

## Fairytales bad guys

by Dimitra Eleftheriou-Ernst

**Age group:** Teenagers / Adults

**Level:** Upper intermediate to advanced

**Time:** Approx. 45 minutes + (60 minutes + including follow-up activities)

**Objectives:** to use the materials as prompts in order to:

- promote creative thinking, improvisation and independence
- promote fluency
- offer students practice in justifying and supporting their own ideas
- provide a motivating environment to review/revise language

**Key skills:** speaking; writing

**Materials:** a set of cards per pair of students; the front page of the *Fairytales Today* newspaper and one worksheet per student; pin boards

**Note:** This lesson can be used to review/revise a wide spectrum of grammatical features (such as reported speech, narrative tenses, and cause and effect phrases) and writing an article. Here are some examples:

- Reported speech: After the interviews, students could choose the type of newspaper for which they work and 'behave accordingly'. For example, someone who works for a tabloid newspaper could 'twist' the words of an interviewee by choosing the (in)appropriate reporting verbs; e.g. *he lied about ...*, *he bragged about ...* etc.
- Narrative tenses: Students could write narratives based on the interviews instead of newspaper articles. For example, they could use the interviews as 'bare-bone stories' and fill-in the blanks if necessary. Afterwards, they could draw a timeline and put the events/facts in chronological order, and, with the help of the teacher, choose the correct tenses in order to write a story based on this interview.
- Cause and effect phrases: Students could be encouraged to use cause and effect phrases like *as a result*, *so*, *the consequence of*, *this is because*, *as*, *for this reason*, etc. in their articles or narratives.

### Warmer

Introduce the topic. Do the students remember which bad guy is in which fairytales? Pair up students and hand out a set of cards to each pair. Students match bad guys with the correct fairytales. Explain that there are more characters than fairytales. Allow students to discuss their answers as a class before revealing the correct matches.

### Key:

*Cinderella: Bad Stepmother, two Bad Stepsisters*

*Three Little Pigs: Big Bad Wolf*

*Sleeping Beauty: Wicked Fairy*

*Snow White: Evil Queen*

*Little Red Riding Hood: Big Bad Wolf*

## Procedure

1. Hand out the front page of the 'newspaper' *Fairytale Today*. Students should read the headlines in pairs. Provide help with any unknown vocabulary.
2. Ask the students to look at the sub-headlines and to brainstorm the possible content of the articles. Write down their suggestions on the board.
3. Inform the students that they are going to take part in a role-play. Put the students into different pairs and give each pair a headline to work with. One student should take the role of the 'bad guy' in the headline and the other that of the reporter. They should then prepare a set of questions and answers to form an interview for their particular headline. Encourage the students to be as creative as possible. Monitor and help where necessary. The pairs should then take it in turns to conduct their interviews in front of the class.  
  
**Note:** If the number of students is odd, you can either have a 'confrontation' between a bad guy and a good guy or use more bad guys, e.g. in *Cinderella*, there are three evil characters: the stepmother and the two stepsisters.
4. Give out the appropriate article template to each pair of students. Then, ask the pairs to write an article for *Fairytale Today* based on the interview they have just had. Monitor and offer help where necessary.
5. When the pairs of students have completed their articles, ask the pairs to swap their article with another pair. Ask the students to now assume the roles of the *Fairytale Today* editorial team. Ask them to correct any spelling or grammar mistakes and evaluate the articles in terms of originality and creativity.

## Follow-up activities

- Depending on the students' articles and creative ideas, many follow-up activities are possible. For example, you could stage a press conference between the two Big Bad Wolves and the whole class.
- Ask the students to imagine that the good guys have already read the articles. In pairs, students should plan TV interviews and perform role-plays, e.g. Cinderella's answer to the Bad Stepmother and Bad Stepsisters' accusations or Prince Charming's response to the Wicked Fairy.
- Alternatively, you could shift the focus onto the students' language production by discussing and analyzing possible problem areas in order to plan a remedial lesson. You could also appoint some students (perhaps the ones that were more accurate than others) to present/plan an activity for the rest of the students for the next lesson.



CINDERELLA	BAD STEPMOTHER
	BAD STEPSISTER
	BAD STEPSISTER
THREE LITTLE PIGS	BIG BAD WOLF
SLEEPING BEAUTY	WICKED FAIRY
SNOW WHITE	EVIL QUEEN
LITTLE RED RIDING HOOD	BIG BAD WOLF

# FAIRYTALE TODAY

EXCLUSIVE STORIES TODAY!  
Nothing is what it seems!  
THE TRUE STORIES BEHIND HAPPY ENDINGS



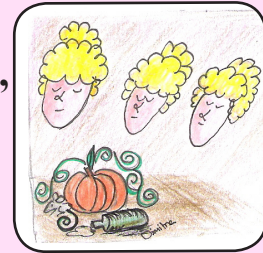
## HE'S BIG ... BUT HE'S NOT SO BAD!

BIG BAD WOLF SAYS HE'S SORRY FOR EATING LITTLE RED RIDING HOOD AND HER GRANDMOTHER!

He suffers from depression and begs Little Red Riding Hood for forgiveness.

## "THIS IS THE REASON WE DIDN'T LIKE HER"

CINDERELLA'S STEPMOTHER AND STEPSISTERS VICTIMS OF "GOOD GIRL CINDY"!



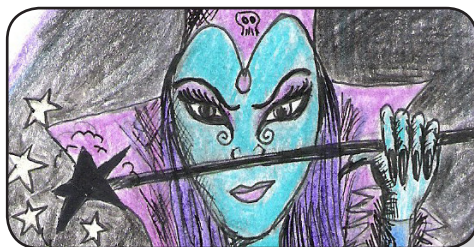
Find out everything about Cinderella and her drinking problem.



## "LIFE IS NOT A FAIRYTALE"

THE OTHER BIG BAD WOLF TALKS ABOUT HIS LIFE AFTER *THREE LITTLE PIGS*

Read all about his plans for the future, his upcoming movie, *The Revenge of the Wolf*, and his personal life!



## SLEEPING BEAUTY - UPDATE

WICKED FAIRY EXCLUSIVE INTERVIEW

Find out why Prince Charming visited her in prison.



## EVIL QUEEN REVEALS ALL

SNOW WHITE HAD AFFAIRS WITH GRUMPY, SNEEZY AND SLEEPY!!

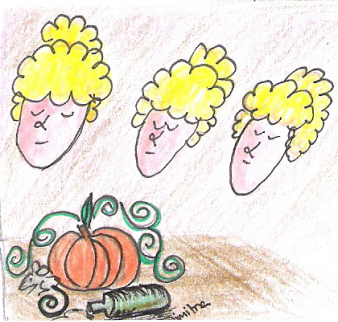
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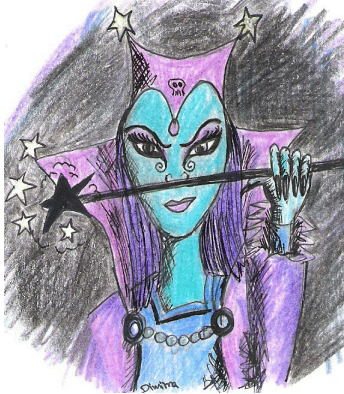


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