

The princess and the dragon

Topic

Fairy stories

Aims

To develop and practise:

- vocabulary: fairy stories
- structure: past simple
- integrated skills: listening, speaking, reading, writing

Age

Primary (7–11 years)

Time

90 minutes approximately

Materials

1. Story, activity sheet, answers, transcript and flashcards: 'The princess and the dragon'
<https://learnenglishkids.britishcouncil.org/short-stories/the-princess-and-the-dragon>
2. Word game: 'Fairy stories'
<https://learnenglishkids.britishcouncil.org/word-games/fairy-stories>
3. Games: 'Story maker 1' and 'Story maker 2'
<https://learnenglishkids.britishcouncil.org/games/story-maker-1>
<https://learnenglishkids.britishcouncil.org/games/story-maker-2>
4. Your turn: 'Traditional stories from around the world'
<https://learnenglishkids.britishcouncil.org/your-turn/traditional-stories-around-the-world>
5. Worksheet: 'Fairy tales'
<https://learnenglishkids.britishcouncil.org/worksheets/fairy-tales>

For a complete list of all 'Traditional stories' content on LearnEnglish Kids, click here:

<https://learnenglishkids.britishcouncil.org/category/topics/traditional-stories>

Introduction

In this lesson, learners will be introduced to a traditional style story 'The princess and the dragon'. They will watch the story, complete some comprehension activities, look at some lexis for fairy stories, and re-tell the story. Finally, learners can do some extension work based on the story, writing and illustrating their own ending.

Procedure

1. Introduce the topic (5 mins)	<ul style="list-style-type: none"> • Show learners the flashcards of the princess and the dragon. Tell learners they are going to watch a story with these two characters. Ask learners what type of story they think it will be. Elicit or teach 'fairy story'.
2. Focus on vocabulary (15–20 mins)	<ul style="list-style-type: none"> • Ask learners what other characters and places they think they might see in a fairy story. As they come up with ideas, show learners the flashcards and pre-teach the vocabulary. You could also play the 'Fairy stories' word game. • Learners complete part 1 of the activity sheet: write the words under the pictures. Check answers and drill pronunciation. • Play a game of bingo. Learners work in groups of four (or three or five if necessary). Give each learner a set of the flashcards. One learner is the 'bingo master', the other learners choose six of their cards and place them face up in front of them. The 'bingo master' shuffles all their cards and reads them out one by one. The other learners turn over their cards as they are read out. The first to turn over all six is the winner. Learners play again with a different learner as bingo master. • If you have played bingo games with your learners before, a demonstration should suffice. If this is the first time, play a whole round as a class before putting learners into groups. • Monitor to praise and help with pronunciation.
3. Focus on the story: prediction and listening (10–15 mins)	<ul style="list-style-type: none"> • Ask learners what they think might happen in the story. Elicit ideas such as the dragon will take the princess, a prince will kill the dragon, the princess will kiss the ogre, etc, or whatever the learners come up with! • Play the story until the point where the princess says 'Whee! I can fly!'. Promise the learners that they will continue the story soon, but first ask them to complete part 2 of the activity sheet: true or false. • Play the story until the same point again, checking answers. Discuss which predictions were correct.
4. Reviewing the story (5–10 mins)	<ul style="list-style-type: none"> • Ask the learners to predict what they think might happen in the end of the story. Elicit and accept any ideas. • Play the end of the story. Were they correct? • Now play the story all the way through. Pause the story at logical points, ask questions about what has just happened, and ask learners to tell you what happens next. You could give points for correct answers.
5. Reproducing the story (15 mins)	<ul style="list-style-type: none"> • Cut up the transcript into sections. Learners work in groups of four to put the sections in the correct order. Check answers as a class and ask learners to number the sections. • Now act out the story! Learners take turns to read one of the sections while another learner uses their flashcards to act out the section. • Learners could even draw some backgrounds for the story to place the cards on as they re-tell the story, or stick the cards onto sticks or pencils to help manipulate them. • Monitor to praise and help with language where necessary. • Some groups might like to volunteer to perform their story to the class.

6. Extension: writing own endings (15–20 mins)	<ul style="list-style-type: none">• Finally, learners write their own ending to the story. Brainstorm some ideas as a class and put some useful language on the board. Learners can write their ending in their notebooks and draw an accompanying picture.• Monitor to praise and help with language where necessary.• Display work around the class. Allow time for learners to look at other learners' work.
7. Setting homework (5 mins)	<ul style="list-style-type: none">• Learners can watch the story again and finish the activity sheet, or try one of the 'Story maker' games where they can print the stories they make to bring to class next time. They could also choose another fairy story or traditional story from the site to watch at home and tell the class about next time.• If they are members of LearnEnglish Kids, they can also read the comments on the 'Traditional stories from around the world' Your turn and then leave their own. Alternatively, you could give them the 'Fairy tales' worksheet to complete.• Learners could also write their own fairy story, either from their imagination or based on one they know.

Contributed by

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