

Language

Core language

¿Te gusta(n) ...?	Do you like (singular/plural) ...?
Me gusta(n) ... (mucho)	I like (singular/plural) ... (a lot)
No me gusta(n) ... (mucho)	I don't (singular/plural) like ... (much)

¿Qué quiere usted?	What would you like? (polite form)
Aquí tiene	There you are
Gracias	Thank you

Additional language for this unit

una judía	a bean
una lechuga	a lettuce
una semilla	a seed
una semilla de judía	a bean seed
un pepino	a cucumber
un tomate	a tomato
(algún) berro	(some) cress
el mercado	the market
Estoy en el mercado	I am at the market

Additional language for teachers

¿A quién le gusta(n) ...?	Who likes (singular/plural) ...?
¿Qué falta?	What's missing?
Copiad/Copia las etiquetas	Copy (plural/singular) the labels
Poned/Pon las etiquetas en orden alfabético	Put (plural/singular) the labels in alphabetical order
Levantad/levanta la mano	Put (plural/singular) your hand up

See also:

- The Spanish text for 'Jack and the Beanstalk'
- 'Points to note' in Section 2 for a text in Spanish describing the life cycle of a plant



Unit 6 Cultivando unas cosas (Growing things)

About the unit

In this unit children learn the names of some vegetables grown in a garden and how to say which they like and dislike. They learn how to describe the life cycle of a plant in Spanish and work on the story of 'Jack and the Beanstalk', the text of which is provided at the end of this unit.

Where the unit fits in

As in Unit 5, children develop the language and vocabulary needed to work on a simple story. They add to their knowledge of nouns in Spanish. The unit complements life processes, studied in the key stage 2 national curriculum for science.

Prior learning

It is helpful if children already know:

- the life cycle of a plant
- *no* (negative)
- the story of 'Jack and the Beanstalk'
- how to work with a partner in role-playing
- *querer*: (*yo*) *quiero* (I would like).

New language

- Expressing likes and dislikes (about food)
- Saying what you would like
- Questions: with *¿Qué?*
- *gustar*: *me/te gusta, me/te gustan*
- *gustar*: negative *no me gusta / no me gustan*
- *querer*: (*usted*) *quiere* (polite form)
- *ir*: (*yo*) *voy*
- Phonic focus: *g (e/i)*, revision of *j, ll* and *d (th)*

Resources

- Picture flashcards, real or plastic vegetables
- Small picture cards of vegetables
- Text cards or labels for vegetables
- Bean seeds

- Extension: Seeds from some of the other vegetables
- Picture flashcards or interactive whiteboard images showing stages in the life cycle of a plant
- The text of the story 'Jack and the Beanstalk' (*Juanito y las judías mágicas*)
- Visuals for telling the story
- Text cards for key phrases in the story
- Worksheet with six key words from the story
- Photos or DVD clips of markets in Spain or Spanish-speaking countries
- Baskets or bags
- Cut-up sentences
- Bite-size portions of vegetables to taste
- Trays and plates

Links with other subjects

Primary framework for literacy: sustain attentive listening, responding to what they have heard by relevant comments, questions or actions; listen to a talk by an adult, remember some specific points and identify what they have learnt; speak with clarity and use appropriate intonation; engage with and respond to texts; listen with enjoyment to stories, songs, rhymes and poems; explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication; present parts of traditional stories for members of their own class; present events and characters through dialogue; write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins

Science: understand that life processes common to plants include growth, nutrition and reproduction

Expectations

At the end of this unit

most children will:

listen with care; ask and answer simple questions with correct intonation; identify phonemes that are the same as or different from English or other languages they know; remember a sequence of spoken words; recognise a negative statement; read familiar words and join in with a non-fiction text; recognise and understand familiar words in written form; write simple phrases using a model

some children will not have made so much progress and will:

require support from a spoken model or visual clue in producing responses to simple questions; understand names of vegetables with the support of visual clues

some children will have progressed further and will:

use visual clues to produce phrases, sentences or short passages using memorised language; initiate a conversation when working with a partner

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. In the vegetable garden

- to recognise and respond to sound patterns and words (O3.2)
- to perform simple communicative tasks (O3.3)
- to ask and answer questions (KAL)
- to recognise question forms and negatives (KAL)
- to practise with a friend (LLS)

- Present six vegetables that can be grown in a garden.
- Pin flashcards of the vegetables around the room. Call out the name of a vegetable and ask children to point to the correct picture.
- Use digital images of the vegetables to play *Tres en raya* (Noughts and Crosses) on the interactive whiteboard.
- If available, look at the seeds of the different vegetables under a digital microscope, photograph them and store them in 'My Pictures' for later use in a word-processed document or presentation.
- Say the words and invite children to repeat. Perform a Mexican Wave, chanting each word in turn, as a photo or real vegetable is passed around the class.
- Give a selection of vegetables to groups of children to taste. After tasting each vegetable, ask *¿A quién le gustan los tomates?* (Who likes tomatoes?) and so on. Children raise their hands to indicate their response.
- Ask individual children the question, this time using *¿Te gusta(n) ...?* Elicit *Sí/No* responses. When children are ready to do so, move on to replies that involve a whole sentence, eg *Sí, me gustan los tomates* (Yes, I like tomatoes).
- Children work in pairs using up to four picture cards of vegetables. One child points to a vegetable and the other says either *Sí, me gusta(n) ...* or *No, no me gusta(n) ...* Some children will be able to ask the question in Spanish, in addition to pointing to the picture card. Others will be able to respond with a one-word answer or physical response.
- As children become confident, introduce *Sí, me gusta(n) ... mucho* (Yes, I like ... a lot).
- Extension: More able pupils could be encouraged to extend their response to *No, no me gusta(n) ...* and *no me gusta(n) mucho*. (Negatives are introduced in Unit 5.)
- Children can take pictures of each other holding pictures of different vegetables and show by their expression whether they like them or not. Superimpose speech bubbles on the pictures, eg *No me gustan las judías* (I don't like beans). Display the photographs in class or in the corridor.
- While the rest of the class is working in pairs, you or a teaching assistant can work with a small group to practise questions and answers.
- Extension: Extend questions and answers by revising *(Yo) prefiero*.

- listen with care and repeat words
- respond physically and verbally to questions about likes and dislikes
- ask and answer simple questions with correct intonation
- recognise singular and plural form of the verb *gustar*
- recognise a negative statement

- Before allowing children to taste vegetables, ensure that the vegetables have been properly washed.
- Talk to children about the importance of intonation when asking questions in Spanish, ie that the voice is very distinctly raised at the beginning.
- Grammar point: The verb *gustar* (to like) is normally used in the third person singular, eg *¿Te gusta el tomate?* (Do you like the tomato?) or third person plural, eg *¿Te gustan los tomates?* (Do you like tomatoes?)
- Follow-up: Throughout the week, practise asking and answering *¿Te gusta(n) ...?* with vegetable names, using *Me gusta(n)* and *No me gusta(n)* in the response.
- Follow-up: As a PE warm-up, play Vegetable Salad: children sit in a circle and are each given the name of a vegetable. When you call out the name of a vegetable, those children change places.
- Follow-up: Carry out a class survey of children's favourites from the group of vegetables. Use a graphics package to record children's opinions in picture format.
- There are various words for 'bean' in Spanish. *Alubias*, for example, are similar to baked beans (and haricot beans).

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. Life cycle of a plant

- to perform simple communicative tasks (O3.3)
 - to listen and respond to simple rhymes, stories and songs (O3.1)
 - to recognise some familiar words in written form (L3.1)
 - to experiment with the writing of simple words (L3.3)
 - to use gesture and mime to show they understand (LLS)
- Ask children to recall the vegetable names and label each one.
 - Give six children a vegetable label each and ask them to stand in a line, in alphabetical order of the vegetables, and read the labels aloud. Some children will need a copy of the alphabet to refer to.
 - Show children a bean seed and say *Aquí tenemos una semilla*. Explain it is a seed. In order to identify which vegetable it came from, ask: *¿Es la semilla de un tomate/pepino/berro?* until the seed has been correctly identified.
 - Ask children in English what they know about the life cycle of a plant. Using pictures, describe in Spanish the different stages (see 'Points to note').
 - Model this again, performing a mime or gesture to illustrate each stage. Children repeat the words and the mime. This can be repeated several times. Encourage more reluctant children with plenty of eye contact.
 - Give each child a picture of one of the eight stages. Call out each stage in order and ask children to arrange themselves accordingly. Repeat with different groups of children and, when children are ready to move on, call out the stages in random order to encourage them to listen carefully.
 - Divide the children into four groups. Each group has one of the following phonemes to listen for: *z, c (e/i), ll, j* and *d (th)* and each child in the group has the appropriate grapheme card. Read out some of the key words introduced so far (eg *semilla, judía, hoja, crece* and *raíz*) and the children hold up their cards when they hear their sound. Afterwards, they can swap cards and repeat the exercise.
 - Extension: Create a labelled display of a wider selection of fruit, vegetables and their seeds.
 - Extension: Match text with pictures or copy-write stages of the plant life cycle.

- recall and use vocabulary
- join in with a non-fiction text
- read familiar words aloud
- show understanding of what they hear through a physical response

- Spanish text to describe the life cycle of a plant:
 - 1 *Aquí tenemos una semilla*. Here is a seed.
 - 2 *La raíz crece*. The root grows.
 - 3 *Después de la raíz, el tallo crece*. After the root, the stalk grows.
 - 4 *Después del tallo, las hojas crecen*. After the stalk, the leaves grow.
 - 5 *Después de las hojas, la flor crece*. After the leaves, the flower grows.
 - 6 *Después de la flor, la fruta crece*. After the flower, the fruit grows.
 - 7 *La fruta produce semillas*. The fruit gives seeds.
 - 8 *Aquí tenemos una semilla*. Here is a seed.
- Follow-up: Throughout the week, children act out and join in with the telling of the life cycle of a plant.
- Follow-up: Design a seed packet and label in Spanish.
- Follow-up: Grow some cress and label it in Spanish. Children could take digital photos of the plant each day to record its growth. Label each with the day and make a presentation that moves automatically through the stages of growth.
- Follow-up: Copy vegetable words as a calligram (a word, phrase or poem in which the handwriting or font is part of the focus).
- Show the names of the vegetables on the interactive whiteboard. Make the indefinite articles the same colour as the background so that they are invisible until the children move the words into a different box, eg a blue box for masculine and red box for feminine. This will help the teacher assess whether children have remembered the article. NB: It may not be appropriate to use the grammatical terminology at this stage.

Section 3. Jack and the Beanstalk

- to listen and respond to simple rhymes, stories and songs (O3.1)
 - to respond to sound patterns and words (O3.2)
 - to use gesture and mime to show they understand (LLS)
 - to notice how sounds are represented in written form (KAL)
- Introduce some of the key vocabulary in preparation for the story of *Juanito y las judías mágicas*: *las judías, Juanito, la vaca, el gigante, el castillo, la gallina, el mercado, las monedas de oro* (Jack and the Beanstalk: beans, Jack, the cow, the giant, the castle, the hen, the market, the gold coins).
 - Present the story with visuals and encourage children to join in.
 - Choose a selection of phrases and ask children in groups to think of an appropriate mime. Select groups carefully and allocate simpler sequences to less confident children. For example:
 - *cinco judías mágicas* (five magic beans)
 - *una judía mágica crece y crece y crece* (a magic beanstalk grows and grows and grows)
 - *el gigante* (the giant)
 - *¡Huelo a niño!* ('I smell a boy!')
 - *las monedas de oro* (the golden coins)
 - *la gallina* (the hen)
 - *el arpa mágica* (the magic harp)
 - *Juanito baja, baja, baja por la judía mágica* (Jack goes down, down, down the magic beanstalk).
 - Read the story again and each group performs their mime and joins in when appropriate with their phrase. Repeat again.
 - Extension: Children can be encouraged to join in with more and more of the text.
 - Read the story again and ask the children to listen for the sound *j/g (e/i)*. In groups, the children can be given a giant (puppet or cardboard cut-out), which they pass around the circle each time they hear the sound.
 - Show the children the words *judías, gigante, mágicas* and *hojas*. Ask them to find two ways of making the sound *j (j and g)*. Add the new words to the *j* page of the word bank but under a separate column for *g*.
 - Extension: In literacy, show the children some words beginning with *g*, such as *gallina, grande, galopa* (gallops) and *ganso* (goose). Ask them why the *g* makes a different sound from the *g* in *mágica*. Focus particularly on the word *gigante*, which has both types of *g*. Can anyone create a rule? Compare this to English.

- remember a sequence of spoken words
- join in with storytelling

- Note that the *g* in *gigante* and *mágicas* sounds like the Spanish *j* (similar to an *h* in English) when followed by *i*.
- Collect images from the internet and make an electronic big book of the story, incorporating sound if possible.
- Link with literacy work: These activities link to year 1 literacy work where children retell stories, ordering events using story language.
- Follow-up: Throughout the week, revise key vocabulary from the story.
- Follow-up: Begin to build a display of the story.
- Follow-up: Practise listening for the sound *j*. Use a puppet or cardboard cut-out to represent Juanito, and have a small bag. Tell the children this is a *bolsa mágica* and only items containing the sound *j* can go into it. Show them a selection of objects or picture cards and ask them which items belong in the *bolsa mágica*. Volunteers can place objects in the bag. A selection of items could include: *gigante, judías mágicas, arpa mágica, el tallo, hojas, una gallina*.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 4. Retelling the story

- to listen and respond to simple rhymes, stories and songs (O3.1)
 - to listen attentively and understand instructions, everyday classroom language and praise words (O3.4)
 - to recognise some familiar words in written form (L3.1)
 - to experiment with the writing of simple words (L3.3)
 - to hear main word classes (KAL)
- Play *¿Qué falta?* (What's Missing?) Display pictures of some of the key vocabulary from the story of *Juanito y las judías mágicas* and ask children to close their eyes. Remove one of the pictures and ask *¿Qué falta?* Children open their eyes and guess which is missing. Select confident children to lead the game for further rounds. If you have made an electronic big book (see 'Points to note' in Section 3), add a screen with pictures of key vocabulary and cover them with coloured masks. These may be removed gradually to reveal the objects. Alternatively, hide the objects with a blind and reveal them.
 - Read the story again and dramatise as before. Display the phrases and sentences for each group and ask children to identify those that match their group's mimes.
 - Discuss children's strategies for managing this task.
 - Highlight the *j* sound (similar to an *h* in English but more emphatic) in *judías, gigante, mágicas*.
 - Using a prepared worksheet, children label pictures of six key words from the story. On the same sheet, they copy and illustrate the phrase or sentence mimed by their group. As an alternative, children could do this as an ICT task, selecting clip art pictures and matching text.
 - Some children can do this activity as a cut-and-paste task rather than a written task.
 - Extension: Play Pelmanism, matching pictures and text from the story.
 - Extension: Children practise writing key words from memory.

- identify simple phrases
- remember a sequence of spoken words
- write words and simple phrases using a model

- Link with work in English: These activities link to drama work in year 3 when children present events through dialogue to engage the interest of the audience.
- Follow-up: Throughout the week, children build a word wall for the *j* sound. They can find other words in a picture dictionary.
- Follow-up: Play *Pon la palabra en el dibujo* (Find the Label), where children match labels to pictures.
- Follow-up: Children illustrate different parts of the story for a labelled class display.
- Follow-up: Children can create a poster using ICT as above but using words containing a common sound, incorporating text and clip art and a key phrase from the story, eg *j – Juanito, un gigante, una arpa mágica, judías mágicas, hojas, 'Juanito baja por la judía mágica'*. The children could use the class word bank as a reference source and could even colour-code the letter strings in their words to match the page in the word bank. The posters could form a display and (if the graphemes have not been highlighted) children from other year groups could be encouraged to work out the common sound for each poster.

Section 5. At the market

- to perform simple communicative tasks (O3.3)
 - to listen attentively and understand instructions, everyday classroom language and praise words (O3.4)
 - to make links between some phonemes, rhymes and spellings and read aloud familiar words (L3.2)
 - to locate country/countries where the language is spoken (IU3.2)
 - to identify social conventions at home and in other countries (IU3.3)
 - to make indirect or direct contact with the country/countries where the language is spoken (IU3.4)
 - to recognise conventions of politeness (KAL)
 - to say words to a rhythm (LLS)
- Revise the vegetables covered earlier in this unit.
 - In English, talk about Jack's visit to the market. Ask children to think about what is available to buy in a market, eg could you really buy a cow? Talk about markets in other countries and show photos/DVD clips of markets in Spain or Spanish-speaking countries. Clips are available from digital content providers or the internet. Make a presentation of the pictures. Incorporate some Spanish music and play as a running presentation.
 - Each child (or pair) is given a word card for one of the vegetables. Give an instruction to each vegetable, eg *Las judías, levantaos*, where children holding the bean pictures stand up. Some children can be supported by having a picture clue on the back of their word card.
 - Children (each with a vegetable word and/or picture card) sit in a circle chanting the following rhyme: *¿Qué quiere usted? ¿Qué quiere usted? (What would you like?)* At the same time, a basket or bag is passed round. When (at your signal) the chanting stops, the child with the bag or basket names the vegetable on their word card and places it in the basket, saying *Cuando voy al mercado quiero ... (When I go to market, I'd like ...)* The game continues until all children have placed their cards in the basket.
 - Extension: The above game can be repeated in groups, where children have to remember the order in which vegetable cards are placed in the basket.
 - Extension: This game can be varied by adding in other known vocabulary from previous units.
 - Extension: Children can take on the role of a market stallholder and practise a simple shopping role-play with a partner.

- recall and use vocabulary
- remember a sequence of spoken words

- Explain that it is polite in Spanish to address adults you don't know, eg someone who serves you, as *usted* and to include *señora* or *señor*.
- Follow-up: Throughout the week, practise market role-plays.
- Follow-up: Begin to develop a role-play corner for a market. Use ICT to design stall signs and labels for vegetables.
- Follow-up: Talk about fruits and vegetables that are particularly associated with regions in Spain or other Spanish-speaking countries, eg grapes (for wine), lemons, oranges, almonds, avocados. Research (on the internet) festivals held to celebrate some of these foods.
- Link with literacy work: This work links with word-processing short texts when presenting literacy work in year 3.
- For the final extension activity, use handheld devices to record children's performances and use as evidence of achievement, possibly in conjunction with an electronic version of the European Language Portfolio.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. Buying vegetables

- to perform simple communicative tasks (O3.3)
- to recognise some familiar words in written form (L3.1)
- to recognise conventions of politeness (KAL)

- Revise vocabulary for vegetables found in a market.
- With you as the stallholder, children begin to develop role-plays for buying vegetables.
- Children practise role-plays in pairs. Confident children show their role-plays to the class. The other children comment on strengths and make suggestions for improvements.
- Show children written sentences for buying and selling vegetables in the market. Children read these aloud together.
- Pairs of children are given cut-up sentences to reorder and read aloud to each other. Some will need the support of picture cues.
- Extension: Children can use picture dictionaries or word banks to find the names of other vegetables or fruit. If the interactive whiteboard has a hyperlink function, children can tap on a picture to go to an explanation of the word. You could also display a small part of the picture, eg the stalk of a tomato, from which the children have to identify the whole fruit. They can click on it to see the whole picture as well as the text, in order to check whether they are right.
- Extension: Encourage children to develop their shopping role-play scenarios by using previously learnt phrases such as hello, good morning, how are you and goodbye.

- communicate with others using simple words, phrases and short sentences
- recognise and understand familiar words in written form
- use correct pronunciation in spoken work

- When choosing a vegetable, accept from less confident children just the name of the item.
- Follow-up: Throughout the week, ensure that all children have the chance to show their role-plays to the class.
- Using an interactive whiteboard, make a screen with a picture of a market stall. Place pictures of different fruits and vegetables on the stall and use an infinite clone function to replicate the items. Children can then 'buy' as many items as they like without depleting the supply.
- Follow-up: Children can have the opportunity to practise in the role-play corner.
- Follow-up: Make links to any work that you are doing on the healthy schools agenda.

End-of-unit activity

- to apply the knowledge, skills and understanding in this unit

- Children recreate the conversation within the context of an improvised restaurant situation. In groups, one child is given a tray with bite-size portions of vegetables named so far. He or she is the waiter or waitress. The rest of the group are the customers and, in turn, they choose a vegetable to eat.

- use the language at their disposal to recreate a real-life situation

- Children can use this opportunity to recycle any social language learnt in previous units.

Juanito y las judías mágicas

Éste es el cuento de un niño.

¡Hola! ¿Cómo te llamas?

Me llamo Juanito.

Juanito es pobre ... su mamá es pobre ...

Juanito y su mamá son pobres, muy pobres ...

No tienen nada para desayunar ...

Nada para comer ...

Nada para cenar ...

¡Nada de nada!

La mamá dice:

– Juanito, vamos a vender la vaca.

Muu, muu, muu, muu, muu.

– Ve al mercado.

– ¡Rápido, rápido!

Juanito y la vaca van al mercado.

Se encuentran con un hombre viejo.

– Me gustaría comprar la vaca. Aquí tienes cinco judías mágicas.

Una ... Dos ... Tres ... Cuatro ... Cinco.

Pero la mamá le dice:

– ¡Qué tonto eres!

Ella coge las judías ... las judías mágicas ...

Una ... Dos ... Tres ... Cuatro ... Cinco.

Y las tira al suelo.

Pero durante la noche, una judía mágica crece.

Y crece ... y crece ... y crece.

¡Oh!

Juanito sube por la judía mágica.

Sube ... sube ... y sube hasta el cielo.

Juanito ve un castillo enorme.

Pom, pom, pom, pom ¿Hay alguien ahí?

Juanito entra en el castillo.

Ve unas monedas de oro,
una gallina y un arpa mágica.

El gigante aparece.

El gigante, grande, grande.

Juanito se esconde.

– ¡Huelo a niño!

Pero no encuentra a Juanito.

El gigante se queda dormido ...

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Juanito decide marcharse.

Se lleva las monedas de oro.

Juanito baja por la judía mágica.

Baja ... baja ... baja.

¿Y entonces ...?

Juanito sube por la judía mágica.

Sube ... sube ... y sube hasta el cielo.

Y entra en el castillo ...

Y mira ... la gallina ... y el arpa mágica.

El gigante aparece.

El gigante, grande, grande.

Juanito se esconde.

– ¡Huelo a niño!

Pero no encuentra a Juanito

El gigante se queda dormido.

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Juanito decide marcharse.

Se lleva la gallina.

Juanito baja por la judía mágica.

Baja ... baja ... baja.

¿Y entonces ...?

Juanito sube por la judía mágica.

Sube ... sube ... y sube hasta el cielo.

Y entra en el castillo ...

Y mira ... el arpa mágica.

El gigante aparece.

El gigante, grande, grande.

Juanito se esconde.

– ¡Huelo a niño!

Pero no encuentra a Juanito.

El gigante se queda dormido.

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Juanito decide marcharse.

Se lleva el arpa mágica.

Y éste es el final del cuento.

Pero el gigante se despierta.

El gigante corre detrás de Juanito.

Juanito baja por la judía mágica.

Baja ... baja ... y baja.

Pero el gigante corre detrás de él.

Juanito busca un hacha.

¡Rápido, rápido!

Juanito corta la judía mágica.

¡Rápido, rápido!

¡Plaff!

El gigante se cae.

¡Plaff!

Y éste es el final del gigante.

Jack and the Beanstalk

This is the story of a boy.

Hello! What's your name?

My name is Jack.

Jack is poor ... Mother is poor ...

Jack and his mother are poor, very poor ...

Nothing for breakfast ...

Nothing for lunch ...

Nothing for supper ...

Nothing at all!

Mother says:

'Jack, let's sell the cow.'

Moo, moo, moo, moo, moo.

'Go to the market'

'Quick! Quick!'

Jack and the cow go to the market.

They meet an old man.

'I'd like to buy the cow. Here are five magic beans.

One ... two ... three ... four ... five ...'

But mother says:

'How stupid you are!'

She takes the beans ... the magic beans ...

One ... two ... three ... four ... five ...

And throws them to the ground.

But during the night, a magic beanstalk grows.

And grows ... and grows ... and grows ...

Whoosh!

Jack climbs the magic beanstalk.

He climbs ... climbs ... and climbs ... right up to the sky.

Jack sees a huge castle.

Knock, knock, knock, knock ... is there anybody there?

Jack enters the castle.

He sees some gold coins,

A hen and a magic harp.

The giant appears.

The big, big, giant.

Jack hides.

'I smell a boy.'

But he doesn't find Jack.

The giant falls asleep.

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Jack decides to creep in.

He takes the gold coins.

Jack slides down the magic beanstalk ...

Down ... down ... down.

And then?

Jack climbs the magic beanstalk.

He climbs ... climbs ... and climbs ... right up to the sky.

And enters the castle ...

And he sees ... the hen ... and the magic harp.

The giant appears.

The big, big, giant.

Jack hides.

'I smell a boy.'

But he doesn't find Jack.

The giant falls asleep.

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Jack decides to creep in.

He takes the hen.

Jack slides down the magic beanstalk ...

Down ... down ... down.

And then?

Jack climbs the magic beanstalk.

He climbs ... climbs ... climbs ... right up to the sky.

And enters the castle ...

And he sees ... the magic harp.

The giant appears.

The big, big, giant.

Jack hides.

'I smell a boy.'

But he doesn't find Jack.

The giant falls asleep.

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Jack decides to creep in.

He takes the magic harp.

And that's the end of the story.

But the giant wakes up.

The giant chases Jack.

Jack slides down the beanstalk.

Down ... down ... and down.

But the giant comes after him.

Jack looks for an axe.

Quick! Quick!

Jack chops down the beanstalk.

Quick! Quick!

Crash!

The giant falls ...

Crash!

And that's the end of the giant.