

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

Level: Pre-Intermediate

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

- 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.
- Read the text twice. (Use the teacher's numbered square sheet.)
- Put the students into pairs and write their names on the left-hand side of the board. Draw 3 vertical lines representing their lives after their names.
 - Hand out sheet with numbered blank squares (worksheet 1). 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. (Each pair has 3 lives). 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 1	years 2	ago 3	there 4
lived 5	an 6	emperor 7	who 8
loved 9	clothes. 10	He 11	liked 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	

- 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)

- Give students 3 possible ways in which they think the story might end (worksheet 3) and ask them in pairs to guess which they think is correct. Alternatively just ask students to discuss how the story ends without the options.
- Read out the whole story and students decide who had predicted correctly.
- 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 **Q**uestion, **A**uxiliary, **S**ubject, **I**nfinitive 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 A's and B's and give everyone a copy of the whole story. Then give answer sheet A to group A and sheet B to group B (worksheet 5) 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 on the moral of the story.

Answers:**Vocabulary**

- A. magnificent
- B. silk
- C. confused
- D. vanity
- E. invisible
- F. show something off
- G. naked
- H. a procession

Question forming**Answers to the questions for The Emperor's New Clothes.**

- 1) That they could make beautiful clothes. **(What did the thieves say?)**
- 2) To buy silk and gold for his new clothes. **(Why did the Emperor give the thieves a lot of money?)**
- 3) Nothing. **(What did the thieves buy?/ What did the thieves make?)**
- 4) A very important Minister. **(Who did the Emperor send to visit the thieves?)**
- 5) They kept it and bought nothing. **(What did they do with the money?)**
- 6) They worked hard. **(What did the thieves do before the night of the procession?)**
- 7) In the morning. **(When did the Emperor put on his new clothes?)**
- 8) Because nobody wanted to be called stupid. **(Why did everybody say they could see the clothes?)**
- 9) Out into the streets. **(Where did the Emperor go?)**
- 10) "But he's got nothing on!" **(What did a child shout?)**