**English Unit Stage 3**

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| **Concept Focus: Representation/Symbolism** | **Duration: Term 4 (10 Weeks)** |
| **Explanation of unit/overview**  The unit focuses on imaginative, informative and persuasive texts to understand representation and symbolism. It explores the ways ideas are portrayed and represented in texts, using language devices, forms, features and structures of texts to create specific views of characters, events and ideas. | **What do I want the students to learn? (deep knowledge or enduring understanding)**  Texts contain symbols and representations that are aimed at deepening our awareness of intended messages. Authors rely on our interpretation of these symbols and representations to add both depth and scope to the overall meaning of texts, as well as means of justifying our interpretations of texts.  **Why does the learning matter?**   * By understanding the concepts of symbolism and representation, students will be able to: * Identify language that portrays characters, events and ideas in particular ways * Recognise opinions, bias and stereotyping and how these are used in a variety of texts * Determine the response that the author is trying to elicit from the language choices offered * Deepen their understanding of the importance of looking at texts in both holistic and specific manners |

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| **Resources** | |
| **Spoken Texts**  **Print Texts**  **Visual Texts**  **Media, multimedia, digital texts** | True Blue – Song (John Williamson)  Mike (Brian Caswell)  Seeking Refuge <http://www.literacyshed.com/the-thinking-shed.html>  Rabbit Proof Fence |

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| **Outcomes (knowledge, skills and understanding)**  (Always include a C, D & E outcome to support A & B outcomes) | | **Assessment Overview** |
| EN3-1A | Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features | What do I want the students to do or produce?  How well do I expect them to do it? (explicit quality criteria) |
| EN3-2A | Composes, edits and present well-structured and coherent texts |
| EN3-3A | Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies |
| EN3-5B | Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts |
| EN3-6B | Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies |
| EN3-7C | Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts |
| EN3-8D | Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts |
| EN3-9E | Recognizes, reflects on and assessed their strengths as a learner |

**Program Adjustments**

Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content.

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| **Naplan target area/s:**  infer motivations or intentions  interpret dialogue  interpret the significance of an event  identify the main idea of a paragraph and the main purpose of the text  link and interpret information across the text  use text conventions to locate a detail  locate and interpret directly stated information, including the meaning of specific words and expressions  identify the main message of the text, and the purpose of parts of the text  interpret the main idea of a paragraph, infer the writer's point of view  identify and interpret language conventions used in text  identify the common theme in writing | **Quality Teaching Elements:** | | |
| **Intellectual Quality**  Deep knowledge  Deep understanding  Problematic knowledge  Higher Order Thinking  Metalanguage  Substantive Communication | **Quality Learning Environment**  Explicit quality criteria  Engagement  High expectations  Social support  Student self-regulation  Student self-direction | **Significance**  Background knowledge  Cultural knowledge  Knowledge integration  Inclusivity  Connectedness  Narrative |

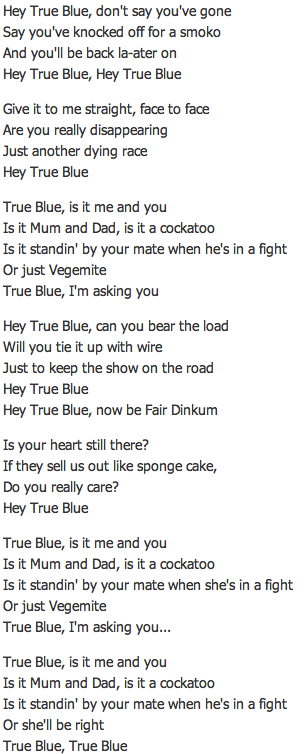
**Class Organisation**

Appropriate materials and resources to support teaching and learning activities will be available for use throughout lessons. Teacher consideration will be given to students’ individual communication strategies, including verbal and non-verbal communication systems to ensure effective understanding of concepts, and content being taught. Teacher ensures a wide range of appropriate learning activities with structured opportunities for guided and independent practice and effective feedback are given and provided throughout each lesson. Teacher provides all students with a range of different learning opportunities such as group work, peer or volunteer tutoring and other individual assistance.

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| **MARKERS** | **Cluster 11** | **Cluster 12** |
| **Reading Texts** | * Reads for sustained periods (20–30 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days. * Confidently engages with a wide range of authentic texts, e.g. newspapers, TV documentaries, websites and chooses reading pathways appropriate to the purpose for reading/viewing. * Monitors reading for accuracy and meaning and adjusts reading when difficulties are encountered, e.g. adjusts speed, rereads and attends to most important information. * Manipulates multiple texts that include a variety of purposes and modes to locate information for a specific purpose. * Uses text navigation skills such as skimming and scanning to efficiently locate specific information in literary, factual and electronic texts. | * Reads increasingly longer novels and subject texts using a range of effective word identification strategies to maintain meaning. * Reads, views and uses a wide variety of literary and factual, print and electronic texts with increasing autonomy, e.g. extended novels and information texts, video documentaries, multimedia and performance texts, graphic material. * Reads more demanding subject texts that have increasing levels of technicality and abstraction. * Monitors reading for accuracy and meaning by selecting and using appropriate higher order word identification skills such as knowledge of word origins and analogy. * Confidently adjusts the chosen reading/viewing pathway to achieve the intended purpose in literary and factual, print, electronic and multimodal texts. |
| **Comprehension** | * Analyses and evaluates the ways that inference is used in a text to build understanding. * Re-examines sections of texts for evidence to support interpretations and opinions. * Evaluates a personal interpretation of a text by critically re-examining evidence within the text. * Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text. * Analyses texts to explain and compare how audience, purpose and context influence texts. * Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented. * Analyses and responds to language and grammatical techniques used to influence an audience. * Analyses and compares how information and ideas are presented in a range of texts on the one topic. | * Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. * Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations. * Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented. * Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented. * Interprets texts by identifying and discussing multiple purposes within the same text. * Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic. * Analyses texts to compare how language structures and features |
| **Vocabulary**  **Knowledge** | * Makes effective word choices in response to purpose and audience when creating texts. * Demonstrates understanding of new words for new concepts. * Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. * Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer’s writing. | * Uses new words for known concepts, e.g. *blissful* for *happy*. * Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics. * Accurately uses the vocabulary associated with digital technology and electronic texts. * Draws on knowledge of word origins to work out meaning of new words. |
| **Aspects of Writing** | * Writes coherent, structured texts for a range of purposes and contexts. * Deliberately structures language in a way that creates more cohesive imaginative, informative and persuasive texts. * Shows awareness of accurately acknowledging sources in relevant texts. * Refines writing in response to feedback. * Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative. * Uses topic sentences and appropriately organises main and subordinate ideas. * Experiments with using complex punctuation to engage the reader and achieve purpose. * Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words. * Writes fluently with appropriate size, slope and spacing. * Uses word processing programs confidently and accurately, integrating various functions. * Plans and designs more complex multi modal texts. | * Writes sustained texts for a wide range of purposes. * Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience. * Creates well-planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation. * Critically reflects on effectiveness of own/others’ writing and seeks and responds to feedback from others. * Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience. * Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses. * Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses. * Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables. * Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact. |

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| **Students with IEPs** | **Students with PLPs** |

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| **Outcomes and Content** | **Teaching and Learning Activities**  **Text:**  True Blue – John Williamson  Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Assessment** | **Evaluation / Registration** |
| EN3-1A  participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)  EN3-3A   * recognise how aspects of personal perspective influence responses to text * summarise a text and evaluate the intended message or theme * analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts   EN3-6B   * understand that language is structured to create meaning according to audience, purpose and context * understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts   EN3-7C   * interpret events, situations and characters in texts * explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience * think critically about aspects of texts such as ideas and events | **Orientation**  In pairs or small groups, have students brainstorm typical Aussie Icons – products/items that represent Australia – share and locate images for the Smartboard (SmartNotebook File – Term 4 2014 English)  Discuss  Have students again with a partner or small group brainstorm typical Aussie vocabulary and sayings – along with what they mean  Share and discuss  **Monitoring**  Present the lyrics of the song ‘True Blue’ to students.  In pairs or small groups, ask students to read through the lyrics paying particular attention to the following vocabulary:  true blue  knocked off  smoko  vegemite  fair dinkum  sponge cake  cockatoo  she’ll be right  Students are to circle these words/phrases and write down what they think they represent in terms of the overall context of the song  Share and discuss as a class  **Summarising**  Watch and listen to the clip of the song. With a knee-to-knee partner, students discuss the overall mood of the piece and the feelings that the musician wants us to feel.  As a class discuss how this might change the interpretation of some of the symbols from the song. | Students to write a short paragraph that summarises the intended message of the song, making reference to some of the symbols and representations of Australian icons within the lyrics. |  |
| **Outcomes and Content** | **Teaching and Learning Activities**  **Text:**  Mike by Brian Caswell  Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Assessment** | **Evaluation / Registration** |
| EN3-1A  participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)  EN3-2A   * understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas * experiment and use aspects of composing that enhance learning and enjoyment * identify and explore underlying themes and central storylines in imaginative texts * understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language   plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)   * understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration | **Chapter 1: Exile**   * What does exile mean? (monitoring) * What does Sandy represent? What was she a symbol of? (questioning) * Discuss the disconnectedness of the final sentence and its relevance to the chapter (making connections)   **Chapter 2: View from the Window**   * draw the scene from the perspective of the old woman (visualising)   **Chapter 3: Victim Material**   * make predictions about “the plan” (predicting) * explain “he was a symbol of everything I hated about Sydney” (questioning)   **Chapter 4: Dutch Coffee**   * what does Mike realize about adults and his mother in particular as a result of visiting with Riny? (questioning)   **Chapter 5: Shane “the Pain”**   * what do you think a typical day is like for Mike at school with Shane? (questioning) * define bullying as a class (monitoring)   **Chapter 6: The Dog’s Tail**   * explain the importance and the symbolism behind Gretchen’s tail wagging (questioning, summarising) * make a list of how other animals show their like or dislikes (making connections)   **Chapter 7: A deal**   * discuss “Better Homes and Gardens magazines that Mum was always buying to make herself feel like a failure” (questioning) * what aspects of the media do children (students) buy into that make them feel like failures or inadequate in some way? (making connections) |  |  |
| **Outcomes and Content** | **Teaching and Learning Activities**  **Text:**  Mike by Brian Caswell  Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Assessment** | **Evaluation / Registration** |
| present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)  create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)   * compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics   EN3-3A   * recognise how aspects of personal perspective influence responses to text * summarise a text and evaluate the intended message or theme * analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts   EN3-5B   * identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer   analyse strategies authors use to influence readers (ACELY1801)  understand the uses of objective and subjective language and bias (ACELA1517) | **Chapter 8: In training**   * “taste the loneliness” – explain (making connections, visualising) * why do you think Mike’s keeping Shane a secret? (questioning)   **Chapter 9: …and Lizards**   * why do you think Riny is so interested in Mike? (questioning)   **Chapter 10: Most People**   * explain how the stray dog and the unloved horse overcame loneliness? (questioning) * describe a time when you were lonely. How did it make you feel? (making connections)   **Chapter 11: A visit with Rowley**   * describe how you think Shane’s friends looking making reference to the Addams Family (visualising, making connections) * what does Mike think of Shane and his friends without actually saying it? How do you know? How does the author represent what Mike really feels without actually putting it into words (questioning, summarising) * what does “I’d wished he’d paid more attention when the guy from the Health Department came out to give the talk about dental hygiene” mean? (questioning) * experiment with ways of writing about the following things without acutally stating them:   + - needs to wash their hair     - bad body odour     - has stepped in dog poo     - not very smart * why didn’t Mike dob Shane in to Mr Rowley? (questioning) * what would you have done? (making connections)   **Chapter 12: Tumble Turn**   * find out what ‘vicariously’ means and explain what it means in the context of this chapter | Create a collage of images, symbols and words to make a representation of the term “loneliness” – students are not permitted to use the word loneliness in the collage but this message must be the underlying theme of the collage |  |
| **Outcomes and Content** | **Teaching and Learning Activities**  **Text:**  Mike by Brian Caswell  Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Assessment** | **Evaluation / Registration** |
| EN3-6B   * understand that language is structured to create meaning according to audience, purpose and context * understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts   show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)  investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)   * select some more challenging language features, literary devices (eg irony, humour) and grammatical features (eg modality) to engage and influence an audience   EN3-7C   * interpret events, situations and characters in texts * explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience * think critically about aspects of texts such as ideas and events * think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text | **Chapter 13: A sort of smile**   * “Don’t go looking like that” – what’s the author trying to do there? Explain its effectiveness (monitoring, making connections)   **Chapter 14: About winning**   * define furtive and guarantee (monitoring) * what’s Riny worried about? (questioning)   **Chapter 15: The “Fun” part**   * “And that was the ‘fun’ part of the term” – explain sarcasm and what it means in context of Mike’s statement (questioning) * define the following terms from the chapter: (monitoring)   + - excruciating     - primitive     - economic     - apprentice     - subsidise   **Chapter 16: A different kind of water**   * Compare and contrast using a Venn diagram Riny’s past and present feelings and experiences with water (summarising)   **Chapter 17: Jump**   * how does Riny explain using your head and your heart? (questioning) * “it’s amazing what the body can do if it has to” – explain what this means (questioning, making connections)   **Chapter 18: Another Reason**   * why did neither Riny or Mike talk about the heart attack? (questioning) * how has Mike’s plan changed? (questioning) |  |  |
| **Outcomes and Content** | **Teaching and Learning Activities**  **Text:**  Mike by Brian Caswell  Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Assessment** | **Evaluation / Registration** |
| EN3-8D  recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)  understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)  clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)   * discuss and explore moral, ethical and social dilemmas encountered in texts   EN3-9E   * recognise that there is a language for discussing learning experiences * discuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts * critically reflect on the effectiveness of their own and others' writing, seeking and responding to feedback * identify selections of own writing that they believe reflect their growth and competence as writers * formulate questions for specific purposes, eg to clarify and reflect * discuss and reflect on the roles and responsibilities when working as a member of a group and evaluate the benefits of working collaboratively with peers to achieve a goal | **Chapter 19: Sudden Revelations**   * what names are representations of Shane Thomas (e.g. Bucket Mouth, Incredible Hulk) and what do these tell us about his character? (making connections) * What was the “sudden revelation”? (questioning) * what is a revelation? (monitoring)   **Chapter 20: Sometimes**   * what are some things that happen in life that we cannot change or avoid but just have to accept? (making connections)   **Chapter 21: Me**   * what has Mike come to understand about himself and others? Explain in detail, making sure to reference Lisdalia, Riny, Shane and Mike’s mother (questioning)   **Chapter 22: Nothing to lose**   * complete these next two activities before reading the chapter! * If Mike wins, what do you think Shane will do or say? (predicting) * If Mike loses, what do you think Shane might do or say? (predicting) * Why do you think Shane really bullied Mike? (summarising) Refer to Shane’s relationship with his mother when explaining your answer. (questioning, making connections)   **GET THE TISSUES READY BEFORE READING ANY FURTHER!**  **Chapter 23: But not completely**   * what contributed to the peaceful look on Riny’s face? (questioning, making connections, predicting)   **Chapter 24: The first of many**   * how did Riny’s relationship with Mike change him? (questioning, making connections) * What did Riny and the gold medal become symbols of? (summarising) |  |  |
| **Outcomes and Content** | **Teaching and Learning Activities**  **Text:**  Visual Text: Seeking Refuge  Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Assessment** | **Evaluation / Registration** |
| EN3-8D  recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)  make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)  understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)  identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)   * respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world * compose a variety of texts, eg poetry, that reflect their understanding of the world around them | The film clip for Seeking Refuge is to be presented in three different ways:  **First view**   1. Play the clip to students WITHOUT the sound. You may need to play the clip twice. Students are to write a summary of the story, or write the story of what they think the clip is about 2. After students have written and shared their stories with one another and the class, discuss different interpretations of the visuals seen and have students justify why they interpreted the clip different. Ensure students are questioned about how the visuals seen in the clip support their interpretation of the clip   **Second view**   1. Play ONLY the sound of the clip to students. It is not necessary to tell the students that they are listening to the sound clips that goes with the visuals of the clip 2. It may help students to lie down and listen to the sound with their eyes closed so that they can be encouraged to visualise 3. Students are asked to draw an image that they feel captures the essence of the message of the sound clip 4. Students share their visuals with others in the class, justifying their choices   **Third view**   1. Play the clip with the visuals and the sound together. 2. Ask students how their view of the clip has changed now that the visuals and sound are put together 3. Discuss how perceptions of situations can be different when we just hear or see and that the effectiveness of visuals texts is enhanced when the sound and images work together | Students are given the opportunity to explain one of the girl’s statement making reference to the context of the short clip:  “I am a fighter not a survivor.”  OR  “There’s a rainbow at the end of every dark tunnel.” |  |
| **Outcomes and Content** | **Teaching and Learning Activities**  **Text:**  Digital Text: Rabbit Proof Fence, Deconstructing Film PowerPoint  Ensure the cycle of modelled, guided and independent support strategies is incorporated into the teaching/learning sequence | **Assessment** | **Evaluation / Registration** |
| EN3-1A  participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)  EN3-3A   * appreciate how demanding texts, eg extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment * recognise the effect of multimedia elements, eg film techniques, animation, voice-overs, sound effects, framing, close-ups * summarise a text and evaluate the intended message or theme   EN3-7C   * think critically about aspects of texts such as ideas and events * think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text   EN3-8D   * consider how texts about local events and issues in the media are presented to engage the reader or viewer   make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)  understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)  identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)   * discuss and explore moral, ethical and social dilemmas encountered in texts * respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world | Before watching the movie ensure that students are aware of the meaning of legal guardian and half-caste. (monitoring)  In the opening scenes, discuss with students the mood that is created by the music.  What is the Spirit Bird – have students research what type of bird they are seeing and what it is a symbol of. (questioning)  What is the rabbit-proof fence a symbol of? (questioning)  What do the Aborigines call Mr Neville? (questioning)  Why does the grandmother hit herself on the head with a rock? What are we supposed to feel and think? (questioning)  Discuss Mr Neville’s comments: (monitoring, summarising)   * + - ‘stamps out the black colour’     - ‘bred out’     - ‘benefits of our culture’     - ‘the native must be helped’   What symbolism is behind the cage that the three girls are transported in? (questioning)  Locate Moore Park and Jigalong on a map – give students an idea of how far 1200 miles is by using reference points from NSW that they may be familiar with. (making connections)  Why do the girls need to be scrubbed? What does the scrubbing represent? What is being scrubbed away? (questioning, summarising)  What do you think and feel about their language being called ‘jabber’? (making connections)  Why don’t all ‘white’ people treat the girls the same way? Explain (questioning, summarising, making connections)  How has the symbolism of the rabbit-proof fence changed? (questioning)  Why do you think Mr Neville is so intent and determined to get the girls back? (questioning)  What clever tricks does Molly use to hide their tracks from the tracker? How does the tracker come to feel about this? (summarising, making connections) |  |  |



<http://www.allthelyrics.com/lyrics/john_williamson/true_blue-lyrics-767617.html>

<https://www.youtube.com/watch?v=cohkaLM3AjQ>