

HEGEDŰS KATALIN

nyelvtanár

Jankó János Általános Iskola és Gimnázium

Tótkomlós

Mesék az angolórán (5–9.) – tanítási ajánlásokkal

A brief outline of suggested teaching ideas

Overall aims: Make the students be able to imagine and remember a series of events, to retell a story in English, make them be able to express their opinions in English about the happenings of the surrounding world.

THE TITLE OF THE STORY:

1. Hegedűs Katalin: The seven-headed dragon's seventh head

1. Age range: teenagers
2. English level: pre-intermediate
3. Language focus
 - a. Grammar: Compound and complex sentences mainly in the Past Tense
 - b. Functions: asking a favour, polite requests.
 - c. Lexical fields: everyday life, comparisons: human beings and animals or things, personification.
 - d. Repeated language: repeated activities, minor changes.
4. Educational ideas
 - a. Social focus: the importance of education, vanity, belonging, the role of the family in one's life, reaching one's aims, being different from others, being similar to others, the moral of the story.
 - b. Conceptual focus: chances of life, the role of the strength of will, symbolic, metaphoric meaning.
5. Themes
Regular life, way of life, improving one's abilities.
6. Suggested teaching aids

Before telling:

Warm-up activity:

Simple questions: the teacher asks the student replies

Ask questions relating to the topic of story:

Do you like reading?

What books do you like?

When do you usually read?

Motivation:

The teacher highlights the main point of the story in English. The teacher can draw and write the unknown words on the blackboard – it can be motivating.

(insomnia, dragon, nod off, air-crash)

Brainstorming:

Speak about the main ideas, which will occur in the story. Mention the main character, ask the children to guess the main events.

During telling

Ask the students to find some interesting turning points in the story:

The students can take notes

After telling

Check the main turning points in the story.

Act out some mini-situations.

Two of the heads are arguing: blame the other for a dangerous situation

Two of the heads are talking: ask for the book for an hour

Ask the students to illustrate the story.

Ask the students to tell the following event of the story. What is going to happen to the characters the following day, the next week?

1. Hegedűs Katalin: The seven-headed dragon's seventh head

As a rule the seven-headed dragon led a very regular life.

He always got up in time and went to bed in time, because he would have liked to recover his strength, but somehow he never managed to do it.

Well it was in vain that he went to bed in time, because only six of his heads did sleep well, but his seventh head suffered from insomnia and was bed-reading all the time throughout the night. It was reading for seven hours on end every night.

Reading, itself can't be considered a sin, because if we take reading into consideration, every decent seven-headed dragon needs a seven-hour-reading a day - if he wants to become educated. Without reading nobody on earth could become clever.

But night-reading did more harm than good to the seventh head of the dragon and what is more it didn't do any good to the whole dragon either, because people who are awake all the night are sleepy-heads in the daytime.

And when the dragon went on his regular flights, six of his heads were watching the sky routes with full attention, and they did their best to avoid air crashes, but the seventh head was nodding off all the time. He couldn't help dozing off, because he was sleepy.

Poor dragon, he lived in constant stress, though he tried to keep the air traffic rules, he was in constant danger. He was unable to fly in a regular way because of the seventh head, which was nodding off all the time.

So the other six heads decided that they ought to do something very urgently for the seventh head and for themselves.

Every and each of the six agreed, that the seven hours of reading weren't allowed to be decreased, because it would make the whole dragon unintelligent and they agreed that these seven hours had to be spent on reading every day but in another way.

They offered sharing the reading job, so that after reading seven times one hour that is seven hours altogether they would be able to sleep peacefully together. See what labour division means!

No sooner said than done.

They asked the seventh head to allow them to read his books.

There followed seven days of training time, and on the seventh day all the seven heads were reading an hour each, and from that time on they did the same every day.

In the end all of them went to sleep at the same time, they always slept well, and always had nice dreams.

And from that time on the dragon could safely travel in the sky keeping his peace of mind because he was sure that all of his heads were watching the traffic. And he has never caused an air-crash since that time.

You can even check if it in the newspapers, reading all the articles; you won't find a single article about the dragon. None of the articles are about him; none of them mention that he has ever caused an air-crash, which means he hasn't.

See it for yourselves. If you don't believe me, believe your eyes.

A brief outline of suggested teaching ideas

THE TITLE OF THE STORY:

2. Hegedűs Katalin: The story of the three sad houses

1. Age range: teenagers
2. English level: pre-intermediate
3. Language focus
 - a. Grammar: Compound and complex sentences mainly in the Past Tense
 - b. Functions: planning, asking for information, polite requests.
 - c. Lexical fields: everyday life, comparisons: human beings or things, personification.
 - d. Repeated language: repeated activities, minor changes
4. Educational ideas
 - a. Social focus: belonging, being different from others, being similar to others, the moral of the story.
 - b. Conceptual focus: understanding happenings, consequences, chances of life, the role of the strength of will, symbolic, metaphoric meaning.
5. Themes
The role of friendship, lonely people.
6. Suggested teaching aids

Before telling:

Warm-up activity:

Simple questions: the teacher asks the student replies

What can make people happy?

What makes you happy?

Ask questions relating to the topic of story – but the questions can refer to the students as well. Personalization is important

Motivation:

The teacher highlights the main point of the story in English. The teacher can draw and write the unknown words on the blackboard or act them out– it can be motivating.

(conspicuous, confused smile, goggle-eyed)

Brainstorming:

Speak about the main ideas, which will occur in the story. Mention some of the characters, ask the children to guess the main events.

During telling

Ask the students to find some surprising turning points in the story:

The students can take notes

After telling

Check the main turning points in the story.

Act out some mini-situations.

You want to leave your place ask a passer-by about the neighbouring town

Complain about the hot day – convince your friend that it is a nice day

Ask the students to illustrate the story.

Retell the story beginning: Three sad cars were driving on the road....

2. Hegedűs Katalin: The story of the three sad houses

There lived three sad houses in the street. They were old, bad-tempered, and they were always in despair. They always felt sad. Nothing could cheer them up.

Sometimes it was raining, other times the sun was shining, or the birds were singing aloud, or butterflies were flying around, none of these miraculous events could change their bad mood. They were about to run away from the street, when one morning they woke up to find that three new houses had moved to the other side of the street.

But these three houses were conspicuously cheerful. No sooner had they opened their eyes in the morning than their mouths started to smile. It was all the same for them if it was raining, if the sun was shining. Their eyes shone when they heard the birds singing, and they were glad just to see the butterflies and with a sweet smile they greeted the flowers who were walking up and down along the street.

Well there they stood, three smiling houses opposite the three sad ones, who were planning to leave, who were about to go out into the world without saying good-bye to anyone.

Well, I hope all of you know what great happiness is like. It's catching.

The three sad houses were staring and staring and staring with big eyes at the three smiling neighbours, when one of them gave a tiny confused smile.

He had not smiled for so many long years that he couldn't even remember if he could smile at all. But later he was more and more encouraged and his face became more and more cheerful. The house standing next to him tossed up her head with a fright. First she couldn't believe her eyes. She looked goggle-eyed; she even rubbed her eyes with her fists, in order to see her neighbour better. Oh dear. Her ever-sad neighbour can even smile and imagine she became so happy at this revelation that she started to smile in her joy.

There stood three houses on each side of the street, six altogether, if I can count. Five of them were radiantly smiling, and the sixth was still hopelessly sad.

He was in low spirits because he noticed, that the sun was shining again. He was about to start complaining to his neighbours, but when he looked at them, he was shocked. He saw with a great astonishment that they both were smiling. He asked them indignantly.

'Hey, you two, how can you be so happy?'

'Oh, don't you see, how nicely the sun is shining again? Are you blind that you can't see it?'

'Oh, I haven't noticed it yet' – he told this white lie, because he was ashamed to confess that he was sad just because of the sunshine. He looked up at the sky with a different eye now and saw that the sunshine wasn't that bad at all. His eyes shone brightly at this discovery. There they stood smiling, all the six of them this time, because the three old houses learned how to be glad. They learned it from each other.

And since that time none of them have ever mentioned, and have not even thought, that they would like to go out into the world. They liked it there.

And if you don't believe me by any chance, go there and ask them, just to make sure.

A brief outline of suggested teaching ideas

THE TITLE OF THE STORY:

3. Hegedűs Katalin: The heedless trouser-leg

1. **Age range:** teenagers
2. **English level:** pre-intermediate
3. **Language focus**
 - a. **Grammar:** Compound and complex sentences mainly in the Past Tense
 - b. **Functions:** asking a favour, polite requests.
 - c. **Lexical fields:** everyday life, comparisons: human beings or things, personification.
 - d. **Repeated language:** repeated activities, minor changes

4. Educational ideas

- a. Social focus: jealousy, greed, vanity, belonging, being different from others, being similar to others, the moral of the story.
- b. Conceptual focus: understanding happenings, consequences, chances of life, the role of the strength of will, symbolic, metaphoric meaning.

5. Themes

Regular life, way of life, friendship.

6. Suggested teaching aids

Before telling:

Warm-up activity:

Acting out: What happens if you take two bags and one of them is a lot heavier?

Motivation:

The teacher highlights the main point of the story in English. The teacher can draw and write the unknown words on the blackboard – it can be motivating.

(tailor, trouser-leg, a pair of scissors)

Brainstorming:

Speak about the main ideas, which will occur in the story. Mention some of the characters, ask the children to guess the main events.

During telling

Ask the students to find some interesting turning points in the story:

The students can draw pictures.

After telling

Check the main turning points in the story.

Act out some mini-situations.

You are at the tailor's, explain him what your trouser-leg is doing.

Tell your mum that you need another pair of trousers.

Ask the students to illustrate the story.

Ask the students to tell the following event of the story. What is going to happen to the characters the following day, the next week?

3. Hegedűs Katalin: The heedless trouser-leg

As a rule trouser-legs grow together with their owners' legs. Don't say that you haven't noticed it yet. If you look around, you can't see a man or a boy who wears trousers shorter or longer than he needs.

Trouser-legs are just as long as they need to be. And as you can see it for yourself, too, I think we can draw the right conclusion that trousers grow together with their owners.

Well, this boy I am about to speak of, also had a pair of trousers, which was growing together with his legs. But one of his trouser-legs wanted to make his owner happy and decided to grow faster than the other leg. And as good as his plans, he did it. The next morning the little boy suspected that one of his trouser-legs was longer than the other one, because he had to roll it up. But he didn't think it was significant at all.

Getting up next day he again had to adjust the same trouser-leg, and it went on day after day. It was already rolled up very thickly, when the boy grew very impatient.

He took off his trousers very quickly and unrolled its long leg. Gosh! It was one and a half meters longer than the other one. No wonder that it made him uneasy. The boy got so angry that he threw the trousers into his cupboard, looked for another pair, and put it on. Later, thinking it over again, he changed his mind and decided not to throw his old trousers away, it would be gross negligence, so he decided to take it to the tailor, to have the leg shortened, so that he could have a good pair of trousers again.

He wrapped it up, went to the tailor, and asked him to help him.

The tailor said that it was an easy job, the only thing he had to do was to cut the superfluous material off and hem the trouser-leg along the cut, and it'd take only a few minutes. Well you can imagine what happened. When the trouser-leg heard this, he started to beg for his life. He asked the tailor to save his life and not to expose him to such a torture.

The tailor tried to calm him explaining that it was only a tiny operation, and he promised that it wouldn't hurt at all. He didn't waste any more time on bargaining, took his scissors, and with an accurate cut he cut the superfluous material off.

The trouser-leg was weeping for a long time, lamenting over his fate. The tailor hemmed it along the cut and gave the trousers back to the boy, who was very happy to have his trousers again.

The trouser-leg confessed to himself that he had been very inconsiderate, he shouldn't have competed with the other leg in growing, because they two make a whole together. He could have missed this operation if he had grown at the regular pace.

Now he promised to himself that he would grow together with the other leg.

You can check it for yourselves whether he kept his promise or not. But I'm sure he kept it, because you can't see a trouser-leg, which is longer than the other one, not in the whole world, including shops and shop-windows

The two legs are always of equal length everywhere. I am glad if somebody is as good as his word, and can be trusted like this trouser-leg.

A brief outline of suggested teaching ideas

THE TITLE OF THE STORY:

4. Hegedűs Katalin: Career prospects Age range: teenagers

- 1. English level: pre-intermediate**
- 2. Language focus**
 - a. Grammar: Compound and complex sentences mainly in the Past Tense**
 - b. Functions: asking a favour, planning, asking for information, polite requests.**
 - c. Lexical fields: everyday life, comparisons: human beings and animals or things, personification.**
 - d. Repeated language: repeated activities, minor changes**
- 3. Educational ideas**
 - a. Social focus: jealousy, greed, the importance of education, vanity, belonging, the role of the family in one's life, reaching one's aims.**
 - b. Conceptual focus: understanding happenings, consequences, chances of life, the role of the strength of will, symbolic, metaphoric meaning.**
- 4. Themes**
different abilities, improving one's abilities, relationships, friendship, parental love, careers and abilities, studying, competition or rivalry.
- 5. Suggested teaching aids**

Before telling:

Warm-up activity:

Simple questions: the teacher asks the student replies
Have you ever envied anybody? What did you envy?

Motivation:

The teacher highlights the main point of the story in English. The teacher can draw and write the unknown words on the blackboard – it can be motivating.
(mole, mole-hill, police constable, career office, vehicles)

Brainstorming:

What jobs do you know? Mention some examples.

During telling

Ask the students to find some interesting turning points in the story:
The students can take notes.

After telling

Check the main turning points in the story.
Act out some mini-situations.

Make an eye chart for your partner. Name the things, which are drawn on it. You can draw animals, pieces of furniture.

You are at the career office. Answer the interviewer's questions.

Ask the students to illustrate the story.
Describe a job which you like.

4. Hegedűs Katalin: Career prospects

Two mole families lived next to each other. They lived in constant competition. If one of them made a big molehill, you can take it for sure, that the other mole wanted a bigger one.

Their children went to the same school, and the parents urged them on in constant competition. They were in the last year of the elementary school when they had to decide which career to choose.

The parents advised one child that he should be a musical instrument maker, and the other child that he should be a police constable directing traffic.

The parents took their child to the musical instrument maker, who examined his hands, first, and saw at once, that his callous hands, which were turning out a little at that, wouldn't be good for the meticulous job of making a musical instrument.

The other child had to undergo health check if he wanted to be a police constable who directs traffic.

First his eyesight was checked, because a police constable who directs traffic must have keen sight. He had to stand in front of the eye chart, and there were different things on the eye chart, which had to be recognized a named accordingly.

The first thing was a fire-engine, but the mole-child saw only a blurred picture, but he kept his presence of mind, and he decided to give an answer, which couldn't do any harm. So he said that the thing in the picture was a vehicle. His answer was accepted as a right one. Next he was shown a truck, then a car and a bicycle in the end, and the mole-child shouted: "A vehicle, a vehicle, a vehicle". The answers came fluently. But in the last line of the chart a pedestrian was drawn and the mole-child cried without thinking: "A vehicle, again." It goes without saying that the examination board sent him out of the room at that moment. The parents were told that their child wasn't allowed to be a policeman directing traffic, because in some cases it would be dangerous if he mistook a fire-engine for a pedestrian or vice versa, it would cause serious accidents on the roads.

The parents went home feeling ashamed. They didn't want their neighbours to know about their failure, and the neighbours also kept silent about theirs.

In the end they were so uncertain about the future of their children that they had to go to the career office. It was on the corridor of the career office that they learnt about each other's failure.

In the career office they were advised that they should take their children to the Channel Digging Joint Venture, where there was a private school, with a high fee, but it offered a good education for the two children.

The two children were happy to hear this information, because they liked each other, and so they were allowed to spend a few more years together at the same school.

From that time on the neighbours never wanted to gain on each other and they had become very good friends by the time their children finished school. Now both of the mole-children are good skilled workers at the Channel Digging Joint Venture, and they can earn their living, I bet.