

APPENDICES

- 1- The stories of the material applied on the experimental group by the researcher. As stated in the method, 15 hours, one hour per week, that makes 15 weeks i.e. one semester.
- 2- The test used in the experiment (Pre and Post Test).

Model Lesson (1)

Objectives:

Grammar: - Setting Questions

Skills: - Reading and Writing

Sub-Skills:- Interpreting Reading Pictures into Reading

Language and writing paragraphs

Steps:

1) The teacher distributes the picture of the story among the students.

Students work in groups

Sometimes let the pictures not to be sequenced , the students to do the proper arrangement

2) Let the students read and interpret the meaning

3) Tell the student to set question on each picture – these questions would be the clue of summarizing the story.

4) Ask students to answer the questions set by them to write the story told by the pictures.

5) Teacher collects the written work for checking.

Implementing Visual Aids in Telling Stories

From the results of the experiment the researcher found out that using visual aids "pictures in teaching stories" gave better results according to the records the researcher keeps of the experimental group.

Model Lesson (2)

Nessy

Mr & Mrs Poppleton and their son Paul were on holiday in Scotland. Paul wanted to go to Loch Ness. He wanted to see the Loch Ness Monster.

Paul walked along the side of the Loch. The water of the loch was very flat . There was no monster.

Suddenly Paul saw a large green rock. It was very round and smooth. It began to move. Then it opened! It was an egg! An enormous egg !

A small monster was sitting in the egg. The little monster saw Paul and thought, ' That's my daddy!'

Paul ran to his parents .They were sitting in the car. They saw the little monster coming.

' Quick! Get in the car!' they said and they drove away.

The little monster tried to follow the car. He saw his daddy in the car-Paul!

At last Mr Poppleton stopped the car. They waited for the little monster and then Paul picked it up and got back in the car. They drove home.

Paul kept the little monster in his bedroom. He called her Nessy. Nessy grew bigger. She was very strong. Paul could ride on her back. Nessy could jump up and down.

Nessy could count. Paul held up three fingers and Ness hit her tail on the floor three times.

But Nussy grew bigger and bigger and bigger. And she became hungrier and hungrier and hungrier. One day Nussy came downstairs for breakfast but then she could not go upstairs again. Mr Poppleton put his car in the street. Nussy lived in the garage. Nussy was very hungry. One night she got out of the garage and went to a chocolate factory and ate all the chocolate. The police came and then everybody in the town knew: the Poppleton family had a monster!

Mr. and Mrs Poppleton and Paul decided to take Nussy back to Scotland. They got a big lorry and put Nussy on it and then drove all the way to Loch Ness. Nussy's mum was there. Nussy and her mum played by the loch, then they swam in the water and then they dived. Paul and his mum waited by the side of the Loch. The water became flat. Nussy and her mum did not come back.

Paul said, 'Mum, let's come back in exactly one year. Perhaps Nussy will come to see us'.

Lesson Plan:-

Objectives:

Reading , speaking , writing

Language : Grammar :

1. Passive exposure to past tenses
2. adjectives , can for ability

Vocabulary: Monsters

Steps:-

- I introduce new vocabulary
- I photocopy the pictures and distribute them to students
- I tell the story while students follow the picture
- Let the students answer comprehension questions to make sure they understand
- Using objectives let students give examples of how monsters look like e.g. big , strong , good, nice, friendly , angry, dangerous , gentle etc.
- Using structure can for ability let students write sentences

e.g:-

- A monster can hurt you
- It can carry you
- It can eat you

Nessy

Model Lesson (Reading) (3)

The Fisherman and the Little Fish

Objectives:-

Grammar: learning some new structure e.g. "What's the good of catching me"

Punctuations: How to write direct speech and when changed into reported speech the punctuation marks changed.

Skills: Reading and Writing

The Fisherman and the Little Fish

Read:

A fisherman was sitting by the side of a lake and was fishing. He had been fishing for a long time without catching anything. At last he caught a fish. It was a very little one.

The fish said "What's the good of catching me? I'm not yet big enough to be eaten; you'd better let me go"

The fisherman answered "No, no , no , no! What's the use of talking? I see no reason why I should let you go. I've caught nothing all day and I'm very hungry."

The little fish then said, "I'm so small and I weigh so little. There are plenty of bigger fish in the lake .Throw me back into the lake and you'll catch me again when I'm bigger. Then you'll have a fine big fish to eat instead of a little one."

The fisherman answered, "It's true that you're small , but you're better than nothing. Besides, if I allow you to go back , I don't know whether you'll keep your promise. I'm sure of you this

time, but I shan't be sure of you next time. I'm going to put you in my basket and eat you for supper."

And the fisherman did so.

Steps

Students already know that most stories are told in past tense except direct speech which will appear in a story as they are said.

1. The teacher distributes copies of the story to students
2. Students read the story on their own.
3. Students do this activity in groups of three or four
4. Students read this story and within the groups they discuss the story, their understanding and reread the story individually to practise reading.
5. The teacher asks students to write the story in reported speech.
6. The students can do writing activity together as a group, to exchange help and experience of the whole group.
7. Teacher collects their work for checking.

A Model Lesson (4)

The Story of a Hunchback Girl

Objectives:-

Grammar

Setting Questions

Vocabulary

hunchback, fairies, hump

Skills

listening , speaking , writing

The Theme of the Story:-

A hunchback girl protects her father's beans from wild animals.

In the field she is visited by fairies.

They ask her for bean soup.

She says she can't bent down to pick the beans , because of the hump.

The fairies remove the hump.

She picks the beans and cooks them.

The fairies eat , thank her.

They replace the hump and leave.

Her father tells her " you silly girl, you should have run away before they could replace the hump"

She does as her father tells her the next day.

She hides in the hut from the fairies

A week later, there is a dance in the village.

She can't resist – joins the dance

While dancing, she feels a weight on her shoulders.

She turns , sees the fairies leaving the village.

"From Folk Tales and Fables , ed P.Itayemi and P.Gurrey"

Steps:-

- 1) The teacher writes the vocabulary on the board and explain them , the understanding of the story based on them (hunchback , fairies , hump)
- 2) The teacher starts to tell the story based on the given theme in simple sentences, slow speed and clear pronunciation, this part of the lesson practise the listening skill for the students.
- 3) The teacher writes any other new words might appear while telling the story, on the board and then ask the students to give their meanings .To the researcher experience when the students understands the story they can give meanings mostly by guessing or working out the meaning from the situational context (this is a sub-skill gained by the students to enrich their vocabulary when applying the "story telling" in teaching)
- 4) The teacher asks the students to tell the story to check their understanding. This step practises the student speaking skill. The step is repeated by several students in class , others practise listening.
- 5) The teacher asks the students to form question about the story , then writes the questions on the board. This step helps the students to practise forming questions (which the students are weak on)

6) Let the students arrange the questions according to the sequence of the story events.

e.g. what did man own? What he grow? How many daughters did he have? Who help him in his farm? etc.(This step helps the students to practise the grammar item of forming questions)

7) Let the students write the answers of those questions paragraph form and this is the last step which ends up the lesson in practising writing skill.

8) The teacher collects the work for checking.

The Little Duckling

Objectives:

Listening, Speaking and writing

Language:

Complimenting: what a beautiful hat!

I want / don't want

Grammar, adjectives of animals

The Story

The little duckling sees a peacock, "what a beautiful tail! I want a beautiful tail too!"

Suddenly the little duckling has a big, beautiful peacock's tail! The little duckling is very pleased.

The little duckling sees a flamingo. "What beautiful legs! I want beautiful legs too!"

.... The little duckling has long, thin, pink legs! The little duckling is pleased.

The little duckling sees an eagle. "What beautiful wings! I want beautiful wings, too!"

.... The little duckling has big brown wings! The little duckling is very pleased; the little duckling sees a cock, "what beautiful crown! I want beautiful crown, too!"

.... The little duckling has a big red, handsome crown! The little duckling is very pleased.

All the little duckling's friends swim in the river. The little duckling say, "stop! Wait for me!" and he jumps into the water. But his, peacock's, tail is very heavy. His big brown, wings are very heavy. His long, thin, pink legs cannot swim. His handsome red crown is very heavy and he can't breath.

"Glug! Glug! Glug!"

"I want a little duckling's tail and a little duckling's legs and wings, and I don't want a crown"

.... The little duckling can swim. And he can swim very well. Soon he is with his friends.

Father, Son, and donkey

Objectives:

Oral fluency

Language:

Listening skills, through retelling and dramatization

The Story

A father and his son take their donkey to the market. A man says, "You are stupid! Why do you walk? You can ride the donkey!"

So the father gets on the donkey,

A woman says, "You are not very kind. You ride on the donkey and your little boy walks!"

So the father gets off the donkey and his son gets on the donkey.

A man says, "You are not very nice to your father! You ride and he walks!"

So the father gets on the donkey and sits behind his son. A woman says, "is that your donkey? Are you crazy? You are very heavy! The donkey is nearly dead." So the father and the son get off the donkey.

A man says, "Are you going to the market? Then carry the donkey. It is very tired! So the father and his son carry the donkey to the market.

In the market every body laughs! They don't want to buy the donkey!

"It is a very lazy donkey! You are carrying it to the market!"

So the father and his son and the donkey walk home again.

The little white Cat

Objectives:

Listening, Speaking and Writing

Language:

Setting questions

The Story

Once upon a time there was a little white cat. This little white cat has six brothers and sisters. They are all black and her mother and father are black. The little white cat doesn't know that she is white. She thinks she is black, too. When the little white cat grows older and bigger, she doesn't want to be a farmer nor a teacher. She decides to be a witch's cat.

So the little white cat says to her mum, "Good bye! I'm going to be a witch's cat!"

The little white cat looks for a witch. She walks, and walks and she walks. At last she finds a witch; the little white cat says to the witch, "I want to be your cat!" the witch answers, "you cannot be my cat. Because you are white. Witches have black cats."

The poor white cat is sad. But she looks for another witch, and walks and walks. At last she finds another witch. She says to the witch "I want to be your cat!" "No, you are not going to be my cat. Because you are white. Witches have black cats."

The poor white cat is so sad, hungry. She has no job, no money and no food.

She is hungry and weak, but she looks for another witch. She walks, and walks.

At last she comes to a cottage, the chimney sweep near the cottage. A dog is eating his lunch. He asks the little white cat, "Why are you so sad? What's wrong?" He gives her some food to eat. She eats the food, and she feels better and stronger again. Then the little white cat jumped into the chimney sweep's bag of black, black soot. And she jumps out of the bag. "You are so black! Now you are a little black cat!" said the dog.

Am I? Am I a black cat? That is good because I'm going to be a witch's cat.

“You are lucky! You are so lucky! This is a witch’s cottage. She is sitting in the rocking chair in the sunshine in the front door. The little white cat.. The little black cat.. walks around the house to front door. There is the witch sitting on her rocking chair in the sunshine. Her eyes are closed.

“I want to be your cat!” said the little white cat .. the little black cat,

“Oh, that’s nice! Jump on my knee. Oh, you are a nice little cat!” the witch strokes the little white cat.. the little black cat then she says, “what a pity, I can’t see you because I’m blind.”

Little Red Riding Hood

Objectives:

Listening and Reading

Language:

Exclamations structure

Being able to skim through a text and get a general idea of its meaning

The Story

Little Red Riding Hood's mother says, "Little Red Riding Hood! Come here. Take this basket to your grandmother. There are some food and a cake in the basket. Be careful! There is a wolf in the forest and he is very dangerous."

Little Red Riding Hood walks in the forest. There are many big trees and beautiful flowers in the forest and the birds are singing. Little Red Riding Hood likes flowers. She stops to pick them she doesn't see the wolf hiding behind the tree. The wolf meets Little Red Riding Hood. "Where are you going?" ask the wolf.

"I'm going to my grandmother's cottage."

"Oh where does she live?"

"She lives in a cottage in the forest."

"That's nice. OK, Good bye. See you later."

The wolf runs to grandmother's cottage, he knocks in the door.

"Who's that?" says grandmother.

"It's Little Red Riding Hood," says the wolf

"Come in, dear!"

The wolf goes into the cottage and eats grandmother. The wolf gets into bed. He waits for Little Red Riding Hood. He is hungry.

At last Little Red Riding Hood comes to her grandmother's cottage. She knocks on the door. "who is that?" says the wolf.

"It is me"

"who's me?"

"It is Little Red Riding Hood," says Little Red Riding Hood.

"Come in my dear!"

Little Red Riding Hood goes into the cottage. She looks at the wolf in bed. "What big ears you've got, grandmother!"

"To hear you, my dear," says the wolf.

"What big eyes you've got grandmother!"

"To see you, my dear,"

"What big teeth you've got, grandmother!"

"To eat you, my dear!"

The wolf jumps out of bed and eats Little Red Riding Hood.

A man comes. He has an axe. He kills the wolf. Grandmother and Little Red Riding Hood jump out of the wolf.

Goldilocks

Objectives:

Learning new vocabulary

Learning to scan texts for meaning

Language:

Listening, Speaking and Writing Adjective

The Story

Once upon a time there were three bears: a big father bear, a middle sized mother bear, and a little Baby bear. The bears lived in a house in the middle of a wood.

One morning they had porridge for breakfast. Father bear poured the hot porridge into three bowls: a small bowl for a Baby bear a middle sized bowl for mother bear and a big bowl for himself. But the porridge was too hot and the bears couldn't eat it, so they went for walk in the woods while the porridge was cooling.

Just then a little girl called Goldilocks went into the bears' house. Goldilocks saw the three bowls of porridge. She tasted the porridge in the big bowl, but that was too hot. She tasted the porridge in the middle sized bowl and that was too cold, but when Goldilocks tasted the porridge in the little bowl it was just right and she ate it all up.

Then Goldilocks saw three comfortable chairs. She sat on the big chair but that was too high. She sat on the middle sized chair and that was low. She sat on little chair and that was just right but it broke into a hundred pieces!

Next Goldilocks walked into the bedroom. She saw three beds in a row, she lie down on the big, but that was too hard. She lie down on middle sized bed, but that was too soft. She lie down on the little bed, and it was just right. Goldilocks fell fast asleep. When the three bears came to have breakfast father bear said, "Someone has been eating my porridge!"

Mother bear said "Someone has been eating my porridge!"

And Baby bear said "Someone has been eating my porridge and has eaten it all up!"

Then the three bears saw their chairs. Father bear said, "Someone has been sitting in my chair!" Mother bear said, "Someone has been sitting in my chair!" and Baby bear said, "Someone has been sitting in my chair and it's all broken!"

When the bears went up stairs and saw their beds. Father bear said, "Someone has been sleeping in my bed!" Mother bear said, "Someone has been sleeping in my bed!" and Baby bear said, "Someone has been sleeping in my bed and she is still there!"

The bears voices woke up Goldilocks. She jumped out of bed and run down the stairs and out of the front door as fast as she could. And Goldilocks never went back to the three bears house again.

The bottom of the Sea

Objectives:

Reading, Writing

Language:

Learning new Vocabulary

Sea Fish, Names

The Story

It is the year 2010, king Triton lives at the bottom of the sea, in an ivory tower, among weeds and little stones, the sea is very dirty and king Triton and all the fish are very sick and sad.

Oh, dear. Oh dear. What can we do? Says one little fish.

Don't worry, the king says, "the fish can clean the water with their fins and trash cans can eat all the trash.

So the multi-coloured fish, the sea horses, the eels, the sharks, the dolphins, the starfish, and the crabs clean and clean and clean the sea. The trash cans eat all the trash: all the paper, plastic bags and plastic bottles, the old tins and shoes.

Finally, after twenty-five days, they finish the work, the water is clean and transparent, the seaweed is green and coral reefs are pink. King Triton and the fish are not sick now.

King Triton invites all the fish to a party at 6:30 p.m. in the whale's mouth.

An eel plays the keyboard, the sea horses play the violins, and the dolphins play the trumpets.

Sebastian, the little crab, conducts the orchestra. They all live happily ever after.

Tom Thumb

Objectives:

Listening, Speaking and Writing

Language:

The story

A man and a woman live in a cottage in a wood they are unhappy.

“We’ve got a nice cottage” says the wife. “And we’ve got nice garden,” says the husband. “But we have not any children,” says the wife. And we want a little child,” says the husband.

Merlin the Magician hears the man and the woman and he gives them a little child. It is a very little child! It is five centimeters tall!

“What’s his name?” They ask Merlin.

“Tom Thumb,” he says

One day Tom Thumb is walking in a field. Suddenly a big black raven sees him. The raven flies down and picks up Tom. The raven flies over the field and the farms and over hills and towns. “Hey! You! Put me down!” Tom Thumb shouts,

Then raven flies over the sea and drops Tom into the waves! A big fish swallows Tom. Tom goes into the stomach of the fish.

A fisherman catches the fish and takes it to the land The king’s cook buys the fish, takes it to the palace, and cuts it open. There is Tom!

The cook goes to King Arthur. “King Arthur! Look! There’s a very small young man in this fish!”

All the knights and the ladies laugh and laugh and laugh! Ho! Ho!

King Arthur says, “Stay here! Stay with us!”

One day king Arthur says, “Are your parents big or small?”

Tom says, they are big but they are poor.

“They are poor?” says King Arthur, “you must take them some money! Come into my treasury!”

Tom takes a little gold coin.

Tom puts the coin on his back and he walk home to his parents.

His mother and father are very happy!

“Hello Tom!”

“Hello Mum! Hello Dad! I live with king Arthur. Here’s some money.

But I must go now.”

“Oh dear!” says Tom’s mum, “but thanks you for the money!”

Tom walks to king Arthur Palace. In the night Tom sleeps in a snail shell. In the morning he catches a big butterfly and rides on her back. The butterfly flies over the fields and over the woods and at last, to the palace. The knights see the butterfly and see Tom and they chase him. At last falls off the butterfly into a watering can. He can’t swim!

“Help! Help!”

A knight and all knights and ladies are very sad. They cry and they cry.

They make a gravestone for Tom. They write on the gravestone

Here lies Tom Thumb

King Arthur’s knight

A spider gave him

A cruel bite

The lost Dog

Objectives:

Reading and Writing

Language:

Setting questions

The Story

One day a man lost his dog. He put an advertisement in the newspaper and hoped that someone would telephone him with news of his pet. It was easy to ?????? identify. The dog had only three legs and had also lost an ear in a fight with a retailer.

Unfortunately the dog was blind too as a result of a fight with a cat. And if someone found the dog they could check its name. It had a tag around its neck with its name on it “Lucky”

The Piper of Hamelin

Objectives:

Reading and Writing

Language:

Retelling, Summarizing and sequencing

Past tense, new vocabulary

The Story

Hamelin is city in Germany. It is a rich and beautiful city near the River Weser. Four hundred years ago, the people of Hamelin were wealthy, but were not contented. The cause of their discontent was a strange one. The cause was rats. The city was full of rats.

The rats fought the dogs and killed the cats and bit the babies. They jumped into the boxes and barrels of food in the shops and ate up every thing. They broke open the barrels of fish by the river. They made nests in the men's hats. They made such a noise that women could not talk to each other.

At last the people all went to the town Hall. The head man, The Mayer, called a meeting of the chief men of the city. He said "How can we get rid of the rats?" where can we find a trap?

Just at this time there was gentle tap on the door. "who's that tapping on the door? Asked the Mayer. There was another tap at the door "come in" said the Mayer. Then enter a very strange looking man. He was a foreigner. Round his neck was a long string and on the string was whistle (or a pipe) "I am the Magic pipe," he said "when I play my music, I can make creature follow me. I can get rid of the rats; will you give me one thousand pounds?"

"One thousand!" exclaimed the Mayer, I will give you fifty thousand pounds! I will give anything!"

The piper stepped out into the street and began to play. A soft sweet whistling was heard. When he had played only a few notes there was strange sound a sound like the rolling of distant thunder. This thunder came from the feet of thousands and thousands of rats in all the houses of the city. The piper played again sweet soft notes of music. The rat came rushing out of the

houses. They run out from holes in the wall and jumped out of the windows. There were big rats, little rats and gay young grand-rats and old grand mothers and gay grand daughters. The piper walked along the street and they all followed him. He came to the River Weser. And they jumped in and were drowned. The people of Hamelin were delighted! They rang the bells. They danced in the streets. They hung out string of flags. The Mayer heard the cheers and smiled. Then suddenly the door of his room opened and piper came, "Please give me one thousand pounds" he said. The Mayer did not look cheerful now "No!" said the Mayer "We cannot pay you so much money as that. I will give you fifty pounds" "You will be sorry, if you don't pay me" said the piper.

"Do you dare to threaten me?" said the Mayer.

"I don't care about your threats! Get out of here or"

the piper smiled. He stepped out into the street. He began to play another tune. It was a very beautiful tune. The tune made one think of children playing gaily in the fields among the flowers. Then there came a little sound the sound of many feet. The Mayer gave an exclamation of fear; for as he looked he saw the children come pouring out of the houses.

The children danced along the street, following the piper. They came to the great gate of the town and passed out of it. They went out of the city towards the hills. As the piper came to the mountain a great door opened in the mountain side. The piper passed and the children passed following him. Then the door closed.

The Bee and the Bird

Objectives:

Reading and Writing skills

Language:

Grammar: Learning: Past, Past Continuous and past perfect

Structure:

Able to, not able to

The Story

A thirsty bee went to a river to drink, as it was drinking. It was carried away by the running water. A kind bird saw the bee's danger, it picked a leaf of a tree and threw it into the water just in front of the bee, the bee was able to climb on to the leaf, and so it was brought safely to the land. The bee thanked the bird of its kindness and then flew away.

Not long after, the bird was sitting on the branch of a tree. It did not see that man was aiming his gun at it. But the bee saw what the man was doing. So the bee flew into the man's eye, and hurt him. The pain in his eye was so great that he was not able to shoot the bird, and the bird flew away.

In this way the bee, whose life had been saved by the bird was able to save the life of the bird.