

Level
2

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 Penguin Young Readers stories with big monsters are *Jack and the Beanstalk* (level 3) *The Three Billy Goats Gruff* (level 1) and with small monsters, *Snow White and the Seven Dwarves* (level 3) and *Rumpelstiltskin* (level 4). 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 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 cassette

During listening – whole class prediction

Play the audio cassette 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 to specific information Before listening or watching the cassette, 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.

Chants

Chants help pupils become familiar with the sounds and rhythm of English, in a fun way. The language in each chant recycles language from the story.

Pupils listen to the chant a few times, clapping in time with the rhythm. Then they say the chant, verse by verse, with the cassette, beating out the rhythm as they say it, to become familiar with the words and rhythm. A possible activity with the chants, is to split a class into groups and they each say one verse.

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

Notes on the activities in the Factsheet

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.

Answers to the activities

In the back of the Reader

Before you read

a. 2; b. 3; c.4; d.1

After you read

a 1, b 2, c 3, d 4.

In the Factsheet

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	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	T	E	S
S	U	M	M	E	R



The Selfish Giant

Name.....

Activity 1

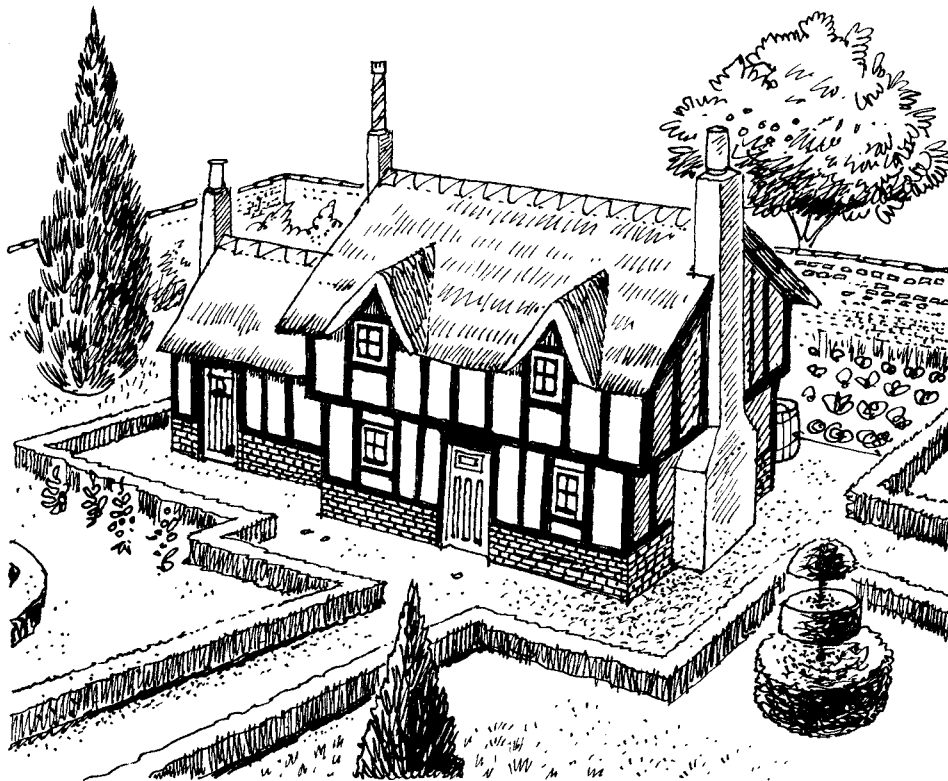
True or False? Do this with a friend and write the words in the box.

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



The Selfish Giant

Name.....

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 b i g and beautiful garden.

b i g

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

