

**The Boy and the Piano**  
Teacher's Notes

**Before the class**  
Make copies of p4

**Video** 1. Your Song  
2. The Boy and the Piano

**STEP 1**

Display the image on page 2 (or PPT slide 1). Put students in pairs/threes and get them to find as many connections as they can between the images. For example, *football matches and concerts often take place in a stadium*. Alternatively, students can connect the images by including them in a story.

**STEP 2**

After three minutes or so, stop them and get some feedback. Then tell them that there's something that connects all five photos. Display page 3 / PPT slide 2 and give students a minute to work it out.

**STEP 3**

**Answer** Elton John

**Photo 1** Elton John is a former chairman and owner of Watford Football Club (the team in yellow), and he is the honorary life-president of the club.

**Photo 2** The woman in the photo is Ellie Goulding, who recorded a cover version of Elton John's *Your Song* in 2010.

**Photo 3** EJ once said that he owned 250,000 pairs of glasses.

**Photo 4** *The Lion King* soundtrack contains songs composed and/or performed by EJ. He's also contributing to the live-action remake, which will be released in 2019.

**Photo 5** The performer at the piano is Lady Gaga, who has also covered *Your Song*. EJ learnt to play the piano at an early age.

**Photo 6** was taken at Elton John's wedding just after Ed Sheeran had just taken EJ's glasses. Ed Sheeran covered *Candle in the Wind*. EJ's 1997 version of the song, which he sang at Princess Diana's funeral, is the second best-selling single of all time, with 33m copies sold. The first is Bing Crosby's *White Christmas*, with an estimated 50m sales.

**STEP 4**

Say that students are going to watch Elton John performing one of his most famous songs on a British music programme. Play video 1 from the beginning to 01:38. Afterwards, they tell a partner which words they understood. No writing.

**STEP 5**

Divide the class into two groups, A and B, and give them copies of the corresponding lyrics (page 4). They work together to complete the gaps with any of the words that they remember from the first listening. Play the song again.

**STEP 6**

Pair a student from group A with one from group B. They check their answers.

**STEP 7**

Tell students that this song was used in an advert and show them the images on page 5 / PPT slide 3. Get them to tell the story represented by the images in the order they think is best.

**STEP 8**

Play video 2 from the beginning to 02:09, and show students page 6 / PPT slide 4 to check their answers.

**STEP 9**

Ask students to come up with a slogan for the advert. Get some feedback and then play the last few seconds of the video. What did students think of the advert? (In the UK, it has been criticised for not being "Christmassy" enough.)

**STEP 10**

Say that it's Christmas morning and you've just had a phone call from a friend whose Christmas Day plans have fallen through. You've invited this friend to your house and they're arriving in an hour. You've realised that you don't have a present for them. You don't want them to feel left out while everyone is opening their presents, so you run to the 24-hour shop and find only five things left on the shelves. Show students the images on pages 7 to 11 / PPT slides 5 to 9.

**STEP 11**

Display page 12 / PPT slide 10. Divide students into five groups and assign each group one of the gifts. They talk together to decide why this gift is the best one for their friend. They can use their mobiles to go online and find out more about their gift, and will need to summarise their reasons in one minute.

**STEP 12**

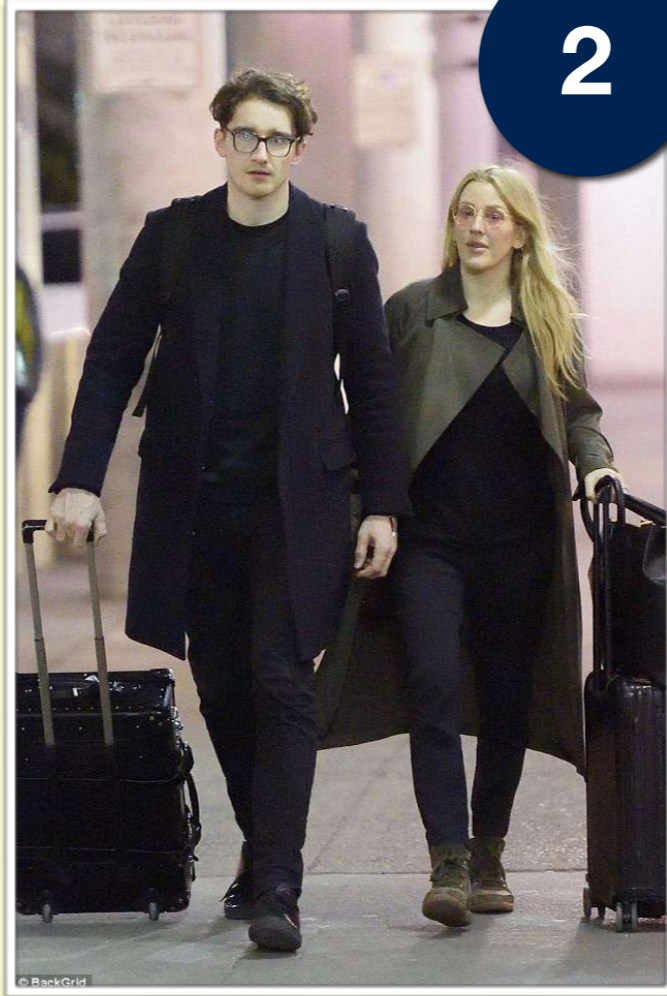
Regroup the students so that each gift is represented in the new groups. Each person has a minute to explain why their gift is the best choice. Once everyone has spoken, they have a discussion to choose the best and worst gift.

Find out which was the best and worst gift in each group and then ask them how well they think they did the task. Give some feedback. Possible areas include persuasive language, interrupting politely, agreeing and disagreeing and the use of comparatives and superlatives.

Finally, say that Ellie Goulding's version of *Your Song* was used in the 2010 John Lewis Christmas advert. Send students [the link](#) to watch it at home and report back on which one they preferred in the next class.



1



2



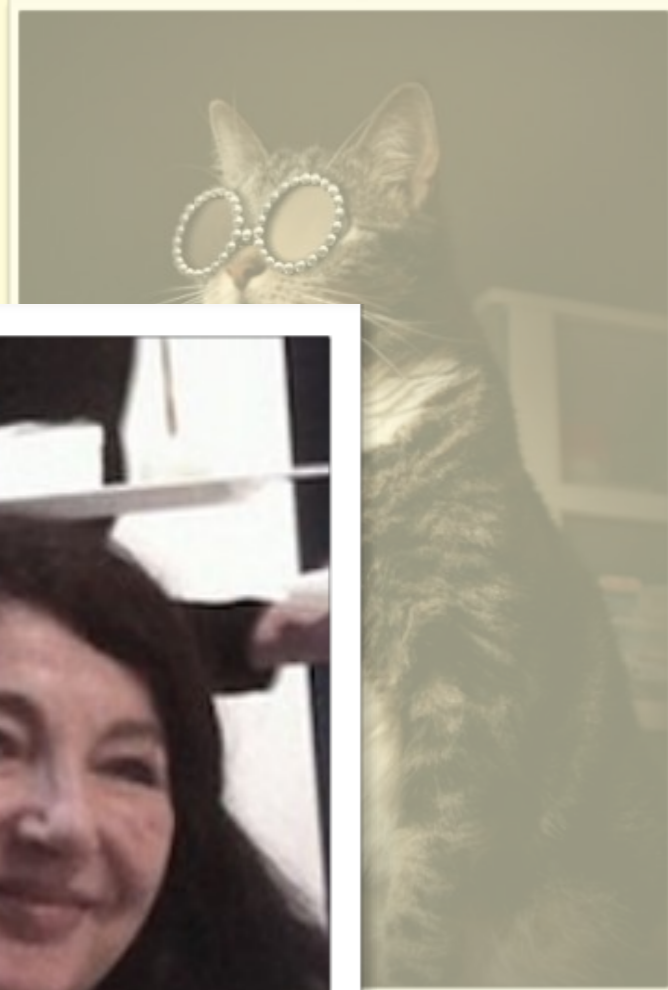
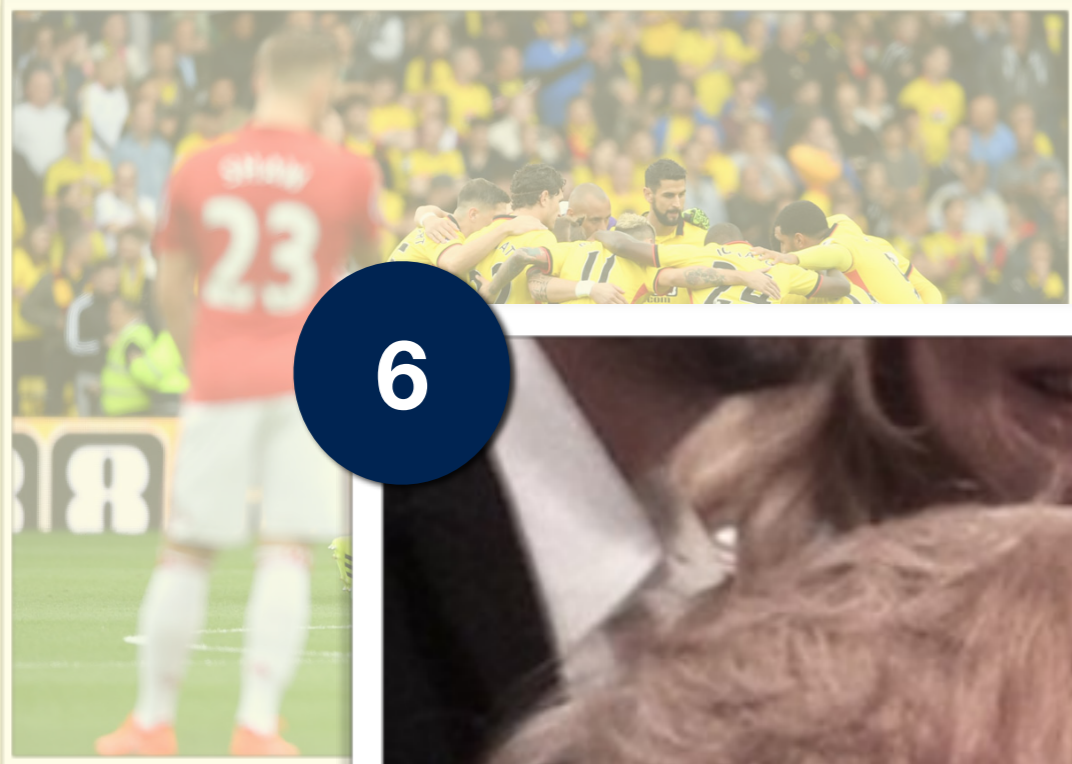
3



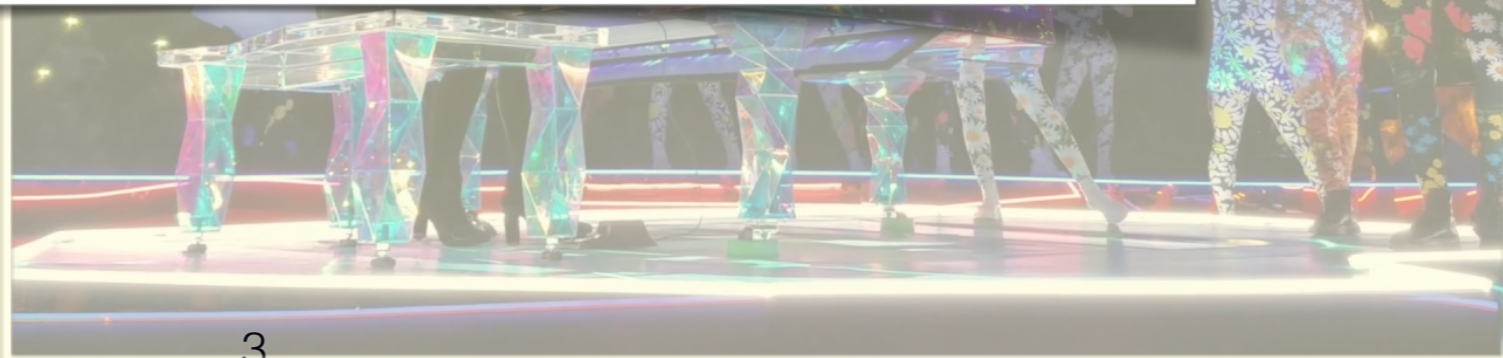
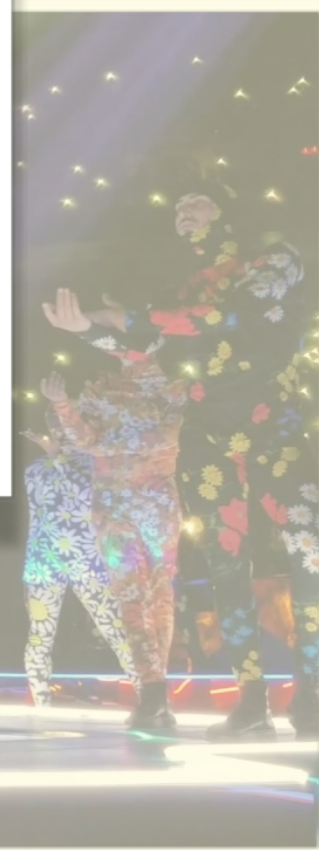
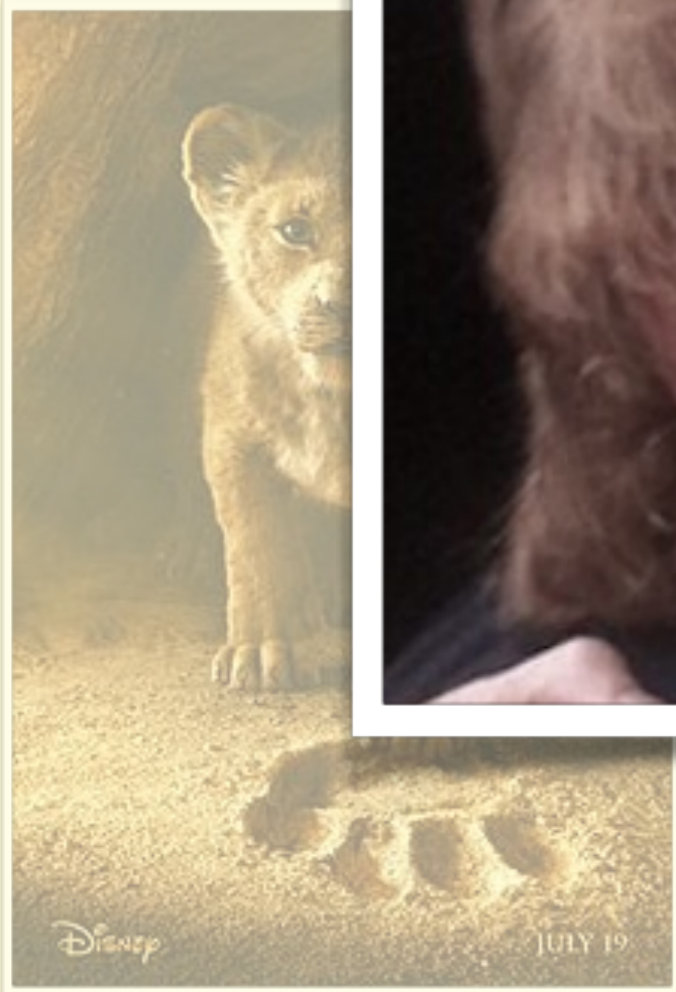
4



5



6



3

**Student A**

It's a \_\_\_\_\_, this feeling inside  
 I'm not one of those who can easily hide  
 I don't have much money but boy \_\_\_\_\_  
 I'd buy a big house where we both could live  
 If I \_\_\_\_\_, but then again no  
 Or a man who makes potions in a travelling show  
 I know it's not much, but it's \_\_\_\_\_  
 My gift is my song, and this one's for you  
 And you can tell \_\_\_\_\_  
 It may be quite simple, but now that it's done  
 I hope you \_\_\_\_\_, I hope you \_\_\_\_\_  
 that I put down in words  
 How wonderful \_\_\_\_\_ while you're \_\_\_\_\_

**Student B**

It's a little bit funny, this feeling inside  
 I'm not one of those who \_\_\_\_\_  
 I don't have much money but boy if I did  
 I'd buy a big house where we \_\_\_\_\_  
 If I was a sculptor, but then again no  
 Or a man who makes potions in a \_\_\_\_\_  
 I know it's not much, but it's the best I can do  
 \_\_\_\_\_, and \_\_\_\_\_' for you  
 And you can tell everybody this is your song  
 It may be \_\_\_\_\_, but now \_\_\_\_\_'  
 I hope you don't mind, I hope you don't mind  
 that I \_\_\_\_\_  
 How wonderful life is while you're in the world







**a selfie toaster**



**a cat toilet training kit**



"For those who dread being in fashion's doghouse, there is hope—in the form of an all-natural fiber that can help you put on the dog." —*People* magazine

# Knitting

WITH

# Dog Hair

Better a sweater  
from a dog you  
know and love  
than from a sheep  
you'll never meet



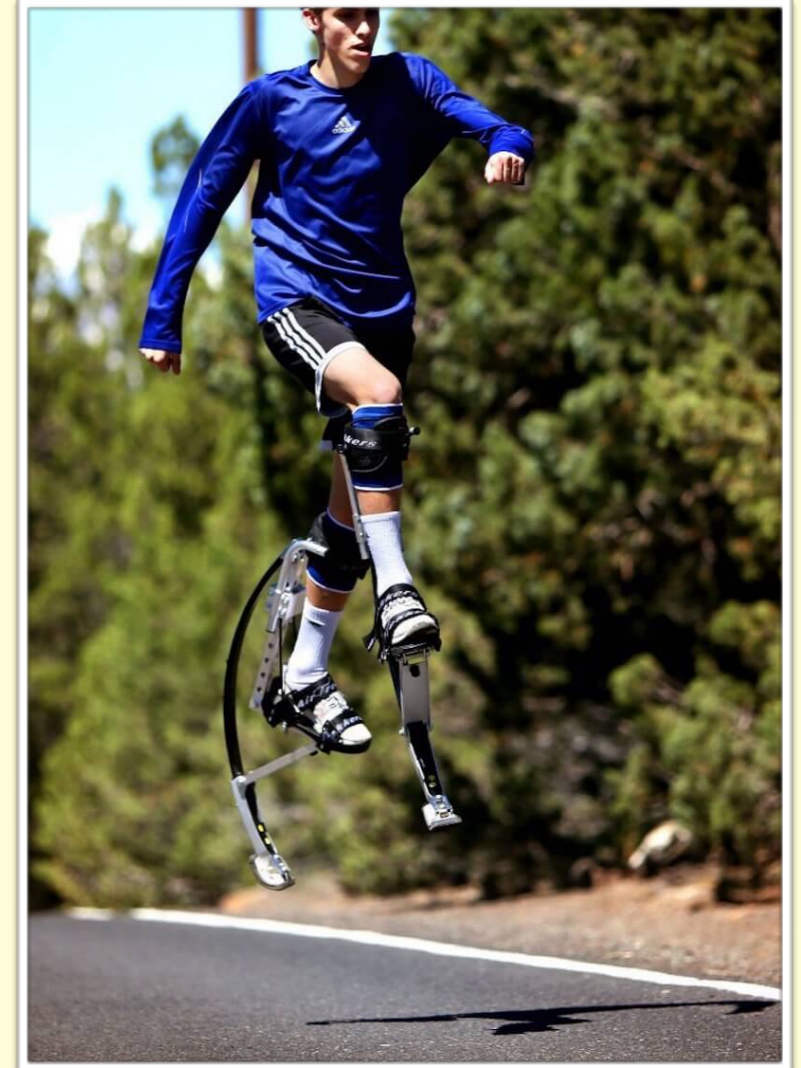
KENDALL CROLIUS *and* ANNE MONTGOMERY



**power jumping stilts**




**air-conditioned shirt**



For those who dread being in fashion's doghouse, there is hope—in the form of an all-natural fiber that can help you put on the dog. —People magazine

# Knitting WITH Dog Hair



Better a sweater from a dog you know and love than from a sheep you'll never meet

Stop VACUUMING and START KNITTING!

KENDALL CROLIUS and ANNE MONTGOMERY

