



## Level 2

<b>Suitable for:</b>	young learners aged 9–11 years who have completed 100–200 hours of study in English
<b>Type of English:</b>	British
<b>Headwords:</b>	up to 700
<b>Words per page:</b>	up to 50
<b>Key grammar:</b>	present simple, past simple (including negative and interrogative forms), narrative conjunctions and adverbs of time, possessive pronouns.

## Summary of the story

The village children were happy playing in the giant's garden, among the trees, birds and flowers. The giant wanted to keep them out and built a big wall. Summer came but the garden stayed quiet and cold under a blanket of snow. The giant was sad and lonely. Then the children made a hole in the wall and where they played, the sun, flowers and birds came back. This time the giant asked them to stay and was happy with his friends. At the end of his life one of the children, whom he'd helped into a tree, came back to see him.

## Background to the story

This is an adaptation of a much-loved fairy story by Oscar Wilde (1854–1900) the Irish author who wrote plays, poems and short stories and is known for many witty sayings.

## Topics and themes

**Buildings** There are two sorts of building in the story, the village houses and the giant's castle and they can be compared to each other, by materials, numbers of rooms, types of window, etc.

**Monsters** This topic could be discussed before reading the story. The giant in the story is an example of a monster, those strange beings who are not quite people. There are big Monsters: giants, trolls, ogres. Some are small; dwarves,

gnomes, imps. They are sometimes kind, more often frightening. Other Pearson English Story Readers with monsters are *Jack and the Beanstalk* (level 3) *The Three Billy Goats Gruff* (level 1) and *Beauty and the Beast* (level 3). How are they like people, and how are they different?

**Size** Can the pupils think of problems with being either very small (e.g. reaching for things) or very large (e.g. not fitting into chairs). The class could go through an ordinary day picking out where there might be difficulties (e.g. getting out of a giant's bed or the giant fitting into a child's bed).

**Friendship** You may like to start with a discussion or prepare work on the pupils' own friendships as preparation for reading the story. Are they friends with anyone who is older or grown up? The friendship between the children and the giant changes during the story. The children have taught him something. Ask the pupils if this is like real life or is it really a fairy story?

**Weather / Seasons** In the story, changes in the weather, vegetation and animal behaviour are connected to the seasons. Revise weather vocabulary, starting with the winter / summer differences and extend to other seasonal changes in e.g. school / holidays, clothes, food, pastimes. Activity 4 in the factsheet is a weather vocabulary exercise.

## Making use of the Reader

**Choose the Adjective** Every pupil should have cards each showing one of the adjectives of size used in the story, tall, small, little, big, high (you could also add their opposites, short, large, low). Using a set of pictures or board drawings of tall, small, big etc. objects, ask pupils to hold up the cards which describe the objects. This will test pupil's knowledge of difference in e.g. 2D / 3D descriptions (tall/big) and words used for objects (tall and high) or people (only tall). For some pictures, more than one card will apply. This exercise can be extended as more size vocabulary is added.

**Newspaper Reports** Working in pairs, pupils can write a report, using one of three events in the story, the building of the wall, the children's return to the garden, or the return of the boy to see the Giant years later (their choice). Go through on the board the elements they may need, a headline, a picture (they could draw or trace this from the book), quotes from event witnesses and other townspeople. Display all the reports. Pupils can vote for the ones they think most interesting/most accurate. Did everyone think the same reports were best?

## Using the accompanying audio

**During listening – whole class prediction** Play the audio all the way through. During the second playing, stop just before a dramatic event (such as on page 10, when the children make a hole in the wall, or page 11, when the giant looked at the garden) and ask the pupils to tell you what happens next, then listen to see if they are right.

**Listening for specific information** Before listening, elicit all size vocabulary used in the story and write it on the board. Ask the pupils to raise their hands when they hear any of these words. You could extend this by using two different gestures for words indicating small size and words indicating large size or splitting the pupils into two groups.

## Notes on using the photocopiable activities

**Activity 1** Interview. Pupils work in pairs. Go through the questions first with one pupil asking the other the questions. When they both agree on the answer, they fill in the box. You may need to demonstrate the interview method first with several pupils.

**Activity 2** Each pupil should label the picture using the words to help them. When they are finished they can work with a friend and see if they have got the words right. Make sure that you go over what the words should be at the end.

**Activity 3** You may need to show the pupils how to do this.

**Activity 4** Wordsearch. Explain that all the words are in the book. You may want to brainstorm the weather vocabulary on the board before pupils begin.

## The Selfish Giant

Name .....

### Activity 1

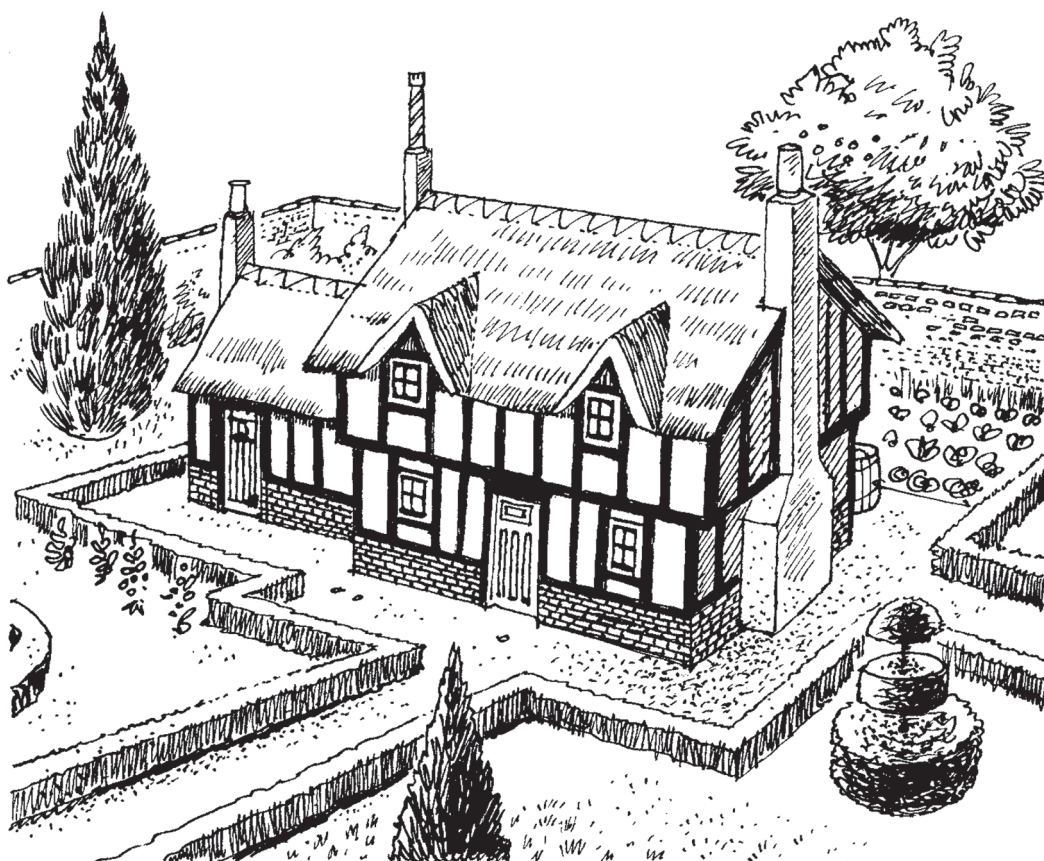
True or False? Do this with a friend and write *T (True)* or *F (False)* in the box.

- 1 The village children played in the Giant's garden once a week. ☐
- 2 The Giant built a small wall around his garden. ☐
- 3 The Giant wrote 'No Children' on the wall. ☐
- 4 The children climbed over the wall into the garden. ☐
- 5 The Giant asked the children to come back into the garden. ☐

### Activity 2

Label the picture with these words.

window  
walls  
door  
garden



### Activity 3

Find the answers and then write the words in the crossword.  
Who is the character named down the middle of the crossword?

- 1 The Giant had a \_ \_ \_ and beautiful garden. \_ \_ \_
- 2 He built a wall \_ \_ \_ \_ \_ and \_ \_ \_ \_ \_ . \_ \_ \_ \_ \_
- 3 One very \_ \_ \_ \_ \_ boy came back into the garden. \_ \_ \_ \_ \_
- 4 'Hello little \_ \_ \_ \_ \_ .' the Giant said. \_ \_ \_ \_ \_
- 5 The children lived in a \_ \_ \_ \_ \_ village. \_ \_ \_ \_ \_

### Activity 4

Find the words below:

rain cloud summer thunder wind snow winter✓

W	I	N	T	E	R
I	R	H	H	C	A
N	A	K	U	L	S
D	I	S	N	O	W
O	N	A	D	U	O
U	R	F	E	D	R
I	E	N	R	D	S
S	U	M	M	E	R

## The Selfish Giant

Chants help pupils become familiar with the sounds and rhythm of English. The language in each chant recycles language from the Reader.

### Suggested procedure

Pupils listen to the chant one or two times, clapping their hands or tapping their desks in time with the rhythm. Pupils then say the chant, verse by verse, with you, beating the rhythm as they speak, until they are familiar with the words and the rhythm.

You can then split the class into 2 or 3 groups and each group can say one verse of the chant in turn.

#### Chant 1

Boom, boom, boom  
A big pair of boots  
Boom, boom, boom  
A big, red face

This is my garden  
These are my trees  
This is my castle  
It's all mine

Boom, boom, boom  
A big pair of boots  
Boom, boom, boom  
The giant's red face

#### Chant 2

It's summer over there  
It's winter over here  
Summer didn't come  
To the giant's garden

The wind came, the snow came  
Thunder and lightning too  
The birds are gone, the butterflies are gone  
Summer didn't come  
To the giant's garden

It's summer over there  
It's winter over here  
Summer didn't come  
To the giant's garden

#### Chant 3

When the children came back  
To the garden  
The flowers started to grow

When the children came back  
To the garden  
The sun started to smile

When the children came back  
To the garden  
The giant was happy again

## Answer Key

### In the back of the Reader

#### Before you read

a 2 b 3 c 4 d 1

#### After you read

a 1 b 4 c 2 d 3

### In the photocopiable activities

#### Activity 1

1 False 2 False 3 True 4 False 5 True

#### Activity 3

1 Big 2 Higher 3 Small 4 Friend 5 Little  
The named character is GIANT

#### Activity 4

W	I	N	T	E	R
I	R	H	H	C	A
N	A	K	U	L	S
D	I	S	N	O	W
O	N	A	D	U	O
U	R	F	E	D	R
I	E	N	R	D	S
S	U	M	M	E	R