

## Language

## Core language

Magst du ...?	Do you like ...?
Ich mag ...	I like ...
Ich mag ... nicht	I don't like ...

lecker!	delicious!
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Ich möchte ...	I would like ...
bitte	please
Was möchten Sie?	What would you like? (polite form)
Bitte schön	There you are
Danke	Thank you
Auf Wiedersehen	Goodbye

## Additional language for this unit

die Bohne(n)	bean
die Gurke(n)	cucumber
die Tomate(n)	tomato
ein Kopfsalat	a lettuce
etwas Kresse	some cress
ein Samen	a seed
ein Bohnensamen	a bean seed

der Markt	the market
auf dem Markt	at the market

## Additional language for teachers

Wer mag ...?	Who likes ...?
Was fehlt?	What's missing?

Schreibt/Schreib die Wortkarten Copy (plural/singular) the word cards / labels

Ordnet/Ordne die Wortkarten Put the word cards / labels in alphabetical order

Meldet euch / Melde dich Put (plural/singular) your hand up

See also: the German and English texts for 'Jack and the Beanstalk' at the end of the unit; 'Points to note' in Section 2 for a text in German describing the life cycle of a plant.



## Unit 6 Es wächst! (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 German 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 are developing the language and vocabulary needed to work on a simple story. They add to their knowledge of nouns in German. 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
- *nicht* used with verbs
- the story of 'Jack and the Beanstalk'
- how to work with a partner in role-playing.

## New language

- Expressing likes and dislikes (about food)
- Saying what you would like
- Questions: inversion of verb and subject
- *mögen*: *ich mag, du magst, ich möchte*
- Phonic focus: *au, ä, ie, ei*; *ö* as in *möchte*; *w* as in *Wurzel*; *ch* as in *ich*

## Resources

- Picture flashcards, real or plastic vegetables
- Small picture cards of vegetables
- Text cards or labels for vegetables
- Phoneme cards
- 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' (*Hans und die Bohnenranke*)
- 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 Germany or German-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 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 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 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 *Wer mag Tomaten?* (Who likes tomatoes?) and so on. Children raise their hands to indicate their response and say *Ich mag Tomaten* (I like tomatoes).
- Ask individual children the question, this time using *Magst du ...?* Elicit *Ja/Nein* responses. When children are ready to do so, move on to replies that involve *Ja, ich mag Tomaten*.
- Children work in pairs, using up to four picture cards of vegetables. One child points to a vegetable and the other says either *Ja, ich mag ...* or *Nein!* Some children will be able to ask the question in German in addition to pointing to the picture card. Others will be able to respond with a one-word answer or physical response.
- 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: More able children could be encouraged to extend their response to *Nein, ich mag Bohnen gar nicht* (No, I don't like beans at all) (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 *Bohnen mag ich gar nicht*. Display the photographs in the classroom or in the corridor.
- Extension: Teach children *lecker!* They can be encouraged to use this when giving an opinion, eg *Ja, Tomaten sind lecker!* (Yes, tomatoes are delicious.)
- Introduce *Ich mag ... nicht.* (I don't like ...) Children repeat this and *Ich mag ...* with thumbs down / thumbs up to reinforce understanding.
- Extension: In pairs, children guess what they think their partner likes/dislikes, eg *Du magst Tomaten? Nein Ich mag Tomaten gar nicht.* This could be done with a Battleships grid.
- Extension: Extend questions and answers by introducing *Ich mag lieber ...* (I prefer ...)
- Extension: Children could create a 'vegetable family', eg *Die Familie Gemüse*. Characters could be invented and vocabulary from Unit 4 could be included to label the pictures.

- 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 a negative statement

- Before allowing children to taste vegetables, ensure that the vegetables have been properly washed.
- Talk to the children about the importance of intonation when asking a question such as *Wer mag Tomaten?* ie that the voice is raised at the end.
- Follow-up: Throughout the week, practise asking and answering *Magst du ...?* with vegetable names, using *Ich mag* and *Ich mag ... nicht* in the response.
- Follow-up: As a PE warm-up, play *Gemüsesalat* (Vegetable Salad). Children sit in a circle and are each given the name of a vegetable. You call out a vegetable and those children change places. When you call *Gemüsesalat*, all the 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.

## 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 names of vegetables and label each one.
  - Give six children a vegetable label each and ask them to stand in a line, in alphabetical order according to the names 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 *Hier ist ein Samen*. Explain that it is a seed. In order to identify which vegetable it came from, ask: *Ist der Samen von einer Tomate / einer Gurke / Kresse?* 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 German 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. This could be made into a song or rhythmic piece.
  - Give individual children a picture of one of the eight stages. Call out each stage in order and children arrange themselves accordingly. Repeat with different groups of children and, when they are ready to move on, call out the stages in random order to encourage children to listen carefully.
  - 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.
  - Phonic focus: Read the life cycle of a plant again. It is a good idea to use presentation software to show each sentence, with a clear graphic. Tell the children which phoneme you are going to be looking for, eg *au, ä, ie, ei, ch*. As you show each slide again, hold up a card of the phoneme(s) you want them to find. Children have two minutes to discuss with a talk partner before feeding back the words with the identified phonemes.
  - Some children may want to use mini-whiteboards to record identified words.

- 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

- German text to describe the life cycle of a plant:

- 1 *Hier ist ein Samen*. Here is a seed.
- 2 *Die Wurzel wächst*. The root grows.
- 3 *Aus der Wurzel wächst der Stiel*. From the root, the stalk grows.
- 4 *Nach dem Stiel wachsen die Blätter*. After the stalk, the leaves grow.
- 5 *Nach den Blättern wächst die Blume*. After the leaves, the flower grows.
- 6 *Nach der Blume wächst die Frucht*. After the flower, the fruit grows.
- 7 *Die Frucht gibt uns Samen*. The fruit gives us seeds.
- 8 *Hier ist ein Samen*. Here is a seed.

- When introducing a new text you may wish to introduce and practise the nouns first before building up to whole sentences.
- 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 German.
- Follow-up: Grow some cress and label in German. 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).

## 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 *Hans und die Bohnenranke*, eg *die Zauberbohnen, sie wächst, er klettert, das Schloss, der Riese, er rutscht usw.*
  - Present the story with visuals and encourage children to join in, repeating familiar vocabulary. Ask *Wie sagt man ... auf Englisch?* to check children's understanding.
  - 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:
    - *Die Zauberbohnen*
    - *Er sieht die Goldstücke, eine Henne und eine Zauberharfe.*
    - *Fee, fi, fo, fum. Ich rieche einen Jungen!*
    - *Der Riese schläft.*
    - *Versteck dich Hans!*
    - *Er findet Hans nicht.*
    - *Schnell, schnell!*
  - 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.
  - Phonic focus: Split the class into phoneme groups. Each group has a card with a phoneme written on it. To begin with, focus on the phonemes from this unit (*ö, w, ch*) and build up to include all of those from previous units. Read the story to the children again. When a particular phoneme is heard, the children from that group should stand up and wave their phoneme card. Keep a tally of 'hits' under each phoneme on a whiteboard at the front of the class, so that it can be checked against the story later. Which group was the most accurate?

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

- 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.

## 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)
- Practise some of the key vocabulary again and play games with the flashcards (see Unit 2, Section 1).
  - Play *Was fehlt?* (What's Missing?) Display pictures of some of the key vocabulary from the story of *Hans und die Bohnenranke* and ask children to close their eyes. Remove one of the pictures and ask *Was fehlt?* Children open their eyes and say which is missing using ... *fehlt* (... 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 mime.
  - Discuss the children's strategies for managing this task.
  - Using a prepared worksheet, children label pictures of six key words from the story. On the same sheet they copy-write 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 as a cut-and-paste activity 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: This activity links to drama work in year 3 when children present events through dialogue to engage the interest of the audience.
- Follow-up: Play *Findet das richtige Wort* (Find the Right Word), where children match labels to pictures.
- Follow-up: Children illustrate different parts of the story for a labelled class display.

## 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 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.
  - Phonic focus: Play *Entweder ... oder ...?* (Either ... or ...?) Children must select the correct pronunciation of a given word. For example, hold up a card with the word *möchte* on it. Ask *Entweder mochte oder möchte?* The children have two minutes with their partners to decide on the correct pronunciation. This can be repeated with a range of words, eg *Entweder Blatter oder Blätter? Entweder ick oder ich?*
  - 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 Germany or German-speaking countries. Clips may be available from digital content providers or the internet. Make a presentation of the pictures. Incorporate some German music and play as a running presentation during a five-minute language session.
  - Each child (or pair of children) is given a word card for one of the vegetables. Give an instruction to each vegetable, eg *Bohnen: steht auf!* (Beans, stand up!) and children holding the beans 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 card) sit in a circle and chant the following: *Ich gehe zum Markt und ich kaufe ...* (I go to market and I buy ...) At the same time, a basket or bag is passed round. When the children stop chanting (when given a signal), the child holding the basket names the vegetable on their word card and places it in the basket. The rest of the class chorus *Was möchten Sie?* as the word card is put in the basket. 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 German to address adults whom you don't know, ie someone who serves you, as *Sie*.
- For the activity *Ich gehe zum Markt und ich kaufe ...* it is easiest to use only plural nouns (*Bohnen, Tomaten usw.*). These require no article. *Kopfsalat*, a singular masculine noun, would require ... *ich kaufe einen Kopfsalat*. This is a difficult grammatical point that is best avoided at this stage.
- 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.
- 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 video-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)

- Phonic focus: Tell the children that a w in German sounds like a v in English. You could illustrate this by presenting some familiar words using the interactive whiteboard. For example, *Wurzel, Auf Wiedersehen, wie, was*.
- Revise vocabulary for a role-play at the market.
- With you as the stallholder, children begin to develop role-plays for buying vegetables, for example:  
*Guten Tag. Was möchten Sie?*  
*Ich möchte Tomaten bitte.*  
*Bitte schön.*  
*Danke.*  
*Auf Wiedersehen.*
- Children practise role-plays in pairs. Confident children show their role-plays to the class. The class comment on strengths and make suggestions for improvements. Some of their comments could be in German, eg *Das war ...* (see Unit 2, Section 1).
- Show children written sentences for the role-play and 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 vegetable. They can click on it to see the whole picture as well as the text, in order to check whether they are right.

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

- When choosing a vegetable, accept from less confident children just the name of the item.
- To make the role-play fun, children could pretend to be famous characters.
- Follow-up: Throughout the week, ensure that all children have the chance to show their role-play and receive feedback from 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 re-create the role-play 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. Menu cards could be created to show which vegetables are available at the restaurant. Children express opinions about the food using *Ich mag*, etc.

- 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.

## Hans und die Bohnenranke

Fi, fei, fo, fann!  
 Hier ist die Geschichte von 'nem jungen Mann.  
 Hallo! Wie heißt du?  
 Ich heiße Hans.  
 Hans ist arm ... Mutter ist arm ...  
 Hans und seine Mutter werden ärmer und ärmer ...  
 ärmer und ärmer.  
 Nichts zum Frühstück ...  
 Nichts zum Mittagessen ...  
 Nichts zum Abendessen ...  
 Ganz und gar nichts!  
 Also sagt Mutter:  
 „Hans, verkaufen wir doch die Kuh.“  
 Muh, muh, muh, muh, muh.  
 „Geh zum Markt,  
 schnell, schnell!“  
 Hans und die Kuh gehen zum Markt.  
 Sie treffen einen alten Mann.  
 „Ich möchte eine Kuh kaufen. Hier sind fünf Zauberbohnen.  
 Eins ... zwei ... drei ... vier ... fünf ...“  
 Aber Mutter sagt:  
 „Du bist so dumm!“  
 Sie nimmt die Bohnen ... die Zauberbohnen ...  
 Eins ... zwei ... drei ... vier ... fünf ...  
 Und sie wirft die Bohnen weg.

Aber in der Nacht wächst eine Zauberbohnenranke.  
 Sie wächst ... und sie wächst ... und sie wächst ...  
 Ruck zuck!  
 Hans klettert an der Bohnenranke hoch.  
 Er klettert ... und er klettert ... und er klettert ... bis an den Himmel.  
 Hans sieht ein großes Schloss.  
 Er sieht goldene Münzen, eine Henne und eine Zauberharfe.  
 Der Riese kommt.  
 Der große, große Riese.  
 Hans, versteck dich!  
 „Fi, fei, fo, fann, ich rieche das Blut von  
 'nem kleinen Mann!“  
 Aber er findet Hans nicht.  
 Der Riese schläft ein.  
 ZZzzzz  
 Hans schleicht in das Zimmer.  
 Er nimmt die goldenen Münzen.  
 Hans rutscht schnell die Bohnenranke runter.  
 Er rutscht ... und er rutscht ... und er rutscht ...  
 Hans klettert an der Bohnenranke hoch.  
 Er klettert ... und er klettert ... und er klettert ... bis an den Himmel.  
 Hans geht in das Schloss.  
 Und er sieht ... die Henne ... und die Zauberharfe.

Der Riese kommt.  
 Der große, große Riese.  
 Hans, versteck dich!  
 „Fi, fei, fo, fann! Ich rieche das Blut von  
 'nem kleinen Mann!“  
 Aber er findet Hans nicht.  
 Der Riese schläft ein.  
 ZZzzzz  
 Hans schleicht in das Zimmer.  
 Er nimmt die Henne.  
 Hans rutscht schnell die Bohnenranke runter.  
 Er rutscht ... und er rutscht ... und er rutscht ...  
 Und dann?  
 Hans klettert wieder an der Bohnenranke hoch.  
 Er klettert ... und er klettert ... und er klettert ...  
 ... bis an den Himmel.  
 Hans geht in das Schloss.  
 Und er sieht ... die Zauberharfe.  
 Der Riese kommt.  
 Der große, große Riese.  
 Hans, versteck dich!  
 „Fi, fei, fo, fann! Ich rieche das Blut von  
 'nem kleinen Mann!“  
 Aber er findet Hans nicht.

Der Riese schläft ein.  
 ZZzzzz  
 Hans schleicht hinein.  
 Er nimmt die Zauberharfe.  
 Und da endet die Geschichte.  
 Aber der Riese wacht auf!  
 Der Riese rennt hinter Hans her.  
 Hans rutscht schnell die Bohnenranke runter.  
 Er rutscht ... und er rutscht ... und er rutscht ...  
 Aber der Riese rutscht auch!  
 Hans sucht eine Axt.  
 Schnell! Schnell!  
 Hans hackt die Bohnenranke ab.  
 Schnell! Schnell!  
 Krach!  
 Der Riese fällt runter.  
 Und da endet die Geschichte wirklich.

## Jack and the Beanstalk

Fee, fi, fo, fum!  
 Here is the story of a young man.  
 Hello! What's your name?  
 My name is Jack.  
 Jack is poor ... Mother is poor ...  
 Jack and his mother get poorer and poorer ...  
 poorer and poorer ...  
 Nothing for breakfast ...  
 Nothing for lunch ...  
 Nothing for supper ...  
 Nothing at all!  
 So 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 a cow. Here are five magic beans.  
 One ... two ... three ... four ... five ...'  
 But mother says:  
 'You are so stupid!'  
 She takes the beans ... the magic beans ...  
 One ... two ... three ... four ... five ...  
 And she throws the beans away.

But in the night, a magic beanstalk grows.  
 It grows ... and it grows ... and it grows ...  
 Whoosh!  
 Jack climbs up the beanstalk.  
 He climbs ... and he climbs ... and he climbs ... as far as the sky.  
 Jack sees a big castle.  
 He sees some gold coins, a hen and a magic harp.  
 The giant comes.  
 The big, big giant.  
 Jack, hide!  
 'Fee, fi, fo, fum! I smell the blood of a young man!'  
 But he doesn't find Jack.  
 The giant falls asleep.  
 ZZzzzz  
 Jack creeps into the room.  
 He takes the gold coins.  
 Jack quickly slides down the beanstalk.  
 He slides ... and he slides ... and he slides ...  
 Jack climbs up the beanstalk.  
 He climbs ... and he climbs ... and he climbs ... as far as the sky.  
 Jack goes into the castle ...  
 And he sees ... the hen ... and the magic harp.

The giant comes.  
 The big, big giant.  
 Jack, hide!  
 'Fee, fi, fo, fum! I smell the blood of a young man!'  
 But he doesn't find Jack.  
 The giant falls asleep.  
 ZZzzzz  
 Jack creeps into the room.  
 He takes the hen.  
 Jack quickly slides down the beanstalk ...  
 He slides ... and he slides ... and he slides ...  
 And then?  
 Jack climbs the magic beanstalk.  
 He climbs ... and he climbs ... and he climbs ... as far as the sky.  
 Jack goes into the castle.  
 And he sees ... the magic harp.  
 The giant comes.  
 The big, big giant.  
 Jack, hide!  
 'Fee, fi, fo, fum! I smell the blood of a young man!'  
 But he doesn't find Jack.

The giant falls asleep.  
 ZZzzzz  
 Jack creeps in.  
 He takes the magic harp.  
 But the giant wakes up!  
 The giant runs after Jack.  
 Jack slides quickly down the beanstalk.  
 He slides ... and he slides ... and he slides ...  
 But the giant slides as well!  
 Jack looks for an axe.  
 Quick! Quick!  
 Jack chops the beanstalk down.  
 Quick! Quick!  
 Crash!  
 The giant falls ...  
 And that's really the end of the story.