Approach: Constructivist aiming at different learning styles.

Objective: Try to stimulate real communication in the target language.

Methodology: Task – based learning.
Task based. Integration of all the skills.
Listening, Writing, Speaking and Reading.
Game: Whispering aisle.

Topic: Aesop’s fables.

Stage 1. I divided this Unit in three parts.

First part: Set the scene in the introductory phase: I linked the idea of events of the past with what Mrs. Barton has been teaching about Renaissance.
Then I talked about the origin of the fables. Greece (somebody located it in the map)..
Extra comment: Somebody asked about Greeks, they find this culture very interesting..
Next, the origins of Aesop some of the theories about his origin..
I also worked the concept of ANACHRONISM using an example similar to what Mrs. Barton has taught

Stage Two: Task Stage two.

Sts work in pairs. Each pair with a different story. Reading for the sake of meaning and scanning for words they do not understand and looking them up in the dictionary.

After that they have to write a paragraph on what they think the moral of each story is.

Stage Three: Whispering Aisle.
A pair of students has to leave the class momentarily while another person tells a story with his/her own words to the audience.
When the students are asked to come in a volunteer retells the story to them. After that the students have to say in their own words what they have understood.

Reflection: The teacher as a monitor during stage two..
I totally agree with Jane Willis the author of “A framework for Task –Based learning. She says that one of the hardest things to do at first is to stop teaching during the task stage and just monitor. You need to have the self-control and courage to stand back and let the learners get on with the task on their own. Resist temptation to go round and help (or should we say interfere?), for example by correcting pronunciation or suggesting better ways of doing the task. Observe and encourage from a slight distance.
A very positive things: Students seem very interesting in the fables.
Why have I chosen storytelling?
“Storytelling is an excellent way for language learners to practice the language they are learning in a wholistic way, building fluency, confidence, and communicative competence as well as gaining insight into the cultural values and norms underlying the language.

**Moral:** The moral significance of a practical lesson (a story).
A passage pointing out usually a conclusion the lesson to be drawn from a story.
A passage.
Ethics.

**Proverb:** A collection of moral sayings.

Friday:
I am going to choose one of the stories and I am going to say what it means to me. Then, I am going to compare it with the proverb.

**With the computer as an aid:** I am present a task. They have to choose the correct option and then we can compare it with the answer.
Plan for 05/26/05

Approach: Communicative, holistic.

Methodology:
A task-based learning framework aims to provide opportunities for learners to experiment, both with spoken and written language.

“There are other times later in the task cycle when correction and language support are more valuable and more likely to be remembered.”

Today:

1st giving feedback on what they have produced.

Asking if they can relate this story with any personal experience or if they can relate to a fable from their own country or if it is the same.

Now, they were about to retell the story.

1st feedback
2nd Questions.
3rd finish retelling the stories.
4th Complete the gaps.

For Friday: It could be: matching the stories with the meaning
Special assignment:

Choose the correct option and write a sentence please:

She go
   Goes

Write a sentence:
It work
   Works

Write a sentence:
We think/thinks
The same
He walks/walk.