

## The Ungrateful Son



**Story (adapted text)**

**Prompter (for adapted text)**

**SL lesson (step-by-step)**

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**Story (original text)**

**Prompter (for original text)**

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## The Ungrateful Son



A man and his wife were once at home about to eat a roasted chicken. The man looked out the window and saw his father coming. The man quickly hid the chicken, because he didn't want to share it with his father.

The old man came, took a drink, and went away. The son wanted to put the roasted chicken on the table again, but when he took the chicken out, a giant toad jumped on his face.

The toad stayed on the man's face and didn't leave. If anybody tried to move him, the toad gave him an angry look, as if it would jump on his face too. Nobody dared touch it.

The ungrateful son was forced to feed the toad every day. If he didn't the toad would start to eat the son's face. The son had no peace for the rest of his life.

**The End**

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## The Ungrateful Son



- |                        |           |                          |              |
|------------------------|-----------|--------------------------|--------------|
| 1. at home             | 家で        | 22. if ~                 | もし~したら       |
| 2. be about to ~       | ~しようとする   | 23. anybody              | 誰かが          |
| 3. roasted chicken     | 焼いた鶏      | 24. try (tried) to ~     |              |
| 4. look out            | 外を見る      | ~しようとする (しようとした)         |              |
| 5. see (saw) ~ coming  |           | 25. move                 | 動かす          |
|                        | ~が来るのを見る  | 26. give (gave) ~        | ~与える (与えた)   |
| 6. quickly             | 素早く       | 27. an angry look        | 怒った目つきで      |
| 7. hide (hid)          | 隠す (隠した)  | 28. as if ~              | まるで~のように     |
| 8. because             | なぜなら~     | 29. too                  | ~もまた         |
| 9. share ~ with ~      |           | 30. nobody               | 誰も~しない       |
|                        | ~と~を分かち合う | 31. dare ~               | ~あえて~する勇気がある |
| 10. have (had) a drink |           | 32. ungrateful son       | 恩知らずな息子      |
|                        | 飲み物を飲む    | 33. be (was) forced to ~ |              |
| 11. then               | それから      | ~することを強いられる              |              |
| 12. leave (left)       | 去る (去った)  | 34. feed (fed)           | 餌をあたえる       |
| 13. want to ~          | ~したいと思う   | 35. every day            | 毎日           |
| 14. put ~ on ~         | ~を~に置く    | 36. start to ~           | ~し始める        |
| 15. again              | また、再び     | 37. eat (ate)            | 食べる (食べた)    |
| 16. but                | しかし       | 38. his face             | 彼の顔          |
| 17. when ~             | ~した時      | 39. have (had) no peace  |              |
| 18. giant              | 巨大な       | 安らぎはまったくない (なかった)        |              |
| 19. toad               | カエル       | 40. for the rest of ~    | 余生はずっと       |
| 20. jump on ~          | ~の上に飛び乗る  | 41. life                 | 命、生きていること    |
| 21. stay on ~          | ~に留まる     |                          |              |

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## **The Ungrateful Son**



### **Story Listening Lesson**

**(step-by-step)**



Today, I am going to tell a story called 'The Ungrateful Son'

The instructor keeps everybody's attention, before starting the story.

Un-grateful

*Grateful* means *thankful*, you thank people, you say thank you.

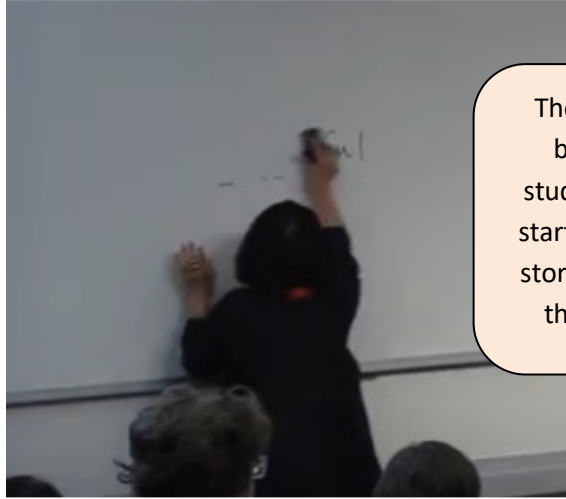
*Grateful* means you are *thankful*.

I am grateful for my parents, I am grateful for my family, I am grateful for my teacher. Grateful. OK?

*Un-grateful* means *not grateful*, you are not grateful, you are not thankful.

So *un-grateful* means you are not thanking anybody.

The instructor writes the word on the board, separating the root and the prefix. She gives explanations, refers to prefixes, gives synonyms, provides examples,... All those supplementation strategies help reviewing already learned material in order to introduce a possible new one, and keeping the attention of students.



The instructor erases the word, because she already has the students' attention, and they can start anticipating some content of story '*The Ungrateful Son*,' due to their knowledge of the world.



Ok, so, this is a story about an ungrateful son.

The instructor keeps everybody's attention again.

A long time ago...,  
Many, many years ago...  
We don't know how long it was....  
Maybe it was two hundred years ago,  
maybe it was three hundred years,...  
We do not know when...  
But a long long time ago...



The instructor keeps everybody's attention by using different starters to begin the story, and some body movement (hand movement to indicate that it was a very long time ago). It also serves as a way to review previously known material.

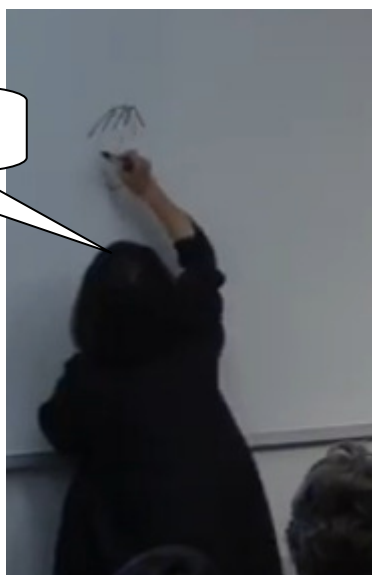
... in Germany,  
not in France, not in Italy, not in  
Japan, but in Germany, in Europe...



The instructor locates the story (Germany), and reviews other geographical names by saying that it was not there.

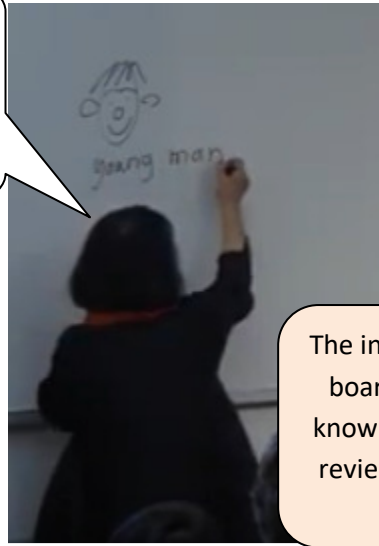
... there was a man.  
He was a young man.

There was a young man.

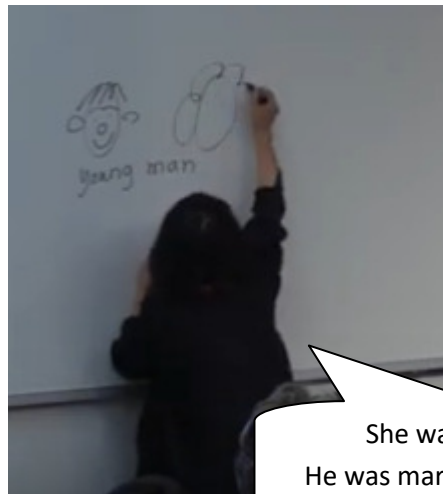


The instructor draws quickly while she continues talking and naturally repeating or rephrasing sentences.

He was a young man.  
Young man...  
He was married...  
He had a wife...  
He was married and he had a wife...



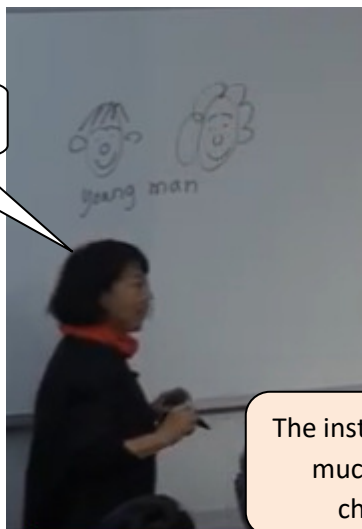
The instructor writes 'young man' on the board, even though the students may know these words already. It serves as a review, and it helps students who were unsure how to write it.



She was a young woman...  
He was married to a young woman...

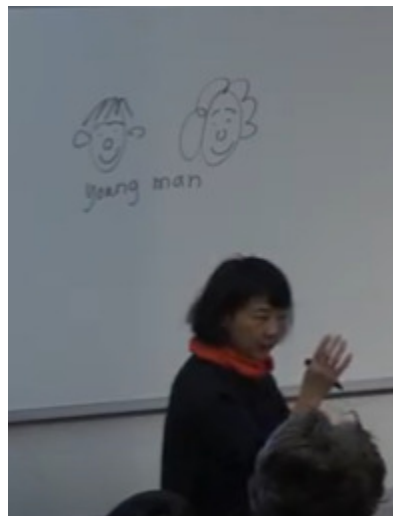
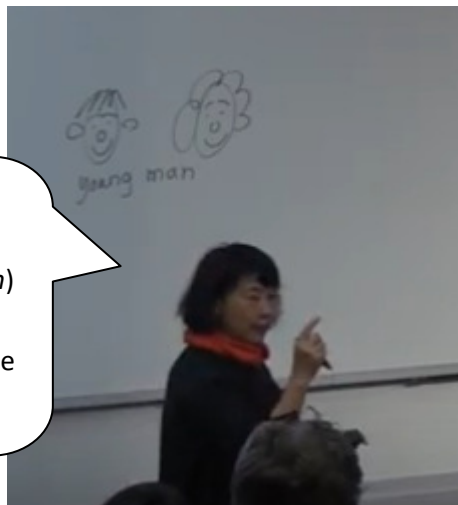


OK?



The instructor does not need to repeat so much with 'the young woman,' but checks if students understood.

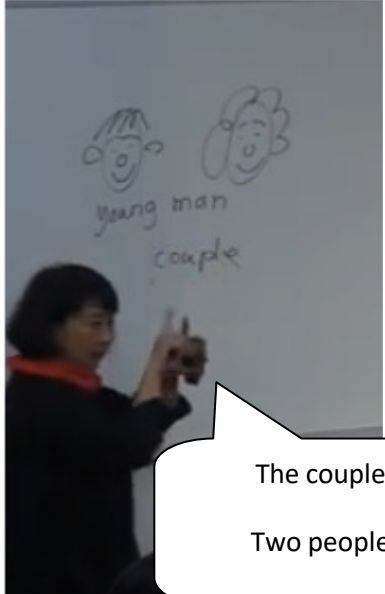
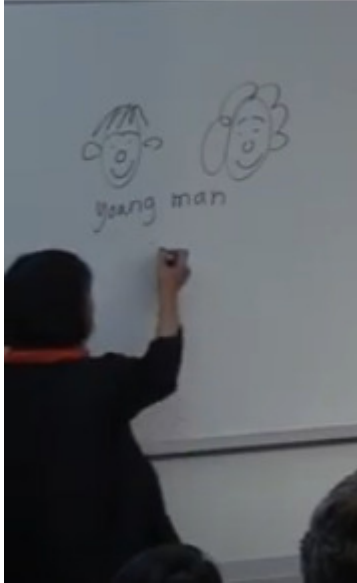
One day...  
One day means...  
In Japanese (*translation*)  
It is not like  
one day, two days, three  
days, four days...



The instructor clarifies the difference between counting one day, two days, and three days, from the way how "one day" is used in this context. She uses one part of CAS "translation" in order to clarify the usage of "one day" to Japanese students in Japanese.

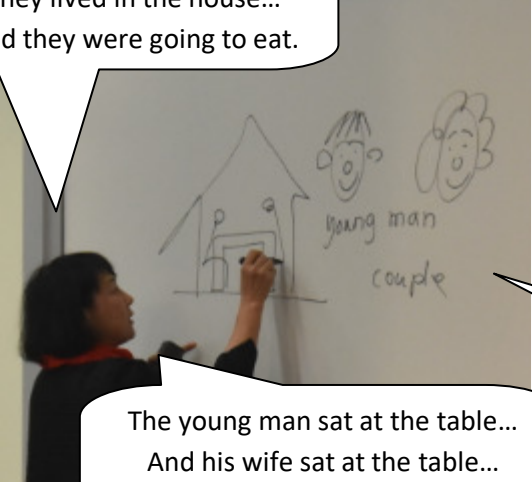
So, one day...  
The young man and  
the young woman...  
The couple...

The instructor presents a new word,  
*couple*. It could be new to some students  
and a review to others.



The couple...  
Two people...

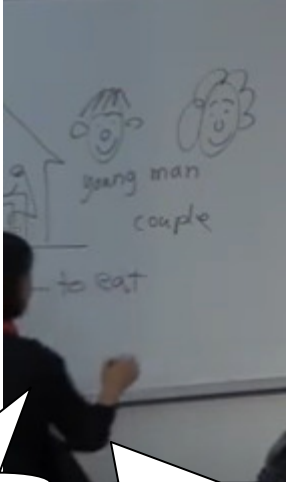
They were in the house...  
They lived in the house...  
And they were going to eat.



be about to...

The young man sat at the table...  
And his wife sat at the table...  
And they were going to...  
They were about to...

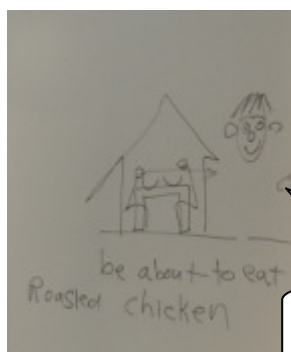
be about to... eat..



They were going to...  
They haven't eaten yet, but  
they were going to,  
they were about to eat.

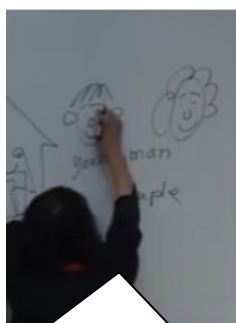
The instructor exemplifies the meaning  
with drawings, synonyms, even sounds,  
while she writes on the board the words  
she needs (ex. infinitive of such verb).

They were about to eat...  
a roasted chicken...  
a chicken (*chicken noise*)  
a chicken, it is roasted  
It was a roasted chicken

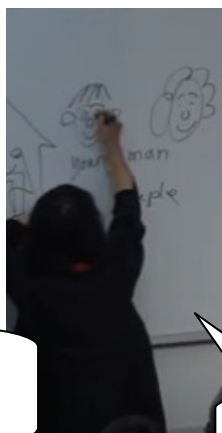


In the oven...  
And you roast the chicken

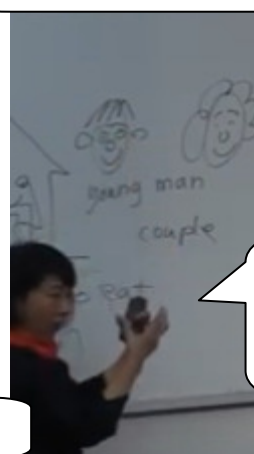
So, they were about to eat...  
a roasted chicken.



Then...  
The young man... he saw



... he saw

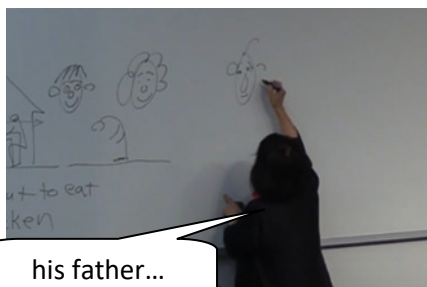


... he saw...  
he saw  
his father

The instructor erases the eyes and makes them big to show the meaning of 'saw,'  
and she uses charades to show that too.

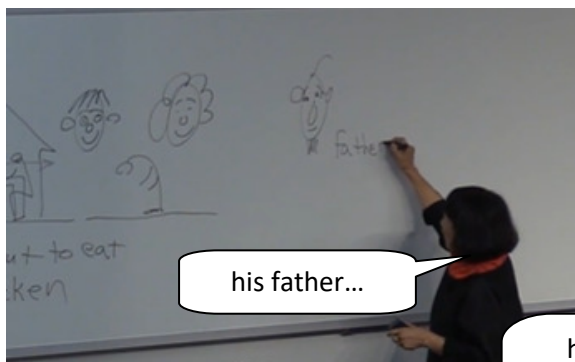
his father was  
coming





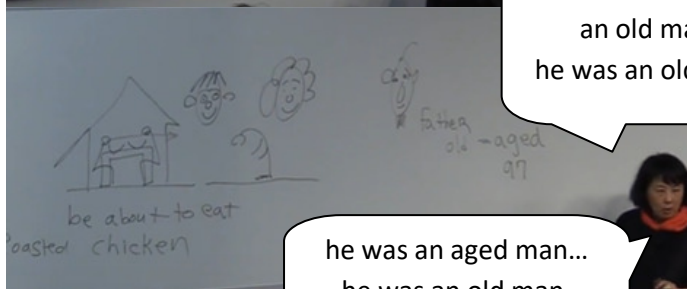
his father...

The instructor draws father and writes father (it helps reviewing how to spell that word). She also introduces 'old' and uses synonyms (*old* and *aged*), rephrasing the sentences as needed (it serves as a review of numbers, for ex.).

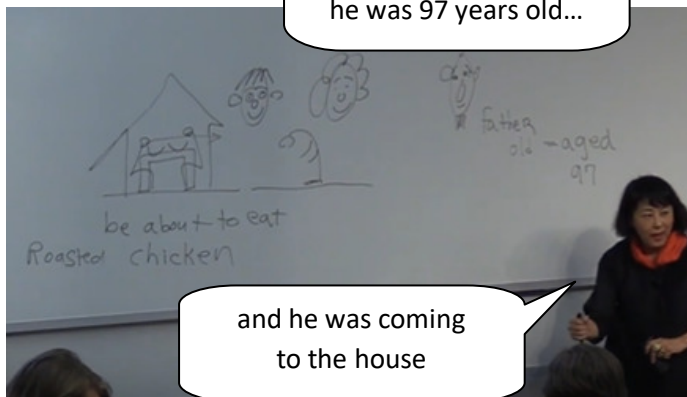


his father...

his father was an old man, he was an old man.

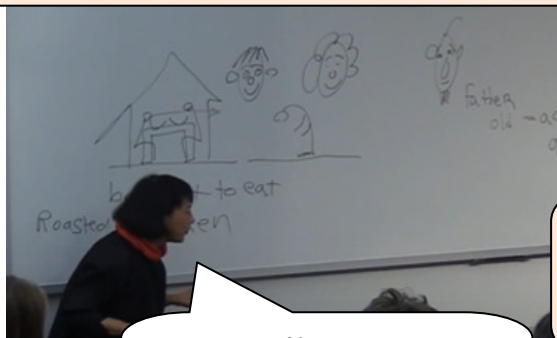


he was an aged man... he was an old man, he was 97 years old...



and he was coming to the house

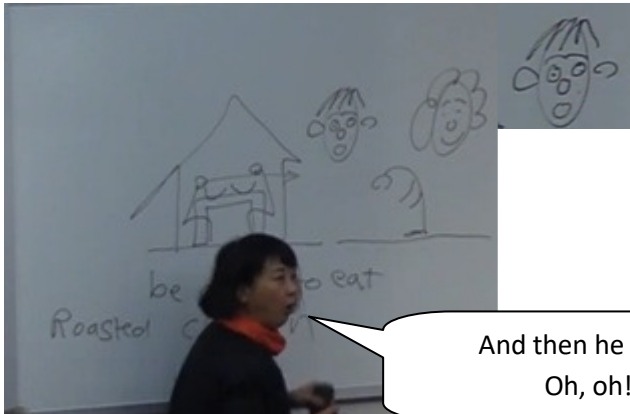
The instructor mimics the old man walking.



Now..., the young man saw his father coming...

The instructor mimics 'saw' and 'coming.'

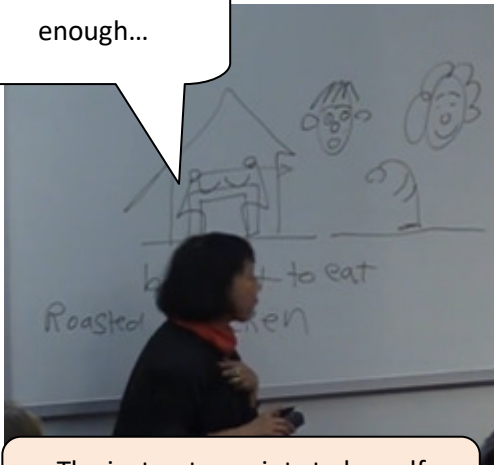




And then he said...  
Oh, oh!

The instructor erases the mouth of the young man and redraws it to indicate that he said something. She uses changes in her tone to indicate surprise.

We don't have enough...

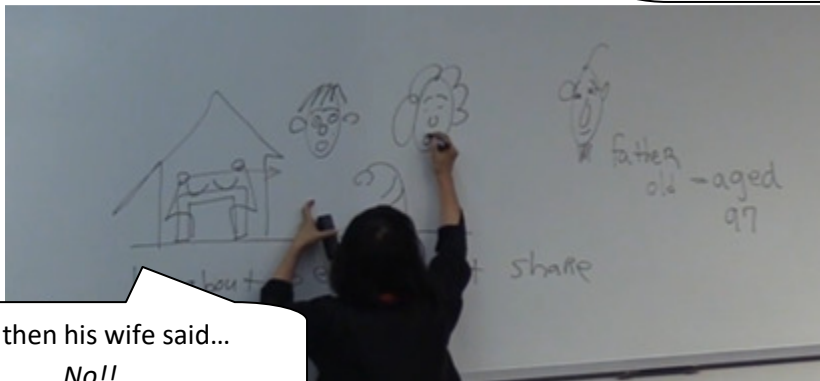


The instructor points to herself (gestures) to indicate we.

The instructor writes 'want' and 'share' on the board.



We do not want... OK?  
We don't want...  
We don't want to share...  
We don't want to share this roasted chicken with my father... he said  
He said

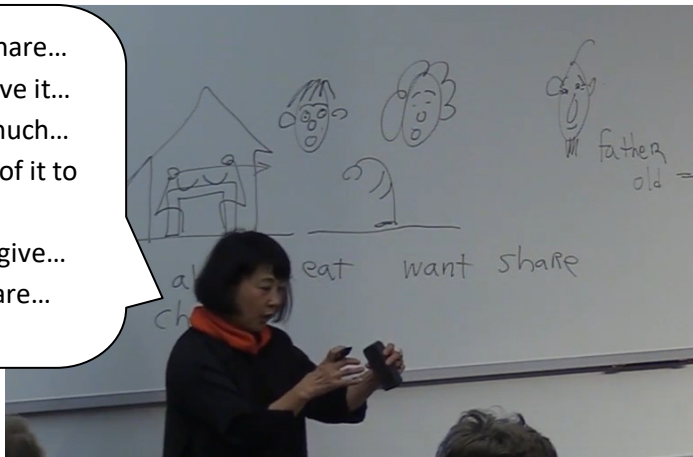


And then his wife said...  
No!!



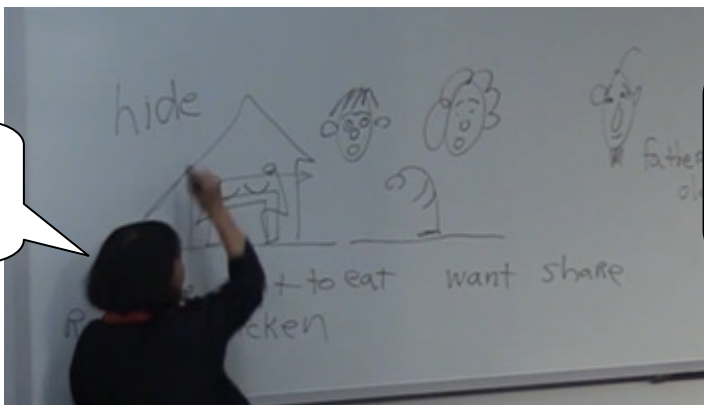
The instructor redraws the mouth to indicate what she said.

We don't want to share...  
We don't want to give it...  
We have only this much...  
and I don't give half of it to  
your father...  
No, I don't want to give...  
I don't want to share...

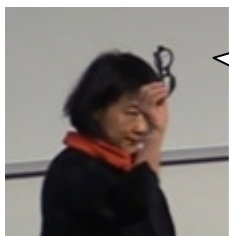


The instructor uses gestures, rephrases and synonyms.

So, they said...  
OK, we will hide...  
We will hide.



The instructor writes the new word on the board.

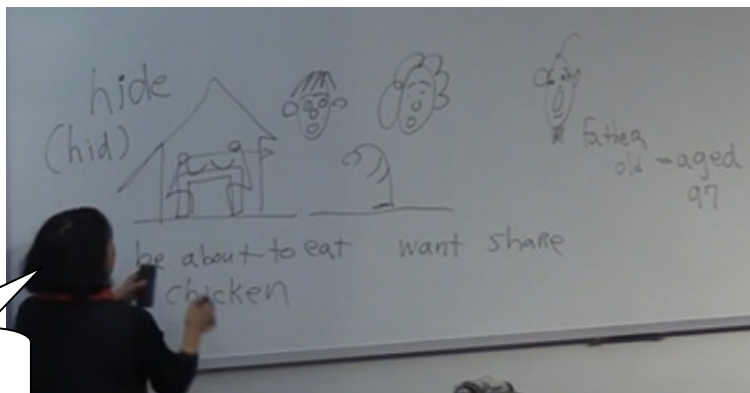


Hide is... like...  
I have my glasses...  
expensive... they cost 460 dollars...  
I'm going to hide it...  
Hide it...  
So we can't see it... OK?



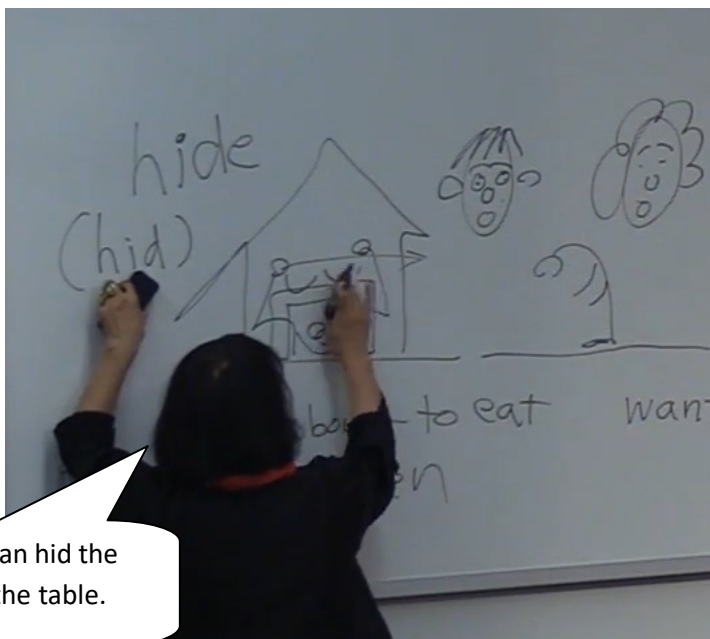
The instructor stops the story plot to explain the meaning of 'hide' by mimicking what she means, and providing extra information (it serves as a review of vocabulary).





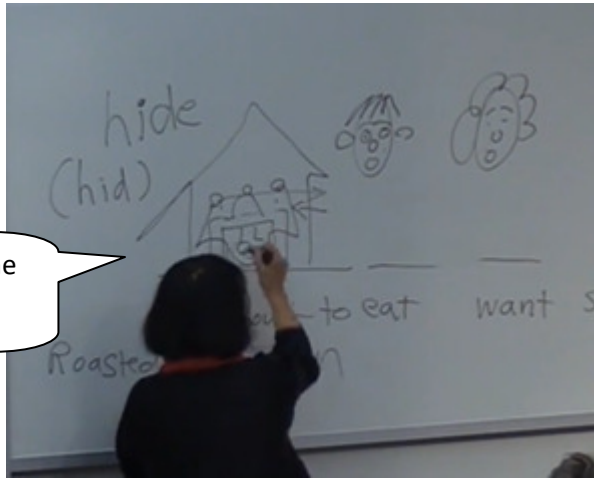
So, hide... hid

The instructor writes 'hid' (irregular past tense) under the infinitive 'hide.'



So, the young man hid the chicken under the table.

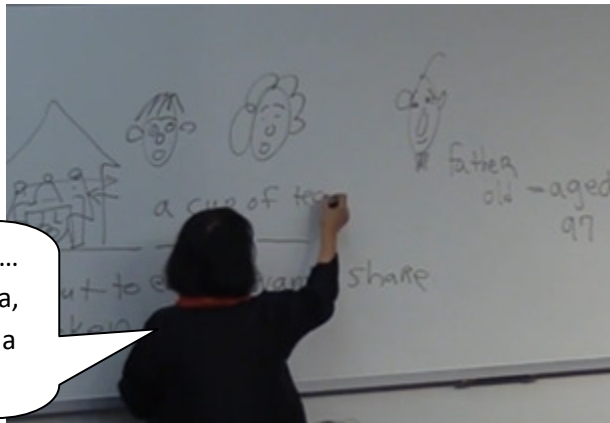
The instructor continues the story, pointing to the irregular form, while she continues drawing and telling the story. Students' laugh in a situation such as this one indicated that they understand the input.



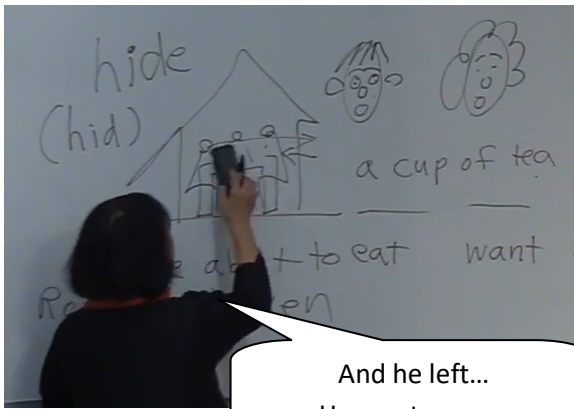
Now... The old man came and he sat down...

The instructor erases the old man standing, and draws an arrow towards the house. Then, she draws the old man at the table.

The instructor writes the vocabulary ('a cup of tea') on the board.

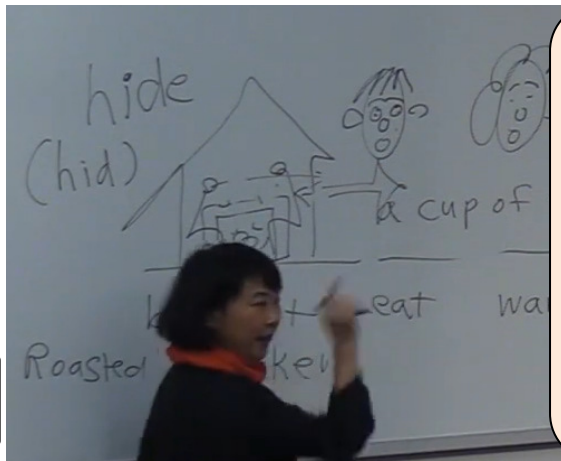


And he had a cup of tea... After he had a cup of tea, he said, 'Thank you, for a cup of tea!'



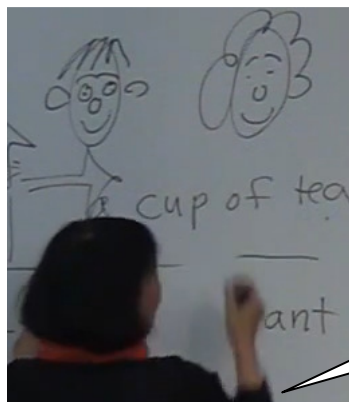
The instructor erases the smiles to indicate that they are happy now.

And he left... He went away...



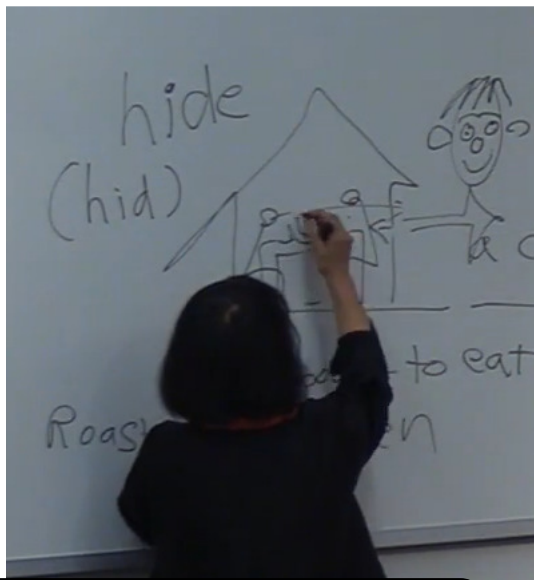
The instructor erases the old man sitting at the table to indicate that he left, draws an arrow pointing out of the house and uses gestures. She uses synonyms.



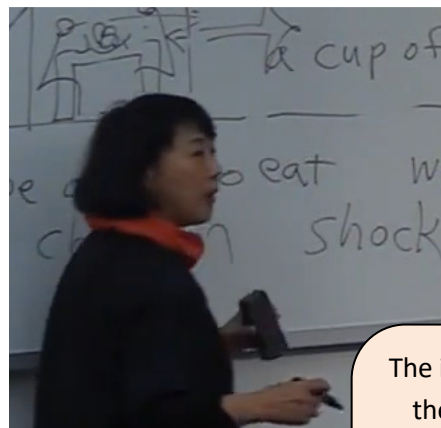


Now, the wife and the son  
were happy...  
Oh, the father left.  
Let's eat the chicken.

So,...  
He took the chicken from  
under the table and put it on  
the table... the chicken.

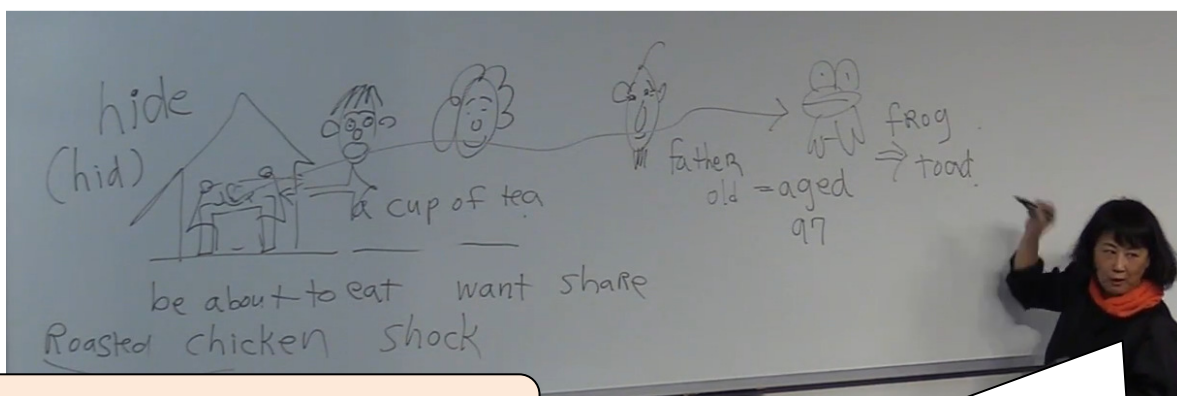


The instructor uses movement (charades) to indicate that he took the chicken from underneath the table and put it on top of it. She erases the chicken under the table and draws it on the table.



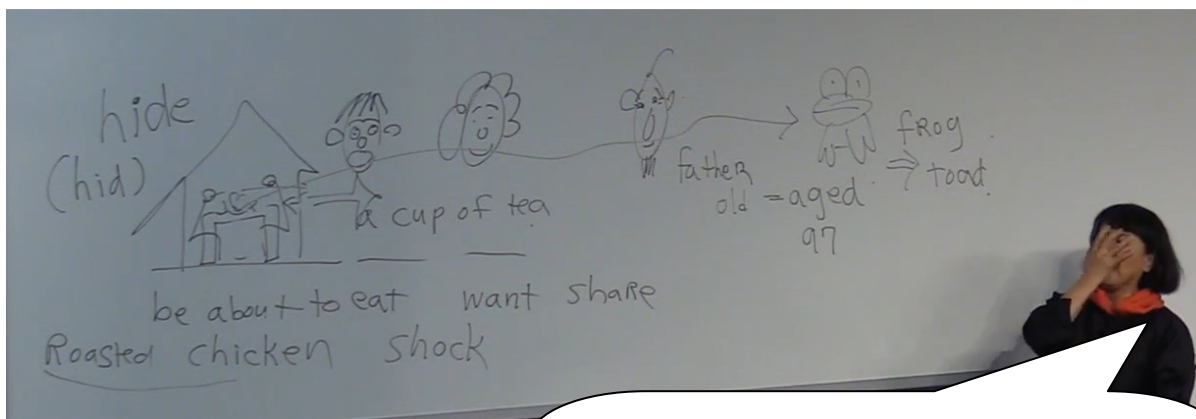
When he saw the chicken,  
he went... Ah!!  
He was shocked...  
He was shocked...  
He was surprised...  
He was surprised...  
He was shocked!

The instructor erases the mouth of the young man to indicate surprise. She also mimics his reaction. She writes the word 'shock' on the board.



The instructor draws and writes words to explain meaning.

Because this was no longer a roasted chicken...  
The chicken changed and now it was a frog – a toad.  
Frog... toad



The young man said "OH, NO!"  
The chicken is no longer a chicken,  
but now it is a toad!  
And then, this toad...  
Jumped on his face, and he stayed.  
He jumped on his face, and the toad stayed there.

Now..., the young man...  
wanted to take the toad away...  
but then...  
the toad began to eat his face...

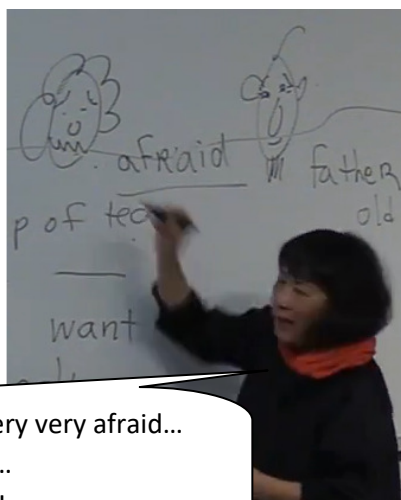


Unexpected occurrences of the story keep students' interest high. Students' reactions (ex. *Oh, no!*) to shocking events shows understanding of the message.



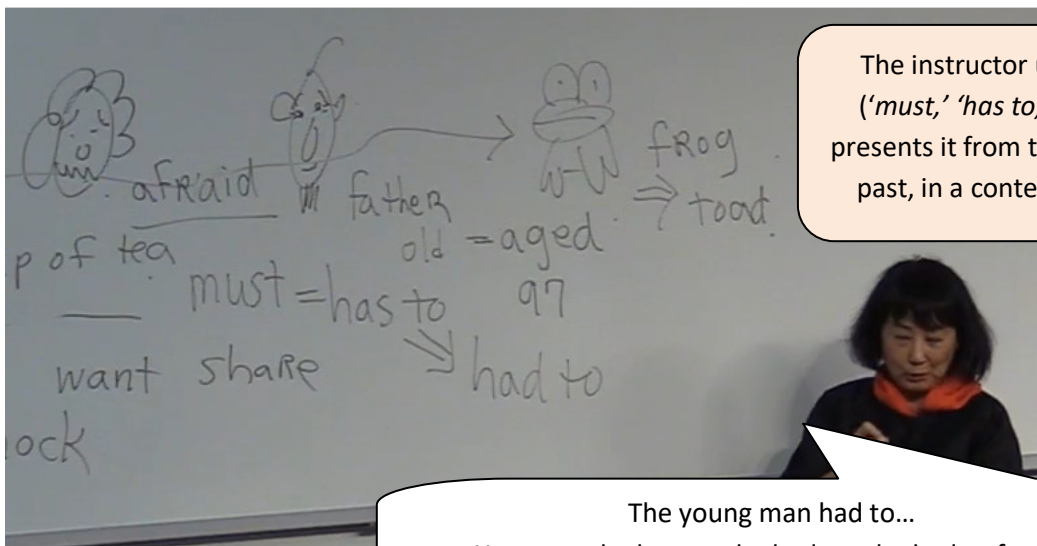
The instructor continues using gestures to make input comprehensible.

Now..., his wife wanted to take the toad away...  
But then the toad looked at the young wife...  
with a very angry look.



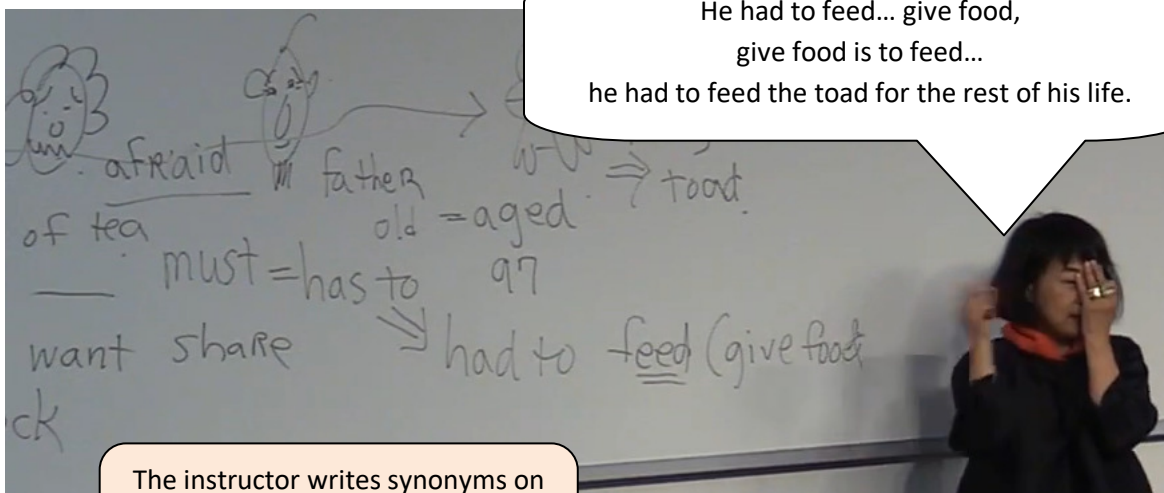
The instructor erases the mouth of the young woman to redraw it. Now, her mouth and eyebrows indicate that she is scared. She also wrote the word 'afraid.'

So, she was afraid, she was very very afraid...  
She was afraid...  
She was afraid!  
And so... she didn't do anything!



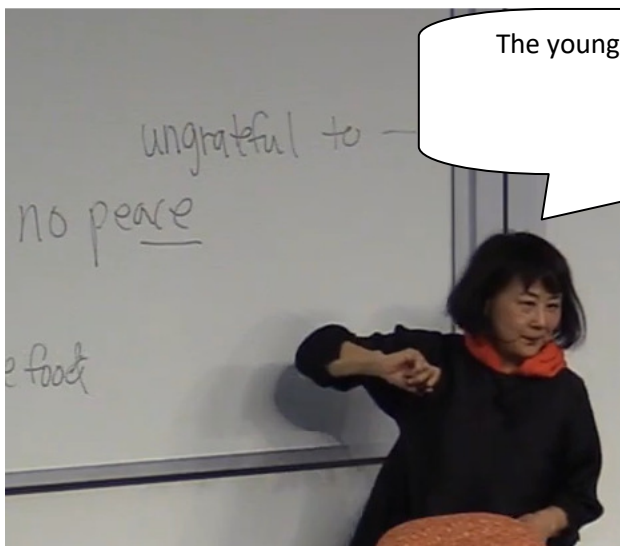
The instructor uses synonyms ('must,' 'has to,' 'had to'), and presents it from the present to the past, in a contextualized form.

The young man had to...  
He must... he has to... he had to... he had to feed...  
give food... give food to the toad...



He had to feed... give food,  
give food is to feed...  
he had to feed the toad for the rest of his life.

The instructor writes synonyms on the board ('feed,' 'give food'), which are also word families.



The young man had no peace for the rest of his life...  
because he was ungrateful...  
ungrateful to his father.

The instructor writes vocabulary on the board with the preposition that normally accompanies it ('ungrateful to \_\_\_'), and repeats it while she writes it.

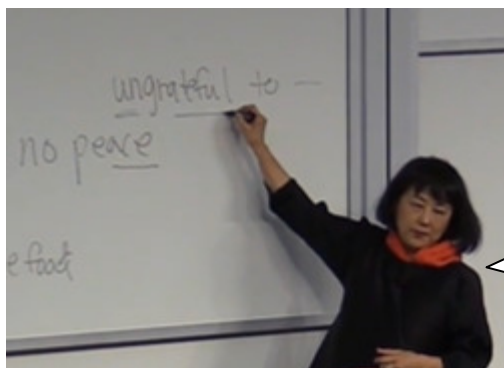


His father played with him  
when he was a little boy,  
he played with him baseball.  
when he was a child.

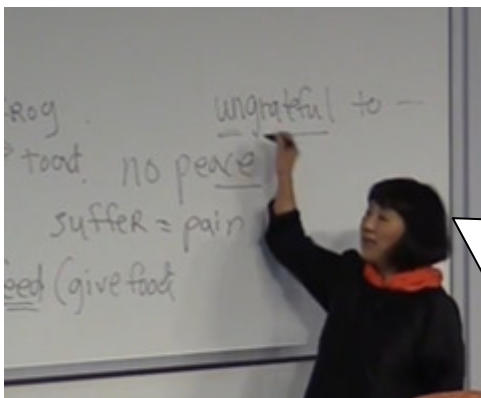
His father played with him  
when he was a little boy,  
he played with him baseball.

His father gave him money to go to college...  
His father did lots of things for him...  
But he forgot all about it...  
The young man was selfish.  
He forgot how much his father loved him  
when he was a child.

The instructor gives  
examples of the  
meaning of  
'ungrateful'  
(connecting with the  
students' knowledge  
of the world).



And he was very ungrateful.  
He did not want to share a roasted chicken.



The instructor writes on the board synonyms (suffer = pain), and uses the new word in the story (in context).

So, the young man suffered.  
The young man suffered. He experienced pain.  
*Suffer* means to have very painful, unhappy, sad feelings.  
Suffer from a broken heart.  
*Suffer* means you experience painful feelings.  
Suffer from an illness,  
suffer from a nightmare – a bad dream.



THE END.

The instructor clarifies when the story finishes, by saying *The end*.

## The Ungrateful Son

(Original text)

<https://www.grimmstories.com/language.php?grimm=145&l=en&r=ja>



A man and his wife were once sitting by the door of their house, and they had a roasted chicken set before them, and were about to eat it together. Then the man saw that his aged father was coming, and hastily took the chicken and hid it, for he would not permit him to have any of it. The old man came, took a drink, and went away. Now the son wanted to put the roasted chicken on the table again, but when he took it up, it had become a great toad, which jumped into his face and sat there and never went away again, and if anyone wanted to take it off, it looked venomously at him as if it would jump in his face, so that no one would venture to touch it. And the ungrateful son was forced to feed the toad every day, or else it fed itself on his face; and thus, he went about the world without knowing rest.



# The Ungrateful Son

## (Prompter for original text)

<https://www.grimmstories.com/language.php?grimm=145&l=en&r=ja>



- |                                     |                  |
|-------------------------------------|------------------|
| 1. the couple                       | 夫婦               |
| 2. roasted chicken                  | 焼いた鶏             |
| 3. be about to                      | ～しようとする          |
| 4. his aged father                  | 彼の年老いた父親         |
| 5. hastily                          | 急いで              |
| 6. hide (hid)                       | 隠れる              |
| 7. share                            | 分かち合う            |
| 8. Now                              | さて               |
| 9. had become                       | ～になっていた          |
| 10. giant toad                      | 大きなカエル           |
| 11. jump into～                      | ～へ飛んでいく          |
| 12. venomously                      | 憎悪に満ちて           |
| 13. as if it would jump in his face | まるで彼の顔に飛びつくかのように |
| 14. venture                         | 思い切って～する         |
| 15. ungrateful son                  | 感謝の気持ちのない息子      |
| 16. be forced to                    | ～することを強られる       |
| 17. feed                            | 餌を与える            |
| 18. or else                         | さもなければ           |
| 19. it fed itself on his face       | 彼の顔を食べた          |
| 20. thus                            | このようにして          |
| 21. go about the world              | 世の中をふらふらと歩いた     |
| 22. without knowing rest            | 心の中が安らぐことなしに     |

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