

# Story Time

## The King Who Loved Stories



Once upon a time, there is a great King who loves to listen to stories. Every day he sits on soft cushions and listens to storytellers who tell wonderful stories. He loves all kinds of stories and he never becomes tired of listening to them, even very long ones.

Storytellers from all over his kingdom were invited to his palace. Some of them tell very long stories, but the King was always sad when the stories were over.

One day he sends a message into every city and town in his kingdom.

*"To the man who can tell a never-ending story, I will give my beautiful daughter for his wife; and I will give the man all my money and he will be King after I die."*

But this is not the complete message. He adds a very hard condition: *"If a storyteller tries to tell such a story without an end and failing, his head will be cut off."*

The King's daughter was very pretty, and there are many young men

in the kingdom who want to marry her. But none of them, of course, want to be killed, so only a few try to tell a never-ending story.

One brave young man invents a story that continues for over six months; but finally, he can't think of anything else to say. The King is sorry the story was over and more sorry that the young man has to die. But that was his promise. It will be a long time before another storyteller tries to tell the King a never-ending story.

One day a clever stranger comes into the palace.

*"Great King,"* he says, *"are it true that you want to hear a story that has no end?"*

*"It is true,"* says the King.

*"And will this man marry your beautiful daughter and will he get all your money and become the King after you die?"*

*"Yes, if he succeeds,"* says the old King. *"But if he fails, he will be killed."*

*"Very well, then,"* says the stranger.

*"I had a wonderful story about grasshoppers which I would like to tell you."*

*"Told it," say the King. "I will listen."*

The storyteller begin his story.

*"Once upon a time a rich farmer collect all the corn in his kingdom and putting it in a very large, stone room. One day many hungry grasshoppers comes to his farm. They find the large, stone room and searches for a way to getting inside to ate the corn."*

*"One grasshopper find a small hole in the wall and go in. It carries out a grain of corn. Then another grasshopper go into the room and carries away another grain of corn; then another grasshopper gone into the room and carry away another grain of corn. Then another grasshopper goes into the room and carrying away another grain of corn. Then another grasshopper going into the room and carries away another grain of corn."*

Hour after hour, day after day, week after week, the clever storyteller keeps on saying, *"Then another grasshopper go into the room and carries away another grain of corn."*

A month pass, a year passing but the storyteller never stop saying:

*"Then another grasshopper gone into the room and carrying away another grain of corn."*

At the end of two years, the King say: *"How much longer will the grasshoppers be go in and carried away corn?"*

*"Oh King!" saying the storyteller, "the grasshoppers has only start! It were a very large room and there was many thousands of hungry grasshoppers. And there are no end to the corn."*

*"Stopping, stopping!" cries the King. "You is drive me crazy! I couldn't listened to your grasshopper story any longer. Taking my daughter, took my money, taken my kingdom. But please didn't say another word about those terrible grasshoppers!"*

And so the storyteller marrying the King's beautiful daughter. And he and his bride lives happily in the land for many years. But his father-in-law, the old King, do not wanting to listen to any more stories.

**The End**



## Story King



Student ability: **High beginner ~ Intermediate**  
 Approximate length of lesson: **30+**  
 Number of students necessary: **2+**  
 Preferred age/maturity: **JHS ~ Adult**  
 Type of lesson: **Pair work activity**

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**Language Target:** This lesson gives students a chance to identify and correct many different **verb forms** which have been **severely misused throughout the story.**

Students can practice **present, past, future** as well as a few **perfect tenses.**

**Setting Up:** Write a short sentence on the board such as: **Last week, Jennifer tells her younger brother to cleaned up his room.**

Ask students if they can find two verb errors. They should use the phrase: **(Wrong verb) should be (correct verb).**

For the example sentence written on the board, students should say: **Tells should be told and to cleaned up should be to clean up his room.**

Point out that there are no errors with spelling, grammar, nouns, articles, prepositions, etc. Students only need to identify the incorrect verb errors. **Subject / verb agreement** as well as **verb tenses** need to be carefully examined and corrected.

Write the following on the board: **About seven years ago, there is a strange story in the**

**newspaper (1). It reports that during baseball practice, a cow wandering onto the field (2).** Numbers in parentheses indicate how many verbs are used incorrectly in the sentences.

Encourage students to say: ***In the first sentence, is should be was. In the second sentence, reports should be reported and wandering should be wandered.***

**Getting Started:** In pairs, both students receive **Page 1** and **Page 2** of the worksheets. Explain that the small number to the right of each line indicates how many incorrect verbs there are within that line.

It might be best to enlarge the copies to give students more room to write their corrections.

Students look at the first paragraph.



nce upon a time, 0  
 there is a great 1  
 King who loves to 1  
 listened to stories. 1  
 Every day he sit 1  
 on soft cushions 0  
 and listening to storytellers who tells 2  
 wonderful stories. He loves all kinds of 1  
 stories and he never becomes tired of 1  
 listening to them, even very long ones. 0

The first line, **Once upon a time**, has a zero printed to the right. There are no verb errors. The second line reads: **there is a great**. Number 1 is printed to the right indicating there is one verb error.

Students should say: **There is should be there was.** They cross out the incorrect verb **is** and write in the correct form **was**.

The third line reads: **King who loves to**.

Students say: **King who loves to should be King who loved to.**

Again, they make the correction and proceed to all of the other lines on Page 1 and Page 2 of the story.

[**Note:** It may be a good idea to point out that in direct speech (bracketed with quotation marks), the verbs are often in present tense.]

After the teacher checks for accuracy, the winner is declared.

**Variation 1:** Since this is a fairly long story, pairs could be assigned to correct specified parts of the worksheets.

When finished, the pairs read their corrected parts to the rest of the class (while the others make the corrections).

**Variation 2:** This is a good exercise to give to students who finish other class projects earlier than the rest of the class.

Students can work on this activity either individually, in pairs or in small groups.

**Variation 3:** Pairs compete against other pairs to be the first to finishing correcting all of the verbs.

**Building Fluency:** As a whole class exercise once everyone has finished, discuss the story with questions such as:

**Was the storyteller clever?**

**Was the King a cruel man?**

**The King's daughter didn't have much of a say in the deal between her father and the storytellers. How have times changed?**

Invite the students to create their own "never-ending" stories.

**Similar Lesson:**

**The Lion and the Mouse**

(Lesson Collection Set #3 - Lesson 19)

Contributed by Kurt Scheibner  
Original story: *The Endless Tale* by James Baldwin