

The Ungrateful Son



Story

Prompter

SL lesson (step-by-step)

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The Ungrateful Son



A man and his wife were once at home about to eat a roasted chicken. The man looked out the window and saw his father coming. The man quickly hid the chicken, because he didn't want to share it with his father.

The old man came, took a drink, and went away. The son wanted to put the roasted chicken on the table again, but when he took the chicken out, a giant toad jumped on his face.

The toad stayed on the man's face and didn't leave. If anybody tried to move him, the toad gave him an angry look, as if it would jump on his face too. Nobody dared touch it.

The ungrateful son was forced to feed the toad every day. If he didn't the toad would start to eat the son's face. The son had no peace for the rest of his life.

The End

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The Ungrateful Son



- | | |
|---------------------------|------------------------------|
| 1. at home 家で | 22. if ~ もし～したら |
| 2. be about to ~ ーしようとする | 23. anybody 誰かが |
| 3. roasted chicken 焼いた鶏 | 24. try (tried) to ~ |
| 4. look out 外を見る | ーしようとする (しようとした) |
| 5. see (saw) ~ coming | 25. move 動かす |
| ーが来るのを見る | 26. give (gave) ~ 与える (与えた) |
| 6. quickly 素早く | 27. an angry look 怒った目つきで |
| 7. hide (hid) 隠す (隠した) | 28. as if ~ まるでーのように |
| 8. because なぜならー | 29. too ーもまた |
| 9. share ~ with ~ | 30. nobody 誰もーしない |
| ーとーを分かち合う | 31. dare ~ あえてーする勇気がある |
| 10. have (had) a drink | 32. ungrateful son 恩知らずな息子 |
| 飲み物を飲む | 33. be (was) forced to ~ |
| 11. then それから | ーすることを強えられる |
| 12. leave (left) 去る (去った) | 34. feed (fed) 餌をあたえる |
| 13. want to ~ ーしたいと思う | 35. every day 毎日 |
| 14. put ~ on ~ ーをーに置く | 36. start to ~ ーし始める |
| 15. again また、再び | 37. eat (ate) 食べる (食べた) |
| 16. but しかし | 38. his face 彼の顔 |
| 17. when ~ ーした時 | 39. have (had) no peace |
| 18. giant 巨大な | 安らぎはまったくない (なかった) |
| 19. toad カエル | 40. for the rest of ~ 余生はずっと |
| 20. jump on ~ ーの上に飛び乗る | 41. life 命、生きていること |
| 21. stay on ~ ーに留まる | |

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The Ungrateful Son



Story Listening Lesson (step-by-step)

Today, I am going to tell a story called 'The Ungrateful Son'

The instructor keeps everybody's attention, before starting the story.



Un-grateful

Grateful means *thankful*, you thank people, you say thank you.

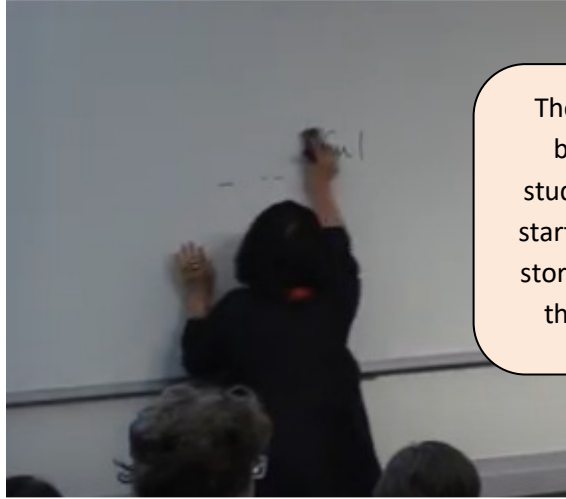
Grateful means you are *thankful*.

I am grateful for my parents, I am grateful for my family, I am grateful for my teacher. Grateful. OK?

The instructor writes the word on the board, separating the root and the prefix. She gives explanations, refers to prefixes, gives synonyms, provides examples,... All those supplementation strategies help reviewing already learned material in order to introduce a possible new one, and keeping the attention of students.

So *un-grateful* means you are not thanking anybody.

Un-grateful means not grateful, you are not grateful, you are not thankful.



The instructor erases the word, because she already has the students' attention, and they can start anticipating some content of story '*The Ungrateful Son*,' due to their knowledge of the world.



Ok, so, this is a story about an ungrateful son.

The instructor keeps everybody's attention again.

A long time ago...,
Many, many years ago...
We don't know how long it was....
Maybe it was two hundred years ago,
maybe it was three hundred years,...
We do not know when...
But a long long time ago...



The instructor keeps everybody's attention by using different starters to begin the story, and some body movement (hand movement to indicate that it was a very long time ago). It also serves as a way to review previously known material.

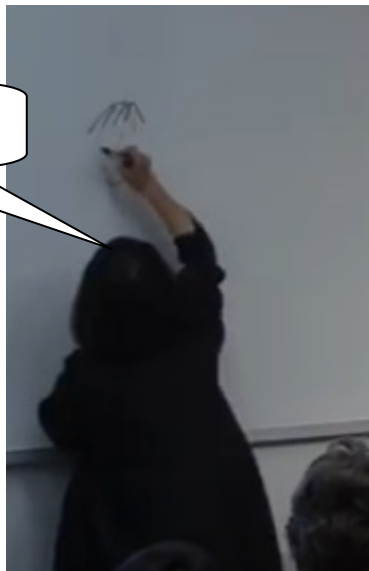
... in Germany,
not in France, not in Italy, not in
Japan, but in Germany, in Europe...

... there was a man.
He was a young man.



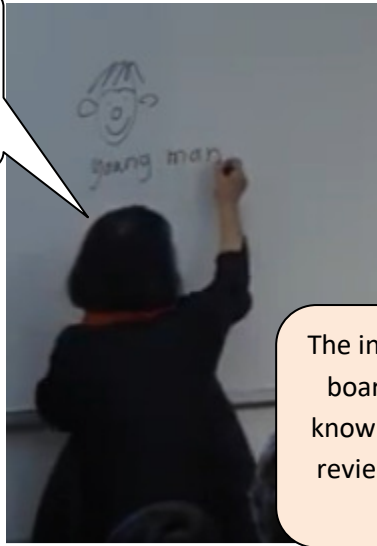
The instructor locates the story (Germany), and reviews other geographical names by saying that it was not there.

There was a young man.



The instructor draws quickly while she continues talking and naturally repeating or rephrasing sentences.

He was a young man.
Young man...
He was married...
He had a wife...

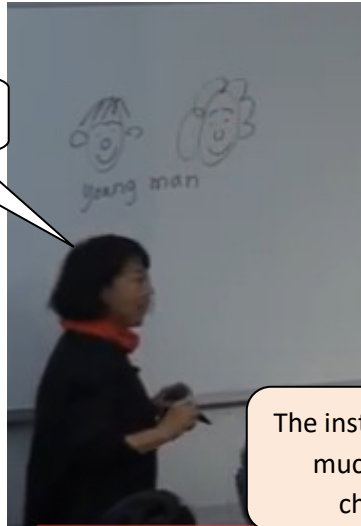


The instructor writes 'young man' on the board, even though the students may know these words already. It serves as a review, and it helps students who were unsure how to write it.



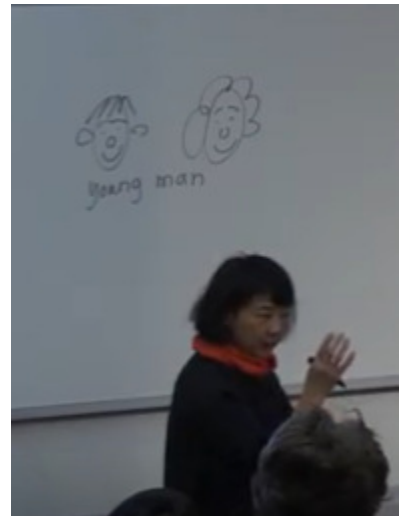
She was a young woman...
He was married and had a young woman...

OK?



The instructor does not need to repeat so much with 'the young woman,' but checks if students understood.

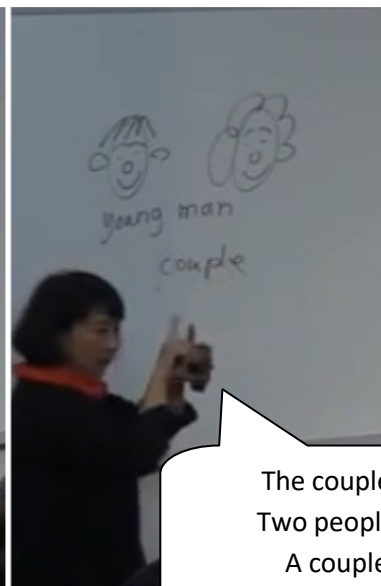
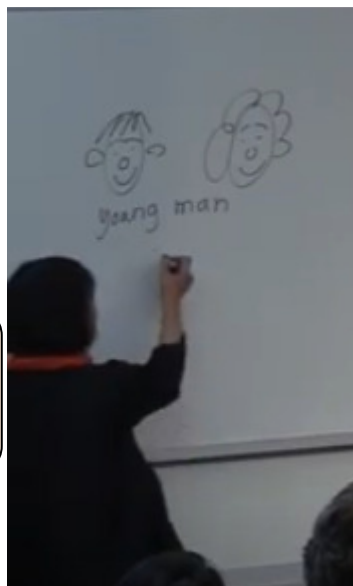
One day...
One day means... In Japanese (*translation*)
It is not like
one day, two days,
three days, four days...



The instructor clarifies some cultural background (she teaches in Japan) and reviews numbers by using gestures.

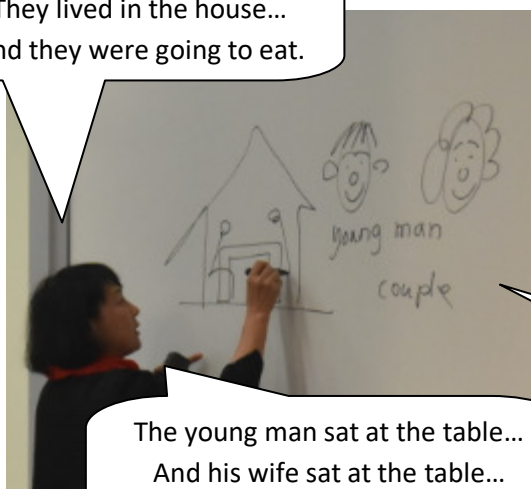
So, one day...
The young man and
the young woman...
The couple

The instructor presents a new word,
couple. It could be new to some students
and a review to others.



The couple...
Two people...
A couple

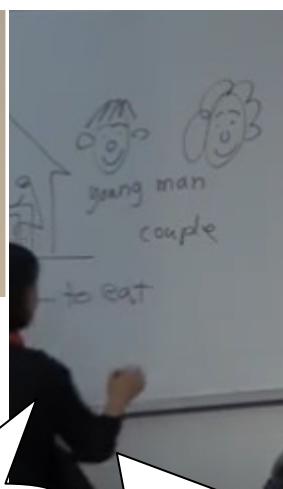
They were in the house...
They lived in the house...
And they were going to eat.



be about to...

The young man sat at the table...
And his wife sat at the table...
And they were going to...
They were about to...

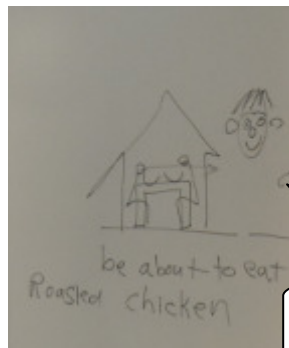
be about to... eat..



They were going to...
They haven't eaten yet, but
they were going to,
they were about to eat.

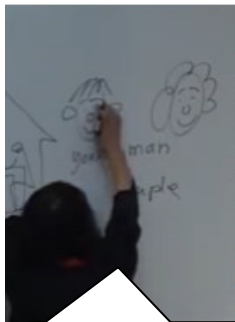
The instructor exemplifies the meaning
with drawings, synonyms, even sounds,
while she writes on the board the words
she needs (ex. infinitive of such verb).

They were about to eat...
a roasted chicken...
a chicken (*chicken noise*)
a chicken, it is roasted
It was a roasted chicken

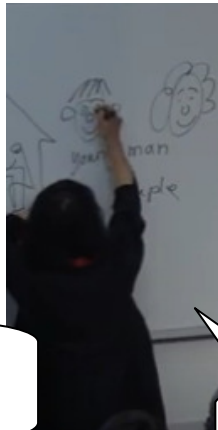


In the oven...
And you roast the chicken

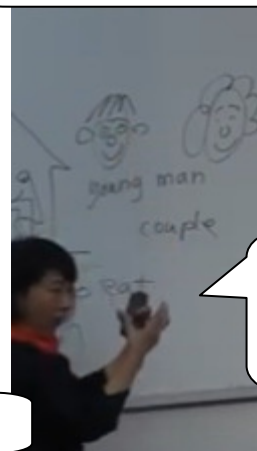
So, they were about to eat...
a roasted chicken



Then...
The young man... he saw



... he saw

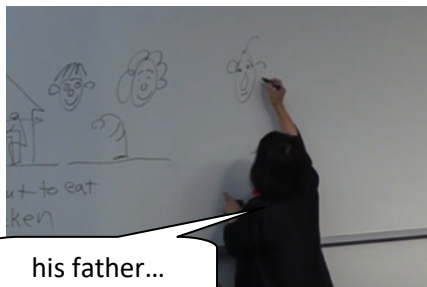


... he saw...
he saw
his father

The instructor erases the eyes and makes them big to show the meaning of 'saw,'
and she uses charades to show that too.

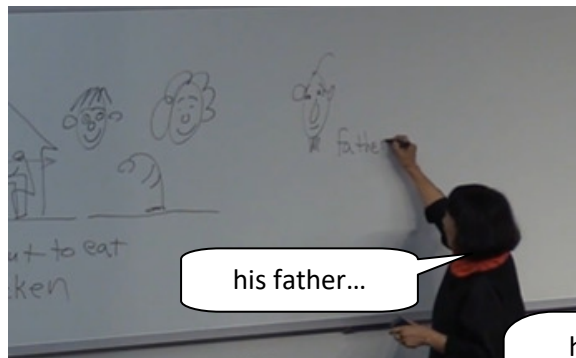
his father was
coming





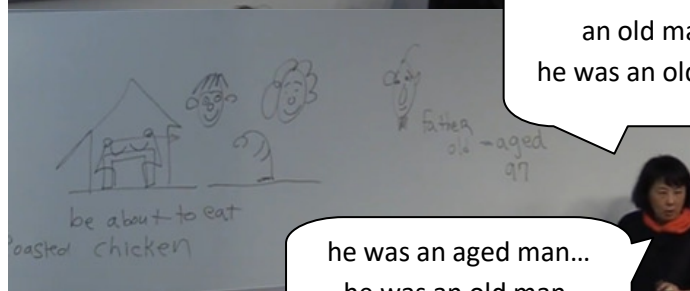
his father...

The instructor draws father and writes father (it helps reviewing how to spell that word). She also introduces 'old' and uses synonyms (*old* and *aged*), rephrasing the sentences as needed (it serves as a review of numbers, for ex.).

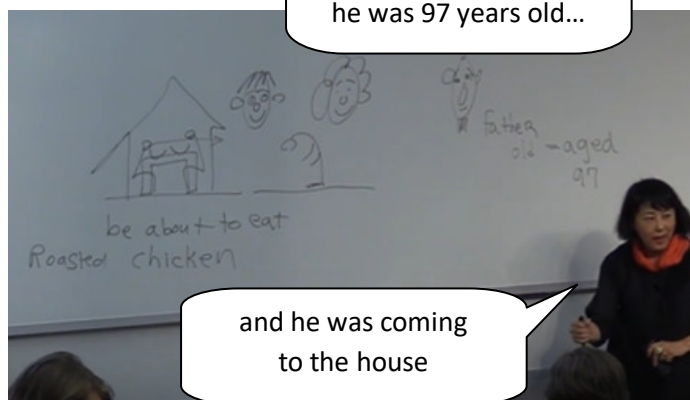


his father...

his father was an old man,
he was an old man.



he was an aged man...
he was an old man,
he was 97 years old...



and he was coming
to the house

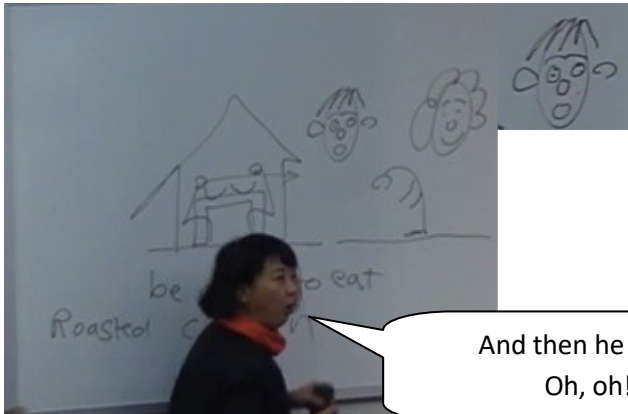
The instructor mimics the old man walking.



Now...,
the young man saw his
father coming...

The instructor
mimics 'saw' and
'coming.'

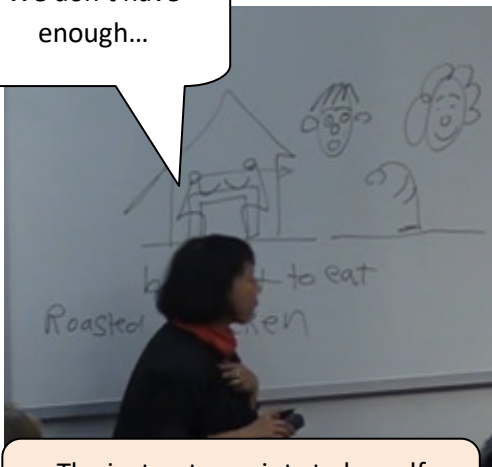




And then he said...
Oh, oh!

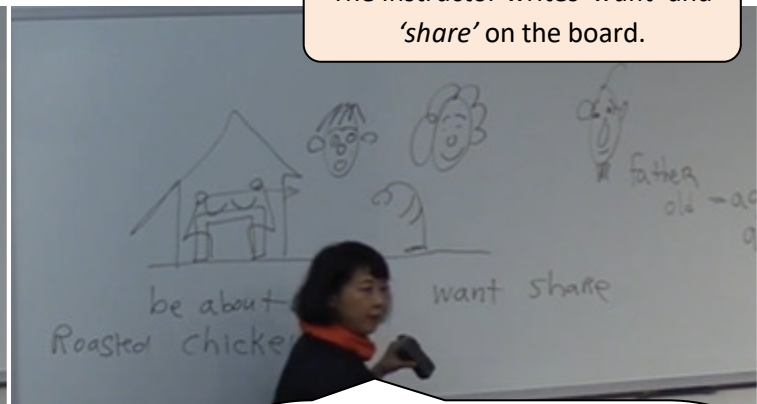
The instructor erases the mouth of the young man and redraws it to indicate that he said something. She uses changes in her tone to indicate surprise.

We don't have enough...

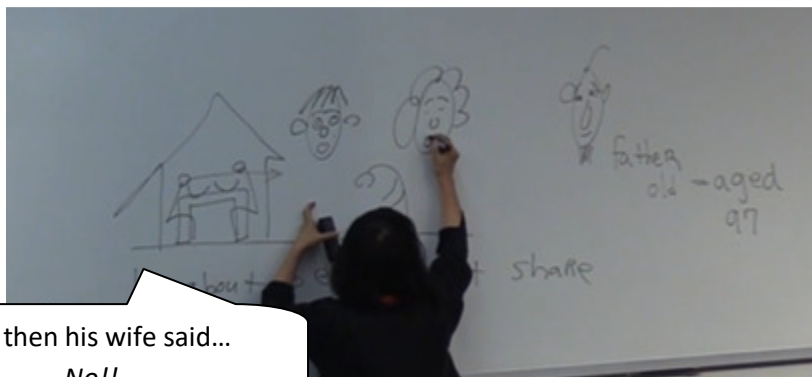


The instructor points to herself (gestures) to indicate we.

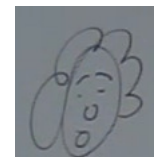
The instructor writes 'want' and 'share' on the board.



We do not want... OK?
We don't want...
We don't want to share...
We don't want to share this roasted chicken with my father... he said

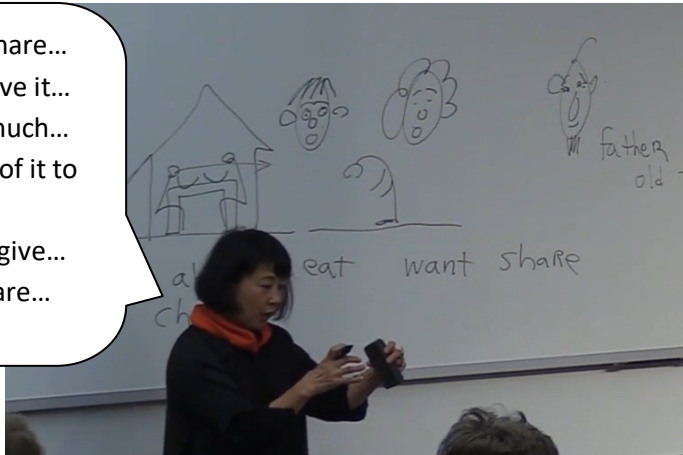


And then his wife said...
No!!



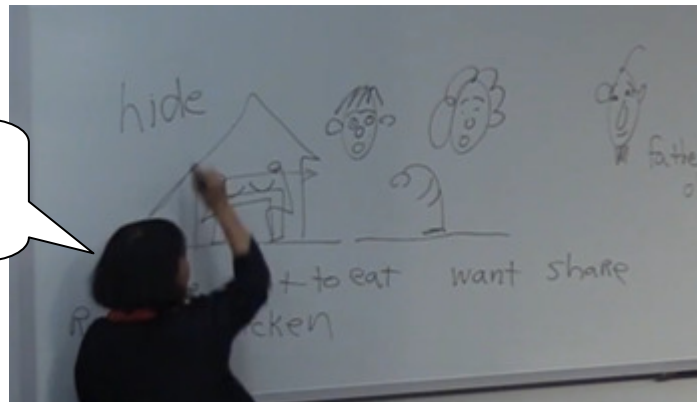
The instructor redraws the mouth to indicate what she said.

We don't want to share...
We don't want to give it...
We have only this much...
and I don't give half of it to
your father...
No, I don't want to give...
I don't want to share...
she said.



The instructor
uses gestures,
rephrases and
synonyms.

So, they said...
OK, we will hide...
We will hide.



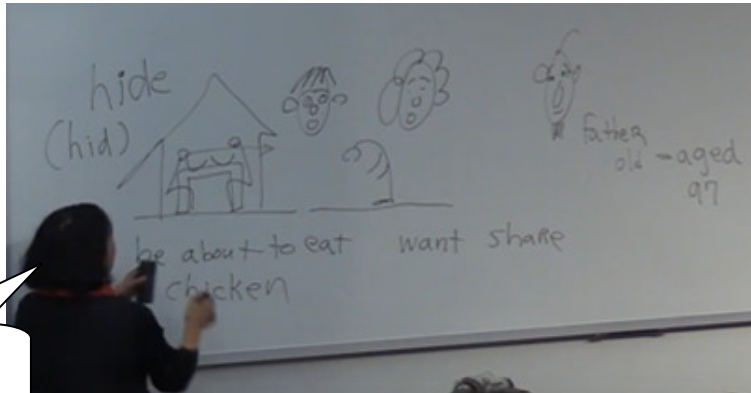
The instructor
writes the new
word on the
board.



Hide is... like...
I have my glasses...
expensive... they cost 460 dollars...
I'm going to hide it...
Hide it...
So we can't see it... OK?

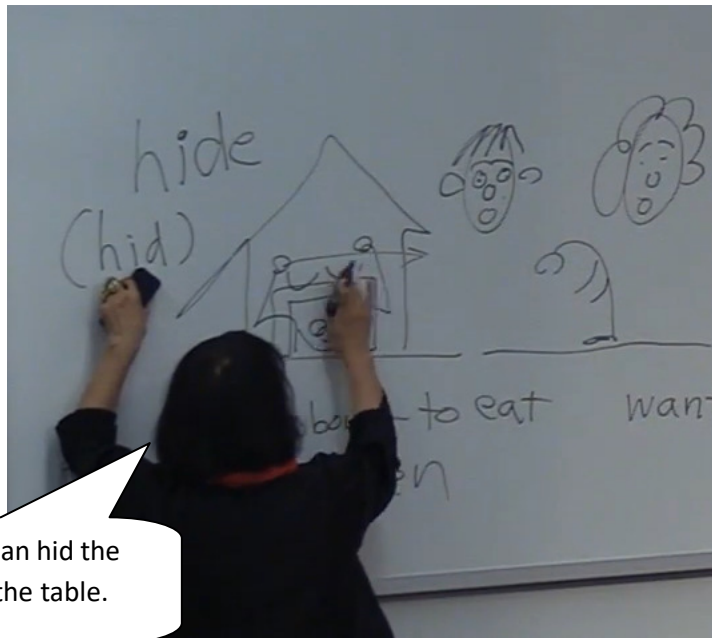


The instructor stops the story plot to explain the meaning of 'hide' by
mimicking what she means, and providing extra information



So, hide... hid

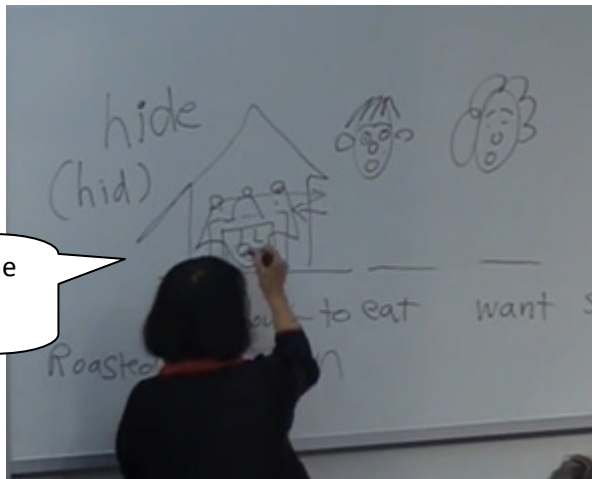
The instructor writes 'hid' (irregular past tense) under the infinitive 'hide.'



So, the young man hid the chicken under the table.

The instructor continues the story, pointing to the irregular form, while she continues drawing and telling the story. Students' laugh in a situation such as this one indicated that they understand the input.

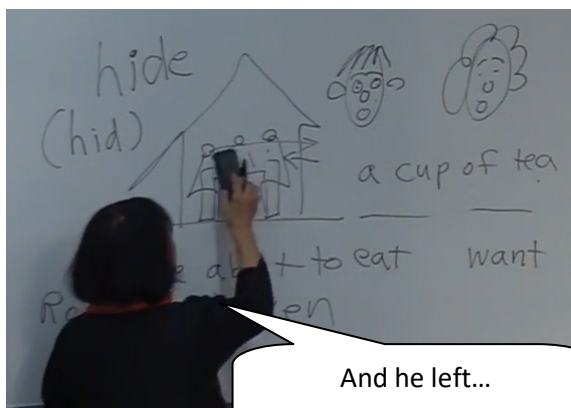
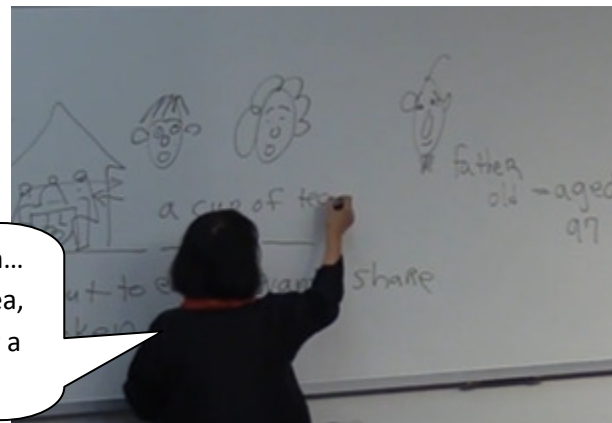
Now... The old man came
and he sat down...



The instructor
erases the old
man standing,
and draws an
arrow towards
the house. Then,
she draws the old
man at the table.

The instructor writes
the vocabulary ('a cup
of tea') on the board.

And he had a cup of tea...
After he had a cup of tea,
he said, 'Thank you, for a
cup of tea!'

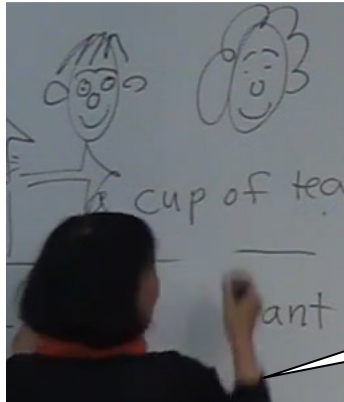


And he left...
He went away...

The instructor
erases the smiles
to indicate that
they are happy
now.



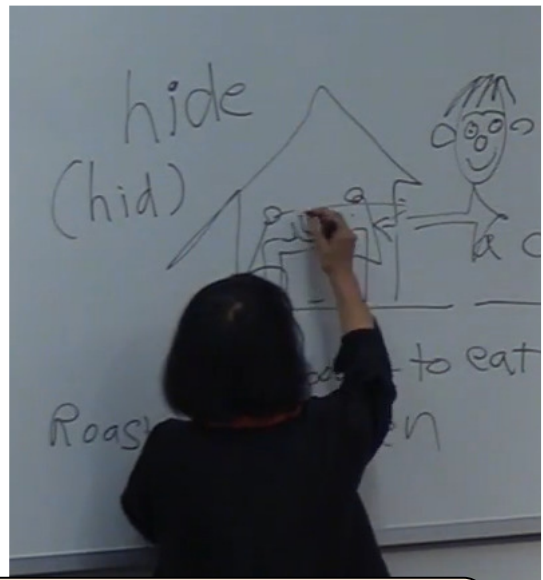
The instructor
erases the old
man sitting at the
table to indicate
that he left, draws
an arrow pointing
out of the house
and uses
gestures. She uses
synonyms.



Now, the wife and the son
were happy...
Oh, the father left.
Let's eat the chicken.

So,...

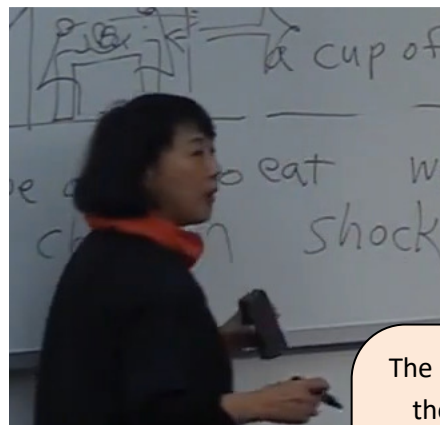
He took the chicken from
under the table and put it on
the table... the chicken.



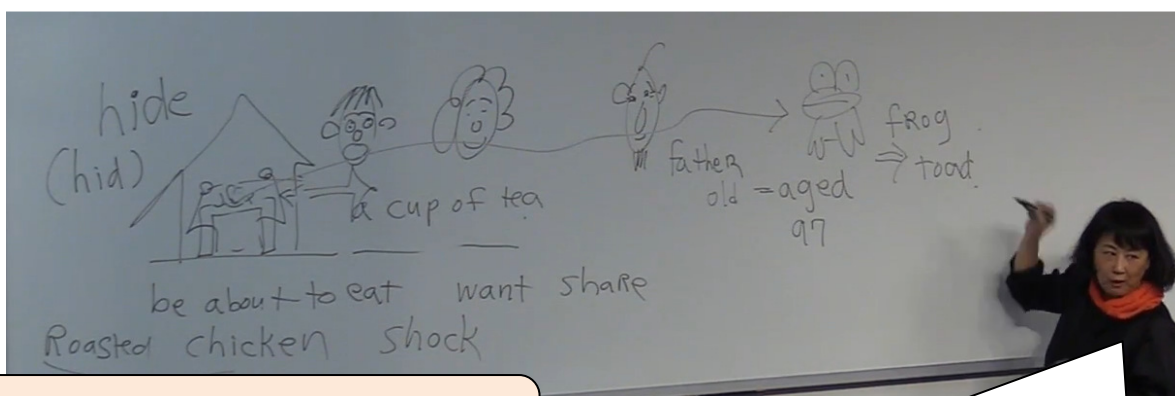
The instructor uses movement (charades) to indicate that he took the chicken from underneath the table and put it on top of it. She erases the chicken under the table and draws it on the table.



When he saw the chicken,
he went... Ah!!
He was shocked...
He was shocked...
He was surprised...
He was surprised...
He was shocked!

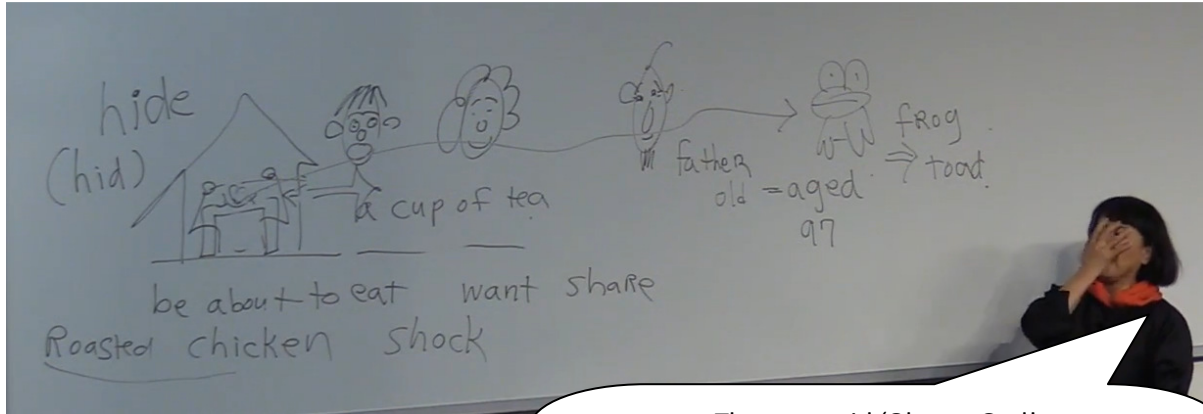


The instructor erases the mouth of the young man to indicate surprise. She also mimics his reaction. She writes the word 'shock' on the board.



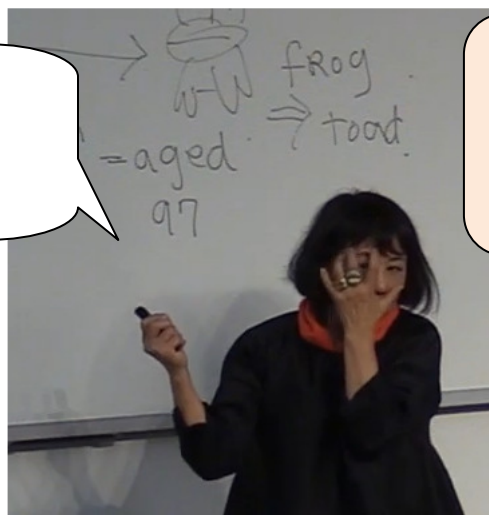
The instructor draws and writes words to explain meaning.

Because this was no longer a roasted chicken...
This was a chicken turned into a... frog
It turned into a toad...
Frog... toad

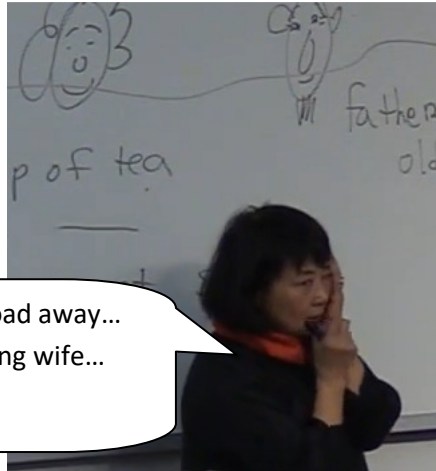


The man said 'Oh, my God!
It turned into a toad!
And then, this toad...
Jumped on his face, and he stayed.
He jumped on his face, and the toad stayed there.

Now..., the young man...
wanted to take the toad away...
but then...
the toad began to eat his face...

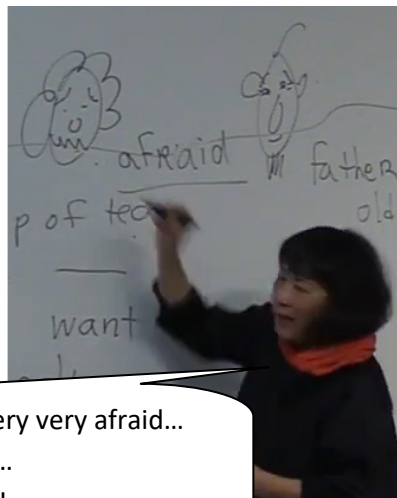


Unexpected occurrences of the story keep students' interest high. Students' reactions (ex. *Oh, no!*) to shocking events shows understanding of the message.



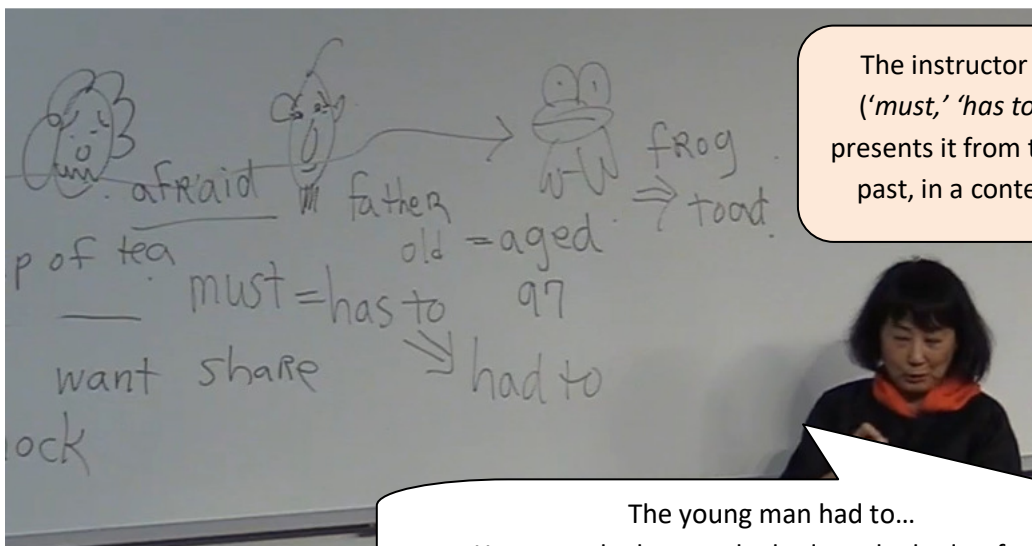
The instructor continues using gestures to make input comprehensible.

Now..., his wife wanted to take the toad away...
But then the toad looked at the young wife...
with a very bad look.



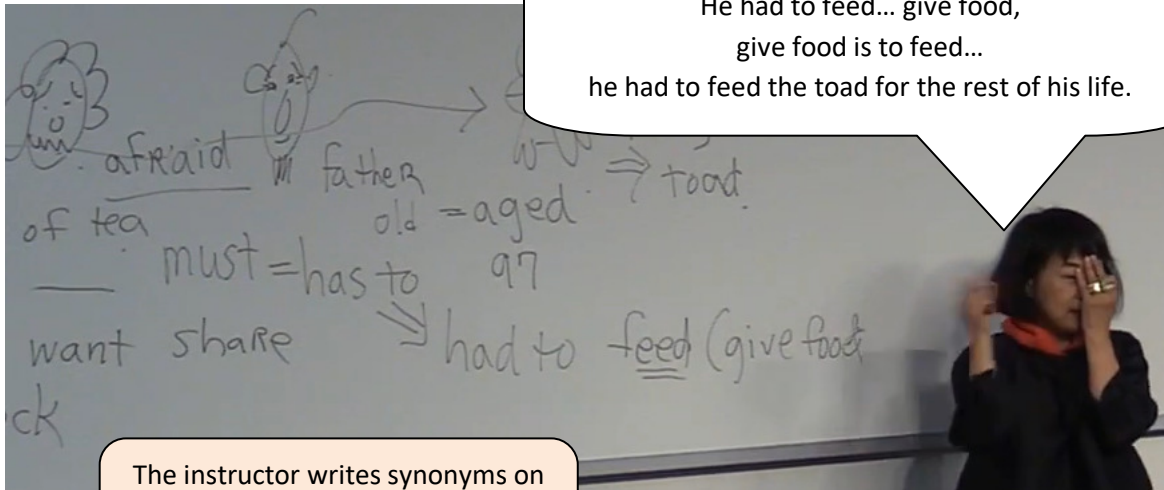
The instructor erases the mouth of the young woman to redraw it. Now, her mouth and eyebrows indicate that she is scared. She also wrote the word 'afraid.'

So, she was afraid, she was very very afraid...
She was afraid...
She was afraid!
And so... she didn't do anything!

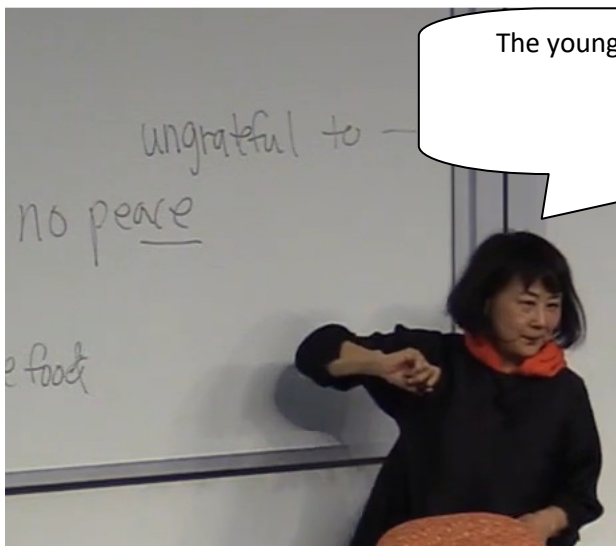


The instructor uses synonyms ('must,' 'has to,' 'had to'), and presents it from the present to the past, in a contextualized form.

The young man had to...
He must... he has to... he had to... he had to feed...
give food... give food to the toad...



The instructor writes synonyms on the board ('feed,' 'give food'), which are also word families.



The young man had no peace for the rest of his life... because he was ungrateful... ungrateful to his father.

The instructor writes vocabulary on the board with the preposition that normally accompanies it ('ungrateful to___'), and repeats it while she writes it.

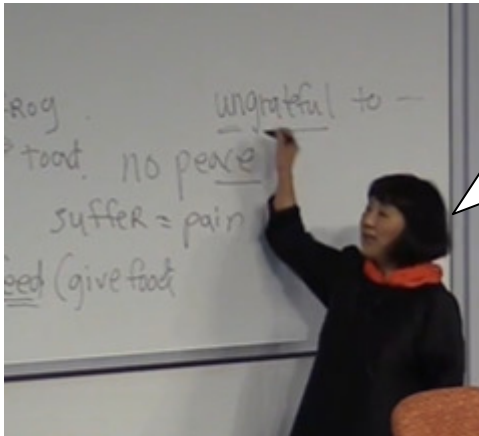
His father played with him when he was a little
boy,
he played with him baseball
His father gave him money to go to college...
His father did lots of things for him...
But he forgot all about it...



The instructor gives examples of the meaning of 'ungrateful' (connecting with the students' knowledge of the world).



And he was very ungrateful.
He did not want to share a roasted chicken.



So, the young man suffered.
The young man suffered.
Suffer means to pain
The young man suffered all his life because
he was an ungrateful son.

The instructor writes on the board
synonyms (suffer = pain), and uses the new
word in the story (in context).



THE END.

The instructor clarifies when
the story finishes, by saying
The end.