
JACK AND THE BEANSTALK

LET'S READ A STORYBOOK TOGETHER

Type of modul	Story-time
Level	A1
Target group	10-13-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Story-time
DESCRIPTION OF MODULE	Learners read a traditional storybook together, complete a variety of reading comprehension tasks, learn a rhyme in connection with the story, role-play short dialogues from the story and play a board game in groups at the end of the module.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ To introduce a traditional children’s story in English ■ To develop appreciation of authentic children’s literature ■ To develop comprehension skills in understanding a story as a whole ■ To motivate learners to read storybooks in English
TIMEFRAME	6 lessons
TARGET GROUP	10-13-year-old learners
LANGUAGE LEVEL	A1 : learners can read and write in English by themselves
SUGGESTED LANGUAGE COMPETENCE	<p>Learners</p> <ul style="list-style-type: none"> ■ can describe characters in simple sentences, etc. ■ have some experience in listening to and reading a narrative text ■ have some experience in role-playing
LINKS OF THE MODULE	
Cross-curricular links	<p>Literature – stories in Hungarian</p> <p>Drama – acting out</p> <p>Science – growing plants</p> <p>Art – illustrating a story</p>
Links with other modules	The Gingerbread Man
FOCI OF SKILLS DEVELOPMENT	
Communicative language skills	<ul style="list-style-type: none"> ■ describing characters from a story ■ telling narrative parts of a story ■ role-playing a short dialogue from the story

General
educational skills

- listening attentively to a story and to each other in a role-play
- appreciating children's literature in English
- building self-confidence in reading authentic materials

EVALUATION

This module gives Ls the chance to evaluate each other's performance in a role-play by previously given criteria. T should encourage and make sure that Ls focus on giving positive feedback to each other.

SUGGESTIONS

This module is built on a storybook, *Jack and the Beanstalk* in Penguin Young Readers (published by Pearson Education Limited 2000. ISBN 0582 428599). The materials and the activities are based on this version of the traditional children's story. Any other editions of this story can be used in the lessons with some conscious adaptation.

In shared story telling Ls listen to the T reading out a storybook. Before starting reading make sure each child can see the storybook well. Children should be seated close to the T, on a carpet or on small cushions on the floor. While reading the storybook T should sit on a chair holding the book steadily in one hand on one side at about shoulder height. To convey meaning it is important for the T to explicitly express and identify with her voice and her gestures what the story is about or who is speaking. T can even exaggerate to make her performance clear, meaningful and enjoyable. While reading aloud T can involve the Ls by asking them to point to some pictures, asking questions about details of the story / pictures. At the end discuss the morale of the story (in Hungarian).

Lesson 6 can be devoted to a board game which revises and summarizes vocabulary, phrases, descriptions and dialogues covered in the previous lessons. If needed, instead of playing a board game, this lesson can also be used to complete all the tasks in case the group needs more time. Or the lesson can be omitted if Ls feel they have fully exploited the story in the previous lessons.

BACK UP SYSTEMS

Storybooks especially written for language learners:

Jack and the Beanstalk from Penguin Young Readers (Publisher: Pearson Education Limited 2000. ISBN 0582 428599).

Jack and the Beanstalk (Publisher: Oxford University Press 2006. ISBN 0194225380)

Other editions of children storybooks from www.amazon.co.uk

Jack and the beanstalk (Publisher: Ladybird Books Ltd 2005. ISBN 1844223051)

Jack and the Beanstalk – First Favourite Tales. (Illustrator: R. Rivers Publisher: Ladybird Books Ltd 1999. ISBN: 0721497403)

Jack and the Beanstalk – Lift-the-Flap Fairy Tales (Illustrator: Nick Sharratt. Stephen Tucker. Publisher: Macmillan Children's Books 2002. ISBN: 0333962184)

Jack and the Beanstalk – A Barefoot Paperback Richard (Illustrator: Richard Walker. Niamh Sharkey. Publisher: Barefoot Books 2000. ISBN: 190122337X)

MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Developing Ls' vocabulary in connection with the story</p> <p>Developing Ls' listening comprehension in following instructions and in picture descriptions</p> <p>Improving Ls' speaking skills in describing story characters</p>	<p>Introducing a story and extending vocabulary</p> <p>Playing a TPR activity: planting beans</p>	<p>Beans, bean soup, Mr Bean, beanstalk</p> <p>Make a hole in the soil.</p> <p>Put the beans into the hole.</p> <p>Cover the beans with some soil.</p> <p>Water it.</p> <p>Watch it grow. It grows and grows and grows... into a large beanstalk.</p> <p>magic beans, a horrible giant, a bag of gold, a golden harp, the giant's wife, an old man, an ugly cow, a beautiful castle, a green beanstalk, a magic hen, a little boy, Jack's mother</p>	<p>a feelie bag</p> <p>5 beans, some soil, a flower pot and some water</p> <p>1.3 Story pictures 1.3 Word cards</p> <p>1.5 Homework task</p>
2	<p>Improving Ls' skills in describing story characters</p> <p>Developing Ls' listening comprehension skills in understanding a story as a whole</p> <p>Improving Ls' skills in listening to a story attentively</p> <p>Improving Ls' listening comprehension skills in acting out a rhyme</p> <p>Improving Ls' memory skills</p>	<p>Describing pictures</p> <p>Reading a storybook</p> <p>Learning a rhyme – Who stole the cookies?</p>	<p>This is an ugly cow. It's thin and skinny. It's got a long tail. It eats grass. It gives little milk.</p> <p>Who stole the cookies from the cookie jar? – rhyme</p>	<p>a ball</p> <p>Jack and the beanstalk storybook 1.3 Story pictures</p> <p>1.7 Homework task</p> <p>2.2 Word list</p> <p>2.2 Gapped text</p> <p>1.3 Word cards</p> <p>a large empty jar or tin</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Developing Ls' reading comprehension skills in understanding details of a story</p> <p>Developing Ls' creativity in completing missing details</p> <p>Improving Ls' speaking skills in describing pictures of a story</p>	<p>Miming game</p> <p>Reading comprehension tasks in groups</p>	<p>Instructions: Walk like a giant. Run after the hen. Climb up the beanstalk. Play the harp. Etc.</p>	<p>Jack and the beanstalk storybook 3.3 Reading tasks 1-4 and keys</p> <p>3.4 Homework task</p>
4	<p>Developing Ls' reading comprehension skills in understanding details of a story</p> <p>Improving Ls' speaking skills in describing pictures of a story</p> <p>Developing Ls' speaking skills in role-plays</p>	<p>Reading comprehension tasks</p> <p>Preparing for role-plays</p>	<p>Dialogue for role-play e.g.:</p> <ul style="list-style-type: none"> – Mother, I'm hungry. – We've got no money, Jack. <p>Take the old cow to market and sell it.</p> <ul style="list-style-type: none"> – Ok, Mother. – Be careful, son. 	<p>3.4 Homework task</p> <p>Jack and the beanstalk storybook</p> <p>4.3 Dialogues 1-4</p> <p>4.5 Homework task</p>
5	<p>Developing co-operation and working together in a role-play</p> <p>Developing Ls' self-confidence by a role-play</p> <p>Developing Ls' skills in listening attentively to each other while performing a role-play</p> <p>Developing Ls' skills in peer-evaluation in the role-play</p>	<p>Role-plays and evaluation</p>	<p>Dialogue for role-play e.g.:</p> <ul style="list-style-type: none"> – Mother, I'm hungry. – We've got no money, Jack. <p>Take the old cow to market and sell it.</p> <ul style="list-style-type: none"> – Ok, Mother. – Be careful, son. <p>Tomi and Sári were good.</p> <p>Group 1 was super.</p>	<p>a ball</p> <p>4.5 Homework task 4.3</p> <p>Dialogues 1-4</p>

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
6	<p>Developing Ls' skills in understanding and discussing the moral of the story</p> <p>Developing appreciation towards authentic children's literature, a poem</p> <p>Motivating learners to read poems in English</p> <p>Developing Ls' skills in cooperation when playing together</p>	<p>Reading a poem: When the Giant comes to breakfast</p> <p>Playing a board game in groups: Who stole the Giant's laptop?</p>	<p>Poem: When the giant comes to breakfast</p> <p>Asking questions and describing people</p> <p>Useful phrases for playing the board game:</p> <p>It's your turn.</p> <p>Throw the dice.</p> <p>Put your counter on square.</p> <p>Ask a question.</p> <p>Who stole the Giant's laptop?</p>	<p>6.1 Poem poster</p> <p>1.3 Story pictures</p> <p>6.3 How to play the board game</p> <p>6.3 Boardgame</p> <p>a dice</p> <p>counters for each player except one</p> <p>6.3 Picture cards</p>

PROCEDURE

LESSON 1: KEY WORDS AND THE MAIN PLOT

AIMS OF THE LESSON

- to develop Ls' vocabulary in connection with the story
- to develop Ls' listening comprehension by following instructions and in picture descriptions
- to improve Ls' speaking skills in describing story characters

MATERIALS AND RESOURCES

1.3 Story picture, 1.3 Word cards, 6-8 sheets of A4 paper, 1.5 Homework task

Before the lesson: Bring in 5 beans in a feelie bag, some soil, a flower pot and some water. Put 1.3 Story pictures on the wall.

STAGE 1 **Warmer – Guessing game**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Developing senses in touching and guessing
Making improved guesses

ORGANISATION Whole class

AIDS AND MATERIALS A bag with some beans in it

TEACHER'S ACTIVITIES

1. Introduce feelie bag, walk around and ask Ls to touch and guess what can be in the bag.
3. Initiate a discussion about 'beans'. Elicit answers:
T: *What kind of food do you know with beans? What do you know about beans?*
Collect phrases with 'bean' and write them on the board.

LEARNERS' ACTIVITIES

1. Each L puts his / her hand in the bag and touches the content (beans). They guess what is in the bag but do not say it aloud. Ls cannot look at the content of the bag.
2. Ls say what they think is in the bag.
3. Ls reply the questions in Hungarian or in English.
Ls: *Bean soup, babfőzelék. You can plant them. They grow fast.*
Ls say phrases with the word 'bean' in Hungarian or in English.
Ls: *bean soup, Mr Bean, beanstalk*

STAGE 2	TPR (total physical response) activity – planting beans
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding and following instructions Miming
ORGANISATION	Whole class
AIDS AND MATERIALS	5 beans, some soil, a flower pot and some water

TEACHER'S ACTIVITIES

1. Prepare 5 beans, some soil, a flower pot and some water. Introduce what you have got.
T: *Look, I've got some soil, some beans, some water and a flower pot. I'm going to plant the beans. Watch.*
Say and mime how to plant beans.
T: *Make a hole in the soil. Put the beans into the hole. Cover the beans with some soil. Water it. Watch it grow. (Stand by the flower pot and wait.) It grows and grows and grows...into a large beanstalk. (Look up to imitate how high your beans have grown.)*
2. Tell the instructions again and mime the actions. Invite Ls to copy your actions.
3. Repeat the instructions and encourage Ls to join in the mime.

LEARNERS' ACTIVITIES

1. Ls listen and watch.
2. Ls mime and follow the actions.
3. Ls join in with text and mime.
Ls: *Make a hole in the soil. Put the beans into the hole. Cover the beans with some soil. Water it. Watch it grow. It grows and grows and grows...into a large beanstalk.*

STAGE 3	Introducing characters and objects – Jack and the beanstalk
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Vocabulary building Recognizing words Building association between words, corresponding pictures and written forms Reading aloud and pronunciation Memory Concentration
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Story pictures, 1.3 Word cards, 6-8 sheets of A4 paper

TEACHER'S ACTIVITIES

1. Show the cover page of the storybook and elicit information about the story.
T: *I've got a storybook about a large beanstalk. It's Jack and the beanstalk. Do you know this story? What can you remember about it?*
2. Put 1.3 Story pictures on the wall before the lesson. Introduce 1.3 Story pictures: characters and key objects. Name each picture and ask Ls to go and find the right picture. Start naming the pictures with the ones that Ls may recognize easily.
T: *a little boy, an old man, an ugly cow, a beautiful castle, Jack's mother, a magic hen, a green beanstalk*
And then gradually carry on with less familiar phrases.
T: *a bag of gold, the giant's wife, a golden harp, magic beans, a horrible giant*
3. Ask Ls to stand in a circle. Take a picture off the board and name it. Pass on the picture to a L and ask him / her to repeat the word. Carry on.
4. When Ls feel confident about repeating the words, T can speed up the process by starting the next round when a picture reaches the 4th L. At the end of the game all the pictures end up with the T.

LEARNERS' ACTIVITIES

1. Ls recall the story if they can in Hungarian. Pl.: *Az égigérő paszuly*
2. Ls take all the pictures from the wall one by one as T names them.
3. Ls stand in a circle, pass on and name each picture.
L1: *a golden harp*
L2: *a golden harp, etc.*
4. Ls try to catch the rhythm of the game and repeat the word of the picture cards as they get it.

5. Put pictures back on the board as they arrive. Ask Ls to label each picture with 1.3 Word cards and practise reading. To practise reading aloud change your voice, your mood, the pace of your reading.
 6. Play a memory game. Ask Ls to memorize the words, then take off a few word cards. Repeat the game with different pictures.
 7. Cover 6-8 pictures with A4 sheets. Repeat the game with different pictures.
5. Ls label each picture with 1.3 Word cards and practise reading aloud. They repeat the words after the T.
 6. Ls guess what is missing.
 7. Ls guess and name which pictures are covered

VARIATION FOR LARGE CLASSES

AIDS AND MATERIALS	1.3 Story pictures, 1.3 Word cards, 6-8 sheets of A4 paper
DESCRIPTION	Make two groups, divide the pictures into two groups and play the games described in Stage 3 Step 6 and 7 simultaneously. When Ls become confident in recognizing and naming the pictures, they change places and play the above games with the other half of the pictures.

STAGE 4	Introducing the main plot – Jack and the beanstalk
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding picture descriptions Describing pictures Making logical links between pictures Constructing a story from details
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Story pictures

TEACHER'S ACTIVITIES

1. Create two groups from 1.3 Story pictures on the board. Select the main characters and their objects.
Group 1: a little boy, Jack's mother, an ugly cow;
Group 2: a horrible giant, the giant's wife, a golden harp, a bag of gold, a magic hen, a beautiful castle.

LEARNERS' ACTIVITIES

2. Describe the key situation from the story.

T: (pictures in Group 1) *This is Jack. He's a little boy. This is Jack's mother. They live in a small house in the forest. They have got an ugly cow. They have no money, no food. They are poor.*

T: (pictures in Group 2) *This is the horrible giant and this is the giant's wife. They live in a beautiful castle. The giant is rich. He has got a bag of gold, a magic hen and a golden harp. The giant is huge, he eats a lot.*

3. Elicit ideas about the remaining pictures and encourage Ls to guess how the pictures can be connected to the rest.

T: *What is the problem here? What do you think Jack wants? How does he get it? What does the Giant do?*

2. Ls listen to the T.

3. Ls say what their guesses are and construct or reconstruct the story in English or in Hungarian.

VARIATION FOR MORE CONFIDENT AND FLUENT SPAEKER

AIDS AND MATERIALS	1.3 Story pictures
DESCRIPTION	Ask Ls to describe the pictures in the two groups. Ls: <i>This is a giant. He's huge and tall.</i> Encourage more fluent Ls to say what the story can be about.
STAGE 5	Homework task
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Recognizing words Vocabulary building Creativity Creating visual interpretation
ORGANISATION	Whole class
AIDS AND MATERIALS	1.5 Homework task

TEACHER'S ACTIVITIES

1. Explain homework and hand out copies of 1.5 Homework task.

T: *Draw the 12 story pictures above the words.*

LEARNERS' ACTIVITIES

1. Ls make note of their homework.

LESSON 2: READING A STORYBOOK

AIMS OF THE LESSON

- to improve Ls' skills in describing story characters
- to develop Ls' listening comprehension skills in understanding a story as a whole
- to improve Ls' skills in listening to a story attentively
- to improve Ls' listening comprehension skills in acting out a rhyme
- to improve Ls' memory skills

MATERIALS AND RESOURCES

a ball, Jack and the beanstalk storybook (any edition for beginner young learners), 1.3 Story pictures, 1.7 Homework task, 2.2 Word list (one copy per pairs), 2.2 Gapped text (see Variation 1), 1.3 Word cards, a large empty jar or tin

STAGE 1

Warmer – Guessing game

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Recognizing a picture from details, identifying pictures
Grouping
Problem solving in groups
Memory

ORGANISATION

Whole class

AIDS AND MATERIALS

1.3 Story pictures, a ball, 1.7 Homework task

TEACHER'S ACTIVITIES

1. Play a slow reveal guessing game with 1.3 Story pictures. Hide each picture behind an A4 sheet and slowly reveal it from the top, from the bottom or from the sides. Make sure it is not transparent. Encourage Ls to recognize pictures from details.
2. Put all the pictures on the floor and write names of groups on the board. Ask Ls to group the pictures.
Groups: people / animals / plants / objects

LEARNERS' ACTIVITIES

1. Ls name each picture as soon as they recognize it from the details.
2. Ls group the pictures on the board and name each picture again.

3. Ask Ls to memorize which pictures are in each group. Cover a group of pictures on the board and ask Ls to recall which pictures belong to that group.
T: *What's in the 'Objects' group?*
 4. Cover all pictures on the board. Call out a group name. Throw the ball and ask Ls to give an example from that group.
T: *People*
 5. Check 1.5 Homework task. Point to a picture on the wall and ask Ls to name it.
3. Ls memorize which pictures belong to each group.
Ls: a golden harp, a magic hen, etc.
 4. Ls catch the ball and give an example from the given group.
Ls: a little boy
 5. Ls name each picture and check their drawings in 1.5 Homework task.

STAGE 2	Words and pictures
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying words and matching to pictures Describing pictures Problem solving in groups Evaluating each others' work
ORGANISATION	Pair work
AIDS AND MATERIALS	1.3 Story pictures, 2.2 Word list

TEACHER'S ACTIVITIES

1. Ask Ls to make pairs. Hand out 2.2 Word list to each pair of Ls.
Word list: tail / ugly / milk / thin / grass – an ugly cow
Word list: tall / hungry / horrible / fat / little boys – a horrible giant
Word list: two legs / nice / golden eggs / bird / seeds – a magic hen
Word list: gold / music / beautiful / strings / sing – a golden harp
Word list: poor / young / clever / fast / hungry – a little boy
Word list: beans / tall / climb up / green / plant – a green beanstalk
(If there are more than 12 Ls in the group make multiple copies from the word lists.)
2. Give feedback on Ls' work.

LEARNERS' ACTIVITIES

1. Ls in pairs get a list of 5 words about one of the pictures. They find which picture the list belongs to and they put their Word list next to the picture.
2. Ls walk around and check the Word lists at each picture. Ls can try and describe the pictures using the words from the list.

VARIATION FOR CONFIDENT READERS

AIDS AND MATERIALS	2.2 Word list, 2.2 Gapped text
DESCRIPTION	<p>Ls in pairs get a text with missing words to fill in. They use the 5 words from the list. When they are ready, Ls read out the text to others who do the task described in Variation 2. (It is suggested to offer the tasks in Variation 1 and 2 to the same number of Ls so they can pair up when they are finished.)</p> <p>Key:</p> <p>This is an ugly cow. It's thin and skinny. It's got a long tail. It eats grass. It gives little milk.</p> <p>This is a horrible giant. He's very tall and fat. He is always hungry. He likes to eat little boys.</p> <p>This is a magic hen. It's a special bird. It's got two legs. It eats seeds. It lays golden eggs.</p> <p>This is a golden harp. It's got golden strings. You can play beautiful music on it. You can also sing along.</p> <p>This is Jack. He is young and poor. He has no food and he is hungry. He can trick the Giant, he is clever. He can run fast.</p> <p>This is a green beanstalk. It's a very tall plant. Beans grow on it. You can climb up the beanstalk.</p>

VARIATION 2 FOR FLUENT AND CONFIDENT SPEAKERS

AIDS AND MATERIALS	2.2 Word list
DESCRIPTION	<p>Ls in pairs describe the characters using their Word list. T monitors. When they have finished their task, Ls listen to others' reading aloud who have done the task described in Variation 1.</p> <p>Word list: tail / ugly / milk / thin / grass</p> <p>Ls: <i>This is an ugly cow. It's thin and skinny. It's got a long tail. It eats grass. It gives little milk.</i></p>

STAGE 3	Shared reading – Jack and the beanstalk
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	<p>Understanding a story</p> <p>Following the actions of a story, identifying characters, noticing details in a story with the help of illustrations</p>
ORGANISATION	Whole class
AIDS AND MATERIALS	Jack and the beanstalk storybook

TEACHER'S ACTIVITIES

1. Ask Ls to sit in a circle on their chairs or on cushions on the floor. Take a copy of the Jack and the beanstalk storybook and read it aloud to the class. (For ideas how to do shared reading see Suggestions above.)

While reading aloud involve Ls by asking them to point to some of the pictures.

T: *Point to Jack's mother.*

Ask questions about details of the story or the pictures.

T: *Where does Jack's cow live? Find Jack in the picture. Where is he? Where did he hide? Look at what the Giant has for dinner. Do you like it? Could you eat this much? Imagine you are Jack. You have a bag of gold. What would you do with it? What did Jack steal from the Giant? Was this nice?*

LEARNERS' ACTIVITIES

1. Ls sit comfortably on their chairs or on cushions on the floor for reading.

Ls reply to these questions in Hungarian or in English.

STAGE 4	Rhyme – Who stole the cookies?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Chanting Pronunciation Stress and intonation Acting out Concentration Memory
ORGANISATION	Whole class
AIDS AND MATERIALS	A large empty jar or tin

TEACHER'S ACTIVITIES

1. Introduce the rhyme using a large empty jar for acting out. When saying the rhyme pay attention to the stress pattern, too and exaggerate slightly to demonstrate the beat. (E.g.: WHO stole the COOKIES from the COOKIE JAR? MARK stole the COOKIES from the COOKIE JAR.) To add more beat to the rhyme, clap on your hands once and then again on your knees, repeat.

LEARNERS' ACTIVITIES

1. Ls listen to the T telling the rhyme and take part in it.

T: *Who stole the cookies from the cookie jar? Mark (L from the group) stole the cookies from the cookie jar.*

Mark: *Who me?*

T and Ls: *Yes, you.*

Mark: *Not me.*

T and Ls: *Then who?*

Mark: *Tom.*

T and Ls: *Tom stole the cookies from the cookie jar. Etc.*

(Carolyn Graham: Jazz chants for Children. Oxford University Press 1979. ISBN: 0195024966)

2. Encourage Ls to join in and play the roles.

2. Ls join in and play the roles.

3. Change the text of the rhyme to fit the story.

3. Ls join in and play the roles.

T: *Who stole the gold from the Giant's home? Mark (L from the group) stole the gold from the Giant's home.*

Mark: *Who me?*

T and Ls: *Yes, you.*

Mark: *Not me.*

T and Ls: *Then who?*

Mark: *Jack (from story).*

T and Ls: *Jack stole the gold from the Giant's home.*

T: *Who stole the hen from the Giant's home? Peter (L from the group) stole the gold from the Giant's home.*

Peter: *Who me?*

T and Ls: *Yes, you.*

Peter: *Not me.*

T and Ls: *Then who?*

Peter: *Jack (from story).*

T and Ls: *Jack stole the hen from the Giant's home.*

Change the word 'hen' to 'harp' and repeat the chant.

STAGE 5	Run and draw game
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying and understanding words Making connection between words and their meanings quickly Non-verbal skills (drawing) Creating visual interpretation of words Keeping the rules when playing a game Co-operation
ORGANISATION	Group work
AIDS AND MATERIALS	1.3 Word cards

TEACHER'S ACTIVITIES

1. Ask Ls to make groups of at least 4 around their desks for the game. Ask one L from each group to come out. Show one of 1.3 Word cards to Ls. Tell Ls to read the phrase, then run back to their groups and start drawing a picture for a signal. Record scores on board for competition.
2. Summarize the game, count the scores and announce the winning group.

LEARNERS' ACTIVITIES

1. Ls make groups of min 4. One L from each group to comes out and read one of the 1.3 word cards. They run back to their groups, wait for a signal and start drawing a picture. Ls in the group guess the phrase and say it aloud / shout it. The winner is the fastest group.

STAGE 6	Homework task
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Creativity Designing a task
ORGANISATION	Whole class
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Ask Ls to design a picture puzzle about the story using pictures only. E.g.: cut up puzzle, draw a small detail of a picture, etc.

LEARNERS' ACTIVITIES

1. Ls make a puzzle or a riddle about the story using the 1.3 Story pictures on separate sheets.

LESSON 3: READING COMPREHENSION TASKS IN GROUPS

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to develop Ls' reading comprehension skills in understanding details of a story ■ to develop Ls' creativity in completing missing details ■ to improve Ls' speaking skills in describing pictures of a story
MATERIALS AND RESOURCES	Jack and the beanstalk storybook, 3.3 Reading tasks 1-4 and Keys, 3.4 Homework task

Before the lesson: Arrange the desks into four groups in the classroom for Stage 3 to create 4 workstations.

STAGE 1	Warmer – Who stole the cookies?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Chanting Pronunciation Stress and intonation Acting out Concentration
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	–

TEACHER'S ACTIVITIES

1. Revise Who stole the cookies? rhyme from the previous lesson.
2. Pair up Ls to check their homework (picture puzzle or riddle)
3. Give short feedback on Ls' homework. Display a few creative tasks on the wall.

LEARNERS' ACTIVITIES

1. Ls join in the rhyme and act it out.
2. Ls in pairs swap puzzles or riddles and do it. They check each others' work and report back to the T.

STAGE 2 **Shared reading – Jack and the beanstalk**

TIME 10 mins

SKILLS AND
COMPETENCIES IN FOCUS Following instructions and miming
Understanding a story as a whole
Listening for and understanding details
Joining in story telling

ORGANISATION Whole class

AIDS AND MATERIALS Jack and the beanstalk storybook

TEACHER'S ACTIVITIES

1. Play a story warmer. Ask Ls to mime some instructions.

T: *Walk like a giant. Hide under your desk. Run like Jack. Plant the beans. Climb up the beanstalk. Run after the hen. Run away from the Giant. Give some food to the Giant. Play the harp. Throw some beans out of the window. Eat some chicken. Go to sleep. Cut down the beanstalk. Take the hen.*

2. Ask Ls to sit around you for story reading. Read out Jack and the beanstalk. (For ideas how to do shared reading see Suggestions above.)

While reading aloud, involve Ls even more actively than in the previous lesson by asking them to point to some pictures.

T: *Point to the sleeping Giant. / Point to the next to the / Find a in the picture.*

Ask questions about details of the story / pictures.

T: *What is Jack's cow like? Why is Jack's mother angry? What does the Giant eat for dinner? Why was the Giant angry? Etc.*

LEARNERS' ACTIVITIES

1. Ls listen to the T and mime the instructions.

2. Ls listen to the story and reply to the T's questions in Hungarian or in English. If Ls give the answers in Hungarian, the T should repeat them in English.

STAGE 3	Workstations – Reading tasks
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Making logical links between questions and answers Identifying words and matching them with the pictures Understanding the details of a text Arranging pictures in the correct order Working out problem solving strategies Working together in groups, helping each other
ORGANISATION	Group work
AIDS AND MATERIALS	3.3 Reading tasks 1-4 and Keys

TEACHER'S ACTIVITIES

1. Arrange the Ls to be seated around 4 workstations. Put one copy of one of the 3.3 Reading tasks on each workstation. Explain that they are going to do all the tasks in groups in rotation. Once the group have finished a task and checked it, they can move to another workstation to carry on.
Monitor and provide help for the groups.

2. Decide if you want to explain each reading task for the groups or you let them read the instructions and work out what the task is.

3.3 Reading task 1: Match the questions with the answers. Be careful, there is one extra answer. Then turn the answers over and reply to the questions.

3.3 Reading task 2: Match the pictures of characters with the words. Then spell a word and ask your partners to guess it. Use the words to describe the characters from the story.

3.3 Reading task 3: Read the text and underline the silly words which do not fit in the original story. Read out the text with the correct words.

3.3 Reading task 4: Put the pictures into the sentences. Then read out the sentences.

LEARNERS' ACTIVITIES

1. Ls sit around 4 workstations in groups of 3-4 and do one of the 3.3 Reading tasks. Put the key of the reading task on their desk, too, in an envelope. When they finish a task, they check their work with the help of a key. Then they move on to another desk to do the next task. They carry on until all four tasks are completed by every group.
Whenever it is needed Ls can look at the storybook for the answers.

2. Ls do the reading tasks in their groups. Then they use the key to check their work.

3. Monitor and help with the reading tasks if necessary. Give feedback on the groups' work.
4. Settle the group and ask for some feedback on the reading activities. Find out which tasks Ls have found more or less challenging and ask them to give some reasons, too. Ask Ls to describe what strategies they used when completing each task and briefly analyse these strategies. Explain that they did not need to understand each word in order to complete the tasks successfully and that they had each other to help.
4. Ls reflect on the reading activities and the strategies they have used to complete the tasks in Hungarian.

VARIATION FOR LESS INDEPENDENT OR SLOW LEARNERS

AIDS AND MATERIALS	3.3 Reading tasks
DESCRIPTION	If 3.3 Reading tasks seem to be too difficult for Ls choose two tasks and do it with the whole class. If you find these reading comprehension tasks too demanding, you can use them for differentiation.

STAGE 4	Homework task
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Finding false pieces of information in a text
ORGANISATION	Whole class
AIDS AND MATERIALS	3.4 Homework task

TEACHER'S ACTIVITIES

1. Explain and hand out 3.4 homework task for Ls.
T: *Read the story and find 3 sentences which do not fit. Cross them out.*

LEARNERS' ACTIVITIES

1. Ls make note of their homework.

LESSON 4: READING COMPREHENSION TASKS AND ROLE-PLAYS

AIMS OF THE LESSON

- to develop Ls' reading comprehension skills in understanding details of a story
- to improve Ls' speaking skills in describing pictures of a story
- to develop Ls' speaking skills in role-plays

MATERIALS AND RESOURCES

3.4 Homework task, Jack and the beanstalk storybook, 4.3 Dialogues 1-4, 4.5 Homework task

Before the lesson: Cover a few details in the storybook with post-it notes for Stage 2.

STAGE 1 **Warmer – Chinese whispers game**

TIME 10 mins

SKILLS AND
COMPETENCIES IN FOCUS
Listening comprehension
Understanding and following instructions
Pronunciation
Cooperation
Checking each other's work

ORGANISATION Whole class

AIDS AND MATERIALS 3.4 Homework task

TEACHER'S ACTIVITIES

1. Play a Chinese whispers game. Arrange Ls into two (or more) groups of 6 and ask them to stand in a line. Whisper an instruction to the ears of the first L in each line. Tell Ls to pass on the sentence by whispering it to the L standing in front of them. Ask the last L in the line to act out the instruction. The winner is the group who can correctly act out the instruction first.

T: Walk like a giant. Hide under your desk. Run like Jack. Plant the beans. Climb up the beanstalk. Run after the hen. Run away from the Giant. Give some food to the Giant. Play the harp. Throw some beans out of the window. Eat some chicken. Go to sleep. Cut down the beanstalk. Take the hen.

2. Arrange Ls in pairs and ask them to check 3.4 Homework task

LEARNERS' ACTIVITIES

1. Ls form two (or more) groups of 6 and stand in lines. The first Ls in each line listen to the T's instruction. They pass on the sentence by whispering it to the L standing in front of them. The last L in the line acts out the instruction.

2. Ls in pairs check each other's homework task

STAGE 2	Game – What’s missing?, shared reading: Jack and the beanstalk
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding a story Noticing missing details Memory Describing pictures
ORGANISATION	Whole class
AIDS AND MATERIALS	Jack and the beanstalk storybook

TEACHER’S ACTIVITIES

1. Cover a few details in the storybook with pieces of paper (post-it notes) before the lesson. E.g.: 5 beans, the long nose of the old man, the castle, a piece of furniture or an animal in the Giant’s castle, some food, etc.
Ask Ls to sit around you for story reading. Read out Jack and the beanstalk. (For ideas how to do shared reading see Suggestions above.)
While reading aloud point out to some missing details. Encourage Ls to guess and name what is covered.

LEARNERS’ ACTIVITIES

1. Ls listen to the story and guess the covered details in the storybook. They name what is covered.

STAGE 3	Preparing for the role-play
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading comprehension Identifying roles Reconstructing dialogues Problem solving in groups Reading aloud
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	4.3 Dialogues 2-3, 1.3 Story pictures – characters

TEACHER'S ACTIVITIES

1. Take 4.3 Dialogues 2 and 3. Put all the lines of the two dialogues mixed up on the board on one side and the characters of 1.3 Story pictures on the other side. Ask Ls to find out who takes part in the dialogues and who says what.

Old man:

- I give you 5 beans, give me your cow.
- But they're magic beans.

Jack:

- 5 beans for my cow? My mother will be angry.
- Ok, here is my cow.

Giant:

- Fee, Fi, Fo, Foy. I can smell a little boy. Where is he?
- I want to eat him.

Wife:

- Nobody's here. Sit down and be quiet.
- Eat your dinner.

2. Now ask Ls to arrange 4.3 Dialogues 2 into a logical sequence. Read out the dialogue as in the role-play i.e. with exaggerated intonation and gestures.

Dialogue 2: Old man / Jack

- I give you 5 beans, give me your cow.
- 5 beans for my cow? My mother will be angry.
- But they're magic beans.
- Ok, here is my cow.

3. Ask Ls to do the same with 4.3 Dialogues 3.

Dialogue 3: Giant / wife

- Fee, Fi, Fo, Foy. I can smell a little boy. Where is he?
- Nobody's here. Sit down and be quiet.
- I want to eat him.
- Eat your dinner.

LEARNERS' ACTIVITIES

1. Ls read 4.3 Dialogues 2 and 3 and look at the characters from 1.3 story pictures. They choose two characters and find which text belongs to the selected characters. E.g.: Picture of the old man: *I give your 5 beans, give me your cow. / But they're magic beans.*

2. Ls put the lines of the dialogue into the correct order together. Ls read out the dialogue after the T according to the roles. Then they do the same with the other dialogue.

3. Ls put the lines of the dialogue into the correct order together. Ls read out the dialogue.

TEACHER'S ACTIVITIES

1. Choose a sentence from one of the 4.3 Dialogues 2-3 or 1-4. Mime it with exaggerated gestures and movements but without words.

LEARNERS' ACTIVITIES

1. Ls guess and read out aloud which line the T has chosen and who the T mimes.
2. Then Ls take the T's role. Then Ls do the same in pairs.

STAGE 5 **Homework task**

TIME 2 mins

SKILLS AND
COMPETENCIES IN FOCUS Identifying words and sentences
Reading comprehension

ORGANISATION Whole class

AIDS AND MATERIALS 4.5 Homework task

TEACHER'S ACTIVITIES

1. Explain 4.5 Homework task to Ls.
T: *Look at the Runitaltogether text (Dialogue 3). Cut it up into words and sentences. Copy the sentences.*

LEARNERS' ACTIVITIES

1. Ls make note of their homework.

LESSON 5: ROLE-PLAY AND EVALUATION

AIMS OF THE LESSON

- to develop co-operation and working together in a role-play
- to develop Ls' self-confidence by doing a role-play
- to develop Ls' skills in listening attentively to each other while performing a role-play
- to develop Ls' skills in peer-evaluation in the role-play

MATERIALS AND RESOURCES

a ball, 4.5 Homework task, 4.3 Dialogues 1-4

Before the lesson: Put the line of Dialogue 3 on the board for checking homework

STAGE 1

Warmers – Odd man out game, Repeat it, Your favourite phrase

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Making logical links between words
Reading aloud
Stress and intonation
Understanding and accepting the feelings of others

ORGANISATION

Whole class

AIDS AND MATERIALS

A ball, 4.5 Homework task

TEACHER'S ACTIVITIES

1. Write 5 word groups on the board in connection with the story. Play an Odd man out game. Be careful, there is not only one solution in this game but the suggested solutions are in bold letters. In each case ask Ls to explain their choice of word and to give some reasons, explanations. Accept any other logical reasoning, too.
 1. angry / poor / **fast** / happy (key: mother)
 2. fast / hungry / poor / **old** (key: Jack)
 3. castle / **church** / house / market (key: not in the story)
 4. a golden harp / a magic hen / **an axe** / a bag of gold (key: what Jack didn't take)
 5. **throw out the beans** / climb up the beanstalk / hide in the oven / cut down the beanstalk (key: Mother did it)

LEARNERS' ACTIVITIES

1. Ls find the odd word in each word group and write down their idea in their exercise book. When checking Ls give reasons for their choice (in Hungarian if needed).

2. Check 4.5 Homework task. Prepare Dialogue 3 on the board.
 3. Read out a sentence from one of the 4.3 Dialogues, throw the ball to a L. Ask the L to repeat the sentence with the same intonation.
 4. Ask Ls to choose their favourite line from 4.3 Dialogues.
2. Ls compare their homework task with the text on the board and correct their mistakes if necessary. Ls read the sentences out loud.
 3. Ls repeat the sentences.
 4. Ls say that line and give reasons why they have chosen it (in Hungarian if needed).
Ls: *I like the words. It's short / long. It's funny. It sounds angry.*

STAGE 2	Preparing for evaluating the role plays
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Setting criteria for evaluating role-plays
ORGANISATION	Whole class
AIDS AND MATERIALS	Exercise books

TEACHER'S ACTIVITIES

1. Explain how Ls will evaluate the role-plays. Present the evaluation criteria in Hungarian: performance, intonation, clarity and prepare a chart on the board.

LEARNERS' ACTIVITIES

1. Ls prepare a chart in their exercise books. (One line for each group and 3 columns: super, good, OK.)

STAGE 3	Role-play and evaluation
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Thinking themselves into various roles and acting them out Acting out dialogues as a role-play Giving feedback to each other based on criteria
ORGANISATION	Pair or group work
AIDS AND MATERIALS	4.3 Dialogues 1-4

TEACHER'S ACTIVITIES

1. Tell Ls to prepare for role-playing a dialogue in pairs or small groups. Put 4.3 Dialogues on the board for help. Allow groups 5 mins.
2. Groups role-play their parts. Invite Ls to give some feedback based on the criteria (performance, intonation, clarity). Encourage Ls to give positive feedback to each other.

NOTE: If Ls did Stage 3 step 1-4 in Lesson 4 then they role-play the two dialogues as many times as needed. If Ls did Stage 3 and the variation in Lesson 4 then they role-play the four dialogues in the sequence of the story as many times as needed.

LEARNERS' ACTIVITIES

1. Ls in pairs or small groups choose which dialogue they would like to act out and prepare for the role-play. They get a time limit of 5 minutes. They use the text on the board for help.
2. Each group of Ls role-plays their parts. After each performance Ls tick their evaluation chart. They also say their opinion.
Ls: Tomi and Sári were super. Group 1 was good.

LESSON 6: A POEM AND A BOARD GAME

AIMS OF THE LESSON

- to develop Ls' skills in understanding and discussing the moral of the story
- to develop appreciation of authentic children's literature, a poem
- to motivate learners to read poems in English
- to summarize the story and have fun in playing a board game

MATERIALS AND RESOURCES

6.1 Poem poster, 1.3 Story pictures, 6.3 How to play the board game, 6.3 Board game, a dice, counters for each player except one, 6.3 Picture cards

STAGE 1

Warmer – Hangman game, introducing a poem

TIME

15 mins

SKILLS AND COMPETENCIES IN FOCUS

Guessing and recognizing a word, discussing and sharing ideas, describing pictures, understanding a poem, joining in reading aloud

ORGANISATION

Group work

AIDS AND MATERIALS

6.1 Poem poster

TEACHER'S ACTIVITIES

1. Play a hangman game with the title of the poem. Write the correct letters on the board.
When the Giant comes to breakfast

Give feedback and count the scores.
2. Encourage Ls to talk about the title and write their ideas on the board.
T: *What does a giant eat for breakfast? List some ideas.*
3. Put 6.1 Poem poster on the board and encourage Ls to describe the picture.

LEARNERS' ACTIVITIES

1. Ls in groups find out the title of the poem. Groups take turns in asking a letter, T writes the correct letter in the phrase on the board. Ls can tell their guess for one word when it is their turn. If they don't guess the word, they miss a turn. The winner is the one who gets the full title correctly first.
2. Ls list some things a giant could eat for breakfast.
Ls: *100 pizzas, 2 houses, a school, 3 trucks, etc.*
3. Ls describe what and how much the giant eats for breakfast. E.g.: (from the poem) a lorry load of toast and marmalade, a dustbin of tea, spades of cornflakes (spoonfuls).

4. Read aloud the poem from the poster and show the relevant part of the illustration.

When the giant comes to breakfast

When the giant comes to breakfast

He eats Corn Flakes with a spade,

Followed by a lorry load

Of toast and marmalade.

Next, he takes a dustbin

Fills it up with tea,

Drinks it all in a gulp,

And leaves the mess for me.

(John Coldwell: *When the giant comes to breakfast*. Poetry Paintbox: A Yellow poetry paintbox. Poetry Paintbox anthologies. Editor: John Foster Publisher: Oxford University Press 2001. ISBN: 0199193940)

Ask for Ls' reactions.

T: *What was the funniest part of the poem?*

Ls: *I like the 'dustbin of tea' part. I like the picture of the lorry.*

5. Read aloud the poem.

5. Ls join in and read the poem together with the T.

STAGE 2 **What is the story about?, rhyme: Who stole the cookies?**

TIME 5 mins

SKILLS AND
COMPETENCIES IN FOCUS Understanding and discussing the moral of the story
Chanting
Acting out

ORGANISATION Whole class

AIDS AND MATERIALS 1.3 Story pictures

TEACHER'S ACTIVITIES

1. Put the pictures of the Giant and Jack from 1.3 Story pictures on the board together with the 3 objects Jack stole (a golden harp, a golden hen, a bag of gold).
Provoke Ls and ask them where to put the objects on the board. Next to the Giant or next to Jack? Elicit a discussion about the moral of the story in Hungarian or in English.

T: *Where shall I put the bag of gold? Who has got it? What did Jack do?*

2. Recall and revise the rhyme adapted for the story: Who stole the cookies? (See Lesson 2 Stage 4)

LEARNERS' ACTIVITIES

1. Ls come up with ideas about the moral of the story in English or in Hungarian.

2. Ls tell the rhyme.

STAGE 3 **Board game: Who stole the Giant's laptop?**

TIME 25 mins

SKILLS AND COMPETENCIES IN FOCUS

Asking questions, describing a person, listening comprehension, deducing information, keeping to the rules when playing a game

ORGANISATION

Group work

AIDS AND MATERIALS

6.3 How to play the board game, 6.3 Board game, a dice, counters for each player except one, 6.3 Picture cards

TEACHER'S ACTIVITIES

1. Arrange desks in groups for playing 6.3 Board game and ask Ls to form groups.
Explain that this board game is based on the modern version of the story and introduce the main idea of the game: Who stole the Giant's laptop? Then explain the rules 6.3 How to play the board game. If necessary write the useful phrases on the board.

Useful phrases for playing the board game:

It's your turn.

Throw the dice.

Put your counter on square.

Ask a question.

Who stole the Giant's laptop?

LEARNERS' ACTIVITIES

1. Ls form 3 groups of 3-6 players to play the board game. Each group has a board, a dice, counters for each player except one and 10 6.3 Picture cards.

2. Ls play the game in groups.

3. Ls give some feedback on the board game and say what they liked about it.