

Fairyland reloaded by Bálint Gyimesi

Age:	Young learners / Teenagers / Adults
Level:	Intermediate-Upper-intermediate
Time:	60 minutes
Objectives:	To improve communicative competence and acquire vocabulary
Key skills:	Speaking
Materials:	One copy of worksheets 1 to 4 per small group of students

Preparation

You might want to prepare some interesting facts about fairy tales and dragons to engage students and generate interest. Here are some examples to make your job easier.

- The word *dragon* comes from the Greek *drákōn* meaning *huge snake*; *water snake*.
- Saint George, the patron saint of England, was a dragon-slayer.
- In Chinese culture, the dragon is a symbol of good fortune.
- King Arthur's trusted adviser, Merlin, was a powerful wizard.

Tip 1: Check the topic of the material before teaching it and prepare some cool facts or information so you can make use of them if your students lose interest.

Procedure

Note: All of the activities in this lesson are collaborative in nature so assign students to small groups.

Tip 2: You may find during speaking activities that you wish your students would speak more, but you should take into account that some of them are shy or don't enjoy speaking in front of their peers. Don't set your expectations too high. Even the smallest chunks of language that less proficient students produce are beneficial.

Warmer – 10 min

Hand out Worksheet 1. This is a fairly simple brainstorming activity to help students collect useful vocabulary items for the focus activities. Each group should come up with at least five wizardry-related and five dragon-related vocabulary items.

When they have finished brainstorming, groups should exchange information.

Tip 3: You should have a set of words in mind to facilitate their work if, for example, a group gets stuck. Monitor and help if necessary.

Example words – *cave, fiery breath, wings, scales, claws, knights, sorcery, grey beard, pointy hat, magic, magic wand, spell, staff, potion, magic orb*

Focus activities – 40 min

Note: This is made up of two parts. If you think that incorporating both of them would be too much for your students, then use only one and do the other in the next class.

Tip 4: Don't follow lesson plans word for word! You work with people and this means that adapting to new situations is important. Lesson plans are flexible.

Part 1

The background to the activity can be found below. Read it to your students.

Fairyland is in trouble. The kingdom has suffered from a plague that no one can find the cure for. As the situation is quite desperate, the king decides to send messengers to the old wizard who lives in his tower in the middle of the forest for help. And, guess what! You are the messengers!

Distribute Worksheet 2. Students read the text on the worksheet and follow the instructions. You may want to fold the worksheet after each question to stop students reading ahead

Part 2

Hand out Worksheet 3. In this activity, students have to find a job for Billy the dragon. He's really fed up with being a dragon and he wants to pursue other job opportunities.

Students should discuss what job would best suit Billy, then write a cover letter to help him apply for his new role.

Note: This activity is useful for practising grammar and for producing lots of language.

If you choose to make this a grammar task,

you could encourage the students to use the structures below during their discussions.

- modal verbs – *How should Billy behave to get a job?; What does he have to do to get a job?; What can he do to improve his chances of getting the job?*
- first and second conditionals – *If Billy gets a job as a firefighter, he will ...; If Billy worked as a gardener, he would ...*

You might like to give students some useful phrases for writing formal cover letters, e.g. *Dear Sir or Madam, I would like to apply for the role because ..., I have the following skills ..., Yours sincerely / Yours faithfully.*

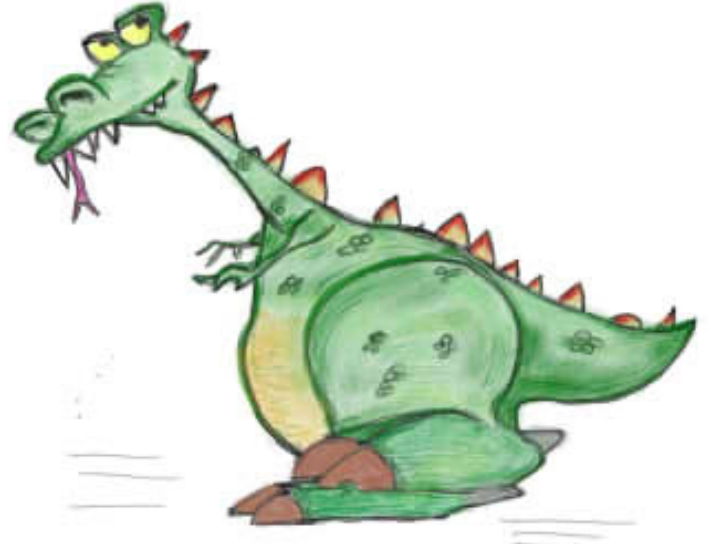
Optional extensions

- Students are career consultants who should give Billy advice on getting a job. You might integrate practising modals into this.
- Students act out the job interview.

Follow-up – 10 minutes

Hand Worksheet 4 out to the students and ask them to complete the joke. The best ones should make it onto the notice board in the classroom to motivate and reward the students.

Warmer



What does a typical wizard do? How many wizard words can you think of?

What does a typical dragon do? How many dragon words can you think of?

Part 1

After a long journey through the magic forest, you finally arrive at the wizard's tower. The ancient building stands high above the trees. You step closer to the tower, take a deep breath and knock on its shabby door. An old man opens it and greets you in a friendly manner.

I saw you coming in my magic orb. I know why you're here my friends. Please, come in, I've already made some preparations.



What does the wizard look like? Use your imagination to describe him.

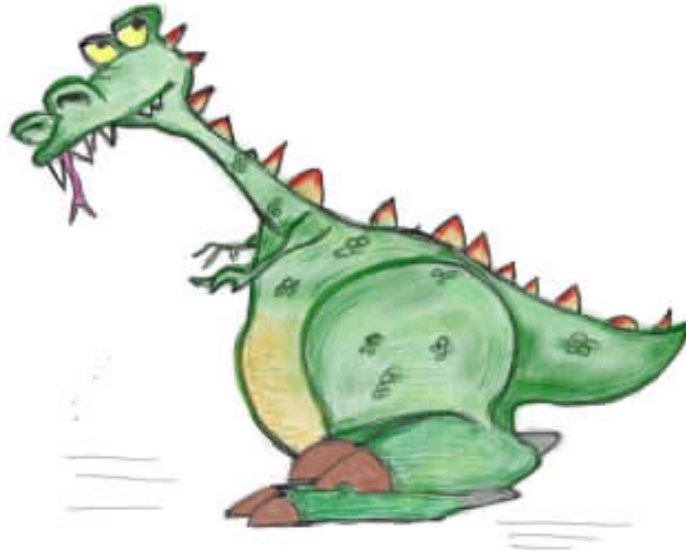
Ask the wizard to help you save Fairyland. Tell him why he should help.

The wizard agrees to make a magic potion to cure the people of Fairyland. Think of five magic ingredients that the wizard might use.

Think of some magic words to activate the wizard's potion!



Dragons are fun! Finish the sentences below to make your very own dragon joke.



A dragon walks into a bar and sits on a bar stool. He looks at the bartender and says:

The bartender looks quite terrified and says:

The dragon pats him on the shoulder and says:
