Primary Music Box

Michael Finnegan

LANGUAGE FOCUS
irregular past tenses
prepositions
opposites
board game instructions

LEVEL 2
AGE RANGE 8–10
TIME
Step 1: 20 minutes
Step 2: 15 minutes
Step 3: 20 minutes

MATERIALS
T23 lyrics p.136
Step 1
A piece of paper for each pupil, worksheet 1 for each pupil
Step 2
Worksheet 1 for each pupil
Step 3
Worksheet 2 for each pair of pupils plus 1 x A3 copy, a coin for each pair/small group of pupils to play the game

FOLLOW-UP
ACTIVITIES
Class sing the song faster and faster (p.13)
Play Simon Says where pupils do the opposite of what you say (p.15)

Step 1
1 Say We’re going to listen to a song about a funny man. What’s his name? Listen carefully and find out. Play verse 1 and then ask What’s his name? (Michael Finnegan).
2 Then say Now listen again and tell me what he looks like. Is he old or young? Has he got a beard? Pre-teach the words chin and whiskers from the song. Then play verse 1 of the recording and elicit the answers (old) [Yes and no!]
3 Now play verse 2 and ask What did Michael Finnegan catch? (a fish). Then play the last verse of the song and ask Is he fat or thin? (fat and thin!).
4 Ask Who can draw Michael Finnegan? Pupils draw what they think he looks like.
5 Give out worksheet 1. Pupils look at the pictures of Michael Finnegan at the top of the worksheet and compare these with their own.
6 Then read the song lines with the pupils. Explain that chinnegan and pinnegan (for chin and pin) are made up to rhyme with Finnegan. Say Now listen to the song again and number the sentences. Play the recording twice for pupils to check their answers.

Key 5, 1, 4, 6, 3, 2

Step 2
1 Remind pupils of the song by asking Who am I? Mime having a beard that grows in and out. Elicit the name Michael Finnegan.
2 Give out worksheet 1 again if necessary. Pupils read the lines of the song in the correct order.
3 Say Now let’s sing the song. Play the recording. Pupils read the words and sing along.
4 Mime being old and say Michael Finnegan is old. What’s the opposite of old? (young). Then say His whiskers grew out. What’s the opposite of out? (in).
5 Draw pupils’ attention to the ‘opposites’ activity at the bottom of worksheet 1. Explain that Michael Finnegan is fishing for words. Each time they have to find and circle the word in the pool that is the opposite of the one he has ‘caught’. Show pupils the example and get them to finish the activity in pairs.

Key 1 old/young, 2 on/under, 3 out/in, 4 begin/stop, 5 catch/throw, 6 fat/thin

6 Check the answers and then sing the song together again.

Step 3
1 Say Can you remember what Michael Finnegan is doing in the song? (fishing). Did he catch a fish? (Yes). What did he do with it? (He threw it back into the water!).
2 Give pupils worksheet 2. Say You’re going to play a game. Help Michael Finnegan go fishing and then go home. Use the A3 copy of the game to explain how to play. Point to the number 1 and say Start here. Show pupils a coin and say You throw the coin and move. Heads means move one square. Tails means move two squares. The first person to reach Michael Finnegan’s home wins.
3 Point to the squares with instructions on them. Read each instruction with the class and make sure they understand what they have to do if they land on each square.
4 Divide pupils into pairs or small groups and help pupils as necessary as they play the game.
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**Michael Finnegan 1**

1. Listen and put the sentences in the correct order.

- He grew fat and then grew thin again.
- He had whiskers on his chinnegan.
- Caught a fish and threw it in again.
- Then he died and had to begin again.
- He went fishing with a pinnegan.
- They fell out and then grew in again.

2. Find and circle the opposites.

1. old, big, tall, young
2. on, behind, under, next to
3. in, out, at, back
4. begin, laugh, sleep, stop
5. catch, throw, buy, watch
6. fat, hungry, thin, tired
Play the game. Help Michael Finnegan go fishing and then go home.

1. You feel hungry. Buy a sandwich and miss a turn.

2. You fall out of the boat. Go back three squares.

3. You catch a big fish. Go forward three squares.

4. You feel tired. Go to sleep and miss two turns.

5. You catch a small fish. Go forward one square.

6. You stop to watch a dog show. Miss a turn.

7. You throw your fish back in again. Go back two squares.

8. You see a crocodile behind you. Go forward two squares.
Primary Music Box

Oranges and lemons

LANGUAGE FOCUS
shopping vocabulary and phrases
When will …?

LEVEL 2
AGE RANGE 8–10

TIME
Step 1: 20 minutes
Step 2: 20 minutes
Step 3: 30 minutes

MATERIALS
- T25 Lyrics p.137
- Step 1 Worksheet 1 for each pupil plus 1 x A3 copy
- Step 2 Worksheet 1 for each pupil
- Step 3 Worksheet 2 cut into ten individual cards – enough for one card per pupil in each group

FOLLOW-UP ACTIVITIES
Pupils make a shop poster to advertise an ideal shop that sells everything pupils would like to buy (p.16)

Pupils research what their own street or town square looked like in the old days (p.17)

Step 1
1. Matching the names of the bells and what they say, listening to/chanting the song
2. Acting out a traditional playground ‘oranges and lemons’ game, naming shops and matching them to products
3. Playing a shopping game

Step 1
Give each pupil worksheet 1 and stick the A3 copy on the board. Discuss generally what you can see in the picture.

Play the bells ringing on the recording. Say Where in the picture is this noise coming from? (the bells of the church towers). Read the names of the towers and the speech bubbles and explain meanings as necessary e.g. farthings – an old type of British coin. Get pupils to guess what each bell tower is ‘saying’: they all rhyme (e.g. Clements and lemons). Play the recording and check, pausing as necessary.

Key c St Clement’s, a St Martin’s, b Old Bailey, f Shoreditch, d Stepney, e Bow

Check by asking pupils to read the conversation in the order of the bell towers.

Read aloud the last two lines of the song (p.137). Explain that, in the old days, this might be what happened to a person who took things and didn’t pay for them. Get pupils to find someone in the picture who has taken something from a shop without paying!

Divide the class into six groups, one for each bell, and do the song as a chant.

Step 2
1. If necessary, give worksheet 1 to each pupil and review what the bells are saying. All pupils say the last two lines.
2. Demonstrate and play the traditional playground game to this song (see p.14).
3. Pupils look at the shops on the worksheet. Say Where can you buy oranges and lemons? Teach/Elicit greengrocer’s. Repeat with toy shop, baker’s, chemist’s, clothes shop.
4. Using the word box, pupils write the names above the shops.
5. Say What can you buy at the chemist? Elicit medicine, soap, plasters. Repeat with the baker’s – bread, cakes, sandwiches; greengrocer’s – apples, oranges, lemons; toy shop – dolls, kites, balls; and the clothes shop – skirts, T-shirts, trousers.

Step 3
1. Say Let's play a shopping game. Draw some fruit on the board and say What's my shop? (greengrocer’s). Teach/Elicit the shopping dialogue on page 14 and drill.
2. Check vocabulary from the shopping lists in worksheet 2 e.g. a bottle of medicine, a box of plasters, a bar of soap, a loaf of bread (plural loaves), etc.
3. Copy a shopping list and two ‘shop’ cards from worksheet 2 onto the board. Act out a couple of purchases with confident pupils to show how a customer crosses things off the shopping list as they buy, b. shopkeepers cross off their cards what they sell.
4. Put pupils into groups of ten. Give each pupil a different card cut out from worksheet 2: five pupils are shopkeepers (they can invent and write a name for their shop and prices, and set up a ‘shop’, if possible); five pupils are customers with shopping lists. The ‘customers’ visit each shop in their group in turn until their shopping is complete.
5. Help as necessary. When pupils have finished, ask the shopkeepers what they have left in their shops.

Key greengrocer – one lemon; toyshop – one kite; chemist – one box of plasters; clothes shop – one pair of trousers; baker’s – one sandwich

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Oranges and lemons 1

1. Match the bells to what they are saying.

   a. I owe you five farthings.
   b. When will you pay me?
   c. Oranges and lemons.
   d. When will that be?
   e. I do not know.
   f. When I grow rich.

2. Write the names on the shops.

   toy shop   greengrocer's   baker's    chemist's    clothes shop