



Level 2

Suitable for:	young learners aged 7–9 years who have completed 100–200 hours of study in English
Type of English:	American
Headwords:	up to 700
Words per page:	up to 30
Key grammar:	present simple and continuous (including negative and interrogative forms), past simple (including irregular), prepositions of place.

Summary of the story

Little Red Riding Hood's mother tells her to take some food to her Granny who is sick. Little Red Riding Hood meets the wolf and she tells him where she is going. The wolf goes ahead of her and eats her Granny and then waits for Little Red Riding Hood to come. Granny's features are rather big and Little Red Riding Hood asks her why when suddenly the wolf pounces on her. She screams and runs away. A woodcutter kills the wolf and rescues poor Granny.

Background to the story

This traditional fairy tale is based on the central character, Little Red Riding Hood, so called because of her red coat with a red hood. Many different versions of the story can be found worldwide. The story became famous after appearing in the Grimm Fairy Tales collections that the brothers Grimm collected from around Germany between 1807 and 1814.

Topics and themes

Animals Brainstorm with the class, putting the names on the board, how many wild animals the pupils think of as bad or frightening animals and have a vote to see which is thought to be the most frightening. Can pupils think of other stories where animals are dressed up? Examples in English are stories by Beatrix Potter.

Family Ask the pupils to complete a family tree sheet.

Food Mealtimes. Remind the pupils of the names of meals in English and then ask what time they all have these meals.

Jobs Ask all the pupils what they want to be when they grow up and keep a list on the board.

My body Collect pictures of strange cartoon bodies e.g. Mickey Mouse has three fingers, Superman can fly, ET etc.

Making use of the Reader

Animals Brainstorm with the class on the board to see how many wild animals and farm animals, the pupils can remember. Put them into these sets on the board and then the pupils will remember them more easily.

Game You can play a game called 'The Wolf says'. The pupils first need to practice touching parts of the body like those in the story, eyes, teeth and so on. Then you can play the game. When you say 'The wolf says touch your nose' they have to touch their noses. When you say 'Touch your nose' they mustn't touch their noses. This game is good if it is played quite fast. Once the pupils have understood how the game works, they can take it in turn to be the caller and you can extend it to other parts of the body.

Mime various occupations known to the pupils (e.g. dentist, teacher, police etc.) Can they guess

what your occupation is? Take turns to do the mime. When someone guesses the occupation correctly they then mime. Give the pupils only a short time to do the mime.

Food Pupils can draw a basket with other food they could give to a sick granny. They can tell each other what they have drawn. Revise meal times, vocabulary for meals and telling the time. Tell them about pupils who live in English-speaking countries and that they may not have the same meal times as them e.g. pupils in England tend to follow the following pattern: Breakfast between 7.30 and 8.30; lunch between 12 and 13.30; tea between 4pm and 5pm and then dinner anything between 5pm and 8pm.

Pronunciation practice This is a good activity for practicing pronunciation and stress. The pupils are going to practice the following questions and answers:

Why are your ears so big? To **hear** you, little one.
Why are your eyes so big? To **see** you, little one.
Why are your teeth so big? To **eat** you, little one.

When they answer they should stress the verb, for example 'hear', and point at their ears. You can also encourage them to make a wolf-like voice. The pupils can then do this activity in pairs, taking turns to be the wolf and Little Red Riding Hood. They might even suggest other questions and answers!

Using the accompanying audio

Masks Make masks of the five characters, Red Riding Hood, the mother, wolf, granny and the woodcutter.

You need: Paper plates or circles of card, rulers or sticks, sticky tape, colored pens for the faces, or make finger puppets of the five characters. As the pupils listen to the audio recording of the story, they can raise their mask as their character appears. Encourage them to join in.

Notes on using the photocopiable activities

Activity 1 Wordsearch. Explain that all the words are in the book. You may want to brainstorm some of the vocabulary from the story on the board before they start the wordsearch. They can do this on their own or in pairs.

Activity 2 Interview. Pupils work in pairs for this activity. Go through the questions first with one pupil asking the other the questions. When they both agree on the answer, they fill in the box with either True or False as appropriate. You may need to demonstrate the interview procedure first with several pupils.

Activity 3 Game that the pupils play in small groups of four. They will need a dice or spinner and some buttons / small coins for counters. It will be useful to revise numbers 1–20 first and ensure they can read/understand the captions. They each roll the dice and then see who gets to Granny's house first. As they land on 4, 7, 9, 10 and 13 they should read out what it says and then follow the instruction.

Activity 4 Each pupil should label the picture using the words in the box at the bottom of the activity to help them. When they are finished they can work with a friend and see if they have got the words right. Make sure that you go over what the words should be at the end.

Little Red Riding Hood

Name

Activity 1

Find the words below:

wolf, ax, cupcake, basket, woodcutter, flower

z	w	o	l	f	c
y	o	i	b	l	t
e	o	h	k	o	e
a	d	c	x	w	k
x	c	u	g	e	s
x	u	p	j	r	a
o	t	c	n	s	b
e	t	a	p	d	i
t	e	k	t	h	t
q	r	e	m	r	a

Activity 2

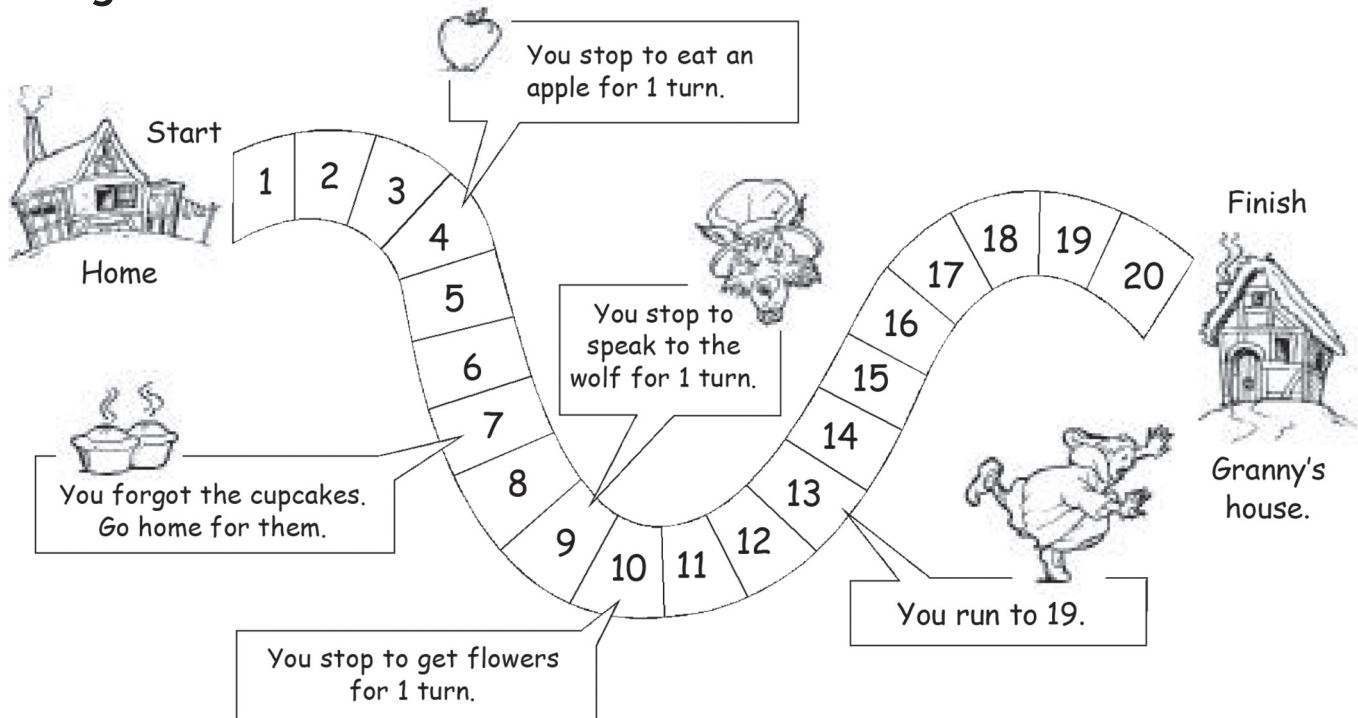
True or False? Write *T (True)* or *F (False)* in the box.

- 1 Little Red Riding Hood had cookies in her basket.
- 2 Little Red Riding Hood ate an orange.
- 3 The wolf ate Granny.
- 4 The wolf was in Granny's clothes.
- 5 The woodcutter stopped the wolf.
- 6 Granny jumped out of the wolf's stomach.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Activity 3

In your group, take turns to throw the dice and play the game.



Activity 4

Label the picture with the words below.

eyes ears teeth mouth nose tail leg



Little Red Riding Hood

Chants help pupils become familiar with the sounds and rhythm of English. The language in each chant recycles language from the Reader.

Suggested procedure

Pupils listen to the chant one or two times, clapping their hands or tapping their desks in time with the rhythm. Pupils then say the chant, verse by verse, with you, beating the rhythm as they speak, until they are familiar with the words and the rhythm.

You can then split the class into 2 or 3 groups and each group can say one verse of the chant in turn.

Chant 1

Little Red Riding Hood
Off you go
Remember, remember
Don't speak to strangers

Little Red Riding Hood
Speaking to the wolf
Remember, remember
Don't speak to strangers

"Goodbye" the wolf said
"Remember, now
Don't speak to strangers
Ha, Ha, Ha"

Chant 2

Granny, why are your ears so big?
To hear you little one

Granny, why are your eyes so big?
To see you, to see you

Granny, why are your arms so big?
To hug you, to hug you

Granny why are your teeth so big?
To ... EAT YOU LITTLE ONE

Chant 3

"Help, help"
She ran to the door
Dinner, dinner
Here I come

Stop, stop
In came a woodcutter
Cut, cut
Goodbye, wolf

Answer Key

In the back of the Reader

Before you read

Any good story deserves praise, however far from the book version as this is a prediction activity. The intention is that they will use the English they know, and as long as you understand what they are trying to say, there will be no correction of how they are saying it here.

After you read

A woodcutter can be seen on page 6.
There is an apple in her basket, page 11.
A goat and a bird are not in the picture on page 14.

In the photocopiable activities

Activity 1

z	w	o	l	f	c
y	o	i	b	l	t
e	o	h	k	o	e
a	d	c	x	w	k
x	c	u	g	e	s
x	u	p	j	r	a
o	t	c	n	s	b
e	t	a	p	d	i
t	e	k	t	h	t
q	r	e	m	r	a

Activity 2

1 False 2 False 3 True 4 True 5 True 6 True