

Using stories in the classroom

Topic

'The Emperor's new clothes' by Hans Christian Andersen

Aims

- To develop students' ability to reconstruct a grammatically and textually coherent piece of writing
- To provide practice in prediction skills in order to ease the understanding of a new text
- To provide practice in gist listening in order to encourage students to not focus on difficult vocabulary and thus make authentic listening texts more accessible
- To provide practice in scanning a text for information
- To by the end of this lesson the students will be able to successfully form past simple object questions in writing

Age group

Teen

Level

A2+

Time

60+ minutes

Materials

- Using stories in the classroom student worksheet

Introduction

This lesson is aimed at lower intermediate students. It could be adapted for use with higher and lower levels.

This particular lesson uses an adapted version of 'The Emperor's new clothes' by Hans Christian Andersen, but other stories can be used in the same way.

Procedure

**1. Introduction
(5 mins)**

- Start by eliciting different types of leaders: king, queen, president, prime minister, emperor etc.
- Ask students what kind of a personality they think a good leader needs.
- Tell them you are going to read the beginning of a story about a leader and that they need to listen very carefully as they will need to reproduce the text from memory. Tell them that you will read it twice but that they are not allowed to make notes at this stage.

**2. Task 1:
Reading (15
minutes)**

- Put the students into pairs and write their names on the left hand side of the board. Each pair has 3 'lives'. Draw 3 lines next to each pairs' names to represent their 'lives'.
- Read the text twice (Use the teacher's numbered square sheet).
- Hand out the worksheet with the numbered blank squares (task1). Tell them that each box represents a word from the text.
- Ask each pair in turn to suggest a word that they remember hearing from the text. (The words do not need to be in order).
- If the word is present, tell them which number it is and the students write it in the correct box. Make sure you cross out the word on your copy, so you know which words have been 'found'.
- If the word is not there or has already been called out, the pair loses a life. Wipe off one of the lines from the board to show how many lives they have left.
- Continue going round the classroom until the whole story has been reconstructed or all the pairs have run out of lives. Finally read out the text again.

Many	years	ago	there
1	2	3	4
lived	an	emperor	who
5	6	7	8
loved	clothes.	He	liked
9	10	11	12

	them 13	so 14	much 15	he 16
	changed 17	his 18	clothes 19	almost 20
	every 21	hour 22	and 23	loved 24
	to 25	show 26	them 27	off 28
	to 29	his 30	People. 31	

**3. Task 2:
Vocabulary
Focus (5-10
minutes)**

- Pre-teach vocabulary: give the students the handouts with definitions of vocabulary (worksheet 2) and write the vocabulary on the board. Students have to match the vocabulary with the definitions. (Vocabulary on board: *show something off, vanity, invisible, silk, confused, magnificent, procession, naked*)

**4. Task 3:
Reading and
prediction (5-10
minutes)**

- Give the students 3 possible ways the story might end (Task 3 on worksheet), and ask them in pairs to guess which they think is correct. Alternatively, just ask students to discuss how they think the story might end, without the options.
- Get some feedback, and then read the whole story so students can check who predicted correctly.

5. Task 4: Focus on question forms (10- 15 minutes)

- Write on the board, 'Clothes', 'Every hour', and 'About the Emperor's vanity'. Ask the students what questions would give these answers. Write the questions on the board: What did the Emperor love? How often did he change his clothes? What did the thieves hear about?
- Elicit Question, Auxiliary, Subject, Infinitive on the board

Q	A	S	I
What	did	the emperor	love?
How often	did	he	change his clothes?
What	did	the thieves	hear about?

- Remind students that this structure is used with present simple and past simple object questions and that QASI can be an easy way to remember how to form these questions.
- Divide the class into As and Bs and give everyone a copy of the whole story (on the worksheet). Then give answer sheet A to group A and sheet B to group B, and ask them to write appropriate questions for each of the answers on a separate sheet (this can be done in pairs). Monitor carefully and remind them of QASI.
- The groups then swap questions and have to try to answer them using the story (again, this works best in pairs). Once they have written their answers, they can swap the papers again and check each other's answers.
- Finally, you can have a class discussion about what the message of the story is.

Contributed by

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