

QUIZZICAL LIMERICKS' TRIP

Focus: Reading comprehension on the topic 'The sights of London', decoding and analysing information, explaining choice and giving details, writing and discussion.

Time: 20-25 minutes.

Group size: 3-4 students.

Material: Copies of the page 'Poetry' from English Learner's School Newspaper, copies of the list of proverbs.

Procedure:

Step 1

Divide the class into groups of three or four.

Step 2

Give each group a copy of the page 'Poetry' from English Learner's School Newspaper.

Step 3

Explain the task to students. Say that the author has coded a trip with five limericks and entitled it 'Quizzical Limericks' Trip'. Ask students to follow the steps for decoding and analysing its information.

Step 4

Explanation.

Limerick – лімерик. The English like these short funny poems. Usually there are five lines in a limerick. The first line rhymes with the second and the last lines and the third line rhymes with the fourth line.

Step 5

Set a definite time limit. Students read 'Quizzical Limericks' Trip' and brainstorm their ideas about its place, places of interest and characters. Students write their ideas down.

'Quizzical Limericks' Trip'

Day 1

There once was a young lady in the place named Hyde.

She said, 'I will have the eye's ride.'

When she went there alone,

She couldn't find her phone.

Oh, poor, that young lady from Hyde.

Day 2

There were black ravens on the cloud,

And they were looking very proud.

For they said, 'In despite of the enemy's frown,

We won't break the Crown.'

Those remarkable ravens on the cloud.

Day 3

There was a nightingale in a cage,

That couldn't play without a stage.

The Globe turned round,

And audience's claps were so sound

For that nightingale in the cage.

Day 4

There once was a young man named Ben,

Who gazed at the great Ben.

That red house of wheels with Ben inside

Exhausted his will to his mind

To run a race with Big Ben.

Day 5

There was a lion in London Zoo,

That was crazy about tiramisu.

There was a terrible rush,

But the lion roared, 'Hush!'

And they thought, 'What a weirdo in London Zoo!'

Step 6

Students think of what happened from Day 1 to Day 5 and list their ideas and details.

Step 7

Give each group the list of proverbs. Students decide which proverb would be the most suitable for each limerick. There are two choices students do not need to use. They decode, analyse the information and explain their choice.

Time flies.	Час не стоїть.
United we stand, divided we fall.	В єднанні – сила.
Haste makes waste.	Скорий поспіх – людям посміх.
A word is enough to the wise.	Розумний схоплює з півслова.
Custom is a second nature.	Звичка – друга натура.
What we do willingly is easy.	Те, що ми робимо з радістю, легко вдається.
Rage is without reason.	Лють завжди буває дурною.

Step 8

Stop students at the end of the definite time limit, whether they have finished or not.

Step 9

All the groups compare their ideas to see how well they have done. While summing up the results, students discuss the following questions:

- What made it easy to guess?
- What made it difficult to guess?