

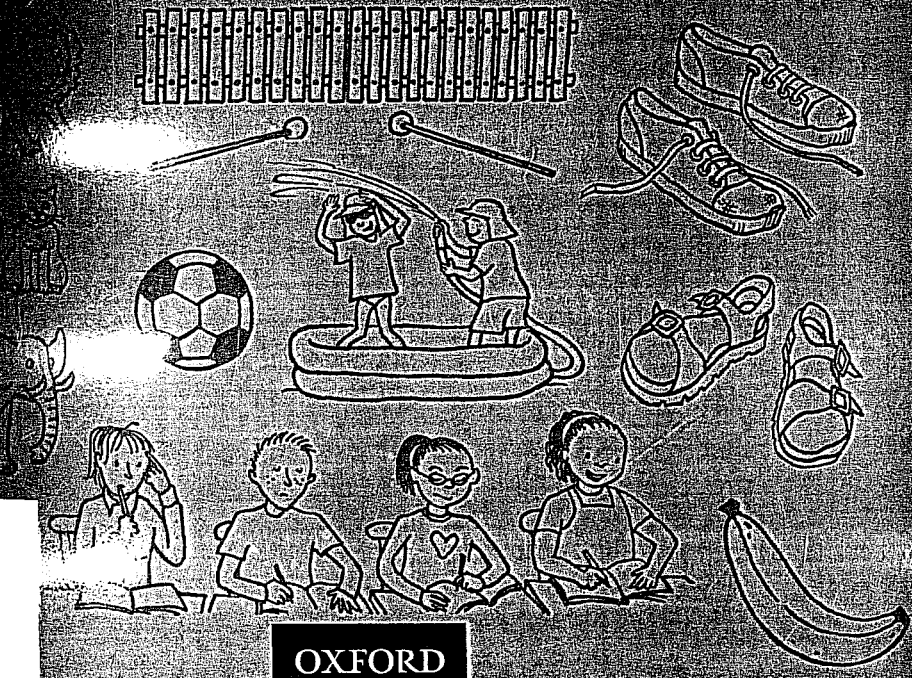
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RESOURCE  
BOOKS FOR  
TEACHERS

series editor  
ALAN MAILEY

# CREATING CHANTS AND SONGS

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OXFORD

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As mentioned above, it is important to remember that in a Jazz Chant we must keep exactly the sound of an educated native speaker in natural conversation. All of the chants have the rhythm shown in black dots above the relevant syllable. You and the children can clap along to the beat (or bang drums, tambourines, etc. if you have them). You should keep to a regular beat, leaving the same amount of time between each beat even if there is more than one syllable to say—listen to the CD for examples.

At the back of the book you will find photocopiable Worksheets to use with several of the chants and songs, as well as flashcards of key vocabulary in the book, which your children can also color in.

## How can I develop my own Jazz Chants?

By developing Jazz Chants for your own classes you will be working on your own personal and professional development as a teacher. When I began, I started to notice things my students needed to work on (like third person -s, for instance) and I developed specific chants to address these problems. You can do the same, as you are best placed to know what your students most need at any given time.

The most important thing is that you believe in your ability to make your own chants. So, my message is, You can do it!

Here is a simple series of steps to follow:

### **Step 1**

Select a topic. I have organized this book under 12 topic headings (see Table of Contents). Of course, you may decide to choose a topic not included here. Your choice will depend on the needs of your students.

### **Step 2**

Write down useful words associated with the topic you have chosen. Select words that you think will be interesting, useful, and fun for your students to know. A children's picture dictionary can be a very useful tool in selecting words. You do not need more than about ten words.

### **Step 3**

Group your words according to the number of syllables in each. This is extremely important as the syllable count will determine the rhythm and music of the final chant. Most of the words we will be working with will have one, two, or three syllables. For example, if the topic is *clothing*, we might have *hat* (one), *raincoat* (two), and *rubber boots* (three).

#### Step 4

Make a list of words which rhyme with each of the chosen words in your list. These rhyming words can come from any topic area—they do not need to relate to the topic you have chosen. They must simply rhyme. For example, *Car: bat, hat, rat ...*

Group these words according to the number of syllables as you did before.

#### Step 5

Make a list of descriptive words that might be used with your topic. Group these words according to syllable count. For example, if you have chosen the topic 'food' you might list words such as:

*fresh* (1-syllable adjective)

*frozen* (2-syllable adjective)

*delicious* (3-syllable adjective)

When you have been through these five steps you will be ready to create your chant.

Specific guidance will be given in each activity to help you in writing a variety of Chants and Songs. These will also include specific language goals. You can see how this works if you look at Chapter 1, which is based on Names. I used the names of my own students, and it is certainly a good way to start a course. You will want to use your own students' names, I am sure. If you have a very large class, you will probably not need to work with more than about ten names each class period.

Once you and your children have created your chants, why not enter our competition? Just go to the Resource Books for Teachers website ([www.oup.com/elt/teacher/rbt](http://www.oup.com/elt/teacher/rbt)) and click on 'Creating Chants and Songs'.

#### Chants or songs?

When I move a Grammarchant into music I call it a Grammarsong. Moving into music is great fun and liven up our classroom. In creating a simple song I sometimes like to borrow familiar melodies such as 'Frère Jacques' or 'Row Row Row Your Boat', and write lyrics which reinforce grammar patterns such as 'He speaks English' and 'Learn, learn, learn the words' (see Chapter 12 for more examples). A number of tunes and rhythms are provided on the accompanying audio CD.

Moving a chant into music is great fun but the point of the Jazz Chants is the rhythm, which links to the brain and to memory. We can take advantage of that link whether the words are chanted or sung.



I wish you good luck in using and making chants. Let me leave you with a favorite piece of advice from D. H. Lawrence:

'In the time of your life, live so that in that wondrous time you shall not add to the sorrow of the world but smile to the infinite delight and mystery of it.'

# 1 Names

Learning the children's names is the first important step in working successfully with your class. This is the case with names that are familiar to you, but even more so if you are working with names that are unfamiliar to you and which you may find difficult to pronounce. Depending on your teaching situation, the children may not have met each other before, so it is also important that they have the chance to learn everyone's name. It can be awkward to ask someone their name several times, but songs and chants provide a perfect way to review names in different ways. Young children love to hear their names used in a song or chant and it is a very special moment for them when it is their turn.

If you have a big class, you can work gradually through the songs and chants in this chapter using a different group of names in each lesson.

## PREPARATION

Study your class list with particular attention to the sound of each first name.

Pronounce each name (asking another teacher at the school if you are not familiar with the name) and note how many syllables it contains. (See 'Introduction' for more on syllables.) Group the names according to the syllable count and mark where the stress falls. For example:

1 syllable: *Kim, Jack, Bob, Sue, Lee*

2 syllables: *Mary, Sally, Bobby*

3 syllables: *Caroline, Roberto*

Make a list of rhyming words in English for each name. These can also include other names. (See 'Introduction' for more about the pronunciation used in this book and for suggestions on rhyming patterns.) For example:

Kim: *Jim, Tim, him*

Jack: *Mack, back, crack, stack*

Bob: *Rob, mob, sob, job*

Sue: *Lou, who, you, do, two, too*

Lee: *three, Gee, see, tree, me*

Mary: *Harry, Larry, fairy, carry, scary*

Sally: *alley*

Bobby: *lobby, hobby*

Caroline: *feeling fine, Adeline, drop a line, don't take mine*

Susannah: *banana*

Alistair: *please be fair*

Make a list of descriptive words that you might use with names.  
Group them according to syllable count. For example:

1 syllable: *long, short, first, last, nice*

2 syllables: *lovely, easy, middle, nickname, married, pretty*

3 syllables: *difficult, hard to spell, beautiful, familiar, family, initial*

Now you are ready to create your chants.

## 1.1 Three questions

### LEVEL

2, 3

### DESCRIPTION

The children learn a warm-up 3-question chant.

### AIMS

**Language:** common questions (*What's your name?*, *How do you spell it?*, *How do you pronounce it?* etc.).

**Other:** stress and rhythm in question forms.

### MATERIALS

CD track 1.

### IN CLASS

- 1 If you want to use the model chant on the CD, first review the three questions: *What's your name?*, *How do you spell it?*, and *How do you pronounce it?* If you know the class and can choose a confident child, ask *What's your name?* and elicit the answer. Ask *How do you spell it?* and write the name on the board as the child calls out the letters. Point to the word and ask *How do you pronounce it?* to encourage the class to say it together.
- 2 Practice the questions with individual children, particularly those whose names are less familiar to you or the rest of the class. (If any children in your class use a different script from English, encourage them to write their name in their script on the board to demonstrate the meaning of *pronounce* more clearly, but ask them to spell out their name in English letters if they can.)
- 3 Introduce the idea of the chant and play CD track 1, encouraging the children just to listen the first time.
- 4 Play the chant a second time, encouraging the children to clap in time with the rhythm.
- 5 You may prefer to practice the chant with the class line by line without the CD. If so, it is important to set the speed by counting *1, 2, 3, 4* and encouraging the children to come in with you, and to keep the rhythm as on the CD. This helps children to produce the natural stress and weak forms in the questions.

What's your name? How do you spell it?

How do you pronounce it? [Clap Clap]

What's your name? How do you spell it?

How do you pronounce it? [Clap Clap]

What's your name? How do you spell it?

What's your name? How do you spell it?

What's your name? How do you spell it?

How do you pronounce it? [Clap Clap]

- 6 Now create your own chant. Choose three new questions (for example, *Where do you live? What's your address? What's your phone number?*) and use them in the same pattern as the model chant:

Question 1      Question 2

Question 3      [Clap Clap]

Question 1      Question 2

Question 3      [Clap Clap]

Question 1      Question 2

Question 1      Question 2

Question 1      Question 2

Question 3      [Clap Clap]

## 1.2 D-A-V-I-D

LEVEL

All

DESCRIPTION

The children learn a name chant.

AIMS

**Language:** saying the letters of the alphabet.

**Other:** learning the children's names.

MATERIALS

CD tracks 2-3.

IN CLASS

- 1 Explain to the class that you are going to use some of their names in a chant. If you want to use the model chant on the CD, explain that first you are going to listen to a chant about David. (If you have a David in class, you could invite him to press the play button on the CD.) Play track 2, encouraging the children just to listen the first time.
- 2 Play the chant a second time, encouraging the children to clap in time with the rhythm.
- 3 The third time, the children join in with the whole chant.

$\overset{\cdot}{D}-\overset{\cdot}{A}-\overset{\cdot}{V}-\overset{\cdot}{I}-\overset{\cdot}{D}$   
 $\overset{\cdot}{D}-\overset{\cdot}{A}-\overset{\cdot}{V}-\overset{\cdot}{I}-\overset{\cdot}{D}$   
 $\overset{\cdot}{D}-\overset{\cdot}{A}-\overset{\cdot}{V}-\overset{\cdot}{I}-\overset{\cdot}{D}$   
 $\overset{\cdot}{D}-\overset{\cdot}{A}-\overset{\cdot}{V}-\overset{\cdot}{I}-\overset{\cdot}{D}$  Wow!  
 David [Clap Clap]  
 David [Clap Clap]  
 $\overset{\cdot}{D}-\overset{\cdot}{A}-\overset{\cdot}{V}-\overset{\cdot}{I}-\overset{\cdot}{D}$  Wow!

- 4 Now create your own chant. If appropriate with the level of your class, begin by asking a student the three questions *What's your name? How do you spell it? How do you pronounce it?* in a rhythmical way (see 1.1). The chant works best with a 5-letter and 2-syllable name, but see Variation 1 for other possibilities that work well.

### FOLLOW-UP

Children can write and decorate a name card to place on their desks. You can take these in and use them at the beginning of the first few lessons to practice the questions *What's your name? or How do you spell your name?* Ask each child in turn and give them their name card as they answer.

### VARIATION 1

Here are some other rhythmical patterns that you could try:

$\overset{\cdot}{J}-\overset{\cdot}{U}-\overset{\cdot}{A}-\overset{\cdot}{N}$  Juan [Clap]  
 $\overset{\cdot}{A}-\overset{\cdot}{N}-\overset{\cdot}{A}-$  Ana [Clap]  
 $\overset{\cdot}{M}-\overset{\cdot}{A}-\overset{\cdot}{R}-$  T-I-N  
 $\overset{\cdot}{A}-\overset{\cdot}{N}-\overset{\cdot}{T}-\overset{\cdot}{O}$  N-I-O  
 $\overset{\cdot}{K}-\overset{\cdot}{A}-\overset{\cdot}{T}-\overset{\cdot}{A}$  R-I-N-A

### VARIATION 2

Listen to CD track 3 before the class to hear how this chant can build up. You may then want to play this in class to show children the idea. (This variation works with a name consisting of five letters.) Divide the class into three groups, with the child whose name you are using in group 1. Assign each group a different rhythmic chanting pattern that they will use for the first three lines of the chant. For example:

**Group 1** say the letters more quickly and then clap:

$\overset{\cdot}{D}-\overset{\cdot}{A}-\overset{\cdot}{V}-\overset{\cdot}{I}-\overset{\cdot}{D}$  [Clap Clap]

If the child whose name you are using is confident, encourage him or her to call out *That's me!* at the end of the line.

**Group 2** clap between *D* and *A* and then say the other letters more quickly:

$\overset{\cdot}{D}$ - [Clap]  $\overset{\cdot}{A}$ - [Clap]  $\overset{\cdot}{V}$ - $\overset{\cdot}{I}$ - $\overset{\cdot}{D}$  [Clap]

**Group 3** say the first three letters quite quickly and clap twice before the last two:

$\overset{\cdot}{D}$ - $\overset{\cdot}{A}$ - $\overset{\cdot}{V}$ - [Clap Clap]  $\overset{\cdot}{I}$ - $\overset{\cdot}{D}$

For the fourth line and the last line of the chant, the children can say a long *Dee* instead of *Wow!* They could do an action such as moving their arm in a circle or turning round. If you are using a different name, they could for example hiss on an *s*, buzz on a *z* or hum on an *m* or *n*.

### 1.3 Who told you?

#### LEVEL

3

#### DESCRIPTION

The children learn a rhyming name chant.

#### AIMS

**Language:** irregular past simple *told* + name / object pronoun.

**Other:** familiarizing children with English names through rhyme.

#### IN CLASS

- 1 Write the names *Sue*, *Tim*, *Jim*, *Stan*, *Anne*, and *Lou* on the board. Ask the children if they know these names and ask them which are boys' / girls' names. *Sue*, *Anne*, and *Lou* (short for *Louise* / *Louisa*) are usually girls' names, although some men called *Louis* also use the short form.
- 2 Read the chant out rhythmically.

$\overset{\cdot}{I}$  told  $\overset{\cdot}{Sue}$ .

Who told  $\overset{\cdot}{you}$ ?

$\overset{\cdot}{You}$  told  $\overset{\cdot}{Tim}$ .

Who told  $\overset{\cdot}{Jim}$ ?

$\overset{\cdot}{Jim}$  told  $\overset{\cdot}{Stan}$ .

Who told  $\overset{\cdot}{Anne}$ ?

$\overset{\cdot}{Anne}$  told  $\overset{\cdot}{Lou}$ .

But who told  $\overset{\cdot}{you}$ ?

- 3 Read it again, but this time, just clap instead of saying the underlined words. Point to the class to elicit *you*, and shrug your shoulders and point to the names on the board to encourage the class to choose a name for each 'gap'. (You may need to break the rhythm for this stage, but the children are working on rhyme while they do this activity.)

- 4 Practice saying the whole chant together.
- 5 Now create your own chant. Include some of the children's names where possible and use the other object pronouns (*me, him, her, us, them*) if they are better rhymes for names in your class. Notice the pattern:
  - statement—question
  - statement—question
  - statement—question
  - statement—question

### VARIATION 1

Divide the class into two groups: one group asks the questions and the other gives the answers. Swap roles and repeat.

### VARIATION 2

You could also vary this chant by allowing a child to answer the question *Who told you?* by pointing to another classmate saying *He told me / She told me*.

## 1.4 Eight names

### LEVEL

All

### DESCRIPTION

The children learn a rhyming name chant.

### AIMS

**Other:** learning the children's names.

### IN CLASS

- 1 In this chant, the children repeat a line after you. You may therefore want to practice the model yourself before the class and go straight into using the children's real names (see step 2).

Sandy [Clap Clap]  
       Sandy [Clap Clap]  
 Andy [Clap Clap]  
       Andy [Clap Clap]  
 Allison [Clap Clap]  
       Allison [Clap Clap]  
 Joe [Clap Clap]  
       Joe [Clap Clap]  
 Mary [Clap Clap]  
       Mary [Clap Clap]  
 Harry [Clap Clap]

Harry [Clap Clap]  
 Adrian [Clap Clap]  
 Adrian [Clap Clap]  
 Flo [Clap Clap]  
 Flo [Clap Clap]  
 Sandy, Andy, Allison, Joe  
 Mary, Harry, Adrian, Flo  
 Sandy, Andy, Allison, Joe  
 Mary, Harry, Adrian, Flo

- 2 Now create your own chant. Notice the syllable pattern of the names (2, 2, 3, 1). Use the children's names, choosing rhymes where possible for the fourth and eighth names.

### VARIATION

Many other patterns are possible, as long as the stress in the child's name falls on a clap in the chant. For example:

2        2        2        2  
 Marco   Anna   Leila   Jola

With names stressed on the second syllable, you can start the name before the main stress, like this:

Alina   Roberto   Elena   Jerónimo

## 1.5 Frank, Hank

### LEVEL

1, 2

### DESCRIPTION

The children learn a rhyming name chant with actions and do a mingling activity.

### AIMS

**Language:** commands.

**Other:** sentence stress and familiarizing children with English names through rhyme.

### MATERIALS

Worksheet 1.5 (see back of book).

### PREPARATION

Photocopy enough copies of Worksheet 1.5 so that there is a name card for each child and cut the photocopies into separate cards. In the activity, children find someone whose 'name' rhymes with the name on their card, so you will need to prepare the cards accordingly and add one for yourself in case there is an odd number of children in class in the lesson.



IN CLASS

- 1 Explain the four actions from the chant (see below) and practice them with the class.
- 2 Invite the class to clap a steady beat while you teach them the chant.

Frank, Hank, walk to the bank.

Jill, Phil, run up the hill.

Mike, Spike, ride your bike.

Andy, Sandy, eat your candy.

- 3 Say the chant again, and this time the children join in with the actions.
- 4 Check the names for the chant by asking *Who walks to the bank / runs up the hill / rides their bike / eats their candy?*
- 5 Say the whole chant together as a class.
- 6 Explain that you are going to give each child a name card. They must keep it a secret. Give out the name cards from Worksheet 1.5 and explain that, without showing anyone their card, the children must walk round the room saying, *Hello / Hi. What's your name?* When they find someone whose name rhymes with the name on the card (as in the chant), they come to you, tell you their 'names' and do the corresponding action. They then sit down. Before you ask the class to stand up, make sure that everyone understands that they must find a rhyming name, not the same name.
- 7 Now create your own chant. Choose two rhyming names and write a short command where the last word rhymes with the names. If possible, try to include an action, but if not, the children will still feel very involved when they use their friends' names in a chant. You could also use a vocabulary item instead:

*Ted, Fred*

*Ted, Fred.*

*Touch your head.*

*Nice brown bread.*

VARIATION

Give out the name cards from Worksheet 1.5. Tell the children to keep their 'name' a secret but explain that when they hear the action that corresponds with the name on their card, they should join in. Play the chant again. The children join in with the actions.

# 1.6 Annette

LEVEL

1, 2

DESCRIPTION

The children learn a name song.

AIMS

**Language:** *What's your name? How do you spell ...?* Commands  
*Sing, Say, Spell, Whisper, Sing, Shout*, spelling aloud.  
**Other:** learning the children's names.

MATERIALS

CD track 4.

IN CLASS

1 If you want to use the model song on the CD, tell the children to listen and answer these questions as you play track 4:

*What's the girl's name? (Annette)*

*How many times do you hear the spelling? (2 / Twice)*

*How many times do you hear the name? (8)*

Say my name. Say my name.

What's your name?

Annette. [*silent bear*]

Spell my name. Spell my name.

How do you spell *Annette*?

A-N-N-E-T-T-E.

That's how I spell *Annette*.

A-N-N-E-T-T-E.

Now I can spell *Annette*.

Say it softly. Whisper my name.

Whisper my name.

Annette.

Sing my name. Sing my name.

Sing my name.

Annette.

Say my name. Say my name.

Say my name.

Annette.

Shout my name. Shout my name.

Shout my name.

ANNETTE!



Where's Camilla? Where are they?

Where's Melissa? I want to see

Melissa every day.

- 2 Write the following prompts on the board:

*Where's Melissa?*

*I want to see Melissa every day.*

*Where is she?*

*Where's Roberto / Alfredo / Camilla?*

*Where are they?*

*I want to see ...*

Play the song again, pointing to the prompts on the board to remind the class of the words. Encourage them to join in as much as they can, even if the names are unfamiliar.

- 3 Now create your own song with four names from your class. If you have a child in class whose name ends in *a*, this gives the rhyme for *every day* but note that it is not important to have rhyme. Using the children's names and making them feel special is much more important. You can work with any number of letters by adjusting the rhythm slightly. Note that *Melissa* has seven letters and divides into three syllables with the stress on the second syllable. Other names that follow this pattern include *Susannah*, *Roberto*, *Alfonso*, *Miyako*.
- 4 Replace the names on the board with the names from your class. You can practice singing your version with CD track 6 and when the children are familiar with the tune you can use track 7 (a karaoke version) instead.

## 1.8 Amy

### LEVEL

2, 3

### AIMS

**Language:** subject and object pronouns and possessive adjectives, countries and nationalities.

**Other:** learning the children's names.

### DESCRIPTION

The children learn a name song.

### MATERIALS

CD tracks 8–9.

### IN CLASS

- 1 If you want to use the model song on the CD, tell the children to listen and find out the girl's name and where she is from as you play track 8.

Amy,  
 my name is Amy.  
 They call me Amy.  
 I spell it A-M-Y.  
 It's so easy.  
 Amy,  
 my name is Amy.  
 I'm from America.  
 I'm an American girl.

Amy, her name is Amy.  
 We call her Amy.  
 She spells it A-M-Y.  
 It's so easy.  
 Amy, her name is Amy.  
 She's from America.  
 She's an American girl.

- 2 Build up the words of the song on the board by asking questions and eliciting full sentence answers as in the song. Leave plenty of space between the lines because you will need that later for verse 2:
 

*What's her name? What does she say? (Amy, my name is Amy.)*  
*How does she spell it? What does she say? (I spell it A-M-Y.)*  
*Is it easy or difficult? (It's so easy.)*  
*Where is she from? What does she say? (I'm from America.)*  
*What nationality is she? What does she say? (I'm an American girl.)*
- 3 Play the first verse again, encouraging the children to join in as much as possible. Pause the CD, tell the children to listen carefully, and then play the second verse.
- 4 Explain that as a class you are now going to change the words on the board to make them correct for the second verse. Demonstrate by writing the word *her* above the word *my*, and read out *Amy, her name is Amy*. Invite volunteers to come out to the board to change other words in the same way, reminding them that some verbs need to change as well. When you have the prompts for both verses in place, sing the second verse together.

- 5 Now create your own song using the name, country of origin, and nationality of one of the children in class. First choose a girl (if possible in your class) and then choose a boy, inviting more volunteers to change the words on the board appropriately. You can practice singing your version with CD track 8 and when the children are familiar with the tune you can use track 9 (a karaoke version) instead.

**NOTE**

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This song is for my friend Amy Duley, age 6, from the wonderful Seisen Elementary School in Tokyo. She wrote me a letter asking for an Amy song.

## 2 Days of the week

Talking about the day of the week (and the weather, see Chapter 3) is a common classroom procedure with children at this age, even before the children are ready to learn to spell these difficult words. However, chants about the days of the week need not be just for learning the words themselves. They give a natural focus for practicing any narrative tense such as the present simple or the past simple and therefore at slightly higher levels, you can use these known words as the pivot for working on something more advanced.

Musically, the days of the week are ideal for creating songs and chants, both because they have a distinctive rhythmic pattern and because there are seven of them. This magic number seven divides into a very beautiful four–three rhythmic pattern which you will see in this chapter.

At the same time, working on the days of the week rhythmically helps children pick up good pronunciation habits, such as reducing *Wednesday* to two syllables.

### PREPARATION

Make a list of the days of the week. Pronounce each word and notice the number of syllables in each. You will see that the days of the week all have two syllables with the exception of *Saturday* which has three. Note that the stress falls on the first syllable of every day of the week, including *Saturday*.

Make a list of rhyming words, including names. The days of the week are rather difficult to rhyme but you might want to explore using two words, for example:

Monday / Sunday: *run away, one day, fun day*  
Tuesday: *Sue's day, who's Fay? news today*  
Wednesday: *Ken's day, Jen's day, Ben's away*  
Thursday: *her day, her way*  
Friday: *my day, no way! let's play*  
Saturday: *Pat's away, that's today*

Make a list of other phrases that rhyme with the final syllable of all the days, for example:

*let's play, please stay, Can you say?, today*

Make a list of descriptive words that you might use with days. Group them according to syllable count. For example:

1 syllable: *nice, fine, good, bad, long, short, hard, next, last*

2 syllables: *busy, lovely, awful, weekday, workday, someday, day off, weekend*

3 syllables: *beautiful, terrible, tomorrow, yesterday, holiday, difficult*

Now you are ready to create your chants.

## 2.1 Days of the week

### LEVEL

1

### AIMS

**Language:** the days of the week.

**Other:** stress and rhythm.

### DESCRIPTION

The children learn a vocabulary chant. You can then set it to a simple tune if you wish.

### IN CLASS

1 This chant features the first four days of the week in a repeated pattern before using all seven in a row. You may want to explain this to the class or review the days of the week quickly before starting the chant.

2 Demonstrate the rhythmic pattern of the chant (see below), making the first syllable of *Sun-day* long.

Monday, Tuesday, Wednesday, Thursday.

Monday, Tuesday, Wednesday, Thursday.

Monday, Tuesday, Wednesday, Thursday,

Friday, Saturday, Sun ... day.

3 Say the chant together as a class.

### VARIATION

You can also turn this chant into a song using a simple tune such as *Skip to my Lou*. Notice that when you fit words to a tune, you sometimes have to change the rhythm slightly in order to fit the correct number of syllables and to keep the stresses in the correct place.



Mon - day, Tues - day, Wednes - day, Thurs - day. Mon - day Tues - day,  
Wednes - day, Thurs - day. Mon - day, Tues - day,  
Wednes - day, Thurs - day, Fri - day, Sat - ur - day, Sun - day.

## 2.2 The happy weekend

LEVEL 1

AIMS **Language:** the days of the week.  
**Other:** stress and rhythm.

DESCRIPTION The children perform 2.1 'Days of the week' with movement to dramatize the meaning. It can be very effective to do this activity on a Monday or a Friday (if possible), when the children's feelings may be strongest.

IN CLASS

- 1 Teach the chant in 2.1. Now ask the children to pretend that it is Monday morning. Tell them that everyone is very tired, walking to school, and that you are all going to say the chant in a very slow, tired manner: *Monday, Tuesday*, etc. Explain that when you reach *Friday, Saturday, Sunday*, they can change their attitude completely. They can be full of energy and happy because the weekend is here!
- 2 Bring a small group of children to the front of the class and ask them to form a circle. Ask them to start walking and chanting very slowly, on their way to school on a Monday morning. The rest of the class chant with them, very slowly.
- 3 Help the small group at the front to change direction each time they repeat the first four days. Then when they reach *Friday, Saturday, Sunday*, encourage them to brighten up and jump for joy to celebrate the weekend.
- 4 Now ask the group to do the same movement but ask them to sing the song (see 2.1) instead of saying the chant. The rest of the class sing along with those who are doing the little dance.
- 5 Give other children the chance to do the 'dance' either in this or subsequent lessons.

## 2.3 Clapping chant

<u>LEVEL</u>	1
<u>AIMS</u>	<b>Language:</b> the days of the week. <b>Other:</b> rhythm and co-ordination.
<u>DESCRIPTION</u>	The children learn a rhythm chant.
<u>MATERIALS</u>	CD track 10.
<u>IN CLASS</u>	<p>1 Use track 10 or demonstrate the chant yourself. Note that the first syllable of <i>Sun-day</i> is long.</p> <p>Monday, [Clap Clap]  Tuesday, [Clap Clap]  Wednesday, Thursday, Friday. [Clap Clap]  Monday, [Clap Clap]  Tuesday, [Clap Clap]  Wednesday, Thursday, Friday. [Clap Clap]  Monday, Tuesday, Wednesday, Thursday  Friday, Saturday, Sun ... day  Monday, Tuesday, Wednesday, Thursday,  Friday, Saturday, Sun ... day</p> <p>2 Play or say the chant again, encouraging the children to join in with the clapping.</p> <p>3 The third time, encourage them to chant the words as well as clapping.</p>
<u>VARIATION 1</u>	<p>Ask the children to stand and tell them to stamp their feet instead of clapping. You can leave it up to the children which foot they use, or you could make it more of an exercise in co-ordination by alternating left and right, with everybody starting with the left foot.</p> <p><i>Monday</i> left right  <i>Tuesday</i> left right</p>
<u>VARIATION 2</u>	<p>Choose a more confident child to be a soloist. He / She stands and chants the first three lines. The class respond with the next three lines. The soloist then chants all seven days of the week and the whole class repeats them together (the last line). The soloist can clap along if he / she is confident, but otherwise the rest of the class can be the 'backing group' and provide all the clapping.</p>

## 2.4 Spelling day

### LEVEL

2, 3

### AIMS

**Language:** the days of the week, 3rd person singular *starts / ends, How many ...? How do you spell?*

**Other:** rhythm and weak forms in questions.

### DESCRIPTION

The children learn a spelling chant and complete a listening gapfill activity.

### MATERIALS

CD track 11, Worksheet 2.4 (see back of book).

### PREPARATION

Photocopy Worksheet 2.4 for each child.

### IN CLASS

- 1 Tell the children that they are going to hear a chant about a day of the week. Give out Worksheet 2.4 and ask the children to listen and complete activity 1 as you play track 11.

I'm thinking of a word that starts with *M*.

How many letters?

Six letters.

It starts with *M* and ends with *Y*.

I know the answer: *Mon ... day*.

How do you spell *Mon ... day*?

*M-O-N-D-A-Y*.

Good for you! Good for you!

That's the answer, *Mon ... day*.

- 2 Play the chant as often as necessary for the children to complete the gaps. They can compare their answers with a partner but, if necessary, you may want to have feedback as a whole class.
- 3 First practice the chant with you saying the lines setting the puzzle (for example, *I'm thinking of a word ...*) and the children saying the other lines (for example, *How many letters?*). Then divide the class into two groups to do the same and swap roles so that everybody practices all the language.

- 4 Ask the children to look at activity 2. Can they complete any of the gaps? (Depending on their age and cognitive development, some children may realize that they can copy from activity 1 for most of the gaps.) Make sure that they don't complete any of the letters or write a day of the week yet. Explain that they don't know what day will be in the chant, and it won't necessarily be *Tuesday*.
- 5 Now create your own chant, but don't tell the children which day you are going to use. You can use any day of the week, but note that *Tuesday / Thursday* and *Saturday / Sunday* start with the same letter, so these will keep the children guessing longer. On the other hand, you may prefer to practice the spelling and rhythm of *Wednesday*, as it is the most difficult. If you have a new child in the class, or it is someone's birthday, you could invite him / her out to whisper the day that you're going to use. This child might also like to say the last line of the chant.

### VARIATION

You can use this chant to practice the spelling of any vocabulary, but it will be more fun for the children if you work within a specific set of words so that from the very beginning they can start to guess what word it might be. With many vocabulary sets, you can make this clear by changing the first line as follows:

*I'm thinking of an animal that starts with G ...*

*I'm thinking of a color that starts with Y ...*

*I'm thinking of a toy that starts with T ...*

etc.

## 2.5 Rhyming days

### LEVEL

2, 3

### AIMS

**Language:** possessive 's, *want*, *can't*, *Why not?* *How about ...?*

**Other:** *want / can't*: same spelling, different sound.

### DESCRIPTION

The children learn a rhyming chant.

### IN CLASS

- 1 Ask the children to listen and make a note of the days they hear. (Depending on their level, you could ask them to write the first letter or the whole word.) Then demonstrate the chant, using as much expression as possible to show the meaning.

Choose a day.

I want Tuesday.

You can't have Tuesday.

Why not?

Tuesday is Sue's day.

I want Friday.

You can't have Friday.

Why not?

Friday's my day.

How about Wednesday?

You can't have Wednesday.

Why not?

Wednesday's Ken's day

Oh no! How about Friday?

You can't have Friday. Friday's my day.

2 Check answers as a class (Tuesday, Wednesday, Friday).

3 Remind the children of the chant by asking questions:

*How does the chant start?* (Choose a day.)

*What day does the person want first?* (Tuesday)

*Is that OK?* (No.)

*Why? What does the person say?* (You can't have Tuesday.)

*What's the next question?* (Why not?)

*What's the answer?* (Tuesday is Sue's day.)

Go through the rest of the chant in a similar way.

4 On the right-hand side of the board, draw two columns and complete the second list as shown:

*You can't have ... Why not?*

*Sue's day*

*my day*

*Ken's day*

*my day*

Invite volunteers to write the correct days of the week to the left of the names. The rest of the class can help with spelling if necessary.

5 Practice saying the chant as a whole class. Then divide the class into two groups to ask and answer. Swap roles so that everyone practices all the language.

## 2.6 How was Monday?

### LEVEL

3

### AIMS

**Language:** past simple *was*.**Other:** rhythm and stress in questions, the weak form of *was*.

### DESCRIPTION

The children learn a grammarchant.

### IN CLASS

- 1 Explain to the class that they are going to hear a chant about three days of the week. Ask them to listen and say whether the days were good or bad. (You could either ask them to draw check marks and crosses in their books or to put their thumbs up and down, if appropriate in your teaching situation.)
- 2 Demonstrate the chant, using as much expression as possible to show the meaning.

How was Monday?

Monday was nice.

How was Tuesday?

Tuesday was awful.

How was Wednesday?

Wednesday was fine.

I went swimming with a friend of mine.

- 3 Write the three days on the board and then check answers. As the children say whether each day was good or bad, ask if anyone can remember the words that were used. Elicit *nice*, *awful*, and *fine* and write them under the correct day on the board. Then ask the class what happened on Wednesday and invite a volunteer to draw a simple picture of it on the board.
- 4 Say the chant as a class using the prompts on the board. Make sure the children keep the rhythm and use the weak form of *was*.
- 5 Now create your own chant. Ask the class what days they would like to use (they don't have to be in order), and to suggest other words that they could use to replace *nice* / *awful*. (You can give them ideas from the 'Preparation' section at the beginning of this chapter.) You may wish to keep the rhyme *fine* / *friend of mine* but ask the class for a new activity for the last line, for example *I went hiking / biking / skiing / shopping* etc.
- 6 Because the children 'own' this new version of the chant, they will probably remember the words very easily, but you could replace the prompts on the board if necessary. Say the new chant together as a class.

## 2.7 Is it Monday?

### LEVEL

1, 2

### AIMS

**Language:** *Is it ...? Yes, it is. / No, it isn't.*

**Other:** *Yes / No question intonation.*

### DESCRIPTION

The children learn a grammarchant and then sing it.

### MATERIALS

CD track 00.

### IN CLASS

- 1 If you do this activity on a Monday, you can use the model below. Begin by asking a child *What day is it today?* He / She answers *It's Monday.* Ask *Is it Tuesday?* for the child or the whole class to answer *No, it isn't.*
- 2 Explain that you are going to do a chant together, and that the class has to answer your questions. Use the model below to demonstrate the chant and help the children to answer *Yes, it is / No it isn't* as appropriate. Show the question intonation pattern by starting high, making your voice drop on the first syllable of the day and rising again on the syllable *-day* like this:



Is it Tuesday?

No, it isn't.

Is it Monday?

Yes, it is.

Is it Wednesday?

No, it isn't.

Is it Monday?

Yes, it is.

Is it Thursday?

No, it isn't.

Is it Monday?

Yes, it is.

Is it Friday?

No, it isn't.

Is it Monday?

Yes, it is.

- 3 Practice the question intonation with the class, moving your hand to show them the pattern. Start slowly at first and then speed up.
- 4 Say the whole chant together as a class. Then divide the class into two groups to ask and answer. Swap roles and repeat so that everyone practices all the language.
- 5 Sing the chant as a song, using track 00.
- 6 You can create your own version of the chant for any day of the week. Begin in the same way by asking what day it is and start with the day *before* that to follow the same pattern:

Teacher *What day is it?*

Child *Tuesday.*

Teacher *Is it Monday?*

Class *No, it isn't.*

Teacher *OK, let's say the chant.*

All *Is it Monday?*

*No, it isn't.*

*Is it Tuesday?*

*Yes, it is.* etc.

## 2.8 Miso soup

### LEVEL

2, 3

### AIMS

**Language:** the days of the week, present simple 3rd person singular, *at* + time.

### DESCRIPTION

The children learn a grammar song.

### MATERIALS

CD tracks 13–14.

### IN CLASS

- 1 Find out if your class know the song *Old MacDonald Had a Farm*. If they do, tell the children that they are going to learn something funny about what Mr MacDonald eats.



- 2 If you doubt that your class will be familiar with miso soup, you may want to use your own version of the chant in the lesson. If so, listen to the CD before the lesson, so that you are familiar with how the words fit the original tune. If you want the class to hear track 00 on the CD (the sung version), you can simply explain that it is a kind of soup made of soya bean. It comes from Asia but people eat it in other parts of the world too.
- 3 If your class will all know what miso soup is, tell the class to listen as you play track 00 to find out what Old MacDonald eats on each day of the week. Let the children imagine that they have to listen for lots of different foods, so that they pay attention to the whole song.
- 4 You may want to write this sentence as a prompt on the board: *He eats miso soup for lunch every day at noon.* Make sure too that children understand *twice on Sunday.* Ask *How many times on Sunday?* and teach *twice* if necessary. Play the song through for the children to join in. (If they already know the tune, they will pick up this song very quickly.)
- 5 Now you can create your own song using another kind of soup. The word you choose must have two syllables. Encourage the class to think of both realistic and silly soups (*chicken, mushroom, spider, lion, etc.*). Note that if you choose a word that starts with a vowel sound (*onion, orange, apple, ostrich, etc.*), you will be able to hear the pronunciation of the final *-s* on *eats* more clearly.
- 6 Use CD track 14 (the karaoke version of the song) to sing as many different versions as you want.

### FOLLOW-UP

The children can each choose their favorite version and design a menu or food diary for Old MacDonald, drawing bowls of (spider) soup. This can reinforce the spelling of the days of the week as well as reminding them of their favorite version of the song.

### VARIATION

You could vary the song in other ways:

*He eats (3 syllables) for fun*

*Every day at one.*

*He eats (3 syllables) with tea*

*Every day at three.*

*He has (2 syllables) on his plate*

*Every day at eight.*



He eats Mi - so soup for lunch, Eve - ry day at noon.



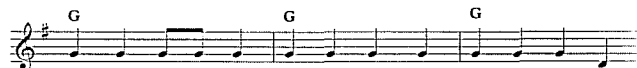
He eats Mi - so soup for lunch, Eve - ry day at noon.



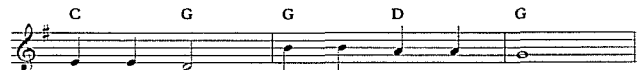
Mi - so soup, Mi - so soup, Mon - day, Tues - day,



Wednes - day, Thurs - day. Mi - so soup, Mi - so soup,



Fri - day, Sat - ur - day, twice on Sun - day. He eats Mi - so



soup for lunch, Eve - ry day at noon.



# 3 The weather

The weather often forms part of a classroom routine with children at this level and you can make this routine even more memorable by using a song or a chant. The words for weather are often part of the core syllabus, so you will probably find it easy to decide when to introduce songs and chants on this topic. In addition to the weather words themselves, which often come quite early in a primary syllabus, talking about the weather is also a useful vehicle for presenting or reviewing the present continuous. We will also see the weather combined with more complex structures such as the conditional later in this chapter.

Many of the weather words may remain the same when you create your songs and chants, but the support language will depend on the climate of the country in which you live and work. Some people complain about rain; others depend on it for their crops. It is important to be aware of this issue if you are not working in your own country.

## PREPARATION

Make a list of words relating to the weather and group them according to the syllable count. For example:

1 syllable: *hail, sun, rain, snow, wind, cloud, fog*

2 syllables: *sunny, rainy / raining, snowy / snowing, windy, cloudy, foggy, sunshine, raindrop, rainbow, snowball, snowflake, snowman, thunder, lightning*

3 syllables: *hurricane, tornado, tsunami*

Make a list of rhyming words including names. For example:

sun: *fun, bun, one*

rain: *plain, pain, Jane*

snow: *no, go, slow, Oh! Joe*

hail: *fail, sail, tail / tale, mail, snail, Gail*

sunny: *funny, bunny, honey, money*

snowflake: *don't break, big lake, call Jake*

snowman: *Call Anne, in Japan, nice tan, tin can*

rainbow: *Call Joe, I don't know, big toe*

hurricane: *Call Jane, take the train*

tornado: *tomato, potato*

Make a list of words often used to describe the weather and group them according to the syllable count. For example:

1 syllable: *warm, hot, cool, cold, light, clear, bright, dark, wet, damp, spring, fall*

2 syllables: *heavy, humid, pleasant, lovely, gorgeous, summer, winter, autumn, freezing*

3 syllables: *beautiful, horrible*

Now you are ready to create your chants.

### 3.1 Sun, rain, snow

#### LEVEL

1

#### AIMS

**Language:** weather words.

#### DESCRIPTION

The children learn a 3-word weather chant.

#### IN CLASS

- 1 Use three pictures, flashcards, or simple board drawings to introduce the weather words that you want to use (either from the model chant or your own).
- 2 Teach this very simple chant by pointing to each picture in turn, saying the word, and clapping at the end. Ask the children to repeat. These are the first two lines of the chant. For the third line, vary the pattern by pointing and saying only two of the words and clapping after each. The last line is then a repeat of the first two lines.

Sun, rain, snow. [Clap]

Sun, rain, snow. [Clap]

Sun, [Clap] rain, [Clap]

Sun, rain, snow. [Clap]

- 3 Teach and practice the chant a couple of times until the children are confident with both the words and the clapping.
- 4 When the children know the chant, you could change the order of the pictures on the board and point to them in turn for the children to say a different version of the chant without your help.
- 5 Now you are ready to create your own chant, substituting any one-syllable weather words.



## 3.2 Sun, sunshine

### LEVEL

2

### AIMS

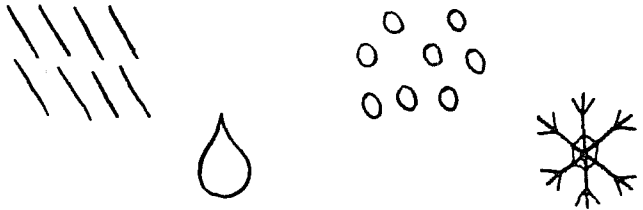
**Language:** weather words, word families.

### DESCRIPTION

The children learn a 5-word weather chant.

### IN CLASS

- 1 You can use this chant to help extend the children's weather vocabulary from the basic set that they probably learnt first. If you look back at the preparation section for this chapter, you will notice that most of the basic words have only one syllable. This chant uses a 2-syllable word, giving you the option to introduce new words such as *sunshine*, *raindrop*, *snowflake*, etc.
- 2 Make a class list of weather words on the board and present any new weather vocabulary that you want to introduce. If your class have studied countable and uncountable nouns, you can explain that *rain* / *snow* are uncountable but *raindrop* / *snowflake* are countable. It may help to draw some rain on the board, point and say *rain* and then draw one *raindrop*. Do the same for *snow* and then a single *snowflake*. It might look like this:



- 3 Leave all the words on the board and demonstrate the chant, asking the class to listen carefully to see which words are in the chant.
 

Sun, sunshine, rain, snow.  
 Sun, sunshine, rain, snow.  
 Sun, sunshine, rain, raindrop.  
 Sun, sunshine, rain, snow.
- 4 Invite a volunteer out to the front. Ask him / her to circle the words that were in the chant. The rest of the class can help.
- 5 Practice saying the chant as a class, pointing to the words on the board in the correct order.
- 6 Now create your own chant, substituting your own weather words. Notice the syllable pattern 1, 2, 1, 1 (for two lines), then 1, 2, 1, 2, and then repeat 1, 2, 1, 1.

### 3.3 Sunshine, fog

#### LEVEL

2, 3

#### AIMS

**Language:** present and past question practice (see Variation).

#### DESCRIPTION

The children learn a rhyming question chant.

#### IN CLASS

- 1 Review a range of weather words, including those in the chant but others as well. Then ask the class to listen and count how many *different* weather words they hear while you demonstrate the chant.

Sunshine, fog.

Where's my dog?

Sunshine, snow.

Where did he go?

Sunshine, rain.

Where is Jane?

Sunshine, snow.

I don't know.

- 2 Check answers as a class and write the four different weather words in a list down the left-hand side of the board. Now write *Where ...?* next to *fog*, *rain*, and *snow*. See if anyone can remember the questions in the chant. If not, tell them to listen again and write down the questions.
- 3 Invite volunteers to complete the questions on the board. (You may need to help with the spelling of *Jane* if it is not a name used in your coursebook.) Point to the last question and ask *What's the answer?* Shrug your shoulders and elicit *I don't know*.
- 4 Practice the whole chant as a class using the prompts.
- 5 Now you can create your own chant using the pattern:  
2 syllables 1 syllable  
Question / Answer with rhyming word  
(Your question or answer should only have two main stresses.)

#### VARIATION

If your class hasn't yet studied the past simple, you may want to replace the second question with the same answer as the last line: *I don't know*. With a higher level class, you could use different words to answer questions 1 and 3:

*Having fun*  
*In the sun* etc.

### 3.4 Warm rain, summer day

LEVEL

2, 3

AIMS

**Language:** adjective and noun order.

DESCRIPTION

The children learn a vocabulary chant.

IN CLASS

- 1 Divide the board into two halves and write *Summer weather* and *Winter weather* as two headings. Invite the class to call out weather words for each side of the board. Encourage them to use adjectives as well as nouns, and introduce any new words that you want to use in the chant.
- 2 Check comprehension by calling out adjective + noun phrases and asking the class to say *Yes* if it's possible and *No* if it is not possible. For example:  
*warm sun* (Yes) *hot snow* (No)
- 3 Clean part of the board if necessary and write these phrases (with gaps) on the board for the children to copy into their books:

___ rain	___ cloud
___ sun	___ fog
___ sky	___ rain
___ summer day	___ winter day

- 4 Ask the class to listen and complete the chant. Explain that they will have time to write because the phrase *summer day / winter day* comes at the end of every line, but that they only have to complete the phrase \_\_\_ *summer / winter day* at the end. Say the chant slowly but rhythmically.

Warm rain, summer day.

Bright sun, summer day.

Blue sky, summer day.

Hot summer day.

Dark cloud, winter day.

Heavy fog, winter day.

Freezing rain, winter day.

Cold winter day.

- 5 Go over the answers as a class and then practice the chant together, this time more quickly.

6 Now create your own chant. Notice the pattern:

1-syllable adjective, 1-syllable noun, *summer day*

1-syllable adjective, 1-syllable noun, *summer day*

1-syllable adjective, 1-syllable noun, *summer day*

1-syllable adjective, *summer day*

Notice too how the *winter* stanza fits 2-syllable adjectives into the same stress pattern (*heavy, freezing*). You can use 2-syllable adjectives or nouns wherever you want in the chant as long as they have the stress on the first syllable. You might want to keep the effect of the contrasting words *hot / cold* for the last line of each stanza.

### 3.5 Who loves the sun?

#### LEVEL

2, 3

#### AIMS

**Language:** *Who loves / hates ...? (They) love / hate.*

#### DESCRIPTION

The children learn a grammarchant and complete a picture to show their understanding of it.

#### MATERIALS

CD track 15, Worksheet 3.5 (see back of book).

#### PREPARATION

Photocopy Worksheet 3.5 for each child.

#### IN CLASS

- 1 Give out Worksheet 3.5. Talk about the pictures in activity 1, explaining any new vocabulary. Explain that the faces in the pictures are not complete because we are going to find out whether the things, animals, and people like the weather in each picture.
- 2 Tell the children to listen and number the pictures in the correct order. Point out that some things are in two pictures (the cats and the flowers) so they will have to listen carefully for the weather words. Play the first four lines (the questions) on track 15, pause the CD, and make sure that the children have not marked any pictures yet. Then play the next line and number your *cat / sun* picture 1 as an example. Play the chant again from the start, showing the children when to number the pictures.



Who loves the sun?

Who loves the rain?

Who loves the wind?

Who loves the snow?

Cats love the sun.

Flowers love the rain.

Sailors love the wind.

Skiers love the snow.

Who hates the sun?

Who hates the rain?

Who hates the wind?

Who hates the snow?

Snowmen hate the sun.

Cats hate the rain.

Flowers hate the wind.

Bunnies hate the snow.

- 3 Check answers at this stage so that all the children are ready to do the next activity with their pictures correctly numbered.
- 4 Then ask *Who loves the sun?* Elicit *cats* and draw a smiley mouth on your cat picture. Show the class and explain that they are going to listen again and draw a smiley mouth for *loves* and a sad mouth for *hates*.
- 5 Now create your own chant. You could use other things, animals, and people as in the model chant, or you could do the follow-up (see below) first and then make up a chant about the weather preferences of the children in your class:

*Who hates the wind?*

*Bobby hates the wind.*

If you use the children's names, you may also like to introduce the answers *No-one likes / hates* or *We all like / hate*. Make sure that the children use the third person singular *s* correctly where appropriate.

## FOLLOW-UP

The children can draw themselves in the weather that they like best. They can label the picture *I like the \_\_\_\_\_*.

## 3.6 Is it raining?

### LEVEL

2

### AIMS

**Language:** *Is it (sunny)?* and short answers, *Is it (raining)?* and short answers.

### DESCRIPTION

The children learn a grammarchant and then sing it.

### PREPARATION

Familiarize yourself with the tune of track 12 'Is it Monday?', as you can use the same tune for this chant.

### IN CLASS

- 1 Ask the children to listen and find out what the weather is like as you demonstrate the chant.

Is it raining?

No, it isn't.

Is it sunny?

Yes, it is.

Is it snowing?

No, it isn't.

Is it sunny?

Yes, it is.

Is it cloudy?

No, it isn't.

Is it sunny?

Yes, it is.

Is it windy?

No, it isn't.

Is it sunny?

Yes, it is.

- 2 Check answers. Now draw a vertical list of weather symbols on the board:

some raindrops



the sun



a snowflake



the sun



a cloud



the sun



a bent over tree (to show wind)



the sun



- 3 Ask the children to make the question and answer for each picture. Show their answers with a check mark or a cross on the board.
- 4 Practice saying the chant as a class, using the prompts on the board.
- 5 You can then sing the words to the tune of 'Is it Monday?' (see 'Preparation').
- 6 Now create your own version of the song, using today's weather in place of *sunny*. Notice the pattern, which repeats four times:

*Is it (not today's weather)?*

*No, it isn't.*

*Is it (today's weather)?*

*Yes, it is.*

### FOLLOW-UP

Sing the song every day in class, changing the vocabulary to fit the weather.

## 3.7 Here and there and everywhere

### LEVEL

1

### AIMS

**Language:** *It's raining, I'm wet.*

**Other:** the elision of the /ŋ/ sound with a following vowel.

### DESCRIPTION

The children learn a grammarsong with actions.

### MATERIALS

CD track 16.

IN CLASS

- 1 If you want to use the model song on the CD, ask the children to listen to a song about rain. Tell them to raise their hand every time they hear the word *raining*. If you can bring an umbrella to class, you could raise this instead. Play track 16.

It's raining here, it's raining there,

It's raining, raining, everywhere.

It's raining here, it's raining there,

It's raining everywhere.

I'm wet. I'm wet.

I'm very, very wet.

It's raining here, it's raining there,

It's raining everywhere.

*Tiny Talk Songbook*, OUP

- 2 Teach simple actions as follows:

*here*: point with both index fingers to the ground

*there*: point with both index fingers away from you

*everywhere*: join your index fingers together above your head, move them apart and around in a big circle, joining up again in front of your chest

*wet*: brush yourself down

- 3 Say the words of the song slowly, but rhythmically, encouraging the children to practice the actions.
- 4 Sing the song with the CD.
- 5 Now create your own song, substituting another 2-syllable weather word (*snowing*, *sunny*, etc.) and a different 1-syllable adjective. Try to choose an adjective with a clear action, for example *hot* (wipe your brow) or *cold* (shiver).

### 3.8 If it rains, I'll wear my raincoat

LEVEL

3

AIMS

**Language:** real (first) conditional, including short main clauses ending *will / won't*, weather words, clothes.

**Other:** rhythm and sentence stress in complex sentences.

DESCRIPTION

The children learn a grammar song.

MATERIALS

CD track 17.

IN CLASS

- 1 If you want to use the model song on the CD, first set a listening task according to the children's vocabulary level. You could either ask them to list all the weather words they hear, or you could divide the class into two teams and ask one team to listen for weather words and the other team to write down the clothes (there are four of each). Play track 17 for the children to write their lists.

If it rains, I'll wear my raincoat.

If it doesn't rain, I won't.

When it's cold, I always wear my gloves.

When it isn't cold, I don't.

If it snows, I won't wear sandals.

If the sun comes out, I will.

If it rains, I'll wear my brand new coat

If I don't, I'll get a chill.

*Children's Jazz Chants Old and New, OUP*

- 2 Check answers and then write two lists of prompts on the board like this:

If / rain	raincoat
If / X	X
When / cold	gloves
When / X	X
If / snow	X sandals
If / sun	✓
If / rain	coat
If I / X	?

- 3 Ask the children to listen again and to look at the prompts on the board as you play track 17.
- 4 Use the prompts to elicit each sentence from the class. Accept any grammatically correct answers, but if the words are not quite as in the song, ask if anyone can remember what the song said. Ask the class to repeat each full sentence.
- 5 Practice saying the whole song using the prompts, and then sing it with the CD.
- 6 Now create your own song. You could substitute other weather words and clothes, or change the clothes to activities, for example:

*If it snows, I won't go shopping.*

*If the sun comes out, I will.*

# 4 Numbers

This chapter begins with suggestions for number presentation chants, and then moves on to work with numbers in different ways, including common pronunciation problems. Some of the chants complement what the children may be studying in math, such as the concept of odd and even numbers. There are also simple math puzzles in some chants, with suggestions for using the number cards (see below).

For children who struggle with math, the possibility to work with numbers through chants may help them to feel positive about the subject.

## PREPARATION

First write down the numbers one through ten. Note that only the number *seven* has two syllables, with the stress on the first syllable. All the other numbers have one syllable only.

Make a list of rhyming words for each number. Include names when possible. For example:

one: *fun, sun, run, gun, son*  
two: *you, glue, shoe, blue, Sue*  
three: *me, tree, bee, sea, flea, Lee*  
four: *door, more, store, sore*  
five: *alive, drive, hive, Clive*  
six: *sticks, mix, chicks, kicks, licks*  
seven: *eleven, heaven, Kevin*  
eight: *late, hate, date, gate, Kate*  
nine: *fine, mine, shine, line*  
ten: *men, pen, again, Ken, Jen*

Then write down the numbers eleven through twenty and group them according to the syllable count:

1 syllable: *twelve*  
2 syllables: *thirteen, fourteen, fifteen, sixteen, eighteen, nineteen, twenty*  
3 syllables: *eleven, seventeen*

Make a list of rhyming words for each number. (Rhymes for *eleven, twelve* and *twenty* are more difficult.) For example:

eleven: *seven, heaven, Kevin*  
twelve: *shelve*  
Any -teen number: *clean, teen, seen, Jean, bean, mean*  
twenty: *plenty*

Make a list of words used to describe numbers. Include simple words relating to math and group them according to the syllable count. For example:

1 syllable: *odd, large, small, big, high, low, wrong, long, right, add*

2 syllables: *even, lucky, correct, subtract, divide, favorite*

3 syllables: *unlucky, telephone, multiply*

Look for rhyming words for these words too, for example:

odd: *Todd, I-Pod*

large: *barge*

small: *tall*

big: *pig*

high: *cry*

low: *no, go, Joe*

wrong: *long, song*

right: *night, flight, sight, might*

add: *bad, sad, lad, glad*

lucky: *ducky*

even: *Steven*

divide: *hide, side, bride*

telephone: *all alone*

multiply: *please don't cry*

Now you are ready to create your chants.

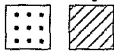
### Number cards

In this chapter, there are suggestions for using the number cards (Worksheets 4.1 and 4.2 at the back of the book). The first time you use the cards, the children will need scissors to cut them out (unless you are able to do this before the lesson). It may also help in a big class if all the children color each number the same way so that you can easily see if everyone is holding up the correct card. To do this, you can give a coloring dictation. For the numbers 1–10, you could call out for example:

*1 pink, 2 blue, 3 green, etc.*

If your children don't have ten different colors, you could use the opportunity to teach the words:

*dots stripes*



and vary the patterns in that way. For example:

*1 pink, 2 blue, 3 pink spots*

For the numbers 11–20, give different colors for each digit. For example:

*11 Color the first '1' blue and the second 1 red.*

*12 Color the '1' green and the '2' orange.*

*13 Color the '1' green and the '3' purple. etc.*

If the children color the cards, they may want to use their own set each time you use them. They could write their names on the back and you could clip them together, take them in, and give them out for use in another lesson.

The 'Materials' section for each chant shows when there is a suggestion to use the cards.

## 4.1 One to ten

### LEVEL

1

### AIMS

**Language:** numbers 1–10.  
**Other:** rhythm and co-ordination.

### DESCRIPTION

The children learn a vocabulary chant.

### MATERIALS

If your coursebook has large number flashcards, you could use these for presenting the numbers.

### IN CLASS

1 If the class have already learnt the numbers 1–10, you could encourage them to join in as you repeat each part of the chant.

If you are using the chant to present the numbers, you may want to point to flashcards or numbers on the board as you demonstrate the chant slowly but rhythmically.

One, [Clap] two, [Clap], three, four, five, [Clap]

Six, seven, eight, nine, ten. [Clap Clap Clap]

One, [Clap] two, [Clap], three, four, five, [Clap]

Six, seven, eight, nine, ten. [Clap Clap Clap]

One, two, three, four, five, six, seven,

Eight, [Clap] nine, [Clap] ten. [Clap Clap Clap]

One, two, three, four, five, six, seven,

Eight, [Clap] nine, [Clap] ten. [Clap Clap Clap]

2 Invite the class to join in with the chant. Start slowly but rhythmically and gradually increase the speed.

3 Now create your own chant by changing the clapping pattern. Notice that there are four main stresses in each line of the model, but you can experiment by placing the claps in different places, for example:

One, two, three, four, five, [Clap Clap Clap]

Six, seven, eight, nine, ten. [Clap Clap Clap]



VARIATION

Divide the class into two groups to perform any version of the chant. One group says the words while the other group claps. Swap roles and repeat so that everybody practices the numbers and the rhythm.

## 4.2 Ten to twenty

LEVEL

1

AIMS**Language:** numbers 10–20.DESCRIPTION

The children learn a vocabulary chant.

IN CLASS

- 1 Ask the children to choose a number between ten and twenty and to write it down on a piece of paper. Ask them to listen and count how many times they hear their number. Demonstrate the chant slowly but rhythmically.

•       •       •       •  
After ten: eleven, twelve.

•       •       •       •  
Thirteen, fourteen, fifteen, sixteen.

After ten: eleven, twelve,

Thirteen, fourteen, fifteen, sixteen.

•       •       •       •  
Seventeen, eighteen, nineteen, twenty.

Seventeen, eighteen, nineteen, twenty.

•       •       •       •  
Thirteen, fourteen, fifteen, sixteen,

•       •       •       •  
Seventeen, eighteen, nineteen, twenty.

- 2 To check answers, ask about each number but in a random order. (This makes sure that everybody listens all the time because they don't know which number is coming next.) Say: *Number (14), how many times?*
- 3 If any children who chose the same number do not agree, tell everyone to swap papers and listen again to check. Demonstrate the chant again.  
Answers: 10–12 (2 times each), 13–20 (3 times each)
- 4 If you do not need to work on spelling with the class, write the chant on the board in numbers as a quick prompt. If you have time for spelling work, you could dictate the chant for the children to write in words or invite volunteers who chose a particular number to write the words on the board.
- 5 Practice saying the chant as a class.

- 6 Now create your own chant by changing where you break between the sequences of numbers, or by using clapping as in 4.1. Remember to keep four strong beats in each line, for example:

Ten, eleven, twelve, [Clap]  
 Thirteen, fourteen, fifteen, sixteen,  
 Seventeen [Clap] eighteen [Clap]  
 Nineteen, twenty. [Clap Clap Clap].

### 4.3 Numbers and names

#### LEVEL

1

#### AIMS

**Language:** numbers 1–11.  
**Other:** practicing names in the class.

#### DESCRIPTION

The children learn a rhythmic chant.

#### IN CLASS

- 1 Ask the children to listen and count how many names they think they can hear. Make sure that they understand that they will hear numbers too, but they only have to count the names. Demonstrate the chant.

One, two, Ali and you.  
 One, two, three, Keiko and me.  
 One, two, three, four, five, six, seven,  
 Eight, nine, ten, eleven.  
 Two, four, six, eight.  
 Billy, Jimmy, Sandy, Kate.  
 Two, four, six, eight, ten.  
 Say it again, say it again.

- 2 Check answers (there are six names). It is probably best to create your own chant at this point rather than teaching names that aren't familiar to the class. Say line 1 of the chant rhythmically again, and write on the board:

*1, 2, ... and you.*

Ask the class to suggest a 2-syllable name of someone in the class. Take the first correct answer you hear, with the stress on the first syllable, and complete the line on the board. Repeat for line 2, using a different name. Write the lines of numbers on the board (or invite children to do this) and then ask for suggestions for the four names in line 6. If you don't have a rhyme for *eight*, you might want to keep *Kate*.

3 Say your new chant together as a class.

### VARIATION

Other syllable patterns fit the chant as follows:

You can use 1-syllable names throughout the chant.

You can use 3-syllable names as long as the stress is on the first syllable.

Where the stress in a name falls on the second syllable, you will need to start the name before the main beat, for example:

One, two, Ramón and you.

One, two, three, Juncal and me.

## 4.4 Thirteen blackbirds

### LEVEL

1, 2

### AIMS

**Language:** numbers 13–16, *How many?*

**Other:** the pronunciation of *-teen* words and plural ending /z/.

### DESCRIPTION

The children learn a pronunciation chant.

### MATERIALS

Number cards 11–20 (optional), see 'Preparation' for this chapter.

### IN CLASS

1 If you are using the number cards, tell the class to listen carefully and hold up the correct card as they hear each number. If not, ask them to listen and remember which numbers are in the chant. Say the model chant (or your own version using other vocabulary).

Thirteen blackbirds,

Fourteen fleas,

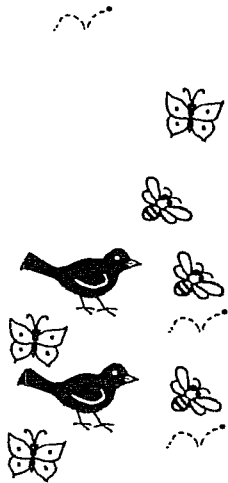
Fifteen butterflies,

Sixteen bees.

How many blackbirds?

Thirteen blackbirds.





How many fleas?

Fourteen fleas.

How many butterflies?

Fifteen butterflies.

How many bees?

Sixteen bees.

Blackbirds, bees,

Butterflies, fleas.

Blackbirds, bees.

Butterflies, fleas.

- Write the four nouns from the chant on the board, explaining any new words as necessary, and invite volunteers to write the correct number (in digits) next to each one. Each child can then point to the phrase and ask the class *How many (blackbirds)?* As the class answers, make sure that everyone is pronouncing the *-teen* words and the plural ending correctly.
- Practice saying the chant as a class, using the prompts on the board.
- Now create your own chant, substituting other *-teen* numbers or other vocabulary items. Notice the syllable and rhyme pattern in the model, but note that as long as the stress falls on the first syllable, you can replace *butterflies* (3 syllables) with a 2-syllable word and vice versa. You may want to keep the rhyming words *bees / fleas*.

### VARIATION

When the class has learned the model chant, play a memory game. Call out one of the numbers for the children to respond with the correct word. Alternatively, you could call out one of the vocabulary items for the children to hold up the correct card.

## 4.5 The thirty dirty dishes

### LEVEL

2, 3

### AIMS

**Other:** *thirteen / thirty* (the *th* sound /θ/), the *ir* sound /ɜ:/, and the plural endings /s/, /z/, and /ɪz/.

### DESCRIPTION

The children learn a pronunciation chant.

MATERIALS

CD track 18, number cards (optional), see 'Preparation' for this chapter.

IN CLASS

- 1 Ask the children to write *13* and *30* in their books. Using the model on the CD (track 18) or your own chant, ask them to listen and note down how many times they hear each number.

Thirty dirty dishes,

Thirteen cups,

Thirty dirty big dogs,

Thirteen pups.

Thirteen clean socks,

Thirty dirty shirts,

Thirty dirty raincoats,

Thirteen skirts.

- 2 Check answers by playing the CD again and pausing after each line for the children to repeat just the number. Write the numbers in a list on the board, leaving room to add the rest of each line to the right.
- 3 See how much of the chant the children can remember. Say *What comes first? Thirty ...?* Elicit *dirty dishes* and write it on the board. Continue for each line, writing either the correct words or what the class think they heard.
- 4 Tell the children to listen and check as you play track 18 or model your chant again. Correct any words on the board and ask the class to repeat each line, paying attention to the *th* sound /θ/ and the endings of *thirteen*, *thirty*, and the plural nouns.
- 5 Practice saying the chant as a class.
- 6 Now create your own chant, substituting other vocabulary items. Notice that lines 2 and 4 rhyme, with 1-syllable words, and also lines 6 and 8 with different words.

FOLLOW-UP

Use the number cards to practice recognition of the *-teen* and *-ty* words. The children spread their number cards 13–19 out on the desk in front of them. Call out a series of numbers from this list:

13, 30, 14, 40, 15, 50, 16, 60, 17, 70, 18, 80, 19, 90

If you say a *-teen* word, the children should hold up the correct card. Check and say *OK, cards down* before saying the next number. If you say a *-ty* word, they shouldn't show a card. If your children enjoy competitive games, any child who shows a card at the wrong time (or the wrong card) is 'out'.

## 4.6 One, three, five, seven

### LEVEL

2

### AIMS

**Language:** odd numbers.  
**Other:** sentence stress.

### DESCRIPTION

The children learn an odd numbers rhyming chant.

### MATERIALS

CD track 19, number cards (optional), see Preparation for this chapter.

### IN CLASS

- 1 If you want to use the model chant on the CD, ask the children to listen and write down all the numbers they hear as you play track 19. If they hear the same number twice, they should write it twice.

One, three.

Look at me.

Three, five.

I want to drive.

Five, seven.

How is Kevin?

Seven, nine.

Kevin is fine!

- 2 Before checking answers, ask the class what is special about these numbers. If they have not learnt the term in English, teach the word *odd*. Ask the children to call out the pairs of numbers they heard in the chant and write them on the board like this:

1, 3

3, 5 etc.

- 3 (Optional) If you are using this chant as part of a math lesson, you may also like to ask the children to add each pair of numbers together and to give the total in English. (If you have prepared the number cards, they could use these instead.)
- 4 Write the rhyming words in a jumbled order down the right-hand side of the board:

*drive*

*fine*

*Kevin*

*me*

- 5 Say 1, 3 ... and ask which word rhymes. Ask volunteers to draw matching lines on the board between the pairs of numbers and the rhymes. Ask if anyone can remember what the rest of the words were in the chant. If necessary, play track 18 again.
- 6 Practice saying the chant with the CD.
- 7 Now create your own chant. With the class, change lines 2, 4, 6, and 8 using other words that rhyme with *three*, *five*, *seven*, and *nine*. You might have a different number of syllables, but note that each line should have two main stresses, as in the model. Be careful that your new version does not place a stress on a weak syllable. As a starting point, you could keep the rhyming words but use different expressions. For example:

*Chant with me.*  
*Can you drive?*  
*Where's Kevin?*  
*First in line!*

## 4.7 Two, four, six, eight

LEVEL 2

AIMS **Language:** *don't want to.*  
**Other:** sentence stress, counting in twos.

DESCRIPTION The children learn an even numbers rhyming chant.

MATERIALS CD track 20.

IN CLASS

- 1 If you want to use the model chant on the CD, ask the children to listen and say what numbers they hear in the chant as you play track 20.

Two, four, six, eight.

I don't want to be late. I don't want to be late.

Two, four, six, eight, ten.

Say it again. Say it again.

- 2 Check answers and ask what is special about these numbers. If the children have not already learnt this term in English, teach the word *even*. Ask the class to continue the sequence (12, 14, 16, etc.) to make sure that everyone understands.

- 3 Ask if they can remember what else they heard in the chant. Say the first line of the chant. Then mime running through the door, looking at the classroom clock if possible, or at your watch, and look worried. Elicit *I don't want to be late*. Say the third line of the chant and then move your finger away from you in a circle, as you perhaps do when you want the children to repeat something. Elicit *Say it again*.
- 4 Practice saying the chant slowly, but rhythmically, as a class and then say it with the CD.
- 5 Now create your own chant. With the class, change lines 2 and 4 using other words that rhyme with *eight* and *ten*. You might have a different number of syllables, but note that each line should have two main stresses, as in the model. Be careful that your new version does not place a stress on a weak syllable.

## 4.8 A bird has wings

### LEVEL

1, 2

### AIMS

**Language:** numbers 1–20.  
**Other:** simple math.

### DESCRIPTION

The children learn a number chant and do simple multiplication.

### MATERIALS

CD track 21, number cards 1–20 (see 'Preparation' for this chapter and Worksheets 4.1 and 4.2).

### IN CLASS

- 1 Give out the number cards. Tell the children that they are going to listen to a chant and hold up the correct card for every number they hear. Practice with a few numbers first, in random order, to make sure that everyone understands. Check / pre-teach the words *bird / wings* so that the numbers will make sense, and then demonstrate the chant, slowly but rhythmically. Keep the rhythm even if the children cannot find the cards quickly enough. They will gradually learn the chant and know the order, but it is important to model the rhythm correctly.
- 2 Write the numbers *1, 2, 7, 9, and 10* on the board. Point to each number and say (*One*) *bird. How many wings? Show me the card ... Now tell me. How many wings?* Elicit *Two little wings*. Repeat for each number with the children first showing the card and then saying the phrase.
- 3 Invite the children to join in as much of the chant as they can as you play track 21. Point to the numbers on the board to help them.



A bird has wings, two wings.

One little bird, two little wings.

Two little birds, four little wings.

A bird has wings, two wings.

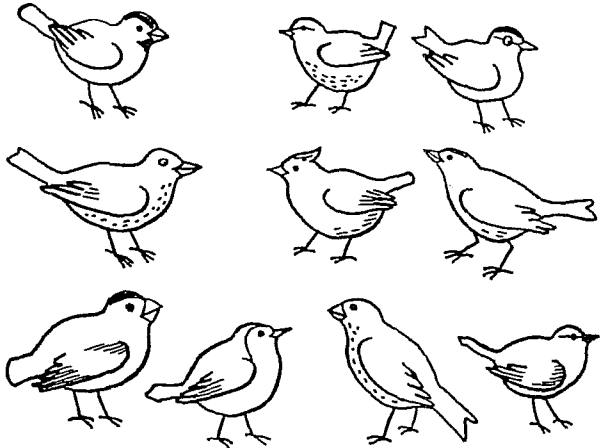
Seven little birds, fourteen wings.

Nine little birds, eighteen wings.

Ten little birds. How many wings?

Ten little birds, twenty little wings.

Adapted from *Jazz Chants for Children*, OUP



- 4 (Optional) If you are using this chant as part of a math lesson, you may want to practice simple multiplication with other cards and numbers before using different numbers to create your own chant.
- 5 Now create your own chant, substituting as many words as you wish. You could start by replacing *bird / wings* with a different (small) animal and body part (for example, *ears / eyes*); you could change these words and the adjective as well (use a 2-syllable adjective with the stress on the first syllable, or a 1-syllable adjective); alternatively you could change all the words and the numbers completely.

### FOLLOW-UP

You can play a describing game to help consolidate adjective order. Agree a body part with the class, for example *legs*. Give a descriptive phrase *Two big beautiful dogs* for the children to respond *Eight big beautiful legs*.

# 5 Colors

Colors are usually one of the first vocabulary sets that our children learn. For creating songs and chants, there are even more possibilities for variation because you can alter both the color and the noun and tap into the children's imagination with fantasy sentences such as *the cow is green*.

## PREPARATION

Make a list of colors and group them according to the syllable count. For example:

1 syllable: *black, white, red, green, pink, blue, brown, grey*

2 syllables: *yellow, purple*

3 syllables: *tangerine, violet, lavender*

Make a list of rhyming words for each color. Include numbers and names when possible. For example:

black: *back, crack, sack, Jack, Mac*

white: *right, light, night, fight, kite, might*

red: *head, bed, said, dead, Ed, Fred*

green: *clean, teen, seen, bean, Jean*

pink: *sink, think, drink*

blue: *two / too, you, who, shoe, new, Lou, Sue, do*

brown: *town, down, frown, clown*

grey: *day, say, may, they, Hey!, way, tray, Faye*

yellow: *fellow, jello, mellow, cello*

tangerine: *in between, don't tell Jean, don't be mean, sweet sixteen*

violet: *don't forget, what did you get?*

(Rhymes are difficult for orange, purple and lavender, but remember that it is not necessary for everything to rhyme.)

Make a list of words which describe colors and group them according to the syllable count. For example:

1 syllable: *bright, pale, light, dark, nice, soft*

2 syllables: *pretty, ugly, lovely*

3 syllables: *navy blue, baby blue, beautiful*

It is also useful to make cards of each color to hold up.

Now you are ready to create your chants.

## 5.1 Purple, yellow

LEVEL

2

AIMS

**Language:** colors.

**Other:** sentence stress.

DESCRIPTION

The children learn a rhyming chant.

IN CLASS

- 1 Ask the class to put their colored crayons on the desk in front of them. Tell them to listen and pick up each color as they hear it. Demonstrate the chant.

Purple, yellow, green. [Clap]

All my socks are clean. [Clap]

Purple, yellow, blue. [Clap]

That hat looks good on you. [Clap]

Purple, yellow, white. [Clap]

Am I wrong or right? [Clap]

Purple, yellow, grey. [Clap]

I feel great today. [Clap]

- 2 Ask which colors they heard most and write these on the board:

*purple, yellow*

- 3 Ask which other colors they heard and make a list on the right-hand side:

*purple, yellow*      *green*  
                                  *blue*  
                                  *white*  
                                  *grey*

- 4 Ask the class to listen again and find the words that rhyme with the colors on the right. (This develops the children's listening skills as they learn to recognize where the rhyming word will fall.) Say the chant again.
- 5 Ask the class to help you add to the prompts on the board: *green—clean*, etc. Explain any new expressions in the chant.
- 6 Practice saying the whole chant as a class. If the children cannot remember all the words at first, encourage them to stress the rhyming words from the board as these have natural sentence stress and are easy to fit in.
- 7 Now create your own chant. You could start by changing one or two words only (*All my shoes are clean / Is she wrong or*

*right?)* and asking children to raise their hand when they hear a word that is different from the original chant. Alternatively, you could make up new rhyming lines using your list from the 'Preparation' section of this chapter.

*Purple, yellow, green*

*Please call Jean.*

*Purple, yellow, blue*

*Don't forget to call Sue.*

Note that your rhyming line can be either a statement or a question.

To change the chant still further, you could substitute the four colors at the end of the lines with other 1-syllable colors and work with a completely different rhyme scheme.

## 5.2 One shoe

### LEVEL

1, 2

### AIMS

**Language:** colors, *They match / don't match.*

### DESCRIPTION

The children do a coloring activity and learn a 4-color rhyming chant.

### MATERIALS

CD track 22, Worksheet 5.2 (see back of book), crayons (red, grey, black, and white for the model chant and any others that you want to practice).

### PREPARATION

Photocopy Worksheet 5.2 for each child.

### IN CLASS

1 Give out Worksheet 5.2. Ask children to look at activity 1. Explain that they are going to hear what color these shoes and socks are and as they hear each color, they should use a crayon to mark the color. Make sure they understand that they will have time afterwards to color the pictures properly, but that this time they only need to note what color they need. (This is good listening test practice.)

One shoe is red.

One shoe is grey.

They don't match,

But that's OK.

One sock is black.

One sock is white.

They don't match,

But that's all right.

- 2 Play track 22 or demonstrate the chant as many times as necessary for all the children to be sure of the colors. Then allow them time to color the pictures. (If you are short of time, the children can leave the second sock white without coloring it.)
- 3 Borrow a correctly colored worksheet from one of the children. Say the chant slowly, stopping after *They don't march* and point from the red shoe to grey shoe and look puzzled. Continue with the next line *But that's OK* and smile. Repeat the same procedure with the rest of the chant.
- 4 Encourage the class to say the chant with you, using activity 1 to prompt them.
- 5 Now create your own chant. It is better if the rhyming colors are 1-syllable, but you can use 2-syllable colors in lines 1 and 4. If you want to use activity 2 on the worksheet, choose your own colors but keep the words *shoe* and *sock*. For activity 3, ask the children to draw other simple items such as two gloves or two boots, one in each space, and then say the chant using your own colors. The phrase *They don't march* makes most sense with things that come in pairs, but once children understand the concept, you could use different 1-syllable items. You may wish to replace the first word 'One' with *My, Your, His, Her*.

### 5.3 Red, blue. Where is Sue?

#### LEVEL

1, 2

#### AIMS

**Language:** *Where's ...? / Where is ...?*  
**Other:** question intonation.

#### DESCRIPTION

The children learn a question chant.

#### IN CLASS

- 1 Tell the class that they are going to hear someone asking about different people. Ask them to listen carefully and find out where the people are. (This means that they will have to listen until the very last line.) Demonstrate the chant

Red, blue.  
 Where is Sue?  
 Red, blue.  
 Where is Lou?  
 Blue, red.  
 Where is Ted?  
 Blue, red.  
 Where is Fred?  
 Red, green.  
 Where is Jean?  
 Green, red.  
 Home in bed.

- 2 Check that everyone has understood the last line *Home in bed*. Write the names from the chant on the board and ask the children *What's the question in the chant?* Elicit *Where is* and add this in front of *Sue*.
- 3 Then ask the children to list the different colors they heard, and the correct order each time. Write each pair of colors next to one of the names: *Red, blue—Sue*.
- 4 Practice the chant together as a class.
- 5 Now create your own chant, substituting other 1-syllable colors and names. Notice the rhyme pattern and the way that the colors change order:

*Red, blue. Where is Sue?*

*Blue, red. Where is Ted?*

## 5.4 Black, yellow, brown

LEVEL 3

AIMS **Language:** past simple irregular verbs.

**Other:** sentence stress.

DESCRIPTION

The children learn a 3-color rhyming chant and write their own 'story' lines.

MATERIALS

CD track 23.

IN CLASS

- 1 To focus on the verbs rather than the colors, ask the children to listen and tell you what happened to Jack and Bob. Track 23 has a rhythmic backing for this chant (not the words), but you may want to save this as a surprise for the children's own versions later.

Black, yellow, brown. [Clap]

Jack fell down. [Clap]

Pink, purple, white. [Clap]

Bob had a fight. [Clap]

- 2 Accept correct answers in the past simple and write them on the board. Then ask what other words the children heard (colors). Help them to build the chant on the board by asking first which colors rhyme with *down* and *fight*. If they can't remember the other colors, explain that they now have the story lines and the rhymes of the chant, so they are ready to make up their own version.
- 3 As a class, fill out lines 1 and 3 so that each has 3 colors. The model chant uses the pattern 1 syllable / 2 syllables / 1 syllable, but you could use other variations as well. Practice this new version of the chant together.
- 4 Divide the class into small groups to write a story line for this chant. Remind them to:
- use a past tense verb
  - make sure that it fits the rhythm (Can they do three claps to it?)
  - make sure that the last word rhymes with any color they know (Because the longer colors are much more difficult to rhyme, the children will probably all choose a 1-syllable color, so there is no need to explain this pattern to them.)
- 5 Go round the class checking the rhythm and rhyme scheme. As groups finish their lines, ask a volunteer to write it on the board. Use track 23 (a karaoke rhythm) and the children's new lines to create as many new versions of the chant as the class produce. Encourage them to tell their 'stories' with lots of expression.

## 5.5 Black cat

LEVEL

1

AIMS**Language:** adjective and noun order.DESCRIPTION

The children learn a 4-color rhyming chant.

PREPARATION

Prepare flashcards showing the vocabulary items. Some are given at the back of this book, which you or your children can color.

IN CLASS

- 1 Ask the children to listen carefully to the chant because afterwards you are going to play a memory game. Demonstrate the chant.

Black cat.



Brown hat.



Red chair.



Yellow hair.



Pink box.



Green socks.



White frog.



Purple dog.



- 2 You can either play as a whole class or divide the children into two teams. To encourage the children to produce an adjective + noun phrase, call out a color and ask the class to say the whole phrase:

*red ... red chair* etc.

- 3 When you have reviewed all the phrases in this way, write one list of words (either the colors or the nouns) on the board and invite the children to say the chant with you.
- 4 Now create your own chant, substituting other colors or nouns. Notice that each pair of lines rhymes and that the fourth and eighth colors have two syllables.

FOLLOW-UP

The children work in groups of four or eight to create a frieze of the chant, each drawing and labeling one or two pictures. You may want different groups to work on different versions of the chant. They will probably find it easier to draw and label a version without the color *white*.

## 5.6 My socks are red

LEVEL

2

AIMS

**Language:** possessive adjectives: *my, your, his, her*.

**Other:** sentence stress.

DESCRIPTION

The children learn a rhyming grammarchant.



IN CLASS

- 1 Ask the children to listen carefully to answer the question: *What color are her socks?* Demonstrate the chant, repeating it until someone gives the correct answer (blue).  
 My socks are red.  
 Your socks are blue.  
 His socks are green.  
 Her socks are too.
- 2 Write the subject pronouns in a list on the left-hand side of the board:  
*I*  
*You*  
*He*  
*She*  
 Point to *She* and ask *What color are her socks?* Elicit the answer *blue* but there is no need to write this on the board as the word in the chant is *too*. Invite volunteers to make the other questions using the correct possessive adjectives and note the colors on the right-hand side.
- 3 Ask the class to say the chant slowly but rhythmically with you, as you point at each subject pronoun and color. When you reach the last line, help them to say *Her socks are too*.
- 4 Practice the whole chant up to speed.
- 5 Now create your own chant, substituting other 1-syllable colors and clothes items and using any of the possessive adjectives.

## 5.7 The purple, yellow chant

LEVEL

1

AIMS

**Language:** colors.  
**Other:** rhythm and co-ordination.

DESCRIPTION

The children learn a vocabulary chant.

MATERIALS

A set of color flashcards (optional).

IN CLASS

- 1 Ask the children to listen and count the claps in the chant. Demonstrate the chant.  
 Red, [Clap] purple, yellow.  
 Red, [Clap] purple, yellow.  
 Red, [Clap] purple, yellow.  
 Green. [Clap Clap Clap]

- 2 If possible, stick color flashcards on the board in the order of the chant (red, purple, yellow, green). You could use colored board pens / chalk or just write the words on the board instead. Explain that you are going to point to each color and say the word, and when you point to the class, they should clap. Say the chant in this way.
- 3 Swap roles, asking the children to say the color word as you point, and with you clapping.
- 4 Invite the children to say the whole chant with you, pointing at the color words if necessary.
- 5 Now create your own chant, substituting other colors. Most colors are 1-syllable words which fit the stress pattern of the chant perfectly. This chant also works with color words of any number of syllables, so the children can easily create their own 3-color chant.

VARIATION

Divide the class into two groups: one says the color words while the other group claps. Swap roles and repeat so that everyone has a chance to do each rhythm.

## 5.8 I love yellow

LEVEL

2

AIMS

**Language:** present simple 1st and 3rd person singular, possessive adjectives and pronouns: *my, mine, his, his, her, hers.*

DESCRIPTION

The children learn a grammar song to the tune of *Frère Jacques*.

MATERIALS

CD track 24.

IN CLASS

- 1 Tell the class that to sing this song, they hear a line and then repeat it. Ask them to listen and copy each line exactly as they hear it on track 24 (or after your model).

The musical notation is written on a treble clef staff in 4/4 time. The key signature has one sharp (F#). The melody is simple and repetitive. Above the staff, guitar chords are indicated: D, A, D, D, A, D, D, G, D, D, G, D, D, A, D, D, A, D. The lyrics are as follows:

1. I love yel - low. I love yel - low. I do too.  
 2. He loves pur - ple. He loves pur - ple. She does too.

I do too. 1. All my socks are yel - low.  
 She does too. 2. All her socks are pur - ple.

All my socks are yel - low. Mine are too. Mine are too.  
 All her socks are pur - ple. His are too. His are too.

- 2 Write the first line on the board:

*I love yellow.*

Ask *How do we know?* Elicit *All my socks are yellow* and write this under the first line on the board. Ask *What does the other person say?* Elicit *I do too / Mine are too*, explaining the meaning if necessary and writing each response in the correct place:

*I love yellow. I do too.*

*All my socks are yellow. Mine are too.*

- 3 Invite volunteers to come to the board and write similar prompts for verse 2, with the help of the class.
- 4 Practice the song with the CD.
- 5 Now create your own song. To fit the melody it might be best to use 2-syllable colors (*purple, yellow, silver, orange*) and a 1-syllable clothing item in the plural (*all my hats / all my gloves, etc.*).

# 6 Food and drink

Food is always a popular topic. Children love to talk about what they like and don't like to eat. Food offers us a chance to teach useful vocabulary such as *a loaf of bread, a bottle of milk, a cup of tea, a glass of juice, a bowl of cereal*, etc. and to distinguish between countable and uncountable nouns (*two cups of tea, a little sugar, some pasta*).

Children will enjoy suggesting their favorite items for a food chant, especially if the chant contains their own first name, for example *Bobby loves chocolate, hot chocolate. Mary loves tea, iced tea*.

## PREPARATION

Make a list of food items. (You may wish to ask the children to give you a list of five things they love to eat or drink.) Group these words according to the syllable count. For example:

- 1 syllable: *cake, egg, pear, cheese, rice, salt, milk, tea, juice*
- 2 syllables: *cooky, ice cream, candy, apple, catsup, French fries, porridge, lettuce, salad, soda, milkshake*
- 3 syllables: *orange juice, candy-bar, hamburger, banana, ice-cream cone*

Make a list of rhyming words. For example:

- cake / steak: *take, break, make, snake*
- egg: *leg, Meg, Peg*
- pear: *hair, bear, chair, Cher*
- cheese: *please, keys, knees, bees, trees*
- rice: *nice, ice, twice*
- milk: *silk*
- tea: *sea, he, me, we, Lee, Gee!*
- juice: *loose, goose, Bruce*
- salt: *fault*
- cookie: *Snooky, Whooper*
- ice-cream: *don't scream, Tell Jean, that's clean*
- candy: *dandy, Andy, Sandy, Mandy*
- sandwich: *He's rich, deep-ditch*
- banana: *Havana, Anna*
- potato: *tomato, tornado*
- tomato: *potato, tornado*
- ice-cream cone: *on the phone, home alone, break a bone*

Make a list of words which describe a food item (size, quality, taste) and group them according to the syllable count. For example:

1 syllable: *big, small, large, huge, ripe, sweet, sour, good*

2 syllables: *little, tiny, great big, teeny, a lot, yummy*

3 syllables: *enormous, very large, little bit, not too much, a little, wonderful, delicious, very good*

4 syllables: *teeny tiny*

Now you are ready to create your chants.

## 6.1 Apple, banana, pear

### LEVEL

1

### AIMS

**Language:** food words.

**Other:** rhythm and co-ordination.

### DESCRIPTION

The children learn a 3-word vocabulary chant.

### IN CLASS

- 1 Explain that the children are going to hear a chant with three words. Ask the children to listen carefully. Are they toys? Do we play with them? Are they numbers? Are they food? Are they colors? Demonstrate the chant, using flashcards from the back of the book if you wish.



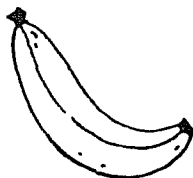
• Apple, banana, pear. [Clap]

• Apple, banana, pear. [Clap]

• Apple, banana,

• Apple, banana,

• Apple, banana, pear. [Clap]



- 2 Make sure everyone understands that they were food words. Ask volunteers to draw each item on the board. Point to each picture and ask the class to repeat the word. Do this slowly at first and then speed up, changing the order of the words.
- 3 Now demonstrate the chant again, slowly but rhythmically, pointing to each fruit picture and clapping in the right place. Gradually encourage the children to join in with the clapping and then the words.
- 4 Now create your own chant. Notice the pattern of the syllables and where the stress should fall. As this is a very simple chant, you could use it to present new vocabulary as well as practicing known words.

### VARIATION 1

If you have flashcards of these food items, stick them on three different walls of the classroom and ask the children to point as they hear each item in the chant for the first time.

VARIATION 2

Divide the class into three 'fruit' teams. Each group only says their word in the chant, but everybody claps. Swap roles so that everyone practices all the language.

**6.2 One apple, two apples**LEVEL

1

AIMS**Language:** singular and plural nouns.DESCRIPTION

The children learn a grammarchant.

IN CLASS

- 1 You can build this chant up on the board using simple pictures. The children need not know that it is a chant at first, but as they say each line, repeat it rhythmically with claps, and they will gradually realize, making it a nice surprise.

•  
One apple.

• •  
Two apples.

•  
One apple.

• •  
Two apples.

•  
One banana.

• •  
Two bananas.

•  
One little pear.

• •  
Two little pears.

- 2 If you want to use the model chant, follow the words below. First draw an apple on the board. Ask *What's this?* (*An apple.*) *How many?* (*One apple.*). Next to it, draw two more apples. Point just to these two and ask *How many apples?* (*Two apples.*) Make sure that the children are pronouncing the plural *-s* correctly. Say the first two lines of the chant rhythmically, clapping for each stress and invite the children to repeat. Do the same for the same four lines.
- 3 Then draw a pear, roughly the same size as your apples, and ask *What's this?* (*A pear.*). Erase it and draw a much smaller pear. Ask *Is it big or little?* and elicit the phrase *One little pear.* Draw two more little pears for the last line and practice as before.
- 4 Practice saying the chant rhythmically.
- 5 Now create your own chant, making sure that you only use countable items. Notice too the pattern of the syllables and where the stress should fall. Once the children know the model chant, you can use any countable items even if they are too

difficult for you to draw. Agree as a class which three words you are going to use and the children will be able to do it—particularly if they have been involved in choosing the words.

VARIATION

You can also change the adjective *little*, using any 2-syllable size, quality, or color word.

### 6.3 One big, red apple

LEVEL

1, 2

AIMS

**Language:** singular and plural nouns, adjective order.

DESCRIPTION

The children learn a 5-line vocabulary chant.

IN CLASS

- 1 Follow the procedure in activity 6.2 for building up this chant using pictures on the board. Alternatively, ask the children to listen first and to write down **all** the numbers they hear. They then have to add up all the apples and all the pears.

One apple.

Two apples.

One big red apple.

Two big red apples.

One little pear.

- 2 Check the answer to the counting activity (6 apples and 1 pear). If necessary, say the chant again more slowly, but rhythmically, to allow children to check until everyone agrees. Write the numbers on the board to use as prompts later: 1, 2, 1, 2, 1.
- 3 Then write these four words spaced out on the board:  
*apple big one red*  
Ask *Is that right?* Ask the class to help you put the phrase in the correct order as in the chant, choosing volunteers to write a word each. If necessary, explain the order (number + size + color) and practice with other phrases if the class is ready for this.
- 4 Write *two big red apple* (without the -s) and ask *Is that right?* Ask a volunteer to correct the phrase with the plural ending -s.
- 5 Demonstrate the chant again, pointing to the list of numbers that you made in step 2 to remind the children of the order. Encourage them to join in.
- 6 Now create your own chant, making sure that you only use countable nouns. Notice too the 1-syllable adjectives and the

use of both 2-syllable and 1-syllable nouns. If the class is not yet ready to focus on adjective order, simply replace the size and color words. With higher level classes, you could use other combinations for example:

*two nice green apples* (opinion + color)

*two nice big apples* (opinion + size)

## 6.4 Apples, bananas, pears

### LEVEL

2

### AIMS

**Language:** present simple 3rd person singular and plural, including questions and short answers.

**Other:** question intonation, strong and weak form of *does* in questions and short answers.

### DESCRIPTION

The children learn a grammarchant.

### MATERIALS

CD track 25.

### IN CLASS

- 1 Write the following on the board for the children to copy:

*they      apples*

*she      pears*

*he      bananas*

*I*

- 2 Ask the children to listen and draw a line to match each person with the fruit that they like as you play track 25.

He likes apples.

She likes bananas.

They like pears.

They like pears.

He likes apples.

She likes bananas.

They like pears.

They like pears.

Does he like apples?

Yes, he does.

Does she like bananas?

Yes, she does.



Do they like pears?

Yes, they do.

They love pears.

I do too.

- 3 Check answers by starting a new list, this time in the order of the chant:

*He ...*

and ask the class to make the whole sentence, making sure that they pronounce the third person singular ending correctly. For the first eight lines, continue writing just the subject pronoun for the class to give the whole sentence, using *They* twice each time as in the model chant.

- 4 When you reach the questions, write a question mark and the subject pronoun and a check mark on the right-hand side:

? *he* ✓

Encourage the class to give you the full question and answer.

- 5 Help them complete the last line *I do too*, writing this on the board.
- 6 Practice saying the chant slowly but rhythmically using the prompts on the board. Even at this slow speed, make sure that the children use natural question intonation and the weak form of *Does* in the question.
- 7 Practice saying the chant with track 25.
- 8 Now create your own chant. You can use any verb that works well with food, for example: *like, love, hate, eat, buy*. Notice the syllable pattern of the food items (2, 3, 1) which gives a good flow to the rhythm.

## 6.5 I eat an apple every day

LEVEL

2, 3

AIMS

**Language:** present simple, agreeing with *So do I / So does she*, etc.  
**Other:** sentence stress.

DESCRIPTION

The children learn a grammarchant.

IN CLASS

- 1 Pre-teach or review *So do I / So does he*, etc. Then explain to the class that every time they hear one of these expressions in the chant, they must repeat it, in rhythm. Demonstrate the chant, encouraging the children to join you for the repeated line each time.

I eat an apple every day.

So does he.

So does he.

He eats an apple every day.

So does she.

So does she.

She eats an apple every day.

So do they.

So do they.

They eat apples every day.

[Clap] Me too.

How about you?

- 2 Ask simple comprehension questions to recall the full sentences from the chant:

*What do I do? How often?*

*What does he / she do? How often?*

*What do they do? How often?*

Make sure that the children use the plural *apples* where necessary.

- 3 Explain to that class that you are going to say the chant again, but this time they will say **all** the lines with *So*. Practice the chant twice in this way, to give the children plenty of chance to learn the whole chant.
- 4 Swap roles, with the class saying the full sentences and you giving the response with *So*. They may need your help with the last two lines where the pattern changes.
- 5 Now create your own chant, substituting other verbs to do with food (*buy, pick, cook*) and other countable nouns. You could also vary the time expression:

*I pick strawberries every spring.*

With higher level classes, you could replace *an apple / apples* with a 2-syllable uncountable food item (*ice cream, pasta, salad*, etc.). You could also practice the past tense:

*I ate pasta yesterday.      So did he. etc.*

### VARIATION 1

Divide the class into two groups to say the chant as a call and response. Swap roles and repeat, so that everyone has a chance to practice all the language.

VARIATION 2

Rewrite the chant using the children's suggestions of daily activities, making sure that they follow the stress pattern of the model chant:

*I go to school every day. etc.*

You could also use names instead of the subject pronouns.

## 6.6 The hungry monkey song

LEVEL

2

AIMS

**Language:** *What do (lions) eat? They eat (meat).*

DESCRIPTION

The children learn a grammar song.

MATERIALS

CD tracks 26–27.

IN CLASS

- 1 Ask the children to listen and count all the animals they hear in the song as you play track 26.

What do lions eat?

They eat meat.

What do tigers eat?

They eat meat.

What do sharks eat?

They eat fish.

But hungry monkeys eat bananas.

Hungry monkeys, hungry monkeys,

Hungry monkeys eat bananas.

Hungry monkeys, hungry monkeys,

Hungry little monkeys eat bananas.

*Children's Jazz Chants Old and New, OUP*

- 2 Check answers, asking volunteers to pretend to be each animal.
- 3 Go through the first half of the song asking the questions and eliciting full answers. Write the animals and the food on the board:

*lions            meat*

*tigers           meat*

*sharks          fish*

- 4 Then ask *Are the monkeys in the song thirsty? (No, they're hungry.)* Check comprehension of *hungry*, and if necessary, contrast the two words *hungry* /hʌŋgrɪ/ and *angry* /æŋgrɪ/.
- 5 Ask the children to listen again and to raise their hand every time they hear the word *hungry*. Play track 26.
- 6 Add to your lists on the board as follows:

*hungry monkeys*      *bananas*  
*hungry monkeys* (2)  
*hungry monkeys*      *bananas*  
*hungry monkeys* (2)

Then see if anyone can remember what is different about the last line of the song and write it at the bottom:

*Hungry little monkeys eat bananas.*

- 7 Practice singing the song with track 26.
- 8 Now create your own song, substituting different animals and food. Notice the pattern:

*lions / tigers* 2 syllables  
*meat / fish* 1 syllable  
*monkeys* 2 syllables  
*bananas* 3 syllables

The children may enjoy choosing their favorite 3-syllable food item (with the stress on the second syllable) to use in the second section, for example:

*Hungry (little) children eat spaghetti.*

- 9 Use track 27 (the karaoke version) to sing your new version of the song.

## 6.7 Hungry boy

### LEVEL

1, 2

### AIMS

**Language:** food items, numbers 1–6, *What does he want?*

### DESCRIPTION

The children do a listening and drawing activity and then learn a vocabulary chant.

### MATERIALS

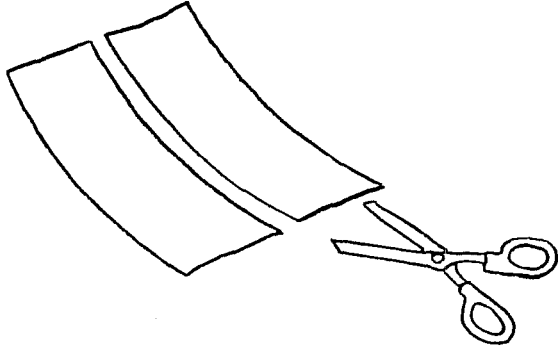
CD track 28, Worksheet 6.7 (see back of book).

To make the zig-zag books (optional): A4 sheets of paper (1 per 2 children), crayons, scissors, and glue.

### PREPARATION

Photocopy Worksheet 6.7 for each child.

To make the zig-zag books, cut the A4 paper in half (lengthwise) to make two long strips.



### IN CLASS

- 1 Give out Worksheet 6.7. Check the food vocabulary and show the children the box in the top left-hand corner of each space. Tell them that they are going to listen to a chant and that they have to write how many of each item the boy wants as you play track 28.

What does he want?

What does he want?

Listen carefully.

He wants one egg,

Two bananas,

Three hot dogs,

Four hamburgers,

Five cookies,

Six sandwiches.

[Clap] He's a hungry boy.

He's a hungry boy. [Clap Clap]

He's a very hungry boy.

He's a hungry boy. [Clap Clap]

He's a very hungry boy.

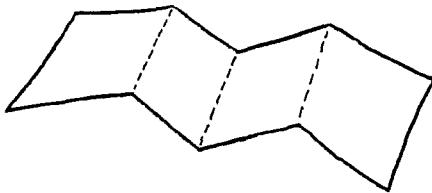
*Let's Chant! Let's Sing!, OUP*

- 2 Children compare worksheets with a partner to make sure that everyone has the correct numbers.

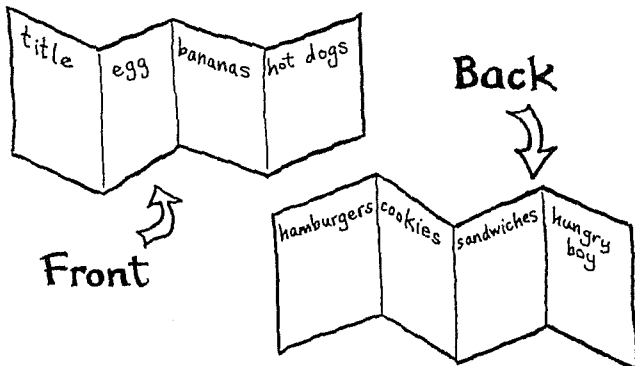
- 3 Check comprehension by asking *How many eggs does the hungry boy want? (One)*. Hold up a worksheet, point to the egg, and say *How many? (One)*. Smile and say *That's OK*. Then ask about the banana, and when the children understand that there is only one and the hungry boy wants two, explain that they are going to draw the missing food items. Remind them that the number in the corner shows them how many the hungry boy wants and that there is already one in the box. (Depending on the age of your class, you may need to go through each item, making sure that the children know how many more to draw.)
- 4 Monitor the children's work, making sure that they draw the correct number of items in pencil first. If the children have crayons and there is time, they can color the pictures.
- 5 Practice saying the chant as a class. At first, the children can just say the food items using their worksheets as prompts. Gradually encourage them to join in with all the words.
- 6 When they are familiar with the whole chant, say it with track 28.
- 7 Now create your own chant, substituting different food items. You could also change it to a *hungry girl*. Each line with a food item has two main stresses, but notice that you can fit 1-, 2-, or even 3-syllable words into the pattern.

## FOLLOW-UP

The children can make a zig-zag book to tell the story of the chant. Give out a strip of paper (see 'Preparation') to each child and demonstrate folding it half and then half again, into four sections. Then show them how to bend the folds to make a zig-zag shape.



Then ask the children to cut out the eight frames from the worksheet. Hold up your folded zig-zag book and ask them to suggest which piece they should stick on the front (the title: 'A very hungry boy'). Open your book and point to the first 'page'. Elicit that the children should stick the egg picture here. Go through the other three spaces in the same way and then turn your book over to show where the cookies and sandwiches will go. The last space is for the last two lines of the chant.



If you want the children to make a book of your own version, you could prepare a similar template to Worksheet 6.7. (The children could also draw straight on to the paper, but the picture on the back may show through to the front, so it is better to stick pictures on to a blank zig-zag book.)

## 6.8 I'd like a sandwich

LEVEL \_\_\_\_\_

3

AIMS \_\_\_\_\_

**Language:** *I'd like.*

**Other:** sentence stress.

DESCRIPTION \_\_\_\_\_

The children learn a vocabulary chant.

MATERIALS \_\_\_\_\_

CD track 29.

IN CLASS \_\_\_\_\_

1 Write these questions on the board:

*What meal are the people talking about?*

*How many people are talking?*

*What do they decide to have?*

Ask the children to listen and answer the questions as you play track 29.

What are you going to have for lunch?

I'd like a sandwich.

I'd like a sandwich.

I'd like a tuna salad sandwich.

I'd like a tuna salad sandwich.

On whole wheat toast.

What about you?

I'd like one too.

I'd like a tuna salad sandwich on whole wheat toast.

And a large bowl of chicken soup.

Chicken soup? That sounds good.

I'll have that too.

OK!

Adapted from *Small Talk*, OUP

- 2 Check answers, eliciting as much detail as possible. (Children may not know the phrase *whole wheat toast*, but some of them may have heard the word *toast*.) Write on the board:

*I'd like a tuna salad sandwich on whole wheat toast*

*And a large bowl of chicken soup*

- 3 Practice each of these long phrases from the **end** of the line. (This technique is called back-chaining and helps to practice sentence stress and rhythm.) Start like this and gradually work your way back through the phrase:

*toast*  
*wheat toast*  
*whole wheat toast*  
*on whole wheat toast*, etc.

- 4 Now tell the class that they are going to hear the chant again. Explain that when you point at them, they should repeat the line that they have just heard. When you point at the phrases on the board, they should join in.
- 5 Play track 29. Follow the words above and encourage the children to repeat *I'd like a sandwich / a tuna salad sandwich* and point to the board for the two long phrases.
- 6 The children now know most of the chant. Ask them what other lines they can remember, helping as necessary, and practice saying the whole chant slowly, but rhythmically. When you are ready, practice with track 29.



- 7 Now create your own chant, substituting other food items. Depending on the level of your class you could just change the sandwich filling and the type of soup. The sandwich filling needs two main stresses and ideally four syllables, for example:

*a pepperoni sandwich*  
*a cheese and onion sandwich*

If the children choose a sandwich filling beginning with a vowel sound, notice that you will need to change the article between lines 3 and 4:

*I'd like a sandwich ...*  
*I'd like an egg and onion sandwich.*

The soup ideally needs two syllables with the stress on the first syllable:

*mushroom soup*  
*carrot soup*

You could also vary the adjective, choosing a *small* / *huge* bowl of soup.

### VARIATION 1

Divide the class into two groups to take the different roles in the chant. Swap roles and repeat so that everyone practices all the language.

### VARIATION 2

If the children produce many different ideas that fit the rhythm, put the heading (*Class 4*) *Sandwich and Soup Menu* at the top of the board. Under this, divide the board into two halves and invite children to list their sandwich ideas on the left and soup ideas on the right. You can then ask more confident volunteers to choose from the menu and perform a version of the chant for the class.

# 7 Animals

The model chants in this chapter use both pets and wild or zoo animals. Most of the words will probably be familiar to the children, but remember that, in addition to vocabulary and grammar practice, songs and chants are also excellent pronunciation practice. Many wild or zoo animal words are similar in different languages, but using the words in a chant can help to reinforce the correct sounds in English.

## PREPARATION

Make a list of animal names and group them according to the syllable count. For example:

- 1 syllable: *cat, dog, mouse, horse, bear, cow, rat, frog*
- 2 syllables: *rabbit / bunny, kitten, puppy, tiger, lion, monkey*
- 3 syllables: *crocodile, polar bear, buffalo, elephant*

Ask the class if they have any pets and make sure that you have these animals on your list.

Make a list of rhyming words including names. For example:

- cat: *hat, fat, Pat*
- dog: *log, jog*
- bear: *hair, chair, Where?, there, share / Cher*
- cow: *now, Wow!, How?*
- kitten: *mitten*
- bunny: *funny, honey, money*
- crocodile: *stay for a while*
- polar bear: *over there, I don't care*
- buffalo: *Please don't go, I don't know*

Make a list of words relating to the size and appearance of animals and group them according to the syllable count. For example:

- 1 syllable: *big, small, large, fat, thin, huge*
- 2 syllables: *tiny, little, great big, pretty, friendly, lazy*
- 3 syllables: *enormous, beautiful, dangerous*

Now you are ready to create your chants.

## 7.1 Zebra, elephant, cow

LEVEL \_\_\_\_\_

1

AIMS \_\_\_\_\_

**Language:** animals.

DESCRIPTION \_\_\_\_\_

The children learn a vocabulary chant and then sing it as a song.

MATERIALS \_\_\_\_\_

CD tracks 30–31, flashcards or pictures of the animals that you want to practice (see the back of the book).

IN CLASS \_\_\_\_\_

- 1 Write three headings on the board: *Z*, *B*, and *C*. Ask the children to think of an animal beginning with *Z*. (They will probably know *zebra*.) Now ask them to think of all the animals that they know beginning with *B* and *C* and make class lists on the board. Make sure that the lists include *elephant* and *cow*, but make other suggestions so that the children do not know what words are going to be in the chant.
- 2 Ask the class to listen and clap when you say *cow*. Demonstrate the chant, slowly but rhythmically, encouraging the children to clap in the correct place.
 

Zebra, elephant, cow. [Clap]

Zebra, elephant, cow. [Clap]

Zebra, elephant,

Zebra, elephant,

Zebra, elephant, cow. [Clap]
- 3 Ask the class which other animals were in the chant. Practice saying the chant as a class.
- 4 You can also sing this as a song, using track 31.
- 5 Now create your own chant or song. Notice the syllable pattern, 2, 3, 1.

## 7.2 We're cats, we're not bears

LEVEL \_\_\_\_\_

2, 3

AIMS \_\_\_\_\_

**Language:** *We're* / *We're not*\*  
 (\*The model chant on the CD uses *We're not*. If you prefer to model *We aren't*, you may want to demonstrate the chant yourself.)  
**Other:** affective intonation, corrective stress.

DESCRIPTION \_\_\_\_\_

The children learn a fun argument chant.

MATERIALS

CD track 32.

IN CLASS

- 1 Ask the class to listen and say which groups of animals are 'arguing', and who speaks last, as you play track 32.

We're cats. [Clap Clap]

We're not bears.

We're bears. [Clap Clap]

We're not cats.

We're cats. [Clap Clap]

We're not bears.

We're cats. [Clap Clap]

Meow!

- 2 Check answers and then ask the children to listen and join in with the clapping as you play track 32 again.
- 3 Play it again, this time encouraging them to say all the words too.
- 4 Now create your own chant, substituting any 1-syllable animal words in the plural. (Remember that some words add a syllable in the plural, for example *horses*.) It works best if the first animal has a noise such as *Woof / Moo / Quack* that the children can say for the last line.

VARIATION

Divide the class into two groups to perform the chant. Swap roles and repeat so that everyone practices both words and has a chance to do the noise at the end.

## 7.3 Lions, buffaloes, cats

LEVEL

2

AIMS

**Language:** *I like, He / She likes.*

DESCRIPTION

The children learn a grammar chant and do a gapfill activity to consolidate the present simple 1st and 3rd persons singular.

MATERIALS

CD track 33, Worksheet 7.3 (see back of book).

PREPARATION

Photocopy Worksheet 7.3 for each child.

IN CLASS

- 1 Give out Worksheet 7.3. Say *Look at activity 1. Pencils down. Listen and follow. Don't write.* Play track 33.

(With a higher level class, you may want the children to do the gapfill as they listen the first time.)

Lions, buffaloes, cats. [Clap]

Lions, buffaloes, cats. [Clap]

He likes lions.

She likes buffaloes.

I like cats.

I like cats.

- 2 When the children have heard the chant, ask them to complete the words in activity 1. Tell them that all the words are on the sheet, so they can copy the spelling if necessary. Allow time for everyone to finish.
- 3 Ask the children to check their answers as you play track 33 again. They can then compare with a partner before you check answers as a class. Write the correct words on the board, making sure that everyone understands the use of *like / likes*.
- 4 Practice saying the chant as a class. The children can read the complete chant from their worksheets.
- 5 Now create your own version of the chant. Notice the syllable pattern of the animals:  
2 syllable, 3 syllables, 1 syllable  
Remember too that some nouns have an extra syllable in the plural, for example, *horses*.
- 6 The children complete activity 2 on the worksheet with the words from your new version. You may want to write the three animal words on the board for them to copy. Remind them that they can copy all the other words from activity 1. They then decorate the new version of the chant with animal pictures.

## VARIATION

You can replace the subject pronouns with the names of children in your class, allowing them to talk about the animals they like. This works best with 1-syllable names, but you can say 2-syllable names quickly. (See activity 1.4 for how to fit longer names with the main stresses in a line.)

## 7.4 Do you like polar bears?

### LEVEL

1, 2

### AIMS

**Language:** *Do you like ...?, Yes, I do. / I do too.*

### DESCRIPTION

The children learn a grammarchant.

### IN CLASS

- 1 Ask different children in the class *Do you like polar bears / lions / cats?* If the answer is *No*, elicit the full answer *No, I don't*, and ask about another animal. If the answer is *Yes*, elicit the full answer *Yes, I do*. Continue until you find a different child saying yes for each animal.
- 2 Invite these children out to the front, with their chairs if possible. Explain that when they hear the question about their 'animal' they should stand up and then sit down. Stand behind each child and encourage them to stand up at the right time. (If you have flashcards of the animals, they can hold these up at the same time.)

Do you like polar bears?

Yes, I do.

Do you like lions?

Yes, I do.

Do you like cats?

Yes, I do.

I love cats.

I do too.

- 3 Practice the end of the chant separately. Can anyone remember what the third person replies? And what's the last line of the chant? Model the last two lines with lots of expression and ask the class to repeat. Then practice the last four lines of the chant with the third child at the front:

You: *Do you like cats?*

Child 3: *Yes, I do. I love cats.*

You: *I do too.*

- 4 Explain that you are all going to say the chant together. The rest of the class ask the questions, and the children at the front will answer them. (You can stand behind them and help if necessary.) You could also use a pencil case or ruler as a 'microphone' to remind the children at the front when it is their turn. Encourage the whole class to say the last line. Practice the chant in rhythm.

5 Now create your own chant, substituting other animal words. You can use any animals, but if the stress is on the second syllable, model the new rhythm and make sure that the children stress it correctly:  
*DO you like giRAFFES?*

6 Once children know the pattern, you could also practice the third person singular forms:

*Does he / she like ...?*

*Yes, he / she does.*

*He / She loves cats.*

The last line can stay the same, or you can use the opposite subject pronoun to the one used in the questions.

## 7.5 How many crocodiles?

LEVEL

2, 3

AIMS

**Language:** *There's a*, prepositions.

**Other:** sentence stress.

DESCRIPTION

The children learn a grammarchant.

IN CLASS

1 Tell the children that they are going to hear a chant about animals in a house and garden. Ask them to listen and find out what the animals are, how many there are in the house, and how many in the garden. Demonstrate the chant.

There's a crocodile in the bathroom.

There's a crocodile in my bed.

There's a crocodile in the kitchen

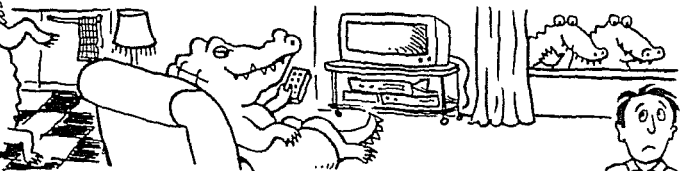
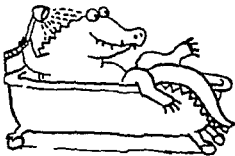
Standing on his head.

There's a crocodile in the living room

Watching our TV.

There are two crocodiles in the garden

Looking in the window at me!



- 2 Check answers as a class. Write the first line of the chant on the board. Draw a stress mark above the syllables *croc-* and *bath-* (see above). Say the line, clapping for each stress and encourage the children to repeat.
- 3 Can anyone remember where the crocodiles were? Make notes on the board in the correct order:
  - in the bathroom*
  - in my bed*
  - in the kitchen*
  - in the living room*
  - in the garden*
- 4 Ask *What was the crocodile in the kitchen doing?* Note the answer on the board next to kitchen (*standing on his head*). Ask about the crocodiles in the living room and garden in the same way.
- 5 Remind the children about the sentence stress and say the chant slowly, but rhythmically, using the prompts on the board. Then practice it at a more natural speed.
- 6 Now create your own chant. You can substitute a 2-syllable word for any of the 3-syllable words (*crocodile / living room*) and the rhythm will still work. You might want to keep the rhyme *bed / head*. Alternatively, you could change to a school setting using some of these ideas:
  - in the classroom / in the playground / on the blackboard*
  - on my chair / in my hair*
  - Under a big tree. / ... in my school with me?*

**FOLLOW-UP**

The children can work in groups of five to draw the crocodile(s) in each place, either as in the model chant or as in your new version.

**7.6 Little baby monkeys****LEVEL**

2

**AIMS****Language:** *I / me, they / them, and / but.***DESCRIPTION**

The children learn a grammarsong.

**MATERIALS**

CD track 34.

**IN CLASS**

- 1 Tell the class that they are going to hear a short song about monkeys and crocodiles. Say *One thing is different about monkeys and crocodiles in the song. Listen carefully. What's different?*



Little baby monkeys.

One, two, three.

I like them and they like me.

Little baby crocodiles.

One, two, three.

I like them but they don't like me.

- 2 Elicit the answers from the class and write the two grammar sentences from the song in the middle of the board, leaving space between them. (If the children use *and* in the sentence about the crocodiles and no one suggests a correction, draw a line instead of the word, like this:

*I like them \_\_\_ they don't like me.*

Point to *like* and *don't like* and try to elicit *but*.)

Then ask the class to repeat each sentence.

- 3 Ask the class to help you complete the rest of the song on the board. Practice singing it with track 34.

- 4 Now create your own song, substituting a 2-syllable plural animal and a 3-syllable plural animal. You could also change one or both of the phrases *Little baby*, for example:

*Tiny little puppies*

*Great big scary rhinos*

Sing your version with the class.

## 7.7 I have a kitten

### LEVEL

1, 2

### AIMS

**Language:** *I have / I've got.*

### DESCRIPTION

The children learn a grammarchant.

### IN CLASS

- 1 Write the chant in step 2 on the board with two of the animals in the wrong places, for example:

*I have a cow.*

*He has a kitten.*

*She has an elephant.*

*Wow!*

(You can use the *have got / 've got / has got / 's got* forms if you prefer—the stress pattern is still the same even though there is an extra syllable.)

- 2 Ask the class to listen carefully and find two mistakes in the words on the board. Demonstrate the chant, using the grammatical form that you usually teach.

I have a kitten.

He has a cow.

She has an elephant.

Wow!

- 3 Invite volunteers to correct the words on the board. Make sure that they correct the article where appropriate.
- 4 Practice saying the chant.
- 5 Now create your own chant. Notice the pattern of the animal words:

2 syllables, 3 syllables, 1 syllable

and make sure that the children use the correct article.

This chant is a useful way of introducing more unusual vocabulary if you can show a picture of the animal. Because the chant uses *have / have got*, the children will make a mental association with keeping the animal as a pet and this will make the chant and the new vocabulary more memorable. You may want to keep the rhyme *cow / Wow!* but you could also use other rhymes and expressions such as *bee / Gee!*, *horse / Of course!* (The expression can have two syllables as long as there is only one main stress.)

## 7.8 Where's the fly?

### LEVEL

2

### AIMS

**Language:** *Where's the ...? In the ...*

### DESCRIPTION

The children learn a rhyming grammarchant.

### IN CLASS

- 1 Write the animals from the chant in the correct order in one list and the places where they are hiding in a jumbled order, for example:

<i>fly</i>	<i>house</i>
<i>bee</i>	<i>sky</i>
<i>mouse</i>	<i>cake</i>
<i>snake</i>	<i>tree</i>

- 2 Explain that the children have to listen and match the animals with where they are hiding. Demonstrate the chant. (If your children work with a lot of chants, they may notice the rhymes and call out the answers before they hear the chant. If they are

right, ask them to explain how they guessed, and move straight to step 4. It is not necessary for them to listen and check if you and the class know that they are right—children find this very frustrating.)

Where's the fly?

In the sky.

Where's the bee?

In the tree.

Where's the mouse?

In the house.

Where's the snake?

In the cake.

Oh NO!

- 3 Check the answers by pointing to each animal and asking the question from the chant for the class to respond *In the (sky)*. When you reach the end, model the phrase *Oh NO!* with lots of expression and ask the class to repeat.
- 4 Practice saying the chant together as a class.
- 5 Now create your own chant, substituting other animal names and using rhyming words as 'hiding places' if possible. It is more important that the children are allowed to exercise their imagination, but you might want to keep at least one rhyme just at the end to round off the chant. You could also practice these prepositions: *on, under, behind*.

### FOLLOW-UP

If you use all four prepositions (*in, on, under, behind*) in your new version, the children can work in groups to make a prepositions poster, drawing and labeling the four scenes from the chant.

### VARIATION 1

Divide the class into two groups to perform the chant. One group asks the questions for the other group to answer. Swap roles and repeat so that everyone practices all the language.

### VARIATION 2

For extra listening practice, ask the questions (from the model chant or your version) in a jumbled order. The class listen and respond with the correct rhyming line.

## 8 Clothes

Clothes are an immediate resource available to us in the classroom and, as well as talking about their everyday clothes, young children love dressing up. If you can bring extra outdoor clothes (for example, coats, hats, mittens and boots) or other clothes big enough to fit over what the children are wearing, this is always popular.

The first adjectives that children learn to combine with clothes are usually colors, and then size or style when they start to take more notice of fashion when they are a little older. The chants in this chapter deal with these aspects and you can vary the adjectives according to the age and interests of the class.

### PREPARATION

Make a list of clothes and group them according to the syllable count. For example:

- 1 syllable: *hat, glove, sock, shoe, shirt, skirt, blouse, boot, jeans*
- 2 syllables: *t-shirt, sweater, bathrobe, slipper, sneaker, raincoat, jacket, sandal, sweat shirt*
- 3 syllables: *pajamas, turtle neck, bathing suit*

Make a list of rhyming words including names where possible. For example:

- hat: *cat, fat, rat, mat, Pat*
- glove: *love, dove, above*
- sock: *rock, lock, clock, shock*
- shoe: *blue, new, you, too / two, do, Sue*
- shirt: *hurt, skirt, Bert, dirt*
- blouse: *mouse, house*
- jeans: *teens, greens, seems*
- pants: *ants, chance, dance, Lance*
- T-shirt: *free shirt, blue skirt, Call Bert*
- sweater: *better, letter*
- sweat shirt: *get hurt*
- bathrobe: *big load*
- nightgown: *write down, right down*
- slipper: *zipper*
- sneaker: *speaker*
- raincoat: *old goat*
- jacket: *racket, crack it, stack it*
- turtle neck: *it's a wreck, bad check*
- bathing suit: *that's cute, big boot*

Make a list of words that describe clothing including size, appearance, and expense, and group them according to the syllable count. For example:

1 syllable: *big, small, large, cheap, sharp, nice, tight, loose*

2 syllables: *tiny, teeny, little, pretty, gorgeous, lovely, baggy*

3 syllables: *extra large, medium, expensive, beautiful*

Now you are ready to create your chants.

## 8.1 Put on your T-shirt

### LEVEL

1

### AIMS

**Language:** *Put on / Take off.*

### DESCRIPTION

The children learn a vocabulary chant with actions.

### MATERIALS

Flashcards or magazine pictures of the vocabulary that you want to practice (see the back of the book).

For the party game: dressing-up clothes, small candies, and plastic forks / spoons (optional).

### IN CLASS

- 1 It is best to use flashcards or cut-out pictures for this activity so that you can easily change the order, but if you don't have these resources, you can draw pictures on the board and number them instead.

Stick flashcards / pictures of a hat, a T-shirt, and a sweater on the board. Explain that the children are going to hear a chant about getting dressed. Ask them to listen and say which is correct: the order of the clothes in the chant or the order on the board? Demonstrate the first verse of the chant.

Put on your T-shirt.

Put on your sweater.

Put on your hat.

[Clap Clap Clap]

- 2 When the children identify that the order on the board is wrong, ask volunteers to move the pictures into the correct order. Ask the class to explain why you put these clothes on in this order.
- 3 Tell the class that the next verse uses the words *Take off*. Can the children suggest the correct order? Elicit the second verse and ask volunteers to move the pictures again:

Take off your hat.

Take off your sweater.

Take off your T-shirt.

*[Clap Clap Clap]*

- 4 Practice saying both verses of the chant with the class.
- 5 Now create your own chant, substituting any 1-, 2-, or 3-syllable clothes items where the stress is on the first syllable. The model chant works on the logical order for getting dressed and undressed, but as long as the order you use is possible, you can agree with the class that the order of some items is not important.

## FOLLOW-UP

In this party game, one child at a time dresses up in outdoor clothes and then tries to eat candies or some other small food item with a plastic fork / spoon. (See alternative version below if this is not appropriate for your teaching situation.)

Sit the children in a circle with some heavy outdoor clothes in the middle of the circle (for example, a coat, a long scarf, a hat, and, particularly important, some thick gloves or mittens). Place some small soft candies or other food on a plate and provide enough plastic forks or spoons for each child to use a different one. The children throw a dice and pass it to the next child. If they throw a six, they have to go to the middle, put on all the clothes and then they can eat the candies but only using the fork / spoon, not their hands. As soon as another child throws a six, they go to the middle, the first child has to take off the dressing-up clothes as quickly as possible for the other child to put them on. The game continues until all the candy has gone. You can play music to make it more of a party atmosphere, but it is not important.

**Alternative version:** If you are not allowed to bring food into class or if some children would not be able to eat it for any reason, you can play the game explaining that the first child who manages to put on all the clothes without being 'interrupted' is the winner. The more dressing-up clothes you have, the more exciting this version will be.

## VARIATION 1

Invite three children to the front and give them the flashcards / pictures. While the rest of the class say the chant, the three at the front have to stand in the correct order for each verse, moving as necessary.

## VARIATION 2

If you have dressing-up clothes, the class can write an impossible version and watch while one of the children tries to put on, for example, a T-shirt over a bathrobe, etc.

## 8.2 Big raincoat

LEVEL

2, 3

AIMS

**Language:** size adjectives and clothes.

DESCRIPTION

The children learn a vocabulary chant.

IN CLASS

- 1 Pre-teach / review the size expressions *big*, *extra large*, and *tiny little*. Explain that the children are going to hear a chant about a raincoat, a T-shirt, and a hat. Ask them to listen and say what size each item is. Demonstrate the chant.

Big raincoat.

Extra large T-shirt.

Tiny little hat.

Tiny little hat.

Big raincoat.

Extra large T-shirt.

Tiny little hat.

Tiny little hat.

Big raincoat.

Extra large T-shirt.

Big raincoat.

Extra large T-shirt.

Big raincoat.

Extra large T-shirt.

Tiny little hat.

Tiny little hat.



- 2 To check answers, ask volunteers to come and draw the three items on the board. This should be fun, and the rest of the class can judge whether they are big or small enough! Ask the volunteers to stay near their pictures.

- 3 Explain that you will say the chant again but without the clothes items. When you say the correct size word for the picture that each child drew, they should point to their picture for the class to say the word. Demonstrate by saying *Big ...* and encouraging the child who drew the raincoat to point to the picture. The class respond *raincoat*.
- 4 Continue saying the chant in this way slowly, but as rhythmically as possible, with the class joining in for the clothes words.
- 5 Ask the volunteers to sit down again. Tell the class that you are going the chant again more quickly, but this time they have to remember the correct clothes words without anyone pointing to the pictures. Say the chant more quickly and keep in rhythm.
- 6 Now invite the class to join in with the whole chant.
- 7 Now create your own chant, substituting different clothes and / or size expressions. Notice the syllable pattern of the size expressions (1, 3, 4) and the clothes (2, 2, 1). The combination of the 4-syllable size expression and 1-syllable clothes item is what gives the very distinctive rhythm of the last line and the strong ending. Notice also that this chant does not rhyme—the repetition of the lines gives an impression of rhyme, which is a common feature in songs and chants. This gives you the freedom to review or present any words.

### VARIATION

Divide the class into three groups to perform the chant. Swap roles so that everyone practices all the language.

## 8.3 Sneakers, sandals, boots

### LEVEL

2

### AIMS

**Language:** present simple *Yes / No* questions and short answers.  
**Other:** strong and weak form auxiliaries.

### DESCRIPTION

The children learn a grammarchant.

### MATERIALS

CD track 35.

### IN CLASS

- 1 Make a class list on the board of things that we wear on our feet. Try to include as many words as possible, including the ones from the chant.



- 2 Then ask the class to listen and say which items they hear as you play track 35.

Sneakers, sandals, boots. [*silent beat*]

Sneakers, sandals, boots.

Sneakers, sandals,

Sneakers, sandals,

Sneakers, sandals, boots.

Does he wear sneakers?

Yes, he does.

Does she wear sandals?

Yes, she does.

Do they wear boots?

Yes, they do.

They wear boots.

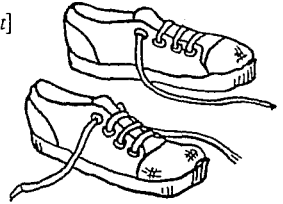
I do too.

He wears sneakers.

She wears sandals.

They wear boots.

I do too.



- 3 Ask volunteers to come and check off the items on the board. Teach the first half of the chant by asking the children to repeat each line after you. You say line 1 and they repeat for line 2, and the same for lines 3 and 4. Ask them to say all four lines with you and see if anyone can 'hear' what line 5 should be. (Children with a good sense of rhythm may be able to do this.)
- 4 To work on the questions, first draw a stick man, a stick woman, one of each (to mean *they*), and then write the word *I* on the board. Remind the children that there were questions and answers in the chant. Can anyone remember whether the answers were *Yes* or *No*? (They are all *Yes*.)
- 5 Point to the stick man. Say *Ask about sneakers*. Help the class to make the question *Does he wear sneakers?* Nod your head and elicit the answer *Yes, he does*. Repeat for *she* and *they*.
- 6 When the class answer *Yes, they do*, point to the two stick people again and say *They wear boots. I do too*, and encourage the class to repeat.

- 7 Point to the stick man and begin the sentence *He wears ...* and elicit *sneakers*. Repeat for *sandals* and *boots*, finishing by pointing to the word *I* and saying *I do too*.
- 8 Play track 35, encouraging the class to join in as much as possible and pointing to the prompts on the board as necessary.
- 9 Now create your own chant, substituting your own clothes items. Notice the syllable pattern of the clothes (2, 2, 1) and the order of the questions, answers, and statements. You could also vary the verb (for example, *like*, *buy*).

## 8.4 Hat, mitten, raincoat, shirt

LEVEL

1, 2

AIMS

**Language:** clothes items.

DESCRIPTION

The children learn a 4-word rhyming chant.

IN CLASS

- 1 Ask the class to give you examples of words in English that rhyme. They can be any words and not necessarily from the same topic. Give some examples yourself, but it is best not to use the ones from the chant at this stage.

- 2 Ask them to listen and to find the two pairs of words that rhyme. Demonstrate the chant.

Hat, mitten, raincoat, shirt.

Hat, mitten, sweater, skirt.

Hat, mitten, sock, slipper.

Hat, mitten, shoe, zipper.

- 3 Check answers as a class and write the four words in a list on the right-hand side of the board:

*shirt*

*skirt*

*slipper*

*zipper*

- 4 Ask if anyone can remember which two clothes items they heard the most. Write these at the start of each line on the board and leave a line for the missing word, for example:

*Hat, mitten, \_\_\_\_, shirt*

- 5 See if anyone can complete the missing words, demonstrating the chant again if necessary.

- 6 Practice saying the whole chant together as a class.
- 7 Now create your own chant, substituting other clothes items. Notice the syllable pattern of the clothes (1, 2, 2, 1) and the rhyme scheme *shirt / skirt* and *slipper / zipper*, AABB. You could also try one of these other rhyme schemes: ABAB, ABBA.

## 8.5 Where's my hat?

### LEVEL

2

### AIMS

**Language:** *Where's my ...? / Where are my ...?, It's on / in ...*

### DESCRIPTION

The children do a listen and draw activity and learn a rhyming grammarchant. They then sing it as a song.

### MATERIALS

CD tracks 36–37, Worksheet 8.5 (see back of book).

### PREPARATION

Photocopy Worksheet 8.5 for each child.

### IN CLASS

- 1 Give out Worksheet 8.5. Talk about the big picture and then focus on the small simple pictures at the bottom of the page and explain that they are going to listen and find out where these clothes are. Ask them to listen first with their pencils down. Play track 36.

Where's my hat?

It's on the door.

Where are my socks?

They're on the floor.

Where are my gloves?

They're in the drawer.

Where are my shoes?

They're on the floor.

Where's my sweater?

It's in the drawer.

Where are my sandals?

They're on the floor.

Where's my T-shirt?

It's in the drawer.

Where are my pajamas?

They're on the floor.

- 2 Ask the children if they know where some or all of the clothes belong, but don't check individual answers at this stage. Explain that you will play the chant again and that those who are ready can now listen and draw the clothes in the correct place. Those who prefer can just listen and write the word in the correct place until they are sure. Play track 36 again.
- 3 Allow time now for everyone to finish their drawings, playing the chant again if necessary.
- 4 Invite the children to compare answers with a partner.
- 5 Point to the first small picture (the hat) and ask *Where's my hat?* Accept the answer *on the door* but elicit the full sentence *It's on the door*. Repeat with the second picture (the socks), with the plural form in both the question and the answer. Having modeled both forms, you can ask different volunteers to make and answer the rest of the questions, pointing to each small picture in turn.
- 6 Practice saying the chant together as a class, using the completed worksheets as prompts.
- 7 You can also sing this as a song, using track 37.
- 8 Now create your own chant, substituting other clothes items. Notice that both 1- and 2-syllable nouns fit the rhythm. You may wish to keep the same rhyming pattern for your answers: *door / floor / drawer*.

### VARIATION 1

Divide the class into two groups to perform the chant. Swap roles and repeat so that everyone has the chance to practice all the language.

### VARIATION 2

If you prefer to use the worksheet with your own version of the chant, you could cut off the small pictures at the bottom and use the main picture.

## 8.6 White blouse

### LEVEL

2, 3

### AIMS

**Language:** adjective and noun order.

### DESCRIPTION

The children learn a repetition vocabulary chant.

### IN CLASS

- 1 Ask the children to think of adjectives that describe clothes. Encourage them to think of colors, sizes, and styles.
- 2 Ask the class to listen and write down all the adjectives they hear as you demonstrate the chant.

White blouse, pleated skirt.

White blouse, blue socks.

White blouse, sailor hat.

Wow! [Clap Clap Clap]

White blouse, pleated skirt.

White blouse, small shoes.

White blouse, purple shorts.

Wow! [Clap Clap Clap]

- 3 Write three headings on the board: *Colors*, *Sizes*, and *Styles*. Ask volunteers to call out an adjective from the chant and ask the class where you should put it.
- 4 Point to each adjective and ask what the clothes item was. Repeat the whole phrase to confirm the answer and to help the children remember it, for example *Yes, white blouse*.
- 5 Practice saying the chant as a class. Point to the adjective on the board and if necessary point to the correct part of your body to elicit the clothes items.
- 6 Now create your own chant, substituting other clothes items and adjectives. Notice the repeated phrases.

## 8.7 One hat

### LEVEL

2

### AIMS

**Language:** commands.

### DESCRIPTION

The children learn a rhyming vocabulary chant.

### IN CLASS

- 1 Ask the children to watch while you mime. Ask *What did I have to do this morning before I came to school?* Mime and use noises but not words: for example, you can miaow for the cat; tick for the clock, and make the noise of the zipper.
- 2 As they guess each action, help them to say the phrases in English as in the chant below.
- 3 Now ask the class to listen and complete the lines as you demonstrate the chant. Say each line and pause for the children to say the last word *cat / clock / letter / zipper*.

One hat.

Feed the cat.

One sock.

Set the clock.

One sweater.

Write a letter.

One slipper.

Zip your zipper.

- 4 Ask them which clothes words they heard in the chant. Encourage them to say each rhyming pair of lines.
- 5 Practice saying the whole chant as a class.
- 6 Now create your own chant using different clothes items and commands. You can also use other phrases instead of commands.

## 8.8 Green T-shirt

LEVEL \_\_\_\_\_

1

AIMS \_\_\_\_\_

**Language:** adjective and noun order.

DESCRIPTION \_\_\_\_\_

The children learn a vocabulary song.

MATERIALS \_\_\_\_\_

CD track 38.

IN CLASS \_\_\_\_\_

- 1 Ask the children to listen and raise their hand every time they hear a clothes item as you play track 38.

Green T-shirt.

Green sweatshirt.

Green sweater.

Green raincoat.

Green bathrobe.

Green nightgown.

Pretty purple gloves.

- 2 Ask the children which clothes items they heard. If they have remembered several items, see if they can also remember the correct order and begin to make a list on the board.
- 3 When there are no further suggestions, ask them to listen for the missing clothes as you play track 38 again.
- 4 Complete the list of clothes in the correct order on the board. Ask *What color are they?* Elicit *green* and help the class as necessary to make the phrase *pretty purple gloves*. Add this last line at the end of your prompts on the board, but the children should all remember the repeated word *green*.
- 5 Practice singing the song together, using the prompts on the board.
- 6 Now create your own song, substituting other clothes items and colors. Notice the syllable pattern 1, 2 throughout and then 2, 2, 1 for the last line.

### FOLLOW-UP

Divide the class into groups of seven to make a color clothes poster. Assign a color to each group (or let them choose) and each child then draws an item from a version of the chant / song. If there are different types of coloring pencils and pens available, this can be a good opportunity to point out to young children that there are many different shades of a color. You may want to teach the words *dark / light / pale / bright* and encourage them to make the posters more visually interesting by varying the shades that they use.

### VARIATION

Divide the class into two groups to perform the song as a chant. One group says the color *Green* and the other says the clothes. This will help the children to develop a strong sense of rhythm. Both groups say the last line together. Swap roles and repeat so that everyone practices all the language.

# 9 Sports

This final topic-based chapter brings together the names of sports, many of which will be similar to the words in the children's first language, and the basic verbs common to many of these activities.

In any primary class, many of the children love sports. For those who are not so interested, the chanting and singing should help hold their attention.

If you have the opportunity to work in an open space with the children and can bring in a ball, some of the chants can be used to combine sports and language practice.

## PREPARATION

Make a list of words connected with sports and games and group them according to the syllable count. For example:

- 1 syllable: *golf, chess, squash, gym, ski, swim, dive, sail, hike, bike, jog, race, run*
- 2 syllables: *soccer, baseball, tennis, football, swimming, sailing, judo, swimmer, sailor, hiker, skier*
- 3 syllables: *basketball, volleyball, badminton, ice-skating, gymnastics, athletics, karate*

Make a list of rhyming words including names. For example:

chess: *mess, guess, Bess*

sail: *fail, pale, jail, mail, tail / tale, gale / Gail*

ski: *see, me, Gee, Lee*

swim: *him, trim, Jim, Tim*

hike: *bike, like, Mike*

jog: *log, dog, frog*

race: *ace, face, place, case*

soccer: *locker*

baseball: *don't fall, tell Paul, please call*

tennis: *menace, Dennis*

skier: *see her*

(Rhymes are difficult for *skiing* and *golf* but remember that it is not necessary for everything to rhyme.)

Make a list of words used to describe the sports and group them according to the syllable count. For example

1 syllable: *fun, fast, slow, hard, safe, cheap*

2 syllables: *easy, silly, boring*

3 syllables: *interesting, wonderful, dangerous, difficult, expensive*

Now you are ready to create your chants.



## 9.1 Football, basketball, golf

### LEVEL

1

### AIMS

**Language:** sports.

### DESCRIPTION

The children learn a vocabulary chant.

### IN CLASS

- 1 Ask the children to watch while you mime and to call out the sports you are playing. Mime the three sports in the first line of the chant (kicking a ball, bouncing a ball on the ground, and hitting a golf ball). Continue with the rest of the chant in the same way.

Football, basketball, golf. [Clap]

Football, basketball, golf. [Clap]

Football, basketball,

Football, basketball,

Football, basketball, golf. [Clap]

- 2 Ask the children to watch again, and every time you do the golf mime, they should call out the word and then clap. Demonstrate the mimes again, pausing for children to clap after they say *golf*.
- 3 Now ask the children to do the mime and clap while you demonstrate the chant in a rhythmical way. Say the chant slowly, but rhythmically, without stopping for the children to catch up if some of them are unsure about one of the mimes. Repeat as necessary until everyone is confident.
- 4 Encourage the children to join in with the words, mimes and clapping.
- 5 Now create your own chant, substituting other sports words. Notice the syllable pattern of the sports words (2, 3, 1).

## 9.2 He plays football

### LEVEL

2

### AIMS

**Language:** present simple 3rd person singular and plural, including questions and positive short answers.**Other:** rhythm and sentence stress in questions.

### DESCRIPTION

The children learn a grammarchant.

IN CLASS

- 1 Ask the class to listen and raise their hand every time they hear the word *golf*. Demonstrate the chant.

He plays football.

She plays basketball.

They play golf.

They play golf.

He plays football.

She plays basketball.

They play golf.

They play golf.

Does he play football?

Yes, he does.

Does she play basketball?

Yes, she does.

Do they play golf?

Yes, they do.

They play golf.

I do too.

- 2 Ask the class which other sports they heard and write a list on the right-hand side of the board like this:

*football*  
*basketball*  
*golf*  
*golf*

- 3 Complete the first line on the board (*He plays football*) and elicit the second line from the class. Make sure the children pronounce the *-s* ending clearly.
- 4 Ask *Who plays golf?* and elicit the full sentence *They play golf*. Complete lines 3 and 4 on the board.
- 5 Ask the class to say these four lines with you twice (the first half of this chant).
- 6 Point to the *He* line and ask *Does he play football?* Elicit the answer. Ask volunteers to make and answer questions about *She* and *They*.
- 7 Point to the *They* line again and say the last two lines of the chant, pointing to yourself for the last line.

- 8 Remind the class that the chant repeats the lines on the board and then changes into questions and answers. Practice saying it together as a class.
- 9 Now create your own chant, substituting other sports words. Notice the syllable pattern (2, 3, 1). You could change this to 2, 2, 1. The 1-syllable sport at the end gives a good strong ending.

### 9.3 Does he play tennis?

LEVEL \_\_\_\_\_

2, 3

AIMS \_\_\_\_\_

**Language:** present simple questions and negative short answers, *Neither do I*.

**Other:** rhythm and sentence stress in questions.

DESCRIPTION \_\_\_\_\_

The children learn a grammarchant.

IN CLASS \_\_\_\_\_

- 1 Pre-teach the chant by asking the children to give a *No* answer to everything you say. Demonstrate with the first two lines. Say:  
*Does he play tennis?*  
Shake your head and elicit *No, he doesn't*.
- Does he<sup>•</sup> play<sup>•</sup> tennis?  
No, he doesn't<sup>•</sup>.
- Does she<sup>•</sup> play<sup>•</sup> volleyball?  
No, she doesn't<sup>•</sup>.
- Do they<sup>•</sup> play<sup>•</sup> golf?  
No, they don't<sup>•</sup>.
- Neither do I<sup>•</sup>.  
Neither do I<sup>•</sup>.
- 2 Continue with the *she* and *they* questions and complete the chant by pointing to yourself and saying:  
*Neither do I*.  
*Neither do I*.
- 3 Write *he*, *she*, and *they* on the board and leave a drawing space between each word. Invite three volunteers to come and draw a tennis ball, a volleyball, and a golf ball next to the correct pronouns. When each child finishes drawing, ask the class *Does (he) play (tennis)?* The children should answer *No, he doesn't*, so you can then ask the volunteer to put a cross *X* next to the ball. Do this for the other two sports.

- 4 Practice saying the chant together as a class, using the prompts on the board. Help the class with the final response if they are not yet familiar with the structure *Neither do I*.
- 5 Now create your own chant, substituting other sports words. Notice the syllable pattern 2, 3, 1.

## 9.4 Throw it!

### LEVEL

3

### AIMS

**Language:** commands, past tense questions and irregular past simple forms.

### DESCRIPTION

The children learn a grammarchant.

### MATERIALS

CD track 39.

### IN CLASS

- 1 Ask the children to listen and write down all the verb forms they hear. Tell them to include both infinitives and past tense forms, and to write down words that they hear twice as well. Play track 39.

Throw it!

I threw it!

Catch it!

I caught it!

Hit it!

I hit it!

Wow! That's wonderful!

Did he throw it?

Yes, he did.

Did she catch it?

Yes, she did.

Did he hit it?

Yes, he did.

Wow! That's wonderful!

- 2 Check answers as a class and make a list of verb forms on the board in the order of the chant.

- 3 Ask the class to listen again and write *I, he, or she* next to the past tense forms.
- 4 As in step 2, check answers and add the pronouns to the board in the correct place.
- 5 Ask the class to join in as you read the chant slowly, but rhythmically, from the board. When they have said line 6 *I hit it, say Wow! That's wonderful!* (Some children may remember this line from the chant.) Continue with the rest of the chant and add *Wow! That's wonderful!* at the end in the same way.
- 6 Practice saying the chant together as a class with track 39.
- 7 Now create your own chant. You can use any topic for this, but note that the commands and past tense forms are all 1-syllable words and they need to take an object (*it, him, her, etc.*). Start with three commands and past tense forms, for example: *Do it! / I did it. / Take it! / I took it. / Write it! / I wrote it.* End the first half with some form of congratulations. Then use questions in the second half and say the congratulations line at the end.

### VARIATION

Divide the class into two groups to perform the chant in two roles as shown above. Swap roles and repeat so that everyone practices all the language.

## 9.5 Mike likes to bike

### LEVEL

2

### AIMS

**Language:** present simple 3rd person, *likes / loves to + infinitive*.

### DESCRIPTION

The children learn a rhyming chant with names.

### IN CLASS

- 1 Write the names from the chant down the left-hand side of the board in a list and make sure that the children know how to pronounce them:

*Mike*

*Tim*

*Gail*

*Lee*

- 2 Then ask the class to help you make a list of all the sports words they can think of. Giving them the example of *ski*, ask them to give you only short words (of one syllable). Accept all suitable 1-syllable answers and write them on the right-hand side of the board, making sure that the words from the chant are included.
- 3 Ask the children to listen and find out what the people on the left of the board like. (Let the children guess if they think they know.) Demonstrate the chant.

Mike likes to bike,  
 Tim likes to swim,  
 Gail likes to sail,  
 But Lee loves to ski.  
 Does Mike like to bike?  
                                   Yes, he does.  
 Does Tim like to swim?  
                                   Yes, he does.  
 Does Gail like to sail?  
                                   Yes, she does.  
 Does Lee like to ski?  
                                   Yes, he does.

- 4 Ask volunteers to draw a line between each name and the sport that this person likes. (Note: We can use *bike / go biking* instead of *cycle / go cycling* as a verb in this way. Explain this if the children are unsure.)
- 5 Practice saying the first half of the chant using the prompts on the board. Model the different line *But Lee loves* if necessary.
- 6 Remind the children that the second half of the chant used questions. Ask different children to make and answer the correct question for each person.
- 7 Practice saying the whole chant together as a class.
- 8 Now create your own chant. Children will particularly enjoy using their own names, and in that case it is not necessary for the chant to rhyme. The children's motivation and the grammar practice of the chant itself both make it worthwhile.

### VARIATION

You can also widen the topic to include games with rhymes such as *Bess / chess*. Notice that if you use *likes / loves + noun*, this still fits the rhythm of the chant because the *to* of *likes to* is very weak:

*Kim likes to swim.*  
*But Bess loves chess.*

## 9.6 Playing catch

### LEVEL

2

### AIMS

**Language:** present simple third person.

**Other:** the pronunciation of the endings /s/, /z/, /ɪz/.

### DESCRIPTION

The children learn a grammar song.

### MATERIALS

CD track 40, a soft pencil case or other item that is easy and safe to throw and catch.

### IN CLASS

- Using a pencil case or other small item, check or review the words *throw*, *catch*, and *drop*.
- Explain that in the song they are going to learn today, a boy and a girl are playing catch. Tell the class to listen carefully. Ask them to find out: *Does the boy drop the ball? Does the girl drop the ball?* Play track 40.

••  
He throws it.

••  
She catches it.

••  
She throws it.

••  
He catches it.

••  
He throws it.

••  
She catches it.

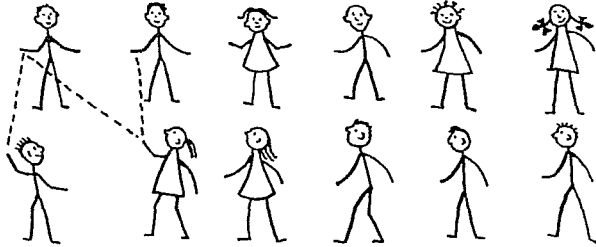
••••  
Nobody drops the ball.

- Check answers and review / teach *Nobody* if necessary.
- Invite a boy and girl out to the front of the class. (If your group is all boys or all girls, you could change the pronouns instead.) Give the pencil case or other item to the boy and ask him to throw it gently to the girl. Practice the song words as a chant. Say *He throws it*. While the girl is still holding it, say *She catches it*.
- Ask the girl to throw it gently back, this time eliciting from the class *She throws it / He catches it*. Ask the boy to throw it one more time for the girl to catch it. Turn to the class and (if it is true!) say *Nobody drops the ball!* (If either child drops the 'ball', ask them to start over until they have managed to throw and catch three times.)
- Invite other pairs of children out to do the actions, gradually increasing the speed. If you want to focus on all three endings (/s/, /z/, /ɪz/), the song is ideal for this, but the most important pronunciation point is the extra syllable *-es* that we pronounce /ɪz/.

7 Now create your own song. It may not be practical to act out other versions of the song unless you can work outside, but for vocabulary practice you can substitute other action verbs such as *toss, grab, kick, hit, miss*. You can also use names with this instead of *He / She*.

### VARIATION

If you can take the children to an open space with a ball, you could arrange the class in two lines opposite each other and sing while you throw and catch the ball going along the line in turn. If appropriate in your teaching situation, you could make one line of boys and one of girls, or mix everybody up so that the children have to think carefully about *He / She*.



## 9.7 He loves baseball

### LEVEL

2, 3

### AIMS

**Language:** present simple with *So does he, So does she, So do they*.

### DESCRIPTION

The children learn a grammarchant.

### IN CLASS

- 1 It is good to use the children's own interests to build up this chant as it clearly demonstrates the use of *So does (he)*. The following procedure allows you to do this, but you can use board drawings if necessary. Once you have found out which sports your children prefer, you may want to change the words in the model and teach your own version of the chant from the very beginning.
- 2 Say *Raise your hand if you love baseball*. Stand next to one of the boys with his hand up and say *He loves baseball*, then go over to one of the girls with her hand up and say *So does she*.
- 3 Repeat with *volleyball*, but this time standing next to a girl first.
- 4 Follow the procedure for *basketball*, standing first next to a boy and then indicating a boy and a girl (if possible, or two boys / two girls) and say *So do they*.
- 5 Say *Raise your hand if you play basketball every day*. While the children have their hands up, say *They play basketball every day*.



- 6 You are now ready to demonstrate the chant rhythmically. You could involve the children at this stage by asking them to clap a regular beat for you.

He loves baseball.

So does she.

She loves volleyball.

So does he.

He loves basketball.

So do they.

They play basketball every day.

- 7 Invite the children to say the chant with you.
- 8 Now create your own chant, substituting other sports words. Notice the syllable pattern of the sports (2, 3, 3), though you can vary this as long as you have a stressed syllable in the same place as in the model.

### VARIATION

This chant adapts very easily to other topics, for example:

*He eats apricots every day.*

*They watch DVDs every day.*

## 9.8 Football, baseball

### LEVEL

2

### AIMS

**Language:** sports, action words: *kick, hit, bounce, throw, win.*

### DESCRIPTION

The children learn a vocabulary chant and play a card game.

### MATERIALS

Worksheets 9.8 and 9.9 (see back of book), scissors.

### PREPARATION

Photocopy Worksheets 9.8 and 9.9 (one set for each pair of children).

### IN CLASS

- 1 Give the children two minutes to write down all the different types of ball they know: *football, tennis ball*, etc. (After this chant, the children play a card game in pairs, so you may want to put them in pairs for this first activity.)
- 2 Ask them to listen and put a check mark next to the words on their list that they hear. Demonstrate the chant.

Football, baseball,  
 Beachball, basketball.  
 Football, baseball.  
 Beachball, basketball.  
 Kick the football.  
 Hit the baseball.  
 Win the game today. Hooray!  
 Bounce the beachball.  
 Throw the basketball.  
 Bounce the beachball.  
 Throw the basketball.  
 Kick the football.  
 Hit the baseball.  
 Win the game today! Hooray!

- 3 Check answers as a class, writing a list on the board.
- 4 Ask the class which verbs they can remember from the chant, giving the example *kick*. Write them with the correct ball, as in the chant. If they call out *win*, see if anyone can remember the whole line and write it underneath *baseball*.
- 5 Ask the class to listen carefully and to look at the words on the board as you demonstrate the chant again. Point to each ball or verb in turn as you say the line.
- 6 Practice saying the chant together as a class.
- 7 Now create your own chant, substituting other types of balls sports. Notice the syllable count in the model and use appropriate action verbs for each sport or activity (see 'Follow-up').

## FOLLOW-UP

The children play a card game using Worksheets 9.8 and 9.9.

- 1 Put the children in pairs. Give out Worksheets 9.8 and 9.9 and scissors and ask the children to cut out both sets of cards: words and pictures.
- 2 As a class you now need to agree on the rules of each sport in the game. Talk about the sport represented by each ball. Ask: *In which sport do you use this ball? Can you kick / hit / throw / catch / bounce the ball in this sport?* The children may have different ideas, for example tennis players nearly always bounce the ball

before serving, but it is not a real part of the game. The main thing is that everybody agrees on a list, that you can then write on the board. Explain to the children that there are two beachballs in the set of cards because this is a fun activity, not a sport, and all the action verbs are possible.

- 3 The children play the traditional game *Snap!* in pairs as follows:

They put their two sets of cards together and shuffle them. They then divide the cards between them equally, without looking at them, and hold them face-down in a pile in their hand.

The younger child in each pair starts. He / She turns over a card and places it on the desk and then the other child turns over a card. A matching pair must be a word and a picture, not two words or two pictures the same. If an action word (for example *throw*) and the ball picture (for example, *basketball*) make a 'pair', as agreed in the class list, the child says *I can (throw) it!*

- 4 Depending on the level of the class, you can ask the children to say:

*(Throw) it!*

*I can (throw) it!*

*You can (throw) a (baseball)!*

*I threw it!*

If the pair is correct and the child uses the correct language, he / she takes all the cards that have been turned over so far. The other child then begins again by turning over one of their cards.

The player with the most cards when you end the game is the winner.

# 10 Vocabulary patterns

The preceding chapters of the book covered chants on a variety of topics, including hints on pre-teaching and learning the chants in class. These next two chapters focus on specific patterns that you can use to create chants on whatever topic you are currently studying in class.

Chapters 1–9 give step-by-step ideas on how to approach chants in many different ways. As you come to teach each chant or song that you create in Chapters 10–11, remember to think through the following points, using the ideas in Chapters 1–9 to help you:

Does any of the vocabulary need pre-teaching? If so, how are you going to do this? (Ideas might be flashcards from whatever course you are using, board pictures, magazine pictures, mimes, etc.)

When the children listen for the first time, are you going to give them a listening task? (Ideas might be practicing key words, counting the number of words from a particular topic set, or clapping when they hear a certain word.)

Once the children know the chant, are there special ways in which they can perform it (for example, asking and answering in two big groups)?

Enjoy creating your chants.

## 10.1 Syllable pattern: 2, 2, 1

LEVEL 1

AIMS **Language:** vocabulary practice.

DESCRIPTION The children learn a 3-word vocabulary chant.

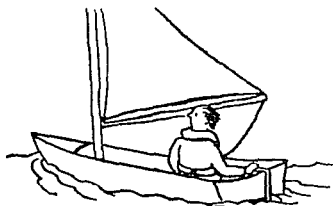
Sailor, sailboat, sail. [Clap]

Sailor, sailboat, sail. [Clap]

Sailor, sailboat,

Sailor, sailboat,

Sailor, sailboat, sail. [Clap]



# 11 Grammar patterns

As with Chapter 10, the focus here is on specific patterns that you can use to create chants on whatever topic you are currently studying in class. The chants in this chapter are roughly graded starting from the very simplest grammar points and the idea is that you can combine your own choice of vocabulary that the children know, or that you wish to present, with a grammar pattern. You can also vary the grammar pattern by taking note of the syllable count and stress pattern of the chant.

As with Chapter 10, you will also need to think through how you wish to teach the chant in class, using the ideas in the preceding chapters and, where given, the models on the CD.

Enjoy creating your chants.

## 11.1 How many?

LEVEL

1

AIMS

**Language:** *How many ... do you see?*

DESCRIPTION

The children learn a rhyming word counting chant.

How many bluebirds do you see?

I see three, how about you?

I see two.

Only two? Look over there!

Where?

Near the tree.

Now I see them: one, two, three.

Three little bluebirds, looking at me!

Although *bluebirds* only has two syllables, this chant works with either 2-syllable or 3-syllable nouns, for example: *hummingbirds, elephants, butterflies, puppies, kittens, rabbits* etc.

## 11.2 Spell *ant*! I can't!

LEVEL 1

AIMS **Language:** *can / can't*.

DESCRIPTION The children learn a grammarchant.

MATERIALS CD track 43.

Spell *ant*! [*Clap*] [*Clap*]

I can't. [*Clap*] [*Clap*]

I can't spell *ant*.

I can't.

Yes, you can.

No, I can't.

I can't spell *ant*.

I can't. [*Clap*] [*Clap*]

Listen to me.

A-N-T.

You can spell *ant*.

I can't. [*Clap*] [*Clap*]

Yes, you can.

No, I can't.

I can't spell *ant*.

I can't. [*Clap*] [*Clap*]

You can vary this chant by using any 1-syllable noun for the spelling. Other possible rhymes would be:

I can't spell *cow*. I don't know how.

I can't spell *flea*. Don't ask me.

I can't spell *blue*. [*Clap*] Can you?

I can't spell *card*. That's too hard.

However, note that it isn't essential for the chant to rhyme. The rhythm and repetition of the grammatical content means that it will still work effectively without a rhyming pattern.

### 11.3 There's a rock on the ground

LEVEL \_\_\_\_\_

2

AIMS \_\_\_\_\_

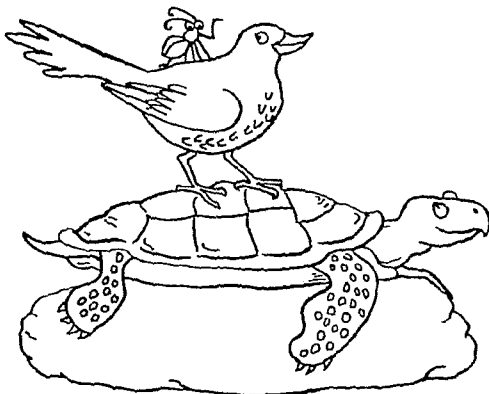
Language: *There's a, on.*

DESCRIPTION \_\_\_\_\_

The children learn a grammarchant.

MATERIALS \_\_\_\_\_

CD track 44.



There's a rock on the ground. [Clap] [Clap]

There's a turtle on the rock. [Clap] [Clap]

There's a great big turtle on the rock on the ground.  
[Clap] [Clap] [Clap] [Clap]

There's a bird on the back of the turtle on the rock.  
[Clap] [Clap] [Clap] [Clap]

There's a bug on the back of the bird on the back of the turtle  
On the rock

On the ground. [Clap]

There's a great big bug

On the back of the bird

On the turtle

On the rock

On the ground. [Clap]

Notice that nearly all the key words have only one syllable, which gives the chant its strong rhythmic pattern:

weak weak STRONG weak weak STRONG, etc.

You could also use a 1-syllable word instead of *turtle*. Note too that there is no rhyming pattern in this chant. You could vary the chant by changing not just the nouns but also the preposition, substituting for example *in*.

## 11.4 Cookies and ants

LEVEL

2

AIMS

**Language:** *What are these / those?*

DESCRIPTION

The children learn a grammarchant.

MATERIALS

CD track 45.

What are these? [Clap] [Clap]

They're cookies. [Clap]

What are those? [Clap] [Clap]

They're ants. [Clap] [Clap]

What are these? What are these?

They're cookies. [Clap]

What are those? What are those?

They're ants. [Clap] [Clap]

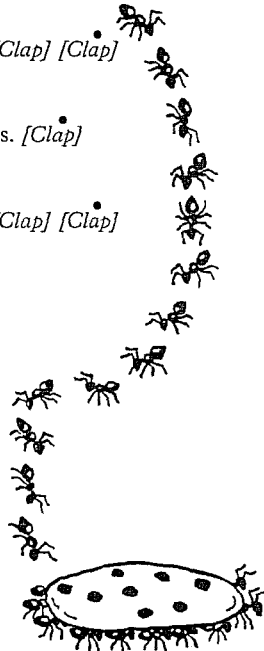
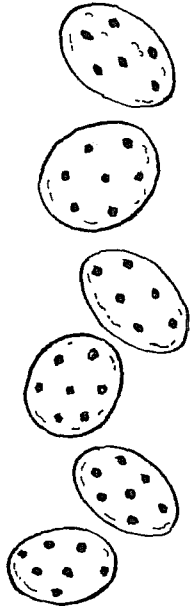
Cookies and ants,

Cookies and ants.

These are cookies.

And those are ants.

*Tiny Talk Songbook, OUP*





**NOTE**

Notice that there is no rhyming pattern with this chant and you can therefore substitute any 2-syllable and 1-syllable nouns to fit the pattern. It is useful to have pictures or real objects that you can hold and point to when demonstrating your version of the chant so that the distinction between *these* / *those* remains clear.

## 11.5 Don't drop the flashlight

**LEVEL**

2, 3

**AIMS**

**Language:** commands (positive and negative), *will* / *won't*.

**DESCRIPTION**

The children learn a grammarchant.

Don't, please.

Don't drop the flashlight.

Don't. [Clap]

I won't. [Clap] [Clap] [Clap]

Don't, please.

Don't drop the birdcage.

Don't. [Clap]

I won't. [Clap] [Clap] [Clap]

Look at the moon tonight.

I will.

Look at the stars tonight.

I will.

Look at the stars and make a wish.

Don't forget.

I won't. [Clap] [Clap]

In this chant the grammar words rhyme, so in creating your own chant you can substitute any 2-syllable nouns for *flashlight* and *birdcage*, for example: *kitten*, *teapot*, *bucket*.

## 11.6 We've got the sun in the morning

LEVEL 2

AIMS Language: *We've got, in the morning / night.*

DESCRIPTION The children learn a grammarsong.

MATERIALS CD track 46.

We've got the sun in the morning

And the moon at night,

The sun in the morning

And the moon at night.

We've got the sun in the morning

And the moon at night.

Oh how lucky we are!

That's right!

We've got the sun in the morning

And the stars at night,

The sun in the morning

And the stars at night.

We've got the sun in the morning

And the stars at night.

Oh how lucky we are!

That's right!

Notice that the words *night / right* carry the rhyme, so to create your own chant you can substitute any 1-syllable words for the *sun / moon / stars*. Allow the children to use crazy suggestions such as *We've got the pig in the morning and the cows at night*. They will remember the words very easily if they have a strong mental image.

VARIATION

You could also practice school subjects, allowing the children to choose the subjects and the adjectives, for example:

*We've got math in the morning*

*And homework at night.*

*Oh how busy / lucky we are!*

## 11.7 I love the sky. So do I

### LEVEL

2, 3

### AIMS

Language: *So do I*.

### DESCRIPTION

The children learn a grammar song.

### MATERIALS

CD track 47.

I love the sky.

So do I.

I love the sky.

So do I.

I love the seagulls

Learning to fly.

I love the sky.

So do I.

I love the moon.

So do I.

I love the new moon.

So do I.

I love the full moon

Shining so high.

I love the sky.

So do I.

### VARIATIONS

In this version of the song, *sky* rhymes with *I*, but the repetition of *So do I* means that the song will still work without other rhyme. You can also use other forms of the response such as *So does he / she*, etc. To create your own version, substitute the nouns and adjectives with words of the same syllable count, but note that you can replace an adjective + noun phrase such as *new moon / full moon* with a 2-syllable noun, for example: *mountain, ocean*.

## 11.8 Danny bought a D-O-G

LEVEL

3

AIMS

**Language:** past simple statements and questions.

DESCRIPTION

The children learn a grammarsong.

MATERIALS

CD tracks 48–49.



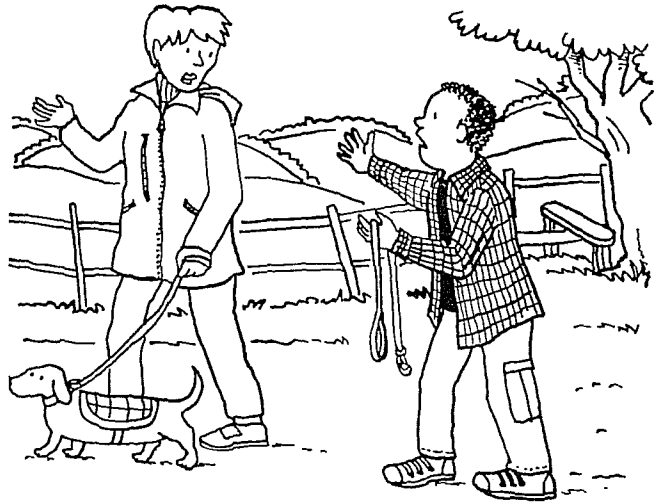
Danny bought a D-O-G.

Danny bought a D-O-G.

Danny bought a D-O-G.

Oh gee! Oh ...

Danny bought a D-O-G.



Danny lost his D-O-G.

Danny lost his D-O-G.

Danny lost his D-O-G.

Oh gee! Oh ...

Danny lost his D-O-G.

Danny found his D-O-G.

Danny found his D-O-G.

Danny found his D-O-G.

Oh gee! Oh ...

Danny found his D-O-G.

*(Children's Jazz Chants Old and New, OUP)*

To create your own version of the song, you could start by changing the noun to any other 3-letter word (*hat, key, cat*). You could substitute any 2-syllable name of a child in your class, as long as the stress is on the first syllable. Notice that a lot of irregular verbs in the past simple are 1-syllable words, so you could also change the statements and add questions, for example:

*Danny bought / drove / sold his C-A-R. What did he buy / drive / sell?*

Note too that some regular verbs in the past simple only have one syllable so you could use different verbs in the song to ensure that the children pronounce these endings correctly:

*Danny dropped his P-E-N. What did he drop?*

In addition to the model on CD track 48, you can also use the karaoke version on track 49 with your own words.

## 12 Familiar melodies

This final chapter brings together songs on different topics that use familiar melodies. You can use them in class as they are, or as a springboard for creating your own versions. All the models are on the CD, so you can check the stress and rhythm of your own versions before doing them in class. The music is also on the page as a reminder in case you need to lead the song without the CD.

When setting your own words to a familiar melody, the most important rule is to match a stressed syllable in the original with a stressed syllable in your own version. With the first example, *Frère Jacques*, note the different possibilities:

<b>FRE-</b>	<b>re</b>	<b>JACQ-</b>	<b>ues</b>
ONE	green	PEP-	per
TWO	to-	MA-	roes
STI-	cky	CAN-	dy

It is possible to change the number of syllables and to sing two fast notes instead of one longer one, but you need to check that the children will have enough time to pronounce all the syllables. For example:

ONE	litt-le	PEP-per
TWO	red to-	MA-toes
THREE	silly	SPI-ders.

If you want to use the model songs with the class, you can photocopy the page. Some of them also include pictures that the children can color to match the words of the song.

# 12.1 The vegetable song

**DESCRIPTION**

The children sing a song to the tune of *Frère Jacques*.

**MATERIALS**

CD track 50 (a karaoke version that you can use either with this song or 12.2 'He speaks English').

D A D      D A D      D G D

1. One green pep - per    One green pep - per.    On - ions too.  
2. Corn and cabb - age,    corn and cabb - age.    Mush - rooms too.

D G D      D A D

We like you.      1. Let - tuce and tom - at - toes,  
We like you.      2. Let - tuce and tom - at - toes,

D A D      D A D      D A D

let - tuce and tom - at - toes.    Broc - co - li.      You like me.  
let - tuce and tom - at - toes.    Broc - co - li.      You like me.



## 12.2 He speaks English

### DESCRIPTION

The children sing a song to the tune of *Frère Jacques*.

### MATERIALS

CD track 50 (a karaoke version that you can use either with this song or 12.1 'The vegetable song').



1. He speaks Eng - lish. He speaks Eng - lish. So does she.  
2. He speaks Po - lish. He speaks Po - lish. So does she.



So does she. 1. He was born in Lon - don.  
So does she. 2. He was born in War - saw.



He grew up in Lon - don. So did she. So did she.  
He grew up in War - saw. So did she. So did she.



*Jazz Chants Old and New*, OUP

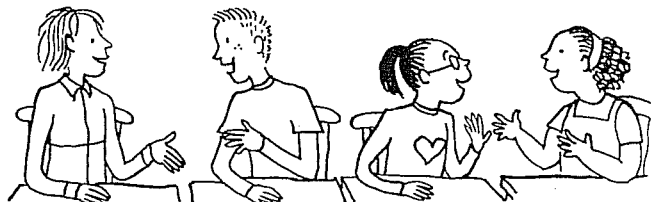
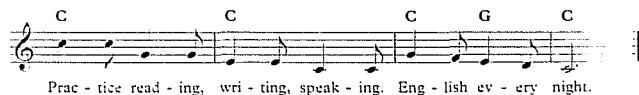
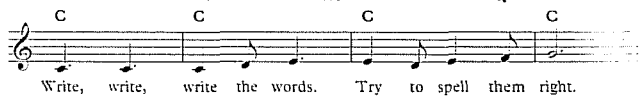
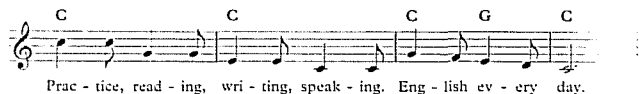
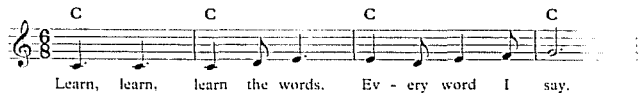
## 12.3 Learn, learn, learn the words

### DESCRIPTION

The children sing a song to the tune of *Row, Row, Row Your Boat*.

### MATERIALS

CD track 51.



## 12.4 My favorite color is yellow

### DESCRIPTION

The children sing a song to the tune of *My Bonny Lies over the Ocean*.

### MATERIALS

CD track 52.

### VARIATION

Pass a teddy bear around the class as you sing the song. When you reach the line with the name, use the name of the child who is holding the teddy at that point.

The musical score is written in treble clef with a key signature of one sharp (F#) and a 3/4 time signature. The melody is simple and repetitive, with lyrics written below the notes. The score is decorated with large, stylized illustrations of a cloud, the number 2, and a chocolate bar, which are repeated throughout the page.

**Lyrics:**

My fa - vo - rite col - or is yel - low. My fa - vo - rite  
 num - ber is two. My fa - vo - rite fla - vor is  
 choco - late. And my favo - rite per - son is you.  
 — Bi - lly, Bi - lly, my fa - vo - rite  
 per - son is you, is you. Bi - lly, Bi -  
 - lly, my fa - vo - rite per - son is you.

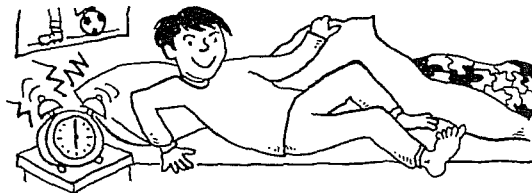
## 12.5 The good student song

### DESCRIPTION

The children sing a song to the tune of *The Old Gray Mare*.

### MATERIALS

CD track 53 (a karaoke version that you can use either with this song or 12.6 'The telephone rang').



1. He gets up earl - y and goes to En - glish class.  
2. He comes home ear - ly and does his home - work.



Goes to En - glish class, 1. goes to En - glish class. He  
Does his home - work. 2. does his home - work. He



gets up earl - y and goes to En - glish class. He's  
comes home earl - y and does his home - work. He's



nev - er ev - er late to school...  
nev - er ev - er late to school...



*Mother Goose Jazz Chants, OUP*

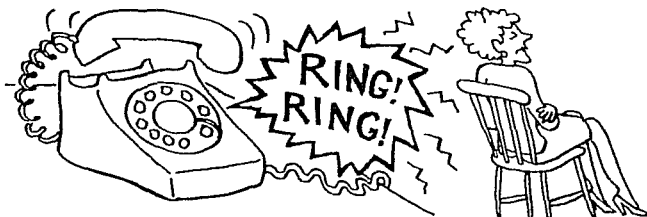
## 12.6 The telephone rang

### DESCRIPTION

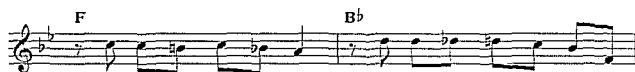
The children sing a song to the tune of *The Old Gray Mare*.

### MATERIALS

CD track 53 (a karaoke version that you can use either with this song or 12.5 'The good student').



1. The tel - e - phone rang but I di - dn't an - swer it.  
2. I gave him a book but he di - dn't read\_\_ it.



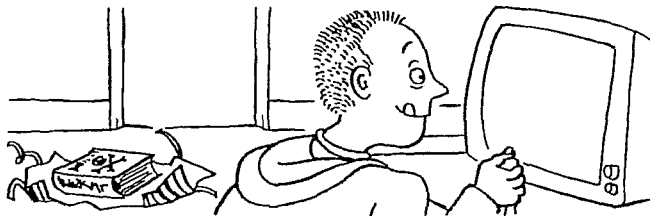
I di - dn't an - swer it, 1. I di - dn't an - swer it. The  
He di - dn't read\_\_ it, 2. He di - dn't read\_\_ it. I



tel - e - phone rang but 1. I di - dn't an - swer it. I  
gave him a book but 2. he di - dn't read\_\_ it. He



di - dn't an - swer it at all.\_\_\_  
di - dn't read\_\_ it at all.\_\_\_



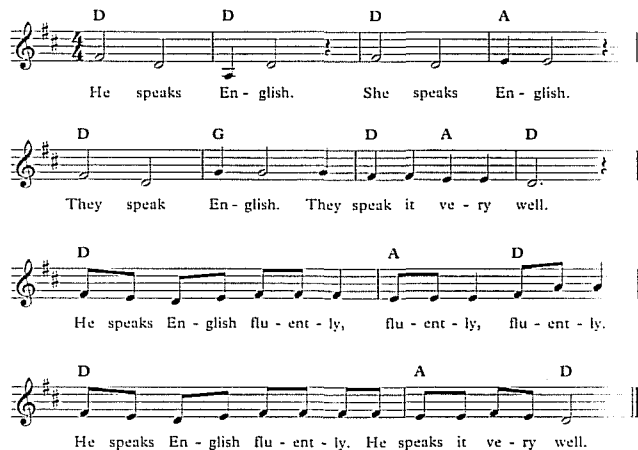
## 12.7 He speaks English

### DESCRIPTION

The children sing a song to the tune of *Good Night, Ladies*.

### MATERIALS

CD track 54.



D D D A

He speaks En - glish. She speaks En - glish.

D G D A D

They speak En - glish. They speak it ve - ry well.

D A D

He speaks En - glish flu - ent - ly, flu - ent - ly, flu - ent - ly.

D A D

He speaks En - glish flu - ent - ly. He speaks it ve - ry well.



## 12.8 I wish I had a crocodile

### DESCRIPTION

The children sing a song to the tune of *Auld Lang Syne*.

### MATERIALS

CD track 55.

### NOTE

The phrase *the ocean blue*, with the adjective coming after the noun, is a very common expression in English songs and poetry, but people do not use it in everyday conversation.

A musical score for the song "I wish I had a crocodile". The score is written in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The melody is simple and repetitive, characteristic of a children's song. The lyrics are written below the notes, and guitar chords are indicated above the notes. The chords used are A7, D, A, D, G, Bm, G, A7, D, G, D, A, D7, G, D, A7, D, A, D, G, A7, D, G, A7, D, D7, G, D, A, Bm, G, A7, D, A7, D, D7, G, D, A, Bm, G, A7, D.

I wish I had a cro - co - dile with a green and pur - ple  
 tail. I wish I had a yel - low boat with a  
 green and pur - ple sail. I've ne - ver seen an  
 oc - to - pus. I've ne - ver seen a whale. And I've  
 ne - ver seen a cro - co - dile with a green and pur - ple  
 tail. But if I had a yel - low boat with a  
 green and pur - ple sail. I'm sure I'd find my  
 cro - co - dile with a green and pur - ple tail. We'd  
 sail a - round the o - cean blue, we'd  
 sail a - round the sea We'd sail and sail a -  
 round the world, my cro - co - dile and me.

## 12.9 The hot dog song

### DESCRIPTION

The children sing a song to the tune of *Have You Ever Seen a Lassie?*

### MATERIALS

CD track 56.



Have you e - ver had a hot dog with mus - tard and

mayo - naise? Have you e - ver had a hot dog with

pep - per and salt? With mus - tard and mayo - naise and

cat - sup and pi - ckles? Have you e - ver had a

hot dog with pep - per and salt? With\_

mus - tard and\_ mayo - naise and let - tuce and

on - ions, And\_ mus - tard and\_ mayo - naise and

cat - sup and pi - ckles, and mus - tard and

mayo - naise and let - tuce and on - ions, And\_

mus - tard and\_ mayo - naise and pep - per and salt.





Frank

Hank

Jill

Phil

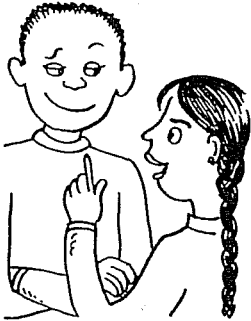
Mike

Spike

Andy

Sandy

1 Listen and complete.



I'm thinking of a word that starts with \_\_\_\_\_.

\_\_\_\_\_ many letters?

\_\_\_\_\_ letters.

It starts with \_\_\_\_\_ and ends with \_\_\_\_\_.

I know the answer: \_\_\_\_\_.

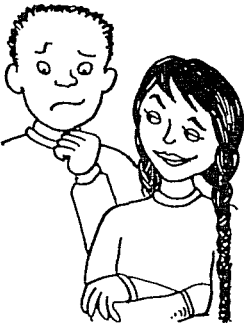
\_\_\_\_\_ do you spell \_\_\_\_\_?

\_\_\_\_\_.

Good for you! Good for you!

That's the answer, \_\_\_\_\_!

2 Listen and complete.



\_\_\_\_\_ thinking of a \_\_\_\_\_ that \_\_\_\_\_ with

\_\_\_\_\_.

\_\_\_\_\_ letters?

\_\_\_\_\_ letters.

\_\_\_\_\_ with \_\_\_\_\_ and ends with \_\_\_\_\_

\_\_\_\_\_ know the answer: \_\_\_\_\_.

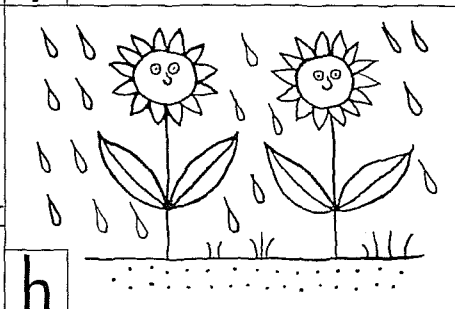
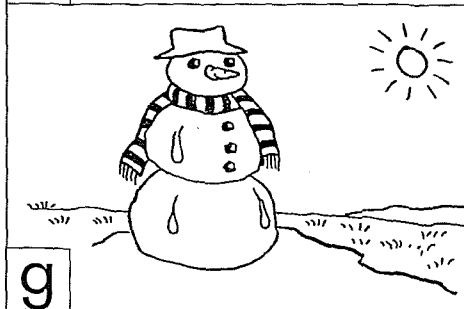
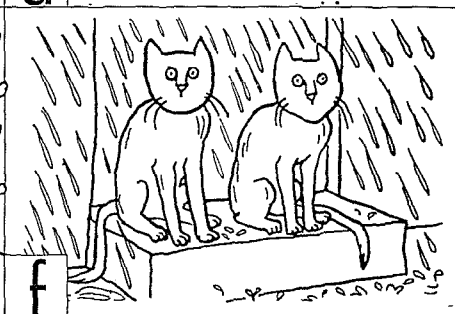
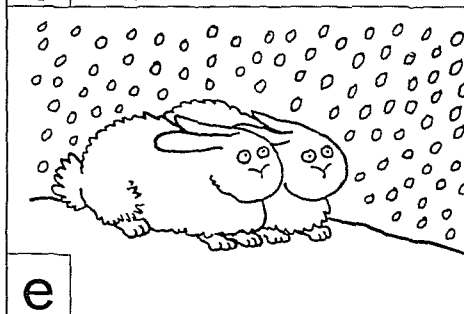
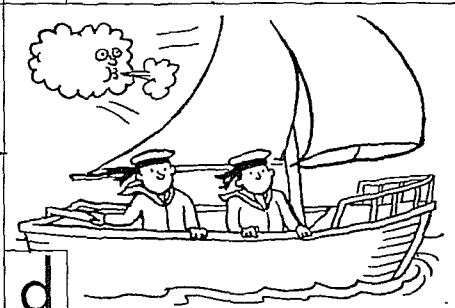
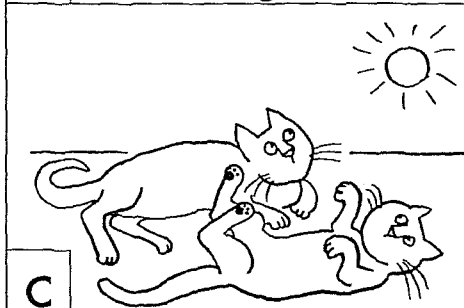
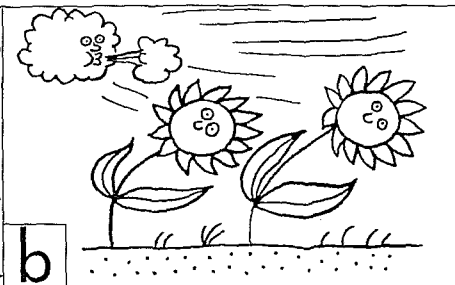
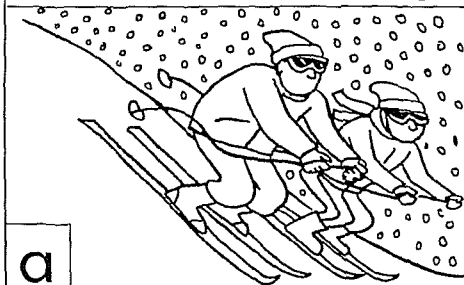
\_\_\_\_\_ do you \_\_\_\_\_ ?

\_\_\_\_\_.

\_\_\_\_\_ for \_\_\_\_\_! \_\_\_\_\_ for \_\_\_\_\_!

That's the answer, \_\_\_\_\_!

1 Listen and number. 2 Listen again and draw ☺ or ☹.



5

10

4

9

3

8

2

7

1

6

15

14

13

12

11

20

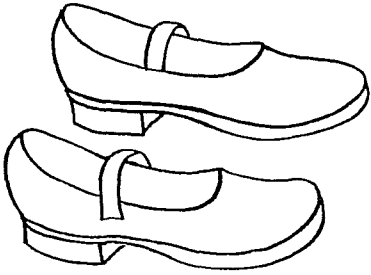
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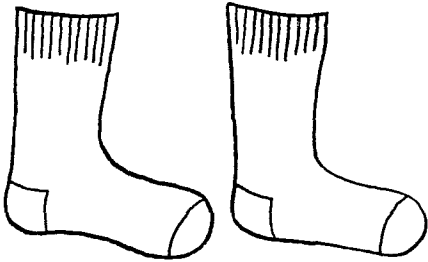
17

16







1 Listen and color.



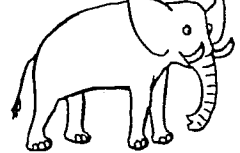
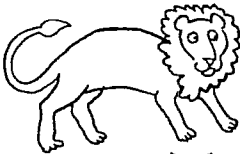
2 Listen and color.



3 Draw, listen, and color.

	<p>He's a hungry boy. He's a very hungry boy.</p>
	
	
<p>A very hungry boy</p>	

1 Listen and complete.



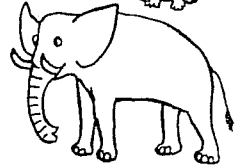
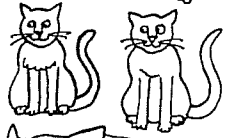
Lions, elephants, \_\_\_\_\_.

He likes \_\_\_\_\_.

She \_\_\_\_\_ elephants.

I like \_\_\_\_\_.

I \_\_\_\_\_ cats.



2 Listen and complete. Draw the animals.

\_\_\_\_\_ , \_\_\_\_\_ ,

\_\_\_\_\_ .

\_\_\_\_\_ , \_\_\_\_\_ ,

\_\_\_\_\_ .

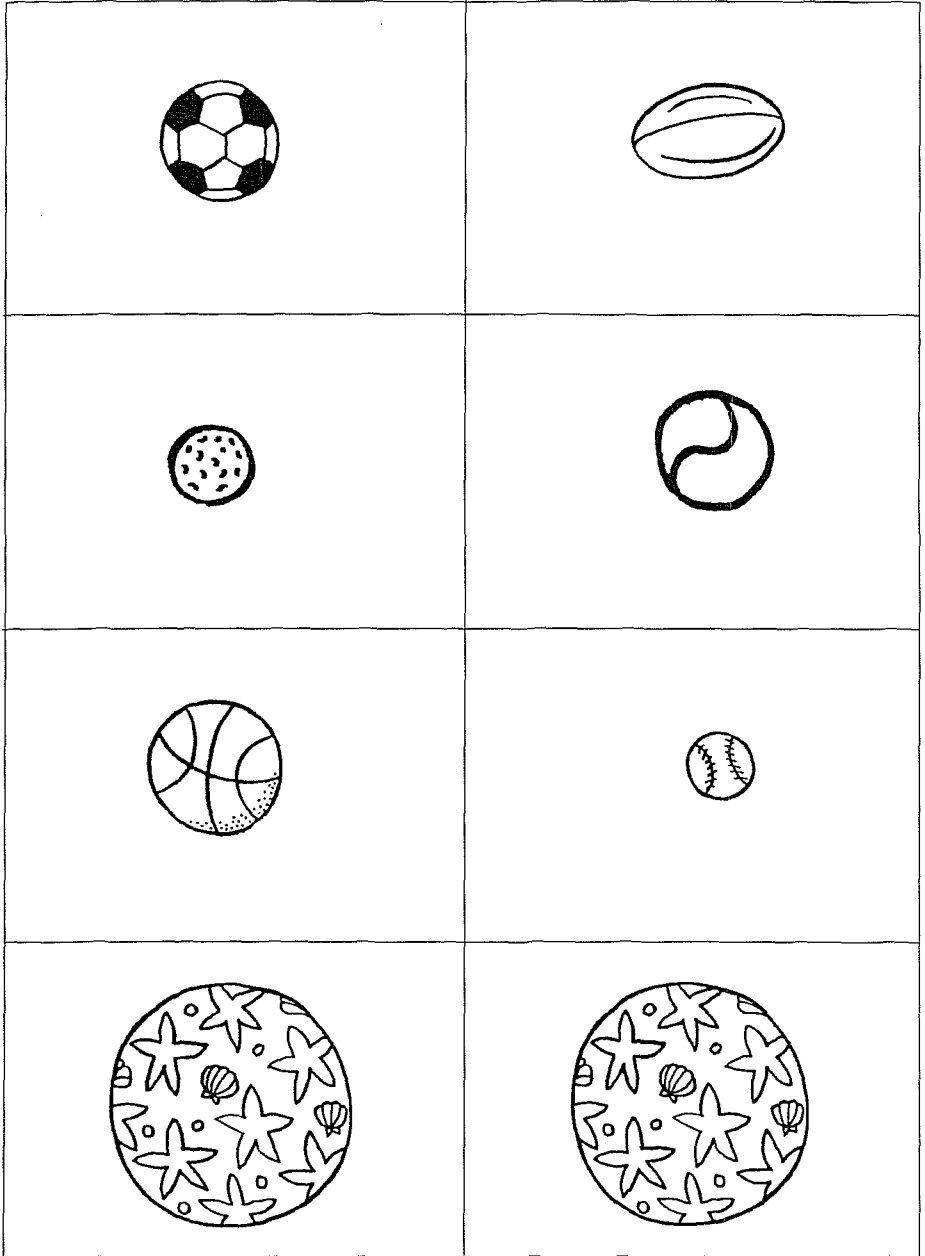
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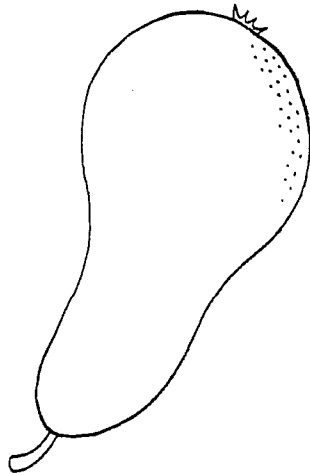
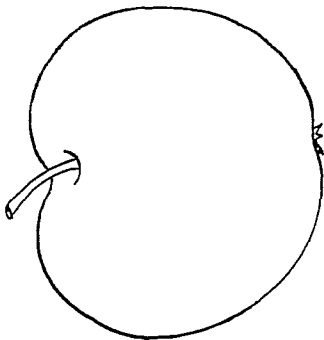
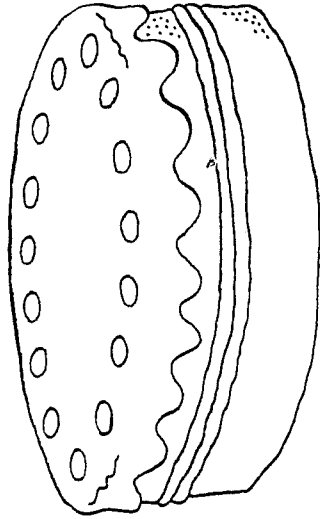
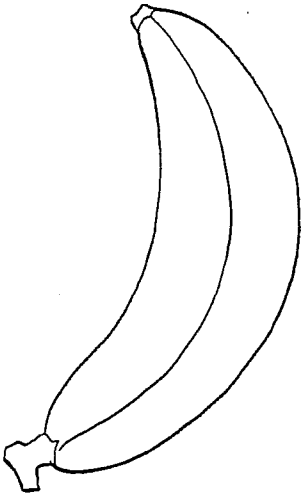
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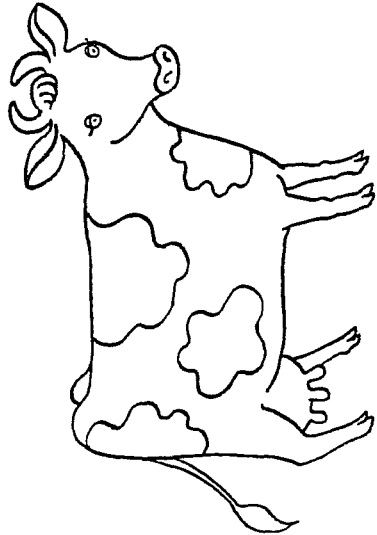
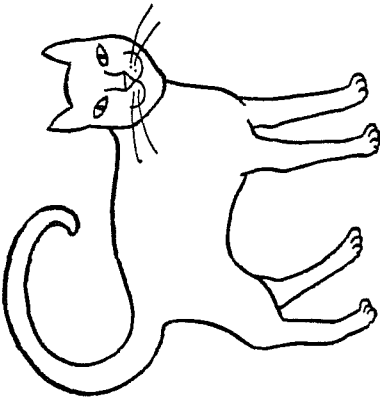
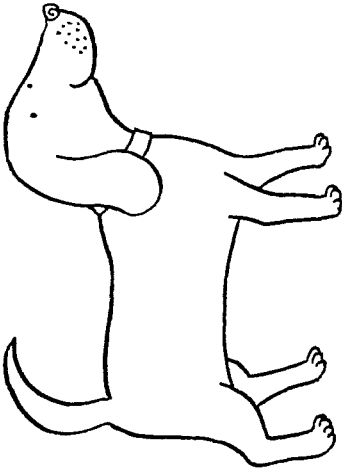
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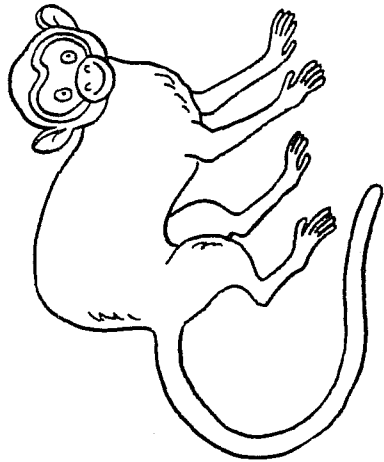
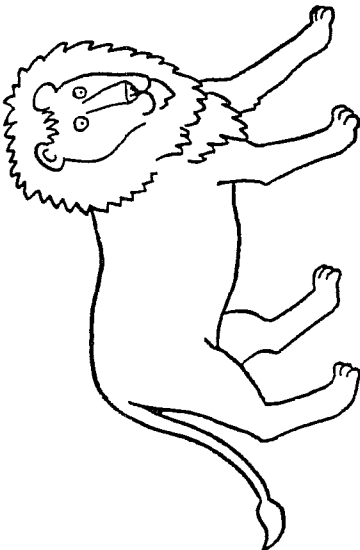
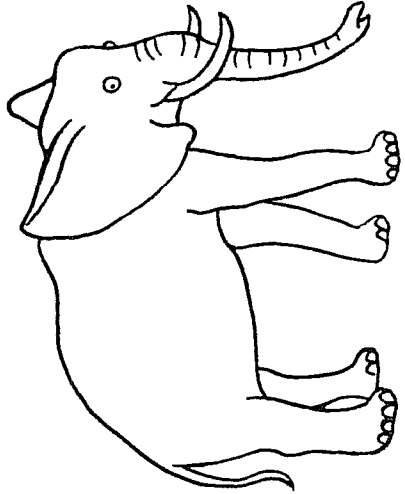
\_\_\_\_\_ .













# Further reading

Carolyn Graham has written many books of Jazz Chants<sup>®</sup>, all of which have accompanying cassettes and CDs. Here is a selection:

*Children's Jazz Chants Old and New* (Oxford University Press, 2002): a celebration of over 25 years of Jazz Chants.

*Holiday Jazz Chants* (Oxford University Press, 1999): songs and chants celebrating major holidays (festivals) in the United States.

*Jazz Chants Old and New* (Oxford University Press, 2001): a selection of favourites aimed at teenage and adult learners.

*Let's Chant, Let's Sing!* (Oxford University Press, 2004): a six-level course based on chants and songs.

*Longman Children's Picture Dictionary* (Pearson Longman, 2002) by Carolyn Graham, Aleda Krause, and Keiko Abe-Ford: 800 words organized into 50 thematic units with songs.

*Mother Goose Jazz Chants* (Oxford University Press, 1994): A collection of nursery rhymes and songs set to Jazz Chants.

*Singing, Chanting, Telling Tales* (Delta Systems, 1998): Jazz Chants, poetry, and music in the language classroom (aimed at teenage and adult learners).

*Tiny Talk Songbook* (Oxford University Press, 1999) by Carolyn Graham and Susan Rivers: an illustrated songbook for use with kindergarten children.

*Turn-Of-The-Century Songbook* (Delta/Prentice Hall, 1994): sounds and structures of English set to the music of favorite American songs.