F

What do you remember about the story?

1. The farmer planted a seed.

True

False



2. The girl watered the seed and it grew and gre

True

False

3. The farmer’s wife pulled the farmer and he pulled the boy.

True

False



4. The cat pulled the dog and he pulled the boy.

True

False

5. The mouse grew and grew and grew.

True

False



6. The boy called the girl, the girl called the dog, the dog called the mouse.

True

False

7. The mouse helped the cat, the cat helped the dog, the dog helped the girl, the girl helped the boy.

True

False

8. When the mouse helped the cat the enormous turnip popped up.

True

False



Appendix 11 – The Enormous Turnip - multiple choice

Answer the questions

1. The girl pulled the*boy*.....

Farmer **boy** cat

2. The mouse the cat.

Grew watered pulled

3. The cat pulled the

Dog farmer's wife girl

4. The watered the seed.

Farmer's wife farmer girl

5. The farmer's wife..... the boy.

Pulled called helped

6. The boy.....the farmer's wife and to the farmer.

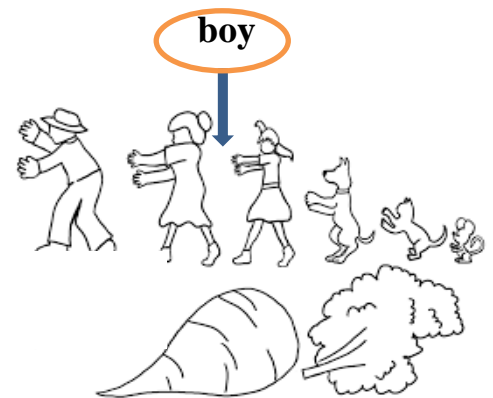
Called helped watered

7. The turnip when the mouse helped.

Grew watered popped up

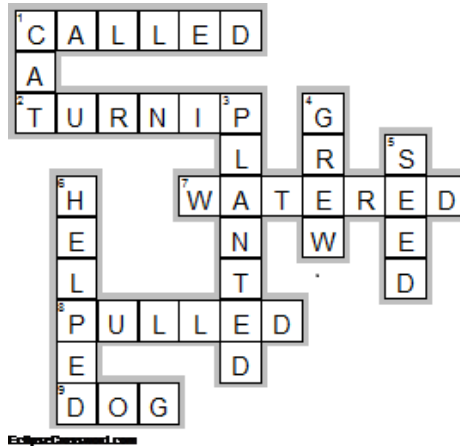
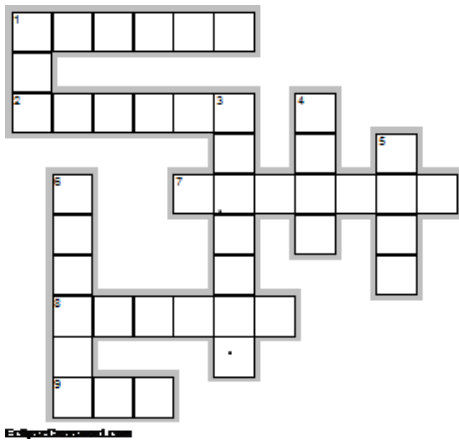
8. The cat pulled the.....

Girl dog mouse



Appendix 13 – The Enormous Turnip - crossword

THE ENORMOUS TURNIP



across

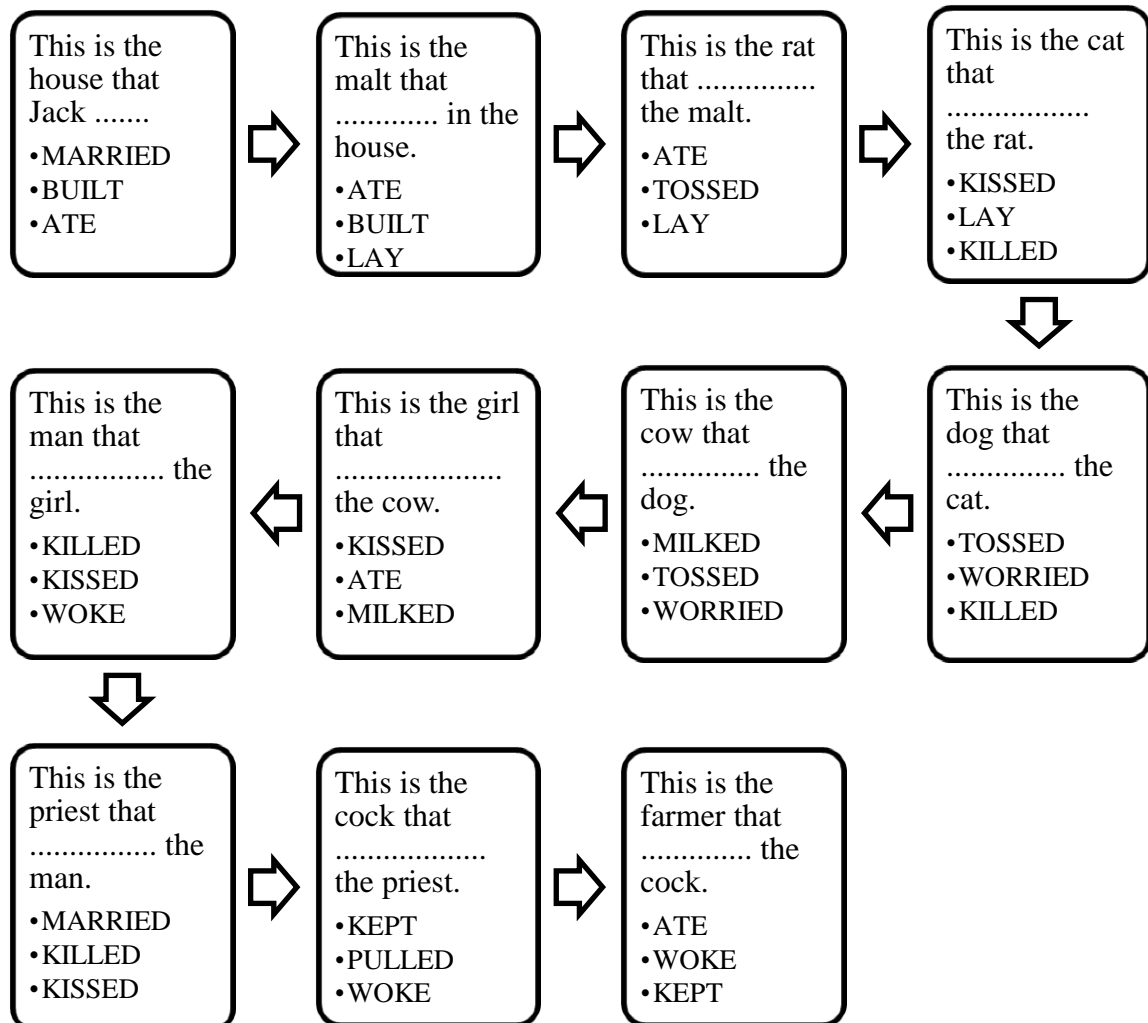
1. **CALLED**—ZAVOLAL
2. **TURNIP**—IT WAS ENORMOUS AND THEY COULD NOT PULL IT UP
7. **WATERED**—ZALÉVAL
8. **PULLED**—TÁHL
9. **DOG**—AN ANIMAL THAT PULLED THE GIRL AND CALLED A CAT TO HELP

down

1. **CAT**—AN ANIMAL THAT PULLED THE DOG AND CALLED A MOUSE TO HELP
3. **PLANTED**—ZASADIL
4. **GREW**—ROSTL
5. **SEED**—IT WAS LITTLE AND THE FARMER WATERED IT
6. **HELPED**—POMÁHAL

APPENDIX D – JACK EXERCISES

Appendix 14 – Jack – Multiple Choice Task

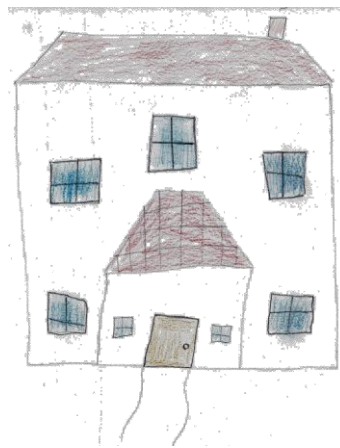


Appendix 15 – Jack – Matching Task

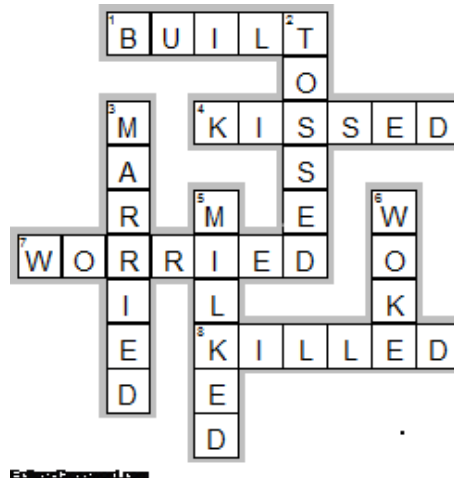
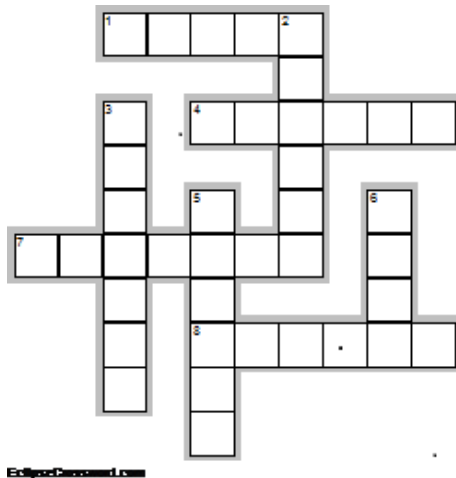
The House that Jack Built - Match halves of the sentences together

--	--

- | | |
|---|---|
| <input type="checkbox"/> This is the farmer | <input type="checkbox"/> that lay in the house. |
| <input type="checkbox"/> This is the girl | <input type="checkbox"/> that ate the malt. |
| <input type="checkbox"/> This is Jack | <input type="checkbox"/> that worried the cat. |
| <input type="checkbox"/> This is the cow | <input type="checkbox"/> that killed the rat. |
| <input type="checkbox"/> This is the cat | <input type="checkbox"/> that kissed the girl. |
| <input type="checkbox"/> This is the cock | <input type="checkbox"/> that built the house. |
| <input type="checkbox"/> This is the priest | <input type="checkbox"/> that milked the cow. |
| <input type="checkbox"/> This is the rat | <input type="checkbox"/> that married the man. |
| <input type="checkbox"/> This is the malt | <input type="checkbox"/> that woke the priest. |
| <input type="checkbox"/> This is the dog | <input type="checkbox"/> that kept the cock. |
| <input type="checkbox"/> This is the man | <input type="checkbox"/> that tossed the dog. |



Appendix 16 – Jack – Crossword



across

1. This is the house that Jack (5)
4. The man the girl. (6)
7. The dog the cat. (7)
8. The cat the rat. (6)

down

2. The cow the dog. (6)
3. The priest the man (7)
5. The girl the cow. (6)
6. The cock the priest. (4)

APPENDIX E – GOLDBLOCKS EXERCISES

Appendix 17 – Goldilocks T/F

Are the sentences true or false?

1. Baby Bear ate the porridge.

T F

2. Goldilocks went to school.

T F

3. Mama Bear said: Let's go to the woods. When we come back, the porridge will be just right.

T F

4. Baby Bear woke Mama Bear.

T F

5. Baby Bear jumped out of the bed.

T F

6. Goldilocks opened the window.

T F

7. Papa Bear said: This bed is too hard!

T F

8. Goldilocks ate the porridge in the bedroom.

T F

Appendix 18 – Goldilocks Ordering sentences

Put the sentences in the correct order

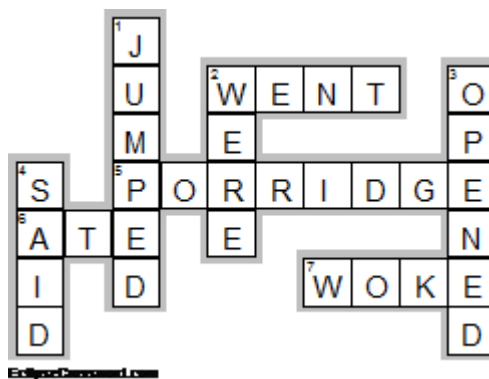
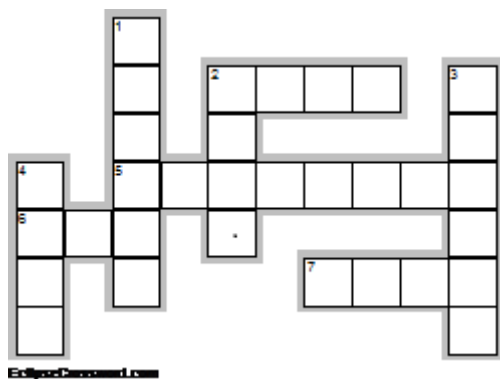
- Goldilocks jumped out of the bed.
- The three bears went into the living room.
- Goldilocks broke Baby Bear’s chair.
- Goldilocks ran out of the house.
- Goldilocks ate the porridge.
- The three bears went into the kitchen.
- Goldilocks walked into the house.
- Goldilocks woke up.
- Goldilocks went into the living room.
- The three bears went into the bedroom.

Appendix 19 – Goldilocks Reading Comprehension

Answer the questions.

1. The three bears Goldilocks.
ate woke broke
2. The three bears: This porridge is too hot.
ate broke said
3. The three bears for a walk into the woods.
Went opened ran
4. Goldilocks on the Baby Bear’s chair.
Jumped woke sat.
5. The porridge too hot, too cold, just right.
Was were went
6. Someone’s been in my chair.
Sleeping sit sitting
7. Someone’s been in my bed.
Sleep sleeping slept
8. Goldilocks asleep in the Baby Bear’s bed.
Feel go went

Appendix 20 – Goldilocks Crossword



across

2. ŠEL (4)
5. KAŠE (8)
6. JEDL (3)
7. VZBUDIL (4)

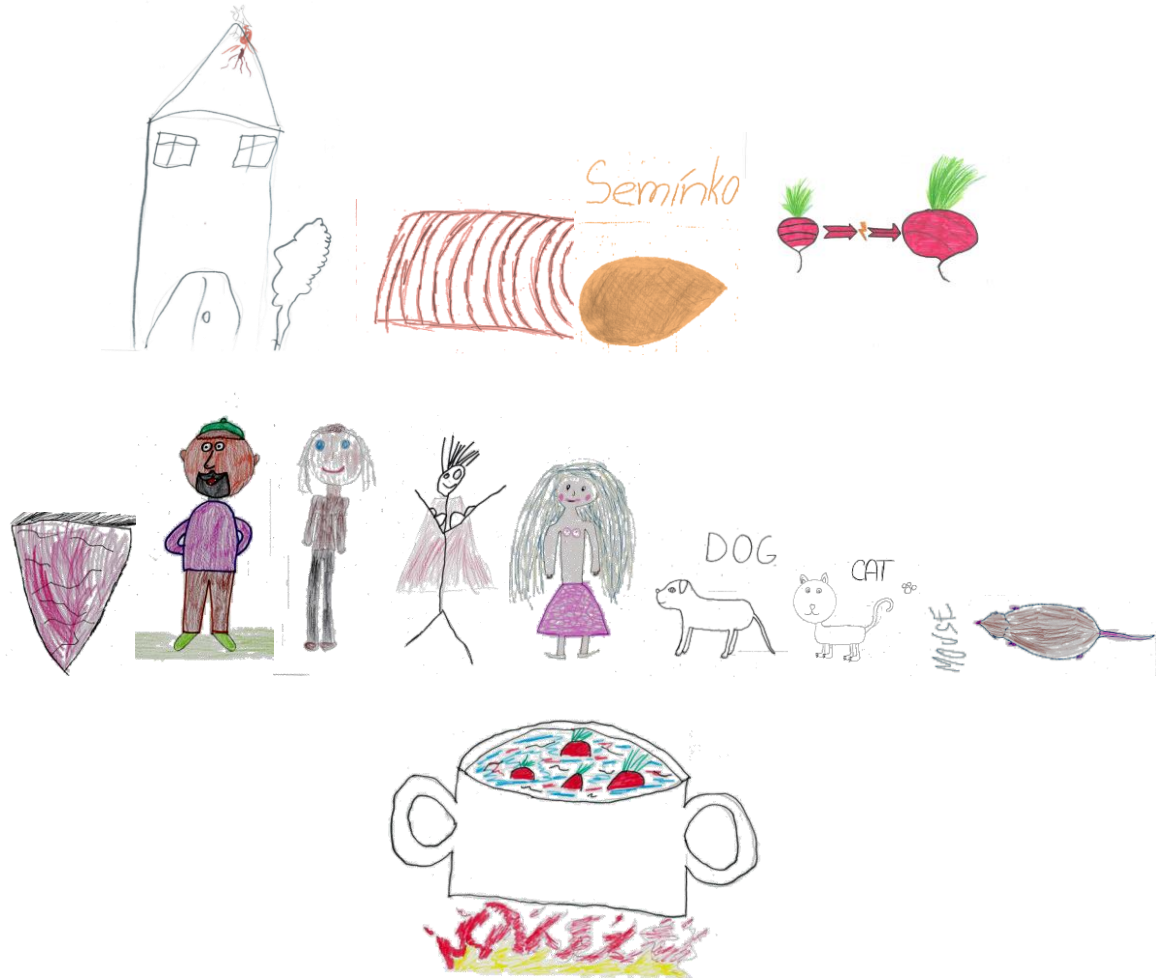
down

1. SKOČIL (6)
2. BYLI (4)
3. OTEVŘEL (6)
4. ŘEKL (4)

APPENDIX F – THE STUDENTS' WORK

Appendix 22 - Story Maps

THE ENORMOUS TURNIP



THE HOUSE THAT JACK BUILT



Appendix 23 – The Enormous Turnip Pupils' Work

LISTENING TASK

Time
 Farmer
 time
 house
 boy
 dog
 mouse
 cat
 obey
 day
 girl
 it
 up 25
 call
 to
 come
 put it up
 put
 4 to girl
 and
 farmer
 the
 out
 down
 sub

The
 is
 the
 time
 on
 farm
 house
 girl
 dog
 cat
 grow
 cherry
 it
 up
 But
 farmer
 boy
 and
 not
 put
 3/1
 a
 mouse
 out
 poop
 sit down

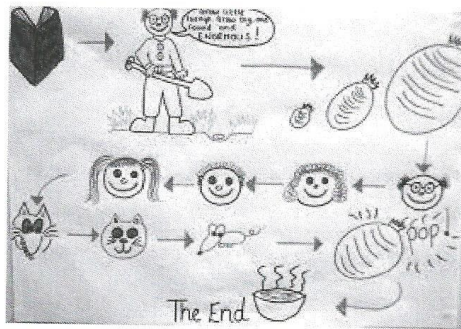
- 1) TIME
- 2) LIFE
- 3) BOY
- 4) GIRL
- 5) CAT
- 6) DOG
- 7) FARM
- 8) MOUSE
- 9) THE
- 10) UP
- 11) AND
- 12) PULL
- 13) BODY
- 14) COLT
- 15) FOR
- 16) DON'T
- 17) AT
- 18) POP
- 19) SET DOWN
- 20) SUP

ones farmer lift boy dog cat mouse seed grow farmer but
call come put it up put it up cold boy cat not
 girl dog cat mouse out set down sup

time, farmer, house, boy, girl, cat, mouse, and, make
 hot, up, pull, the, call, day, why, dog, out,
set, down, sup

WRITING TASK

Write your ENORMOUS TURNIP



Use these words:

PULLED, HELPED, WATERED, PLANTED, GREW, POPPED UP

THE FARMER PLANTED SEED. THE FARMER WATERED THE SEED. THE TURNIP GREW GREW GREW. THE FARMER'S WIFE HELPED THE FARMER, THE BOY HELPED THE FARMER'S WIFE THE GIRL HELPED THE BOY THE DOG HELPED THE GIRL THE CAT HELPED THE DOG AND PULLED AND PULLED AND PULLED. THE MOUSE HELP THE CAT AND PULLED PULLED A PULLED AND THE TURNIP POPPED UP.

5/5

turnip Farmer planted seed. Farmer watered the seed. The turnip grew and grew and grew. Farmer pulled the and pulled and pulled and he not pulled it up. He called on helped farmer's wife. Farmer's wife pulled farmer farmer pulled the turnip and pulled and pulled and pulled and they not pulled it up. Farmer's wife called on helped boy. Boy pulled the farmer's wife, farmer's wife pulled the farmer and farmer pulled the turnip and pulled and pulled and pulled and they not pulled it up. Boy called on helped girl. Girl pulled boy, boy pulled farmer's wife, farmer's wife pulled farmer, farmer pulled the turnip and they pulled and pulled and pulled and they not pulled it up. Girl called on helped dog. Dog pulled girl, girl pulled boy boy pulled farmer's wife

5/5

The Grandfather planted a seed.
 The Grandfather watered the seed and in Grew Grew.
 The Grandfather Helped Grandma and Pulled and Pulled and Pulled it
 up. The Grandma Helped boy and Pulled and Pulled and Pulled it up.
 Boy Helped Girl and Pulled and Pulled and Pulled it up.
 Girl Helped dog and Pulled and Pulled and Pulled it up.
 Dog helped cat and Pulled and Pulled and Pulled it up.
 Cat helped mouse and pulled and pulled and pulled up.
 The End

4/5 b.

The farmer planted a seed.
 The farmer watered a seed.
 The seed is enormous turnip.
 The farmer grew and grew and grew.
 The farmer helped farmer's wife.
 The farmer's wife pulled the farmer pulled
 the turnip and grew and grew and grew.
 The farmer's wife helped the boy.
 The boy pulled the farmer's wife pulled the
 farmer pulled the turnip and grew and grew
 and grew.

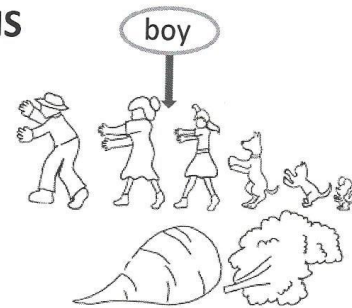
3/5

farmer popped up seed
 farmer - watered
 farmer - help wife
 wife farmer pulled and pulled and no
 help girl girl wife farmer pulled
 pulled and no pulled help boy girl
 wife farmer pulled and pulled
 planted no help dog girl boy
 wife farmer pulled and pulled
 planted now help cat dog girl
 boy wife farmer pulled and pull-
 d planted no help mouse cat
 grew dog grew girl grew boy grew
 wife grew farmer pulled and
 pulled a popped up vya hli rypu
 good lunch the end.

2/5

MULTIPLE CHOICE TASK

ANSWER THE QUESTIONS



1. The girl pulled the boy.....
 Farmer boy cat
2. The mouse pulled.....the cat.
 Grew watered pulled
3. The cat pulled the girl.....
 Dog farmer's wife girl
4. The farmer..... watered the seed.
 Farmer's wife farmer girl
5. The farmer's wife helped.....the boy.
 Pulled called helped
6. The boy helped.....the farmer's wife and to the farmer.
 Called helped watered
7. The turnip popped up.....when the mouse helped.
 Grew watered popped up.
8. The cat pulled the dog.....
 Girl dog mouse.



C/8 b.

TRUE/FALSE TASK

What do you remember about the story?

1. The farmer planted a seed.

True False

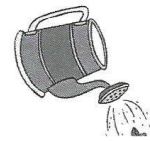


2. The girl watered the seed and it grew and grew and grew.

True False

3. The farmer's wife pulled the farmer and he pulled the boy.

True False

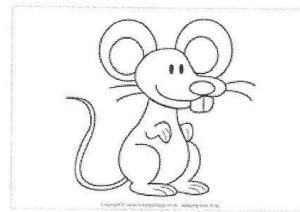


4. The cat pulled the dog and he pulled the boy.

True False

5. The mouse grew and grew and grew.

True False



6. The boy called the girl, the girl called the dog, the dog called the mouse.

True False

7. The mouse helped the cat, the cat helped the dog, the dog helped the girl, the girl helped the boy.

True False



8. When the mouse helped the cat the enormous turnip popped up.

True False



7/8



Appendix 24 – The House That Jack Built Pupils' Work

LISTENING TASK

Jack
milked
 rat
 cat
 house
 cow
 dog
 hissed
farmer

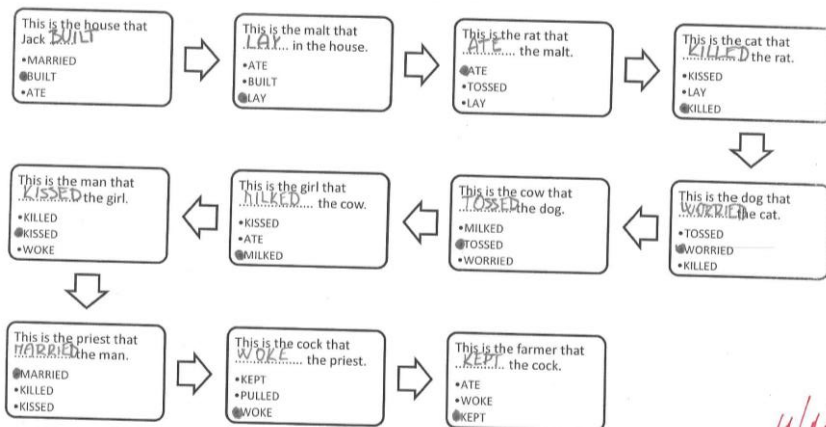
~~House~~ Rat
 Cat
 Dog
 Cow
ATE
 Malt
Lay
Killed
 Maiden
 Priest
worried
 Forlorn
 Man
 House
 cock
 Farmer

RAT
 CAT
 DOG
 COW
 MAIDEN
 MAN
 Priest
 cock
 Farmer
 HOUSE
 JACK
 MALT

5) CAT
 6) DOG
 4) MOUSE
 7) COW
 1) JACK
 11) KOHOUT
 9) MAN
 10) FARAR^U
 8) SELKA
 12) FARMAR^V
 2) HOUSE
 3) OBILI^T

MULTIPLE CHOICE TASK

THIS IS THE HOUSE THAT JACK BUILT



11/11

MATCHING TASK

1V ✓	1 This is the farmer	A that lay in the house.
2G ✓	2 This is the girl	B that ate the malt.
3F ✓	3 This is Jack	C that worried the cat.
4k ✓	4 This is the cow	D that killed the rat.
5D ✓	5 This is the cat	E that kissed the girl.
6I ✓	6 This is the cock	F that built the house.
7H ✓	7 This is the priest	G that milked the cow.
8B ✓	8 This is the rat	H that married the man.
9A ✓	9 This is the malt	I that woke the priest.
10C ✓	10 This is the dog	J that kept the rat <i>cock</i> .
ME ✓	11 This is the man	K that tossed the dog.



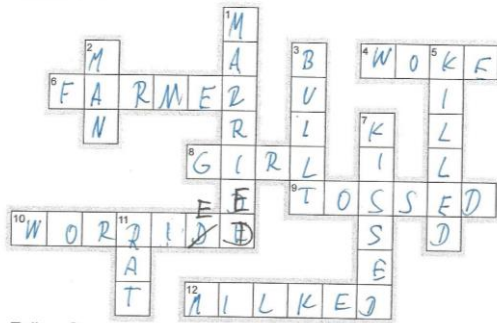
11/11

- 9 = ~~b~~
- 7 = h ✓ ✓
- 6 = j ✓ ✓
- 1 = g ✓ ✓
- 1 = ~~w~~ ✓
- 3 = ~~a~~
- 5 = d ✓ ✓
- 11 = e ✓ ✓
- 4 = h ✓ ✓
- 8 = ~~f~~ ✓ ✓
- 10 = c ✓ ✓

- | | |
|----------------------|--|
| 1 This is the farmer | A that lay in the house. |
| 2 This is the girl | B that ate the malt. |
| 3 This is Jack | C that worried the cat. |
| 4 This is the cow | D that killed the rat. |
| 5 This is the cat | E that kissed the girl. |
| 6 This is the cock | F that built the house. |
| 7 This is the priest | G that milked the cow. |
| 8 This is the rat | H that married the man. |
| 9 This is the malt | I that woke the priest. |
| 10 This is the dog | J that kept the rat <i>cock</i> . |
| 11 This is the man | K that tossed the dog. |

CROSSWORD

JACK - SLOVESA
Gabriela Štegrova



EclipseCrossword.com

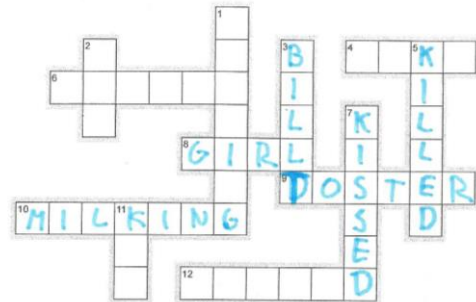
vodorovně

4. The cock w. *ok*..... the priest.
6. A man that kept the cock.
8. The man loved her.
9. The cow t. *med*..... the dog.
10. The dog w. *word*..... the cat.
12. The girl m. *milked*..... the cow.

svisle

1. The priest m..... the man
2. The priest married him with the girl.
3. This is the house that Jack b. *built*.....
5. The cat k. *killed*..... the rat.
7. The man k. *kissed*..... the girl.
11. A big mouse that ate the malt.

JACK - SLOVESA
Gabriela Štegrova



EclipseCrossword.com

vodorovně

4. The cock w..... the priest.
6. A man that kept the cock.
8. The man loved her.
9. The cow t. *med*..... the dog.
10. The dog w..... the cat.
12. The girl m. *milked*..... the cow.

svisle

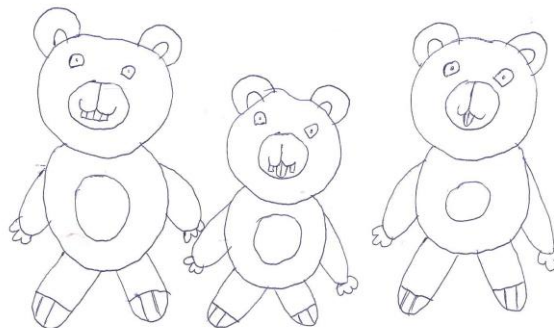
1. The priest m..... the man
2. The priest married him with the girl.
3. This is the house that Jack b. *built*.....
5. The cat k. *killed*..... the rat.
7. The man k. *kissed*..... the girl.
11. A big mouse that ate the malt.

Appendix 25 - Goldilocks And The Three Bears Pupils' Work

LISTENING TASK

O Třech Medvědech

3 - bears
she
baby bears
papa bears
mam bears
goldilocks



ORDER THE SENTENCES TASK

Put the sentences in the correct order

- 9 d Goldilocks jumped out of the bed.
- 6 8 The three bears went into the living room.
- 4 5 Goldilocks broke Baby Bear's chair.
- 10 10 Goldilocks ran out of the house.
- 2 2 Goldilocks ate the porridge.
- 5 7 The three bears went into the kitchen.
- 1 1 Goldilocks walked into the house.
- 8 3 Goldilocks woke up.
- 3 4 Goldilocks went into the living room.
- 4 6 The three bears went into the bedroom.



H

Put the sentences in the correct order

- 9 Goldilocks jumped out of the bed.
- 6 The three bears went into the living room.
- 4 Goldilocks broke Baby Bear's chair.
- 10 Goldilocks ran out of the house.
- 2 Goldilocks ate the porridge.
- 5 The three bears went into the kitchen.
- 1 Goldilocks walked into the house.
- ~~8~~ Goldilocks woke up.
- 3 Goldilocks went into the living room.
- 7 The three bears went into the bedroom.



3/10 10/10

TRUE/FALSE TASK



- 1. Baby Bear ate the porridge.
T F
- 2. Goldilocks went to school.
T F
- 3. Mama Bear said: Let's go to the woods. When we come back, the porridge will be just right.
T F
- 4. Baby Bear woke Mama Bear.
T F
- 5. Baby Bear jumped out of the bed.
T F
- 6. Goldilocks opened the window.
T F
- 7. Papa Bear said: This bed is too hard!
T F
- 8. Goldilocks ate the porridge in the bedroom.
T F

4/8

APPENDIX 26 – The Extra Lesson

The Extra Lesson Task⁹

PICTURES

Vzpomeňte si na pohádky about the Turnip, Jack and Goldilocks. Určitě vám při popisu obrázků pomůžou. :-)

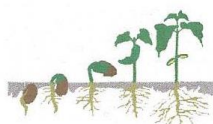
1. FLOWER

.....

.....

.....

.....



2. TOYS

.....

.....

.....

.....



3. FRIENDS

.....

.....

.....

.....



⁹ This is only a short sample. In the online version there are 15 images.

	FRIENDS	HOUSE	CAKE
Lukas	Orangeeen want help Whiter.	The builder built house	Some fatty boy eat cake
Beth	friend helped his friend	a man built a house	a boy ate the cake
Paul	The boy helped the she	The men build the house	The boy aet the cake
Sarah	some friends are help his friend.	some builder build hose he pick block	the cake has in some fat boy
Jonatan	somes friends helps	man is build the house	women is eating cake
Ben	gosting	prepari	overating
Kate	The girl helped the boy.	Jack built the house.	The boy ate the cake.
Eduard	The friend helped his friend.	The Man builds the house.	The boy was eat the cake.
John		The boy fell to the ground and species helped him to rise.	Built house.
Lucy	friends helped		boy eat food
Peter	friends is helped	house is builds	cake almost beat

	MOSQUITO	A MAN AND A WOMAN	KISS
Lukas	The Mosquito has been killed by hand :(.	The Anička and The Pepa has been Maried	Honza kissed Denisa
Beth	a mosquito woried a man	a man maried a woman	a boy kissed a girl
Paul	The mosquito Nevim The Hand	The man marridet the woman	The boy kissed the she
Sarah	the mosqito has been killed	the man and woman has maried	the boy kiss the girl they is loveing
Jonatan	the mosquitp hes bee killed	woman and man merride	boy and girl kissed
Ben	smarts	marrage	lowe
Kate	The man killed the animal	Married man and woman.	The boy kissed the girl.
Eduard	The man kill the mosquito.	The man married the woman.	The boy kissed the girl.
John	Eaten up.	Boy biting mosquito.	He fell in love with the girl.
Lucy		a man and women merried	boy kissed the girl
Peter	hand scratching	a man and a wiman a wedding	children give a kissed

	MORNING	SCHOOL	TELEPHONE
Lukas	The small girl push the alarm	The small kids go at school.	The mum called at home
Beth	a girl woked up	they go to school	a women phoned
Paul	A girl woke up!	They go to the school	Women Telephoning
Sarah	the boy push the clock and wake up	boy and girl let's go to school	the girl phoning with some human
Jonatan	boy wake up at 7am	girl and boy go at school	woman call somes human
Ben	stautus	chilgran	phone
Kate	The boy woke up.	Boy and girl walked to the school.	The woman called.
Eduard	The kid was waked up.	The childs goes to the school.	The woman phoned using telephone.
John	Love	Becoming school.	The boy and the girl went to school.
Lucy	the morning girl get up on the bad	children go the school	women telephone
Peter	morning the alarm sounds	children go to school	woman is telephoning

	PETS	FOOTBALL PLAYER	FLOWERS
Lukas	The dog do sh!t and he go at home.	The Messi fall on grass and die. :(The red flower was die on desert.
Beth	a dog ran witch cat	a fotball player sleepeed	she watered a flowers
Paul	A dog run the cat	Football player man	A flowers watered
Sarah	the dog are want kill the cat	he waiting to medic	some human are bay the plant
Jonatan	cat run at dog	mesi camping at gras	somes humans bay flowers
Ben	kild	injures	bay
Kate	Cat worried the dog.	The footbal player lay in the pitch.	The people watered the plant.
Eduard	The pets are running.	The football player don't play.	A human watered the plants.
John	Ms. called.	The dog chased the cat.	Footballer was injured.
Lucy			
Peter	the pets chases	man fell	flowers i don't now

	COW	FLOWER	TOYS
Lukas	The farmer has milked the cute cow!And farmer dranked the milk.	The seed is in dirt and seed greew and greew and greew and the seed is big!!	the small kid have got a toys.
Beth	he milked a cow	they watered the seed,seed grow grow and grow and seed is enermous turnip	a boy is play witch toys
Paul	A cow milkked	The watered the seed Grow and grow and grow seed is big thurnip.	The boz nevim toys
Sarah	some human are milked the cow	seed is plant flower grew and grew and grew	the boy have got a toys
Jonatan	cow graze	seed a grew	boy pull a toy
Ben	milk	grows	drags
Kate	The maiden milked the cow.	Farmer watered the seed. And the seed grew and grew and grew.	The boy pulled the trolley.
Eduard	A human milked the cow.	The Farmer watered the seed. It grew and grew and grew.	The Boy Pulled the toys and running with them.
John	Watered flower.	Planted seeds from that grew beets and beet soup made.	The boy pulled toys.
Lucy			
Peter	cow milking	watered the plant	boy dragged a toys

SHRNUTÍ

Tato diplomová práce se zabývá výukou minulých časů v anglickém jazyce prostřednictvím jednoduchých opakovacích pohádek u žáků druhého stupně základních škol. V tomto případě se zabývá konkrétně žáky šesté třídy. Cílem této práce je zjistit, jaká slovesa v minulém čase se žáci prostřednictvím tří pohádek tohoto typu naučí a do jaké míry jsou schopni nově nabytou znalost aplikovat. Dalšími úkoly je zjistit, jaký je přístup těchto žáků k pohádkám všeobecně vzhledem k jejich věku a jaké jsou jejich preference k předloženým anglickým pohádkám.

Teoretická část této práce předkládá základní informace o fyzickém i mentálním vývoji jedince v pubertě, motivaci, výuce gramatiky anglického jazyka a užití „repetitive“ pohádek ve výuce anglického jazyka. Praktická část představuje použité metody potřebné k dosažení výše uvedených cílů a popisuje jejich výsledky. Výsledky výzkumu jsou rozděleny do dvou částí: 1. Co a jak se žáci naučili. 2. Preference pohádek. Lze konstatovat, že jednoduché pohádky jsou rozhodně atraktivním vyučovacím prostředkem, ale na základě výsledků výzkumu je ve výuce doporučuji spíše jako doplňkový výukový materiál.