
THE FOUR MUSICIANS

MUSIC MAKES, THE SPIRITS BRIGHT

Type of module	Story-time
Target group	10–13-year-old learners
Level	A1+
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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 címen.

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INFORMATION TABLE

TYPE OF MODULE	Story-time
DESCRIPTION OF MODULE	In this module students will learn about animals from the aspect of science, literature and music. They will have the opportunity to classify them, identify them on the basis of their sounds, and discover the relation between their sound and music, between nature and people. The classic story by the Grimm Brothers will help the students to see the moral message in it. The T can use it as a follow-up module just after Six Dinner Sid.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to develop vocabulary in the fields of nature and animals ■ to improve story-making skills ■ to help Ls to learn about old people, animals and emotions ■ to get more confidence listening to a story ■ to let Ls enjoy listening to a classic fairy tale by the Grimm Brothers ■ to encourage Ls to enjoy music-making ■ to help Ls to make music for their own pleasure ■ to encourage cooperation with classmates
TIMEFRAME	5 lessons (or 6 lessons)
TARGET GROUP LANGUAGE LEVEL	10–13 years-old learners A1+
SUGGESTED LANGUAGE COMPETENCE	<p>Ls can</p> <ul style="list-style-type: none"> ■ use some basic vocabulary of animals and food (<i>donkey, meat, etc.</i>) ■ name some means of transport (<i>bus, car, walking, etc.</i>) ■ recognize simple past verbs regular and irregular (<i>left, went, jumped, flew, stood, ran, etc.</i>) ■ understand some modal verbs (<i>must, can</i>) ■ understand suggestions (<i>I'll come ..., I'll look ...</i>) ■ sing an animal song (<i>There was a farmer had a dog...</i>) ■ cooperate and share ideas with others

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

Biology – animals, Music, Art

Links with other modules

Six Dinner Sid

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

- intensive listening to understand a story
- story-making skills
- developing vocabulary for nature and animals
- providing feedback

General, educational skills

- developing cooperative skills in groups
- enhancing creativity
- improving self-confidence in fluency

EVALUATION

Ls self-evaluate their progress using a self-evaluation sheet. Ls express peer evaluation with their suggestions about who to give 1.2 Pictures The Four Animals. Ls can express their feelings about different types of activities

SUGGESTIONS

The T is not a storyteller but an organizer and facilitator. S / he provides technology, materials and stationery. S / he monitors individual work, pair work and group work.

BACK UP SYSTEMS

'The Four Musicians' by the Grimm Brothers, Longman, 1996 – ISBN 0-582-54118-2
www.niehs.nih.gov/kids/lyrics/bingo.htm
Sing a Song of Sixpence, Budapest, Corvina, 1988 – ISBN 963 13 2641 1

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Sharing background knowledge of Ls' animal vocabulary Listening to match sounds and words	Brainstorming to revise animal vocabulary Classifying animals Recognizing animal sounds Making a poster Rewriting a song	Animal vocabulary Animal sounds Spelling letters Past verbs: had, was	Poster sheets 1.2 Cassette Sounds 1.2 Picture Donkey 1.2 Picture Dog 1.2 Picture Cat 1.2 Picture Cock 1.2 Pictures The Four Animals
2	Organising letters into a meaningful text Developing ability to understand a story	Focused listening; Understanding the story Matching sound, words, pictures	Simple past questions: Why did they leave? Simple past words: worked, grew, heard, saw Modal verbs: must, can Going to: We are going to be musicians. Musical vocabulary: drums, recorder, violin	Letter cards 2.1 Recording The Four Musicians 1.2 Picture Donkey 1.2 Picture Dog 1.2 Picture Cat 1.2 Picture Cock The world map 1.2 Pictures The Four Animals 2.2 Worksheet Questions 2.3 Worksheet Musical Instruments 2.3 Recording Musical Instruments

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	Chanting and marching in time and in tune Recognizing words Extending food vocabulary	Making up a story Wordsearch, identifying forest and food vocabulary Making a poster	Forest vocabulary: trees, birch, beech etc. flowers, lily of the valley, insects, cricket Animal food vocabulary: grass, meat, milk Simple past tense: Did they go...?, They could see...	2.1 Recording The Four Musicians 1.2 Picture Donkey 1.2 Picture Dog 1.2 Picture Cat 1.2 Picture Cock dictionaries 3.1 Worksheet Trees, Flowers, Insects 1.2 Pictures The Four Animals
4	Intensive listening Correcting a text	Playing a guided drawing game Organizing a 'Look-alike competition'	Using phrases: The funniest monster is ..., It has got... Simple past tense verbs: left, went, jumped, flew, stood, ran, lay down, thought, etc.	2.1 Recording The Four Musicians 1.2 Picture Donkey 1.2 Picture Dog 1.2 Picture Cat 1.2 Picture Cock Blank sheets 6-8 dice Blu-Tack 4.3 Worksheet The real story 1.2 Pictures The Four Animals

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	Recognizing past forms Matching letters to make a verb Interpreting a song Discussing and justifying opinions Giving feedback	Doing a puzzle Singing and making music Giving feedback	Consolidation / Revision of the verbs learnt in Lessons 1-4	2.1 Recording The Four Musicians 1.2 Picture Donkey 1.2 Picture Dog 1.2 Picture Cat 1.2 Picture Cock 1.2 Pictures The Four Animals 5.2 Puzzle Wordsquare 5.3 Recording Song We are the Music Makers All the musical instruments brought by Ls 5.4 Evaluation chart 5.4 Award

PROCEDURE

LESSON 1: ANIMAL SPIRITS

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to arouse interest■ to get more confidence using animal vocabulary■ to improve cooperation by working in pairs / groups
MATERIALS AND RESOURCES	2-3 poster sheets, 1.2 Cassette Sounds, 1.2 Picture Donkey, 1.2 Picture Dog, 1.2 Picture Cat, 1.2 Picture Cock, 1.2 Pictures The Four Animals (7-8 copies per L)
BEFORE THE LESSON	Put up two poster sheets with headlines 'WILD / FARM / PETS' and 'MAMMALS / BIRDS / FISH / REPTILES / INSECTS' indicating the columns as shown in Stage 1 NOTE: Cut up 1.2 Pictures The Four Animals and keep some copies always at hand to give them out as a reward for class work throughout the module. Make more copies when you run short of them.
CLASSROOM ARRANGEMENT	Arrange desks to make it comfortable for all kinds of organisation (whole class, individual, pair, group)

STAGE 1	The title
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Sharing knowledge in groups
ORGANISATION	Whole class, individual work, pair work, group work
AIDS AND MATERIALS	Two poster sheets with the headlines

TEACHER'S ACTIVITIES

1. Write the puzzle on the board: THE FOUR _ U _ I _ IA _ S. Tell Ls a job is hidden in it. Give them a clue if Ls need it.

T: *They play a musical instrument / they play the guitar, etc.*

Solution: The Four Musicians

2. Explain that this is the title of a story. Ask Ls to guess who the musicians can be. T: *Do you think they are animals or people?* Tell them that that the musicians are animals in this story. Ask Ls to write down as many animals as they can remember in their exercise books, to exchange their ideas with their partners and then discuss them in small groups.
3. Ask Ls to look at the headlines of the two posters on the wall. Teach the new words by giving examples. E.g. *A cat is a mammal. A snake is a reptile. A pig is a farm animal. A lion is a wild animal.* Etc. Ask Ls to classify the animals. Split them into two groups.

Poster 1

WILD	FARM	PETS	

Poster 2

MAMMALS	BIRDS	FISH	REPTILES	INSECTS	

You will need these posters in Lesson 3. Leave the last column empty for Lesson 3.

LEARNERS' ACTIVITIES

2. Some Ls will say animals, some people. They write down the animals they know. Then they exchange their list with a partner and then they form small groups of 3-4 and by the end they will have a longer list of animals. They add all the missing animals to their lists which the others have.
3. Ls work in two groups with two different posters. They use their lists of animals, discuss their decisions and write the list. They write all the animals they have in their exercise books.

VARIATION FOR MORE CONFIDENT LS WITH A WIDER KNOWLEDGE OF ANIMALS

AIDS AND MATERIALS

More blank poster sheets

DESCRIPTION

Ls can make their own categories to classify the animals, e.g., according to their habitat, size, diet, etc.

STAGE 2	Animal sounds
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening to match sound and words Revising animal vocabulary
ORGANISATION	Whole class, group work, individual work
AIDS AND MATERIALS	The posters from stage 1, 1.2 Cassette Sounds, 1. 2. Picture Donkey, 1.2 Picture Dog, 1.2 Picture Cat, 1.2 Picture Cock, 1.2 Pictures The Four Animals (2-3 copies per L)

TEACHER'S ACTIVITIES

1. Ask Ls to stand near their posters and listen to the cassette and number the animals in the order they hear them. Play 1.2 Cassette Animal Sounds.

Solution: 1. lion, 2. monkey, 3. donkey, 4. horse, 5. cock, 6. cow, 7. cat, 8. wolf, 9. dog, 10. duck, 11. bee, 12. sheep

If Ls do not have any of these animals on the poster, ask them to add them to the list in the right column.

2. Invite Ls to play minibingo. Ask them to write four of these twelve animals in their exercise books. Remind them they are guessing the four characters of the story. Call the four animals: (in any order) *donkey, cock, cat, dog*. The winner is the one who has the four words. Introduce the four pictures: 1.2 Picture Donkey, Dog, Cat, Cock as the characters of the story.

Give Ls as many small black and white pictures 1.2 Pictures The Four Animals for exchange the animals they have guessed. Remind them they can collect these small pictures and use them to evaluate themselves at the end of the module.

LEARNERS' ACTIVITIES

1. Ls write the number next to the right animals. They compare it with the other group.

2. Ls sit down and prepare their Bingo sheets. When they are ready to check their guessing, they tick the animal the T calls. Ls are given small pictures of the four characters if they do well.

STAGE 3	Rewriting a song
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Developing rhythm and sound skills
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	1.2 Pictures The Four Animals (5-6 copies per L)

TEACHER'S ACTIVITIES

1. Invite Ls to sing the song 'There was a farmer had a dog and BINGO was his name...' song.
2. Ask Ls to make three groups for other stanzas with the donkey, the cat and the cock.
3. Ask Ls to rehearse and sing their version of the song. After the performance ask Ls to vote for the best version. Give each L of the winning group a copy of 1.2 Pictures The Four Animals.

LEARNERS' ACTIVITIES

2. Ls join the groups and they rewrite the song. They brainstorm to find names with five letters for the donkey, the cat or the cock. E.g.
... *had a donkey and DEREK was his name oh, (spelling)*
... *had a cat and CECIL was his name oh...*
... *had a cock and COLIN was his name oh, ... etc.*
3. Ls perform their version and decide which group did the best.

LESSON 2: MUSIC MAKES SPIRITS BRIGHT

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to develop ability to understand a story■ to get more confidence to use animal vocabulary
MATERIALS AND RESOURCES	16 letter cards on A5 sheets (prepared before the lesson to make up the title), a box, 2.1 Recording The Four Musicians, 1. 2. Picture Donkey, 1.2 Picture Dog, 1.2 Picture Cat, 1.2 Picture Cock, the world map, the map of Europe (Germany), 1.2 Pictures The Four Animals (3-4 copies per each L), 2.2 Worksheet Questions, 2.3 Worksheet Musical Instruments, 2.3 Recording Musical Instruments
BEFORE THE LESSON	Prepare 16 letter cards on 5A sheet, display the map of Europe.
CLASSROOM ARRANGEMENT	Arrange things to make enough room for drawing, miming, etc.

STAGE 1	Warming up – sentence building
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Organizing letters to form the title
ORGANISATION	Whole class
AIDS AND MATERIALS	Letter cards

TEACHER'S ACTIVITIES

1. Before the lesson write the letters of 'THE FOUR MUSICIANS' on a separate piece of paper each (16 letters).
2. Put them in a box. Invite Ls to pick a letter and build up the title of the story by the Grimm Brothers.

LEARNERS' ACTIVITIES

2. One L chooses one letter card. They discuss the order and they stand up in a line to make the correct title: The Four Musicians

STAGE 2	Focused listening to the story of The Four Musicians Part 1
TIME	25 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding the plot of the story
ORGANISATION	Whole class
AIDS AND MATERIALS	2.1 Recording The Four Musicians, a map of the world, the map of Europe (Germany), 1. 2. Picture Donkey, 1.2 Picture Dog, 1.2 Picture Cat, 1.2 Picture Cock, 2.2 Worksheet Questions

TEACHER'S ACTIVITIES

1. Ask Ls to listen to the story to find out whether they know the Hungarian version of it. Ask them what the title is in Hungarian. Play 2.1 Cassette The Four Musicians Part 1. Make sure Ls understand the text. Stop the cassette if needed. Help Ls by gestures and support the story with the 4 pictures of the characters, etc.
2. Ask Ls about the town mentioned in the story. E.g. *Where are they going? Where is Germany? Where is Bremen?* Invite them to find Germany and Bremen on the maps.
3. Split Ls into four groups according to how they are able to answer 2.2 Worksheet Questions. Give them 2.2 Worksheet Questions. Check if they understand the questions. Ask them to listen to the story Part 1 again and find the answers to their questions and then discuss it in their group and then say it to the others.
 Solution: Group A (possible answers) – The donkey worked on a farm. / The dog worked on a farm. / The cat worked around the house. / The cock worked around the house.
 Group B – They were old. The donkey's farmer wanted to kill him and sell his skin. The dog couldn't help the farmer and he wanted to kill him. The cat didn't catch mice and the farmer's wife didn't want him. The cock's farmer and wife wanted to cook him for supper and eat him.
 Group C – They want to be musicians.
 Group D – They can sing nicely.

LEARNERS' ACTIVITIES

1. Ls listen carefully. They might know a version of the original story, so they might have some ideas.
2. Some Ls are invited to the maps and they can compete with each other as to who is the fastest. They share their findings.
3. Ls in the same group sit together. They are each given the questions each. They work individually while listening. Then they discuss their answers in their group before telling them to the others.

STAGE 3	Matching musical instruments
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Revising the vocabulary for musical instruments Listening to match sounds and words
ORGANISATION	Pair work
AIDS AND MATERIALS	2.3 Worksheet Musical Instruments, 2.3 Recording Musical Instruments

TEACHER'S ACTIVITIES

1. Ask Ls if they play a musical instrument. E.g. *Do you play a musical instrument? What do you play? Can you sing?* Tell them everybody has a natural musical instrument: their voice.
2. Give each pair 2.3 Worksheet Musical Instruments and invite them to listen to 2.3 Recording Musical Instruments.
3. Play the cassette twice and let Ls write.
Solution: 1. singing, 2. piano, 3. drums, 4. recorder, 5. flute, 6. violin, 7. guitar. They couldn't hear 1. trumpet, 2. harmonica

LEARNERS' ACTIVITIES

1. Ls tell the others what they play or if they can sing.
2. Ls read the worksheet and discuss the meaning of the words.
3. Ls work in pairs and they write the numbers in the order they hear the instruments. They circle the two instruments not heard.

VARIATION FOR MORE INDEPENDENT LS

DESCRIPTION	Ls can guess what musical instruments they will hear before doing 2.3 Worksheet and before listening.
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STAGE 4A	Miming – guessing
TARGET GROUP	Option for Ls who like miming
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying words from mime
ORGANISATION	Pair work
AIDS AND MATERIALS	2.3 Worksheet Musical Instruments

TEACHER'S ACTIVITIES

1. Ls in Group A are good at miming. Ask them to get into pairs.
2. Ask group A Ls to mime one of the musical instruments and guess it in pairs. They can change roles after each round.

LEARNERS' ACTIVITIES

1. Ls find partners.
2. Ls mime and guess in turns.

STAGE 4B	Drawing – guessing
TARGET GROUP	Option for those who prefer drawing
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying words from drawings
ORGANISATION	Pair work
AIDS AND MATERIALS	2.3 Worksheet Musical Instruments

TEACHER'S ACTIVITIES

1. Ls in group B are good at drawing. Ask them to get into pairs.
2. Give group B Ls the blank sheets. Invite them to draw one of the musical instruments. Their partners should guess it while drawing.

LEARNERS' ACTIVITIES

1. Ls find partners.
2. Ls draw and guess in turns.

STAGE 5	Evaluation
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Giving evaluation to peers
ORGANISATION	Whole class
AIDS AND MATERIALS	1.2 Pictures The Four Animals (3-4 copies for each learner)

TEACHER'S ACTIVITIES

1. Ask Ls how well they did in the lesson and give small 1.2 Pictures The Four Animals to those who deserve them.

LEARNERS' ACTIVITIES

2. Ls evaluate each other's work and suggest which Ls should be given pictures. They can suggest more pictures for one L to make a difference.

LESSON 3: CAN YOU SEE THE WOOD FOR THE TREES?

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ to encourage Ls to improve story-making skills ■ to develop vocabulary for describing nature (trees, flowers, insects)
MATERIALS AND RESOURCES	2.1 Recording The Four Musicians, 1.2 Picture Donkey, 1.2 Picture Dog, 1.2 Picture Cat, 1.2 Picture Cock, at least 3 dictionaries, 3.1 Worksheet Trees, Flowers, Insects, 1.2 Pictures The Four Animals (2-3 copies per L), posters from Lesson 1
BEFORE THE LESSON	Put up the posters from Lesson 1; write : ‘lie’, ‘go’, ‘fly’, ‘see’ on four different pieces of slips of paper, write : lay, went, flew, saw on the blackboard
CLASSROOM ARRANGEMENT	Make the room comfortable for group work, cross-over group dynamics, dictionary work.

STAGE 1	Line up
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Chanting and marching in time and in tune
ORGANISATION	Group work
AIDS AND MATERIALS	1.2 Picture Donkey, 1.2 Picture Dog, 1.2 Picture Cat, 1.2 Picture Cock, four slips of paper

TEACHER’S ACTIVITIES

1. Revise the story. *The four musicians left for Bremen. How did they go?*
Ask Ls to imagine how the four animals lined up to walk to Bremen.
Give them 1.2 Picture Donkey, Dog, Cat and Cock.
2. Give each L a slip of paper with the verb on it and ask them to match it with the past form on the blackboard.

LEARNERS’ ACTIVITIES

1. Four Ls decide their order in the line to walk to Bremen.
2. The four Ls can discuss the answer, the others check whether they are correct or not..

STAGE 2	The Story – Part 2
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying words related to nature
ORGANISATION	Whole class, three groups AAAAA...,BBBBB...,CCCCC... then cross-over groups AABBBCC...,AABBBCC...
AIDS AND MATERIALS	2.1 Recording The Four Musicians Part 2, at least 3 dictionaries, 3.1 Worksheet Trees, Flowers, Insects

TEACHER'S ACTIVITIES

1. Ask Ls to listen to the cassette 2.1 Recording The Four Musicians Part 2. Ask them to understand what the four animals did when they got tired. Let them use the verbs on the blackboard.
E.g.: *What did the donkey do when he got tired?*
What did the dog do?
What did the cat do?
What did the cock do?
2. Ask Ls to imagine the forest.
T: *What could they see in the forest? Trees? Flowers? Insects?*
Make 3 groups of them. Name them 'Trees', 'Flowers' and 'Insects'. Give each L 3.1 Worksheet and a dictionary to each group. Ask 'the Trees' to discover the trees, 'the Flowers' the flowers and 'the Insects' the insects.

NOTE: monitor their work and help with the pronunciation of the words so that Ls can help each other later.

LEARNERS' ACTIVITIES

1.
Ls' possible answers:
 - The donkey lay down under the tree.
 - *The dog lay down under the tree, too.*
 - *The cat went up into the tree.*
 - *The cock flew to the top of the tree.*
2. Ls in different groups find and circle the words and identify them with the help of the dictionaries. They can help each other with their findings.

TEACHER'S ACTIVITIES

3. When they finish let them change groups to get a 'mixed' group with at least one or more representatives of 'Trees', 'Flowers' and 'Insects'.

Check their findings.

Solution: trees: *birch beech oak pine mistletoe acorn lime chestnut willow*

flowers: *daisy rose tulip snowdrop violet forget-me-not lilac*

camomile lily lily of the valley touch-me-not poppy dandelion

insects: *cricket grasshopper beetle ant dragonfly mosquito bee fly*

butterfly caterpillar flea ladybird

4. Ask Ls to do voluntary homework. Ask them to share the homework to draw A5 size pictures of these words.

LEARNERS' ACTIVITIES

3. Ls share their findings with their partners and then tell them to the whole class.

4. Ls negotiate about the homework. They decide who draws what.

STAGE 3	The Story – Part 3
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Recognizing words of a story Extending food vocabulary
ORGANISATION	Whole class
AIDS AND MATERIALS	2.1 The Four Musicians Part 3, posters from Lesson 1

TEACHER'S ACTIVITIES

1. Ask Ls to listen to the next part of the story and try to catch words meaning food. Play the cassette 2.1 The Four Musicians Part 3. Then check what the Ls managed to hear.
Solution: *grass, meat, milk, corn*
2. Elicit all kinds of food that animals or people might have. Remind them of the 'food chain'. e.g. a fish eats plants, a cat eats fish etc.
3. Put the posters from Lesson 1 on the board and invite Ls to discuss what the animals on the poster sheet eat and drink.
Solution: *grass, meat, milk, corn, leaves, fruit, insects, fish, plants, etc.*

LEARNERS' ACTIVITIES

1. Ls concentrate on the food words they hear and write them down in their exercise books.
2. Ls brainstorm food words they know. They write them in their exercise books.
3. Ls write some food on the poster next to the animal. They can write more than one thing.

STAGE 4	Self and peer evaluation
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Evaluation
ORGANISATION	Whole class
AIDS AND MATERIALS	1.2 Pictures The Four Animals (2-3 pictures per L)

TEACHER'S ACTIVITIES

1. Ask Ls to think over their work in this lesson and choose the ones who deserve a prize. Give Ls one or more pictures as the others suggest. One L can be given more pictures to make a difference.

LEARNERS' ACTIVITIES

1. Ls discuss who did the best in this lesson. They make suggestions who is to be given small 1.2 Picture The Four Animals. They give reasons as well and can vote for the best Ls. They can speak in Hungarian to give reasons.

LESSON 4: SCARED TO DEATH

AIMS OF THE LESSON

- to develop creativity and fantasy
- to improve making meaning while copying
- to practise past form verbs in a puzzle

MATERIALS AND RESOURCES

2.1 Recording The Four Musicians 1.2 Picture Donkey, 1.2 Picture Dog, 1.2 Picture Cat, 1.2 Picture Cock, one blank sheet for each pair, dice for each pair, Blu-Tack 4.2 Puzzle Wordsquare, 1.2 Pictures The Four Animals (12 copies), 4.3 Worksheet The Real Story

BEFORE THE LESSON

Put up a big blank poster sheet on the wall.

CLASSROOM ARRANGEMENT

Usual arrangement

STAGE 1

The Story – Part 4

TIME

7 mins

SKILLS AND COMPETENCIES IN FOCUS

Understanding and acting

ORGANISATION

Group work

AIDS AND MATERIALS

A big blank poster sheet, Blu-Tack, 1.2 Pictures The Four Animals, 2.1 Recording The Four Musicians

TEACHER'S ACTIVITIES

1. Before the lesson put up a big blank poster sheet with the headline 'In the Forest'. Set the place of the story. Ask '*Where are the characters in the story?*' '*Let's make the forest!*' Ask Ls to get their HW pictures of the trees, flowers and insects and ask them to display them on the poster. Give 1.2 Pictures The Four Animals for Ls with the nicest pictures.
2. Ask Ls to form groups of four. Ask them to understand what the four characters did in this part. Play the cassette 2.1 Recording The Four Musicians Part 4.
T: '*How did they drive the robbers away from the house?*'
'In what order? Who was the first, the second, the third and the fourth?'
Play the cassette again if they need it.
3. Ask Ls to play this act with the 1.2 Pictures The Four Animals.

LEARNERS' ACTIVITIES

1. Ls' possible answer:
They're in the forest.
Ls arrange the pictures to get a montage poster-picture.
2.
L: '*They jumped on each other's back.*'
'The donkey, the dog, the cat and the cock.'
3. Ls find the pictures and use them as puppets. They cry the animals' sounds: HEE-HAW! HEE-HAW! WOOF! WOOF! MIAOW! MIAOW! COCK-A-DOODLE-DOO!" at the same time.

STAGE 2 The Story – Part 4**TIME** 15 mins**SKILLS AND COMPETENCIES
IN FOCUS** Playing a game with a partner
Evaluating peers' work**ORGANISATION** Pair work**AIDS AND MATERIALS** One A5 blank sheet for each pair, dice for each pair, blutack, 1.2 Pictures The Four Animals (at least 12 copies)**TEACHER'S ACTIVITIES**

1. Revise the parts of the body vocabulary. Ask Ls in the groups to carry out your instructions. Play the game 'back to back'.
E.g.: 'Back to back!' 'Head to head!' 'Arm to leg!' Etc.
2. Ask Ls to sit down and form pairs. Give each pair dice and a blank sheet. Tell them to draw a monster. Write the parts of the body on the board: 1. *the head*, 2. *the body*, 3. *the arm*, 4. *the leg*, 5. *the eye*, 6. *the ear*, 7. *the nose*, 8. *the mouth*. Tell them the rule: They must throw the dice and draw as many parts of the body as the dice shows.
3. Organize 'The funniest monster' competition. Ask Ls to number their drawings, collect them and put them on the classroom walls. Ask the Ls to have a look at them and vote for the funniest one. Give small 1.2 Pictures The Four Animals to Ls of the first, second and third prizes. You can give three pictures for the winning pair, two pictures for the second place pair and one picture for the third place.

LEARNERS' ACTIVITIES

1. Ls stand in their groups, listen to the T and carry out his / her instructions. They touch each other's parts of the body, e.g. 'Arm to leg' means that two Ls' arms touch the other two's legs, etc.
2. Ls throw the dice and draw. If they throw 'six' for the first time, they have to draw six heads etc. They write their names on the back and display the pictures on the wall.
3. Ls vote for the numbered pictures.

STAGE 3	Listening to the story
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Intensive listening Correcting a text
ORGANISATION	Group work
AIDS AND MATERIALS	1.2 Picture Donkey, 1.2 Picture Dog, 1.2 Picture Cat, 1.2 Picture Cock, 2.1 Recording The Four Musicians, 4.3 Worksheet The Real Story, 1.2 Pictures The Four Animals (2-3 copies per group of four)

TEACHER'S ACTIVITIES

1. Ask Ls to sit down and form four groups. Ask them to choose a character of the story. Give each group their picture of 1.2 Picture Donkey, 1.2 Picture Dog, 1.2 Picture Cat, 1.2 Picture Cock. Ask them to listen to the story from the beginning and hold up their pictures when they hear their characters (the donkey, the dog, the cat or the cock) while you pause the cassette for a while. Play the cassette 2.1 Recording The Four Musicians. Stop the cassette after Part 1.
2. Ask Ls to clap hands when they hear their characters' names while you pause the cassette for a while. Play the cassette 2.1 Recording The Four Musicians Parts 2-4.
3. Ask Ls to listen to the next part, Part 5.
Ask: *'What did the animals do in the house? Have a guess.'* Play the cassette 2.1 Recording The Four Musicians Part 5.
4. Ask Ls what really happened in the house? Give Ls 4.3 Worksheet The Real Story. Play the cassette again. Stop it when you want to clarify the meaning of the past tense verbs. Ask Ls to correct the text. Solution:
First a *cat* scratched him with her *claws*. Then a *dog* put his *teeth* into Devil's leg. After that a *donkey* kicked Devil on the head. And the *cock* cried '*Cock-a-doodle-doo*'.
5. Check the text and clarify words if needed. Evaluate Ls activity by giving them 1.2 Pictures The Four Animals.

LEARNERS' ACTIVITIES

1. Ls concentrate and follow the story and when they hear their characters, they show up their pictures.
2. Ls get ready to clap.
3. Ls' possible answers:
– *They had dinner / supper.*
– *They went to sleep. / They had a rest. Etc.*
4. They read the text 4.1 Worksheet The Real Story. They correct it, still working in their groups of four.
5. Ls do self- and peer evaluation by suggesting giving 1.2 Pictures The Four Animals to their peers in the group.

STAGE 4	Setting homework
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Encouraging Ls to co-operate to get prepared for the next lesson
ORGANISATION	Whole class

TEACHER'S ACTIVITIES

1. Ask Ls: '*Have you got a musical instrument at home?*' Invite them to bring some small musical instruments to school.
2. Ask Ls: '*What other things can you make music with?*'
E.g.: *a comb, paper, spoons, etc.*

LEARNERS' ACTIVITIES

1. Ls discuss what they have got at home and who can bring it / them.
2. Ls brainstorm very simple things considered to make music with. They decide what to bring for the next lesson and who is responsible for it.

LESSON 5: ALL'S WELL THAT ENDS WELL

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to create a relaxed atmosphere■ to encourage Ls to summarise the story■ to support self- and peer evaluation
MATERIALS AND RESOURCES	2.1 Recording The Four Musicians, 1.2 Picture Donkey, 1.2 Picture Dog, 1.2 Picture Cat, 1.2 Picture Cock, 1.2 Pictures The Four Animals, 5.2 Puzzle Wordsquare, 5.3 Recording Song We are the music makers, all the musical instruments brought by Ls, 5.4 Evaluation chart, 5.4 Award
BEFORE THE LESSON	Cut 5.2 Wordsquare puzzles and put them in envelopes (for more challenges mix two puzzles in one envelope)
CLASSROOM ARRANGEMENT	Make enough room for music making (marching).
STAGE 1	The Story – Part 6
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Cultural awareness
ORGANISATION	Whole class
AIDS AND MATERIALS	2.1 Recording The Four Musicians

TEACHER'S ACTIVITIES

1. Ask Ls to guess the end of the story and ask some questions.

E.g.: *What did the robbers do?*

Did the four animals go to Bremen?

Did they become musicians?

How did they make music?

Did they play a musical instrument? Etc.

Play 2.1 Recording The Four Musicians Part 6. Check the answers.

Solution: The robbers ran away. They didn't go to Bremen. They didn't become musicians but they made music, they sang songs and they didn't play a musical instrument.

2. Ask Ls some questions about the whole story.

E.g.:

T: *Where did they sing?*

Which animal did you like the best?

What was funny in the story?

Why did these animals leave their homes?

Was it fair that they had to leave?

Why was it a good idea to join each other?

3. Elicit the moral of the story. Ask Ls:

E.g.: *Is the story only about animals?*

What happens to old people?

Why is it a good idea to sing and make music together?

LEARNERS' ACTIVITIES

1. Ls have a guess, their possible answers:

– *They went back to the house and stayed there. / They ran away.*

– *Yes, they did. / No, they didn't.*

– *Yes, they did. / No, they didn't.*

– *They played a musical instrument / the guitar, etc. / They sang songs.*

– *Yes, they did. / No, they didn't. Etc.*

2. Ls give their answers. If they do it in their mother tongue, they should be encouraged to do it in English.

3. Ls discuss the moral of the story. They can do it in their mother tongue.

STAGE 2	Verb-hunting
TIME	14 mins
SKILLS AND COMPETENCIES IN FOCUS	Recognizing past forms Matching letters to make a verb
ORGANISATION	Pairwork
AIDS AND MATERIALS	5.2 Puzzle Wordsquare (cut into puzzles) one for each pair, 5.2 Puzzle Wordsquare KEY (for the teacher)

TEACHER'S ACTIVITIES

- Elicit some past tense verbs from Ls asking:
E.g. *Where did they go?*
What did they see?
What did the cat scream?
What did the robbers shout?
Say *'screamed, shouted – What verbs are they?'*
Say *'went, saw' – What form are they?'*
- Invite Ls to do a puzzle game to recognize the past form of the verbs. Ask Ls to get a partner and give one of the 5.2 Puzzle Wordsquares to each pair or for more challenges mix two different puzzles in one envelope and give it to the Ls.. Ask them to reconstruct the square or rectangle shapes.
- Ask Ls to remember the story and say sentences using one of the verbs they found. *'What happened in the story?'* Support it with 1.2, 1.3, 1.4, 1.5 Pictures. They do it in pairs and in turn.
Do evaluation with giving 1.2 Pictures The Four Animals.

LEARNERS' ACTIVITIES

- Ls possible answers:
– *They went to Bremen.*
– *They saw a house.*
– *It screamed 'Miaow'.*
– *The robbers shouted 'Help'.*
– *They are past tense verbs.*
– *They are regular and irregular verbs.*
- Ls solve the puzzle and recognize the verbs and write down in their exercise books.
- Ls discuss the sentences they remember from the story.
E.g.: *They went to Bremen.*
The robbers ran away.
The donkey kicked Devil. Etc.

STAGE 3	Singing – Making music
TIME	14 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing and producing music Rhythm skills
ORGANISATION	Whole class, group work
AIDS AND MATERIALS	5.3 Recording Song We are the Music Makers, all the musical instruments brought by Ls, 1.2 Pictures The Four Animals (5-6 copies)

TEACHER'S ACTIVITIES

1. Introduce the 5.3 Recording Song 'We are the Music Makers'. Play the cassette. Make clear the meaning of the words, the musical instruments.
2. Ask Ls to use their musical instruments to sing or to accompany the song 'We are the music makers'.
3. Ask Ls to rehearse in groups and then to perform.
Give 1.2 Pictures The Four Animals to the best 'musicians'

LEARNERS' ACTIVITIES

1. Ls get ready.
2. Ls use their instruments, they get the melody and try to make music.
3. Ls decide their roles and perform. Some Ls play music; others sing (probably) the chorus part.

STAGE 4	Evaluation
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Using English as means of evaluation in the classroom
ORGANISATION	Individual work
AIDS AND MATERIALS	5.4 Evaluation chart, 5.4 Award

TEACHER'S ACTIVITIES

1. Give Ls 5.4 Evaluation chart. Make sure they understand it. Help Ls with understanding.
2. Ask Ls how many 1.2 Pictures of The Four Animals they have. Give the 1-3 Ls 5.4 Award

LEARNERS' ACTIVITIES

1. Ls think over their activities in the lessons and write down their answers. They count their 1.2 Pictures The Four Animals. They can compare their achievement with that of the others.
2. Ls celebrate the winners.