

Listen to the songs here: www.myenglish.nu

If you use Chrome you can download the songs on your computer.

You can use the songs in any order you like. A good way to start a lesson with energy is to sing a few songs. Listen to their pronunciation and choral read words or expressions. IF you print the posters with songs (and glue them on cardboard) it's also very easy to sing them whenever you want to.

Do you want to sing a song?

(Melody: London bridge is falling down.)

Do you want to sing a song,

sing a song, sing a song?

Do you want to sing a song?

You will like it.

Do you want to play with me,

play with me, play with me?

Do you want to play with me?

You will like it.

Do you want to clap your hands,

clap your hands, clap your hands?

Do you want to clap your hands?

You will like it.

This song is an easy introduction to the do-construction. Sing only the first verse a couple of times. You can write like this on the board:

Do you want to sing a song,

_____, _____ ?

Do you want to _____ ?

You will like it

When they are confident with the first verse go on with number 2. Underline sing a song in the text and next to it you write **2. play with me** and sing that verse a couple of times

And then you write **3. clap your hands** and sing that verse and finally all 3 verses. You can make your own verses too: **4. dance with me** etcetera.

It's also good to use the language in the songs in other ways.

You can write questions like

Do you want to play football?

eat pizza? **on the board** . The

students answer Yes or No.

Three questions with rhythm

Write the questions on the blackboard

What's your name?

How are you?

Do you want to play?

1

Choral read individual words and then the questions. After doing that. The students put down (bang) their hands on their desks to emphasise the rhythm. 3 times for the first 2 questions and 5 times for the last. Do that during a couple of lessons.

2

Let two students stand in front of the class. One person asks and the other answers.

I am you are, he is

(Melody: My darling Clementine)

I am hungry.

You are hungry.

We are hungry all the time.

He is hungry.

They are hungry.

Can we eat now, can we eat?

One, two, three, four

(Melody: Happy birthday to you)

1, 2, 3, 4, 5, 6

1, 2, 3, 4, 5, 6

7, 8, 9 and 10

7, 8, 9 and 10

Give the class different commands to practise the numbers, for ex.

Give me 6 fingers.

Jump 4 times.

Clap your hands 8 times.

Run and count to 7.

Aims:

1. Learn the song by heart

2. Learn how to use the different forms of the verb "be".

It's a good idea to sing the song long before you think it's time for the students to learn how to use the different forms. When it's time to learn the forms you can write like this on the board.

I __ hungry

You ___ hungry

Two more verse not on the recording:

2. thirsty – drink

3. tired – sleep

If you want to practice questions and answers you can write like this on the board.

Why do you want to eat? I'm hungry.

drink – thirsty

sleep -tired

Let two students stand in front of the class and ask and answer. Two more students do the same thing. After that they ask in pairs.

To get the students to "export" this knowledge to their general use of English you can write sentences on the board. Tell the students to sing the song to themselves if they don't know which form to write. Then fill in the correct forms and let the students read them and then take away the verbforms again and let students read again.

An example of a dialogue:

A Hi, how ___ you today?

B Hello, I ___ fine, thanks. And how ___ you?

A I ___ good. But where ___ your brother today?

B He ___ at home. He ___ sick.

Another lesson you can write the same dialogue but you can make it longer:

A I see. And David and Mark. Do you know where they ___ ?

A Yes, they ___ outside.

Where are you?

(Melody: Brother Jacob)

Where are you?

Where are you?

I am here.

I am here.

Do you want to go now?

Do you want to go now?

Yes, I do.

Yes, I do.

When you finish for the day, you can sing the questions while pretending to look for the students. They wave and answer I am here.

In the morning

(No recording of this one but lots of useful vocabulary)

(Melody: Oh, my darling, Clementine)

In the morning I have breakfast

and in school I eat my lunch.

In the evening I have dinner.

An' after that I read a book.

And on Sundays in the morning

I get up at half past 8.

I play football, help my mother.

And I talk with all my friends.

And on Mondays in the morning

I go back to school again.

And I study maths and English.

And I read and write and count.

Another lesson: write like this on the board. The students talk about what they do and later write.

In the morning ...
In school ...
When I finish school ...
In the afternoon ...
In the evening ...
On Sundays ...
On Mondays ...

Aim:

Learn the songs by heart and practice the do-construction and to talk/write about what you do during a day.

If the students know the vocabulary you can do everything in one or two lessons. If not, you can spread it out over several lessons/weeks so the students learn the songs by heart.

Write verse 1 on the board and sing it several times.

Students copy the text in their notebooks. Do the same with verse 2 and 3. Don't forget to translate and practice pronunciation.

Work with the second verse

Write like this on the board and ask questions. After while encourage the students to also say activities that are not in the songs. Write new activities on the board.

What do you do

in the morning
in school
when you finish school
in the afternoon
in the evening
on Sundays
on Mondays

?

I read a book

I play with all my friends.

I study English

???

???

Did see your little friend?

(Melody: My darling Clementine)

Did you see her, did you see her,

Did you see your little friend?

Yes, I saw her. Yes, I saw her.

Yes, I saw my little friend.

Did you write her, did you write her,

Did you write your little friend?

Yes, I wrote her. Yes, I wrote her.

Yes, I wrote my little friend.

Did you buy her, did you buy her,

Did you buy her something nice?

Yes, I bought her. Yes, I bought her.

Yes, I bought her something nice.

This song will help the students with the past form of the do-construction.

Put up the poster och write the song on the board for the students to copy.

You can write like this:

Did you see her? _____ her?

_____ your little friend?

Yes, I saw her. Yes, _____ her.

Yes, _____ my little friend.

Verse 2. write – wrote

Write on the board to practise more. See also the section about Rhythm. Choral read, two students read, read in pairs, copy in note books:

Where did you go? I went to the park.

When did you go? I went last night.

How did you go? I took the bus.

Who did you meet? I met my friend.

What did you do? We saw a film.

And the next lesson:

Did you go to the square? No, I went to the park.

Did you go last night? No, I went last week.

Did you take the bus? No, I took my bike.

Did you meet your friends? No, I met my dad.

Did you do something nice? Yes, we saw a film.

The Alphabet

(Melody: Brother Jacob)

1

A, B, C, D

A, B, C, D

E, F, G

E, F, G

And how do we go on now?

And how do we go on now?

H, I, J

H, I, J

2

K, L, M, N

K, L, M, N

O, P, Q

O, P, Q

And how do we go on now?

And how do we go on now?

R, S, T

R, S, T

3

U, V, W

U, V, W

X, Y, Z

X, Y, Z

And how do we go on now?

And how do we go on now?

Well, we don't.

Well, we don't.

There are many songs with the English alphabet on YouTube where the students sing the letters only once.

In this variation they sing all the letters twice, which gives them the chance to repeat and reinforce their new skill.

There is also a pause with the sentence "And how do we go on now?" before the tricky H, I and J.

First, sing verse 1 a few times. Choral read H, I and J a few times extra using the melody. This will help all the students to get those letters right. Finally, sing all three verses. (In the song there is the American pronunciation of Z.)

Go went gone

(Melody: Twinkle, twinkle little star)

Go went gone and see saw seen.

Give gave given, be was been.

There are many verbs to learn.

Take took taken, buy bought bought.

Write wrote written, think thought thought.

Yes, we sing, we learn them all.

Aim:

Learn the song by heart. A good way to learn to conjugate some of the most frequent irregular verbs.

Start singing the song long before you want the students learn the use of the different forms. Let it be just a song to learn by heart to start with.

You can also write like this on the board (for singing and copying):

Go went gone

Go _____ and see _____ .

Give _____ , be _____ .

There are many verbs to learn.

Take _____ , buy _____ .

Write _____ , think _____ .

Yes, we sing, we learn them all.

When you want to teach the use of the 3 forms. Write like this on the board:

| | |
|-------------|----------------|
| + + | + + + |
| go went | I have gone |
| see saw | I have seen |
| give gave | I have given |
| be was | I have been |
| take took | I have taken |
| write wrote | I have written |

Use rythm and clap your hands 5 times when you say each line. In this way the students learn the three verb forms *and* some context for the third form.

You will also find sound files to the following songs on the homepage

Happy birthday

Happy birthday to you!
Happy birthday to you!
Happy birthday, dear (*name*)!
Happy birthday to you!

We wish you a Merry Christmas

We wish you a Merry Christmas,
We wish you a Merry Christmas,
We wish you a Merry Christmas and a Happy New Year.
Good tidings we bring to you and your kin,
we wish you a Merry Christmas and a Happy New Year.

Yes, I can!

Can you sit? *Yes I can.*
Can you swim? *Yes I can.*
Can you stand up? *Yes I can.*
Can you speak? *Yes I can.*
Can you scream? *Yes I can.*
Can you whisper? *Yes I can.*
I can do everything! I can play, I can sing, I can smile and laugh HA! HA!
Can you eat? *Yes I can.*
Can you drink? *Yes I can.*
Can you jump? *Oh yes I can.*
Can you read? *Yes I can.*
Can you write? *Yes I can.*
Can you sit down? *Yes I can.*

11 Head and shoulders

Head and shoulders, knees and toes, knees and toes.
Head and shoulders, knees and toes, knees and toes.
And eyes and ears and mouth and nose.
Head and shoulders, knees and toes, knees and toes.

12 Every day new

1. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, too.
One, two, three, four, five, six, seven days, each different and every day new.

2. Wet days, dry days, bright days, cloudy days, hot days, cold days, windy days, too.

What happens?

1.

What happens at seven o'clock?

At seven o'clock I get up.

What happens at half past seven?

At half past seven I have breakfast.

What happens at eight o'clock?

At eight o'clock I rush to school.

2.

What happens at eleven o'clock?

At eleven o'clock I have lunch.

What happens at half past five?

At half past five I have dinner.

What happens at eight o'clock?

At eight o'clock I watch TV.

What happens at twelve o'clock?

Well, I'm fast asleep.

Hi and Hello

Hi. Hello. How are you?

Fine, thanks. And you?

Okay! All right. Nice to meet you.

See you later. Bye, bye.