



Singing contest



Goal/Task:
Project: Music lesson 2!
 Take an old hit song -
 English activities (songs)- songs
 (booklet) Part of a lesson with
 activities (songs) from lessons

Target students: S1
Module: Study, song, the lyrics
Topic: lesson 2, 1st lesson
Task: 1st lesson 2, 1st lesson
Language features: Listening's grammar
Previous knowledge:
 - They should have heard the lyrics of a song
 - They have heard activities of frequency
Learning objective:
 By the end of the lesson, students should be able to:
 - identify the meaning from the lyrics of a song
 - apply the lyrics to a song (L2) to complete the lyrics

Problem:
 The aim of this activity is to help students understand the lyrics of a song. It is for the purpose of helping the students understand and learn about the lyrics of a song. It is for the purpose of helping the students understand and learn about the lyrics of a song.

Task 1:
 Listen to the song and write down the lyrics of the song.

Task 2:
 Listen to the song and write down the lyrics of the song.

Task 3:
 Listen to the song and write down the lyrics of the song.

Task 4:
 Listen to the song and write down the lyrics of the song.

Task 5:
 Listen to the song and write down the lyrics of the song.

Task 6:
 Listen to the song and write down the lyrics of the song.

Music is a beautiful thing to my ears...

Do you like listening to songs? Do you like singing?
Do you sing often? Which is your favourite song?



**CoP Head Start:
Teacher Alumni Series (1)**

'Tale as old as time' -

English activation through songs

Jessica Cheuk (Tuesday 27 February 2018)

AAB206, Hong Kong Baptist University

Target students: S1

Module: Study, school life & work

Unit: New schools, old schools

Task: Tale as old as time

Language focuses: Listening & grammar

Previous knowledge:

- The students have learnt the layout of a song.
- They have learnt adverbs of frequency.

Learning objectives:

By the end of the lesson, students should be able to -

- identify the rhyming pairs by listening to a song; and
- apply the rhyme scheme (ABBA) to complete the song lyrics.

Situation:

We are planning a singing contest for the spring. Ms Cheuk would like to recommend her favourite song to your class. It has two versions of singing. She likes both versions and cannot decide which one would be suitable for this inter-class competition. Could you help her make a choice?

Music is a beautiful thing to my ears...

Part A

Listen carefully to the **FIRST** version of the song. Fill in the blanks to complete the lyrics.

Tale as old as time
True as it can be
Rarely even (1) friends
a. pen
b. friend
c. friends
Then somebody (2) bends
a. band
b. bend
c. bends
Unexpectedly

Just a little change
Small to say the (3) least
a. least
b. feast
c. beast
Both a little scared
Neither one prepared
(4) Beauty and the Beast

Part B

Listen carefully to the **SECOND** version of the song. Circle the correct answers, fill in the blanks, and put the lyrics in sequence as instructed.

Ever just the same
Ever a (5) surprise/uprise (circle the correct answer)
Ever as (6) before
a. before
b. assure
c. become
Ever just as (7) sure
a. sure
b. sore
c. fall
As the sun will (8) rise x 2

A collage of handwritten notes and sticky tabs with words like 'sun', 'bends', 'surprise', 'rise', 'least', 'beast', 'before', 'sure', 'scared', 'prepared', 'ends', 'succeed', 'fun', 'fun', 'friends'.

Rhyme time

friends bends surprise rise
least beast before sure
scared prepared

Rhyme is...
the same sound in the final
syllables of words.

Any more examples?

- (9) (3) Bittersweet and strange
- (5) Learning you were wrong
- (2) True as old as time
- (4) Finding you can change
- (1) Tale as old as time (put down 1/2/3/4/5 in the sequence that you hear)

Certain as the sun x 2

Rising in the east

- 10. Tale as old as time
- Song as old as rhyme
- a. time, rhyme
- b. shrine, vine
- c. sky, light
- 11. Beauty and the Beast x 2

Music is a beautiful thing to my ears...

**Do you like listening to songs? Do you like singing?
Do you sing often? Which is your favourite song?**



Singing contest



Task 1

Write a letter to the CEO of the company. Be sure to mention the facts.

Task 2

Write a letter to the CEO of the company. Be sure to mention the facts.

Task 3

Write a letter to the CEO of the company. Be sure to mention the facts.

Task 4

Write a letter to the CEO of the company. Be sure to mention the facts.

Old First Part:
Teacher's Answer Booklet:
 Take as an answer:
 English written through songs
 Julia's Good 'Morning' 'Hello' and
 'Hello' 'Hello' 'Hello' 'Hello'.

Task 5

Write a letter to the CEO of the company. Be sure to mention the facts.

Task 6

Write a letter to the CEO of the company. Be sure to mention the facts.

Task 7

Write a letter to the CEO of the company. Be sure to mention the facts.

Target students: S1
Module: 3003, school life & work
Unit: new culture, school work
Task: take as an answer
Language focus: Listening & grammar
Previous knowledge:
 - The students have heard the lyrics of a song.
 - They have learnt about the frequency.
Learning objectives:
 By the end of the lesson, students should be able to:
 - identify the frequency by listening to a song, and
 - apply the rhyme scheme (ABBA) to complete the song lyrics.

Music is a beautiful thing to my ears...

Do you like listening to songs? Do you like singing?
Do you sing often? Which is your favourite song?



Situation:

We are planning a singing contest for the spring. Ms Cheuk would like to recommend her favourite song to your class. It has two versions of singing. She likes both versions and cannot decide which one would be suitable for this inter-class competition. Could you help her make a choice?

Music is a beautiful thing to my ears...

Part A

Listen carefully to the **FIRST** version of the song.
Fill in the blanks to complete the lyrics.

Take as old as time
True as a larch tree
Barely even (1)
a. just
b. found
c. friends
Then somebody (2)
a. heard
b. heard
c. heard
Unexpectedly
And a little change
Small to say the (3)
a. heard
b. heard
c. heard
Both a little scared
Neither one prepared
10

Ta
Tr
Ba
a.
b.
c.
TH
a.
b.
c.
U

Ju
S
a.
b.
c.
B
N
(4

Tale as old as time

True as it can be

Barely even (1) _____

a. pen

b. friend

c. friends

Then somebody (2) _____

a. band

b. bend

c. bends

Unexpectedly

Just a little change

Small to say the (3) _____

a. least

b. feast

c. beast

Both a little scared

Neither one prepared

(4) _____

Tale as old as time

True as it can be

Barely even (1) **friends**

- a. pen
- b. friend
- c. friends

Then somebody (2) **bends**

- a. band
- b. bend
- c. bends

Unexpectedly

Just a little change

Small to say the (3) **least**

- a. least
- b. feast
- c. beast

Both a little scared

Neither one prepared

(4) **Beauty and the Beast**



Part B

Listen carefully to the SECOND version of the song.
Circle the correct answers, fill in the blanks, and
put the lyrics in sequence as instructed.

Ever just the same

Ever a (5) surprise/surprise (circle the correct answer)

Ever as (6) _____

a. before

b. assure

c. become

Ever just as (7) _____

a. sure

b. sore

c. fall

As the sun will (8) _____ x 2

Part B

Listen carefully to the **SECOND** version of the song.
Circle the correct answers, fill in the blanks, and
put the lyrics in sequence as instructed.

Ever just the same

Ever a (5) surprise/uprise (circle the correct answer)

Ever as (6) _____

- a. before
- b. assure
- c. become

Ever just as (7) _____

- a. sure
- b. sore
- c. fall

As the sun will (8) _____ x 2

Part B



Listen carefully to the **SECOND** version of the song.
Circle the correct answers, fill in the blanks, and
put the lyrics in sequence as instructed.

Ever just the same

Ever a (5) **surprise**/uprise (circle the correct answer)

Ever as (6) **before** _____

a. before

b. assure

c. become

Ever just as (7) **sure** _____

a. sure

b. sore

c. fall

As the sun will (8) **rise** _____ x 2

(9) [1. It's sweet and strange
[2. Learning you were wrong
[3. Time as old as song
[4. Finding you can change
[5. Take as old as time
(put down 1/2/3/4/5 in the sequence that you hear)

Certain as the sun: x 2

Riding in the east

10. Take as old as _____
being as old as _____

a. sure, thrive
b. shine, vine

c. sky, light

11. _____ x 2

- (9) [] Bittersweet and strange
[] Learning you were wrong
[] Tune as old as song
[] Finding you can change
[1] Tale as old as time

(put down 1/2/3/4/5 in the sequence that you hear)

Certain as the sun x 2

Rising in the east

10. Tale as old as _____

Song as old as _____

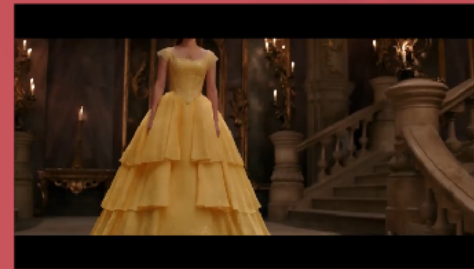
a. time, rhyme

b. shrine, vine

c. sky, light

11 . _____ x 2

- (9) [3] Bittersweet and strange
 [5] Learning you were wrong
 [2] Tune as old as song
 [4] Finding you can change
 [1] Tale as old as time
 (put down 1/2/3/4/5
 in the sequence that you hear)



Certain as the sun x 2

Rising in the east

10. Tale as old as time
 Song as old as rhyme

- a. time, rhyme
- b. shrine, vine
- c. sky, light

11. Beauty and the Beast x 2



Rhyme time

friends  bends

surprise  rise

least  beast

before  sure

scared  prepared

Rhyme is...

the same sound in the final
syllables of words.

Any more examples?

ABBA

Tale as old as time

Tune as old as **song**

Bittersweet and **strange**

Finding you can **change**

Learning you were **wrong**

A
B
B
A



ABBA

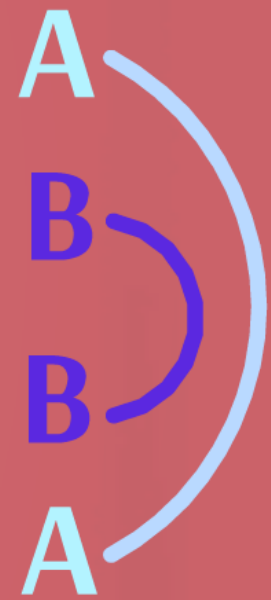
Tale as old as time

Tune as old as **song**

Bittersweet and **strange**

Finding you can **change**

Learning you were **wrong**



Ariana: Tale as old as time True as it can be Barely even friends Then somebody bends Unexpectedly	A+: Ever just the same, oh I: And ever a surprise A+: Ever as before Ariana: And ever just as sure A+: As the sun will rise Oh-oh-oh	Ariana: Tale as old as time John: Song as old as rhyme A+: Beauty and the Beast John: Woah Ariana: A-a-ay John: Beauty and A+: Beauty and the Beast
John: Just a little change Small to say the least Both a little scared Neither one prepared A+: Beauty and the Beast	Ariana: Tale as old as time, Tune as old as song A+: Bitter-sweet and strange Finding you can change Learning you were wrong, woah	
A+: Ever just the same Ever a surprise Ever as before And ever just as sure As the sun will rise Woah	John: Certain as the sun Ariana: Certain as the sun John: Rising in the east Ariana: Tale as old as time John: Song as old as rhyme A+: Beauty and the Beast	

Ariana: Tale as old as time
True as it can be
Barely even friends
Then somebody bends
Unexpectedly

A+J: Ever just the same, oh
J: And ever a surprise
A+J: Ever as before
Ariana: And ever just as sure
A+J: As the sun will rise
Oh-oh-oooh

Ariana: Tale as old as time
John: Song as old as rhyme
A+J: Beauty and the Beast
John: Woah
Ariana: A-a-ay
John: Beauty and
A+J: Beauty and the Beast

John: Just a little change
Small to say the least
Both a little scared
Neither one prepared
A+J: Beauty and the Beast

Ariana: Tale as old as time,
Tune as old as song
A+J: Bitter-sweet and strange
Finding you can change
Learning you were wrong, woah

A+J: Ever just the same
Ever a surprise
Ever as before
And ever just as sure
As the sun will rise
Woah

John: Certain as the sun
Ariana: Certain as the sun
John: Rising in the east
Ariana: Tale as old as time
John: Song as old as rhyme
A+J: Beauty and the Beast

I love my school

I want to say I love my school.
I think it's really very cool.
Now come and listen to my song —
I promise it won't take too long.

My school is cool, yeah, don't you know?
I'll sing it high, I'll sing it low.

My school is great, it's just the best!
From north to south and east to (1) _____ **west** _____
Now listen up, I'll tell you why:
My school's the best, and that's no (2) _____ **lie** _____!

My school is cool, yeah, don't you know?
I'll sing it high, I'll sing it low.

My classmates are all such good friends.
I always feel sad when the day (3) _____ **ends** _____
Our teachers help us write and read.
They want to see us all (4) _____ **succeed** _____.

My school is cool, yeah, don't you know?
I'll sing it high, I'll sing it low.

And after school there's lots to do —
Choir, swimming, basketball (5) _____ **too** _____
It's true my school is number one.
My friends and I have so much (6) _____ **fun** _____!

My school is cool, yeah, don't you know?
I'll sing it high, I'll sing it low.

west

fun

lie

ends

succeed

west

lie

too

run

ends

succeed

happy

wet

too

fun

friends



Singing contest



Objectives:

- By the end of the lesson, students should be able to:
 - identify the rhyming words by listening to a song and
 - apply the rhyme scheme (AABB) to complete the song lyrics.

Content:

1. Introduction to the lesson

2. Listening to the song

3. Identifying the rhyming words

4. Applying the rhyme scheme (AABB) to complete the song lyrics

Assessment:

1. Listening to the song and identifying the rhyming words

2. Applying the rhyme scheme (AABB) to complete the song lyrics

Resources:

1. Audio recording of the song

2. Lyrics of the song

3. Worksheet for identifying the rhyming words

4. Worksheet for applying the rhyme scheme (AABB)

Teacher's Role:

1. To introduce the lesson

2. To play the audio recording of the song

3. To guide the students in identifying the rhyming words

4. To guide the students in applying the rhyme scheme (AABB)

Students' Role:

1. To listen to the song

2. To identify the rhyming words

3. To apply the rhyme scheme (AABB) to complete the song lyrics

Learning Objectives:

1. To identify the rhyming words by listening to a song

2. To apply the rhyme scheme (AABB) to complete the song lyrics

Assessment:

1. Listening to the song and identifying the rhyming words

2. Applying the rhyme scheme (AABB) to complete the song lyrics

Resources:

1. Audio recording of the song

2. Lyrics of the song

3. Worksheet for identifying the rhyming words

4. Worksheet for applying the rhyme scheme (AABB)

Objectives:

1. To identify the rhyming words by listening to a song

2. To apply the rhyme scheme (AABB) to complete the song lyrics

Assessment:

1. Listening to the song and identifying the rhyming words

2. Applying the rhyme scheme (AABB) to complete the song lyrics

Resources:

1. Audio recording of the song

2. Lyrics of the song

3. Worksheet for identifying the rhyming words

4. Worksheet for applying the rhyme scheme (AABB)

Target students: S1

Module: 3013, school English

Unit: New words, old words

Task: Take as an exercise

Language focus: Listening to grammar

Previous knowledge:

- The students have learned the lesson of a song
- They have learned about rhyming words

Learning objectives:

- By the end of the lesson, students should be able to:
 - identify the rhyming words by listening to a song and
 - apply the rhyme scheme (AABB) to complete the song lyrics.

Music is a beautiful thing to my ears...

Do you like listening to songs? Do you like singing?
Do you sing often? Which is your favourite song?

