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# THE GINGERBREAD MAN

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## STORY TELLING

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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 Humánerőforrás-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](http://www.educatio.hu) címen.

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# INFORMATION TABLE

TYPE OF MODULE	<b>Story-time</b>
DESCRIPTION OF MODULE	Learners learn to tell a story together with the help of pictures and by joining into T's story telling in the repetitive parts. Learners make puppets for role-playing the story dialogue.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> <li>■ To introduce a traditional children's story in English</li> <li>■ To develop appreciation towards authentic children's literature</li> <li>■ To develop comprehension skills in understanding a story as a whole</li> <li>■ To develop Ls' self-confidence and encourage them to take part by shared story telling and role-play</li> </ul>
TIMEFRAME	5 lessons
TARGET GROUP	10-13-year-old learners
LANGUAGE LEVEL	A1- : learners have been introduced to reading and writing in English
SUGGESTED LANGUAGE COMPETENCE	<p>Learners</p> <ul style="list-style-type: none"> <li>■ have some experience in describing characters in simple sentences</li> <li>■ can recognize some action verbs</li> <li>■ have some experience in making connection between spoken and written language</li> <li>■ have some experience in reading simple sentences</li> <li>■ have some experience in role-playing</li> </ul>
LINKS OF THE MODULE	
Cross-curricular links	<p>Literature – stories in Hungarian</p> <p>Science – animals and their lives</p> <p>Art – designing and making a puppet</p>
Links with other modules	Winter cookies
FOCI OF SKILLS DEVELOPMENT	
Communicative language skills	<ul style="list-style-type: none"> <li>■ describing characters from a story</li> <li>■ expressing ability about themselves and others</li> <li>■ role-playing a short dialogue from the story</li> </ul>

General  
educational skills

- listening attentively to a story and to each other while performing a role-play
- co-operating and working together in preparing a role-play and in a role-play
- appreciating children's literature in English

EVALUATION

Ls evaluate their peers' performances in groups by recording their opinion in a chart and giving feedback in simple sentences.

For assessing and checking tasks or homework tasks before or during the lesson T can ask the Ls to help and check others' work.

SUGGESTIONS

In shared story telling Ls follow T's story telling and gradually join in with more and more verbal and non-verbal reactions. For this, it is important for T to explicitly express and identify with voice and gestures where and how to join in.

Put the story pictures on the classroom wall and provide enough space for gradually extending it with new parts and some speech bubbles.

Many of the activities in this module provide opportunities for Ls to express themselves either verbally or non-verbally. T should make sure that both types of response are acceptable.

When checking homework tasks is not an integral part of the lesson, then we suggest T should collect some exercise books or worksheet and check them before the lesson. Some enthusiastic Ls can help and take the T's role and check others' homework tasks. This could gradually become a classroom routine by giving more responsibility for Ls. (e.g. Lesson 2)

BACK UP SYSTEMS

Any edition of The Gingerbread Man story for young beginners.

# MAP OF THE MODULE

LESSONS	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Developing Ls' vocabulary (parts of the body, action verbs)</p> <p>Improving Ls' skills in describing characters</p> <p>Improving Ls' skills in understanding and expressing ability</p> <p>Enhancing Ls' skills in expressing ability in a verbal and a non-verbal way</p>	<p>Introduce and make the puppet of the main character then discuss what he can do</p>	<p>This is the gingerbread man. He's happy. He's got long legs. action verbs: run, jump, climb, swim, sit, eat, run away, catch I can run. I can't swim. He can run. He can't swim.</p>	<p>glue, some sellotape and one stick for each group, a scarf</p> <p>1.1 Gingerbread man puppets</p> <p>1.7 Homework task A and B</p> <p>1.5 Pictures of gingerbread man</p> <p>1.5 Sentence cards</p> <p>1.6 Picture description A and B</p>
2	<p>Improving Ls' skills in identifying words</p> <p>Developing Ls' comprehension skills in understanding a story as a whole</p> <p>Improving Ls' skills in listening to a story attentively</p>	<p>Story telling with pictures</p>	<p>ability: You can run. You can't swim.</p> <p>characters: old man, old woman, horse, cow, fox, gingerbread man story</p>	<p>2.5 Puppets</p> <p>2.5 Word cards</p> <p>2.6 Story</p> <p>2.6 Pictures for story telling</p> <p>2.8 Homework tasks 1-2</p>
3	<p>Improving Ls' skills in expressing ability</p> <p>Enhancing Ls' feel for language and humour in L2</p> <p>Improving Ls' skills in logical sequencing</p> <p>Developing Ls' listening comprehension skills in Identifying where to join in in the story telling</p> <p>Developing Ls' skills in making connection between spoken and written language</p>	<p>Making silly sentences expressing ability and practising reading</p>	<p>I can run fast. He can't climb up the tree.</p> <p>Can a cow fly? Can a fox ride a bike? Can a fox eat a cow?</p>	<p>a ball</p> <p>small slips of paper</p> <p>2.6 Pictures for story telling</p> <p>3.3 Silly pictures</p> <p>3.6 Reading scrolls</p> <p>3.7 Speech bubbles</p> <p>2.8 Homework task 2</p> <p>3.8 Homework task A and B</p>

4	<p>Developing Ls' skills in shared story telling</p> <p>Improving Ls' skills in role-playing</p> <p>Improving Ls' skills in decorating puppets in a creative way</p> <p>Revising expressing ability</p>	Preparing for a role-play	<p>dialogue from the story</p> <p>I am the fox. I can run fast. I can eat you. I can't fly.</p>	<p>4.1 Ladders game</p> <p>3.8 Homework task A and B</p> <p>2.6 Pictures for story telling</p> <p>3.7 Speech bubbles</p> <p>1.1 Gingerbread man puppets</p> <p>4.3 Cut-out puppets</p> <p>4.4 Speech bubbles</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>	Role-playing the story with puppets	<p>dialogues from the story</p> <p>The fox was super/good/OK.</p>	<p>1.1 Gingerbread man puppets</p> <p>4.3 Cut-out puppets</p> <p>3.7 Speech bubbles</p> <p>4.4 Speech bubbles</p> <p>5.3 Evaluation chart</p>

## PROCEDURE

### LESSON 1: MY GINGERBREAD MAN PUPPET

#### AIMS OF THE LESSON

- to develop Ls' vocabulary (parts of the body, action verbs)
- to improve Ls' skills in describing characters
- to improve Ls' skills in understanding and expressing ability
- to enhance Ls' skills in expressing ability in a verbal and a non-verbal way

#### MATERIALS AND RESOURCES

1.1 Gingerbread man puppets, 1.5 Pictures of gingerbread man, 1.5 Sentence cards, 1.6 Picture description A and B

**Before the lesson:** Prepare some glue, some sellotape, one stick and a piece of cardboard or some plastic sheet for each group, bring a scarf, cut out 1.1 Gingerbread man puppets, prepare a suitable number of copies from 1.7 Homework task A and B

**Classroom arrangement:** Arrange desks for 4 groups.

#### STAGE 1

**Lead-in – Making gingerbread man stick puppets**

#### TIME

8 mins

#### SKILLS AND COMPETENCIES IN FOCUS

Cooperation in groups

#### ORGANISATION

Group work

#### AIDS AND MATERIALS

1.1 Gingerbread man puppets, 4 tubes of glue, some sellotape, 4 sticks

#### TEACHER'S ACTIVITIES

1. Revise one of the Ls' favourite rhyme or song about parts of the body.  
(If Ls do not know any yet, start with Step 2.)

#### LEARNERS' ACTIVITIES

1. Ls say a rhyme or sing a song about parts of the body.

2. Before the lesson cut each 1.1 Gingerbread man puppet backed with different colours into 6 pieces (head, body, 2 arms, 2 legs) and hides the pieces of the 4 puppets in the classroom.  
 T: *Find some parts of the body hidden in the classroom.*  
 Help Ls to form 4 groups according to the colour on the back of the parts of the body.  
 T: *You've got a head, a body, 2 arms, but just one leg. Find another leg with yellow on the back.*
3. Monitor and help with the puppets.
4. Ask Ls to display their puppets on the board and stand by their puppets by the board. Introduce the gingerbread man in English or Hungarian.  
 T: *Look. These puppets are all gingerbread men. They are cookies. They were baked in the oven. Do you sometimes make cookies like this? Have you ever made rabbit-shaped or star-shaped cookies? Tell us when and how.*
2. Ls find the pieces of 4 gingerbread man puppets in the classroom. E.g.: heads, arms, legs, etc.  
 They form 4 groups according to the colour of the back of the parts of the body.  
 E.g.: Group 1: head, body, 2 arms, 2 legs with yellow back cover  
 Ls: *We've got a head, a body, 2 arms and 2 legs.*
3. Ls sit at their desks and glue the parts of the body together in their group to make a gingerbread man. Then they stick their puppet on a piece of cardboard or some plastic sheet. They can put a stick on the back of their puppet, as well.
4. Ls display their puppets on the board and say whether they know the gingerbread man. Ls describe their experiences in baking cookies in Hungarian.

STAGE 2	<b>Revising parts of the body – Differences</b>
TIME	4 mins
SKILLS AND COMPETENCIES IN FOCUS	Noticing and describing differences Revising vocabulary of parts of the body and adjectives
ORGANISATION	Whole class
AIDS AND MATERIALS	1.1 Gingerbread man puppets

#### TEACHER'S ACTIVITIES

1. Call Ls' attention to some differences between the 1.1 Gingerbread man puppets.  
 T: *Look. This one is fat. This one is thin. He's got big eyes. He's got small eyes. Other differences? (Can you see/notice some other differences?)*

#### LEARNERS' ACTIVITIES

1. Ls discover differences between puppets.  
 Ls: *Fat. Thin. / This one is fat. This one is thin.*  
 Ls: *Big eyes. Small eyes. / He's got big eyes. He's got small eyes.*

2. Give some instructions with parts of the body.

T: *Point to his eyes. Point to his arms.*

Encourage Ls to take T's role.

2. Ls stand by their puppets in front of the board. They listen to T and point to the body part the T calls out on their puppet in their groups. Ls take T's role and do the same in their groups.

STAGE 3	<b>True or false?</b>
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening for specific details Revising how to describe characters
ORGANISATION	Whole class and groups
AIDS AND MATERIALS	1.1 Gingerbread man puppets

#### TEACHER'S ACTIVITIES

1. Give descriptions about the 1.1 Gingerbread man puppets.

T: *Listen. Stand up if it is true for your gingerbread man.*

*He's got long legs. / He's happy. / He's got 3 buttons.*

2. Ask the groups to lift up their puppets and repeat the sentence if it is true for their puppet.

T: *He's got long legs. You're right. Now, repeat the sentence.*

#### LEARNERS' ACTIVITIES

1. Ls sit back at their desks in groups. They listen to T. By observing their puppets together they decide if the sentence is true or false for their puppet. If it is true they stand up together.

2. Ls take their 1.1 Gingerbread man puppets. They lift up their puppet in groups to show it to others and repeat the sentence.

Ls: *He's got long legs.*

STAGE 4	<b>Miming and describing abilities – Action verbs</b>
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening and following instructions Describing ability
ORGANISATION	Whole class
AIDS AND MATERIALS	a scarf

## TEACHER'S ACTIVITIES

1. Introduce (say) action verbs with mime.  
T: *run, jump, climb, swim, eat, run away.*  
Encourage Ls to mime the action verbs.
2. Give instructions to Ls.  
T: *Run. Jump. Climb. Swim. Eat. Run away.*  
Extend actions verbs with various phrases for more practise.  
T: *Run fast. Climb up the chair. Swim on your back. Eat a banana. Run away from a monster.*
3. Introduce some sample sentences to describe abilities and mimes the actions.  
T: *Look. I can run. I can jump.*  
Ask Ls about their abilities.  
T: *Can you run? Can you jump? Can you swim?*  
Ask more questions from Ls.  
T: *Can you climb up a tree? Can you jump 5 metres? Can you swim on your back? Can you write down your name backwards? Can you count to 52 by fours? Can you ride a bike (on one wheel)? Can you hop 100 times?*
4. Introduce what Ls can or cannot do. T calls out 2 Ls and blindfolds one.  
T: *He can't see. She can see.*  
Put a bandage (scarf) on different parts of the L's body. E.g.: on his knee, on his finger, etc. Describe what Ls can or cannot do.  
T: *He can't jump. She can jump.*  
Repeat the process with other action verbs. Encourage Ls to find out more action verbs and put the bandage on different parts of someone's body to describe what he can or cannot do. Call out different Ls.

## LEARNERS' ACTIVITIES

1. Ls listen to T and mime the actions after T.
2. Ls listen to the instructions and do actions.  
Ls do the same in pairs and give instructions to each other.
3.  
Ls reply and do the actions.  
Ls: *Yes, I can.* (mimes it)  
Ls reply and do the actions.  
Ls: *Yes, I can.* (mimes it) / *Yes, I can with some help.* / *No, I can't. It's too difficult.*
4. Two Ls stand in front of the class. One is blindfolded and shows that he cannot see.  
One of the Ls has a bandage on his knee, he shows that his knee hurts and that he cannot jump.  
Ls: *He can't jump. She can jump.*  
Ls describe what their peer can or cannot do. In turns, they take T's role and find out more actions to mime and describe.

STAGE 5	<b>Game – Run and touch</b>
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying pictures by listening to descriptions Making connection between spoken and written language
ORGANISATION	Groups, whole class
AIDS AND MATERIALS	1.5 Pictures of gingerbread man 1.5 Sentence cards

### TEACHER'S ACTIVITIES

- Put the five 1.5 Pictures of gingerbread man showing different actions on the board. Elicit from Ls what the gingerbread man can or cannot do.  
T: *He can't swim.*
- Arrange Ls into 2 groups in front of the board. Allow as much space for running as possible. Record points on the board.  
T: *Make two groups and stand in two lines 5 meters from the board. Listen, which picture am I talking about? Run to the board and touch the right picture. The first one to touch the right picture gets a point. The group with more points at the end is the winner.*  
*He can't swim.*  
Summarize the game at the end.
- Put five 1.5 Sentence cards on the board one by one without reading them aloud. When all sentences are at the right place, read them aloud by leading a finger under a sentence as s/he reads it, helping Ls to identify the words as they are read aloud.  
Read aloud the sentences, changing voice, manner, pace, etc.
- Remove the pictures. Point to the sentences and encourage Ls to read them out.

### LEARNERS' ACTIVITIES

- Ls describe the pictures and say what the gingerbread man can or cannot do.  
Ls: *He can swim. He can't swim. He can ride his bike on one wheel. He can climb a tree. He can't climb a tree.*
- Ls stand in two lines in front of the board. They listen to T describing a picture. The first Ls from both lines run to the board and touch the right picture. The faster L gets a point. Then he goes to the end of the line and allows L2 to take his turn.  
  
Ls count how many points they got.
- Ls read the sentences and match them with the pictures without reading them aloud.  
Ls listen to T reading out aloud the sentence and follow T's finger showing the words as they are read aloud.  
  
Ls practise reading aloud the sentences and repeat after T.
- Ls read aloud the sentences.

5. Challenge Ls to memorize the sentences. Remove 1 or 2 sentences from the board.  
When Ls recalled the missing sentences, put them back on the board and plays the game again.
5. Ls recall which sentences are missing.

### VARIATION FOR CONFIDENT READERS

AIDS AND MATERIALS	1.5 Sentence cards
DESCRIPTION	If Step 4 and 5 is not challenging enough for Ls, T can play a memory game with the sentence cards only.

STAGE 6	<b>Reading and drawing – Picture description</b>
TIME	6 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading comprehension Following the details of a text
ORGANISATION	Individual or pair work
AIDS AND MATERIALS	1.6 Picture description A (simpler version)

### TEACHER'S ACTIVITIES

1. Decide whether Ls do this task individually or in pairs. Hand out 1.6 Picture description to Ls.
2. Ask Ls to swap exercise books with another L to check their drawings.

### LEARNERS' ACTIVITIES

1. Ls read the description and draw their gingerbread man in their exercise book.
2. Ls pass on their description and their drawing to another L for checking. Ls report back.  
Ls: *It's correct.*

### VARIATION FOR CONFIDENT READERS

AIDS AND MATERIALS	1.6 Picture description B (challenging version)
DESCRIPTION	If text A is too simple for some Ls, T can hand out text B for more able Ls.

STAGE 7	<b>Homework task – reading</b>
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading comprehension
ORGANISATION	Individual
AIDS AND MATERIALS	1.7 Homework task A and B

#### TEACHER'S ACTIVITIES

1. Prepare enough number of copies of 1.7 Homework task A and B and explain both. Offer Ls to choose which task they would like to do. Make sure there are enough copies (50–50%) of both versions of homework tasks.  
Homework task A: Decide if the sentences are true or false about the pictures.  
Homework task B: Match the pictures and the sentences. (Be careful, there is an extra sentence!)

#### LEARNERS' ACTIVITIES

1. Ls decide which homework tasks they would like to do and take a copy home.

## LESSON 2: THE STORY OF THE GINGERBREAD MAN

### AIMS OF THE LESSON

- to improve Ls' skills in identifying words
- to develop Ls' comprehension skills in understanding a story as a whole
- to improve Ls' skills in listening to a story attentively

### MATERIALS AND RESOURCES

a bag, 2.5 Puppets, 2.5 Word cards, 2.6 Story, 2.6 Pictures for story telling, 2.8 Homework tasks 1–2

**Before the lesson:** cut-out 2.5 puppets

**Classroom arrangement:** Arrange a cosy place for Ls for the storytelling.

### STAGE 1 **Warmer – I'm a Magician**

TIME 3 mins

SKILLS AND COMPETENCIES IN FOCUS  
Listening comprehension  
Following instructions of action verbs

ORGANISATION Whole class, small groups

AIDS AND MATERIALS –

### TEACHER'S ACTIVITIES

1. Introduce yourself as a Magician. Wave your magic wand (e.g.: a pencil), say a magic spell and point to one L, who then does the action.

T: *I'm a Magician. I can do some magic. Watch. Abracadabra abracadee...* (point to one L) *You can swim.*

Any instructions will do, e.g.: *You can open the door. You can put your book on your head. You can hop on your left foot. You can cry. You can jump high. You can climb up your desk. You can move like a penguin.*

(This game is similar to the Simon says... game with a bit of a magic touch.)

2. Arrange Ls into small groups of 4–5.

### LEARNERS' ACTIVITIES

1. Ls stand in a large group and listen to T's instructions. When T points to one L he/she does the action.

2. Ls take T's role and do some magic in their group. They use their fingers as magic wands.

STAGE 2	<b>Game – Guess and shout</b>
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening comprehension Miming action verbs
ORGANISATION	Whole class in 2 groups
AIDS AND MATERIALS	Board

### TEACHER'S ACTIVITIES

1. Arrange Ls into 2 groups.
2. Write a sentence on board. E.g.: You can run fast / swim / climb up a tree/etc.
3. When most or each L had a chance to guess, summarize the game and announce the winning group.

### LEARNERS' ACTIVITIES

1. Ls form 2 groups and stand in front of the board. One L from each group turns their backs to the board.
2. Every L – except the two with their backs to the board – mimes the action. The 2 Ls in front of the board guess the sentence and shout it out. The first to shout out the answer gets a score.
3. Ls take turns to guess the next sentence.

STAGE 3	<b>Rhyme and – Mirror Game – I can ...</b>
TIME	4 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening comprehension Memory Rhythm and pronunciation
ORGANISATION	Whole class
AIDS AND MATERIALS	–

### TEACHER'S ACTIVITIES

1. Introduce the rhyme with actions. Indicate through intonation whether T can or cannot do the actions.

T: *I can jump up high* (jump up – happily)  
*But I can't reach the sky.* (try to reach the ceiling – sadly)  
*I can climb up a tree* (mime climbing up a tree – happily)  
*But I can't catch a bee.* (try to catch a flying bee – sadly)

2. Repeat the rhyme and the actions and ask Ls to repeat the lines and the actions, too.

3. Play a Mirror game with Ls.

4. Encourage Ls to add more lines to the rhyme.

### LEARNERS' ACTIVITIES

1. Ls listen and watch.

2. Ls listen to the rhyme and do the actions.

3. Ls mirror T. They say the rhyme along with T.

4. Ls can make their own rhyme.

#### STAGE 4 **Checking homework**

TIME 3 mins

SKILLS AND  
COMPETENCIES IN FOCUS Reading comprehension

ORGANISATION Whole class

AIDS AND MATERIALS 1.7 Homework task A and B

### TEACHER'S ACTIVITIES

1. Arrange class in pairs and ask Ls to check each other's 1.7 Homework task. If possible pair up Ls with homework task A and B.

Key to 1.7 Homework task A: F,T,T,T,T,F,F

Key to 1.7 Homework task B: extra sentence: He can't swim.

### LEARNERS' ACTIVITIES

1. Ls pair up and check each other's homework task.

**STAGE 5 Vocabulary building – Characters from the story**

TIME 5 mins

SKILLS AND COMPETENCIES IN FOCUS Vocabulary extension

ORGANISATION Whole class

AIDS AND MATERIALS a bag  
2.5 Puppets  
2.5 Word cards

**TEACHER'S ACTIVITIES**

1. Introduce previously cut-out 2.5 Puppets from the story. Hide 2.5 Puppets behind a sheet of paper or puts them in a bag and slowly reveal them one by one. Start with the gingerbread man puppet.

Confirm Ls guesses and ask Ls to repeat the words as you reveal the puppets one by one.

T: *gingerbread man, old man, old woman, horse, cow, fox*

2. Put 2.5 Word cards with the names of characters on the board and asks Ls to label the characters.

3. When all the word cards are under the correct puppets, read aloud the words and ask Ls to repeat them.

**LEARNERS' ACTIVITIES**

1. Ls guess from small details which puppets it can be. Ls can shout in the name of characters in Hungarian or English. Ls can express their opinions about the characters and say whether they like it or not.

Ls: *gingerbread man, old man, old woman, horse, cow, fox*

2. Ls label all 6 characters on the board, they put the word cards under each puppet.

3. Ls practise reading aloud the words and repeat each after T.

**STAGE 6 Story telling – The gingerbread man**

TIME 12 mins

SKILLS AND COMPETENCIES IN FOCUS Global listening comprehension

ORGANISATION Whole class seated in front of the pictures

AIDS AND MATERIALS 2.6 Story  
2.6 Pictures for story telling

### TEACHER'S ACTIVITIES

1. Learn 2.6 Story by heart and prepare 2.6 Pictures for story telling: the cover page, pictures 1–7 and pictures 8–11.

Arrange Ls for story telling and makes sure each L can see the pictures on the wall well. Show Ls the cover page.

T: *I'm going to tell you a story about the gingerbread man. Look at the cover page. Who is this? What is the gingerbread man? Point to the gingerbread man's nose. Etc.*

2. Tell 2.6 Story to the Ls showing pictures 1–7 while carrying on with the story. (Pictures 1–7 can be put on the wall before the lesson, too.)

T: *The gingerbread man. There is an old man and an old woman. .... You can't catch me. I am the gingerbread man.*

During story telling, make it very explicit, who the characters are, what they are like and how they move. Exploit voice, gestures and body language (option: puppets, too) to convey meaning and to make story telling enjoyable.

Involve Ls in story telling as soon as possible e.g. in the dialogues. Encourage Ls to join in with gestures and wait for Ls to recall the words of the story.

(Make sure there is enough space on the wall for gradually extending the story with new parts, pictures and speech bubbles.)

3. Put pictures 8–11 with face down on the wall for guessing. (Pictures 8–11 can be put on the wall with face down before the lesson, too.)
4. After eliciting ideas from Ls for the end of the story, reveal the pictures one by one and finish the story.
5. Ask Ls about their opinion of the story.

T: *What did you like best in the story? Who is your favourite character?*

### LEARNERS' ACTIVITIES

1. Ls sit on the floor or on cushions in front of the pictures for story telling. Ls look at the cover page of the story and recall what they know about the gingerbread man.

2. Ls listen to the story told by T.

Ls join into the story telling as soon as possible. They recall some words when T points to the pictures and take part in story telling. They join in the repetitive dialogue in the story.

Ls: *Stop! Come here! I want to eat you.*

*Ha, ha, ha. Run, run, run, as fast as you can. You can't catch me. I'm the gingerbread man.*

3. Ls guess in Hungarian or English how the story could end.
4. Ls see if their guesses were right or wrong about the end of the story.
5. Ls express their feelings about the story and say what they liked about it in Hungarian.

STAGE 7 **Role-play – Run as fast as you can**

TIME 10 mins

SKILLS AND  
COMPETENCIES IN FOCUS Speaking – repeating sentences after a model  
Role-playing

ORGANISATION Whole class

AIDS AND MATERIALS 2.5 Puppets (old man, old woman, horse, cow)

**TEACHER'S ACTIVITIES**

1. Take 2.5 Puppets (old man, old woman, horse, cow) and explains Ls that they will role-play some parts of the story with puppets.

T: *Let's act out the story. I've got the old man, the old woman, the cow and the horse.*

*What does the old man say in the story?*

*Who would like to be the old man?*

Hand out each puppet to 4 Ls repeating the process above.

2. Ask Ls holding puppets to stand into the correct order according to the story sequence.

3. Tell the rest of the class to play the role of the gingerbread man. Elicit what the gingerbread man says in the story. Point to picture 3 on the wall.

T: *What does the gingerbread man say when he runs away from the old man?*

4. Make sure there is enough space for the role-play and help Ls to role-play the dialogue. Encourage Ls to add some actions to the role-play.

5. Encourage Ls to role-play the dialogue with different Ls again.

**LEARNERS' ACTIVITIES**

1. Ls prepare for role-playing a short part from the story.

Ls: *Stop! Come here! I want to eat you.*

Four Ls take the puppets (old man, old woman, horse, cow).

2. Ls take the roles of 4 characters and stand in the correct order.

3. The rest of the class takes the role of the gingerbread man.

Ls: *Ha, ha, ha. Run, run, run, as fast as you can. You can't catch me. I'm the gingerbread man.*

4. Four Ls take the role of 4 characters while the rest of the class with T plays the role of the gingerbread man. They role-play the dialogue together. Ls add some actions to the role-play. E.g.: the old man runs after the gingerbread men while they run away.

L1 – horse: *Stop! Come here! I want to eat you.*

Ls – gingerbread men: *Ha, ha, ha. Run, run, run, as fast as you can. You can't catch me. I'm the gingerbread man.*

5. Ls change roles and role-play the dialogue again.

STAGE 8 **Homework task – copying words, sequencing pictures**

TIME 3 mins

SKILLS AND  
COMPETENCIES IN FOCUS Identifying words  
Sequencing pictures

ORGANISATION Whole class

AIDS AND MATERIALS 2.8 Homework tasks 1–2

### TEACHER'S ACTIVITIES

1. Prepare copies of 2.8 Homework tasks 1–2 for Ls and explain what they have to do.  
Homework task 1: Who is who? Write the words under the pictures.  
Homework task 2: Put the story pictures into the correct order. Colour the pictures.  
Write the text.

### LEARNERS' ACTIVITIES

1. Ls make note of their homework.

### LESSON 3: CAN A COW FLY? – EXPRESSING ABILITY

#### AIMS OF THE LESSON

- to improve Ls' skills in expressing ability
- to enhance Ls' feel for language and humour in L2
- to improve Ls' skills in logical sequencing
- to develop Ls' listening comprehension skills by identifying where to join in to the story telling
- to develop Ls' skills in making connection between spoken and written language

#### MATERIALS AND RESOURCES

2.6 Pictures for story telling, 3.3 Silly pictures, 3.6 Reading scrolls, 3.7 Speech bubbles, 2.8 Homework task 2, a ball, small slips of paper, 3.8 Homework task A and B

**Before the lesson:** prepare 3.6 Reading scrolls, prepare a suitable number of 3.8 Homework task A and B

#### STAGE 1 **Warmer – I'm a Magician, Whispering Magician**

TIME 8 mins

SKILLS AND COMPETENCIES IN FOCUS  
Listening comprehension  
Miming action verbs  
Expressing abilities

ORGANISATION Groups

AIDS AND MATERIALS Ball

#### TEACHER'S ACTIVITIES

1. Play the same game as in Lesson 2 with extended vocabulary. Extend Ls vocabulary by adding new action verbs.

T: *Abacadabra abracadee. You can jump. /You can't catch a bee. /You can't reach the sky.* Wave your magic wand and points to one L.

2. Arrange Ls into 2 groups for the Whispering Magician game. You as a Magician whisper an action verb to one group.

T: *You can't fly. You can climb up a tree.*

Then whisper another action verb to Group 2.

#### LEARNERS' ACTIVITIES

1. Ls stand in a large group and listen to T's instructions. When T points to one L he/she does the action.

2. Ls stand in two groups. Group 1 listens to what T whispers to them. They do the action together. Group 2 guesses the action and says the sentence. Ls: *You can't fly.*

Groups change roles.

3. Model the task by saying what you can and can't do.

T: *I can swim but I can't fly.*

Then throw the ball to a L and elicit what he can and can't do.

3. Ls listen to the model and then catch the ball and say what they can / can't do.

Ls: *I can climb a tree but I can't jump high.*

STAGE 2	<b>Rhyme – I can ...</b>
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening comprehension
ORGANISATION	Whole class
AIDS AND MATERIALS	–

#### TEACHER'S ACTIVITIES

1. With miming and gestures elicit the I can ... rhyme which Ls learnt in Lesson 2.

#### LEARNERS' ACTIVITIES

1. Ls revise the rhyme. They say it along the T and mime the actions.

*I can jump up high*

*But I can't reach the sky.*

*I can climb up a tree*

*But I can't catch a bee.*

2. Ls say the rhyme.

#### VARIATION FOR ALL LS

AIDS AND MATERIALS	–
DESCRIPTION	Recall any other rhyme about describing abilities.

STAGE 3 **Making questions – Silly questions**

TIME 8 mins

SKILLS AND  
COMPETENCIES IN FOCUS Vocabulary building  
Reading comprehension

ORGANISATION Groups, whole class

AIDS AND MATERIALS 3.3 Silly pictures  
Slips of paper (12 for each group)

**TEACHER'S ACTIVITIES**

1. Put 3.3 Silly pictures on the board. First elicit Ls' reactions about the animals making silly actions then introduce silly questions. Elicit more questions from Ls with the help of pictures.

T: *Can a cow fly?*

2. Ask the two groups to write animal names and action words. Monitor groups and helps to write down any silly actions.

3. Monitor.

**LEARNERS' ACTIVITIES**

1. Ls make silly questions about the pictures.

Ls: *Can a mouse catch a bee?*

2. Ls in two groups write animal 6 names and 6 silly actions on slips of paper.

3. The two groups put all the slips together and make 2 piles of cards: animals and action verbs.

One L from each group comes out and chooses a card from each pile (L1: *snake* / L2: *read upside down*).

Together they make and read out a silly question.

L1 and L2: *Can a snake read upside down?*

STAGE 4 **Picture story – The gingerbread man**

TIME 5 mins

SKILLS AND  
COMPETENCIES IN FOCUS Logical sequencing

ORGANISATION Whole class

AIDS AND MATERIALS 1.1 Gingerbread man puppet  
2.6 Pictures for story telling  
2.8 Homework task 1–2

**TEACHER'S ACTIVITIES**

1. Put the 1.1 Gingerbread man puppet on the board and elicit some silly questions about him.
2. Put 2.6 pictures for story telling on the board or on the wall in a mixed order.  
T: *Can you put the pictures into the correct order?*
3. Give short feedback on Ls' homework.  
Key to 2.8 Homework task 1: gingerbread man, old man, old woman, horse, cow, fox  
Key to 2.8 Homework task 2: see sequence of 2.6 Pictures for story telling

**LEARNERS' ACTIVITIES**

1. Ls ask silly questions about the gingerbread man.  
Ls: *Can the gingerbread man hop on one leg?*
2. To revise the story, Ls sequence the pictures on the wall.
3. Ls check 2.8 Homework task 2 and then 2.8 Homework task 1

STAGE 5 **Story telling – The gingerbread man**

TIME 8 mins

SKILLS AND  
COMPETENCIES IN FOCUS Listening comprehension  
Pronunciation and intonation

ORGANISATION Whole class

AIDS AND MATERIALS 2.6 Story  
2.6 Pictures for story telling

### TEACHER'S ACTIVITIES

1. Tell 2.6 Story using 2.6 Pictures for story telling on the wall. While story telling take the roles of different characters and encourage Ls to join in.
2. Ask for some feedback about the story.  
T: *Who is your favourite character?*

### LEARNERS' ACTIVITIES

1. Ls look at the pictures and listen to the story. They join into the story telling imitating T's voice, intonation.
2. Ls say who they favourite character is.  
Ls: *I like the horse.*

#### STAGE 6 **Back-chaining with reading scrolls**

TIME 6 mins

SKILLS AND  
COMPETENCIES IN FOCUS Making connection between written and oral language  
Reading aloud  
Pronunciation and intonation

ORGANISATION Whole class

AIDS AND MATERIALS 3.6 Reading scrolls

### TEACHER'S ACTIVITIES

1. Prepare 3.6 Reading scrolls. Roll up each sentence scroll and fasten the end of the scroll on the board. Read out chunks starting from the end of the sentence while gradually roll the scroll out.  
T: *eat you.*  
*I want to eat you.*  
*Come here! I want to eat you.*  
*Stop! Come here! I want to eat you.*

2. Repeat the same process with the 2nd reading scroll.  
T: *As fast as you can.*  
*run as fast as you can.*  
*Run, run, run As fast as you can.*  
*Ha, ha, ha. Run, run, run, As fast as you can.*

### LEARNERS' ACTIVITIES

1. Ls repeat after T each time she reads out a language chunk.  
Ls: *eat you.*  
*I want to eat you.*  
*Come here! I want to eat you.*  
*Stop! Come here! I want to eat you.*
2. Ls repeat after T each time she reads out a language chunk.  
Ls: *As fast as you can.*  
*run as fast as you can.*  
*Run, run, run As fast as you can.*  
*Ha, ha, ha. Run, run, run, As fast as you can.*

3. Repeat the same process with the 3rd reading scroll.

T: *the gingerbread man.*  
*I'm the gingerbread man.*  
*catch me I'm the gingerbread man.*  
*You can't catch me. I'm the gingerbread man.*

4. Encourage Ls to read out the full sentences, part from the story.

3. Ls repeat after T each time she reads out a language chunk.

Ls *the gingerbread man.*  
*I'm the gingerbread man.*  
*catch me I'm the gingerbread man.*  
*You can't catch me. I'm the gingerbread man.*

4. Ls practise reading aloud.

STAGE 7	<b>Writing</b>
TIME	6 mins
SKILLS AND COMPETENCIES IN FOCUS	Copying short parts of the story
ORGANISATION	Individual
AIDS AND MATERIALS	3.7 Speech bubbles 2.6 Pictures for story telling 2.8 Homework task 2

#### TEACHER'S ACTIVITIES

1. Arrange Ls in front of 2.6 Pictures for story telling and prepares 3.7 Speech bubbles. Ask Ls to point to the first picture in the story sequence where these sentences appear. (There is the same text on the speech bubbles as on the reading scrolls. There is no need to put the speech bubbles next to the pictures 3–6 as it is a repetitive story.)
2. Ask Ls to copy the text of the speech bubbles into 2.8 Homework task.
3. Monitor.

#### LEARNERS' ACTIVITIES

1. Ls find where the speech bubbles first appear in the story and they put the two speech bubbles next to pictures 3–6.
2. Ls take 2.8 Homework task 2 from Lesson 2 and they copy these 2 parts of the story into the bubbles next to the correct pictures.
3. Ls read out their writing in pairs.

STAGE 8	<b>Homework task – crossword puzzle</b>
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading comprehension Spelling
ORGANISATION	Individual
AIDS AND MATERIALS	3.8 Homework task A and B

#### TEACHER'S ACTIVITIES

1. Prepare enough number of copies of 3.8 Homework task A and B and explains both. Offer Ls to choose which task they would like to do. Make sure there are enough copies (about 50–50%) of both versions of homework tasks.  
Homework task A: Crossword puzzle. Do the crossword. Help: Choose from the wordbank.  
Homework task B: Crossword puzzle. Draw the pictures for the completed crossword puzzle.

#### LEARNERS' ACTIVITIES

1. Ls choose homework task A or B.

## LESSON 4: PREPARING FOR A ROLE-PLAY

### AIMS OF THE LESSON

- to develop Ls' skills in shared story telling
- to improve Ls' skills in role-playing
- to improve Ls' skills in decorating puppets in a creative way
- to revise expressing ability

### MATERIALS AND RESOURCES

3.8 Homework task A and B, 2.6 Pictures for story telling, 3.7 Speech bubbles, 1.1 Gingerbread man puppets, 4.1 Ladders game, 4.3 Cut-out puppets, 4.4 Speech bubbles

**Before the lesson:** read 4.1 Ladders game, prepare sticks for each puppet, some sellotape for each group

**Classroom arrangement:** Arrange desks, chairs for four groups.

### STAGE 1

**Warmer – Ladders  
Checking homework**

### TIME

10 mins

### SKILLS AND COMPETENCIES IN FOCUS

Listening comprehension

### ORGANISATION

Whole class

### AIDS AND MATERIALS

4.1 Ladders game

### TEACHER'S ACTIVITIES

1. Read the description of 4.1 Ladders game before the lesson and explain the game.

With more than 15 Ls in the class, ask Ls to stand in two lines facing each other. Summarize the game and announce who the winner is.

### LEARNERS' ACTIVITIES

1. To revise the names of characters from the story Ls play a game. They sit on the floor in two lines (or on chairs) facing each other with their legs stretched out and their feet touching. Ls' legs represent the steps of a ladder. Each pair takes the name of one character from the story. When T calls out a name E.g.: horse. The pair with that name gets up and starts running to the front of the line jumping over the other Ls' legs. When they get to the bottom end of the line, one of them turns left, the other right and they run to the top end of the two lines. Then again they jump over the other Ls' legs until they reach their places. They sit back to their places. The group of the quicker L gets a score.

2. For checking 3.8 Homework task A and B, pair up Ls. L1 – homework A, L2 – homework B  
 Key to 3.8 Homework task A: 1 old woman, 2 run, 3 horse, 4 house, 5 cow, 6 fox, 7 catch
2. Ls check 3.8 Homework task A or B in pairs. They help each other if needed and give a short feedback to T.

STAGE 2	<b>Shared story telling – The gingerbread man</b>
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Retelling a story
ORGANISATION	Whole class
AIDS AND MATERIALS	2.6 Pictures for story telling 3.7 Speech bubbles

#### TEACHER'S ACTIVITIES

1. Retell the story using 2.6 Pictures for story telling and encourage Ls to join in into the dialogues using the text on 3.7 Speech bubbles on the wall.

#### LEARNERS' ACTIVITIES

1. Ls join in the story telling by taking over T's role in the dialogues.

#### VARIATION FOR CONFIDENT AND MORE FLUENT SPEAKERS

AIDS AND MATERIALS	2.6 Pictures for story telling 3.7 Speech bubbles
DESCRIPTION	With T's support some more able Ls can try and retell the whole story using 2.6 Pictures for story telling.

STAGE 3 **Making and introducing story characters – Puppets**

TIME 20 mins

SKILLS AND  
COMPETENCIES IN FOCUS Working in groups  
Describing characters

ORGANISATION Groups

AIDS AND MATERIALS 1.1 Gingerbread man puppets  
4.3 Cut-out puppets  
Sticks for each puppet, some sellotape

**TEACHER'S ACTIVITIES**

1. Arrange Ls in max. 4 groups and gives each group a 1.1 Gingerbread man puppet and 4.3 Cut-out puppets of the story characters.  
(Calculate the best possible grouping. In large classes, add some more characters – animals – to the story.)  
Monitor.
2. Model how to introduce a character.  
T: *I am the gingerbread man. I'm tall. I've got long legs. I can run fast but I can't swim.*
3. Monitor.

**LEARNERS' ACTIVITIES**

1. Using 4.3 cut-out puppet models, Ls colour, decorate, cut the puppets out. Then they put them on a stick. Ls make all the characters from the story in their group except the gingerbread man which they made in Lesson 1.
2. Ls introduce their puppets. One L from each group introduces his/her puppets in front of the whole class.  
Ls: *I am the fox. I've got a long nose and a long red tail. I can run fast. I can eat you. I can't fly.*
3. Ls introduce their puppets in their groups.

STAGE 4 **Story telling – The gingerbread man**

TIME 10 mins

SKILLS AND  
COMPETENCIES IN FOCUS Listening comprehension  
Reading aloud

ORGANISATION Whole class

AIDS AND MATERIALS 2.6 Pictures for story telling  
3.7 Speech bubbles  
4.4 Speech bubbles

**TEACHER'S ACTIVITIES**

1. Recall the end of the story by pointing to 2.6 Pictures for story telling 7–11 and telling 2.6 Story for pictures 7–11. Introduce the text with the help of 4.4 Speech bubbles. Read the text out aloud. (3.7 Speech bubbles are on the wall already.)

T: Gingerbread man: *Oh, no! A river! I can't swim.*

Fox: *I can swim. Sit on my tail.*

*Oh, you're too big for my tail. Sit on my back.*

*Oh, you're too big for my back. Sit on my nose.*

*Hmm, I'm hungry! I eat you!*

3. Monitor.

**LEARNERS' ACTIVITIES**

1. Ls listen to the end of the story and put the speech bubbles next to the correct story pictures (7–11).

2. Ls read the text out aloud in 2 groups. Group 1 – gingerbread man, group 2 – fox.

3. Ls practise reading aloud the end of the story in pairs.

## LESSON 5: ROLE-PLAYING THE STORY WITH PUPPETS

### AIMS OF THE LESSON

- to develop co-operation and working together in a role-play
- to develop Ls' self-confidence by 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

1.1 Gingerbread man puppets, 4.3 Cut-out puppets, 3.7 Speech bubbles, 4.4 Speech bubbles, 5.3 Evaluation chart

**Before the lesson:** Prepare 3.7 and 4.4 Speech bubbles on the wall, copy 5.3 Evaluation chart on the board, take 1.1 Gingerbread man puppets to class

**Classroom arrangement:** Arrange desks, chairs for group work.

### STAGE 1

**Warmer – Silly questions**

### TIME

10 mins

### SKILLS AND COMPETENCIES IN FOCUS

Asking questions  
Playing with English

### ORGANISATION

Whole class

### AIDS AND MATERIALS

1.1 Gingerbread man puppets  
4.3 Cut-out puppets

### TEACHER'S ACTIVITIES

1. Ask silly questions from Ls.

T: *Tom, can up drink standing on your head? Ann, can you catch an elephant? Sara, can you sing in Chinese?*

2. Hand out 1.1 Gingerbread man puppets, 4.3 Cut-out puppets and arrange Ls in pairs. Model it.

T: (as a horse talking to the fox) *Fox, can you climb a tree?*

### LEARNERS' ACTIVITIES

1. Ls answer T's silly questions.

2. Ls taking the role of their puppets ask each other silly questions in pairs.

3. Ls give feedback on the silliest question in English or Hungarian.

Ls: *I liked Tom's question the best.*

STAGE 2	<b>Preparing for the role-play – Dialogues</b>
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Memorizing short dialogues
ORGANISATION	Groups
AIDS AND MATERIALS	3.7 Speech bubbles 4.4 Speech bubbles

#### TEACHER'S ACTIVITIES

1. Monitor.

#### LEARNERS' ACTIVITIES

1. Ls in groups of 6 or more prepare for a puppet role-play. They use the text of the story in 3.7 and 4.4 Speech bubbles on the wall. They only practise the dialogue parts of the story.

#### VARIATION FOR CONFIDENT AND MORE FLUENT SPEAKERS

AIDS AND MATERIALS	–
DESCRIPTION	Some more able Ls can take the role of the narrator in the story.

STAGE 3	<b>Preparing for giving feedback on the role-play – Did you like it?</b>
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Giving feedback
ORGANISATION	Groups
AIDS AND MATERIALS	5.3 Evaluation chart Exercise books

### TEACHER'S ACTIVITIES

1. Introduce 5.3 Evaluation chart of characters and qualities.
2. Explain how to evaluate the characters in the role-play.  
T: *The fox was good.*

### LEARNERS' ACTIVITIES

1. Ls in their group prepare one chart in one exercise book with names of characters and qualities: super / good / OK. (Add additional characters if there are any.)
2. Each group puts ticks in the chart after each role-play.

STAGE 4	<b>Puppet role-play – The gingerbread man</b>
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking fluently
ORGANISATION	Groups
AIDS AND MATERIALS	1.1 Gingerbread man puppets 4.3 Cut-out puppets

### TEACHER'S ACTIVITIES

1. Arrange groups for role-play.
2. Monitor.
3. Give feedback on the groups' role-play.

### LEARNERS' ACTIVITIES

1. Each group (4) role-plays the dialogues from the story using their 1.1 Gingerbread man puppets and 4.3 Cut-out puppets.
2. After each role-play groups decide together and tick their evaluation chart about the characters. Groups give feedback in front of the whole class.  
Ls: *The fox was good. The cow was super.*