

1

# LET'S CHANT LET'S SING



Carolyn Graham





**Songs and Chants**  
**by**  
**Carolyn Graham**

**OXFORD UNIVERSITY PRESS**

# Table of Contents

## Unit 1

Page

The Hello Song	Let's Sing	1
What's This? It's a Book	Let's Learn	2
No, It Isn't	Let's Learn Some More	3
The Alphabet Song	Let's Learn Some More	4
The Spelling Song	Let's Learn Some More	6
Listen Carefully	Let's Move	7

## Unit 2

Hi, How Are You?	Let's Sing	8
What Color Is This?	Let's Learn	9
The Black Cat Song	Let's Learn	10
The Yellow Chair Chant	Let's Learn Some More	11
This Is Blue, This Is a Book	Let's Learn Some More	12
Pick Up Your Pencil	Let's Move	13

## Unit 3

This Is My Friend	Let's Sing	14
What's This?	Let's Learn	15
Books, Books	Let's Learn Some More	16
The Name Chant	Let's Learn Some More	17
The Purple Sneaker Song	Let's Learn Some More	18
Make a Circle	Let's Move	19

## Unit 4

The Family Song	Let's Sing	20
Who's She?	Let's Learn	21
Pencils and a Pen	Let's Learn Some More	22
The Tall Teacher Chant	Let's Learn Some More	23
Bess, Bess, Don't Make a Mess	Let's Move	24



## Unit 5

Page

The Happy Birthday Song	Let's Sing	25
The Yo-Yo Chant	Let's Learn	26
Big Box, Little Box	Let's Learn Some More	27
Is It a Big Box?	Let's Learn Some More	28
Can You Play with a Yo-Yo?	Let's Move	29

## Unit 6

How's the Weather?	Let's Sing	30
The Student Chant	Let's Learn	31
The Bag Song	Let's Learn Some More	32
Can He Climb an Apple Tree?	Let's Move	33
Can He Play Baseball?	Let's Move	34

## Unit 7

Peaches, Apples, and Plums	Let's Sing	35
Mama, Mama, I Want an Apple	Let's Talk	36
What Do You Want for Dinner?	Let's Learn	37
Do You Want Chicken?	Let's Learn Some More	38
Buy an Apple	Let's Move	39

## Unit 8

What Do You Like?	Let's Sing	40
Look! Look! There's a Bird in the Tree!	Let's Learn	41
I Like Rabbits	Let's Learn	42
Do You Like Cats?	Let's Learn Some More	43
Can a Dog Swim?	Let's Move	44



## Teacher's Notes

### WHAT IS LET'S CHANT, LET'S SING?

This book is a collection of 43 chants and songs by Carolyn Graham, each based on a frequently used language function or grammatical structure. You will find this book useful for previewing, reinforcement, review, or simply as a way to add some fun to your classes. Though it can be used independently, *Let's Chant, Let's Sing I* corresponds to the syllabus of *Let's Go Student Book I*. Both the table of contents and the icons on each page indicate from which section of the unit in *Let's Go I* a particular chant or song derives.

On the recording, the songs and chants are each recorded twice to provide children with clear models. Each chant is heard first by an adult solo voice, to model the rhythm and intonation. Then it is repeated in call-and-response style by a group of children. Each song is heard first by the group of children. This is followed by a karaoke version (music only). After students have mastered the songs, this version provides a challenging opportunity to sing along without the recorded lyrics. It can also be used to do original variations.

### Presenting the Chants

#### Step 1

Review the main structure found in the chant (or introduce it, if you haven't already done so). Use pictures or actual objects whenever possible.

#### Step 2

Play the first version on the recording once to allow students to become familiar with the chant.

#### Step 3

Before the students open their books, begin teaching the chant line by line. Say one line, then have the students repeat after you. Include the claps, which are indicated by asterisks (\*). You can use the recording to model each line, if you prefer.

#### Step 4

Have the students open their books. Play the recording again from the beginning. At first, have the class read along silently with the text to get acquainted with the speed and rhythm of the chant. Then the students can join in. Repeat the chant several times.

#### Step 5

Once the students are comfortable with the chant, divide them into two groups. Most of the chants are

designed to be interactive. Have the first group chant the questions, and the second group chant the answers. In other words, group 1 chants the lines on the left, and group 2 chants the lines that are indented. After a few chants, the students will become familiar with this pattern.

#### Step 6

Follow the instructions for extension activities at the bottom of each page, or create your own activities.

### Presenting the Songs

#### Step 1

Review or introduce the main structure found in the song (follow Step 1 as outlined in "Presenting the Chants").

#### Step 2

Play the first version on the recording once to allow students to become familiar with the song.

#### Step 3

Before the students open their books, present the song line by line. Sing each line, then have the students repeat after you. Use the recording to model each line, if you prefer.

#### Step 4

Have the students open their books. Play the recording again from the beginning. At first, have the students read along with the lyrics to become acquainted with the speed and rhythm of the song. Play the first recording of the song several times and invite students to join in.

#### Step 5

Once students have mastered the song, they will be able to try singing along with the karaoke version. At first they can do this as a group. As they become more confident, they may wish to try it in pairs or individually. The karaoke version can also be used for variations or additional verses written by the students.

#### Step 6

Like the chants, the songs can also be done interactively. Divide the class into appropriate groups for each song.

**Note:** Bring in percussion instruments whenever possible, such as tambourines, maracas, and bells. Let students help you create interesting arrangements to accompany both the songs and the chants.





### The Hello Song

1 Hel - lo, hel - lo, hel - lo!

lo! What's your name? Hel - lo, hel - lo, hel - lo!

lo! My name is John.— My name is John.— Hel - lo, John! Hel - lo, John! Hel - lo!

2 Hello, hello, hello!  
What's your name?  
Hello, hello, hello!  
My name is Kate.  
My name is Kate.  
Hello, Kate!  
Hello, Kate!  
Hello!

3 Hello, hello, hello!  
What's your name?  
Hello, hello, hello!  
My name is Andy.  
My name is Andy.  
Hello, Andy!  
Hello, Andy!  
Hello!

4 Hello, hello, hello!  
What's your name?  
Hello, hello, hello!  
My name is Jenny.  
My name is Jenny.  
Hello, Jenny!  
Hello, Jenny!  
Hello!

5 Hello, hello, hello!  
What's your name?  
Hello, hello, hello!  
My name is Lisa.  
My name is Lisa.  
Hello, Lisa!  
Hello, Lisa!  
Hello!

6 Hello, hello, hello!  
What's your name?  
Hello, hello, hello!  
My name is Scott.  
My name is Scott.  
Hello, Scott!  
Hello, Scott!  
Hello!





## What's This? It's a Book

What's this?

It's a book.

What's this? \*\*

What's this?

It's a bag.

What's this? \*\*

What's this?

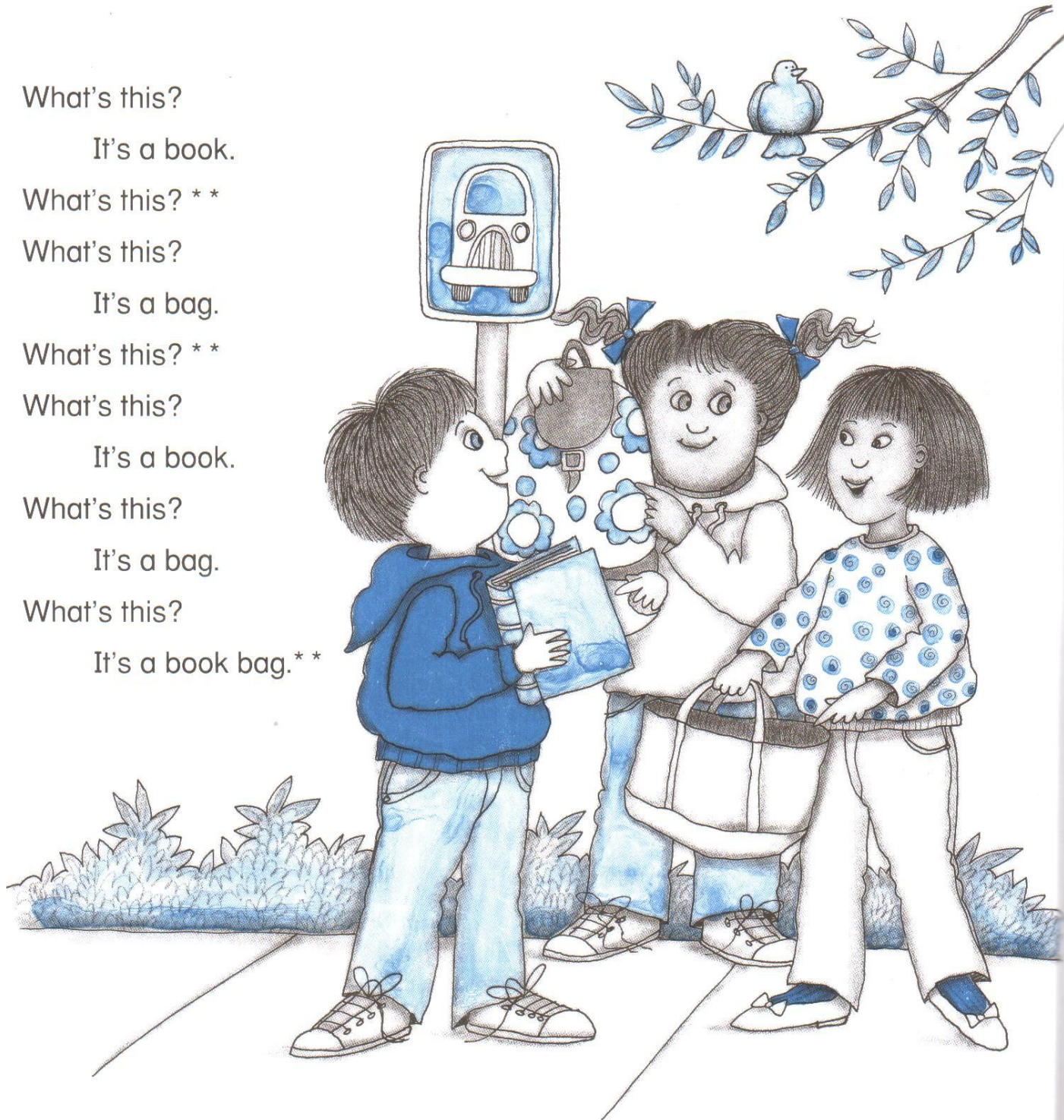
It's a book.

What's this?

It's a bag.

What's this?

It's a book bag. \*\*



Use a book and a book bag as a reference for the chant.  
Use pictures instead of real objects, if desired.





## Let's Learn Some More

### No, It Isn't

Is this a desk?

No, it isn't.

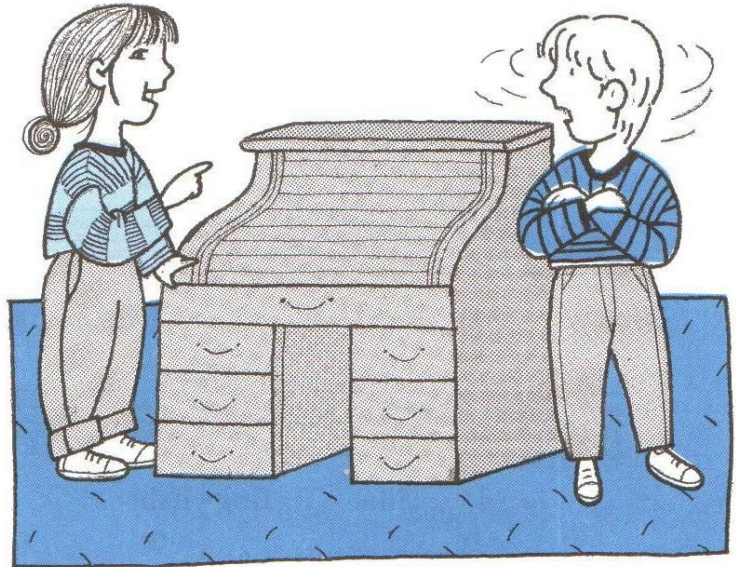
No, no, no, it isn't.

Yes, it is.

No, it isn't.

No, it isn't.

Yes, it is.



Is this a chair?

No, it isn't.

No, no, no, it isn't.

Yes, it is.

No, it isn't.

No, it isn't.

Yes, it is.

Continue with other classroom objects.





# The Alphabet Song

D G A D

A B A B C— A B C D

G A D G G#dim

E F G— A B C D E F G— H

D G A

I like Eng-lish! A B A B C—

D G A D

A B C D E F G— H I J K

G G#dim

L M N O I like Eng - lish!

D G A D G A

A B A B C— A B C D E F G—

D G G#dim A

H I J K L M N O P Q R S T Wow!

D G A D G A

I like Eng - lish! I like Eng - lish!



D G A D

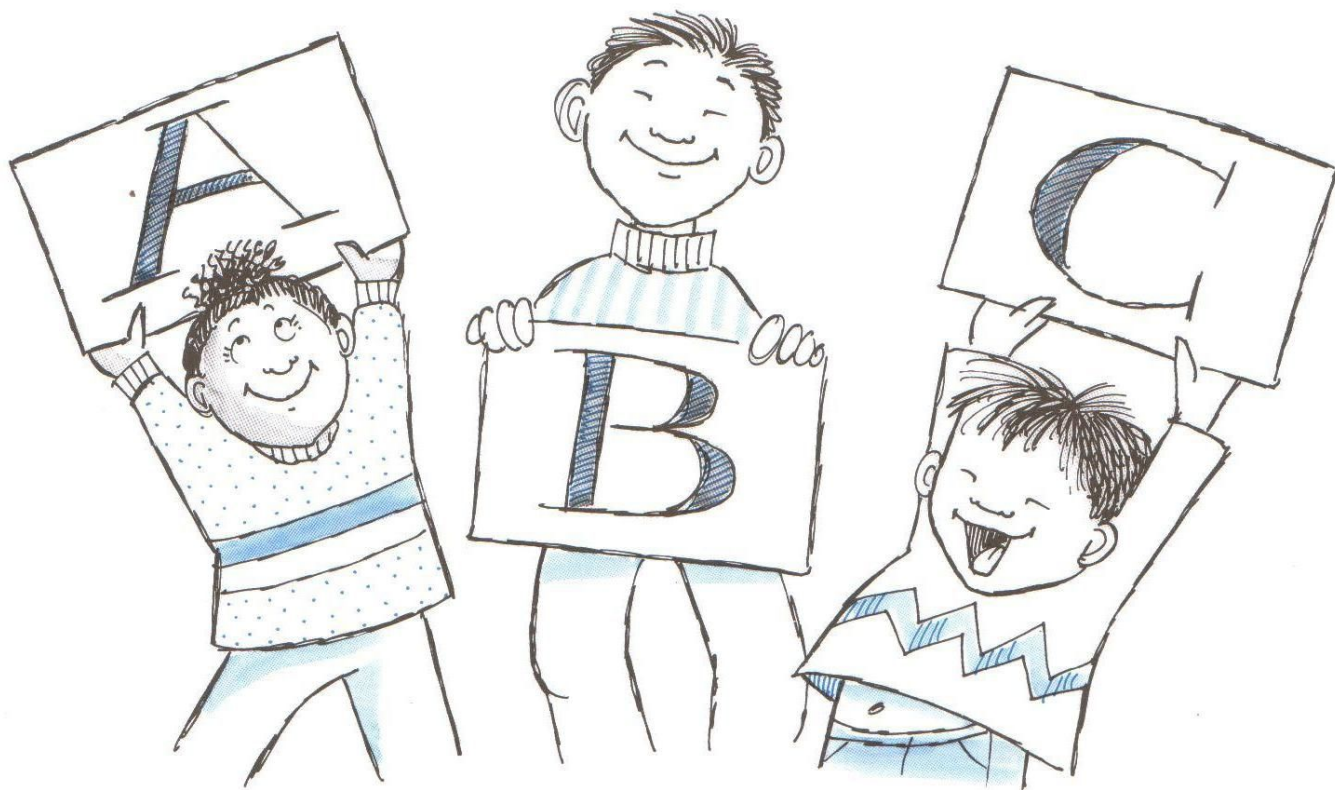
A B C D E F G H I J K

G G#dim A D G G#dim

L M N O P Q R S T U V

A D

W X Y Z I like Eng-lish!







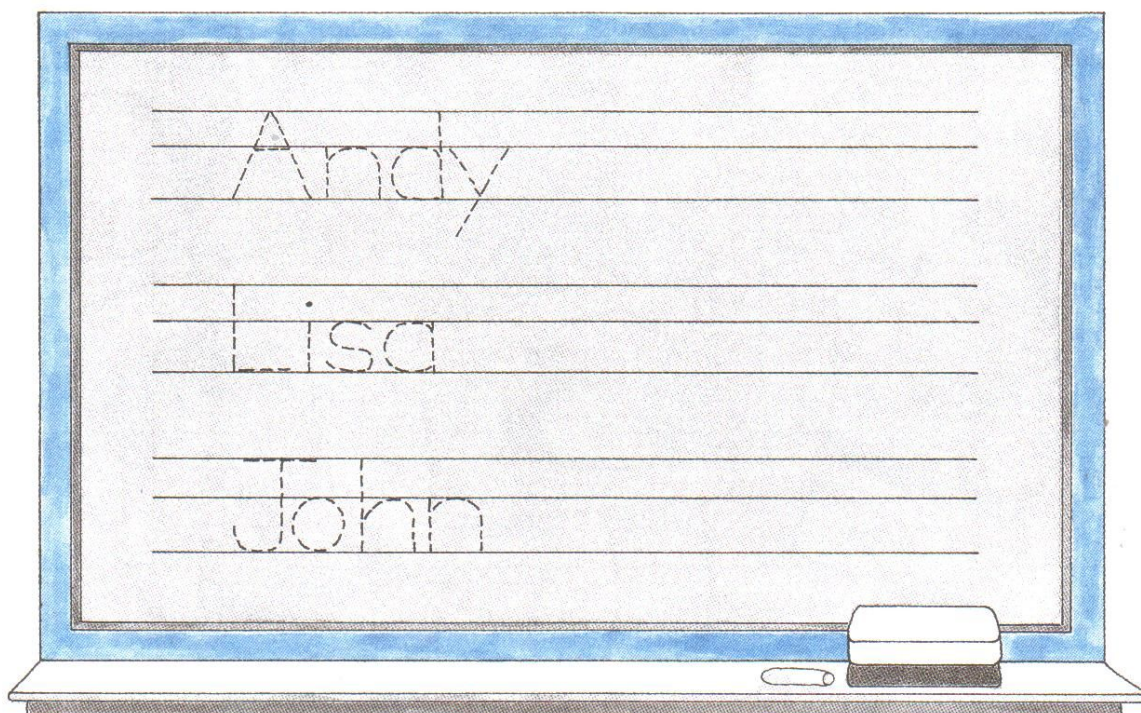
## Let's Learn Some More

### The Spelling Song

1 A N D Y An - dy, A N D Y An - dy, A N D Y, A N D Y, An - dy.

2 LISA Lisa,  
LISA Lisa,  
LISA, ANDY,  
Andy.

3 JOHN John,  
JOHN John,  
JOHN, ANDY,  
Andy.





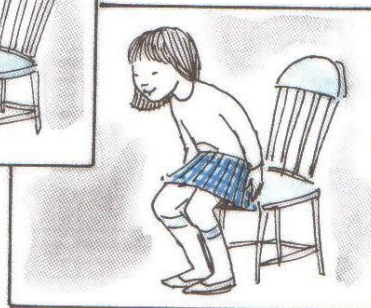


## Listen Carefully

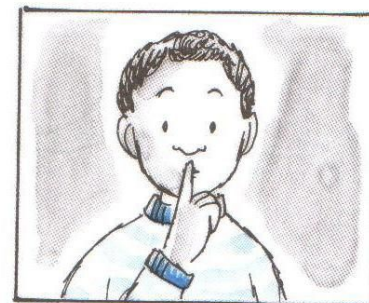
Listen, listen, listen carefully.  
Listen carefully, very carefully.  
Listen, listen, listen carefully.  
Please be quiet. Sh!



Please stand up.  
Listen carefully.  
Please sit down.  
Listen carefully.  
Open your book.  
Listen carefully.  
Please be quiet. Sh!



Listen, listen, listen carefully.  
Please stand up.  
Listen carefully.  
Please sit down.  
Listen carefully.  
Please be quiet. Sh!



Have students act out the commands.





## Hi, How Are You?

**Bb**



Hi, how are you? I'm fine.

**F7**



Hi, how are you? I'm fine. Hi, how are you? I'm

**Bb**



fine. How are you? I'm fine, I'm fine, I'm fine.



Hi, how are you? I'm fine. How are you?

**F7**



Hi, how are you? I'm fine. Hi, how are you? I'm

**Bb**



fine. How are you? I'm fine, I'm fine, I'm fine.







## What Color Is This?

What color is this?

It's red. \*\*

What color is this?

It's green. \*\*

What color is this?

It's red and green and black  
and white and purple.

What color is this?

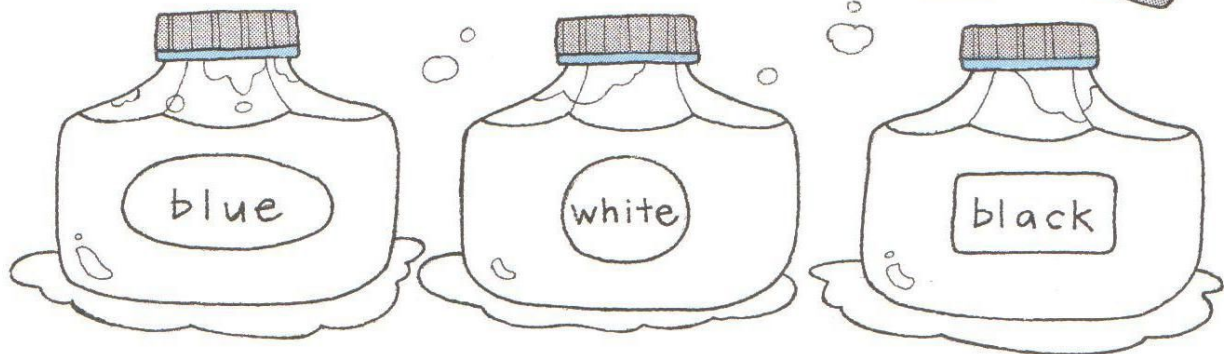
It's pink. \*\*

What color is this?

It's blue. \*\*

What color is this?

It's pink and blue and black  
and white and purple.



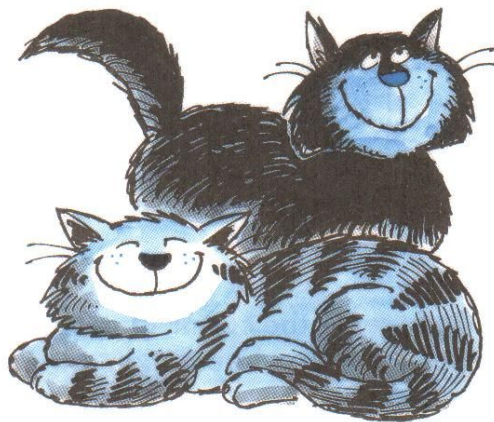
Make a color wheel to use as a reference for the chant. One side should be red, green, black, white, and purple, and the other side should be pink, blue, black, white, and purple.





## The Black Cat Song

Green grass (green grass), Blue skies (blue skies),  
Black cats (black cats), Yel - low eyes. —  
Red birds (red birds), Blue skies (blue skies), Black cats,  
Yellow eyes. White clouds (white clouds), Blue skies (blue skies),  
Black cats, Yel - low eyes. — Black cats (black cats),  
Blue skies (blue skies), Yel - low, yel - low eyes.







## The Yellow Chair Chant

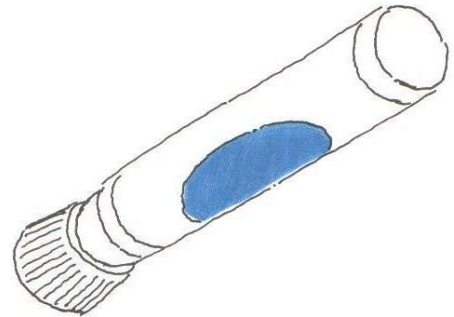


Purple ruler

Pink eraser

Yellow chair

Yellow chair

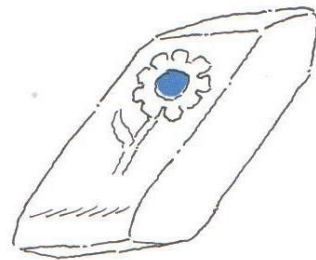


Purple marker

Pink eraser

Yellow chair

Yellow chair



Purple pencil

Pink eraser

Yellow chair

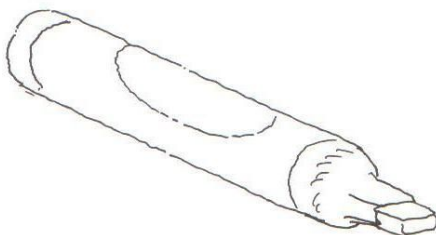
Yellow chair



Purple, green, and pink eraser

Yellow chair

Yellow chair



Have students color the picture according to the colors described in the chant.  
Have students point to the picture as they say the chant.





## This Is Blue, This Is a Book

This is blue.

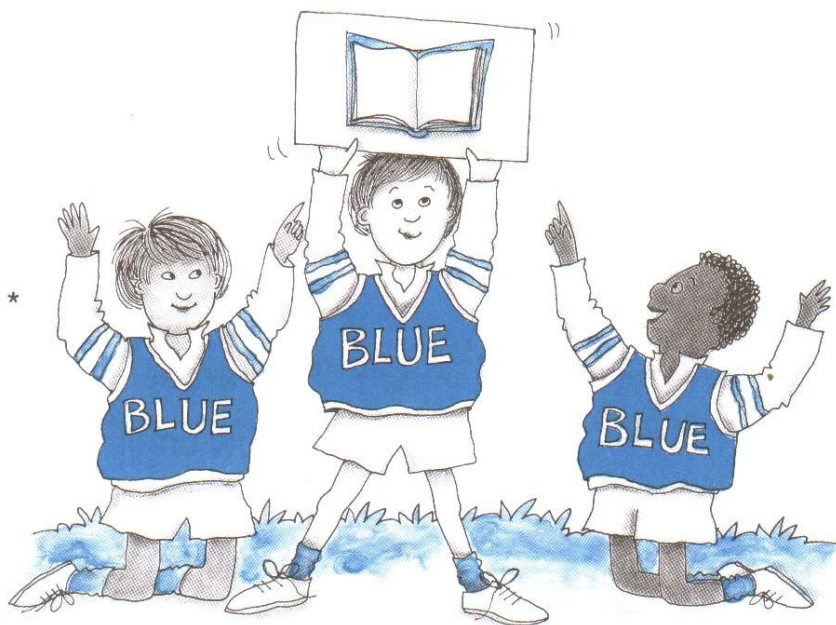
This is a book.

This is a blue book.\* \*

This is red.

This is a pen.

This is a red pen.\* \*



This is a book.

This is a pen.

This is blue.

This is red.

This is a blue book.\* \*

This is a red pen.\* \*



Make new verses using other colors and classroom objects.



## Pick Up Your Pencil

Pick up your pencil.

Pick it up, pick it up.

Pick up your pencil carefully.

Pick up your pencil and write your name

Very carefully.

Pick up your pencil and write your name.

Write your name, write your name.

Pick up your pencil and write your name

Very carefully.



Have students act out the commands.





## This Is My Friend

**Bb**

This is my friend, Sar - ah. Hel - lo, Sar - ah.

**F7** **Bb**

This is my friend, Sar - ah. Hel - lo, Sar - ah.

This is my friend, John. Hi John! This is my friend,

**F7**

John. Hi John! This is my friend, Sar - ah.

**Bb** **Eb** **Bb**

This is my friend, John.





## What's This?

What's this?

What's this?

• It's a pencil case.

What's this?

What's this?

It's a pen. \* \*

What are these?

What are these?

They're purple pencils.

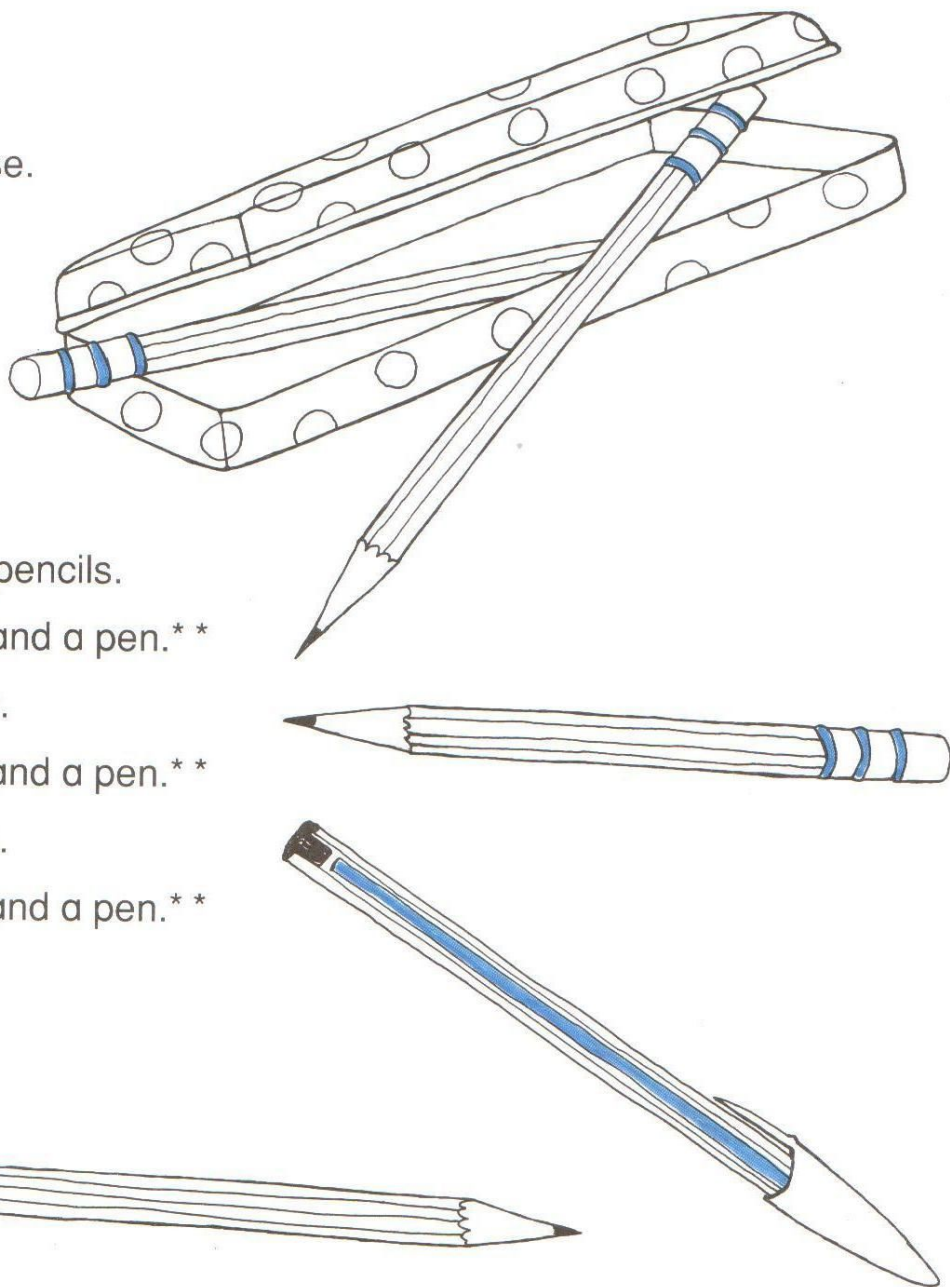
Purple pencils and a pen. \* \*

One pink pencil case.

Purple pencils and a pen. \* \*

One pink pencil case.

Purple pencils and a pen. \* \*



Have students color the picture according to the colors described in the chant.  
Have students point to the picture as they say the chant.

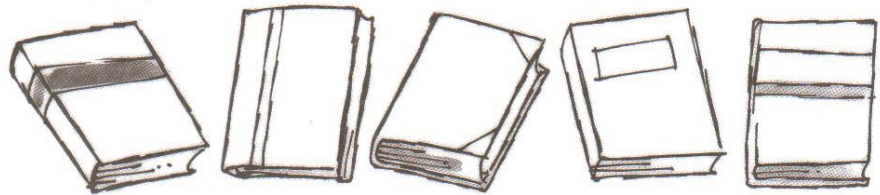




## Let's Learn Some More

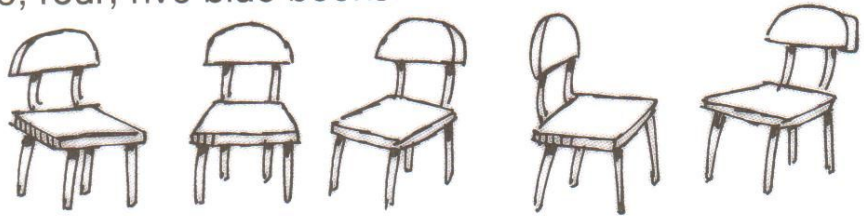
### Books, Books

Books,\* books,\*  
Count the books.\*



One, two, three, four, five blue books.

Chairs,\* chairs,\*  
Count the chairs.\*



One, two, three, four, five brown chairs.

Crayons,\* crayons,\*  
Count the crayons.\*



One, two, three, four, five red crayons.

How many books?

Five books.

How many chairs?

Five chairs.

How many crayons?

Count the crayons.

One, two, three, four, five!\*



Have students color the picture according to the colors in the chant.  
Make new verses using other classroom objects and colors.



### The Name Chant

Andy, Jenny,  
Kate, Kate, Kate.  
One, two, three, four,  
Five, six, seven, eight.



Lisa, Sarah,  
Kate, Kate, Kate.  
One, two, three, four,  
Five, six, seven, eight.



Scott, John,  
Kate, Kate, Kate.  
One, two, three, four,  
Five, six, seven, eight.



Andy, Jenny,  
Kate, Kate, Kate.  
One, two, three, four,  
Five, six, seven, eight.

Make new verses by replacing the first two names in each verse  
(e.g., Andy, Jenny) with the names of students in the class.





## Let's Learn Some More

### The Purple Sneaker Song

**F**

One lit-tle, two lit-tle, three lit-tle sneak-ers,

**C**

Four lit-tle, five lit-tle, six lit-tle sneak-ers,

**F**

Sev-en lit-tle, eight lit-tle, nine lit-tle sneak-ers,

**C** **F**

Ten lit-tle pur-ple sneak-ers. Ten lit-tle, nine lit-tle,

**C**

eight lit-tle sneak-ers, Sev-en lit-tle, six lit-tle,

**F**

five lit-tle sneak-ers, Four lit-tle, three lit-tle,

**C7** **F**

two lit-tle sneak-ers, One lit-tle pur-ple sneak-er.





## Make a Circle

Make a circle.\* \*

Make a circle.\* \*

Count the girls.\* \*

One, two, three, four.

Make a circle.\* \*

Make a circle.\* \*

Count the boys.\* \*

One, two, three, four.

Make a circle.

Make a circle.

Count the girls and boys.\*

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

Count the girls and boys.\*

Count the girls and boys.\*



Have students act out the commands.





## The Family Song

  
This is my moth - er. Nice to meet you.

  
Nice to meet you, too. This is my fa - ther.

  
Nice to meet you. Nice to meet you, too.

  
This is my sis - ter. Nice to meet you.

  
Nice to meet you, too. This is my broth - er.

  
Nice to meet you. Nice to meet you, too.





## Who's She?

Who's she? \*\*

She's Marie. \*\*

Who's he? \*\*

He's my brother, Lee.

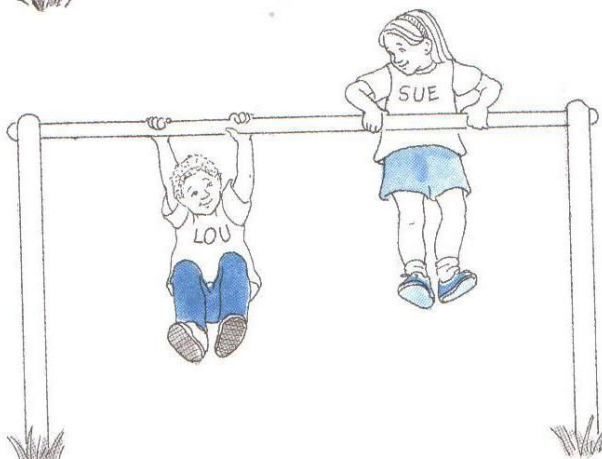


Who's he? \*\*

He's my brother, Lou.

Who's she? \*\*

She's my sister, Sue.

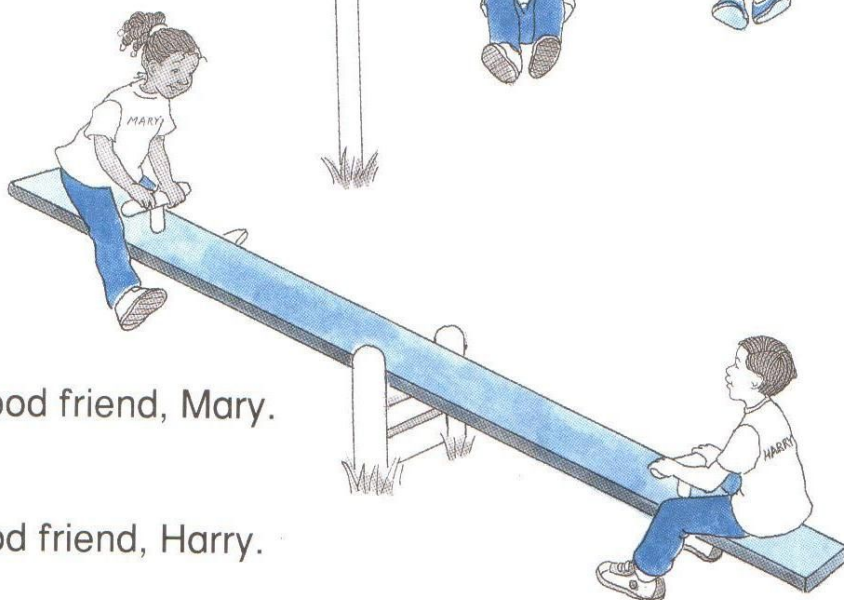


Who's she? \*\*

She's my good friend, Mary.

Who's he? \*\*

He's my good friend, Harry.



Have eight students act out the chant. Six of the students wear name tags (Marie, Lee, Lou, Sue, Mary, and Harry). The remaining two students act out the conversation, pointing to each person as they ask and answer the questions.

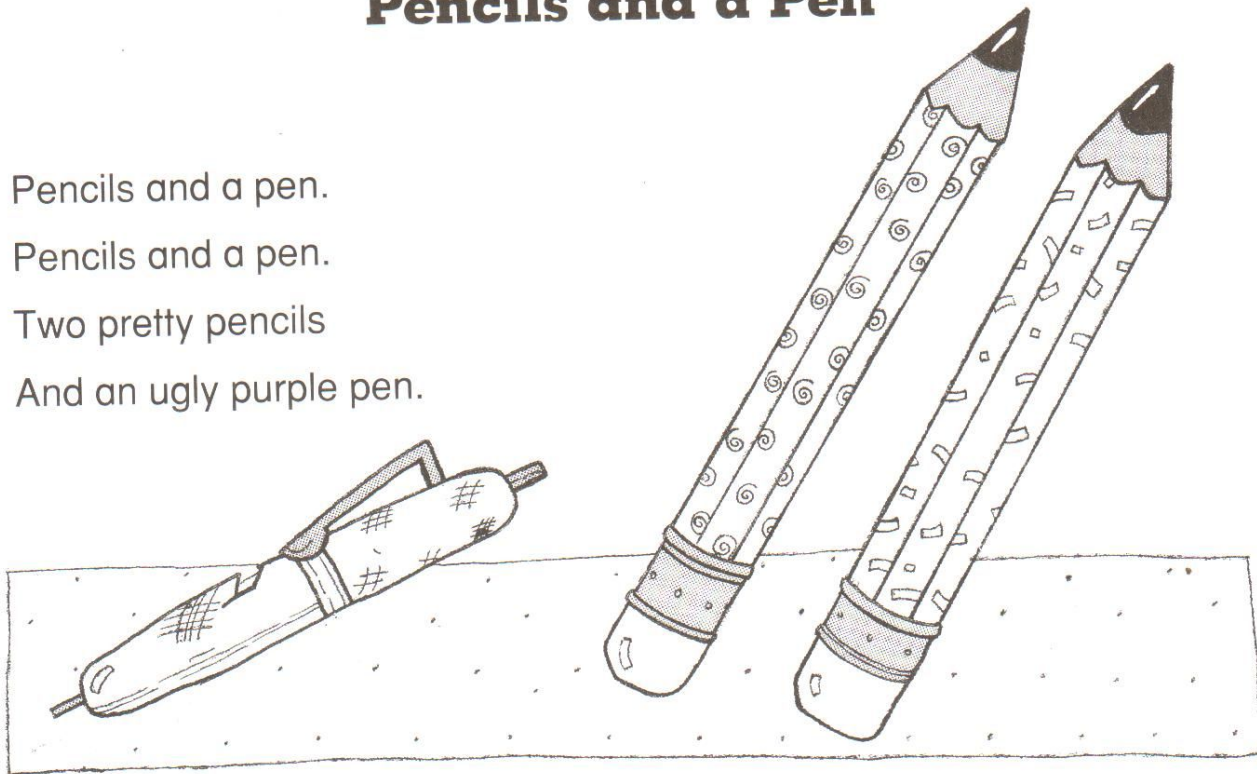




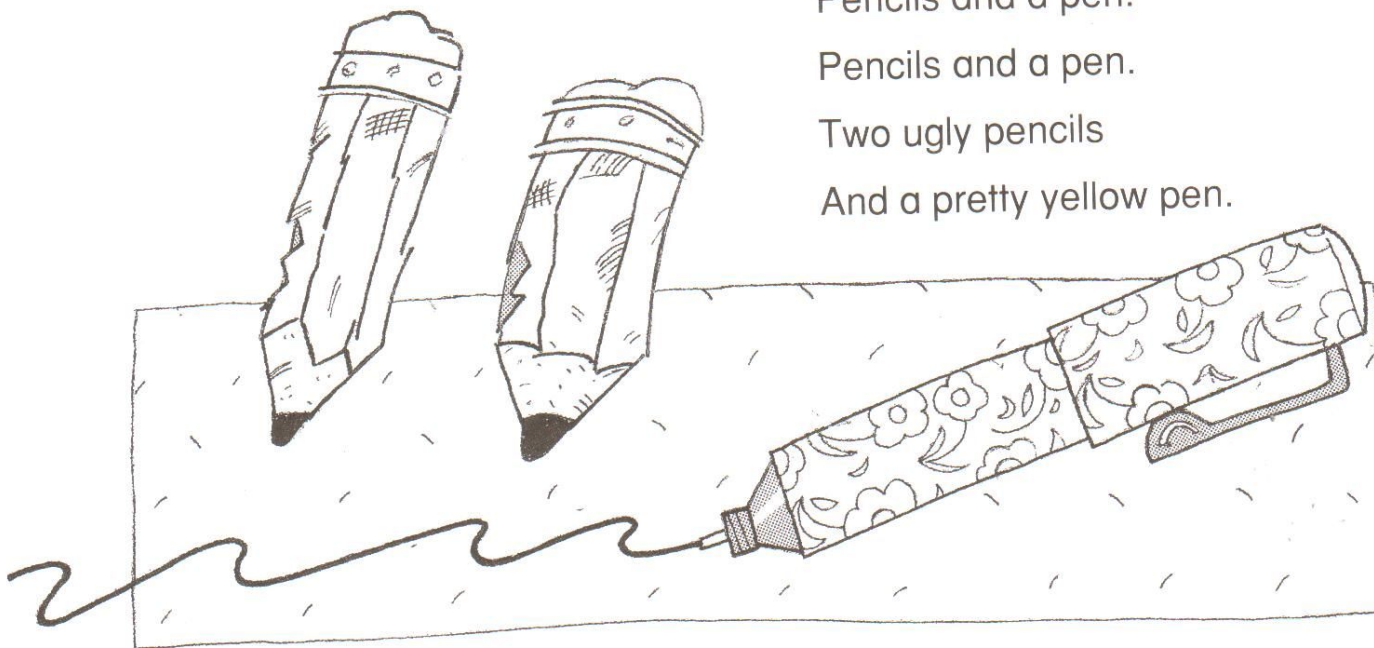
## Let's Learn Some More

### Pencils and a Pen

Pencils and a pen.  
Pencils and a pen.  
Two pretty pencils  
And an ugly purple pen.



Pencils and a pen.  
Pencils and a pen.  
Two ugly pencils  
And a pretty yellow pen.



Have students color the picture according to the colors in the chant.  
Have students point to the picture as they say the chant.



## The Tall Teacher Chant

He's tall.\* \*

He's a tall teacher.

• He's short.\* \*

He's a short boy.

He's old.\* \*

He's an old teacher.

He's young.\* \*

He's a young boy.

Tall teacher.

Short boy.

Old teacher.

• Young boy.

He's thin.\* \*

He's a thin teacher.

He's fat.\* \*

He's a fat boy.

He's a tall, thin teacher.\*

He's a short, fat boy.\* \*



Instruct students to draw a tall, thin, old teacher and a short, fat, young boy.

Younger students can simply color the picture on this page.

Have students point to the picture as they say the chant.





### Bess, Bess, Don't Make a Mess

Bess,\* Bess,\*  
Don't make a mess.\*  
Please,\* Bess,\*  
Don't make a mess.\*  
Bess,\* Bess,\*  
Don't make a mess.\*  
Clean up your room  
Right now, now, now, now.



Lee,\* Lee,\*  
Don't watch T.V.\*  
Please,\* Lee,\*  
Don't watch T.V.\*  
Lee,\* Lee,\*  
Don't watch T.V.\*  
Please do your homework now.\*\*

Have students act out the commands.



## The Happy Birthday Song

**Lively**

It's my birth - day to - day. It's your  
birth - day to - day. It's my birth - day to -  
day. Hap - py birth - day, Jen - ny!

One, two, three, four, five, six,  
seven years old! Now I'm seven years old. Now you're  
sev - en years old. Now I'm sev - en years  
old. Hap - py birth - day, Jen - ny!







## The Yo-Yo Chant

What is it? \*

It's a yo-yo.\*

It's a little yellow yo-yo.\*

What is it? \*

It's a yo-yo.\*

It's a little yellow yo-yo.\*



Is this a yo-yo?

No, no.



Is this a yo-yo?

No, no.



Is this a yo-yo?

Yes, it is.

It's a little yellow yo-yo.\*



Use a yellow yo-yo and two other objects as a reference for the chant.  
Use pictures instead of real objects, if desired.



## Big Box, Little Box

Big box, little box,  
Pretty little dolls.

Big box, little box,  
Pretty little dolls.

One big square box,  
One little round box,  
One big blue box,  
Pretty little dolls.



Use boxes and dolls as a reference for the chant.  
Use pictures instead of real objects, if desired.





## Is It a Big Box?

Is it a big box?

Yes, it is.

It's big.\* \*

It's big.\* \*

Is it a square box?

Yes, it is.

It's square.\* \*

It's square.\* \*

Is it a little box?

No, it isn't.

Is it a round box?

No, it isn't.

Is it a big box?

Yes, it is.

It's a big square box.\* \*



Use a big square box as a reference for the chant.  
Use a picture instead of a real box, if desired.



## **Can You Play with a Yo-Yo?**

Can you play with a yo-yo?

Yes, I can.

Can you count to ten?

No, I can't.

Can you write your name?

No, I can't.

But I can play with a yo-yo.\*

Can you draw a picture?

No, I can't.

Can you play the piano?

No, I can't.

Can you catch a ball?

No, I can't.

But I can play with a yo-yo.\*

I can play with a yo-yo.\*

I can play with a yo-yo.\*

I can't play the piano.

I can't count to ten.

But I can play with a yo-yo.\*



Make new verses using other verb phrases.





### How's the Weather?

1 How's the weath - er? It's sun - ny. How's the weath - er? It's sun - ny. How's the weath - er? It's sun - ny. to - day.

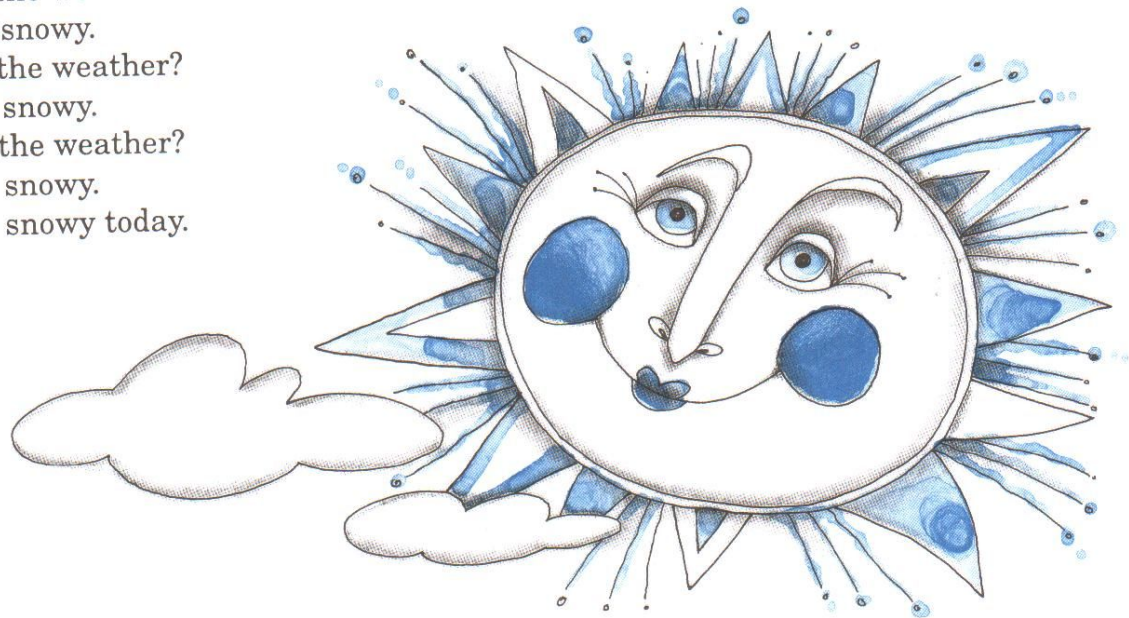
G D7 G C G

2 How's the weather?  
It's rainy.  
How's the weather?  
It's rainy.  
How's the weather?  
It's rainy.  
It's rainy today.

3 How's the weather?  
It's windy.  
How's the weather?  
It's windy.  
How's the weather?  
It's windy.  
It's windy today.

4 How's the weather?  
It's cloudy.  
How's the weather?  
It's cloudy.  
How's the weather?  
It's cloudy.  
It's cloudy today.

5 How's the weather?  
It's snowy.  
How's the weather?  
It's snowy.  
How's the weather?  
It's snowy.  
It's snowy today.





## The Student Chant

There are students in my class, in my English class.

How many students are there?

There are twelve students in my English class.

How many boys are there?

There are five boys in my English class.

How many girls are there?

There are seven girls in my English class.

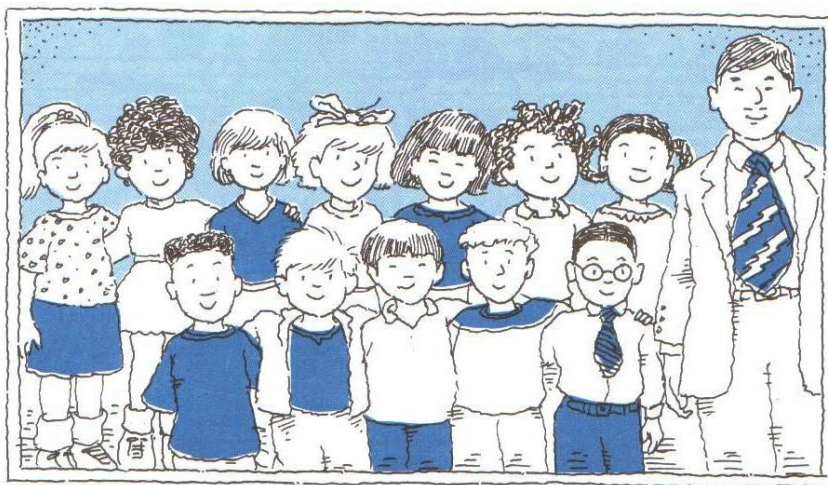
How many teachers are there?

There is one teacher in my English class.

There are five boys in my English class.

There are seven girls in my English class.

How many students are there?



Say the chant using the number of students in the class.





## Let's Learn Some More

### The Bag Song

Where's the bat? It's in the

bag. Where's the ball? It's in the

bag. Where are the books? They're in the

bag. Where's the yo - yo? It's in the

bag, in the bag. Where's the puz - zle? It's in the

bag. Where's the jump rope? It's in the

bag. Where's the bag? Where's the

bag? I don't know. Where's the bag?



## Can He Climb an Apple Tree?

Can he climb an ap - ple tree? Yes, he

can, yes he can. Can he climb an ap - ple tree? Yes, he

can. Can he climb an ap - ple tree? Can he

count from one to three? Can he

read from A to Z? — Yes, he can.







## **Can He Play Baseball?**

Can he play baseball?

Yes, he can.

Can he hit a baseball?

Yes, he can.

Can he catch a baseball?

Yes, he can.

He can hit and catch and run.\* \*

He can hit and catch and run.\* \*

Can he hit?

POW! Yes, he can.

Can he catch?

WOW! Yes, he can.

He can hit and catch and run.\* \*

He can hit and catch and run.\* \*

He can hit. POW!

He can catch. WOW!

He can hit and catch and run.\* \*



Say the chant again using "she" instead of "he."



## Peaches, Apples, and Plums

C G7 C

Peach - es, ap - ples, and plums. \_\_\_\_\_

F C

Peach - es, ap - ples, and plums. \_\_\_\_\_

F C

What do you want? I want an ap - ple.

G7 C

Peach - es, ap - ples, and plums. \_\_\_\_\_







### Mama, Mama, I Want an Apple

Mama, Mama, I want an apple.

Mama, Mama, I want an apple.

Mama, Mama, \* I'm hungry.

I want an apple, please.

Here you are.

Thank you, Mama.

Here you are.

Thank you, Mama.

\* You're welcome.

\* You're welcome.

Thank you, thank you, Mama.



Make new verses using other foods.





## What Do You Want for Dinner?

What do you want for dinner?

I want rice.

What do you want for dinner?

I want rice.

What do you want for dinner?

I want pizza.

I want chicken.

I want rice.

What do you want for dinner?

I want rice.

What do you want for dinner?

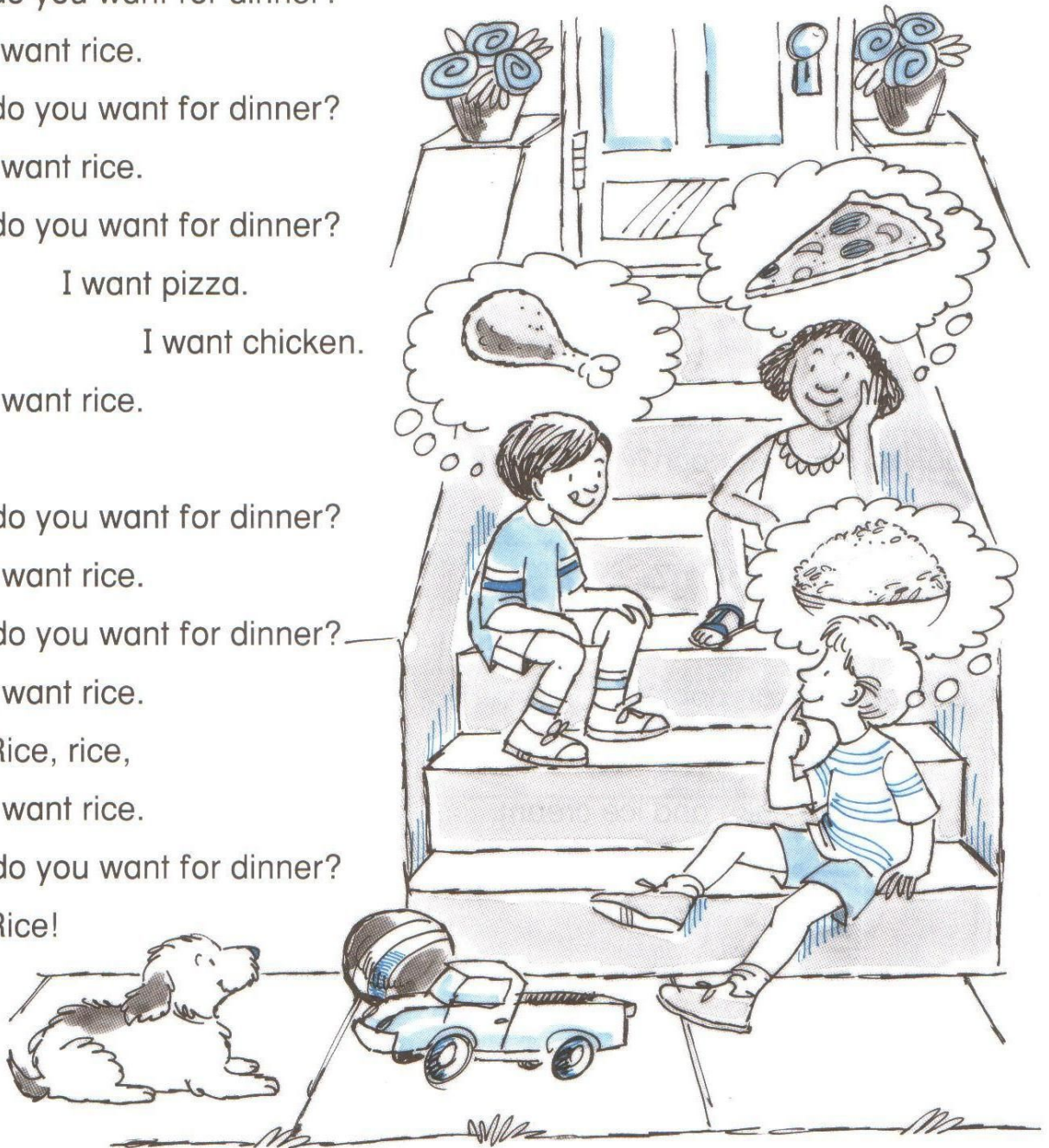
I want rice.

Rice, rice,

I want rice.

What do you want for dinner?

Rice!



Divide the class into two groups. For the first verse, one group asks the questions, and the other group answers the questions. Groups switch parts for the second verse.  
Make new verses using other foods in place of rice.





## **Do You Want Chicken?**

Do you want chicken?

No, I don't.

Do you want fish?

No, I don't.

Do you want rice?

No, I don't.

I want cake and ice cream.

Do you want a peach?

No, I don't.

Do you want a plum?

No, I don't.

Do you want an apple?

No, I don't.

I want cake and ice cream.



Make new verses using other foods.



## Buy an Apple

Buy an apple.

Wash it carefully.

Wash it, wash it,

Wash it carefully.



Buy an apple.

Wash it carefully.

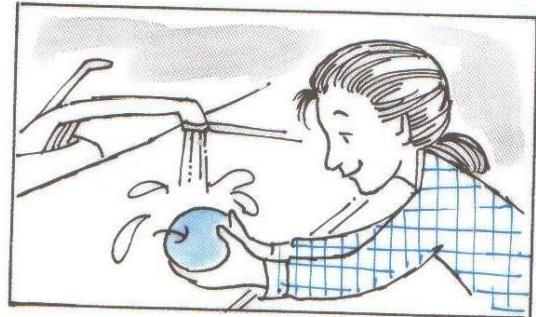
Wash the pretty apple.

Cut the apple.

Cut it carefully.

Cut it, cut it,

Very carefully.

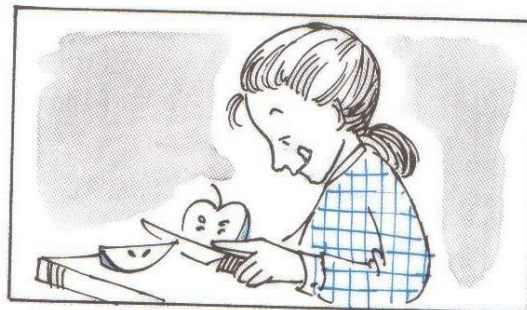


Cut the apple very carefully.

Cut the pretty apple.

Wash the apple,

Wash it carefully.



Cut the apple,

Cut it carefully.

Eat the apple.

Eat it, eat it.

Eat the pretty apple!



Have students act out the commands.





## What Do You Like?

1 I like yel - low, yes I do.

I like yel - low, yes I do. I like yel - low.

I do, too. I like yel - low, too.

2 I like ice cream, yes I do.  
I like ice cream, yes I do.  
I like ice cream.  
I do, too.  
I like ice cream, too.

3 I like baseball, yes I do.  
I like baseball, yes I do.  
I like baseball.  
I do, too.  
I like baseball, too.





### Look! Look! There's a Bird in the Tree

Look! Look! There's a bird in the tree.

I like birds. One, two, three.

Look! Look! There's a bird in the tree.

I like birds and birds like me.

Look! Look! There's a cat in the tree.

I like cats. One, two, three.

Look! Look! There's a cat in the tree.

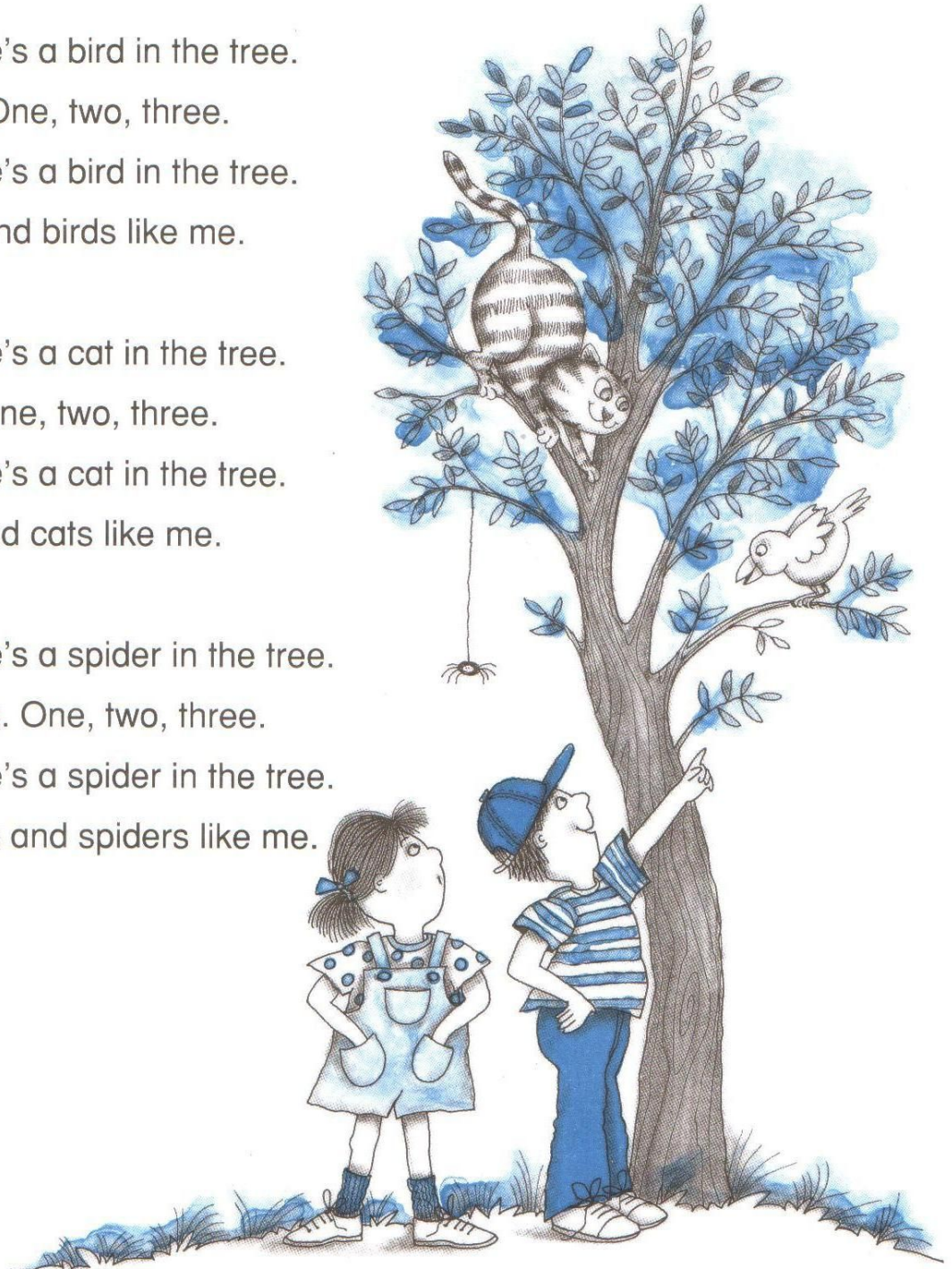
I like cats and cats like me.

Look! Look! There's a spider in the tree.

I like spiders. One, two, three.

Look! Look! There's a spider in the tree.

I like spiders and spiders like me.



Provide a worksheet of a large tree. Have students draw a bird, a cat, and a spider in the tree. For younger students, provide a picture of a bird, a cat, and a spider in a tree for them to color. Use the worksheet as a reference for the chant.





## I Like Rabbits

C

I like rab - bits. I like ro - bots.

G7 C

I like rab - bits. I like ro - bots. Rab - bits, ro - bots,

F C G7 C

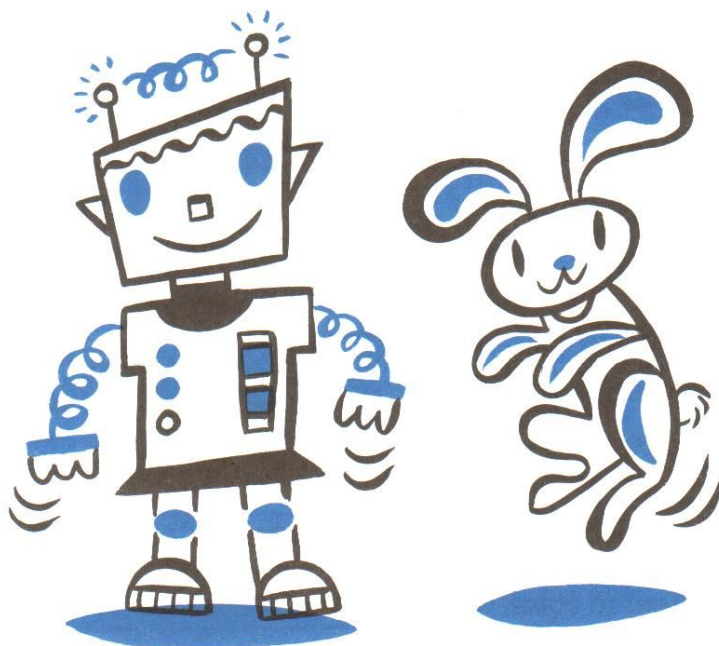
I like ro - bots. I like ro - bots, too. Rab - bits hop,

G7

I like rab - bits. Ro - bots walk, I like ro - bots.

C F C G7 C

Rab - bits, ro - bots, I like ro - bots. I like ro - bots, too.





## Do You Like Cats?

Do you like cats?

Yes, I do.

Do you like dogs?

Yes, I do.

Do you like spiders?

No, I don't.

I don't like spiders!

Do you like birds?

Yes, I do.

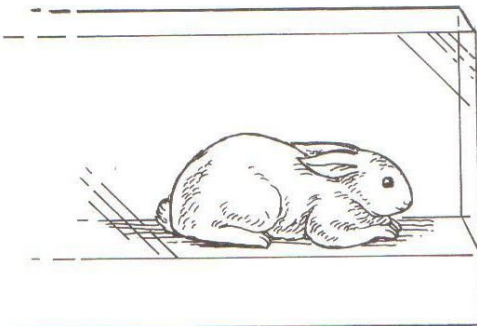
Do you like rabbits?

Yes, I do.

Do you like frogs?

No, I don't.

I don't like frogs!



Make new verses using other animals.





## Can a Dog Swim?

Can a dog swim?

Yes, it can.

Can a frog swim?

Yes, it can.

Can a fish swim?

Yes, it can.

Can a bird swim?

No, it can't.

Can a dog fly?

No, it can't.

Can a cat fly?

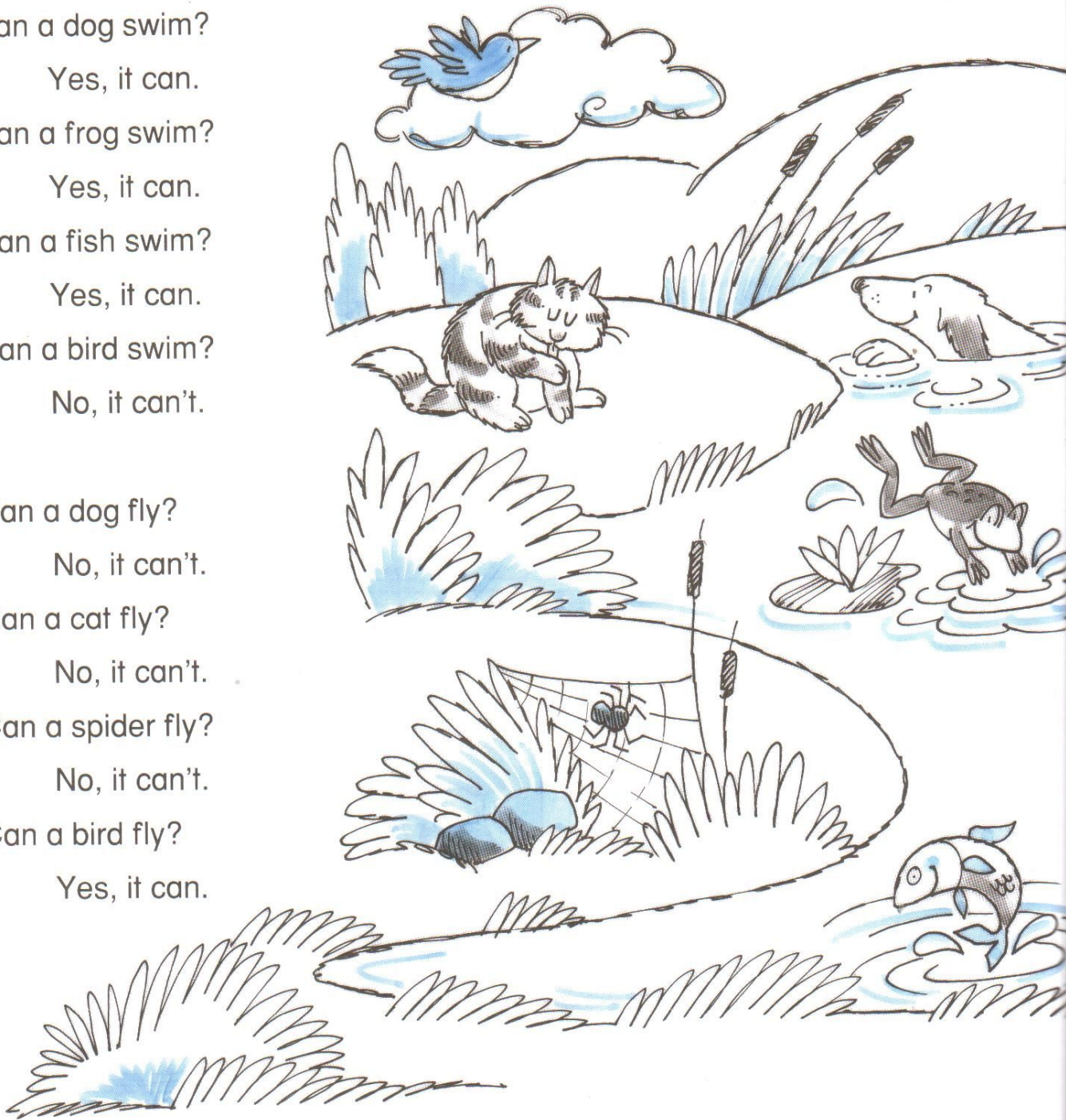
No, it can't.

Can a spider fly?

No, it can't.

Can a bird fly?

Yes, it can.



Make new verses using other verbs and animals.



# LET'S CHANT LET'S SING

**Carolyn Graham**

*Let's Chant, Let's Sing 1* is a collection of chants and songs written by Carolyn Graham for students beginning their study of English. The material corresponds to the syllabus of *Let's Go Student Book 1*, but can easily be used independently. Included are all the songs from *Let's Go Student Book 1*, written in musical notation, plus additional songs and chants. Suggestions for extension activities appear on all chant pages.

An accompanying Cassette or Compact Disc contains all the chants and songs in *Let's Chant, Let's Sing 1* recorded by a group of children.

*Let's Go*, a six-level course, combines a carefully controlled grammatical syllabus with functional dialogues, alphabet and phonics work, listening tests in every unit, and songs and chants by Carolyn Graham. Four review units per level help to reinforce new structures and vocabulary. Classroom interaction in English is encouraged from the very beginning through a focus on question and answer forms, dialogues, pairwork, and communicative games.

Available at each level are a Student Book, an interleaved Teacher's Book with midterm and final tests, a Workbook, and a Cassette. Student Cards and Teacher Cards are also available.

OXFORD UNIVERSITY PRESS  
ISBN 0-19-434648-X



9 780194 346481

