

EVERYTHING AT ONCE

by LENKA

Grammar: comparisons, as...as, articles**Vocabulary:** animals, adjectives, nature objects, music**Communication skills:** making comparisons**Level:** Elementary

🎵 CD track 4

Teacher's notes

1. Revise *animal* vocabulary. You can arrange the revision as an auction (the one who calls an animal wins). For stronger classes you may also practice writing skills (spelling). In this case, divide your students into small groups / pairs. Give them a minute to write down as many animals as they can. Then collect papers and count the words. The word with a spelling mistake isn't scored. The team (group / pair) which gets more points wins.

2. Make enough copies of the **Appendix, p. 38** (one copy for a small group or pair). Cut and hand out the cards. Students shuffle them and put them in a pile face down. Tell your students that they are going to play the game. Demonstrate it by taking a card and making a sentence, e. g. *A mouse is grey (or A mouse is small), A tiger lives in the jungle*. Students play the game taking the cards in turns and making sentences. If a student's sentence is correct (s)he collects it. The one who gets more cards in a group is a winner. Monitor the game, correcting mistakes and helping with any vocabulary difficulties.

3. Tell your students that they are going to listen to a song. While listening they should put the cards in a line in order they hear the words on them.

4. Play the song. Then discuss the results and impression. Correct order: *fox – ox – hare – bear – bird – mouse – wolf – toad – tiger – whale*. You may play the recording for the second time pausing it after each 'animal word'.

5. Ask your students to look through the lyrics ignoring the gaps and trying to find one more animal (an insect) mentioned in this song. – *Bee*. Then do ex. 1.

6. Explain the task for ex. 2. Pay attention that there are some more words in the song which are not included in the ex. 1. Play the song again. Students listen to it filling in the gaps. Check the answers.

7. Introduce *as...as* structure.

8. Pay attention to articles. Students should find all the *as...as* structures. Then the students write out all the nouns from these structures into 3 columns: *a (an) | the | no article*. Find out the difference.

9. To practice *as...as* play a game. Copy **Appendix, p. 39** (one page for a group). Students shuffle word cards and put them in a pile face down. The other pile should contain the picture cards (*See 2 above*). A student takes two cards: one with a word, the second with a picture. Then (s)he should make a sentence. E. g.: *brave / wolf. I am as brave as a wolf (or The soldier is as brave as a wolf)*. If a sentence makes sense the student collects the cards. If not – puts them back. Encourage your class to make more sentences which make sense even in an ironic way. E. g.: *small / whale. A giant (Shrek) is as small as a whale*. When your students get familiar to this game they can write their own words on small pieces of paper and play with them.

10. You may also discuss the poetic language of this song. *Why is the sea scary?* etc.

11. Students can also try to write their own verse taking the song lyrics as an example.

Extra activity. To provide a revision of comparatives and superlatives make two copies of **Appendix, p. 38** for a small group / pair. Cut the cards put them face down. Students in turns take two cards and compare the animals printed on them. *Whales are bigger than mice*. If a student gets two similar cards (e. g. two whales) then (s)he makes a sentence with a superlative. *Whales are the biggest animals in the world*.

Answers

Ex. 1. Straight 5, brave 1, sharp 2, ugly 6, neat 4, scary 2

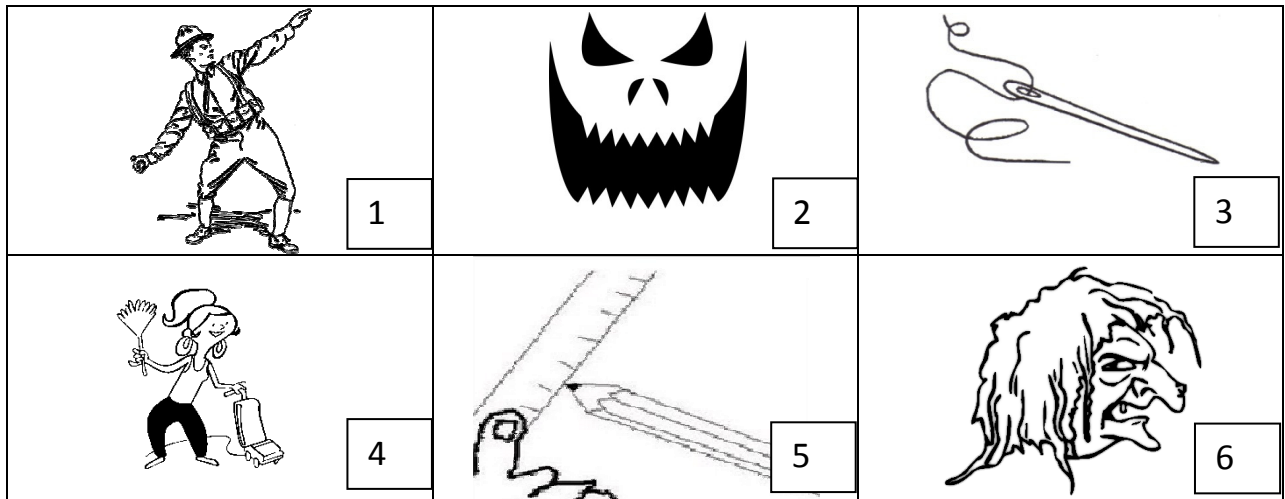
Ex. 2 Fast¹, neat², sharp³, song⁴, ugly⁵, scary⁶, time⁷, straight⁸, melody⁹

'*Everything at Once*' is a song by an Australian singer-songwriter **Lenka** (born Lenka Kripac). This song is from her second album **Two** (released in 2011). '*Everything at Once*' was used in a Windows 8 advert.

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1. Match the words and the pictures



Straight ____, brave ____, sharp ____, ugly ____, neat ____, scary ____,

2. Listen to the song and fill in the gaps. Some of them are given in Ex. 1

As sly as a fox, as strong as an ox
 As fast as a hare, as _____¹ as a bear
 As free as a bird, as _____² as a word
 As quiet as a mouse, as big as a house

All I wanna be
 Oh oh oh ohhhhh I wanna be
 Oh oh oh ohhhhh I wanna be
 Is everything

As mean as a wolf, as _____³ as a tooth
 As deep as a bite, as dark as the night
 As sweet as a _____⁴, as right as a wrong
 As long as a road, as _____⁵ as a toad
 As pretty as a picture hanging from a
 fixture
 Strong like a family, strong as I wanna be
 Bright as day, as light as play
 As hard as nails, as grand as a whale

Oh oh oh I wanna be
 Oh oh oh ohhhhh I wanna be

Oh oh oh ohhhhh I wanna be
 Is everything
 Everything at once
 Everything at once
 Oh everything at once

As warm as the sun, as silly as fun
 As cool as a tree, as _____⁶ as the sea
 As hot as fire, cold as ice
 Sweet as sugar and everything nice
 As old as _____⁷, as _____⁸ as a line
 As royal as a queen, as buzzed as a bee
 As stealth as a tiger, smooth as a glider
 Pure as a _____⁹, pure as I wanna be

Oh oh oh I wanna be
 Oh oh oh ohhhhh I wanna be
 Oh oh oh ohhhhh I wanna
 be
 Is everything
 Everything at once

