



Level 1

Suitable for:	young learners aged 5–7 years who have completed up to 100 hours of study in English
Type of English:	British
Headwords:	up to 300
Words per page:	up to 5
Key grammar:	present simple (affirmative and negative), adjectives, let's.

Summary of the story

Three bears decide to go for a walk because their breakfast is hot. While they are out, a bad girl, Goldilocks, walks into their house. She goes into the kitchen and tries the food that is in three bowls. The food in the first two bowls is not nice, but the third bowl she thinks is good. She tries their three chairs and likes the third one the best, but breaks it. Then she tries their three beds and falls asleep in the third one. The three bears come home and are angry about baby bear's breakfast, chair and bed. They roar at Goldilocks and she runs home.

Background to the story

Based on a traditional tale, The Three Bears first appeared in printed form in the English poet, Robert Southey's book *The Doctor* published in 1837. In the same year that Southey's Three Bears appeared in print, the story was retold in verse by "G.N" (George Nicol) who fully acknowledged his debt to *The Doctor*. Southey was very pleased with this retelling having wished that the story would become more widely known. The first use of the name 'Goldilocks' seems to have been in *Old Nursery Stories and Rhymes* illustrated by John Hasall (c.1904). It is now universally attached to this traditional tale.

Topics and themes

Animals In the story we have three bears. This story could be adapted to include other animals. See if the pupils can recreate the same story but with different animals. Which are the funniest animals to use?

Colours Use the illustrations, for example, the colour of Goldilocks' shoes, dress, hair.

Family Mummy, Daddy and baby bear are a family.

Food In the story the bears leave their breakfast to cool. This links into making a survey of what pupils have for breakfast and introducing the English words for breakfast food such as eggs, toast, jam, fruit juice etc.

My house The topic links in with the introduction of language for rooms in the house and furniture such as chairs, beds etc. You could show the pupils pictures of the rooms or the furniture and then ask them to draw a room from their home and to draw the furniture that is in it. You could then tell them what the English word is to describe some of the things if they do not know them already.

Numbers One, two, three in bears, bowls, chairs, beds.

Size Big, medium and little, like the three bears, their bowls, beds and chairs.

Making use of the Reader

Collect together realia needed for breakfast in the form of dishes and cutlery and let the pupils label them. Ask the pupils to draw their crockery and cutlery at home, and label them, then bring these pictures into class. If possible you could display them all.

Find pictures of different types of chairs. You could start to introduce some adjectives e.g. soft, hard, big, little to describe them and get the pupils to describe some others for you. Gather the pictures into sets of hard chairs, soft chairs, big chairs and little chairs to illustrate the differences.

Extend the story with the help of the pupils decide what happens to Goldilocks when she runs away. Where does she go? Who does she see? What do they say?

Using the accompanying audio

Listening for specific information / post-reading / whole class. What does Goldilocks like and what does she not like?

Before listening to the audio if pupils are already familiar with the story elicit three things Goldilocks touches in the bears' home: the breakfast / bowls, chairs and beds.

During listening – whole-class prediction. Play the audio story through in its entirety. The second time through, stop just before Goldilocks tries out the porridge, chair or bed and ask the pupils to tell you what happens next, then listen to see if they were right.

Simultaneous reading and listening in groups will help the pupils with pronunciation and intonation. They can for example, say “ugh!” with as much feeling as they like.

Record the pupils dramatizing the story (audio or video recording).

Ask the pupils to get into groups of four and each one takes a character from the story: Goldilocks, the baby bear, the mother bear or the father bear. Play the audio of the story and as the class listens each one dramatizes their part. You may need to model what to do for them first.

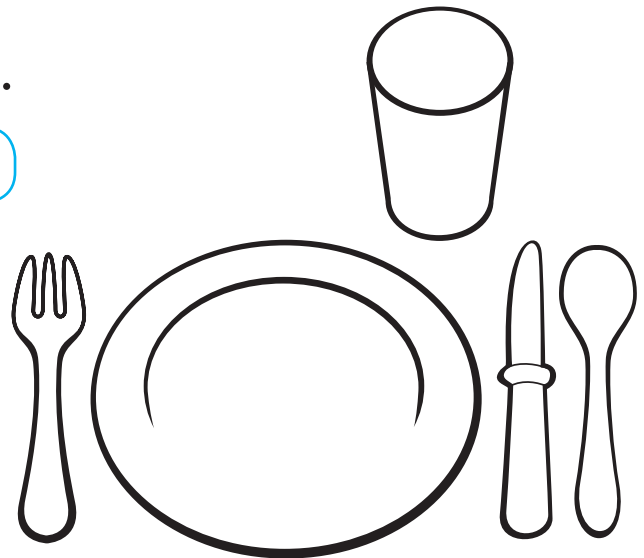
Goldilocks and the Three Bears

Name

Activity 1

Put the word next to the picture.

spoon knife plate glass fork



Activity 2

Write the words and finish the sentences.

Goldilocks is a g _ _ _.

The breakfast is too h _ _.

The bears go for a w _ _ _.

Goldilocks sleeps in the b _ _

She breaks the c _ _ _ _.

She l _ _ _ _ the third chair.

The third breakfast is g _ _ _.

She walks into the k _ _ _ _ _ .

The b _ _ _ _ _ _ _ was hot.

The b _ _ _ _ come back.

	<u>g</u>	_ _ _ _
	<u>h</u>	_ _
	<u>w</u>	_ _ _
	<u>b</u>	_ _
<u>c</u>	_	_ _ _
	<u>l</u>	_ _ _ _ _
	<u>g</u>	_ _ _
<u>k</u>	<u>c</u>	_ _ _ _
<u>b</u>	<u>k</u>	_ _ _ _ _
<u>b</u>	_	_ _ _ _

What is the middle word?

Activity 3

Colour in the picture. Read the numbers.

1 = red

2 = yellow

3 = white

4 = green

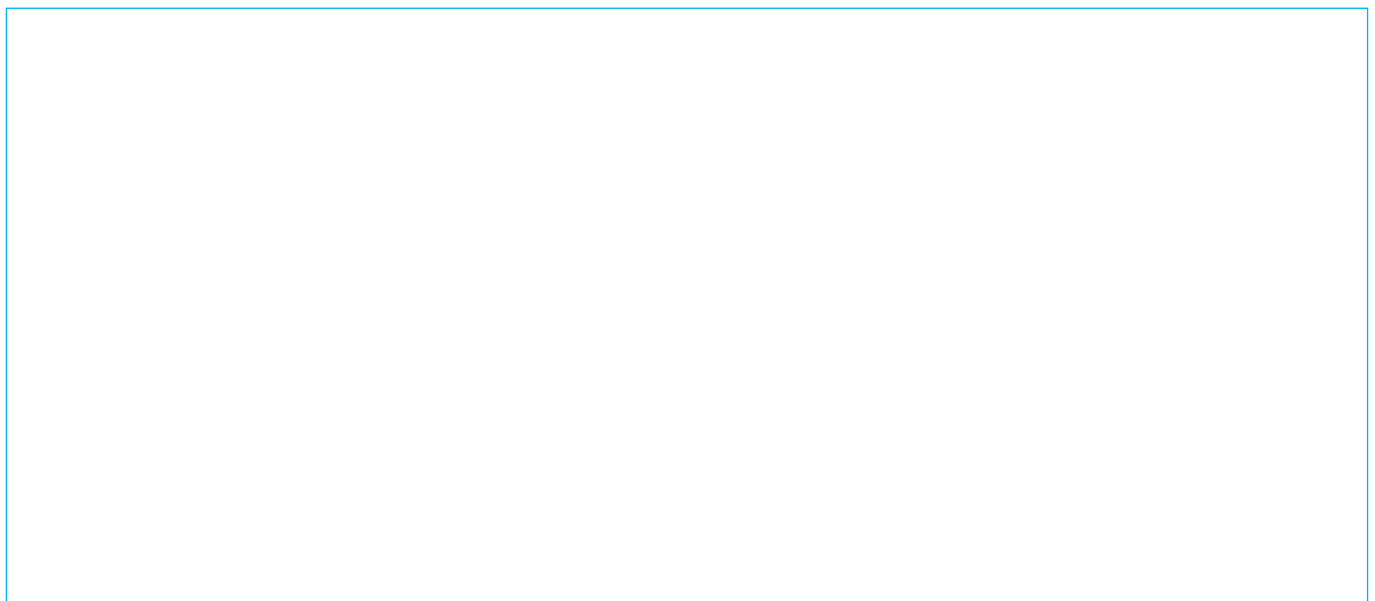
5 = brown

6 = black



Activity 4

Look at page 14 of the book. Goldilocks runs away. What does she do now? Draw a picture.



Goldilocks and the Three Bears

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

The three bears eat breakfast
Mummy, Daddy and Baby bear
The three bears eat breakfast
'Oh, this breakfast is hot'

The three bears go for a walk
Mummy, Daddy and Baby bear
The three bears go for a walk
'Let's go for a walk'

Chant 2

'Ugh!' Bad girl Goldilocks says
'I don't like this breakfast'
'Ugh!' Bad girl Goldilocks says
'I don't like *this* breakfast'
'Mmm!' Bad girl Goldilocks says
'I like *this* breakfast. It's good!'

Chant 3

The three bears come back
Oh, my breakfast!
Oh, my chair!
Oh, my bed!
Baby bear says

The three bears come back
Baby bear says 'Roar!'
Mummy bear says 'ROAR!'
Daddy bear says '**ROAR!**'
Run, Goldilocks, run!

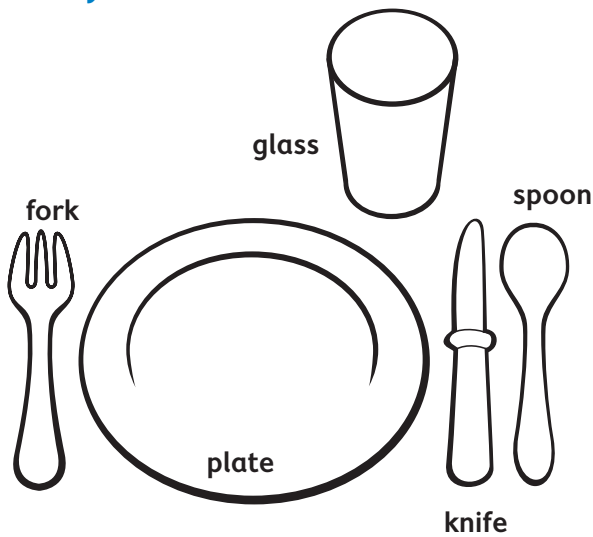
Answer Key

In the back of the Reader

- 1 Three bears, three chairs and three beds.
- 2 The pictures in order left to right order are:
chair, bed, Goldilocks, breakfast, bear

In the photocopyable activities

Activity 1



Activity 2

Goldilocks is a girl.

The breakfast is too hot.

The bears go for a walk.

Goldilocks sleeps in the bed.

She breaks the chair.

She likes the third chair.

The third breakfast is good.

She walks into the kitchen.

The breakfast was hot.

The bears come back.

The middle word is Goldilocks.

	g	i	r	l
	h	o	t	
w	a	l	k	
b	e	d		
c	h	a	i	r
	l	i	k	e
	g	o	o	d
k	i	t	c	h
b	r	e	a	k
b	e	a	r	s