

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

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 Listening to the song, drawing a picture of Michael Finnegan, ordering lines from the song

Step 2 Singing the song, doing an opposites matching activity

Step 3 Playing a ‘Michael Finnegan’ board game

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 ahead one square. Tails means move ahead 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.

2.10 Primary Music Box

Michael Finnegan 1

1 Listen and put the sentences in the correct order.



- ☐ He grew fat and then grew thin again.
- ☒ 1 He had whiskers on his chin.
- ☐ Caught a fish and threw it in again.
- ☐ Then he died and had to begin again.
- ☐ He went fishing with a pin.
- ☐ 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 at back out

4

begin laugh sleep stop

5

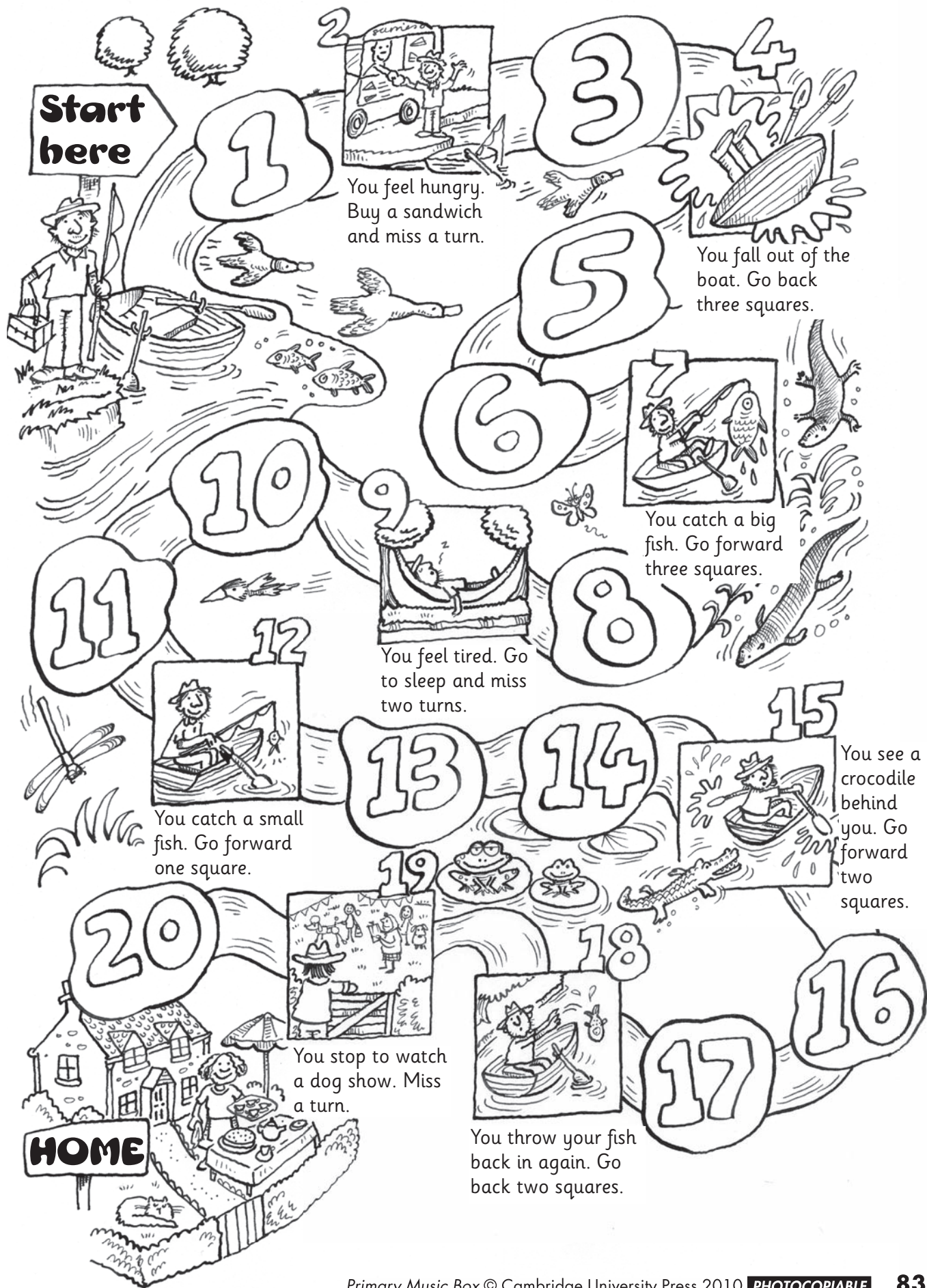
catch throw buy watch

6

fat hungry thin tired

Michael Finnegan 2

Play the game. Help Michael Finnegan go fishing and then go home.



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

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

Step 1

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

2 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

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

4 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!

5 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. customers cross 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

2.12 Primary Music Box

Oranges and lemons 1

1 Match the bells to what they are saying.

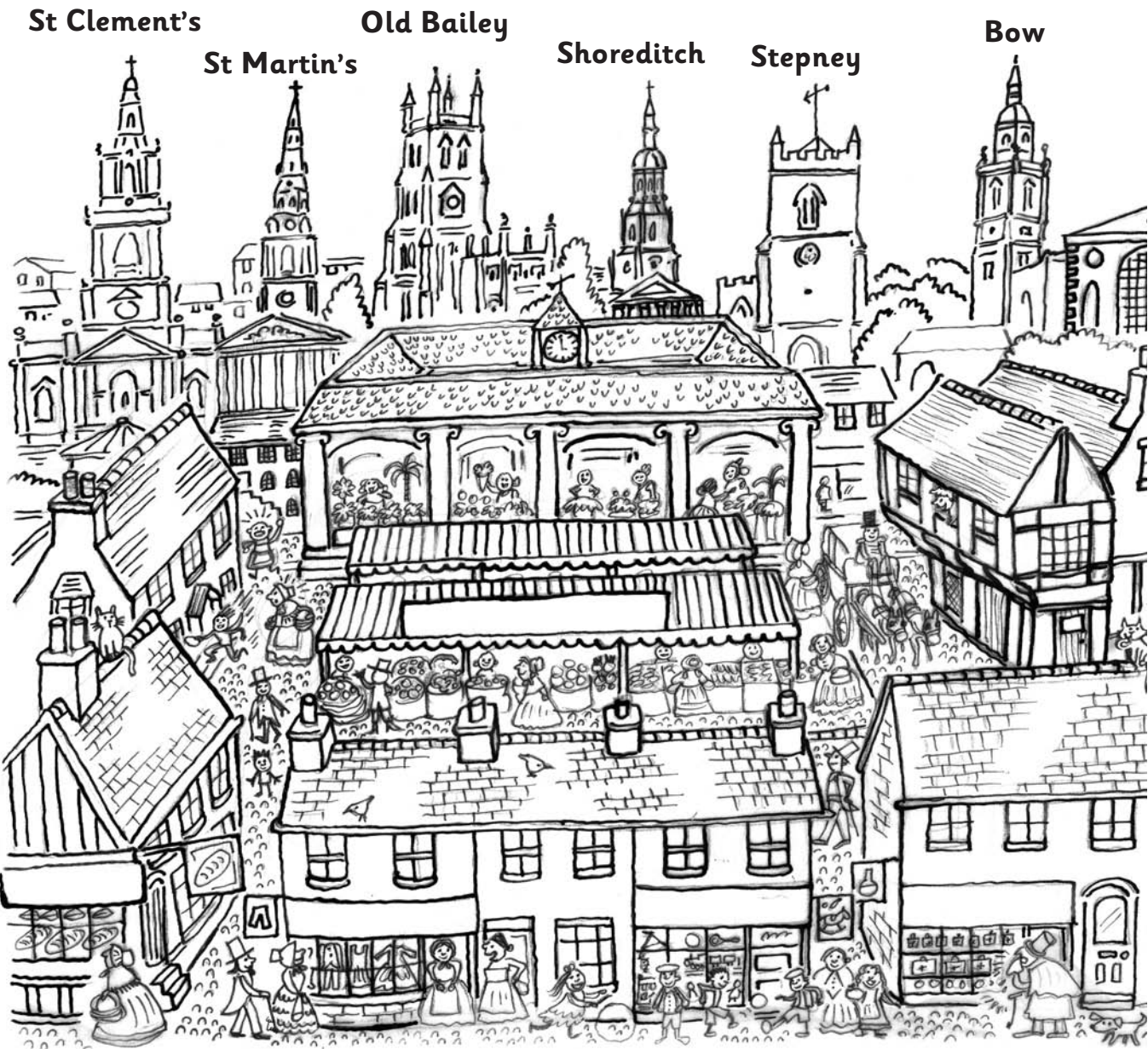
- a** I owe you five farthings.

c Oranges and lemons.

e I do not know.
- b** When will you pay me?

d When will that be?

f When I grow rich.



2 Write the names on the shops.

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