
THE THREE BILLY GOATS GRUFF

‘I WANT TO GET THE TROLL’S GOAT’

Based on the jazz chant *The Three Billy Goats Gruff* by C. Graham.

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

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

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FOCI OF SKILLS-DEVELOPMENT

Communicative language skills

- Practising grammar structures and functions in a meaningful context
- Guessing, translating, reading out sentences in language games

General, educational skills

- Discussing moral and social issues;
- Evaluating one's own performance;
- Understanding humour
- Improving chanting skills (pronunciation, rhythm, knowledge of text)
- Developing drama techniques

EVALUATION

The learners evaluate and reflect on their own and their peers' work and progress during the module and at the end of the module through guided discussion and by filling in an achievement card and a task card. They also reflect on the class performance on the basis of the video recording after watching themselves and on the basis of the comment cards written by the audience.

SUGGESTIONS

The teacher's role is significant when working with a new genre, in this case with a jazz chant fairy tale. The teacher should motivate the learners and be enthusiastic about the new style otherwise the learners might find it strange. First, she can create interest by telling children a story about the background 'history' of jazz chanting, then offering some examples for the learners to enjoy and experience the rhythm. Later on, she should maintain the relaxed working atmosphere in order to encourage learners to join in the chanting actively. Chanting is a really useful technique to build confidence in speaking and pronunciation. The performance for a real audience is a real challenge for everyone. In the preparation the teacher should hand over the responsibility to the learners as much as possible to enhance learner autonomy.

BACK UP SYSTEM

Source: Graham, Carolyn, 1988., *The Three Billy Goats Gruff* in Graham, C. 1988. *Jazz Chant Fairy Tales*, Oxford, OUP pp.: 45-58
Book and cassette!

Versions of the 'The Three Billy Goats Gruff' story: M. McHugh, S. Maidment, *Fanfare 2*, OUP, 1993

M. Williams, *The Three Billy Goats Gruff*, Penguin Young Readers 200

Sue Arengo, *The Three Billy Goats*, Classic Tales Series, Oxford, OUP, level 1

MAP OF THE MODULE

LESSON	FOCI OF SKILL DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Intercultural knowledge Meaning-making Understanding of rhythm and rhyme Editing skills	Collecting fairy tales Reading a story Introducing jazz chants and chanting Listening to the jazz chant version of the story Doing listening tasks	Text of the stories	tape recorder 1.3 Recording 1.3 Story 1.4 Edited story board, chalk exercise- book, pen other versions of the same story: 1.1 Fanfare, 1.1 Penguin Young Readers, 1.1 Classic Tales
2	Understanding of grammar Pronunciation Learner autonomy Study skills	Playing traditional children's games Reading a story Preparing performance Making a poster to advertise the performance	Like /likes Comparison of adjectives Describing someone	tape recorder 1.3 Recording 1.3 Story or 1.4 Edited story board, chalk large sheets of cardboard paper scissors, paint, felt-tip pens, glue, crayons old magazines
3	Understanding of grammar (future with 'will' and 'going to' structures) Pronunciation (intonation, contracted forms, rhythm of spoken language) Study skills (collecting, selecting, associating, brainstorming, listing, checking)	Collecting info about goats Playing traditional children's games Listening to the jazz chant Chanting Preparing a performance	Like /likes Eats Future: going to / will Food items Text of the story	1.3 Story 1.3 Recording board, chalk large sheets of paper, crayons, paint, felt-tip pens books on nature (goats) computer with internet access

4	Learner autonomy Chanting (pronunciation, rhythm) Cooperation Drama techniques	Discussing how to organise a performance Rehearsing	Text of the story	board, chalk 1.3 Story posters with difficult parts made by learners tape recorder 1.3 Recording Simple props (paper, cardboard, pens, strings, paint, boxes, tubes, glue – anything you can use for use for making props)
5	Reflecting and self-evaluation Learner autonomy Drama techniques (verbal and non-verbal communication) Confidence building and self-esteem	Rehearsing Performing Giving feedback and evaluation	Text of the story Vocabulary of evaluation	props for the show video camera comment cards (blank cards for the audience to write comments on) 5.3 Achievement sheet 5.3 Task sheet video recording

PROCEDURE

LESSON 1: MEETING THE BILLY GOATS (THE JAZZ CHANT VERSION OF THE THREE BILLY GOATS GRUFF BY C. GRAHAM)

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to enhance intercultural knowledge ■ to develop meaning-making skill ■ to support understanding of rhythm and rhyme ■ to improve editing skills
MATERIALS AND RESOURCES	<p>1.3 Recording, 1.3 Story, 1.4 Edited story, board, chalk, exercise-book, other versions of the story: 1.1 Fanfare, 1.1 Penguin Young Readers, 1.1 Classic Tales</p> <p>Versions of the ‘The Three Billy Goats’ story: 1.1. Fanfare, 1.1 Penguin Young Readers, 1.1 Classic Tales; these are NOT essential though helpful for teachers using this module. Any story book or video clip involving the story of the three goats (in Hungarian too) can be used.</p> <p>1.3 Story: the whole module is based on this, the teacher needs to be able to use an audio cassette of this to exploit the module successfully. A copy of the story would be useful, but is not essential as all the story is contained in 1.3 Story.</p>
STAGE 1. A	Warmer and Lead-in – Fairy tales
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	<p>Brainstorming</p> <p>Guessing</p> <p>Learner autonomy</p>
ORGANISATION	Whole class
AIDS AND MATERIALS	Board, chalk

TEACHER’S ACTIVITIES

1. The teacher tells the class that they will work on a special project in this module focusing on a story. S/he invites the learners to brainstorm titles of fairy tales.

LEARNERS’ ACTIVITIES

1. The learners brainstorm titles of tales and offer as many words as they can in order to define and describe the genre of fairy tales. They finally find the title of the story: *The Three Billy Goats Gruff*.

2. S/he also asks them to collect the characteristic features of fairy tales. S/he helps with special vocabulary and offers the appropriate titles in English. If they cannot guess the title of the module, s/he prompts and elicits the title of the story of the three goats, well-known to Hungarian learners too.
 3. The teacher elicits the characters, the scene and the storyline and invites the learners to write all the information on the board.
2. The learners brainstorm characteristic features of fairy tales.
 3. The learners brainstorm and guess the story in simple English and write the characters and words from the story on the board.

STAGE 1. B	
TARGET GROUP	Groups who like reading stories
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding a story Meaning-making
ORGANISATION	Whole class
AIDS AND MATERIALS	Any version of the story, e.g.: 1.1 Fanfare, 1.1 Penguin Young Readers, 1.1 Classic Tales

TEACHER'S ACTIVITIES

The teacher tells everyone that they will work on a special project in this module focusing on a story. S/he introduces a story to the class. S/he invites the learners to read or listen to a traditional version of the selected fairy tale. It can be a picture book, a graded reader or any other type. Then s/he encourages the class to discuss certain aspects such as characters, problem, solution, style or level of difficulty. The use of any of the three given versions of the story or choosing another one is optional. (The teacher should find an appropriate version for his or her learners in the library or any other place or simply can use the method of telling the story by heart.)

LEARNERS' ACTIVITIES

Learners read, watch or listen to the story of the goats. They discuss if they know the story in their first tongue, if they like that particular version, whether it is too difficult or easy for them. They also discuss any possibilities of remaking it into a drama performance.

STAGE 2	Pre-listening task – Jazz chants
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening to follow a presentation Open attitude Rhythm Chanting
ORGANISATION	Whole class

TEACHER'S ACTIVITIES

The teacher asks the learners whether they have heard the name of Carolyn Graham and shares some background information on the origin of jazz chanting. S/he might use body language to make understanding easier:

E.g.: *“Carolyn Graham was a bar singer. She sang jazz and she played the piano. One night she went home and saw that her husband had done something wrong. She was really angry and she said (chanting with a rhythm): I told you not to do it and you did it again! And her husband replied (chanting with a rhythm): I’m sorry. I’m sorry. Then Carolyn tried repeating this dialogue several times and she realised that it had a beautiful rhythm and melody. That’s how she invented a new English language teaching method using the rhythm of jazz music. And now she is a famous teacher trainer all over the world. She also visited Hungary and taught teachers how to use and enjoy jazz chanting.”*

The teacher gets everyone to repeat the chanted sentences of the little legend and helps with the correct rhythm. *“I told you not to do it and you did it again! I’m sorry. I’m sorry.”* S/he helps the learners realise how easy it becomes to recite this grammatically difficult and very long sentence with the help of rhythm. The teacher also invites the learners to clap or walk (or both) to the rhythm of this micro-dialogue.

LEARNERS' ACTIVITIES

The learners listen to the teacher’s story and explanation. They repeat the lines and enjoy the rhythm. They clap, they walk to the rhythm.

STAGE 3	Listening – The Three Billy Goats Gruff
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Rhythm Rhyming skills Pronunciation Meaning-making Memorising Open attitude
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Recording, 1.3 Story

TEACHER'S ACTIVITIES

1. The teacher says that they will hear the first part of 1.3 Recording, the jazz chant version of the Billy Goats story. (*PART 1: From the beginning to that part when the story actually starts, i.e. when the narrator says: One day the three Billy Goats Gruff...*) S/he asks them to listen carefully and memorise some words they can understand such as the names of the three goats.
2. The teacher hands out copies of 1.3 Story and encourages learners to read the lines while they listen to the tape. The teacher plays the whole story for the learners. The teacher stops the tape several times and checks the meaning-making by asking questions, making them complete unfinished statements, asking the meaning of some words, finding rhyming wordpairs, etc. S/he also encourages them to say certain stanzas along with the tape or repeat after the tape. If it is necessary, she plays certain parts again.

LEARNERS' ACTIVITIES

1. Learners listen to the first part of 1.3 Recording which introduces the characters. They listen to the names of the three goats and other words they can understand and remember.
2. They get a copy of 1.3 Story, follow it and check their answers (*Big Bill, Will, Little Billy*). As they listen to the whole story they attempt to understand as much as possible. They guess the meaning of unknown words, find rhyming words and clap to the rhythm. When asked they repeat certain parts or chant the stanzas along with the tape. With easy parts they can try chanting without the help of the tape.

STAGE 4	Follow-up activities – Editing the story
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Cooperation Learner autonomy Sharing opinions Decision-making Selecting Editing
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	1.3 Story, 1.4 Edited story

TEACHER'S ACTIVITIES

1. The teacher invites everyone to share their favourite parts with their partners.
2. The teacher asks them to look through the story and select parts they find too difficult to learn or unnecessary for a performance. The teacher might help with guiding questions such as *“Do we need this narrator’s part?”*. The teacher can suggest – if it is not pointed out by the learners – that the learners should omit all the narrator’s parts since they are quite difficult to learn but easy to act out. The characters’ parts and the chorus provide sufficient learning material.
(There is an example of an edited version in 1.4 Edited story. The teacher in the following lessons should always use the edited – and thus personalised – version prepared by the learners!)

LEARNERS' ACTIVITIES

1. The learners work in pairs and select their favourite parts. They practise reading them.
2. They read through the tale again and look for parts they do not like or find difficult. They edit the text for themselves. They omit unwanted parts. They share their ideas with each other. The result is an edited version such as the one in 1.4 Edited story which might not contain the narratives for example. The learners can decide to have a lot shorter version for themselves. (1.4 Edited story is only an example.)

LESSON 2: THE GOATS AND THE TROLL

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to increase understanding of grammar ('like' structure, comparison of adjectives) ■ to improve pronunciation ■ to enhance learner autonomy ■ to support study skills
MATERIALS AND RESOURCES	1.3 Story, 1.3 Recording, large sheets of cardboard paper, scissors, board, chalk, crayons, paint, felt-tip pens, glue, old magazines
STAGE 1	Warmer – Cross the river!
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Playing children's games Guessing Memory
ORGANISATION	Whole class, individual work
AIDS AND MATERIALS	Chalk

TEACHER'S ACTIVITIES

- The teacher invites the learners to play a game. S/he asks the class to stand on one side of the classroom and draws a chalk line in the middle which symbolises the river. S/he starts the game by saying a sentence and crossing the river with the troll inside.
"I'm I like and I can cross the river." According to the rule of the game she should say something with her own name's initial letter.
 E.g. *"I'm Judy, I like jam and I can cross the river."* Or *"I'm Eve, I like English and I can cross the river."*
 The aim of the game is to guess the rule and say a correct sentence in order to cross the river safely. Anyone who can say a sentence which is both grammatically and rule wise good, is safe. First, the teacher decides who is safe, later when more and more learners guess the rule they say who is safe and can join them on the other side of the river. The teacher helps those who cannot realise the rule and stuck on the opposite side by prompting and highlighting the words e.g. *Judy-jam, Eve-English, etc.*

LEARNERS' ACTIVITIES

- The learners play the game. They say sentences in order to be able to cross the river.

2. The teacher invites the class to play a memory game practising grammar structures
“*He likes ... She likes*”
2. The learners play a memory game. They recall from memory who said what and say sentences in third person singular, e.g. “*Judy likes jam. Eve likes English.*” Anyone who can say a sentence can sit down.

STAGE 2	Practising main parts (1) – The Troll
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Selecting Listing Describing someone Imagination Pronunciation
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Story, 1.3 Recording

TEACHER'S ACTIVITIES

1. The teacher asks everyone to read 1.3 Story again and find two stanzas focusing on using the 'like/likes' structures. (*PART 4: "Troll: I'll show him what a troll is!.... Chorus:...then do it all over again."*)
2. The teacher invites them to listen to this part (*PART 4*) on 1.3 Recording and practise chanting these stanzas.
3. The teacher encourages the learners to imagine the troll's personality on the basis of these sentences.

LEARNERS' ACTIVITIES

1. Learners read 1.3 Story and find parts focusing on using the 'like' structure. It's the chorus and the troll's part. The troll says sentences beginning with "*I like...*" and the chorus parts turn these sentences into "*He likes...*" sentences.
2. They listen to this part on 1.3 Recording and repeat it after the tape. They practise saying these lines.
3. They describe the troll on the basis of his favourite activities. E.g.: "*He likes to fight and bite!, He likes to kick and slap!*", *Etc. So the Troll is very aggressive, wild, uses his power to frighten others, etc.*

STAGE 3. A Practising main parts (2) – The three goats**TIME** 15 mins**SKILLS AND COMPETENCIES
IN FOCUS**

Selecting
 Study skills
 Describing someone
 Matching
 Comparing
 Cooperation
 Chanting
 Drama skills

ORGANISATION

Whole class, pair work

AIDS AND MATERIALS

1.3 Story, 1.3 Recording, board, chalk, exercise-book

TEACHER'S ACTIVITIES

1. The teacher encourages the learners to work in pairs, to read and find adjectives to describe the goats.
2. The teacher plays 1.3 Recording, the introductory part (*PART 1*: from the beginning of the story to Narrator: One day the three Billy Goats Gruff ...).
3. The teacher asks the learners first to match the adjectives with the three goats and then write sentences to describe the goats using the words and phrases of the text.

LEARNERS' ACTIVITIES

1. Learners work in pairs. They find adjectives in the text to describe the goats such as: *big, old, rough, tough / (not) very old...*
2. They listen to *PART 1* on 1.3 Recording.
3. They match the adjectives with the three goats. They write sentences on the board and in their exercise-book. (They use the story to find these sentences which describe the goats.) *"Big Bill is rough and tough. Little Billy is not very big / old / tough / rough / fat. Will is bigger than Little Billy. Big Bill is bigger and fatter than Little Billy and Will."*

4. The teacher asks learners to find parts in the text that describe trolls and compare them with the goats. S/he also invites them to discuss who is smarter in the story: goats or trolls.
5. The teacher invites everyone to select their favourite parts and practise saying these lines with emotions imagining they are the goats or the troll.
4. The learners find the appropriate parts that describe and compare the troll with the goats. *“Goats are stupid. Trolls are smart. Trolls are smarter than goats.”* They discuss the message i.e. who is smarter on the basis of the story. They write their conclusion: *“Goats are not stupid. They are smart. Goats are smarter than trolls.”*
5. The learners choose their favourite lines and practise chanting them with emotions. They can either choose to be the goats or the troll. They practise in pairs.

STAGE 3. B	Making a poster
TARGET GROUP	Groups who love project work
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Creativity Cooperation Visual communication
ORGANISATION	Group work
AIDS AND MATERIALS	Large sheets of cardboard paper, scissors, board, chalk, crayons, paint, felt-tip pens, glue, old magazines

TEACHER'S ACTIVITIES

The teacher invites learners to work in groups and make a poster on the characters of the story to advertise the class performance later.

This task needs very strict and planned organisation in order to save time, so the teacher should tell the learners how long they can work on the task, who does what and prepare all the necessary tools in advance. If the learners can't finish the work, they can complete it after the lesson or at home.

LEARNERS' ACTIVITIES

The learners work in their project groups and prepare big posters advertising the performance of the story. They use various techniques to make their posters as creative and attractive as possible. They write phrases and sentences from the text to accompany the pictures.

They can use

- a montage technique,
- an integration of drawing and pictures cut out from a magazine,
- pictures replacing certain words in a text, etc.

STAGE 4	Follow-up activity – Preparations for the performance
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Discussing Open attitude Confidence-building Self-esteem
ORGANISATION	Whole class
AIDS AND MATERIALS	Edited text of the story prepared by the learners

TEACHER'S ACTIVITIES

The teacher invites the learners to decide who is going to do what in the class performance, who is going to be the troll, etc.

LEARNERS' ACTIVITIES

The learners decide on the cast and other responsibilities. They decide who will play the main characters while all the others will be the chorus. They also need volunteers responsible for making the props, etc.

LESSON 3: MORE PRACTICE

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to improve understanding of grammar (future with ‘will’ and ‘going to’ structures) ■ to develop vocabulary of food words and objects ■ to support pronunciation (intonation, contracted forms, rhythm of spoken language) ■ to improve study skills (collecting, selecting, associating, brainstorming, listing, checking)
MATERIALS AND RESOURCES	1.3 Story, 1.3 Recording, large sheets of paper, felt-tip pens, crayons, paint, any books on nature, computer with internet
STAGE 1	Warmer – Goats
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Spelling Associating Brainstorming Cooperation Competition General knowledge
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	Pen and paper, board, chalk

TEACHER’S ACTIVITIES

1. The teacher invites the learners to brainstorm information about goats (real or fictitious) and makes a topic web on the board around the word: *goats*.

2. The teacher asks them to work in groups and find food items for each letter of the English alphabet. It is a competition between the groups. S/he demonstrates the task: *A – apples, B – bananas, C – candies, cabbages or cauliflower, etc.* S/he sets a time limit for the groups. The group with the most words wins.

LEARNERS’ ACTIVITIES

1. Learners take turns to offer their associations with the word ‘goats’. They brainstorm ideas and tell the teacher what they know about goats.

2. Working in groups, they find food words with each letter of the alphabet. The goats in the story eat “anything”, so they can feel free to choose almost any items if they cannot think of a proper food name to go with a particular letter.

STAGE 2	Practising main parts (1) – What do goats eat?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Memory Ordering Cooperation Study skills Guessing Categorising Logical thinking Problem solving Checking
ORGANISATION	Whole class, pair work
AIDS AND MATERIALS	1.3 Story (or the text edited by the learners in Lesson 1), exercise-book

TEACHER'S ACTIVITIES

1. The teacher invites the learners to tell him/her words they remember from the story in connection with the goats' eating habits and readiness.
2. The teacher asks the class to memorise the words for one minute, and then play a memory game in pairs. S/he invites the pairs to check their memory referring to the text of Part 2 by asking the words from each other in any possible way, e.g.: asking in Hungarian, giving simple definitions, acting out, playing "Hangman" or any other language game.
3. The teacher asks the pairs to order the words listed in the text, beginning from Chorus: *Fresh, sweet green grass*, finishing at: *Chorus: Green grass, green cheese?* (on pp. 48-49, in PART 2) according to a particular rule or category. E.g.: *food items I like; food items with the longest name, etc.*
4. The teacher tells them to read their lists to others to guess the main idea or rule behind the ordering.

LEARNERS' ACTIVITIES

1. Learners recall the words from memory. (e.g.: *green grass, daisies, pancakes, ice cream, dandelions, carrot tops, milk shakes...*)
He likes....He eats....
2. Learners check the words from the text of Part 2 and try to memorise all of them. They work in pairs. After a minute they can start asking each other the words. Hopefully they remember more words now than previously.
3. The learners work in pairs and order these words according to a category they do not tell anyone. They write their list in their exercise- books.
4. When finished, each pair reads out their lists and the others have to guess the main idea or rule behind the ordering. E.g.: *according to the learners' preference starting from the favourite food item, the level of difficulty of memorising the words, their size, their healthiness, their sequence according to the English alphabet, the amount of letters occurring in the words, etc.*

STAGE 3	Practising main parts (2) – Listen and chant
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Counting Concentration Pronunciation Intonation Selecting Understanding concept
ORGANISATION	Whole class, individual work
AIDS AND MATERIALS	Board, chalk, 1.3 Story or the text edited by the learners in Lesson 1, 1.3 Recording

TEACHER'S ACTIVITIES

1. The teacher tells learners to listen to the selected part on 1.3 Recording. This is the second part when the goats decide to visit their favourite hill to look for something to eat (pp.47-50), after the introductory part. (*PART 2*)
2. Before the second listening, the teacher writes the phrases “going to” and “ll – will” on the board and asks the class to count how many times they can hear these grammar words in the selected part. (*PART 2*)
3. The teacher asks the learners to listen to the tape again and chant certain parts along with the tape. She highlights the importance of rhythm, emotions and good intonation. (*PART 2*)
4. The teacher invites learners to look for other examples of using future “going to” and “will” in the text.

LEARNERS' ACTIVITIES

1. Learners listen to the selected part. (*PART 2*: From Narrator: “One day the three Billy Goats Gruff... to Narrator: “And so the three Billy Goats Gruff...”)
2. They write down the grammar words in their exercise-books. They listen to the selected part again. (*PART 2*) They count the grammar words: “going to” and “ll – will”. They tick the words whenever they hear them occurring. In this selected part they can hear “going to” 8 times and “ll” – i.e. the contracted form of will 6 times.
3. Learners listen to the tape again and chant certain parts along with the tape. They can choose the characters, the stanzas, the lines or words they want to chant. This can be e.g. the word “anything” which occurs in this part very frequently. The only important thing is to keep the right rhythm and say the selected parts with good pronunciation.
4. They look for other examples of using future “going to” and “will” in the text. E.g.: “He’ll eat you up!, The troll will eat you up!”

STAGE 4. A	Follow-up activities – Preparing for the performance
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Spelling Cooperation Copying Learning Chanting Learner autonomy
ORGANISATION	Group work
AIDS AND MATERIALS	1.3 Story or the story edited by the learners in Lesson 1, large sheets of paper, felt-tip pens, paint or crayons

TEACHER'S ACTIVITIES

The teacher asks learners to form groups and study the text of 1.3 Story again. S/he asks learners to choose some parts of the story that they find difficult and asks them to write these parts down on big sheets of paper. These posters will serve as prompters to help the rehearsals and the class performance. The teacher monitors the activity and ensures that different groups select different parts from the story if possible in order to produce more support for practising the whole story. When the groups have finished making the posters the teacher asks the groups to walk around the classroom and practise chanting the different parts.

LEARNERS' ACTIVITIES

Learners work in groups. They select difficult parts from 1.3 Story. They prepare prompting sheets for themselves. They use big sheets of paper and felt-tip pens to create help with the story parts which are difficult to memorise. The letters should be clear and big enough to read from a distance. When they have finished they walk around together in groups and practise other groups' difficult parts.

STAGE 4. B	Researching
TARGET GROUP	Groups who are interested in nature
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	General knowledge Learner autonomy Study skills Library skills IT
ORGANISATION	Whole class, individual work
AIDS AND MATERIALS	Any books on nature (goats) from school library, computer with internet

TEACHER'S ACTIVITIES

The teacher offers some books on goats and shows pictures or a video extract. S/he may also invite the learners to the library or the IT classroom to find books or surf on the internet to learn more about real goats in the afternoon. As homework s/he asks the learners to prepare an encyclopaedia entry on goats.
E.g.: *Goats are mammals...*

LEARNERS' ACTIVITIES

Learners find information, look at pictures and read about goats. They look for information focusing on areas such as *where, how they live, behave, what they eat, etc.* On the basis of the information they prepare an 'encyclopaedia entry' on goats as homework.

LESSON 4: PREPARATION FOR THE SHOW

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to develop learner autonomy ■ to improve chanting skills (pronunciation, rhythm, knowledge of text) ■ to support cooperation ■ to practise grammar and vocabulary in a meaningful context ■ to develop drama techniques
MATERIALS AND RESOURCES	1.3 Story, board, chalk, posters with difficult parts made by learners, 1.3 Recording, simple props, cardboard, string, etc.
STAGE 1	Warmer – Planning
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Brainstorming Discussing plans Decision-making Interacting
ORGANISATION	Whole class
AIDS AND MATERIALS	Board, chalk

TEACHER'S ACTIVITIES

The teacher invites everyone to brainstorm tasks needed to be done in order to prepare for the 'theatre performance'. S/he writes the list of the duties to do on the board.

LEARNERS' ACTIVITIES

The learners brainstorm tasks to do such as *preparing props and invitation cards, being responsible for costumes, music, noises, lightening, seating of the audience, prompters, the possibility of video recording, helpers, etc.*

STAGE 2	Practice – Rehearsing for the performance
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Rehearsing Role-reading Interacting Pronunciation Drama skills Cooperation Concentration
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Story, posters with difficult parts made by learners, board, chalk, 1.3 Recording

TEACHER'S ACTIVITIES

The teacher tells learners that they will rehearse the whole story in roles. First s/he plays 1.3 Recording and encourages the learners to join in and chant along with the tape according to their roles. Then s/he asks them to role-read the whole story without the tape and finally to act out the story. S/he interrupts with ideas only if necessary or when s/he is asked by the learners. S/he acts as an equal member of the class. S/he makes notes on pronunciation mistakes, etc. to help correcting them later personally with the learners. S/he helps with the correct rhythm or plays the tape again if needed to practise the most difficult parts.

LEARNERS' ACTIVITIES

Learners listen to 1.3 Recording and join in chanting. Then they read out the story aloud according to the roles without the tape. They can use the text. Finally they act out the tale using movements, body language, voices, noises and emotions. They agree on different duties such as who is going to make the various noises during the show, etc. They cooperate in order to achieve the best solutions. They practise the difficult parts again with or without the tape using the teacher's help.

STAGE 3. A	More practice: Personal tutorials
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Chanting Pronunciation Drama skills Rhythm Learner autonomy
ORGANISATION	Group work, individual work
AIDS AND MATERIALS	1.3 Story or edited text, 1.3 Recording, posters with difficult parts

TEACHER'S ACTIVITIES

The teacher invites those who feel they need more practice to come together in groups, such as the chorus members, or the goats, and practise their parts. S/he gives ideas what and how to practise, hands out a tape recorder with the tape if needed to listen to the particular parts again, and helps with the correct rhythm, pronunciation, etc.

LEARNERS' ACTIVITIES

Learners who need extra practice come together in groups or meet the teacher for special individual tutorials to practise their parts. They are free to use the tape recorder, the text, the others' and the teacher's help. When anyone has finished practising his or her role, he or she should join the other group to work on the preparations for the show. As homework, everyone should practise his or her lines.

STAGE 3. B Preparing simple props and invitation cards**TARGET GROUP** Learners who like project work and do not need extra practice in chanting**TIME** 20 mins**SKILLS AND COMPETENCIES
IN FOCUS** Cooperation
Open attitude
Organising work
Creativity
Learner autonomy
Manipulative skills**ORGANISATION** Pair work, group work**AIDS AND MATERIALS** Simple props, cardboard, string, paint (anything you can use for making props)**TEACHER'S ACTIVITIES**

The teacher asks those who do not need extra practice with the chanting, to come together and create some simple props for the show. S/he encourages them to think of the simplest solutions such as using P.E. benches for symbolising the bridge. S/he also encourages them to work on ideas after the lesson, too. S/he might also ask the Arts and Crafts teacher to help by providing materials, ideas and technical help. S/he should discuss the chance of video recording the show with the school technician after class.

LEARNERS' ACTIVITIES

Most learners prepare the props while two of them work on invitation cards. The props should be as easy to make as possible. The class invites teachers/ the headmaster, the other classes, younger learners, parents and friends to the show. They should decide who is going to be the audience for the show. The learners may choose to continue the preparations after the end of the English lesson too. They can come together in the afternoon or ask other teachers to help them. Before leaving the class the learners should agree on special tasks to do before the show.

LESSON 5: THE PERFORMANCE

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to improve reflection and self-evaluation ■ to develop learner autonomy ■ to develop drama techniques (verbal and non-verbal communication) ■ to enhance confidence and self-esteem
MATERIALS AND RESOURCES	props for the show, video camera, comment cards (blank sheets) for the audience, 5.3 Achievement sheet, 5.3 Task sheet
STAGE 1	Warmer – Final arrangements
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Chanting Self-esteem Confidence-building Organising
ORGANISATION	Whole class
AIDS AND MATERIALS	Props for the show, video camera

TEACHER'S ACTIVITIES

The teacher invites everyone to make final arrangements, to check the props quickly and chant the first introductory part (*PART 1*) to feel relaxed before the performance. The teacher checks the video recording facilities and helps with any questions or problems.

LEARNERS' ACTIVITIES

The learners chant the first introductory part together (*PART 1*) to warm up their voices and feel relaxed and confident before the show. They also check final arrangements.

STAGE 2	Acting out – The class performance
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Drama skills Non-verbal communication Cooperation Creativity Self-esteem Confidence-building Sense of success and achievement
ORGANISATION	Whole class, individual work
AIDS AND MATERIALS	Props for the show, video camera, comment cards for the audience

TEACHER'S ACTIVITIES

The teacher invites the class to begin the show. During the performance s/he supports them in all possible ways, prompts if needed, helps with the props, and records the performance if there is no one else to do it.

LEARNERS' ACTIVITIES

The learners first welcome the audience (other groups, other classes, parents, teachers, the headmaster, etc.), then act out the story. (The teacher should do everything in order to “have” an audience, s/he even may arrange some changes of the lessons if it is necessary.) They chant their lines, using their drama skills and the props they have made. They also help each other if needed. At the end they thank the audience for watching the show and give out “comment cards” (blank cards). They can hand out the comment cards to the audience before the performance as well. Later, they will use these comment cards written by the audience to evaluate their own work.

STAGE 3	Evaluation and feedback: Closing up
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Reflecting Self- and peer evaluation Active listening Confidence-building Commenting Discussing opinions Giving and receiving feedback
ORGANISATION	Whole class
AIDS AND MATERIALS	Video recording of the performance, comment cards from the audience

TEACHER'S ACTIVITIES

The teacher invites the learners to watch the previously recorded performance on video. S/he encourages the learners to reflect on the different aspects of the show. S/he asks everyone to evaluate their own and each other's performance. S/he can use the recording and the reflections of the learners for evaluation purposes.

At the end of the lesson the teacher asks them if they want to do something similar in the future, whether they liked the jazz chanting, the performance in front of an audience and all the related activities. S/he also asks them to fill in 5.3 Achievement sheet (either during the lesson or as homework).

On the basis of these comments the teacher can decide to offer more tales, more jazz chants, more dramatised stories in the future.

LEARNERS' ACTIVITIES

The learners watch their performance on video. They reflect on various aspects of the show such as their own and others' acting, the props and their usefulness, their voice and pronunciation, the rhythm of the chanting, the strengths and weaknesses of the show, and the audience's reactions, etc. Meanwhile they look at or listen to the comments written by the audience on the cards provided.