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# GIRLS IN SONGS

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## ‘GIRLS HAVE A HEART OF GOLD’

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Type of module	Story-time
Level	A1
Target group	10–13-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

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A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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**Educatio Kht. 2008**

# INFORMATION TABLE

<b>TYPE OF MODULE</b>	<b>Story-time</b>
<b>DESCRIPTION OF MODULE</b>	In this module learners will learn about people, their human characteristic features, their life and problems; they will have the opportunity to discuss intercultural, moral and social issues and sing, enjoy, rewrite and act out these songs about girls.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ to encourage cooperation in the groups</li> <li>■ to enhance creativity</li> <li>■ to develop self-esteem and confidence</li> <li>■ to develop study skills</li> <li>■ to use functional language in communicative situations</li> <li>■ to use English as the means of communication</li> <li>■ to enjoy humour</li> </ul>
<b>TIMEFRAME</b>	5 lessons
<b>TARGET GROUP</b>	10-13 year-old learners
<b>LANGUAGE LEVEL</b>	A1
<b>SUGGESTED LEVEL OF COMPETENCE</b>	<p>Learners can:</p> <ul style="list-style-type: none"> <li>■ use simple structures (is/are; has/have got; can, like/s)</li> <li>■ use basic vocabulary</li> <li>■ use simple present and simple past</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross curricular links</b>	Literature, Music, Art and crafts, People and Society, Drama, History, Nature
<b>Links with other modules</b>	Cats, cats, cats

## FOCI OF SKILLS-DEVELOPMENT

### Communicative language skills

- Reading, singing, acting out, rewriting and sharing songs;
- Practising grammar structures and functions in a meaningful context;
- Discussing moral issues;
- Presenting work carried out by the learners;
- Carrying out self- and peer-evaluation and evaluation of the songs

### General, educational skills

- Understanding humour in language
- Discussing moral issues
- Supporting tolerance
- Positive attitudes towards self and others

### EVALUATION

The learners evaluate and reflect on their own and their peers' work and progress through discussion. They also evaluate and compare the songs they have learnt in the module. They also solve a quiz to prove their progress.

### SUGGESTIONS

The teacher's role is extremely important when working with songs in foreign language lessons. In order to motivate and activate the learners to sing and enjoy the songs the teacher herself should sing along. S/he does not have to be a good singer (since s/he is not a Music teacher), the important thing is to enjoy the music and sing along with the learners and the tape. In this way s/he can expect her learners to join in the singing without feeling embarrassed if they think they cannot sing nicely. However, s/he is both allowed and encouraged to use cassettes or CDs on which native speakers sing the songs. In this module there are some very popular tunes so the teacher can easily find many different versions and (old and new) adaptations which s/he should feel free to use in her lessons. Songs are extremely useful teaching materials in that they provide a meaningful context, they represent a unity, their length is appropriate for this age group. They offer a rich input: in vocabulary, functional language and in grammar structures as well.

### BACK UP SYSTEMS

Papa, Mario & Iantorno, Guliano: *Famous British and American Songs and Their Cultural Background*. Longman ELT 1979.  
Song books, nursery rhyme collections and cassettes (any version of the songs)  
Whitehead, M. *Nonsense, Rhyme and Word Play in Young Children*. In: (ed.) Pinsent, P. *Rhyme, Reading and Writing*. London: Hodder and Stoughton 1995 p.42.

# MAP OF THE MODULE

LESSON	FOCI OF SKILL DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Predicting, guessing, associating, brainstorming</p> <p>General knowledge</p> <p>Listening to and understanding</p> <p>Explanation</p> <p>Meaning-making</p> <p>Learner autonomy</p>	<p>Listening to and singing a song</p> <p>Doing different listening and reading activities</p> <p>Playing traditional children's games</p>	<p>Simple questions</p> <p>Text of the song</p>	<p>1.2 Letter</p> <p>1.3 Lyrics cut up and put in to envelopes</p> <p>1.3 Song for the teacher</p> <p>cassette with any version of the well known song 'Mary had a little lamb'</p> <p>blank tape</p> <p>board, chalk</p> <p>blank sheets, glue, felt-tip pens</p> <p>poster paper</p> <p>dictionaries</p>
2	<p>Enjoying humour and playing games</p> <p>Intercultural and general knowledge</p> <p>Predicting, guessing, brainstorming</p> <p>Integrating drama, music and literature</p> <p>Learner autonomy</p> <p>Study skills (note taking, selecting, listing, library work)</p>	<p>Listening to and singing a song</p> <p>Doing different listening and reading activities</p> <p>Playing traditional children's games</p> <p>Introducing nonsense rhymes</p> <p>Performing a song in 'nonsense' style</p>	<p>States of the U.S.</p> <p>Weather words</p> <p>Text of the song</p>	<p>a big map of the U.S.A. used in Geography lessons</p> <p>2.1 Maps for pairs</p> <p>cassette with any version of the song 'Oh, Susanna'</p> <p>2.3 Text</p> <p>2.4 Nonsense rhyme</p> <p>self-made musical instruments (combs, pens, paper, rulers, keys, sticks...) or real ones (triangles, drums, recorders)</p>

LESSON	FOCI OF SKILL DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	Enjoying humour Playing games Talking about history Predicting, guessing, brainstorming Listening to and understanding explanation and a song Learner autonomy Study skills (note taking, selecting, listing, library work, searching the internet)	Listening to and singing a song Doing different listening and reading activities Playing traditional children's games Collecting material in the library Talking about the 'goldrush'	Text of the song Vocabulary for playing a game Jobs names	board, chalk, sponge exercise-book 3.3 Song cassette with any version of the well-known song 'Clementine' song books (any, from the library; the learners' and the teacher's own collection) 3.5 Songs and rhymes history books and maps from the school library computer with internet access
4	Understanding and enjoying humour General knowledge Interacting Asking for and giving advice Decision-making Logical thinking and problem-solving Study skills (note taking, selecting, listing, library work, searching the internet)	Listening to and singing a song Doing different listening and reading activities Performing a song Drawing the two characters	What shall I do ..? You should ... Vocabulary of housework, illnesses, other problems Giving pieces of advice	board, chalk exercise-book copies of 4.3 Song cassette with any version of the song 'Dear Liza' dictionaries large sheets of paper or cardboard crayons, pencils, felt-tip pens, scissors
5	Self-evaluation Creativity Organising a song contest Decision making Comparing the songs Self-esteem and confidence building	Singing for fun Evaluating the songs Giving feedback on the module Solving a quiz Organising a song contest	Vocabulary of the songs Vocabulary of evaluation	1.3 Lyrics glued on a sheet 2.3 Text 3.3 Song 4.3 Song copies of 5.2 Grid for each learner 5.3 Quiz video camera, or tape recorder to record the songs (not compulsory)

# PROCEDURE

## LESSON 1: MARY HAD A LITTLE LAMB

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to develop speaking skills by predicting, guessing, associating, brainstorming</li> <li>■ to extend general knowledge</li> <li>■ to support meaning-making</li> <li>■ to enhance learner autonomy</li> </ul>
<b>MATERIALS AND RESOURCES</b>	1.2 Letter, 1.3 Lyrics cut up and put into envelopes, cassette with any version of the well-known song 'Mary had a little lamb', glue, blank sheets, poster paper, felt-tip pens, dictionaries, tape recorder, blank cassette, 1.3 Song (for the teacher), board, chalk
<b>BEFORE THE LESSON</b>	Cut up the 1.3 Lyrics of the song, each line on a separate strip of paper and put the strips into envelopes for each pair.
<b>STAGE 1</b>	<b>Warmer – Guessing the title</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Playing a guessing game Interacting
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Board, chalk

### TEACHER'S ACTIVITIES

The teacher invites the learners to guess the title of a traditional children's nursery song. S/he writes 5 lines on the board to represent the words in the title of the song. S/he says that this title is a sentence. S/he gradually offers some clues such as *the first word is a name; the last one is an animal*. S/he can also prompt the 'grammar' words (had, a) if it is necessary. Since the word 'lamb' may be unfamiliar, the teacher should accept the answers 'baby sheep' or 'sheep'.

### LEARNERS' ACTIVITIES

Learners make guesses and offer as many words as they can name in order to guess the title. E.g. If they know it starts with a name, they offer names. *Susan? Molly? Peter? Old MacDonald?*  
 (name) (had) (a) ? ?  
 -----  
 Learners finally get the title: *Mary had a little lamb*.

**STAGE 2 Pre-listening tasks – Mary’s story****TIME** 8 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Predicting  
Associating  
Understanding an explanation  
Skimming for overall meaning**ORGANISATION** Whole class**AIDS AND MATERIALS** Board, chalk, copies of photocopied 1.2 Letter for each learner**TEACHER’S ACTIVITIES**

1. The teacher asks everyone to think of the title and say what they think the story of the song might be about or what words will occur in the song. The teacher writes the words and phrases on the board.  
*(E.g. Mary had a little lamb. This is the title. This song has a story. What words can be in it? Is it about a zoo? Are there other animals?)*
2. The teacher gives out the copies of 1.2 Letter written by Edison for everyone to be able to see it. S/he asks some guiding questions to help the learners read the letter and grasp the meaning. (E.g. *Who wrote this letter? When did he write it? What words do you understand? What is a phonograph? Can anyone explain what ‘phonograph’ is in Hungarian or draw it on the board?)* S/he makes sure the learners understand the message. S/he also shares some background information with the learners concerning the song itself. This is an old English melody. It is based on a true story by Sarah J. Hale and first was published in Boston in 1830.

**LEARNERS’ ACTIVITIES**

1. Learners try to guess the text of the song on the basis of the title. They brainstorm words, phrases or sentences that might occur in the song. They may think of elements such as *farm, farmer’s daughter, green grass, walking, other animals, children, etc.*
2. Learners listen to the teacher’s explanation, read the photocopied 1.2 Letter and answer the questions. This is Edison’s letter to Henry Ford.  
It says: *“The first phonograph in the world was made under my direction by one of the workmen of my laboratory ... in ... 1877. I was the first person who spoke into the phonograph... and I recited the well known verse “Mary had a little lamb, its fleece was white as snow. And everywhere that Mary went, the lamb was sure to go”. These were the first words ever recorded and produced in the phonograph.”*

**STAGE 3** Activities with song – Mary had a little lamb**TIME** 20 mins**SKILLS AND COMPETENCIES  
IN FOCUS**

Listening to and sequencing parts of a song  
Memorising  
Rhyming skills  
Meaning-making  
Checking  
Learner autonomy  
Dictionary skills

**ORGANISATION**

Whole class, pair work

**AIDS AND MATERIALS**

1.3 Lyrics cut up and put into envelopes for each pair, cassette with the song, glue, blank sheets, dictionaries

**TEACHER'S ACTIVITIES**

1. The teacher gives out the previously cut up 1.3 Lyrics. S/he encourages the learners first to read the lines and then s/he plays the tape. S/he asks the learners to put the strips into the correct order. If it is necessary, s/he plays the song again. Finally the teacher plays the song for the learners to check their solutions by stopping at intervals if needed.

1.3 Lyrics:

*Mary had a little lamb, little lamb, little lamb,**Mary had a little lamb, its fleece was white as snow.**And everywhere that Mary went, Mary went, Mary went,**And everywhere that Mary went, the lamb was sure to go.**It followed her to school one day, school one day, school one day,**It followed her to school one day, which was against the rule.**It made the children laugh and play, laugh and play, laugh and play,**It made the children laugh and play to see the lamb at school.**And so the teacher sent it out, sent it out, sent it out,**And so the teacher sent it out, but still it lingered near.**It stood and waited round about, round about, round about,**It stood and waited round about, till Mary did appear.**“Why does the lamb love Mary so, Mary so, Mary so?**Why does the lamb love Mary so?” the little children cry.**“Why, Mary loves the lamb, you know; lamb, you know; lamb, you know;**Why, Mary loves the lamb, you know!” the teacher did reply.***LEARNERS' ACTIVITIES**

1. Learners listen to the tape and put in order the cut up lines of 1.3 Lyrics in pairs. After checking their solution they stick the strips on a blank sheet of paper.

2. The teacher invites everyone to see whether they could guess any of the words of the song in one of the previous activities (Lesson 1, Stage 2, Step 1).  
The teacher might find that the learners did not think of any connections between Mary with the lamb and a school situation.
  3. The teacher asks them to work with a partner and find rhyming words in the text.  
E.g.: *snow – go, day – play, rule – school, out – about, near – appear, reply – cry, so – know.*
  4. The teacher organises pairs. S/he invites the pairs to guess the meaning of each stanza. S/he offers dictionaries to check the unknown words. Later in this stage the teacher helps and clarifies any misunderstanding.
  5. The teacher invites everyone to join in singing the song. S/he plays the tape and sings along with it. This song has a very simple tune, so the teacher turns the volume off (at easy lines or at repetitions) to challenge them and to be able to hear their singing.
2. In the previous stage of the lesson learners have already made guesses concerning the words and the story of the song. They check their predictions.
  3. In pairs, learners find rhyming words in the song and circle them.
  4. Again in pairs, they attempt to understand the story stanza by stanza. They use a dictionary to assist and check their meaning-making.
  5. Learners sing along with the tape.

**STAGE 4. A Follow-up activities – Have fun with Mary!****TIME** 12 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Cooperation  
Creativity  
Moral issues**ORGANISATION** Group work**AIDS AND MATERIALS** Poster paper, felt-tip pens**TEACHER'S ACTIVITIES**

The teacher asks the class to focus on Mary and her relationship with her lamb. S/he asks whether it is a usual kind of relationship between a pet animal and its owner or it is something special, initiating a brief discussion. S/he invites all to share their views on pet keeping customs in Hungary and abroad.

E.g. *I think this is special. It's a real friendship. Mary and her lamb are good friends. Mary loves the lamb. The lamb loves Mary, too.*

*Some people don't like animals. They are not nice to their pets. I love animals. I've got dogs and a turtle. I love my pets. I feed them and play and walk with them. They are my friends. I'm nice to them. Etc.*

S/he asks them to work in groups and prepare a poster either illustrating the song or on the topic of keeping pets (e.g. a lamb). The teacher gives out paper and felt-tip pens. S/he also sets a time limit. S/he says to concentrate more on the message rather than the quality of drawing. S/he may also say that the learners can finish their poster after the lesson if they want to.

**LEARNERS' ACTIVITIES**

Learners discuss the relationship between people and pets. They talk about Mary and her lamb. They also describe how people keep their pets. The discussion is either in English or in Hungarian.

The learners work in groups and design a poster on the song or on the way pets should be kept. They can work on it after the lesson, too.

<b>STAGE 4. B</b>	<b>Recording learners' singing</b>
<b>TARGET GROUP</b>	Groups who love singing
<b>TIME</b>	12 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Self-esteem Self-evaluation Confidence-building Performing
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Tape recorder, blank cassette

#### TEACHER'S ACTIVITIES

The teacher invites everyone to rehearse and perform the song on their own. S/he tapes the singing, then plays back the recording. The teacher can record only some stanzas the learners have agreed on and selected for this purpose (e.g. the first 2 or 4 stanzas out of 8). S/he can record the song again if the learners are not satisfied with their performance. (This decision should be left to the learners, leaving them to evaluate their own performance.)

#### LEARNERS' ACTIVITIES

Learners rehearse and sing the song. Then they listen to the recording and evaluate their own work. The discussions can happen in the learners' mother tongue. They say whether it was a good performance (tune, words, quality, volume, etc.). If they are not satisfied with the product they record the song again. They can also decide on singing only some parts of the song instead of the whole song. They make all the decisions.

## LESSON 2: OH, SUSANNA

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to enjoy humour and playing games</li> <li>■ to develop memory by playing a memory game</li> <li>■ to extend intercultural and general knowledge</li> <li>■ to develop speaking skills by predicting, guessing, brainstorming</li> <li>■ to develop study skills (note-taking, selecting, listing, library work)</li> </ul>
<b>MATERIALS AND RESOURCES</b>	a big map of the USA (usually used in Geography lessons), photocopies of 2.1 Map for each pair, cassette with any version of the song 'Oh, Susanna', 2.3 Text, 2.4 Nonsense Rhyme, self-made musical instruments (combs, pens, paper, rulers, keys, sticks, etc.), real musical instruments (triangles, drums, recorders, etc.)
<b>BEFORE THE LESSON</b>	disguise or cover one small 2.1 Map
<b>STAGE 1</b>	<b>Warmer and lead-in – USA</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	<p>Intercultural and general knowledge</p> <p>Playing children's games</p> <p>Guessing</p> <p>Memory</p>
<b>ORGANISATION</b>	Whole class, (group work), pair work
<b>AIDS AND MATERIALS</b>	A big map of the USA (usually used in Geography lessons), photocopies of 2.1 Map for each pair, one of the small ones covered for the game

### TEACHER'S ACTIVITIES

1. The teacher invites the learners to find 'something' (an object but s/he does not tell them exactly what) in the classroom playing 'hot and cold' game. The game is the English version of the Hungarian 'hideg-meleg' game.

### LEARNERS' ACTIVITIES

1. The learners play the game. One volunteer leaves the room while the others hide the 'object' (covered somehow or put in a box). When they have hidden the object, the learners in the classroom shout the following rhyme: *"One, two, three, four, come in please and shut the door!"* When the volunteer returns the others guide him or her to find the object by chanting the words 'cold', 'freezing', 'warm', 'hot' and shouting 'fire!' when the learner is really near to the hidden object.

2. The teacher holds up the folded object and asks everyone to guess what it is. S/he invites the class to play 20 questions to guess that it is a map. S/he opens the map and shows it to the class. It is good if s/he has more than one map to show to groups. S/he can use the usual maps found in each school, and the A4 copies of 2.1 Map to give it to pairs. S/he elicits as much information from the learners concerning the U.S.A. as possible such as names of cities and states, etc. The teacher shows the states on the map and pronounces their names correctly. S/he might choose the best known ones. S/he invites the learners to look at the maps and repeat the names. (E.g. *Look at this map. This is the map of the USA. What do you know about the USA? Can you name any states of the USA? Look, here is... Let's say it together.*)
3. The teacher invites the class to play a memory game with the names of the states. S/he asks the learners to work in pairs. S/he explains the rules and monitors the activity. The time limit is important, otherwise the activity will go on too long; no pair can think for more than 10 seconds before naming a state. The 10 seconds should be measured by the other pair who count and show the seconds with their fingers. During the game s/he encourages the pairs who are not involved to listen carefully to the others.
2. The learners then play 20 questions to guess what the disguised object is. They ask yes-no questions to find out that it is a map, a map of the U.S.A. They can ask up to 20 questions to guess the answer. Then they tell the teacher what they know about the U.S.A. (e.g. names of big cities, famous people and places). They can do this in Hungarian if necessary. They name as many states as they can. They repeat the names of states and point to them on their photocopied 2.1 Map.
3. The learners then play a memory game. They memorise the states in pairs for a minute then try to recall them from memory, competing against other pairs. They take turns to name states and the winner is the pair who can remember more. The winning pair plays against another winning pair. At the end there are only 2 pairs competing against each other. They praise the winners who remember the most states.

<b>STAGE 2</b>	<b>Pre-listening tasks – Guessing the song</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Guessing Predicting Brainstorming Decision making Selecting Spelling Listing Learner autonomy
<b>ORGANISATION</b>	Whole class, individual work
<b>AIDS AND MATERIALS</b>	2.1 Map, exercise-book

#### TEACHER'S ACTIVITIES

1. The teacher tells the class that they are going to learn a new song which has an American theme. It includes the names of 2 states. The teacher tells the class that they can guess the states mentioned in the song. S/he asks the learners to choose five US states and write them down in their exercise-books. S/he also tells them that they can consult the map for the names and the correct spelling if they need to. S/he does not tell the solutions at this stage of the game.
2. The teacher asks everyone to brainstorm musical instruments they know and tells them that there is a musical instrument mentioned in the song, too. S/he asks the learners to select and write down 3 musical instruments they think might be mentioned in the song. S/he does not provide the correct answer at this stage of the lesson.
3. The teacher asks learners to brainstorm girl names and select 5 which might occur in the song. S/he asks the learners to make up another short list that includes 5 names for girls. S/he does not provide the answer at this stage. The s/he tells them that they are going to listen to a song sung by a young man who sings about his relationship with a girl whose name the learners have predicted.

#### LEARNERS' ACTIVITIES

1. Learners work on their lists individually and write down 5 states in their exercise-books. They consult the map(s) (big maps or small ones) if they need help.
2. Learners brainstorm musical instruments as a whole class activity and then write down three of them individually.
3. Learners brainstorm girl names and then write down 5 in their exercise-books.

<b>STAGE 3</b>	<b>Listening tasks – Oh, Susanna</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening to note key words Study skills Understanding humour Note-taking Listing
<b>ORGANISATION</b>	Whole class, individual work
<b>AIDS AND MATERIALS</b>	Any cassette with the song ‘Oh, Susanna’

### TEACHER’S ACTIVITIES

1. The teacher encourages the learners to listen carefully to the song and see whether they could guess the states, the musical instrument and the girl name mentioned in the song. S/he plays the tape. The solution is the following:  
*The two states: Alabama and Louisiana,  
the musical instrument: banjo,  
the girl’s name is Susanna.*
2. The teacher tells the class to listen to the song again and write down the weather words they hear (*rained, dry, sun, so hot, froze*).
3. The teacher asks learners to listen to the second stanza carefully and realise that it is a nonsense verse. S/he encourages them to translate it into Hungarian. The weather cannot be dry and rainy or hot and cold at the same time.

### LEARNERS’ ACTIVITIES

1. Learners listen to the song once to check their guesses.  
(Oh) I come from Alabama with a / my banjo on my knee  
(And) I’m going to Louisiana, my true love for to see.  
Oh, Susanna! (Now) don’t you cry for me,  
(for) I come from Alabama with my banjo on my knee.
2. They listen to the song again and write down the weather words they hear in the second stanza.  
*(Oh) It rained all night, the day I left, the weather it was dry  
The sun so hot, I froze to death, Susanna don’t you cry.  
Oh, Susanna ...*
3. Learners listen to the second part again and learn that it is a nonsense stanza. They can translate it into Hungarian.

<b>STAGE 4. A</b>	<b>Follow-up – Nonsense concert</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Understanding explanation Comparing Guessing unknown words Open attitude Library skills IT work Collecting info
<b>ORGANISATION</b>	Whole class, individual work
<b>AIDS AND MATERIALS</b>	None (or copies of 2.4 Nonsense Rhyme)

#### TEACHER'S ACTIVITIES

The teacher invites learners to think of nonsense elements in the song. S/he makes the learners realise that they know such nonsense songs in Hungarian as well, e.g. “*Száraz tónak nedves partján döglött béka kuruttyol...*”. S/he invites the learners to sing the song together. S/he introduces 2.4 Nonsense Rhyme to the learners, and encourages them to visit the library or surf on the internet looking for other examples of nonsense children’s literature (either in English or in Hungarian) as a homework task.

#### LEARNERS' ACTIVITIES

The learners find the nonsense phrases (*It rained all night... – the weather was so dry, the sun so hot – I froze to death*) which have opposing meanings. They sing the Hungarian nonsense song and brainstorm and/or collect more nonsense rhymes as homework.

*‘Have you got a sister?’*

*‘The beggarman kissed her!’*

*‘Have you got a brother?’*

*‘He’s made of indiarubber!’*

*‘Have you got a baby?’*

*‘It’s made of bread and gravy!’*

Source: Whitehead, M. *Nonsense, Rhyme and Word Play in Young Children*. In: (ed.) Pinsent, P. *Rhyme, Reading and Writing* London: Hodder and Stoughton 1995

<b>STAGE 4. B</b>	<b>Performing a nonsense song</b>
<b>TARGET GROUP</b>	Groups who enjoy acting and singing
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Creativity Drama skills Cooperation Open attitude Performing Confidence-building Self-esteem
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Self-made or real musical instruments

#### **TEACHER'S ACTIVITIES**

The teacher invites the learners to imagine that they are a pop group and perform the song in groups in front of the class.

#### **LEARNERS' ACTIVITIES**

Learners work on the song, create self-made musical instruments (ruler, pens and pencils, keys, combs) and use real ones if possible to perform their favourite part of the song for the rest of the class.

## LESSON 3: CLEMENTINE

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to enjoy humour and playing games</li> <li>■ to extend general knowledge by learning about history</li> <li>■ to enhance learner autonomy</li> <li>■ to develop study skills (note-taking, selecting, listing, library work, searching the internet)</li> </ul>
<b>MATERIALS AND RESOURCES</b>	Board, chalk, exercise-book, 3.3 Song, cassette with any version of the song ‘Clementine’, song books, 3.5 Songs and Rhymes, history books and maps from the library, computer with internet access
<b>STAGE 1</b>	<b>Warmer and lead-in – ‘Master Mind’</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Guessing Spelling Logical thinking Associating Brainstorming
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Board, chalk

### TEACHER’S ACTIVITIES

- The teacher invites the learners to play Master Mind to guess the topic of the lesson. In this game the teacher says that the word s/he is thinking of has 4 letters. The teacher marks the learners’ guesses appropriately in order to help them to guess the word. S/he writes an ‘x’ if the word does not contain any correct letters, an ‘o’ if it has a correct letter but that letter is in a wrong place and ‘a dot’ (or ‘a star’) if the letter is both correct and stands in a good position. If in the learners’ words there are more than one correct letters, the teacher writes more ‘o’-s or ‘dot’/‘star’-s.

### LEARNERS’ ACTIVITIES

- Learners take turns to guess and write words with 4 letters on the board under the empty lines representing the 4 letters. They write their words on the board in a column for the teacher to mark them. They brainstorm and write many words on the board in order to gradually find out the teacher’s word: *GOLD*. They use their logical thinking and knowledge of words to think of words that might have the letters the teacher is thinking of. In the example, the learners take turns and write words such as *NICE, DUCK, BALL etc.* on the board.

E.g. In the example below the teacher wants the class to guess the word: *GOLD*. S/he writes 4 lines on the board. \_ \_ \_ \_

The teacher marks the following words to help the learners' guessing.

N I C E x x x x (There are no correctly guessed letters.)

D U C K o x x x (There is one correct letter but not in a good place.)

B A L L x x \* x (There is one correct letter in a good position.)

G I R L \* x x o (There are 2 correct letters, one in a correct place.)

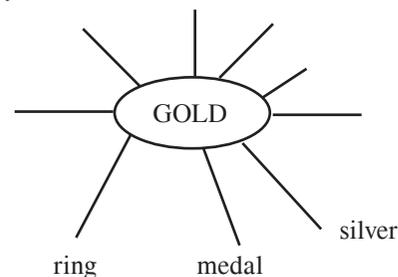
D O G S o \* o x (There are 3 correct letters, one in a correct place.)

G O A L \* \* x o (There are 3 correct letters, 2 in good positions.)

G O L D \* \* \* \* (That is the word! Congratulations!)

2. The teacher asks the learners to brainstorm words, phrases and topics in connection with the word: gold. S/he makes a topic web (or mind map) on the board on the basis of the learners' ideas around the word: gold.

2. Learners offer their associations with the word 'gold' and 'golden'. E.g. *medal, silver, ring, egg, Gates, rich, millionaire, cup, plate, fish, shiny, age, statue, mine, Egypt, pyramid,...* etc.



3. The teacher offers the expression: 'gold rush' and elicits what the learners know about it (California gold rush 1849). S/he also tells them that the Susanna's song became the 'theme song' for 'Forty-Niners' on the gold rush to California.

3. Learners tell the teacher what they know about the 'gold rush'. They might know some interesting facts from films and books.

<b>STAGE 2</b>	<b>Pre-listening tasks – Guessing the song</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Brainstorming Guessing Associating Selecting Study skills
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Exercise-book

#### TEACHER'S ACTIVITIES

1. The teacher invites the learners to tell words they think will occur in the song if it popularises the California gold rush of 1849. The teacher invites the learners to make their personalised lists of the predicted words.
2. The teacher hums the well-known tune of the chorus of the song: *'Oh, my darling, oh my darling, oh my darling Clementine...'* and asks the learners to guess the song and join in the humming.

#### LEARNERS' ACTIVITIES

1. Learners brainstorm words such as *boy, mine, gold, forty-nine, miner, California, rich, dig, find, poor, millionaire, etc.* as a whole class activity. Then they choose and write a list with their favourite 7 words.
2. Learners guess the song: *'Clementine'*. Most will be able to, since it is a well-known tune (also from the Walt Disney cartoon: Huckleberry Hound). They join in the humming. Some of them even might know the text of the chorus.

**STAGE 3** Listening to the song – Clementine**TIME** 10 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Listening to identify words  
Checking  
Ordering  
Selecting**ORGANISATION** Whole class, individual work**AIDS AND MATERIALS** Board, chalk, 3.3 Song**TEACHER'S ACTIVITIES**

1. The teacher tells the class to listen to the song and check their words.
2. The teacher writes the following words on the board in random order for learners to number: *canyon, miner, daughter, sandals, ducklings, water, swimmer, sister*. Then s/he plays the tape twice, once for the learners to number, then for them to check the order.

**LEARNERS' ACTIVITIES**

1. Learners have previously prepared a list of seven chosen words. They listen to the song to check their predictions.
2. Learners write down the words and listen to the song again. They number the keywords of the song in the order of appearance:  
*1 canyon, 2 miner, 3 daughter, 4 sandals, 5 ducklings, 6 water, 7 swimmer, 8 sister.*

3. Finally, the teacher hands out copies of 3.3 Song for the learners to follow. The illustrations to the text support understanding. S/he plays the tape again but this time turns the volume down when the chorus comes so that the learners can sing it. S/he helps with the correct pronunciation.
3. The learners get the copies of 3.3 Song to follow. They sing the chorus without the tape.

3.3 Song:

*In a cavern, in a canyon, Excavating for a mine Dwelt a miner forty-niner, And his daughter Clementine*

**Chorus:** *Oh my darling, oh ..., oh... Clementine! You are lost and gone forever Dreadful sorry, Clementine*

*Light she was and like a fairy, And her shoes were number nine. Herring boxes without topses*

*Sandals were for Clementine. (Chorus)*

*Drove she ducklings to the millpond, Every morning just at nine; Stubbed her toe upon a splinter,*

*Fell into the foaming brine. (Chorus)*

*Ruby lips above the water Blowing bubbles soft and fine. But alas, she was no swimmer,*

*And I lost my Clementine! (Chorus)*

*And the miner, Forty-Niner, He began to peak and pine; Thought he oughter join his daughter –*

*Now he's with his Clementine. (Chorus)*

*How I missed her, how I missed, How I missed my Clementine – Till I kissed her little sister,*

*And forgot my Clementine! (Chorus)*

<b>STAGE 4</b>	<b>Post-listening tasks – Learning the text of ‘Clementine’</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussing Making sense Reading aloud accurately Memorising Study skills Learner autonomy
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	3.3 Song, board, chalk

#### TEACHER’S ACTIVITIES

1. The teacher asks everyone to make sense of the text of 3.3 Song. S/he helps with the unknown words or encourages the learners to look up the new words in the dictionary.
2. The teacher gets everyone to practise reading the text of the song with the back-chaining technique. S/he says the lines by gradually adding more and more words (starting from the last one) and asks the learners to repeat the phrases which become longer and more and more challenging to repeat.  
E.g.: *millpond, the millpond, to the millpond, ducklings to the millpond, drove she ducklings to the millpond.*
3. The teacher invites learners to practise difficult lines as tongue twisters. (e.g. saying the lines quickly three times: *Stubbed her toe upon a splinter...*)
4. The teacher tells them to memorise the text with the vanishing lines technique. S/he writes the lines of the song on the board (one verse at a time) and gradually erases words one by one while the learners have to repeat the whole lines using their memory.
5. The teacher tells the learners that this song is a tragi-comedy and asks them to find the tragic and humorous elements in the song.  
E.g. *How I missed her till I kissed her little sister...*

#### LEARNERS’ ACTIVITIES

1. Learners make sense of the text. They use a dictionary if necessary.
2. Learners practise reading the text of the song through back-chaining technique. They listen to the teacher and repeat the phrases which become longer and more complex each time the teacher adds a new word.
3. Learners practise difficult lines as tongue twisters. They try and say the lines quickly three times without making a mistake. The learners themselves can choose the ‘difficult’ lines.
4. The learners memorise the text with the vanishing lines technique.
5. Learners select the phrases that are either humorous or tragic or both at the same time.

<b>STAGE 5. A</b>	<b>Follow-up activities – Library work</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussing Intercultural knowledge Memorising Associating
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Song books, 3.5 Songs and Rhymes

#### TEACHER'S ACTIVITIES

The teacher asks everyone to brainstorm children's literature pieces focusing on jobs. S/he offers a few examples and asks them to collect more songs and rhymes that feature a job (in the Clementine song it was the miner). The teacher can recite or sing any rhymes and songs that s/he knows.

Some examples: *Do you know the muffin man?*, *Doctor Foster*, *Queen, queen, Caroline*, *Old MacDonald*, ... etc.

See a more complex list of songs and rhymes (and their texts) in 3.5 Songs and Rhymes.

#### LEARNERS' ACTIVITIES

The learners brainstorm songs and rhymes they know which have a job in them. They listen to the teacher's selection and join in singing and reciting them. They also collect more songs and rhymes that feature a job as homework.

<b>STAGE 5. B</b>	<b>Some history</b>
<b>TARGET GROUP</b>	Groups who are interested in history
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussing Learner autonomy Study skills Library skills IT skills
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	History books, maps, computer with internet access

#### TEACHER'S ACTIVITIES

The teacher offers a few books, shows pictures and maps or invites the learners to the library or to the IT classroom to find books and/or surf on the internet. S/he focuses on the lesson's topic i.e. the gold rush. The teacher's aim with this follow-up task is to raise the learners' motivation and interest to do research using the library and the modern information technology. S/he encourages the class to learn about serious topics and integrate the different school subjects. S/he offers an extra task of making a project on the topic as an optional homework.

#### LEARNERS' ACTIVITIES

Learners find information, look at pictures and read about the gold rush to extend their general knowledge and learn more about the historical background of the Clementine song. During the lesson they share their findings with their classmates and might continue the research work as homework. Those who find it interesting can choose to make a project on the topic.

## LESSON 4: DEAR LIZA

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ to develop sense of humour</li><li>■ to enhance decision-making, logical thinking and problem-solving abilities</li><li>■ to develop study skills (note-taking, selecting, listing, library work, searching the internet)</li><li>■ to practise grammar structures in a meaningful context</li></ul>
<b>MATERIALS AND RESOURCES</b>	board, chalk, exercise-book, copies of 4.3 Song, cassette with any version of the song 'Dear Liza', dictionaries, large sheets of paper or cardboard, crayons, pencils, felt-tip pens, scissors
<b>STAGE 1</b>	<b>Warmer – Housework</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussing Brainstorming Interacting Moral issues Open attitude, decision-making
<b>ORGANISATION</b>	Whole class

### TEACHER'S ACTIVITIES

The teacher invites everyone to brainstorm chores, tasks to do around the house. S/he elicits what they think about women's and men's duties. S/he elicits some differences among the family traditions of the learners in class.

### LEARNERS' ACTIVITIES

The learners brainstorm household chores. They discuss which one is a woman's or a man's work.

<b>STAGE 2</b>	<b>Pre-listening task – Problems and solutions</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Matching Giving advice Logical thinking
<b>ORGANISATION</b>	Whole class, pair work
<b>AIDS AND MATERIALS</b>	Board, chalk, exercise-book

### TEACHER'S ACTIVITIES

- The teacher tells the class that they are going to play 'Agony Aunt'. S/he writes words and phrases in two columns on the board. (S/he may choose to write the two lists on the board previously.)  
The first column includes (in random order):  
*hungry dog, headache, stomach-ache, tooth-ache, no food, bike broken, no hot water, fat, bored, lonely, ..., etc.*  
The second column includes (in random order):  
feed it, take an Aspirin, go to the doctor, go to the dentist, go shopping, mend it, boil cold water, lose some weight, read a book, visit friends, ..., etc.
- S/he invites everyone to match the problems with the solutions and make micro-dialogues using one of the problems and one of the solutions. S/he also writes the two necessary structures above the two columns. S/he writes "What shall I do?" above the first and "You should ...." above the second column. S/he asks them to use these two structures. S/he models the task and gives an example.

E.g.: *My dog is hungry. What shall I do? – You should feed it.*

### LEARNERS' ACTIVITIES

- Learners listen to the teacher who explains that 'Agony Aunt' is a frequent column in magazines where people write about their problems and an expert (e.g. a doctor, a psychiatrist, etc.) answers them.

3. First the teacher asks volunteers to do the same with other problems and solutions, and then s/he encourages them to work in pairs.

N.B.: There are more possibilities according to the learners' language competence. For more advanced groups the two columns include only words and phrases to increase the level of difficulty.

E.g.

<i>"What shall I do?"</i>	<i>"You should ...."</i>
dog - hungry	feed / food
no food / fridge - empty	supermarket
lonely	friends

For less advanced groups the two lists help the learners to create the dialogues by providing them with sentences and whole phrases.

E.g.:

<i>"What shall I do?"</i>	<i>"You should ...."</i>
My dog is hungry.	feed it
There is no food in the fridge.	go to the supermarket
I am lonely.	visit friends

2-3. The learners look at the board and match the problems with the solutions. They volunteer to choose items from the two lists to form micro-dialogues. They use the following phrases to form sentences:

Learner 1: *My dog is hungry. What shall I do?*

Learner 2: *You should feed it.*

Then they do the activity in pairs. The partners take turns to ask for help and give advice.

<b>STAGE 3</b>	<b>Listening to the song – Dear Henry</b>
<b>TIME</b>	13 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Identifying the moods and attitude of speaker Meaning-making Understanding new words and expressions from context Sense of humour Translating Drama skills
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Copies of 4.3 Song, dictionaries, cassette with any version of the song ‘Dear Liza’

### TEACHER’S ACTIVITIES

1. The teacher tells everyone to listen to ‘Dear Liza’ song and understand as much as possible. S/he asks them to concentrate on the style, the mood, and the characters’ names.  
*Solution: It is a funny song with a lot of humour in it. There are two characters: a girl and a boy who have a conversation. Their names are Henry and Liza.*
2. The teacher asks everyone to take notes (second listening). It is not an easy text, so the teacher asks them to write down whatever words they can catch from listening to it.
3. The teacher plays the cassette again and stops at every stanza. S/he invites the learners to make sense of each stanza. S/he helps with the unknown words (such as *resin*) or invites them to look them up in a dictionary. S/he models on the board how to make a flow chart. S/he writes the problems (and the pieces of advice) on the board in a kind of a form which reflects the process e.g. using arrows. It will be a circle at last i.e. starting again and again from the beginning. It will show that it is an unsolvable problem, a ‘catch 22’ situation. The teacher clarifies any misunderstanding and finally asks the learners to translate the whole song into Hungarian. S/he helps by pointing to the different stages on the board.

### LEARNERS’ ACTIVITIES

1. Learners listen to the song and understand as much as possible.
2. The learners take notes (second listening). They write down any words or phrases they could catch. They may catch the following phrases, e.g.:  
What shall I do? You should; Dear Henry; Dear Liza; water; bucket; knife; etc.
3. The learners make a flow chart using pictograms or words.  
*E.g. hole in the bucket – mend it! – how? – with resin – where? – from a pine-tree – how to cut? – with knife – not sharp – sharpen it! – how? – on the grindstone – too dry – wet it! – what with? – with water – bring in what? – in a bucket – hole in the bucket*

4. The teacher invites everyone to sing along with the tape in groups, alternating lines (boys and girls; high voices and low voices; teacher and class; solo singer and class).
4. Learners sing along with the tape in groups, alternating lines.

*There's a hole in my bucket, Dear Liza, dear Liza. There's a hole in my bucket  
Oh, what shall I do?  
Well, mend it, dear Henry, Dear Henry, dear Henry. Well, mend it, dear Henry,  
That's what you should do.  
And how should I mend it, Dear Liza, dear Liza...? With resin, dear Henry...  
And where shall I get some, Dear Liza, dear Liza...? From a pine-tree, dear  
Henry...  
And how shall I cut it, Dear Liza, dear Liza...? With a knife, dear Henry...  
My knife is not sharp enough. Dear Liza, dear Liza...? Well, sharpen it, dear  
Henry...  
And how shall I sharpen it, Dear Liza, dear Liza...? On the grindstone, dear  
Henry...  
But the stone is too dry, Dear Liza, dear Liza.... Then wet it dear Henry...  
And what shall I wet it with, dear Liza, dear Liza...? With water, dear Henry...  
And what shall I bring it in, Dear Liza, dear Liza...? In your bucket, dear Henry...  
There's a hole in my bucket, Dear Liza, dear Liza...*

<b>STAGE 4</b>	<b>Post-listening task – Drama with Henry and Liza</b>
<b>TIME</b>	7 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Interacting Drama skills Non-verbal communication Cooperation Open attitude Creativity
<b>ORGANISATION</b>	Group work, pair work
<b>AIDS AND MATERIALS</b>	Copies of 4.3 Song

#### TEACHER'S ACTIVITIES

1. The teacher encourages the learners to act out the song. E.g. in two groups, the girls sing or say Liza's part and the boys sing or say Henry's part. S/he encourages them to use body language to achieve a stronger emotional effect.
2. The teacher then asks them to form 2 groups and work together in order to create new problems and solutions for Henry and Liza. The teacher invites the learners to sit in 2 groups and have as many question-answer micro-dialogues as possible.

#### LEARNERS' ACTIVITIES

1. Learners act out the song in pairs.
2. Learners work in 2 groups (Henry and Liza team) in order to create new problems and solutions. 'Henry' group members offer new problems, such as '*There's a mess in the house.*' or '*There's a spider in the bedroom.*'. The 'Liza' group should at once offer the appropriate solution for Henry. E.g.: '*Well, tidy it up, Dear Henry...*' or '*Leave it there, dear Henry.*'

<b>STAGE 5. A</b>	<b>Follow-up activity – Project work</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Creativity Cooperation Organising work Manipulative skills Learner autonomy Presenting Displaying
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Large sheets of paper or cardboard, crayons, pencils, felt-tip pens, scissors

#### TEACHER'S ACTIVITIES

The teacher forms groups and hands out large sheets of paper to each group and encourages them to draw the two characters life-size. S/he sets a time limit and gets them to work as fast and effectively as possible. S/he monitors the process, and finally invites the groups to introduce their finished life-sized characters. S/he also monitors the micro-dialogues acted out by the figures. S/he might take notes of the common mistakes to work on them later on but s/he does not interrupt the acting out by correcting the learners' mistakes.

#### LEARNERS' ACTIVITIES

Learners quickly draw or paint the two characters on big sheets of paper. Each group can decide which character they want to create. Learners also decide what technique they use, painting or drawing. When they have finished they cut out the life-sized figures and introduce them. E.g. *This is Henry*. The others greet him, *Hello, dear Henry*. Learners walk around the room with their Henry and Liza figures and use the characters to interact with each other. The life-sized characters act out the micro-dialogues of the song or the self-made problems and solutions from the previous activity. They can use all the phrases and the flowchart from the board too.

<b>STAGE 5. B</b>	<b>Writing a variation to the song</b>
<b>TARGET GROUP</b>	Groups who enjoy creative writing and like linguistic challenges
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Creativity Cooperation Learner autonomy Sense of humour Drama skills Rhythm and rhyme
<b>ORGANISATION</b>	Group work or pair work
<b>AIDS AND MATERIALS</b>	4.3 Song

#### TEACHER'S ACTIVITIES

The teacher invites learners to work in pairs or in groups and write a variation inspired by Henry and Liza's dialogue. S/he monitors the activity and helps with unknown words and phrases the learners want to use. While they are writing s/he corrects any serious language mistakes but does not interfere with the learners' original ideas.

#### LEARNERS' ACTIVITIES

The learners rewrite the song in pairs or in groups. They create new problems for Henry and new ideas to help with for Liza. At the end they introduce their songs or dialogues to the rest of the class. They are encouraged to act out the situations in a lively and funny way. They display their work for everyone to be able to read all of them.

## LESSON 5: GIRLS IN SONGS

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to support self-evaluation by a quiz and a discussion</li> <li>■ to develop creativity by writing a story and organising a song contest</li> <li>■ to improve decision making by choosing favourites and comparing the songs</li> <li>■ to enhance self-esteem and confidence</li> </ul>
<b>MATERIALS AND RESOURCES</b>	1.3 Lyrics (glued on a sheet), 2.3 Text, 3.3 Song, 4.3 Song (all texts are with learners), copies of 5.2 Grid for each learner, 5.3 Quiz
<b>STAGE 1</b>	<b>Warmer – Favourites</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Selecting Decision-making Evaluation Self-esteem
<b>ORGANISATION</b>	Whole class, group work
<b>AIDS AND MATERIALS</b>	1.3 Lyrics (glued on a sheet), 2.3 Text, 3.3 Song, 4.3 Song (all texts are with learners)

### TEACHER'S ACTIVITIES

The teacher invites learners to decide on their favourite song (out of the four) and sing it. If they cannot decide on one favourite, they either sing more than one song (probably not the whole songs, only a few stanzas) or they sing the songs in groups.

### LEARNERS' ACTIVITIES

Learners sing their favourite song together. If they cannot agree everyone sings only the song they personally like.

**STAGE 2** Lead-in to the feedback stage – Gridding the songs

**TIME** 5 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Selecting  
Evaluation

**ORGANISATION** Group work, pair work

**AIDS AND MATERIALS** Copies of 5.2 Grid for each learner

### TEACHER'S ACTIVITIES

1. The teacher announces that they are going to evaluate and reflect on the work done in the module. S/he gives out copies of 5.2 Grid for each learner to fill it in. S/he explains the chart and sets a time limit. The teacher asks the learners to evaluate these categories with marks 1-5 (in line with school marks, '5' is the best).

2. S/he draws this chart on the board:

	melody	text and language	story and mood	characters	activities
ADDED					
MARKS					
Mary					
Susanna					
Clementine					
Liza					
THE BEST SONG					

### LEARNERS' ACTIVITIES

The learners work individually in 5.2 Grids. They evaluate the four songs according to the categories by giving marks 1-5.

3. S/he summarises the votes. There are various ways of doing this. E.g. s/he can add up all the marks, count the positions for all four songs, etc. S/he asks for example, *“How many learners have given ‘5’ to Mary for the melody? OK. Now, who has given 4? Hands up. Etc.”*. The teacher counts the votes and writes the final marks/ points/positions or results in the chart. Finally, everyone can see on the board which song is the ‘real favourite’ in that certain class; which song has the best melody, story and characters according to the learners, etc.

<b>STAGE 3</b>	<b>Evaluation – Feedback time</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reflecting Comparing Solving a quiz Self-esteem Self-evaluation Learner autonomy Confidence-building
<b>ORGANISATION</b>	Whole class, individual work
<b>AIDS AND MATERIALS</b>	5.3 Quiz

#### TEACHER'S ACTIVITIES

1. The teacher invites the class to briefly summarise their learning experiences and share their reflections with the rest of the class. The teacher offers guidelines for the learners. S/he helps them to discuss what they have learnt in the areas of culture, grammar, vocabulary, skills, competences and general knowledge. S/he listens carefully and takes notes. S/he uses the information to learn about the learners' development. S/he accepts and welcomes any comments in English or in Hungarian.
2. The teacher asks the learners to compare the songs (e.g. *all of them focusing on girls as main characters; which one is the funniest? which is a tragi-comedy? which is nonsense? which has the most characters? which is easy to sing? which has difficult words? etc.*). Most of these areas might have been covered earlier.

#### LEARNERS' ACTIVITIES

1. Learners come together and briefly discuss their learning experiences with the 4 songs. They can share their experiences in Hungarian.
2. Learners briefly talk about the similarities and differences in the four songs.

3. This is the main task in this stage so there should be enough time. The teacher hands out 5.3 Quiz to the learners, then collects and evaluates (at home) what the learners have written.
3. Learners solve 5.3 Quiz individually and answer as many questions as they can. They can write more answers to each question if they can.

### **Quiz**

Write ....

- 1 *characters mentioned in the 4 songs*
- 2 *jobs*
- 3 *U.S. states*
- 4 *rhyming words (in pairs)*
- 5 *musical instruments*
- 6 *weather words*
- 7 *rules to keep pets*
- 8 *problems*
- 9 *solutions*
- 10 *past tense forms (regular and irregular)*
- 11 *unusual words*
- 12 *words in connection with the gold rush*
- 13 *household duties*
- 13+1 *humorous elements in the songs (in Hungarian)*

<b>STAGE 4. A</b>	<b>Consolidation – Song and story club</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Singing Cooperation Performing Active listening Confidence-building Self-esteem
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Tape and tape recorder or video/recorder to record the songs

#### TEACHER'S ACTIVITIES

The teacher invites the learners to organise a 'song contest' or a 'singing club'. (It does not have to be a real contest.) The aim of the activity is to have a nice ending to the module and lots of fun with singing the songs. The teacher can also use it for evaluation purposes since s/he will see how well the learners have learnt the songs and how actively they are participating in this singing-together session.

#### LEARNERS' ACTIVITIES

The learners perform the songs in groups, pairs, or individually. If many of them want to sing alone or in pairs they should sing only a few stanzas of their chosen song to save time. If they want to have a kind of a 'competition', they can take notes while the others are singing. At the end they can choose e.g. the best solo singer, the best group performance, the funniest singer, the best movements, the best melody, the loudest singer, the best Liza or Henry, the best pronunciation or whatever category they can think of.

<b>STAGE 4. B</b>	<b>Making a mixed-up story</b>
<b>TARGET GROUP</b>	Groups who like creative writing
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Creativity Shared writing Study skills Imagination
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.3 Lyrics, 2.3 Text, 3.3 Song, 4.3 Song (all texts are with learners)

#### TEACHER'S ACTIVITIES

The teacher invites the learners to make a (silly) mixed-up story using the elements of the four songs in the form of shared writing. S/he is the 'writer' of the story at the board who encourages the learners to come up with ideas. S/he asks questions to support the writing process about the characters, the place, the situation, the problem, the other characters' role in solving the problem, the dialogues, the solution etc. S/he invites the learners to contribute to the story in English or in Hungarian. The story does not have to be a 'real' story with all the features of a story, the main aim is to have fun and summarise the four songs. The teacher writes the story on the board. If they cannot finish s/he asks the learners to think of the ending as homework.

*E.g. Once upon a time there was a little girl. Her name was Clementine. She lived in a gold bucket in a mine. S/he had goldfish in the millpond. But she wasn't happy. She didn't like her name. She wanted to be Susanna. One day she met a boy, Henry. He could play the banjo. "What's your name?" – asked the boy. "I don't like my name. What shall I do?" – said the girl.. "Well, change it, dear Liza" "I'm not Liza! I'm Clementine!" she said. "Oh, what a nice name..."*

#### LEARNERS' ACTIVITIES

Learners create a story using the elements of the songs with the teacher's help in the form of a shared writing. They offer ideas such as the main character, the place, the problem and solution, etc. which they integrate in the shared story with the help of the teacher.