Working effectively with slow learners

“A relationship of trust and respect between the teacher and the student is probably the best way to activate (rather than impede) the crucial emotional areas of the brain.”

“Defensive” learning sees the foreign language as a vast set of sound and words and rules and patterns that are to be transferred from the teacher or the textbook into (or onto!) the mind of the student. In this view, the teacher – and, later on, the speakers of the language in the host country – are seen as hurling darts at the student. If a dart strikes an unprotected area (i.e., if the learner is unable to come up with the correct response in speaking or understanding), the experience is painful. Prabhu suggests that fellow students, among whom exist “likes and dislikes, loyalties and rivalries, ambitions and desires to dominate, injured pride and harboured grudge, fellow feeling and jealousy”, can be an ever “fiercer” source of threat. Similarly Clement, Dörnyei, and Noels tell us that classroom activities which expose students to negative evaluations by the teacher or by peers may promote anxiety, and that anxiety and self-perceptions may in turn affect achievement. What the learner tries to do, therefore, is to see to it that there are as few chinks as possible in her armour, or in Prabhu’s metaphor, she tries to build a shell around herself.


<table>
<thead>
<tr>
<th>Group work: What exactly are the problems concerning “slow learners”?</th>
</tr>
</thead>
</table>

Characteristics of slow learners (US study):

1. Functions at ability but significantly below grade level.

2. Is prone to immature interpersonal relationships.

3. Has difficulty following multi-step directions.

4. Lives in the present and does not have long range goals.

5. Has few internal strategies (i.e. organizational skills, difficulty transferring, and generalizing information.)

6. Scores consistently low on achievement tests.

7. Works well with "hands-on" material (i.e. labs, manipulative, activities.)


9. Works on all tasks slowly.

10. Masters skills slowly; some skills may not be mastered at all.
### Interventions to meet the needs of the Slow Learner

<table>
<thead>
<tr>
<th>Environment</th>
<th>Materials</th>
<th>Assignment</th>
<th>Management Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>change seating</td>
<td>use a variety: calculators, typewriters, learning games, etc.</td>
<td>simplify and/or shorten</td>
<td>employ direct, positive contact</td>
</tr>
<tr>
<td>reduce distractions</td>
<td>incorporate all learning styles (auditory, visual, kinesthetic)</td>
<td>make individual contracts</td>
<td>provide immediate feedback</td>
</tr>
<tr>
<td>cross-age tutors, aides, and peer-tutors</td>
<td>incorporate computers as a tool for instructions, drill, and reinforcement</td>
<td>require shorter tasks</td>
<td>call student's name or touch them before giving directions</td>
</tr>
<tr>
<td>allow for grouping with other classes</td>
<td>use advance organizers</td>
<td>give specific instruction</td>
<td>write directions on board or give each student a sheet of directions</td>
</tr>
<tr>
<td>compensate for physical problems of classroom</td>
<td>use heterogeneous grouping</td>
<td>have student repeat assignment directions orally</td>
<td>provide opportunity for built-in success</td>
</tr>
<tr>
<td>give the student time out of his seat to let off energy</td>
<td>provide guided practice for skills taught</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORKING WITH SLOW LEARNERS

- Reduce distractions by providing a quiet, private place to work.
- Emphasize strengths. Use lots of praise and reinforcement frequently.
- Make lessons short. Limit the working time and have several short work periods rather than one long one.
- Add variety to the academic routine. Do active things and use educational games, puzzles, and other techniques as much as possible.
- Work on material that is somewhat challenging but allows success. Work that is too hard or too easy is a turn-off.
- Make learning fun and comfortable. Your positive attitude is very important.
- Go over his/her daily work to reinforce the learning. Slower learners need repetition.
- Provide meaningful, concrete activities rather than abstract.
- Encourage your students to explore areas of interest to him/her. Career opportunities often come from these interests.

(Source: Material supplied by University of Central Florida, School Psychology/Counselor Education Programs--Dr. Carl Balado.)

What to do!

The three major components of teaching slow learners include:
1) making the abstract concrete,
2) not assuming generalization and
3) working toward automatization of basic concepts. In general, when teaching slow learners, make information as explicit and concrete as possible. If they can see it, touch it, or do it, then learning will be easier.

Methodisch-didaktische Prinzipien
Der Unterricht wird durch kleine Schritte gesteuert. Durch klare Aufgabenstellungen und Handlungsanweisungen.

Lehrperson drückt sich klar und eindeutig aus. Versucht möglichst viel zu visualisieren.

Besondere Betonung von Wortschatzarbeit (multi-sensory introduction, practice, revision).

Um Zeit für Wiederholungen und den Einsatz von Kurztexten (action stories / mini-texts zu gewinnen, werden bestimmte Units/Texte/Übungen im Lehrwerk ausgelassen.

Die Wiederholung von elementaren Strukturen bedingt auch, dass bestimmte Grammatikkapitel nur gestreift werden.

Schularbeiten betonen vor allem Hör- und Leseverstehen, die Manipulation von Texten (gapped texts, jumbled texts) und Wortschatzüberprüfung

First question: How are they learning?
Second question: What have they learned?
Working with words:

**Introduction of words/chunks of language:** use a multi-sensory approach

**Writing:** Look, copy, cover, write, check

**Vocabulary games:**
Mind reading: Teacher writes down ten words taken from the last three units/texts she has covered. Students (individually or in pairs) write down ten words (T ignores spelling at this stage) and they cross out the ones the teacher says. The student who has guessed the most words written by the teacher is the winner.

Teacher selects 5 words or phrases that are difficult for her students. T writes the first word/phrase on board. Students work in teams. Each team tries to form sentence with word or phrase. The first sentence is written on board. Teams now try to add words to make sentence longer. The last team to add a word is the winner.

Two teams of two or three students. Students go through their course books and make 10 simple drawings of words. The others have to say the words. The team that can say more words is the winner. Alternative: the teams do not draw, but the write sentences with gaps.

Clusters: T prepares worksheet with three clusters relating to three different topics. Each topic is written in the middle of the cluster. In a box on top of the page there are the phrases/words that go with each topic. They are in jumbled order. Students match the words/phrases with each topic.

Crosswords. Example from English with Crosswords (European Language Institute) 
**Handout**

The three new words I have learned. Students go through text(s) and choose three words which they say. T might write them down.

Write a vocabulary set on the board. Eg. Clothes, town, emotions, adjectives, food, furniture, verbs, jobs etc. Students stand in a circle: clap, clap (word) – click, click (students think) – clap clap (next word) – click, click

**Odd one out**
brother – uncle – sister – father – grandfather
June – May – January – Spring – July

T writes a sentence on the board, eg.: We had sausages and potatoes for dinner. Students have to say the sentence: quickly, slowly, angrily, sadly, happily, quietly, loudly, seriously, calmly, sleepily, fearfully, proudly, worriedly.

Lend and borrow. **Handout**
Working on the sentence level

Substitution tables
Various meaningful combinations should be possible
Game: A writes down sentence B says sentences until he/she has guessed B’s sentence. Then they change roles.

<table>
<thead>
<tr>
<th>you</th>
<th>tell my secret</th>
<th>I’ll</th>
<th>never talk to you/him/her/them again.</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>use my laptop</td>
<td>he’ll</td>
<td>put a new lock on my/his/her door.</td>
</tr>
<tr>
<td>If she</td>
<td>read my mail</td>
<td>she’ll</td>
<td>create a new password.</td>
</tr>
<tr>
<td>they</td>
<td>tells my secret</td>
<td>we’ll</td>
<td>not sit next to him/her/them in class any more.</td>
</tr>
<tr>
<td>uses my laptop</td>
<td>they’ll</td>
<td>be very angry.</td>
<td></td>
</tr>
<tr>
<td>reads my mail</td>
<td></td>
<td></td>
<td>never invite him/her/them to my place again.</td>
</tr>
</tbody>
</table>

7 Beispiele für Drills nach dem Muster von Stevick (do the drill, remember your favourite sentence, construct your own sentence, use sentence in conversation)

Have you ever ridden a camel?
Yesterday Ben and Sally went to see a film.
I think I’ll go to bed.
Shall I put the cheese in the fridge?
Where are Toyota cars produced?
Did you bring your DVDs?
How often do you eat fruit?

Working with texts:
Action stories

Throw your plastic bottle on the ground.
Stamp on it.
Pick it up.
Open the recycling container.
Help! There is a monster in the container.
Throw the bottle at the monster.
Close the container.
Listen!
You can hear the monster eating your bottle. Crunch, crunch.

Take a knife.
Cut an apple in half.
Take out the core.
Cut the halves into smaller pieces.
Put a piece in your mouth.
Swallow it.
Oh no. It’s stuck in your throat.
Drink some water.
Ah. It goes down.
After the teacher has concluded the basic procedure the students start doing some oral repetition. OHP (covering up of individual lines).
Next step: pair work. A says sentence/the whole series using handout/checking with OHP transparency, B acts it out. Then they take turns.
If students tend to ridicule one another activity needs to be dropped.

Variation: Pair work without the use of the book.

Pair work: one student writes down sentence. His/Her partner tries to guess the sentence.
Two ways of doing activity: 1 Both students have access to information (OHP, handout etc.),
2 They do it from memory.

Further activities: handout with jumbled sentences or gaps.

| Mini Stories – Group Work: objectives, method, evaluation |

3 Mini stories © Günter Gerngross

A young man was driving along a street in his car. He was hungry. Suddenly he saw this big advertisement for a hamburger. He looked at it too long and hit a tree. He got out of the car. The right light was damaged. He became very angry and ran over to the advertisement. He punched it hard. Then he screamed. His hand hurt terribly. In hospital the doctor told him that he had broken two fingers.

One Saturday afternoon I went to see my friend Jeff. We played computer games in his room. Suddenly I realized that Jeff was biting his fingernails. “Hey, I said, “what’s the matter?” First he didn’t want to tell me. But then he said, “I didn’t tell my parents about the maths test.” “Let’s tell them now,” I said. First he didn’t want to, but then we went downstairs and he told his parents. Before his parents got angry I said, “I’m going to help Jeff with maths.” And so I did. And Jeff was very glad when he had a good mark on the next test.

On cold December evening Mr and Mrs Benson went to a restaurant. They had a wonderful dinner. After dessert Mr Benson paid, got the coats and they left the restaurant. When Mrs Benson took off her black coat at home she realized that it was not her coat. It was a little bit bigger. Mr and Mrs Benson quickly drove back to the restaurant, but they couldn’t find her coat. The next day Mrs Benson went to the dentist. On the coat rack she spotted a black coat that looked like her coat. She put it on. It was her coat. She hung up the other coat. Suddenly the door of the dentist’s surgery opened and a lady came out. She put on the black coat on the rack. Then she turned out to Mrs Benson and said, “It’s strange. When I put on my coat last night in the restaurant I thought I had suddenly put on a lot of weight.”

Methodology (lots of variations possible)
1 Pre-teach key vocabulary
Use multi-sensory approach
Memory hooks are important for difficult words. Find a good sentence with the word in a memorable context. If possible, students act sentence out.
Keep students on their toes
Use novel commands

2 Teacher tells mini story. He/She might use simple drawings.
3 Teacher tells story a second time.
3 a Teacher says text with mistakes in it. Students correct.
3 b Teacher says sentences with gaps in them.
3 c Teacher asks questions
4 Volunteers retell the story (no correction when there are mistakes) relying on their memory only or using key words, which are erased after some time.
5 Story retelling in pairs
6 Students tell story as fast as they can.
7 With the help of the teacher the students make up similar stories, find a new ending, a different ending etc.
8 Text is handed out. Various tasks follow: text with gaps, jumbled sentences, questions, true/false, dictation

Correction: Teacher may restate correctly what student has said in the target language. Overt correction is not helpful since there are not enough “attention units” available to process correction.

Dictation
Students work in groups of 5-7 depending on the text. Each student gets one line of a short text. Each student dictates his line to the others. Then they try to put the text together.

Longer narrative texts:
Examples from You and Me 3 Unit 7, p.61, Y&M 4 Unit 4 p. 43
The Blob Handout
Vacation in Florida Transparency

Dialogues

The Tattoo (3. Klasse)
© Gerngross/Holzmann/Puchta

A That's a nice tattoo. I'm not allowed to have one.
B I like it, too. Did it hurt?
C No, it didn’t hurt at all. It’s fake.
A Really? Where did you get it?
C At the newsagent’s.
A I think I’m going to get one too.
B Why?
A To scare my mum.
Vorentlastung durch Drill:
I'm not allowed to have a …
Did it hurt? No, it didn't.
Did you buy the bike? No, I didn't. Buy the bike/ see the film/ watch the game/ play football/go shopping/ go to the party/etc.
Where did you get the tattoo? /the CD/the book/the …
I think I'm going to get the CD/ the book/the sticker/the T-shirt/the pen/the … too.

Talking about films (3. Klasse)
© Gerngross/Holzmann/Puchta

A Have you ever seen Jaws?
B Yes, I have.
A What did you think of it?
B I didn't like it very much. It was a bit boring.
A No way! I thought it was really exciting. It's the scariest shark film ever!

A Have you ever seen Babe?
B No, I haven't. Is it any good?
A Yes, it's great. It's the cutest film in the world .
B What about Babe II?
A It's OK, but Babe is funnier than Babe II.

A Have you seen Shrek II?
B Yes I have. I loved it.
A It's OK, but it's not as good as Shrek.
B I don't agree. I think it's better than Shrek.

Monologisches und dialogisches Sprechen

T chooses a painting that makes her think of a story. Tell your students that you were looking at painting when the following story came into your mind. Tell the story. Ask the students to describe the picture that inspired the story. Write helpful language on board. Example: Edward Hopper (1882-1967) Handout

Students write short text, if possible using a PC. Teacher corrects texts and prints them out. Students read out their texts. The other students ask questions. Helpful language on board.

Listening comprehension
Example: Advanced test
What can be done to make listening texts more accessible?

Advance organizing
Grammar
Games
Animal guessing

Object guessing

Guess what I was doing on Friday at 9. Were you brushing your teeth?

When do you use it? Where do you use it? Why do you use it?

Do you schlop at home? (Coffee pot)

Who am I?

Catch the ball (elementary to advanced) Students and the teacher stand in a circle. A ball is tossed to a student and the teacher asks a question, e.g: “What’s your favourite film?/series on TV? The student responds and throws the ball back to the teacher. The teacher then throws the ball to another student and asks another question.

Guess what I’m doing? Students mimes action. Are you riding a horse? Etc. (Variation: You were riding a bike.)

Loop game. Handout.

You always, often, sometimes, hardly ever, never ....

Teaching Grammar Creatively: His ears are bigger than plates.
Second form

Holiday story
It was the first day of the new school year. All the kids were really excited. There were a lot of holiday stories to tell. Everyone wanted to talk.
The new teacher, Miss Cross, asked everyone to sit down and listen.
‘OK,’ she said. ‘Who wants to tell me about their holidays?’
Twenty arms went up in the air.
‘Let’s start with Sara,’ said Miss Cross.
We didn’t hear any other stories in that lesson.
Sara’s family always go somewhere exciting for their holiday. This year was the same.
‘My family – that’s me, my mum, my dad and my five-year-old brother Michael – went to Australia,’ she said. ‘We went to North Queensland. It was really beautiful and we had a great time swimming in the sea and playing on the beach.’
‘Boring!’ said Andrew Wilson.
‘Sh!’ said Miss Cross. Sara went on.
‘One day, my brother was near the sea on his own. When he came back, he had a beautiful shell in his hand. He showed it to us.’
‘So what?’ said Andrew Wilson.
‘Well, I saved my brother’s life.’
‘I don’t believe you,’ said one boy.
‘How?’ shouted another.
‘My brother looked in the shell. He told us there was a strange blue and yellow thing inside. He started to put his fingers inside. He wanted to pull it out. Then I remembered about the blue-ring octopus.’
‘The what?’ Andrew Wilson said.
‘The blue-ring octopus – I read about it before we went. It lives in the sea, near Australia and Japan. It’s small, but it’s really poisonous. It can kill you with one bite. I hit my brother’s hand and the shell fell onto the sand. Then we saw a small blue and yellow octopus come out of the shell. Of course, we didn’t touch it.’
‘We don’t believe you,’ said lots of the students.
‘There’s no octopus that’s so small or dangerous,’ said Andrew Wilson.
‘There’s one way to find out,’ said Miss Cross. ‘Let’s go to the internet!’

Find the past tenses of these verbs in the text. Underline them and write them in your exercise book.
be 
tell 
save 
want 
say 
fall
ask 
shout 
show 
read 
go 
hit
show 
remember 
come 
have

Look at the webpage for the blue ring octopus. Was Sara telling the truth?
The Blue Ring Octopus is very dangerous. It lives in warm water off the coast of Australia, New Guinea, Indonesia, and the Philippines. It lives for about 2½ years.
The Blue Ring Octopus has blue rings on its body and on its eight arms. It’s about the size of a golf ball. It’s dark yellow, but when you attack it, it turns bright yellow. The rings turn bright blue.
The Blue Ring Octopus hunts during the day. It eats fish. It bites the fish and kills them with its poison. The Blue Ring
Octopus also uses the poison to kill attackers. The poison is so strong and dangerous that it can kill a man. There is no medicine against the poison.

Complete the questions with the question words in the box.

<table>
<thead>
<tr>
<th>How</th>
<th>What</th>
<th>Where</th>
<th>When</th>
<th>How</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>_____</td>
<td>does the blue-ringed octopus live?</td>
<td>2</td>
<td>_____</td>
<td>long does it live?</td>
</tr>
<tr>
<td>3</td>
<td>_____</td>
<td>many legs has it got?</td>
<td>4</td>
<td>_____</td>
<td>colour is it?</td>
</tr>
<tr>
<td>5</td>
<td>_____</td>
<td>does it hunt?</td>
<td>6</td>
<td>_____</td>
<td>does it eat?</td>
</tr>
</tbody>
</table>

Write the answers to the questions.

Write a short text about your summer holidays.

Text 1
This year my family stayed at home. I got up late every day. In the mornings I usually watched TV. After lunch I played volleyball or went swimming with my friends. In the evenings I played on my computer or watched more TV. I sometimes went to the cinema with my brother. It was the perfect holiday.

Text 2
I went to Italy with my family for two weeks. We spent one week in Rome and one week on the beach near Rome. In Rome we saw a lot of famous buildings and museums. It was very interesting but I was very tired at the end. The beach was great. I swam in the sea and played volleyball every day. I met a lot of nice Italian kids but I didn’t speak Italian. We spoke in English! I loved my holidays.

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Third form

If you break a mirror,
you’ll be out of luck for seven years,
if you talk about ghosts,
they’ll appear at night,
if a man in a hat points at you,
you’ll fall ill,
if you hear an owl at night,
someone in your family will die,
if you find a spider in your shoe,
you’ll win a lot of money,
but if you forget all that nonsense,
you’ll find a pot of gold at the end of a rainbow.

© Gerngross G. / Holzmann C. / Puchta H.
Reading

1 Read this newspaper article about a strange coincidence.

**Easter accident**

**FLITCHAM, England**

It was a bad start to the Easter holidays for twin sisters Lorraine and Levinia. They ended up in hospital on Sunday because they crashed into each other’s cars while they were taking cakes to each other’s houses. The accident happened on a wet country road on Easter Sunday. The 31-year-old sisters were driving in their cars. Lorraine had a carrot cake for Levinia, Levinia had a chocolate cake for Lorraine.

"People say that twins sometimes do the same things at the same time," said their mother, Joan. "It’s really strange that they crashed into each other. But it’s even stranger that it happened at this time of year!"

“We did not believe it when we first heard of the accident. We thought it was a joke,” a spokesman for the police said. "When we found out their surnames, we really couldn’t believe it. The two sisters’ names were — Lorraine and Levinia Easter!"

2 Match the questions to the answers.

1 Who are Lorraine and Levinia Easter?
2 Why did they end up in hospital on Easter Sunday?
3 Where was Levinia driving to?
4 Where was Lorraine driving to?
5 Why were they driving there?
6 Why was it really strange that it happened at this time of year?

a Each of them wanted to take a cake to their sister’s house.
b Their family name was Easter, and it happened on Easter Sunday.
c She was driving to Levinia’s house.
d They are twin sisters.
e She was driving to Lorraine’s house.
f They had a car accident.

*WB p.37*
1 Before you read, look at the picture. Where can you find a tomb, a mummy and treasure? Then try to quickly find the answers to these questions in the text:

1. What was Howard Carter's wish when he was a boy?
2. What did he find in November 1922?
3. Why did the men say "Don't open the tomb?"

2 Read the text.

The Story of Howard Carter

Howard Carter was born in England in 1874. He was very interested in history. When he was a boy, he had one wish – he wanted to find the tomb of Tutankhamen. Another Englishman, Lord Carnarvon, had the same dream. He gave Howard Carter some money to look for the tomb.

On November 4th 1922, Carter found the tomb of a Pharaoh. One of his men said: "Don't open the tomb! There is a curse on the tomb – the curse of the Pharaoh! It can kill hundreds of people."

But Carter didn't listen. He sent a telegram to Lord Carnarvon in England. Carnarvon arrived in Egypt on November 26th. Carter made a hole in the door of the tomb. He took a candle and looked inside. Carter saw wonderful things. In the tomb there was lots of treasure. There was also the mummy of the boy-king, Pharaoh Tutankhamen!

A few days later an insect bit Lord Carnarvon on the left cheek. He became ill and died.

When the workmen took off the bandages from the mummy of Tutankhamen, they saw that there was also a wound on the Pharaoh's left cheek. Was there really a curse of the Pharaoh?

3 Put the sentences in the correct order to get a summary of the story.

He wanted to find the tomb of Tutankhamen.
An insect bit Lord Carnarvon and he died.
Howard Carter sent a telegram to Lord Carnarvon.
1 When Howard Carter was a boy, he had a wish.
Then one day, his men found a tomb.
They found lots of treasures inside, and the mummy of Tutankhamen.
Lord Carnarvon gave him money to find the tomb.
Listen and read.

Rick: What are you reading?
Claire: It’s an article about UFOs.
Rick: Oh yeah? I saw a UFO yesterday. In Ashley Road.
Claire: What?! That’s near my house.
Karen: Why were you in Ashley Road?
Rick: I was walking home. It was about 4 o’clock. And suddenly I saw a huge silver thing in the street.
Oliver: You’re joking!
Rick: No! It was blocking the street. Then two weird men came out. They were wearing strange silver clothes.
Claire: Just a minute! This was yesterday?
Rick: That’s right.
Claire: The gas company was in Ashley Road yesterday. They were looking for gas leaks!
Oliver: So – the aliens were men from the gas company!
Karen: Ha, ha, Rick. Very clever!
Claire: Yeah – brilliant!
2 Choose the correct option.

1 Rick was walking down Ashley Road yesterday / on Tuesday.
2 He saw a silver thing that was very small / very big.
3 The silver thing was flying / blocking the street.
4 The two men were wearing very strange clothes / black clothes.
5 The gas company was in Rick’s road / Claire’s road.
6 The men in silver clothes were aliens / from the gas company.

Get talking | giving reasons

3 Listen and repeat.

A Why didn’t you go to school?
B Because I’ve got a cold.
A Why were you on the Internet for an hour?
B Because I had to answer 50 emails.

4 Listen to the dialogues. Then match the questions and answers below and act out dialogues like the ones in Exercise 3.

1 Why do you never eat ice cream?
   a Because I was too tired.
2 Why didn’t you go to the cinema?
   b Because it was my birthday.
3 Why didn’t you go to school yesterday?
   c Because I think it’s great.
4 Why did your parents take you out?
   d Because I don’t like him.
5 Why do you always listen to hip-hop?
   e Because I was feeling ill.
6 Why don’t you talk to Steve?
   f Because I really hate it.
The Tattoo
A  That’s a nice tattoo. I’m not allowed to have one.
B  I like it, too. Did it hurt?
C  No, it didn’t hurt at all. It’s fake.
A  Really? Where did you get it?
C  At the newsagent’s.
A  I think I’m going to get one too.
B  Why?
A  To scare my mum.

Talking about films
A  Have you ever seen Jaws?
B  Yes, I have.
A  What did you think of it?
B  I didn’t like it very much. It was a bit boring.
A  No way! I thought it was really exciting. It’s the scariest shark film ever!

A  Have you seen Shrek II?
B  Yes I have. I loved it.
A  It’s OK, but it’s not as good as Shrek.
B  I don’t agree. I think it’s better than Shrek.
Chant 6  Where did you see the goat?

Where did you see the goat, the goat?
Where did you see the goat, the goat?
In a boat, in a boat.
I saw the goat in a boat, in a boat.

Where did you see the frog, the frog?
Where did you see the frog, the frog?
On a log, on a log.
I saw the frog on a log, on a log.

Where did you see the duck, the duck?
Where did you see the duck, the duck?
In a truck, in a truck.
I saw the duck in a truck, in a truck.

Where did you see the chick, the chick?
Where did you see the chick, the chick?
On a stick, on a stick.
I saw the chick on a stick, on a stick.

Where did you see the fox, the fox?
Where did you see the fox, the fox?
In a box, in a box.
I saw the fox in a box, in a box.

Where did you see the bear, the bear?
Where did you see the bear, the bear?
On your chair, on your chair,
I saw the bear on your chair.

A goat in a boat,
a frog on a log,
a duck in a truck,
a chick on a stick,
a fox in a box,
a bear on my chair,
oh yeah!