

The Pancake

A big fat cook was making a big fat pancake.

Near the cook were seven hungry little boys.

“We like big round pancakes, Mr Cook,” said all the little boys.

“This pancake will be good to eat,” said Mr Cook.

But the pancake in the pan said,

“I will NOT, NOT, NOT be eaten!”

So the big round pancake gave a hop.

The pancake gave a jump.

And off he rolled — out of the pan.

Mr Pancake rolled round and round and round.

And oh! so very, very fast.

“Stop! Stop! Mr Pancake!” said the cook.
But the pancake rolled faster and faster.

Then the big fat cook began to run after the pancake.

“Stop! Stop!” said all the little boys.
But the pancake rolled faster and faster.

Then all the little boys began to run.





The pancake met a little man.

“Stop, Pancake, stop! I am hungry! I want to eat you,” said the little man.

“The cook cannot stop me.

The boys cannot stop me.

You cannot stop me,” said the pancake, and rolled faster and faster.

Then the little man began to run.



The pancake met a hen.

“Stop, Pancake, stop! I am very hungry!

I want to eat you,” said the hen.

“The cook cannot stop me.

The boys cannot stop me.

The man cannot stop me.

You cannot stop me.”

And the pancake rolled faster than ever.

Then the hen began to run.



The Old Woman and Her Pig

One day an old woman found a penny.

“What can I do with this penny?”
she said.

“I will go to the market and buy
a pig.”

So the old woman bought a pig.

Then she tied a string to the
pig’s leg.

On her way home she came to a
stile.

The pig would not go over the stile.

She went a little farther and met
a dog.

She said to the dog,

“Dog, dog, bite pig;

Pig won't go over stile,
And I shan't get home tonight."
But the dog would not.



She went a little farther and met a stick.
“Stick, stick, beat dog ;
Dog won't bite pig,
Pig won't go over stile,
And I shan't get home tonight.”
But the stick would not.



This is the cock that crowed in the
morn,
That woke the priest all shaven and
shorn,
That married the man all tattered and
torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled
horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt,
That lay in the house that Jack built.



This is the farmer sowing his corn,
That kept the cock that crowed in the
 morn,
That woke the priest all shaven and
 shorn,
That married the man all tattered and
 torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled
 horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt,
That lay in the house that Jack built.

To The Teacher:

How to Take the Whole Class With You

These suggestions will help you take the whole class with you. Ignore them if you will, but then you may well find yourself working with just a few, while the rest tune out.

- ✧ **These exercises are best done orally.** *The focus here is on building understanding and oral responses. The aim is NOT to progress as fast as possible to written work.*
- ✧ **Don't try to do all the exercises!** *The wide selection is here to CHOOSE from.*
- ✧ **Your class should HEAR the story first,** and then read it two or three times. *They should know it quite well before you start any exercises.*
The exercises are NOT an introduction to the text!
- ✧ *This means: only the teacher has the questions open. The children won't need their books if they know the story well. The exercises on pictures are the exception here!*
- ✧ *Most of the exercises work well with **the 'whole class response' method,** as described in the introduction to Exercise 1 — Yes or No. **This builds confidence** among the quieter or shyer children. They have time to understand, they hear how the answers work and see when they're getting the same right answers, without having to 'expose' themselves from the start.*
- ✧ *You can **vary the 'whole class' part** by having various groups, which you can call on in order or at random. You just need to ensure a certain balance, each group with its share of the most confident children.*
- ✧ *Classes need **clear rules** when doing this: if a few kids get used to shouting out the answer fast, the result will quite soon be chaotic, and the quieter or slower children will stay in the background, not answering.*
- ✧ *If you practise — and insist on — **the 'signal method'** described for Exercise 1, it's worth its weight in gold for all sorts of things. It lets you repeat questions two or three times, so those who need a little more time have a chance too.*
- ✧ *If your children are slow to respond, you can **help comprehension with 'provocative' questions** of your own, which paradoxically point the way to the correct answer. "Where were the seven little boys?" — "in New York?"; "in the classroom?"; "in Tim's garage?" Such suggestions will often prod a group into response!*
- ✧ *These exercises are for **building skills. Try repeating them** at intervals: with the whole class, then various groups or individuals, perhaps in partner work.*

- ✧ *I strongly recommend accepting partial answers for most exercises: e.g. “a little man” and not “The pancake met a little man.” This idea may shock some people, but it means you get the children mobile right away. The sense of achievement from this can give children a huge lift; complete sentences can come later.*
- ✧ *To sum up: at this stage, **don’t see your aim as written work**. If you can use some of this material to give your class a **real first confidence in understanding** oral tasks/questions and responding suitably, then you are **laying a fine, solid foundation** for later classes to build on!*

Exercises

THE PANCAKE

Exercise 1 — Yes or No? (pages 5–6)

You can also call this “True or false?” or “Right or wrong?”; the children use these ‘labels’ to answer. In oral work, individual children can respond as normal.

A good beginning is to have the whole class call out their answers together. If you do this, it works well to have a pause for thought before the answer. The rule here is: No one shouts out first — the children wait for your signal. This makes it a test of understanding, not of quickness.

Practise waiting for the signal, and repeat the question once or twice, slowly, which will increase expectation. If you don’t overdo this, you can make practising into a game ... The signal for the answer might be: “one ..., two ..., three: (All answer in chorus)” and then confirmation by the teacher (a thumbs up, perhaps, or slow nod). Vary the signal too: “left hand, right hand, clap” or “1, 2, 3 fingers raised”.

1. Was a big fat cook making a pancake? (Yes or no?)
2. Was the pancake big and fat? (etc.)
3. Were the seven little boys hungry?
4. Was the pancake hungry?
5. Did the pancake give a hop?
6. Did the big fat cook give a jump?
7. Did the pancake roll out of the pan?
8. Did the little boys roll very, very fast?
9. Did the cook say “Stop! Stop!”?
10. Did the cook roll faster and faster?

Exercise 4 — Looking at a Picture (page 4)

“I can see ...” is more idiomatic here than just “I see ...”. If you want extra words, think of kitchen, plates, egg, hat, trousers, shoes, standing, sitting and smiling.

1. What can you see in this picture? Make up five sentences.

Exercise 5 — Either/Or (pages 5–7)

Like ‘Yes or No’, but here the answers change. Starting with ‘whole class’ answers, with the wait and your signal, will build confidence here too. It’s nice if you have quick students, but getting the whole class to answer, maybe just for a few minutes when you start this work, will bring the shyer kids along with the faster ones. If your students seem uncertain, you can ease them in with improvised classroom questions: “Is this the door or the window / a chair or a table / Anna or Max?” and the like. Make sure that the correct answer varies in position, so it’s not always the first word, or always the second! And be aware that some questions may have TWO correct answers, or even three, with answers like “..... AND”.

1. Who was big and fat: the cook or the boys?
2. Who was hungry: the cook or the boys?
3. Who said “not, not, not”: the boys or the pancake?
4. What was big and round: the pancake or the cook’s nose?
5. Was the cook fat or thin?
6. Were the boys big or little?
7. Were the boys near the cook or outside the house?
8. Did the pancake roll out of the pan or into it?
9. Who rolled very, very fast: the boys or the pancake?
10. Who said “Stop! Stop!”: the cook, the boys or the pancake? (⊕)
11. Who began to run: the cook, the pancake or the boys? (⊕)
12. Who met a little man: the boys, the pancake or a fat cat? (⊕)

Exercise 6 — Who (page 7)

1. Who met a little man?
2. Who is hungry?
3. Who wants to eat the pancake?
4. Who can’t stop the pancake?
5. Who rolled faster and faster?
6. Who began to run now?

Exercise 10 — Puzzles (pages 5–11)

1. How many hands are there in this story? (*Two for each person!*)
2. How many noses can you count? (*Don't forget the pig!*)
3. How many in the story have two legs?
4. How many have four legs?
5. How many have no legs?
6. How many have a hat?
7. How many have wings*? (* *Flap your arms to help here!*)
8. How many can roll fast?
9. How many can run?
10. At the end, how many are still hungry?

Exercise 11 — Complete These Sentences! (pages 5–11)

First we'll remember sentences from the story. But some kids like to think of new things. So here are **two useful rules**. If you **explain them at the start**, in German, and **before any problems arise**, kids will normally accept them immediately as fair.

- a) A little bit silly is fine. But not REALLY silly, and NEVER embarrassing!
- b) People's names are OK. But only people from the story or people actually in the classroom. If others hear that there were sentences about them and they were not there, reactions are never good!

1. A big fat cook ...
2. Near the cook ...
3. ... seven hungry little boys ...
4. ... began ...
5. The pancake met ...
6. ... cannot ..."
7. I want to ...
8. I am ...
9. Why are you ... ?
10. I can't ...

Exercise 12 — Looking at Pictures (pages 10–11)

1. On page 10, what is the pig doing?
2. What is the pancake doing?
3. On page 11, who is running? (*See next page!*)

4. What was there across the river?
5. Who lived under the bridge?
6. What did the dwarf like to eat?

Exercise 38 – Either/Or (pages 48–49)

1. Where was the grass fresh and green – near the goats or on the other side?
2. What did the dwarf want to eat – the apples or the goats?
3. Who crossed the bridge first – Little Billy Goat Gruff or Big Billy Goat Gruff?
4. Why was Little Billy Goat Gruff not afraid – because he was too big or because he was too little?
5. Did he trot over the bridge or under the bridge?
6. Did the dwarf live on the bridge or under the bridge?

Exercise 39 – Puzzles (pages 46–49)

1. On page 46, what is red? *(Two different things!)*
2. Who has great big horns? *(Fingers on forehead for horns!)*
3. Who has little horns?
4. Who has no horns?
5. Where is no one standing?
6. What – on this page – can the goats eat?
7. What – on this page – can **YOU** eat?
8. Who does the wicked dwarf want to eat?

Exercise 40 – ‘Goldfish’! (pages 50–52)

1. Do not eat me. I am too
2. He is than I am.
3. You may over bridge.
4. I run the bridge too.
5. He saw them the ripe and the red
6. The dwarf Big Billy Goat Gruff.
7. I eat you.

Exercise 41 – Rhyming Words (pages 52–55)

1. What word rhymes with *pass*? *(‘gr...’)*
2. What word rhymes with *cherries*? *(‘b...’)*

List of English Irregular Verbs

Introduction

Here is a list of the most important English irregular verbs, arranged in 'sound families', as experience has shown that this helps learning. Most classes will aim to master the whole list by the end of Class 8; at earlier stages, the teacher will decide what should be learned.

Here, then, the teacher can choose what a particular class needs at this stage, while at the same time having an overview of the whole material.

The 46 irregular verbs occurring in the main text of this reader are marked with an asterisk before the verb number.

GROUP 1 – BEGIN

* 1. to begin	began	begun	anfangen
2. to spring	sprang	sprung	(plötzlich) springen
3. to sing	sang	sung	singen
4. to ring	rang	rung	läuten, anrufen
* 5. to swim	swam	swum	schwimmen
* 6. to drink	drank	drunk	trinken
* 7. to sink	sank	sunk	sinken, versenken
8. to stink	stank	stunk	stinken

GROUP 2 – CLING

9. to cling	clung	clung	s. anklammern, festhalten
* 10. to sting	stung	stung	stechen
11. to fling	flung	flung	schleudern
12. to swing	swung	swung	schwingen, schwenken; baumeln
13. to wring	wrung	wrung	(aus)wringen
14. to hang	hung	hung	(auf)hängen
	(hanged = henkte, erhängt!)		
15. to spin	spun	spun	sich drehen, (Garn) spinnen
16. to dig	dug	dug	graben
17. to stick	stuck	stuck	(an)stecken, ankleben
18. to strike	struck	struck	schlagen, treffen
19. to win	won	won	gewinnen

GROUP 3 – SLEEP

20. to sleep	slept	slept	schlafen
21. to creep	crept	crept	kriechen
22. to sweep	swept	swept	fegen, kehren
* 23. to keep	kept	kept	behalten

GROUP 8 – WRITE

* 60. to drive	drove	driven	fahren
61. to rise	rose	risen	aufgehen (<i>Sonne</i>); sich erheben
62. to write	wrote	written	schreiben
63. to ride	rode	ridden	reiten

GROUP 9 – SHOOT

* 64. to get	got	got	bekommen, werden
65. to forget	forgot	forgotten	vergessen
66. to shoot	shot	shot	schießen
67. to shine	shone	shone	scheinen, glänzen
68. to lose	lost	lost	verlieren

GROUP 10 – SPEAK

69. to speak	spoke	spoken	sprechen
70. to steal	stole	stolen	stehlen
71. to break	broke	broken	(zer)brechen
72. to freeze	froze	frozen	frieren, gefrieren
* 73. to wake up	woke up	woken up	aufwachen, -wecken
* 74. to tell	told	told	erzählen, sagen
75. to sell	sold	sold	verkaufen
76. to choose	chose	chosen	(aus)wählen

GROUP 11 – WEAR

77. to wear	wore	worn	(<i>Kleider</i>) tragen
78. to tear	tore	torn	zerreißen
79. to swear	swore	sworn	schwören, fluchen
80. to bear	bore	borne	ertragen

(born = geboren!)

GROUP 12 – HIDE

81. to hide	hid	hidden	(sich) verstecken
* 82. to bite	bit	bitten	beißen
83. to light	lit (lighted)	lit (lighted)	anzünden
84. to slide	slid	slid	gleiten, rutschen

GROUP 13 – 'W' VERBS

85. to know	knew	known	kennen, wissen
86. to blow	blew	blown	wehen, blasen
* 87. to grow	grew	grown	wachsen, werden
88. to throw	threw	thrown	werfen
* 89. to fly	flew	flown	fliegen
90. to draw	drew	drawn	zeichnen; ziehen
* 91. to show	showed	shown	zeigen
* 92. to sow	sowed	sown	säen
93. to sew	sewed	sewn	nähen
94. to saw	sawed	sawn	sägen