



## Level 4

<b>Suitable for:</b>	young learners aged 9–11 years who have completed 300–400 hours of study in English
<b>Type of English:</b>	British
<b>Headwords:</b>	up to 1400
<b>Words per page:</b>	up to 100
<b>Key grammar:</b>	Past simple, past perfect, passive voice, verb + infinitive, verb + gerund, type 1 conditional, future (will & going to), relative clauses.

## Summary of the story

The Emperor loves music but he had never heard the song of a nightingale in his gardens. He sent out for someone to find it. Only a kitchen girl knew what it looked like and she helped the soldiers find it. The Emperor prepared the great hall in its honour. The nightingale became the Emperor's greatest treasure until one day he was given a mechanical bird that had diamonds and was made of gold and could sing beautifully too. The real nightingale slipped away unnoticed back into the forest. Then one day the mechanical bird broke. The Emperor became ill. Nobody could cure him until one night the nightingale came out of the forest and sang outside his window. Afterwards the nightingale came back from the forest every night to sing outside his bedroom window.

## Background to the story

This is one of Hans Christian Andersen's stories, published first in 1844. Andersen was born in Denmark in 1805 and wrote or adapted 168 tales altogether. They first appeared in English in 1846.

## Topics and themes

**Animals** Bird song – See which bird songs pupils can identify. Go into the playground and ask all the pupils to close their eyes and listen for any birds. If they hear any, can they give the English name for that bird? You may have to help them a lot and

need to be clear of the names of common birds in English.

**Celebrations** The emperor prepares his palace for the arrival of the nightingale.

**Music** Music or songs from other lands would fit here.

**Senses** The emperor was fond of music and liked to hear it all the time. There could be a discussion about loud music.

**Toys** Ask the pupils to try to walk like mechanical boys and girls. Ask them to describe why their movements looked mechanical. What would they like that was mechanical? Have a discussion.

**World / environment** Collect pictures of oriental gardens and talk about the beauty of these and explain that these are what the Emperor's garden would have been like. Ask them if they like the gardens and why. Ask them to describe the feelings the gardens would give to them if they were sitting there like the writers and poets.

## Making use of the Reader

**Predict** what happens next to the Emperor (he is very old) and the nightingale. Create a new ending for the story. Let the pupils work in groups and then listen to all the endings and the class can vote for their favourite ending.

**Design** Pupils can draw a design for a beautiful mechanical bird, with labels to show what and how it works. You may need to help the pupils

label these designs. See if you can find pictures of Faberge eggs to show the pupils and ask them if they like them. Then tell them how valuable they are.

**Making animal and bird noises** Can the pupils make the English noise for a cow (moo); frog (ribbit, ribbit), wind (wush) and then a bird sound (tweet tweet). Are these sounds any different from the sounds that pupils are familiar with for these animals and in nature?

### Using the accompanying audio

This is a long story, and the use of the audio can help pupils understand the story. You may want to break it into parts, for example, and they can listen to each part separately. The parts could be:

- 1 Looking for the nightingale
- 2 The nightingale in the palace
- 3 The mechanical bird in the palace
- 4 The mechanical bird breaks
- 5 The ending.

It is also possible to have different groups listening to different parts of the story and then coming back together to reconstruct the whole story.

**Listening for specific information** The pupils can signal, by putting up their hands, when they hear the words 'music' or 'song'. Later, the pupils may like to add some music themselves in the appropriate places.

**Record the story**, perhaps with the pupils' own music and using different narrators and actors for the dialogue.

### Notes on using the photocopiable activities

**Activity 1** The pupils need to answer the questions and then put the right answer in the correct place.

**Activity 2** Pupils should write about three or four more sentences here which will extend the story.

**Activity 4** Pupils answer the questions in the boxes.

## The Emperor and the Nightingale

Name .....

### Activity 1

Find the answers to the questions.

- a** Where the poets and writers sat to work. \_ \_ \_ \_ \_
- b** Who had heard the nightingale? \_ \_ \_ \_
- c** Who owned the palace? \_ \_ \_ \_ \_
- d** 1000 what were hung for the nightingale? \_ \_ \_ \_ \_
- e** This \_ \_ \_ \_ \_ bird was made of gold and diamonds.

### Activity 2

What happens next to the Emperor and the nightingale?  
How does their friendship develop? Write about three or four sentences for the next part of the story here.

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### Activity 3

Draw and label a mechanical bird.

You may want to describe it at the bottom.



### Activity 4

Answer the following sentences.

Put your answers in the boxes.

- a How many times did the Emperor prepare the great hall?
- b How many birds did he have?
- c How many books did he get?
- d How many lanterns did the Emperor bring out in the hall?
- e How many golden threads were tied to the nightingale's feet?

## The Emperor and the Nightingale

Chants help pupils become familiar with the sounds and rhythm of English. The language in each chant recycles language from the Reader.

### Suggested procedure

Pupils listen to the chant one or two times, clapping their hands or tapping their desks in time with the rhythm. Pupils then say the chant, verse by verse, with you, beating the rhythm as they speak, until they are familiar with the words and the rhythm.

You can then split the class into 2 or 3 groups and each group can say one verse of the chant in turn.

#### Chant 1

Bring me the nightingale  
Shouted the emperor  
Bring me the nightingale now!

What is a nightingale?  
Wondered his men  
It's not the wind or a frog or a cow

Bring me the nightingale  
Shouted the emperor  
Bring me the nightingale now!

#### Chant 2

There were tears in the emperor's eyes  
When the nightingale sang  
His beautiful song  
There were tears in the emperor's eyes

When the nightingale sang his song  
It was gentle and powerful  
Happy and sad  
When the nightingale sang his song

There were tears in the emperor's eyes  
When the nightingale sang  
His beautiful song  
There were tears in the emperor's eyes

#### Chant 3

I'm mechanical  
I'll sing a song for you  
If you wind me up  
I'll sing a song for you

Diamonds for eyes  
Jewels instead of wings  
If you wind me up  
I will sing

I'm mechanical  
I'll sing a song for you  
If you wind me up  
I'll sing a song for you

I'm mechanical  
I'm mechanical  
I'm mechanical  
I'm mechanical

## Answer Key

### In the back of the Reader

#### Before you read

- 1 Possible answers include: bird A is not real, it needs winding up to make it go. Bird B is on a branch of a tree, it can fly, is small and brown.
- 2 This is a prediction activity so as long as the pupils can describe what is in the picture that is fine. One possible answer is; the emperor is looking at the bird inside the room, and the bird outside is flying away.

#### After you read

- 1 The words are:  
Emperor; valuable; perch; powerful; golden;  
China; majesty; red; tear; jewels; get; peaceful.
- 2 This should lead to a discussion and there is no 'right' answer here, but use your judgement to see if the argument being put forward is supported.

### In the photocopiable activities

#### Activity 1

- a Garden
- b Girl
- c Emperor
- d Lanterns
- e Mechanical

#### Activity 2

- a Twice
- b Two
- c One
- d One thousand
- e Six