

Unit 6: The emperor's new clothes

Lesson 1: Nothing looks right

Content

The children practise vocabulary which refers to clothes, colours, as well as adjectives related to sizes and colours. The vocabulary is introduced in context through the story and is further consolidated through chants.

Linguistic objectives

Children are expected:

- to learn vocabulary items about clothes, e.g. *trousers, shirt and suits*
- to learn vocabulary items about colours, e.g. *purple, orange, black*
- to learn vocabulary items about adjectives related to sizes and colours, e.g. *long, short, bright, dark*
- to identify and use the structures: *these.... / thoseare....*
- to identify the written form of the words (word recognition)
- to produce the written form of the words
- to consolidate vocabulary items and structures they have learned in the previous units e.g. *jacket, shoes, door, need, this is.../that is...*

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to encourage singing
- to promote group/pairwork and dramatisation
- to promote inductive learning abilities (story-sequencing task)

Suggested resources

- storycards (found online)
- realia (trousers, shirt, suit)
- flashcards or pictures with colours
- puppets of a king/servants/tailors (if available) or masks of king/servants/tailors downloadable from the site
- boardmarkers

Suggested procedure (up to 5 days)

Pupil's Book.

Step 1: Introduce Hans Christian Andersen's tale perhaps by talking about a well-known and popular fable (e.g. The Ugly Duckling, The Princess and the Pea). This can be done in Greek.

Step 2: Ask the children to open their books to Unit 6, Lesson 1. Ask them to identify any vocabulary items and lexical phrases they already know from previous units, e.g. *living room, door, wall, jacket, shoes* etc. Play the recording three times. The children listen to the story while looking at the pictures. During the second time pause the recording and facilitate comprehension by using body language and facial expressions to illustrate meaning. While listening for the third time, ask the children to jump up every time they hear a word related to clothes. In this way, you keep them alert and also create fun in the classroom by having them move around (creative noise). You may extend this technique to include two groups (e.g. boys and girls or half the class according to seating arrangements) one for words of colours and one for words of clothes.

Step 3: Involve all the children in reading the text aloud but by giving them a purpose, e.g. ask them to play a role, or organise a chorus, reading once aloud, once in a low voice, only boys, only girls etc.

Step 4: Stick the storycards on the board with BluTack following the storyline. Provide the captions in a random order on the board. Invite the children to the board and ask them to match the captions with the corresponding picture after listening to you reading them or while listening to the CD.

Step 5: Use flashcards or pictures of colours to revise already known vocabulary of colours (*blue, yellow, red, green* from Unit 2) and practise the two new ones (*purple, orange*) by asking 'What colour is this?'. Try to engage all the children by giving them all a chance to answer.

Step 6: Use realia (or pictures) of words related to clothes from previous units (*bag, hat, shoes, socks, jacket*) and elicit the already known structure of *This is.... / that is...* (from Unit 2) by asking, 'What's this?' What's that? Then, include realia of the new vocabulary related to clothes (*trousers, shirt, suit*) to demonstrate the use of the structure *these/those* initially in its simple form (*these are shirts/ those are trousers*) and then in the form of *these shirts are... / those trousers are...* using colours (e.g. *these trousers are blue*).

Step 7: Use pictures of *long* and *short* clothes (e.g. long trousers, short trousers) or miming with your hands the length of the trousers to further consolidate the meaning of the adjectives. In the same manner introduce the adjectives *bright/dark* (e.g. using pictures of rooms that are bright or dark or pictures

of some colours that are considered dark or bright). Ask the children to become the emperors and explain why they do not like the piece of clothing he/she is offering them each time. Ask some of the children to be the servants who are offering something to the emperor. You can demonstrate this by showing the picture of a suit and saying 'This orange suit looks nice' and answering, 'No, no, no....it's too long'.

Step 8: Invite the children to act out the story. Allocate roles: two servants, two tailors, an emperor. Try to engage as many children as possible (for large classes of three or more, the children could play the role of servants simultaneously). It is not necessary, of course, for the children to be able to produce full sentences or the whole story. Allow time for understanding and speech production.

Optional: You could also give the children access to the online stories of The Emperor's New Clothes on YouTube:

<http://www.youtube.com/watch?v=wzJ3fcG9IkY>,
<http://www.youtube.com/watch?v=mDh9UtOVfmQ>

Step 9: First activity: The children listen and choose the right pictures. Pause after each piece of listening and ask the children to raise their hands for either A or B (e.g. How many say A?)

Step 10: Second activity: The children go to page 79 of their pupil's books and do the activity by counting the objects and giving the total number and colour of each object as shown in the example (*four red hats*). This can be done in pairs or groups. Use flashcards or pictures of the items on the blackboard/whiteboard and ask the children to say the correct answer.

Note: The children should not be asked to provide answers in this exercise on the blackboard / whiteboard as the numbers eleven / twelve were only practised in their spoken form in Unit 5 and, not yet, in their written one.

Step 11: Third activity: The children practice the use of the structures *these...are / those...are* revising, at the same time, vocabulary items related to clothes and colours. This activity can be done individually (or in pairs). You may let the children compare their answers in the form of peer assessment and ask them to write the correct answers on the blackboard / whiteboard.

Step 12: Fourth activity: The children identify and produce the written form of the song recalling words related to furniture items and clothes that are given in pictures. You may play the song from the CD before they attempt the exercise or afterwards, in a form of self-evaluation.

Activity book.

First activity: Could be done either in class or assigned as homework after the children have been fully exposed to the story through the sequencing or acting it out.

Second activity: Can be assigned as homework after the children practise vocabulary items of clothes and colours respectively.

Third activity: Children write the missing colours and then apply them to the picture accordingly.

Fourth activity: Should be attempted in class as it examines pairs of opposites from this lesson (*bright/dark*) and recycles others from previous lessons.

SCRIPTS & KEYS

Pupil's Book.

Lesson 1: Nothing looks right. Listen and read.

Lena: Look, Tammy! A book with fairytales.

Andersen: Hi, kids! I'm Hans Christian Andersen. Let me tell you a story.

Servant 1: Clothes on the floor, some more on the door, trousers here and there, some shirts on the chair.

Servant 2: Clothes, clothes, clothes. The emperor loves his clothes.

Emperor: What are you doing there? I need to change, is that so strange?

Servant 2: These jackets and suits, those trousers and shoes, are ready for you to choose.

Emperor: These black trousersno, no, no.... They're too dark and too long. This purple jacket....no,no,no. It's too short.

Servant 2: This orange suit looks nice, Sir.

Emperor: No,no,no. It's too bright. Too long, too short, too dark, too bright, nothing looks right. Oh, I have nothing to wear. Nothing...

Tailors: Is the emperor here?

Emperor: Who's there?

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Activity 1 SCRIPT: Listen and choose.

1. [Example] **Servant:** This jacket looks nice, Sir.
Emperor: No, no, no. It's too bright. (a)
2. **Servant:** These trousers look nice, Sir.
Emperor: No, no, no. They're too short.
3. **Servant:** This shirt looks nice, Sir.
Emperor: No, no, no. It's too bright.
4. **Servant:** These socks look nice, Sir.
Emperor: No, no, no. They're too long.
5. **Servant:** This suit looks nice, Sir.
Emperor: No, no, no. It's too dark.
6. **Servant:** This jacket looks nice, Sir.
Emperor: No, no, no. It's too short.

Activity 1 KEY: Listen and choose.

1. ▶ a [Example]
2. ▶ a
3. ▶ b
4. ▶ b
5. ▶ a
6. ▶ a

Activity 2 KEY: Count and say.

- a. Four red hats. [Example]
- b. Eight black suits.
- c. Twelve green socks.
- d. Seven green shoes.
- e. Nine yellow bags.
- f. Ten blue jackets.
- g. Eleven purple shirts.

Activity 3 KEY: Look and say.

1. **These** suits are nice. [Example]
2. **Those** shirts are beautiful. [Example]
3. **These** trousers are long.
4. **Those** hats are unique.
5. **Those** shoes are dark.
6. **These** jackets are short.
7. **Those** socks are bright.

Activity 4 SCRIPT: Find and sing.

Clothes on the floor, [Example]
some more on the door,
trousers here and there,
some shirts on the chair.

Activity 4 KEY: Find and sing.

Clothes on the **floor**, [Example]
some more on the **door**,
trousers here and there,
some **shirts** on the **chair**.

Activity book.

Activity 1 KEY: Read and match.

Is the emperor here? ▶ tailors
What are you doing in there? ▶ emperor
Those trousers and shoes are ready for you to choose. ▶ servant [Example]
Oh, I have nothing to wear. ▶ emperor
This orange suit looks nice, Sir. ▶ servant
Who's there? ▶ emperor

Activity 2 KEY: Look and write.

Clothes on the floor, [Example]
some more on the door.
Trousers here and there,
some shirts on the chair.

These jackets and suits,
Those trousers and shoes,
Are ready for you to choose.

Activity 3 KEY: Write and colour.

1. red hat
2. green jacket
3. purple trousers
4. orange socks
5. black shoes

Activity 4 KEY: Find the missing words.

1. These trousers are dark but those trousers are bright. (example)
2. These ants are small but those kangaroos are big.
3. These trousers are long but those trousers are short.
4. These bags are full but those bags are empty.
5. These weasels are fat but those weasels are thin.
6. These crickets are hot but those crickets are cold.

Unit 6: The emperor's new clothes

Lesson 2: The emperor's special suit

Content

The children practise further vocabulary items relating to colours. The vocabulary is introduced in context and is further consolidated through games and various tasks.

Linguistic objectives

Children are expected:

- to learn vocabulary items about colours, e.g. *brown, pink*
- to identify and use lexical chunks e.g. *I can't see anything, Am I a fool? Is the special suit ready? Yes, It is. It's pink and brown, can't you see?*
- to identify the written form of the words (word recognition)
- to produce the written form of the words
- to consolidate vocabulary items they have learned in the previous lesson e.g. *trousers, shirt, suit, purple, orange, black*

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to activate the children's knowledge relating to the story of The Emperor's New Clothes
- to promote group/pairwork and dramatisation
- to promote inductive learning abilities (story-sequencing task)

Suggested resources

- storycards (found online)
- masks of king/servants/tailors downloadable from the site

Suggested procedure (up to 5 days)

Pupil's Book.

Step 1: Enter the classroom and comment about the clothes of some the children. This engages them into making direct associations with the vocabulary they have learned in real life situations. In particular, aim to focus on clothes with brown and pink colours so as to passively introduce the children to the vocabulary of this lesson.

Step 2: Books should be kept closed at the beginning of the lesson. Start reading the story beginning with the last picture of the previous lesson where the tailors are asking, whether the emperor was there and the emperor asking "Who's there?". The children listen to the story on the CD twice. You may wish to act out the story during the second time by using visuals. Facilitate the comprehension of the story using the storycards.

Step 3: The children open their books and listen to the story while looking at the pictures. While listening, they point to the corresponding pictures. This step may be repeated as many times as you deem necessary (emphasise that reading is not necessary and that the children can understand the story through the pictures).

Step 4: Check the understanding of the story plot by asking relevant questions: e.g. "Who are the two men..?" (tailors). "What do they make..?" (special suit). "Why is the suit special..?" (only clever people can see it). "Can the emperor see the suit..?" (no, he can't).

Step 5: In order to introduce the new vocabulary (*brown/pink*) in context and practise the new lexical chunks (*Is the special suit ready?*). Ask the children to practise, in pairs, the lexical chunks present in the dialogue between the servant and the tailors. Demonstrate by saying: 'Is the special suit ready?' 'Yes, it is. It's brown and pink, can't you see?' This activity may be extended to include other clothes such as those worn by the children in which case they may ask: 'Is the special jacket ready? Yes, it is blue and red (colours of the learner's jacket), can't you see?'

Step 6: Put labels with the days of the week written on them, in random order on the blackboard/whiteboard using BluTack. Ask some of the children to put them in order (horizontally) so that a weekly schedule can be made. Under each day attach a picture of a piece of clothing. The children have to say what they wear each day according to the day and the picture under it. For instance, for a picture of a red hat under Monday they would say: 'On Monday I wear a red hat'. This can be done in groups.

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SCRIPTS & KEYS

Step 7: Put the storycards on the board and ask the children to provide the corresponding story lines. This can be done in groups and they may look at their books to find the correct lines.

Step 8: The children listen to the story again. You can then invite them to act out the story using the masks (patterns available on the internet site). All the children should be given the opportunity to participate in the role playing activity. One option is for 3-4 children to perform simultaneously as one character; another option is to split the class into four groups (according to the class size) and have the story acted out as many times as necessary so that every learner gets the chance to perform individually if they wish.

Step 9: First activity: The children listen to the CD and choose the correct pictures. Pause after each piece of listening and ask the children to raise their hands for a, b or c.

Step 10: Second activity: The children read the sentences and decide whether they belong to the emperor or the tailors. This can be done in pairs or groups. One of the children reads the sentence and the other/s announces their answer.

Step 11: Third activity: The children listen to the clothing items described in the CD recordings in order to find their way out of the maze. Explain that there are three possible exits where one of the characters (servant, emperor, tailor) can be found. They could try and guess which one that could be, as a pre-listening task.

Step 12: Fourth activity: The children listen to the song twice. The second time they are asked to follow the lyrics. To further motivate or prompt them, you could organise song competitions for this song.

Activity book

First activity: The children read and match the columns. This should be done either in class or assigned as homework.

Second activity: The children find the word that does not belong and circle it. This should be done in class as it involves vocabulary items from previous lessons.

Third activity: The children find the word in the circle and write it on the line below. This can be done individually or in pairs and the correct answers can be written on the black/whiteboard.

Fourth activity: The children do the crossword. This is an excellent opportunity for group/pairwork.

Pupil's Book.

Lesson 2: The emperor's special suit. Listen and read.

Servant 3: Two men are here to see you, Sir. They are tailors!

Emperor: Tailors? I want to see them.

Tailor 1: Good morning. We are tailors and we can make a special suit for you.

Emperor: A special suit?

Tailor 1: Only clever people can see it. Fools can't.

Emperor: Perfect! I want to wear this suit. Is my special suit ready? I need it for the festival.

Servant 1: Is the special suit ready?

Tailor 1: Yes, it is. It's brown and pink, can't you see?

Servant 1: I can't see anything. Am I a fool?

Tailor 1: So what do you think?

Servant 1: It's... It's...very special. Nice work!

Tailor 1: Here's the jacket, Sir. You can put it on.

Emperor: Why can't I see it? Am I a fool?

Activity 1 SCRIPT: Listen and choose the right picture.

1. [Example] Brown suit. (b)
2. Pink trousers.
3. Purple socks.
4. Brown shirt.
5. Red shoes.
6. Green hat.

Activity 1 KEY: Listen and choose the right picture.

1. ▶ b [Example]
2. ▶ a
3. ▶ c
4. ▶ c
5. ▶ a
6. ▶ b

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Activity 2 KEY: Who says that? The emperor or the tailors?

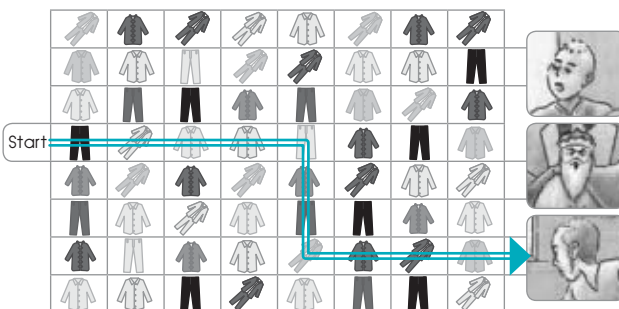
1. The tailors. [Example]
2. The emperor.
3. The tailors.
4. The tailors.
5. The emperor.
6. The tailors.
7. The emperor.

Activity 3 SCRIPT: Listen and follow.

black trousers, pink suit, yellow shirt, pink shirt, yellow trousers, purple jacket, blue trousers, orange suit, brown jacket, brown suit, orange shirt

Activity 3 KEY: Listen and follow.

▶ black trousers, pink suit, yellow shirt, pink shirt, yellow trousers, purple jacket, blue trousers, orange suit, brown jacket, brown suit, orange shirt



Activity 4 SCRIPT: Find and sing.

On Monday my suit is red and blue.
On Tuesday I wear my purple shoes too.
On Wednesday I put an orange hat on.
On Thursday I see my black socks are gone.
On Friday my suit is brown and pink.
I think it looks special, what do you think?
On Saturday and Sunday,
I change clothes all day.
And then again it's Monday.
It's just another day!

Activity 4 KEY: Find and sing.

On Monday my suit is **red** and **blue**.
On Tuesday I wear my **purple shoes** too.
On Wednesday I put an **orange hat** on.
On Thursday I see my **black socks** are gone.
On Friday my suit is **brown** and **pink**.

I think it looks special, what do you think?
On Saturday and Sunday,
I change clothes all day.
And then again it's Monday.
It's just another day!

Activity book.

Activity 1 KEY: Read and match.

1. ▶ e [Example]
2. ▶ c
3. ▶ a
4. ▶ f
5. ▶ b
6. ▶ d

Activity 2 KEY: Circle the odd one out.

1. flower [Example]
2. shoes
3. black
4. parrot
5. squirrel
6. socks

Activity 3 KEY: Find and write.

1. people [Example]
2. clever
3. tailors
4. festival
5. special
6. perfect

Activity 4 KEY: Do the crossword.

1. tailors [Example]
2. bright
3. wear
4. suit
5. long
6. fool
7. short
8. clothes



Unit 6: The emperor's new clothes

Lesson 3: At the festival

Content

The children are introduced to the moral of laying less importance on material goods ('love for things is wrong' message) and revise vocabulary which refers mainly to clothes through crafts and entertaining activities.

Linguistic objectives

Children are expected:

- to consolidate language from previous lessons
- to learn lexical chunks: *My suit is unique / Here comes the emperor/ The emperor has no clothes on*
- to learn the moral rhyme "People are laughing and I can do nothing. Love for things is wrong. I know now and I feel strong"
- to learn and practise adjectives conveying exclamatory feelings (*wonderful, beautiful, unique*)
- to identify the written form of the words (word recognition)
- to produce the written form of the words
- to consolidate lexical chunks from previous units (e.g. *Thanks a million, Great idea, You're right...*)

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote inductive learning abilities (story-sequencing task)
- to encourage dramatisation and group/pairwork
- to convey the moral of the story: Love for things is wrong
- to cater for kinesthetic children by revising lexical items through doing things (crafts with clothes)

Suggested resources

- CD and CD player
- storycards (found online)
- flashcards or pictures with colours
- spin wheel cutout(found on page 105 of the Workbook)
- boardmarkers
- a die and tokens

Suggested procedure (up to 5 days)

Pupil's Book.

Step 1: Books should be kept closed at the beginning of the lesson. Use the storycards to remind the children of the story so far (previous two lessons). Ask them what they think will happen at the festival.

Step 2: The children listen to the story on the CD while looking at the pictures (twice or more times, if necessary). You may wish to act out the story during the second time. Try to elicit the plot of the story and facilitate the comprehension of the story using the storycards.

Step 3: Put the storycards on the board in random order with BluTack, and ask the children to come to the board and arrange them in chronological order. At this stage the children are encouraged to provide the story lines as well.

Step 4: Allow the children to listen to the story again and then invite them to act it out. All the children should be given the opportunity to participate in the role playing activity.

Step 5: Comment on some of the children's clothes using the adjectives *beautiful/wonderful/unique* and invite the children to do the same in pairs.

Step 6: First activity: This activity may be done with one child pretending to be the teacher and reading one sentence (e.g. the boy's right/wrong) and the rest of the children raising their hands to answer. The child pretending to be the teacher may choose the child who will answer himself/herself.

Step 7: Second activity: Activities such as spotting the differences between two pictures are excellent opportunities for practising the children's mental abilities and should, therefore, be performed individually so that all the children can receive sufficient practice.

Step 8: Third activity: This hanging clothes board game is a good opportunity to consolidate clothes and colour vocabulary. A dice and two tokens are needed. The children could use their rubbers as tokens (or you could print mini pictures of the emperor, tailors, or servants). Every second circle (even numbers) depicts clothes with different colours. When the children's pawn is on one of the even numbered pieces of clothing, the children have to name the piece of clothing and its number in order to remain on that square (piece of clothing). If they fail to name it they return to their previous position and wait for his/her next turn. The game may end in two or more turns depending on the available time.

Activity book

First activity: The children find and circle the phrases. This should be done in groups to promote cooperative skills.

Second activity: The children listen and tick the appropriate box. This is done individually as it practices listening skills.

Third activity: The children put the words in the correct groups. This can be done individually or in pairs and the correct answers can be written on the blackboard/whiteboard to further engage the children in written practice.

Fourth activity: This can be assigned as homework and the children may be asked to come and write the hidden phrase on the blackboard/whiteboard the very next day.

SCRIPTS & KEYS

Pupil's Book.

Lesson 3: At the festival. Listen and read

- Tailor 2: Here are the trousers. Please put them on.
- Emperor: Why can't I see them? Am I a fool?
- People from court: It's wonderful. Look at the bright colours!
- Emperor: My suit is unique! Now I'm ready for the festival!
- Herald: Here comes the emperor. Look at his new suit. Only clever people can see it. Fools can't.
- Crowd 1: It's beautiful.
- Crowd 2: Wow! Look at the colours!
- Little boy: The emperor has no clothes on. Ha, ha!
- Crowd 1: The boy's right! The emperor's wearing nothing.
- Crowd 2: Ha, ha! The emperor's wearing nothing.
- Emperor: People are laughing and I can do nothing. Love for things is wrong. I know now and I feel strong.

Activity 1 KEY: Choose and say.

1. The boy's **right**. [Example]
2. Only **clever** people can see the special suit.
3. The emperor is wearing **nothing** at the festival.
4. People are **laughing**.
5. Love for things is **wrong**.
6. Here comes the **emperor**.

Activity 2 KEY: Can you spot the 6 differences? Find and say.

1. In picture 1 the shirt is red, in picture 2, the shirt is blue. [Example]
2. In picture one the hat is green. In picture two the hat is purple.
3. In picture one the bag is yellow. In picture two the bag is brown.
4. In picture one the shoe is black. In picture two the shoe is red.
5. In picture one the sock is orange. In picture two the sock is yellow.
6. In picture one the jacket is pink. In picture two the jacket is brown.

Activity book.

Activity 1 KEY: Find the phrases.

► thanks a million [Example], great idea, respect my rights, here comes the emperor, who's this, nice to meet you, what are you doing, you're right.

Activity 2 SCRIPT: Listen and tick.

1. [Example] People are laughing. (emperor)
2. Now I'm ready for the festival.
3. Why can't I see them? Am I a fool?
4. My suit is unique!
5. Here are the trousers. Please put them on.
6. Love for things is wrong.

Activity 2 KEY: Listen and tick.

1. emperor [Example]
2. emperor
3. emperor
4. emperor
5. tailor
6. emperor

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Activity 3 KEY: Put the words in the correct group.

Rooms: ▷ living room [Example], bedroom, kitchen, bathroom

Clothes: ▷ jacket [Example], hat, socks, shirt, trousers

Animals: ▷ kangaroo [Example], monkey, panda, weasel, mole

Food: ▷ cheese [Example], cookies, nuts, chocolate, lollipops

Activity 4 KEY: Colour the words to find the phrase.

▷ Love for things is wrong

Art time!

Choose clothes for the emperor to wear. Draw and colour them.

Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

Suggested resources

- coloured pencils/markers

The children will revise clothing vocabulary and colours from the unit and dress the emperor in the picture.

Ask the children to think of all the clothes the emperor could wear - suit, socks, shirt, trousers, shoes, jacket and hat. Write the responses on the board. Ask the children which clothes they will put on the emperor and what colour they will choose – a blue suit. The children draw the clothes on the figure of the emperor and colour them.

(You could label the clothes, write under the drawing, do a follow up oral activity)

Project

Design your own spin wheel with clothes and colour them.

Linguistic objective

The children are expected to orally practise and consolidate language they have learnt in this unit.

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to further develop fine motor skills
- to encourage creativity through art

Suggested resources

- coloured pencils/markers

The children will complete the spin wheel with drawings of clothes and use it to play a game.

The spin wheel template is on page 105. The children draw the clothes studied in the unit e.g. suit, socks, shirt, trousers, shoes, jacket and hat. Instruct them to draw one piece of clothing in each segment and to turn the wheel for each drawing so the clothes are in a circle. Colour the clothes and carefully cut out the wheel.

Unit Evaluation

Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

Then, ask them to write their favourite words and phrases and share them with the class.