

## Using the TLM song in English.

Original idea from Steven Fawkes

This is one of a suite of teacher-generated resources we hope to build up with contributions from classrooms and teachers over time in a variety of languages. If you create any activity (however simple) in the style of THE LANGUAGE MAGICIAN, please consider contributing it!

Details of where these teacher-generated resources will be housed will appear on the TLM website:

<https://www.thelanguagemagician.net/>

The song is available in all of the languages of the project from:

<https://www.thelanguagemagician.net/>

(a music only version is also available there.)

The English version lyrics:

*Crocodile and cat and bear,*

*You can help them, trapped up there!*

*Horse and lion, dog, giraffe*

*You can stop the Wizard's laugh.*

*Use your magic from, from the farm*

*save your friends from evil, from evil harm*

*Language has the magic, the magic power*

*save them from the Wizard's, the Wizard's tower.*

*Crocodile and cat and bear,*

*You can help them, trapped up there!*

*Horse and lion, dog, giraffe*

*You can stop the Wizard's laugh.*

*Use your words to cast, to cast a spell*

*save them all, yes, the mouse as well.*

*Language has the magic, the magic power*

*save them from the Wizard's, the Wizard's tower.*

The song can be used flexibly, as teachers wish, but here are some suggestions of a teaching sequence in French. These steps might well be spread over a number of lessons. You can choose and adapt the tasks of course, and do not need to do all of them if you do not have time. They lead towards a class performance that might happen at a parents' evening, in a concert, at a school assembly or at a special event such a European Day of Languages.

1. Play the song to introduce the tune.



2. Use the TLM graphic to introduce the key vocabulary of the song in English , i.e.

*You can...*

And verbs: stop, use, save, help, and see.

And the names of the animals, etc. (Listen to / Play the song with pauses to focus on children's pronunciation.)

The vocabulary is :

*Bear*

*Cat*

*Crocodile*

*Dog*

*Friends*

*Giraffe*

*Horse*

*Lion*

*Magic*

*Mouse*

*Power*

*Tower*

*Words*

You might like to add a level of interaction by using sign language for reinforcing / practising the vocabulary. A good video BSL (British Sign Language) dictionary (containing all of these words) is here : <https://www.signbsl.com/>

Some teachers ask pupils to invent their own action for each animal /word.

3. When the class knows (most/all of) these words well enough to recognise them when they hear them , play the song and ask children to respond when they hear the names of the animals (listening acuity). They could respond simply by raising a hand, or by doing the signing if you have taught them the signs.

NB the rhythm of the song means the words come in quick succession! It is more practical to assign certain animals to certain pupils or groups of pupils, rather than asking individuals to respond to everything.

4. Empower the pupils to use the verb structure *You can ... / Can you ...?*+ infinitive reminding them of the usefulness of verbs in creating new sentences.

Use the graphic of the TLM game on a screen (Or stick images of the animals around the classroom walls) and ask the class 'Can you see ....the lion?' etc. Pupils respond in differentiated ways: simply by pointing non-verbally, or by pointing and saying 'There!' or 'It's there' or by saying 'It's in the middle / at the top', etc.' if you have taught positions and directions, etc.

5. Make this into a communicative task. If you have shown them the BSL signing you can set up a pairwork activity where Pupil 1 signs (Can you see .... + an animal / any other vocabulary they know) and Pupil 2 says in English what they think has been signed, or answers the question. This is an early step towards grammatical manipulation.

Ask pupils to make up other Can you..? questions including other verbs and vocabulary they have already met. How many questions can they make up?

5. Begin to introduce the written form of the words with more focus. On a different occasion, remind them first of their phonic knowledge of English, according to their experience. Especially:

Magic –e (crocodile)

Graphemes with variations such as –ear ('bear', but 'hear')

Graphemes with variations such as – gh ('laugh' but 'through')

Letter g variations - 'magic', 'language'

- ou- diphthong – 'mouse', 'house', but 'through' and 'bought'

Remind pupils of other words they have met with these features, or ask them to speculate how to pronounce words they have not met with the same features.

Play the song with the sound **off** and ask pupils to say the key words when they see them in the karaoke subtitles.

Also an opportunity to refer to the possessive 's

5. On another occasion revisit the spellings and phonics and ask the pupils to join in with the key words when you play the song with the sound **on**. They might also use the signing or actions.

6. The next step towards a performance would be to look at the whole text (available in all languages in the TLM Classroom Resources document available from the same website) and encourage pupils to interact with that, for example :

Speaking – reading some words / phrases / lines aloud as a group, or in pairs

- saying a word or group of words for other pupils to point out on the screen

- playing 'Twenty Questions – which word am I thinking of' (a word on the screen) for others to guess

Listening and reading – following the text

Listening and responding - saying the next word in the line when the teacher reads aloud and stops

Reading - scan the text for the words that mean the same as e.g. 'also'

Writing words – labelling a printout of the TLM logo with the names of the animals etc.

7. Plan a performance with the class and assign any tasks to groups to make the preparations.

'We are going to do a performance of the TLM song to show how good your English is. We need to

- learn the key words (or more/all of the words potentially)
- make sure we can say them with good English sounds

What can we do to make it visually interesting?'

Suggestions might include using the signs / actions, or creating animal masks to hold up at the appropriate times, or using puppet / model animals if you have access to these.

Combining the visuals with rehearsal of the language reinforces language learning features of phoneme/grapheme correspondence, pronunciation, intonation, listening to each other and potentially spelling.