
SING A SONG AND SAY A RHYME

Type of module	Story-time
Target age group	10–13-year-old learners
Level	A1+
Written by	Lindner Zsuzsa, Mészárosné Boros Valéria

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakértő: Enyedi Ágnes

Szakmai lektor: Fischer Júlia

Idegen nyelvi lektor: Peter Doherty, Debbie Goretity

Alkotó szerkesztő: Sákovics Lília

Felelős szerkesztő: Burom Márton

©

Szerzők: Kiss Natália, Lindner Zsuzsa, Mészárosné Boros Valéria, Poór Zsuzsánna

Educatio Kht. 2008

INFORMATION TABLE

TYPE OF MODULE	Story-time
DESCRIPTION OF MODULE	This module focuses on singing children’s songs, saying rhymes and getting to know about their historical background, as well as playing and inventing games.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to practise intonation, stress and rhythm ■ to enjoy games, songs and rhymes ■ to appreciate L’s own and each other’s work ■ to encourage cooperation in the group ■ to enhance creativity ■ to develop L’s knowledge about the history and culture of Britain
TIMEFRAME	5 lessons
TARGET GROUP	10-13 year-old learners
LANGUAGE LEVEL	A1+
SUGGESTED LANGUAGE COMPETENCE	<p>Ls can:</p> <ul style="list-style-type: none"> ■ answer some simple questions (<i>Why do you like ...? What’s the date...? How many....?</i>) ■ say cardinal and ordinal numbers ■ say dates (days and years) ■ recognize simple past verbs (<i>went, broke, fell, came, sat, put, said</i>)

LINKS OF THE MODULE**Cross-curricular links**

Literature, Music, Arts and Crafts, History, People and Society

**FOCI OF SKILLS-
DEVELOPMENT****Communicative language
skills**

- Guessing meaning of words from context
- Chanting and singing in time and in tune

General, educational skills

- Developing co-operative skills
- Learning the rhymes and songs with activities and games
- Learning skimming

EVALUATION

The learners evaluate and reflect on their own and their peers' work and progress through discussion. They also evaluate and compare the songs, rhymes and games learnt in the module.

SUGGESTIONS

This module can be done in 5 Subsequent lessons or in 5 separate lessons. T can use the lessons as supplementary material over a longer period. Stress, rhythm and games are more important than meaning. However, T can get some ideas on how to turn authentic material into teaching material. T can tell Ls about the cultural and historical background information to make it more interesting for them. At the end Ls are invited to do a Reading 'CULTURE QUIZ'..

BACK UP SYSTEMS

Sing a Song of Sixpence, 1988, Budapest, Corvina – ISBN 963 13 2641 1
Jonai Silhouettes, 1990, Budapest, Tankönyvkiadó – ISBN 963 18 2633 3
<http://www.zelo.com/family/nursery/index.asp>
www.om.hu/letolt/retorika/ab/szoveg/komm/karimond.html
<http://www.darkembers.com/cards.html>
www.hatsmade.com/paper_hat_patterns.html

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Building associations between words, corresponding pictures (shapes) and written forms	Singing a song Drawing and cutting Making Christmas decorations	Cardinal numbers Ordinal numbers Some vocabulary: pear tree, dove, hen, bird, gold, ring, geese, swan, maid, drummer, piper, lady, lord, dance and leap	Card calendars (one for 3-4 Ls) 1.2 Worksheet Christmas song with cardinal numbers missing 1.2 Worksheet Christmas song with ordinal numbers missing 1.2 Worksheet Christmas song KEY 1.3 Recording Christmas song: The Twelve Days of Christmas 1.3 Stencils Christmas decoration (cut out) 12 strips of paper of different lengths 12 pairs of scissors Blu-Tack A blank sheet of wrapping paper
2	Chanting and skipping in time and in rhythm to develop rhythm skills with physical movement	Reconstructing rhymes Playing traditional games with rhymes	Telling the time Intonation, stress and rhythm	Plastic clocks (one for 2-3 Ls) 2.2 Worksheet A Dollar 2.2 Worksheet Wee Willie Winkie 2.4 Picture Big Ben 2.4 Recording The Sound of Big Ben Skipping ropes (one for 3-4 Ls)

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	Developing co-operative skills Developing cultural awareness	Playing circle games Making puzzles Interpreting a rhyme Creating a game	Vocabulary: clay, wood, gold, silver ride, pour, fetch see-saw, engine, posies, a-tishoo	3.1 Worksheet Way – Ride OHP (if possible) map of London 3.2 a picture of London Bridge 3.2 Recording London Bridge is Falling Down 3.2 Word cards London Bridge 3.2 Picture Bridge falling down 3.2 Picture Wood and clay 3.2 Picture Wash away 3.2 Picture Iron and steel 3.2 Picture Bend and bow 3.2 Picture Silver and gold 3.4 Picture A bunch of roses 3.5 Picture Fire 3.6 Recording London’s Burning blank sheets (optional)
4	Developing creativity Learning English rhymes in a holistic way	Reading and sorting rhyming lines Learning a rhyme with the aid of movements	Rhythm of the rhymes Recognizing simple past verbs: went, sat, put, broke, said, fell, came	4.2 Worksheet Jack and Jill 4.2 Worksheet Little Jack Horner 4.3 Text Sixpence 4.3 Recording Sing a Song of Sixpence 4.3 Picture Sixpence blank A3 sheets(one for each group) old newspapers/ or colour paper

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	Developing evaluation skills Improving drama skills Developing skimming Raising cultural awareness	Making props Performing a song/rhyme		5.2 Recording The Grand Old Duke of York 5.3 Poster Songs and Rhymes 5.4 Worksheet Skimming Reading 5.5 Evaluation Sheet

PROCEDURE

LESSON 1: RHYMES AND TIMES

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to revise cardinal and ordinal numbers■ to make Christmas decorations■ to learn a traditional Christmas song
MATERIALS AND RESOURCES	card calendars (one for 3-4 Ls), 1.2 Worksheet Christmas song with cardinal numbers missing, 1.2 Worksheet Christmas song with ordinal numbers missing, 1.2 Worksheet Christmas song KEY, 1.3 Recording Christmas song, 1.3 Stencils Christmas decoration (cut out), 12 strips of paper of different lengths, 12 pairs of scissors, Blu-Tack, a blank sheet of wrapping paper
BEFORE THE LESSON	Prepare twelve strips of paper suitable for making chain figures. Rolled baking paper is the best. The strips have to be 7 cms wide. The length of the strips is 7, 14, 21... centimetres, the longest being 84 cms. These strips will be folded in a harmonica shape (see illustration at Stage 4), where each fold is 7 cm long. Indicate the end of the first 7 cm fold with a line and write 1, 2, 3, ... at the beginning of the strip, depending on how long it is (i.e. how many folds it will have). This will make it easier in class to find the matching stencil to go with it. Divide the blank sheet into three columns and write the titles: song/rhyme, notes, evaluation. Display it on the wall. It should remain there during the whole module.
CLASSROOM ARRANGEMENT	Arrange classroom furniture to create a relaxed atmosphere and so that Ls can move, draw and cut easily.
STAGE 1	Guessing game
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Telling the date
ORGANISATION	Whole class
AIDS AND MATERIALS	Card calendars (one for 3-4 Ls)

TEACHER'S ACTIVITIES

1. Introduce the topic with questions. E.g. *What day is it today? What's the date today? How many more days are there until Christmas?*
2. Give Ls some card calendars (one for 3-4 Ls) and say:
T: *We are going to listen to an old song. The song is called 'The Twelve Days of Christmas.' Which twelve days are these? Try to guess.*
T: *Very good idea, but unfortunately it isn't.*
Give a clue if Ls need help and encourage them.
Solution: 25th December to 6th January.

LEARNERS' ACTIVITIES

2. Possible guess:
Ls: *From 13th December to 25th December?*

STAGE 2A Completing a text

TIME 5 mins

SKILLS AND COMPETENCIES
IN FOCUS Guessing numbers to get the text of the song
Spelling cardinal numbers

ORGANISATION Individual work in the less confident group, pairs

AIDS AND MATERIALS 1.2 Worksheet Christmas song with cardinal numbers missing

TEACHER'S ACTIVITIES

- Split Ls into two groups: a more confident and a less confident group for this stage.
1. Give Ls 1.2 Worksheet Christmas song with cardinal numbers missing. Tell them not to read all the words on the worksheet, just try to see the structure of the song for guessing the words.
Encourage them to guess the missing words. Give a clue counting one, two ...
 2. Ask them to write the numbers out in full, not just the figures.
 3. Ask them to find a partner in the other group to check the text.

LEARNERS' ACTIVITIES

1. Ls discuss the solution in their group.
2. Ls pay attention to spelling.
3. Ls exchange information and check spelling.

STAGE 2B	Completing a text
TARGET GROUP	The more confident group
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing numbers to get the text of the song Spelling ordinal numbers
ORGANISATION	Individual work in the more confident group, pairs
AIDS AND MATERIALS	1.2 Worksheet Christmas song with ordinal numbers missing

TEACHER'S ACTIVITIES

1. Give Ls 1.2 Worksheet Christmas song with ordinal numbers missing. Encourage them to guess the missing words. Give a clue pointing to the 1.2 Worksheet ordinal numbers: first, second.
2. Ask them to write the numbers, not just the figures.
3. Ask them to find a partner in the other group to check the text.

LEARNERS' ACTIVITIES

1. Ls discuss the answer.
2. Ls pay attention to spelling.
3. Ls exchange information and check spelling.

STAGE 3	Listening to a song
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding the main ideas of a song
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Recording Christmas Song, 1.3 Stencils Christmas decorations, 1.2 Worksheet Christmas song

TEACHER'S ACTIVITIES

- When everybody has the text, ask Ls:
T: *So what happened every day during the twelve days of Christmas? How many presents were sent?*
Play 1.3 Recording Christmas Song. Ask the Ls to follow the text and understand what the presents are. Give some clues by putting 1.3 Stencils Christmas decorations on the board or mime.
- Play the cassette again, show the stencils and ask them to make a guess about what the shapes show. Help them if they have no idea and make it clear what they are.
- Ask them to draw the stencils next to the lines on their worksheets to help them remember the meaning. Let them draw the ones which are new for them, e.g.: partridge, maid, piper, etc.

LEARNERS' ACTIVITIES

- Ls follow the text and try to understand it.
- Ls make a guess.
- Ls draw the shapes roughly on their worksheets.

STAGE 4 Making Christmas decorations

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Understanding the T's instructions
Cutting out shapes for a paper chain

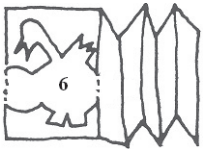
ORGANISATION Pair work or individual work

AIDS AND MATERIALS 1.3 Stencils Christmas decorations, 12 strips of paper of different lengths, 12 pairs of scissors, 1.3 Recording Christmas song

TEACHER'S ACTIVITIES

1. Tell Ls that they are going to make Christmas decorations with the help of this song. Put Ls into pairs (allow Ls to work alone if there are only a few Ls in the group) and ask them to draw one or two of the 1.3 Stencils Christmas decorations. Ask them to say aloud what there is in their stencil. Then give them the matching paper strips (the ones with the same number on them as in the stencil).

See the sample of 'geese a-laying' No 6:



2. Ask them to draw the outline of the stencil at one end of the strip, fold the strip as you would fold a paper fan or harmonica and cut it.
3. Play the 1.3 Recording Christmas song while Ls are working.

LEARNERS' ACTIVITIES

1. Ls get ready or form pairs to draw twelve shapes.

2. Ls or pairs work at the same time. They draw the outline of the stencil, fold it and cut it. They have to be careful with folding and cutting.

STAGE 5	Singing a song
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Matching the text of the song and the pictures
ORGANISATION	Pair work or individual work, group work
AIDS AND MATERIALS	Christmas decorations made by Ls at stage 4, 1.3 Recording Christmas song, 1.2 Worksheet Christmas song, Blu-tack

TEACHER'S ACTIVITIES

1. Ask Ls to arrange the decorations according to the length of the strips to make a Christmas tree on the board (or something dark on the wall) while they listen to the song again.
2. Tell Ls about the background information of the song. You do not have to say it word for word but the main ideas are essential. At the end of the module Ls are given a worksheet to do some reading about it.
The song goes back to 1780, at a time when people in Britain did not put up a pine tree as a Christmas tree. British people started putting up a Christmas tree during the time of Queen Victoria, whose husband, Prince Albert, came from Germany. That custom comes from Germany and spread all over Europe and the world.
OPTION: if Ls or you want to know more about it, find information on the internet (See in Back up system). If Ls cannot understand, you can give the explanation in Hungarian.
3. Ask Ls to read the 1.2 Worksheet Christmas song after you. Play the cassette and ask them to sing it several times. Give them the chance to sing in smaller groups standing by the 'Christmas tree' while others mime the silhouettes of the presents.

LEARNERS' ACTIVITIES

1. Ls follow the words and put their decorations on the board.
2. Ls try to memorize some facts about the song and connect some information to it. They make notes. They write the title of the song on the wrapping paper chart, stick their notes in the 'notes' column and stick (or draw) faces ☺ with their names in the evaluation column.
3. Ls read and then sing or mime.

LESSON 2: NO TIME LIKE THE PRESENT

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to practise telling the time in meaningful context■ to facilitate Ls to learn English rhymes in a holistic way
MATERIALS AND RESOURCES	Plastic clocks (one for 2-3 Ls), 2.2 Worksheet A Dollar, 2.2 Worksheet Wee Willie Winkie, 2.4 Picture Big Ben, 2.4 Recording The Sound of Big Ben, Skipping ropes (one for 3-4 Ls, borrowed from the gym)
CLASSROOM ARRANGEMENT	You need a lot of space for skipping rope. If you do not have enough in the classroom, go out to the playground, if possible, or use only two ropes and let Ls skip in turns.
BEFORE THE LESSON	Display 2.4 Picture Big Ben

STAGE 1	Warmer
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Developing fluency in telling the time
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	Plastic clocks (one for 2-3 Ls)

TEACHER'S ACTIVITIES

1. Show a time on the plastic clock, e.g. ten o'clock. Ask Ls '*What's the time?*' Give 2-3 Ls a paper clock and ask them to show a time and ask each other.
2. Split the class into two groups, a less confident and a more confident group for the next stage.

LEARNERS' ACTIVITIES

1. Ls think of a time, show it, ask each other and answer it. They do it in turns in their small groups.

STAGE 2A	Rhyme reconstruction
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronouncing rhyming words accurately Developing rhythm skills
ORGANISATION	Individual work, group work
AIDS AND MATERIALS	2.2 Worksheet A Dollar

TEACHER'S ACTIVITIES

1. Give each less confident L a 2.2 Worksheet A Dollar. Tell them they have to complete the rhyme with the given words. Help them to find the rhyming words and do the completion. Introduce the word 'scholar'.

Solution: *A diller, a dollar*
 *A ten o'clock **scholar***
 *What makes you come so **soon**?*
 *You used to come **at ten o'clock,***
 *But now you come **at noon.***

2. Ask them 'What's the time in the rhyme?
 What part of the day is it?'

You do not have to go through all the words, but give the main point that it is about a pupil who is late for school.

3. Ask them to practise saying the rhyme and then perform it to the others. Encourage Ls to chant keeping in mind that the rhythm is the most important. Monitor their work and help as much as possible.

LEARNERS' ACTIVITIES

1. Ls try finding the rhyming pairs: *dollar – scholar, soon – noon*. They try saying the words and the lines to get the rhyme.

2. Ls' answer: *Ten o'clock, in the morning.*
 Noon, twelve o'clock.

3. They rehearse in the group and perform it together to the other group.

STAGE 2B	Rhyme reconstruction
TARGET GROUP	The more confident group
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronouncing rhyming words accurately Developing rhythm skills
ORGANISATION	Individual work, group work
AIDS AND MATERIALS	2.2 Worksheet Wee Willie Winkie

TEACHER'S ACTIVITIES

1. Give each more confident L a 2.2 Worksheet Wee Willie Winkie. Tell them they have to complete the rhyme with the given words. Help them to find the rhyming words and do the completion. Introduce the new vocabulary with pictures or mime: nightgown, lock.

Solution: Wee Willie Winkie runs **through the town**,
Upstairs and downstairs in **his nightgown**;
Rapping at the window, crying through **the lock**,
Are the children all in bed, for now **it's eight o'clock!**

2. Ask them '*What's the time in the rhyme? What part of the day is it?*'
You do not have to go through all the words, but give the main point that it is said when children have to go to bed.
3. Ask them to practise saying the rhyme and then perform it to the others. Rhythm is the most important. Monitor their work and help as much as possible.

LEARNERS' ACTIVITIES

1. Ls try finding the rhyming pairs: *town –nightgown, lock –clock*. They try saying the words and the lines to get the rhyme.

2. Ls' answer: *eight o'clock, in the evening*

3. They rehearse in the group and say it together.

STAGE 3	Counting rhyme
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning a rhyme in function
ORGANISATION	Whole class

TEACHER'S ACTIVITIES

1. Tell Ls you are going to play a game. But before that, you will use a counting rhyme to find the people to play together.
Tell Ls that a counting rhyme is to decide who shall start a game. Something like Hungarian Ecc, pecc kimehetsz ... Reveal them that: hickory (hevera) means 8, dickory (devera) means 9, dock (dick) means 10 in the dialect of shepherds in Westmorland.
2. Ask Ls to stand up in a circle to play and say the counting rhyme which is about a big clock. Teach the rhyme.
Hickory, Dickory, dock
The mouse ran up the clock,
The clock struck one,
The mouse ran down,
Hickory, Dickory, dock.
After introducing the rhyme, ask Ls to say the endings and then to join in while counting.
3. The aim of counting is to form groups of three or four. These groups stand together and will do activities together at the next stage. If the group is very large, 20 Ls or more, they can count in two circles.

LEARNERS' ACTIVITIES

2. Ls stand up in a circle, they do the counting while saying and learning the rhyme.
3. Ls who are counted into one group stand together.

STAGE 4	Introducing the game
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Developing cultural awareness
ORGANISATION	Whole class
AIDS AND MATERIALS	2.4 Picture Big Ben, 2.4 Recording The Sound of Big Ben

TEACHER'S ACTIVITIES

1. Ask: *Do you know famous clocks? What's the famous clock in London?*
If Ls do not know any famous clocks, you can ask them to find some in the library or on the internet as homework.
2. Show the 2.3 Picture Big Ben
3. Listen to the cassette 2.4 The Sound of Big Ben.

LEARNERS' ACTIVITIES

1. Ls' possible answers:
Prague Clock, Tata Clock Tower, Big Ben
3. Ls listen and watch to get the feeling of being at the foot of the big clock in London.

STAGE 5	Game
TIME	18 mins
SKILLS AND COMPETENCIES IN FOCUS	Chanting and skipping in time and in rhythm
ORGANISATION	Group work
AIDS AND MATERIALS	2.4 Picture Big Ben, 2.4 Recording The Sound of Big Ben, skipping ropes (one for 3-4 Ls)

TEACHER'S ACTIVITIES

1. Give the groups of 3-4, counted before, a skipping rope each.
2. Introduce the rhyme and invite them to skip or jump to the rhythm.
Big Ben strikes one, Big Ben strikes two, Big Ben strikes three, Big Ben strikes four, Big Ben strikes five, Big Ben strikes six, Big Ben strikes seven, Big Ben strikes eight, Big Ben strikes nine, Big Ben strikes ten, Big Ben strikes eleven, Big Ben strikes twelve.
3. Let each group practice to say the rhyme and jump independently.
Ask Ls to evaluate the just learnt rhymes.

LEARNERS' ACTIVITIES

2. Ls jump and say the rhyme together.
3. Ls say the rhyme and one of them skips. If s/he makes a mistake in skipping, s/he has to give the chance to the next L. Ls who are tired make the evaluation chart, make notes and stick them on the paper.

LESSON 3: LONDON SPIRIT

AIMS OF THE LESSON

- to extend general knowledge about London
- to facilitate Ls to enjoy playing games

MATERIALS AND RESOURCES

3.1 Worksheet Way – Ride, OHP (if possible), map of London, 3.2 Recording London Bridge is Falling Down, 3.2 Word cards London Bridge, 3.2 Picture Bridge Falling Down, 3.2 Picture Wood and Clay, 3.2 Picture Wash Away, 3.2 Picture Iron and Steel, 3.2 Picture Bend and Bow, 3.2 Picture Silver and Gold, 3.4 Picture A Bunch of Roses 3.5 Picture Fire, 3.6 Recording London’s Burning, blank sheets (optional), a picture of London Bridge

BEFORE THE LESSON

Put the map of Great Britain and the map of London on the board.

CLASSROOM ARRANGEMENT

Make sure there is enough room for playing games.

STAGE 1

Mixed rhymes

TIME

8 mins

SKILLS AND COMPETENCIES IN FOCUS

Reconstructing rhymes

ORGANISATION

Pair work or individual work

AIDS AND MATERIALS

3.1 Worksheet Way – Ride

TEACHER'S ACTIVITIES

1. Ask Ls: *Where is Big Ben?*
Let's go to London. How can we travel?
Make sure 'on horseback' is included.
2. Tell Ls that they are going to London now and give them 3.1 Worksheet Way – Ride. Tell them there are two rhymes mixed up. Circle the numbers of the lines to make up one rhyme.
3. Introduce one of the rhymes saying
Solution:
See-saw, Sacradown
Which is the way to London town?
One foot up and the other foot down,
That is the way to London town.
4. Introduce the other rhymes saying:
Solution
Ride a cock-horse to Banbury Cross,
To see a fine lady upon a white horse;
With rings on her fingers and bells on her toes
She shall have music wherever she goes.
5. Tell Ls that 'Ride a cock-horse..' is about riding on a horseback and 'See-saw, Sacradown ...' is about riding on a see-saw. Ask them who would like to 'ride' on the horse and who would like to 'ride' on a 'see-saw'. Say together the rhymes with the 'horse' group and then with the 'see-sawing' group.
Concentrate on the rhythm, not on the words.

LEARNERS' ACTIVITIES

1. Ls' possible answers: *In London.*
– By car, train, aeroplane, etc.
2. Ls can work individually or in pairs. They find the rhyming pairs, the keywords and circle the numbers.
3. Ls follow the T and check their solution.
4. Ls follow the T and check their solution again
5. Ls decide which rhyme / group to join. The 'horses' say their rhyme and pretend to ride on a horseback. The others stand up in pairs facing each other, crouching and standing as the rhythm of the rhyme allows them to mimic the see-saw movement. They rehearse and then they say the rhyme with the teacher.

STAGE 2	Learning a song
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning new English words through sequencing pictures
ORGANISATION	Whole class
AIDS AND MATERIALS	map of Great Britain, map of London, OHP, 3.2 Recording London Bridge is Falling Down, 3.2 Word cards London Bridge, 3.2 Picture Bridge Falling Down, 3.2 Picture Wood and Clay, 3.2 Picture Wash Away, 3.2 Picture Iron and Steel, 3.2 Picture Bend and Bow, 3.2 Picture Silver and Gold, a picture of London Bridge

TEACHER'S ACTIVITIES

1. Say: *So we are in London. What is the name of the river in London? What bridges do you know in London?*
We are learning a song about London Bridge.
 Play 3.2 Recording London Bridge is Falling Down
 Bring in a picture of London Bridge and show it to Ls.
2. Introduce the vocabulary of the song with the help of the pictures. Give Ls 3.2 Picture Bridge Falling Down, 3.2 Picture Wood and Clay, 3.2 Picture Wash Away, 3.2 Picture Iron and Steel, 3.2 Picture Bend and Bow, 3.2 Picture Silver and Gold. Ask them to listen to the song again and they display the pictures on the board in the order they hear.
 Play the cassette.

LEARNERS' ACTIVITIES

1. Ls find bridges and London Bridge on the map of London.
 E.g.: *Westminster Bridge, Tower Bridge, London Bridge ...*
 They listen to the song.
2. They repeat the new words and phrases and clarify the meaning by recognizing the pictures. Then they put them on the board in the order they hear while listening.

STAGE 3	Playing a game
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Playing a game
ORGANISATION	Whole class
AIDS AND MATERIALS	3.2 a Picture of London Bridge, 3.2 Recording London Bridge is Falling Down, 3.2 Word cards London Bridge, 3.2 Picture Bridge Falling Down, 3.2 Picture Wood and Clay, 3.2 Picture Wash Away, 3.2 Picture Iron and Steel, 3.2 Picture Bend and Bow, 3.2 Picture Silver and Gold.

TEACHER'S ACTIVITIES

1. Invite Ls to build a bridge in the same way as in the Hungarian game 'Bújj, bújj zöld ág...' Tell Ls that there are a lot of sayings, stories and legends connected with bridges. People in old times liked bridges because they were very important for them. But they were afraid of the spirit of the water and believed the bridges blocked the spirits' path, made angry by people.

LEARNERS' ACTIVITIES

2. Ls find their partners, hold hands lifting to form a 'bridge' and go under the 'bridge' while singing. When they get to the line 'my fair lady', they lower their hands to block the way and start it again.

STAGE 4	Another circle game
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Interpreting a rhyme
ORGANISATION	Whole group or two groups
AIDS AND MATERIALS	3.4 Picture A Bunch of Roses

TEACHER'S ACTIVITIES

1. Introduce the new rhyme. Show 3.4 Picture A Bunch of Roses to support the meaning of the rhyme.

*Ring-a-ring o'roses,
A pocket full of posies,
A-tishoo! A-tishoo!
We all fall down.*

Ask Ls to repeat it after you.

Tell Ls that this refers to a very sad and dark side of history, to the Great Plague of 1665, describing the stages of this terrible illness. Children dance in a circle, sneezing and tumbling to the ground at the end. (Just like Hungarian game, 'Sétálunk, sétálunk egy kis dombra lecsücsülünk, csüccs!')

Say that roses (rosy rash) are symptom of the illness and people carried posies to keep away the illness. "A-tishoo" sounds like sneezing, the final symptom and „they all fall down“ because the people who were very weak fell and died.

2. Practise saying and playing it as a circle game.

T: *Ring- a- ring of...*

Ls : ... *roses*

T: *A pocket full of ...*

Ls:*posies*

Everybody: *A-tishoo, a-tishoo, we all fall down.*

3. If you have a big class, split them into two groups.

LEARNERS' ACTIVITIES

1. Ls listen and try to remember the lines while listening to the teacher.

2. Ls make a circle and get ready for the game.

They concentrate on the ending and they say it while going round in the circle.

When they get to this line, they 'sit down' and start it again.

STAGE 5	Song and game
TIME	11 mins.
SKILLS AND COMPETENCIES IN FOCUS	Reinforcing meaning with movements
ORGANISATION	Whole group or group work
AIDS AND MATERIALS	3.5 Picture Fire, 3.6 Recording London's Burning, blank sheets (optional)

TEACHER'S ACTIVITIES

1. Ask Ls to listen to the new song. Ask:
T: *What is happening in the song?*
What is burning?
Play 3.6 Recording London's Burning
Tell Ls that in the plague a lot of people died (Ring a-ring of roses) and in 1666 another disaster happened, the Great Fire.
2. Show the Ls the 3.5 Picture Fire.
Teach the words of the song line by line
London's burning, London's burning,
Fetch the engine, Fetch the engine,
Fire, fire, fire, fire,
Pour on water, pour on water.
Make sure they understand the words: fetch, engine, pour.
3. Make four group's. Ask them to stand in a big circle, but they have to concentrate on their groups movements. Ask them to sing the song, but when they sing the first line, the first group crouches, 'sit', and then when they sing the second line, the second group crouches. They mime the waving flames of fire with their arms.
4. Ask Ls to invent other movements while singing to express the feeling of fire. Ls who do not feel like doing that can draw a fire in the meantime and display their pictures.
Play 3.6 Recording London's Burning again.

LEARNERS' ACTIVITIES

1. Ls still stay in a big circle.
Ls: (possible) *Something is burning.*
London's burning.
2. Ls repeat what the T says and try to understand the words.
3. Ls stand up in groups, sing and 'sit' to wave the flames of the fire.
4. Ls can decide whether they invent another game to the song or draw a picture of fire on their own. They fill in the chart with their notes and evaluation.

LESSON 4: LIVE LIKE A KING

AIMS OF THE LESSON

- to enhance Ls holistic way of learning
- to personalize cultural awareness

MATERIALS AND RESOURCES

4.2 Worksheet Jack and Jill, 4.2 Worksheet Little Jack Horner, 4.3 Text Sixpence, 4.3 Recording Sing a Song of Sixpence, 4.3 Picture Sixpence, blank A3 sheets (one for a group of 3-4)

CLASSROOM ARRANGEMENT

Make sure there is enough room for playing games.

BEFORE THE LESSON

Make enough copies of 4.2 Worksheets

STAGE 1

Rhyme and action

TIME

8 mins

SKILLS AND COMPETENCIES IN FOCUS

Learning the rhyme with the aid of movements

ORGANISATION

Whole class

TEACHER'S ACTIVITIES

Before the lesson write on the board:

- - - - -
H Y D Y

1. Ask Ls to find the missing letters. Tell them that the same letters are missing and the solution is the name of the main character of the next rhyme and game.

Solution: Humpty Dumpty

OPTION

NOTES for the teacher: Humpty Dumpty was the name of a powerful cannon. It was mounted on the top of the wall to defend the city against siege in 1648. The church tower was hit by the enemy and the top was blown off. 'Humpty Dumpty' fell off and tumbled to the ground. '

LEARNERS' ACTIVITIES

1. Ls call letters to get to know the letters and the solution..

TEACHER'S ACTIVITIES

2. Say the rhyme and do the movements:

T: *Humpty Dumpty sat on a wall*

Humpty Dumpty had a great fall.

All the King's horses and all the King's men

Couldn't put Humpty Dumpty together again.

say: HUMPTY

do: pull up right shoulder

say: DUMPTY

do: pull up left shoulder

say: SAT ON A

do: swing right upper arm round up, keeping forearm hanging limply

say: WALL

do: swing left upper arm round up, keeping forearm hanging limply

say: HUMPTY

do: fling up right forearm while hand is hanging loosely

say: DUMPTY

do: fling up left forearm while hand is hanging loosely

say: HAD A GREAT

do: flick up right hand, fingers tensely apart

say: FALL

do: flick up left hand, fingers tensely apart

say: ALL THE KING'S

do: drop right hand, holding up arm

say: HORSES AND

do: drop left hand holding up arm

say: ALL THE KING'S

do: drop right forearm, holding up upper arm

say: MEN

do: drop left forearm, holding up upper arm

say: COULDN'T PUT

do: drop right upper arm, holding up shoulder

say: HUMPTY TO-

LEARNERS' ACTIVITIES

2. Ls stand up and repeat each line and each action after the T.

TEACHER'S ACTIVITIES

do: drop left upper arm, holding up shoulder

say: GETHER A-

do: drop right shoulder

say: GAIN

do: drop left shoulder

3. Let Ls practise several times, first line by line then the whole rhyme keeping the rhythm. Invite Ls to join in with the words more and more.

LEARNERS' ACTIVITIES

3. Ls will remember the movement first, later they will remember the words.

STAGE 2A	Reconstructing a rhyme
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Recognizing simple past form verbs Completing a rhyme
ORGANISATION	Individual work, group work
AIDS AND MATERIALS	4.2 Worksheet Jack and Jill

TEACHER'S ACTIVITIES

1. Split the class into two groups, a less and a more confident group. Tell them they are going to learn rhymes about kings and queens. Give the less confident A group Ls 4.2 Worksheet Jack and Jill. Ask them to find the simple past verbs in the box and insert them in the text.

Solution:

Jack and Jill went up the hill

To fetch a pail of water;

Jack fell down and broke his crown

And Jill came tumbling after.

Tell them that water is very precious if they climbed the hill for it. Crown means head refers to that who was beheaded (lost his crown)

Help Ls with the meaning of the unknown words.

2. Help Ls to practise saying the rhyme and to practise the rhythm and intonation. Ask them to invent movements to go with the rhymes.

LEARNERS' ACTIVITIES

1. Ls write the missing past tense verbs and practise saying the rhyme.

2. Ls rehearse to be able to perform it together. When they are ready, they perform it for the other group.

STAGE 2B	Reconstructing a rhyme
TARGET GROUP	More confident group
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Recognizing simple past form verbs Completing a rhyme
ORGANISATION	Individual work, group work
AIDS AND MATERIALS	4.2 Worksheet Little Jack Horner

TEACHER'S ACTIVITIES

1. Give Ls 4.2 Worksheet Little Jack Horner. Tell them to complete the rhyme with the correct past verbs in the box. Help them with the new words.

Solution:

Little Jack Horner

Sat in a corner

Eating a Christmas pie

He put in his thumb

And pulled out a plum,

And said, 'What a good boy am I!'

Tell Ls that Little Jack Horner was the servant of a rich man. When the lord sent a pie to Henry VIII, Jack looked into the pie and found a document in it. He stole it and made his family rich. It was a custom to hide things in pies in those days, in the 16th century.

2. Help Ls to practise saying, the rhyme and to practise the rhythm and intonation. Ask them to invent movements to go with the rhymes

LEARNERS' ACTIVITIES

1. They write the correct verbs and check it with others.

2. Ls rehearse to be able to perform it together. When they are ready, they perform it for the other group.

STAGE 3	Singing a song
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Developing creativity
ORGANISATION	Whole class
AIDS AND MATERIALS	4.3 Text Sixpence, 4.3 Recording Sing a Song of Sixpence, 4.3 Picture Sixpence

TEACHER'S ACTIVITIES

1. Ask Ls what is hidden in this pie. Give the 4.3 Text Sixpence. Read the text and show the 4.3 Picture Sixpence and reveal the meaning of rye, blackbirds, pie, sixpence, and baked. Play the 4.3 Recording Sing a Song of Sixpence. Tell them about that the song dates from the 16th century. Cookbooks of that period mention baked pies containing blackbirds that were supposed to fly away when the pie was cut.
2. Read the text of the song line by line; ask Ls to repeat them and sing it together.
3. Ask half of the class to crouch and the other half to keep standing. Ask them to practise in the following way. Ask them to change positions, saying every other line. Play the cassette and sing together.

LEARNERS' ACTIVITIES

1. Ls find out: (possibly)
24 blackbirds.
2. Ls still stand in the classroom. They practise.
3. Ls crouch or stand and sing and change at 'rye', at 'pie', at 'sing' and 'king'. They have the feeling they are the blackbirds flying from the pie.

STAGE 4	Making some magic
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Developing creativity
ORGANISATION	Individual work, group work
AIDS AND MATERIALS	4.3 Text Sixpence, blank A3 sheets (to each group)

TEACHER'S ACTIVITIES

1. Ask Ls to form groups of 3 or 4. Ask them to create a magic pie on their own and design things 'hidden' in the pie. Give each group a blank A3 sheet and invite them to draw on it.
2. Ask them to rewrite a stanza of the song of Sixpence. Remind them that they can make a nonsense version as well.
3. Ask Ls to rehearse and perform their 'new' song. Give them any help with the rhyming lines and words.

LEARNERS' ACTIVITIES

1. Ls think of some surprises hidden in the pie and draw them on the sheet.
2. Ls discuss their ideas then they create a new stanza. They can change the rhyming endings or a line.
E.g.: *'Sing a song of Sixpence*
A pocket full of game
Four and twenty blackbirds
Baked in the snake'
or
Sing a song of Sixpence
A chocolate full of rye
Five and thirty black shirts
Baked in the pie'
3. They perform and sing to the others. They fill in the chart on the wall with their notes and evaluation.

LESSON 5: LET'S GET THEM TOGETHER

AIMS OF THE LESSON

- to facilitate Ls to express their feelings towards different rhymes and songs and activities
- to raise cultural awareness

MATERIALS AND RESOURCES

Old newspapers / or coloured paper, 5.2 Recording The Grand Old Duke of York, 5.3 Poster Songs and Rhymes, 5.3 Worksheet Reading, 5.5 Evaluation Sheet

BEFORE THE LESSON

Put up the 5.3 Poster Songs and Rhymes on the wall.

CLASSROOM ARRANGEMENT

Make sure there is enough room for marching and performing.

STAGE 1

Having a guess!

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Making the props

ORGANISATION

Whole class

AIDS AND MATERIALS

Old newspapers/ or coloured paper, one for each learner

TEACHER'S ACTIVITIES

1. Introduce the guessing game. Give each L a double page newspaper, Ask them to follow your movements.
2. Ask them to guess what you are making. Make a paper hat, the so called 'csákó' asking Ls to have a guess after each folding. You can give instructions how to make it. In that case you can use www.hatsmade.com/paper_hat_patterns.html as a resource.
3. Ask them about the job the hat refers to.

LEARNERS' ACTIVITIES

2. Ls concentrate on the activity and when they have an idea, they can say the solution and put it on the head.
3. Ls' possible answer:
Soldier.

STAGE 2	Marching
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning a song with the aid of movements
ORGANISATION	Whole group
AIDS AND MATERIALS	5.2 Recording The Grand Old Duke of York

TEACHER'S ACTIVITIES

1. Ask Ls to listen to the song. Ask who the song is about. Play the cassette 5.2 Recording The Grand Old Duke of York.
Solution: Duke of York, and his men, his soldiers
The song:
*Oh, the grand old Duke of York,
He had ten thousand men:
He marched them up to the top of the hill
And he marched them down again.
And when they were up, were up, were up
And when they were down, were down, were down
And when they were only half way up,
They were neither up nor down.*
2. While singing, introduce the movements accompanied the song:
 1. Queue Ls in a column
 2. March singing the song
 3. Show with your fingers ten (thousand)men
 4. 'up' tiptoe, hands up, stretching up
 5. 'down', crouch keeping on marching
 6. 'half way up' – 'between' position neither standing nor crouching, still marching on
 7. Start again
3. Ask Ls to sing and 'march'.
Tell Ls that the son of King George III was very popular with his soldiers. The song refers to his soldiers.

LEARNERS' ACTIVITIES

2. Ls watch the movement and join in doing that.
3. Ls sing and play the marching game together. They can choose a 'Duke' who leads the others and replaces the teacher. They make their notes on the poster chart and evaluate the activity.

STAGE 3	Revising the song and the rhymes learnt in this module
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Giving revision with the help of a poster
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	5.3 Poster Songs and Rhymes, 3.2 Picture Bridge Falling Down, 3.2 Picture Wood and Clay, 3.2 Picture Wash Away, 3.2 Picture Iron and Steel, 3.2 Picture Bend and Bow, 3.2 Picture Silver and Gold.

TEACHER'S ACTIVITIES

- Put up the 5.3 Poster Songs and Rhymes.
Ask questions about all the songs and rhymes learnt in this module. Ask about each picture, remind Ls of the rhymes and songs.
How many days of Christmas are there?
What decorations do you remember?
- Ask *Which rhyme does the cannon stand for?* Show the 'Humpty Dumpty motions and ask Ls to say the rhyme.
- Ask *Which song is about a bridge?* Get the London Bridge pictures ready. Ask Ls to choose from them.
- Ask *What about the pie? Where are the blackbirds coming from?* etc.

LEARNERS' ACTIVITIES

- Ls revise the rhymes and songs learnt in this module.
Ls revise the 'decorations' and sing as much as they remember.
- Ls possible answer: '*Humpty Dumpty*' They can say and play it together.
- Ls play and sing a part of the song. They can choose the part with the help of Picture Bridge Falling Down, 3.2 Picture Wood and Clay, 3.2 Picture Wash Away, 3.2 Picture Iron and Steel, 3.2 Picture Bend and Bow, 3.2 Picture Silver and Gold.
- Ls can sing the original version or their own rewritten version of Sixpence.

STAGE 4	Revising the song and the rhymes reading about them
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Skimming reading and matching the titles with paragraphs
ORGANISATION	Individual work, group work
AIDS AND MATERIALS	5.3 Poster Songs and Rhymes, 5.4 Worksheet Reading, 5.4 Worksheet Reading KEY

TEACHER'S ACTIVITIES

1. Invite Ls to set out on a journey to a cultural and historic landmark of 'Rhymes and Songs'. Ask them to remember the facts you told them about. Give them 5.4 Worksheet Reading and ask to match the titles and the paragraphs.
2. Encourage Ls to ask for help if they need.
3. Check the task together. (See 5.4 Worksheet Reading KEY)

LEARNERS' ACTIVITIES

1. Ls try to work on their own. They look for the key words or they can use 5.3 Poster Songs and Rhymes displayed on the wall.
2. Ls who cannot work on their own can work with others.
3. Ls evaluate their work.

STAGE 5	Evaluation
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Giving feedback.
ORGANISATION	Individual work
AIDS AND MATERIALS	5.5 Evaluation sheet

TEACHER'S ACTIVITIES

1. Give Ls 5.5 Evaluation sheet. Remind them to think over all the rhymes and songs again. Make the meaning of the symbols clear – (☺ ☹). Ask them to evaluate their work, circling the right symbols.

LEARNERS' ACTIVITIES

1. Ls think over their work and mark how satisfied they are.

