

Listen to the songs here: [www.myenglish.nu](http://www.myenglish.nu)

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

A good way to start a lesson with energy is to sing a few songs. You can use the songs in any order you like. Listen to the students' pronunciation and choral read words or expressions. If you print the posters with the song texts (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.

#### **Aim:**

Use the do-construction.

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 the students feel confident about the first verse, go on to verse two. Underline **sing a song** in the text and next to it write **2. play with me**. Sing that verse a couple of times

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

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

Write questions on the board. For example:

**Do you want to play football?**  
**eat pizza?**

The students answer **Yes or No**.

#### **Three questions with rhythm**

Write these 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. Then the students clap their hands on their desks to emphasize the rhythm. Three times for the first two questions and five times for the last one. 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 example:

**Give me six fingers.**

**Jump four times.**

**Clap your hands eight times.**

**Run and count to seven.**

### **Aims:**

Use the different forms of the verb "be".

It's a good idea to sing the song until the students know it by heart before it's time for the students to learn how to use the different forms. Then you can write like this on the board:

I \_\_ hungry

You \_\_ hungry

-----

Two more verse that are not on the recording:

**2. thirsty – drink**

**3. tired – sleep**

If you want to practise 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.

### **Aim:**

Continue practising the present tense of "be".

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 verb forms 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?**

**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".

A variation: Before you have your lunch break. Sing

Do you want to eat now? And mime eating at the same time.

## **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.

And 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.

### **Aim:**

Practise the do-construction and 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 that the students learn the songs by heart.

## **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.

### **Aim:**

Practise the past form of the do-construction.

Put up the poster and 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

## 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.

### **Aim:**

Learn the alphabet.

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 to conjugate some of the most frequent irregular verbs.

Start singing the song long before you want the students to 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 three 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 five times when you say each line. This way the students learn the three verb forms *and* some context for the third form.