



LET'S CHANT LET'S SING



Carolyn Graham

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Songs and Chants
by
Carolyn Graham

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Table of Contents

Unit 1

Page

Where's Roy?	Let's Sing	1
Lunchroom, Music Room, Classroom, Gym	Let's Talk	2
Where's the Gym?	Let's Talk	3
Twenty Tired Teachers	Let's Learn	4
Thirty Dirty Blackbirds	Let's Learn	5

Unit 2

Sue Doesn't Have Any Glue	Let's Sing	6
Who Has the Scissors? Who Has the String?	Let's Talk	8
Sticky, Icky Glue	Let's Talk	9
Paper and Glue	Let's Learn	10
I Have Paper But I Don't Have Glue	Let's Learn	11

Unit 3

Busy, Busy, Busy	Let's Sing	12
I Like My Classes	Let's Talk	14
What Do You Do on Monday?	Let's Talk	15
What Does He Do After School?	Let's Learn	16
After Class Chant	Let's Learn	17

Unit 4

Three Fifteen Song	Let's Sing	18
Sorry I'm Late	Let's Talk	19
When Does She Go to Work?	Let's Talk	20
Ben Rides His Bike to School	Let's Learn	21
I Usually Ride My Bike to School	Let's Learn	22

Unit 5

Page

Short Shorts	Let's Sing	23
Which One Do You Want?	Let's Talk	24
Cowboy Boots	Let's Learn	25
Do You Ever Wear Boots in the Bathtub?	Let's Learn	26
Polka Dot Party	Let's Learn	27

Unit 6

The Bookstore Song	Let's Sing	28
Help Me, Please	Let's Talk	29
Where Are You Going?	Let's Learn	30
Are You Going to the Park?	Let's Learn	31
Are You Going to the Party?	Let's Learn	32

Unit 7

Where Were You at Two?	Let's Sing	33
How Was the Party?	Let's Talk	34
Seesaw, Seesaw, Slide	Let's Learn	35
We Were All at Patty's Party	Let's Learn	36
Where Was Everybody Yesterday?	Let's Learn	37

Unit 8

Where Did You Go?	Let's Sing	38
I Found a Dollar!	Let's Talk	40
Salty Popcorn	Let's Learn	41
He Ate an Apple. She Ate a Pear.	Let's Learn	42
Pink and Sticky Cotton Candy	Let's Learn	43

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

This book is a collection of 40 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 3* corresponds to the syllabus of *Let's Go Student Book 3*. The table of contents indicates from which section of the unit in *Let's Go 3* 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.

Where's Roy?

Where's Roy? In the lunch - room.

He's in the lunch - room. Where? In the lunch - room.

There, in the lunch - room. Who's in the lunch - room?

Roy's in the lunch - room. He's in the lunch - room

now. Where's Tim? In the gym. He's there, in the gym. Where's

Kim? In the gym. She's there with him. He's

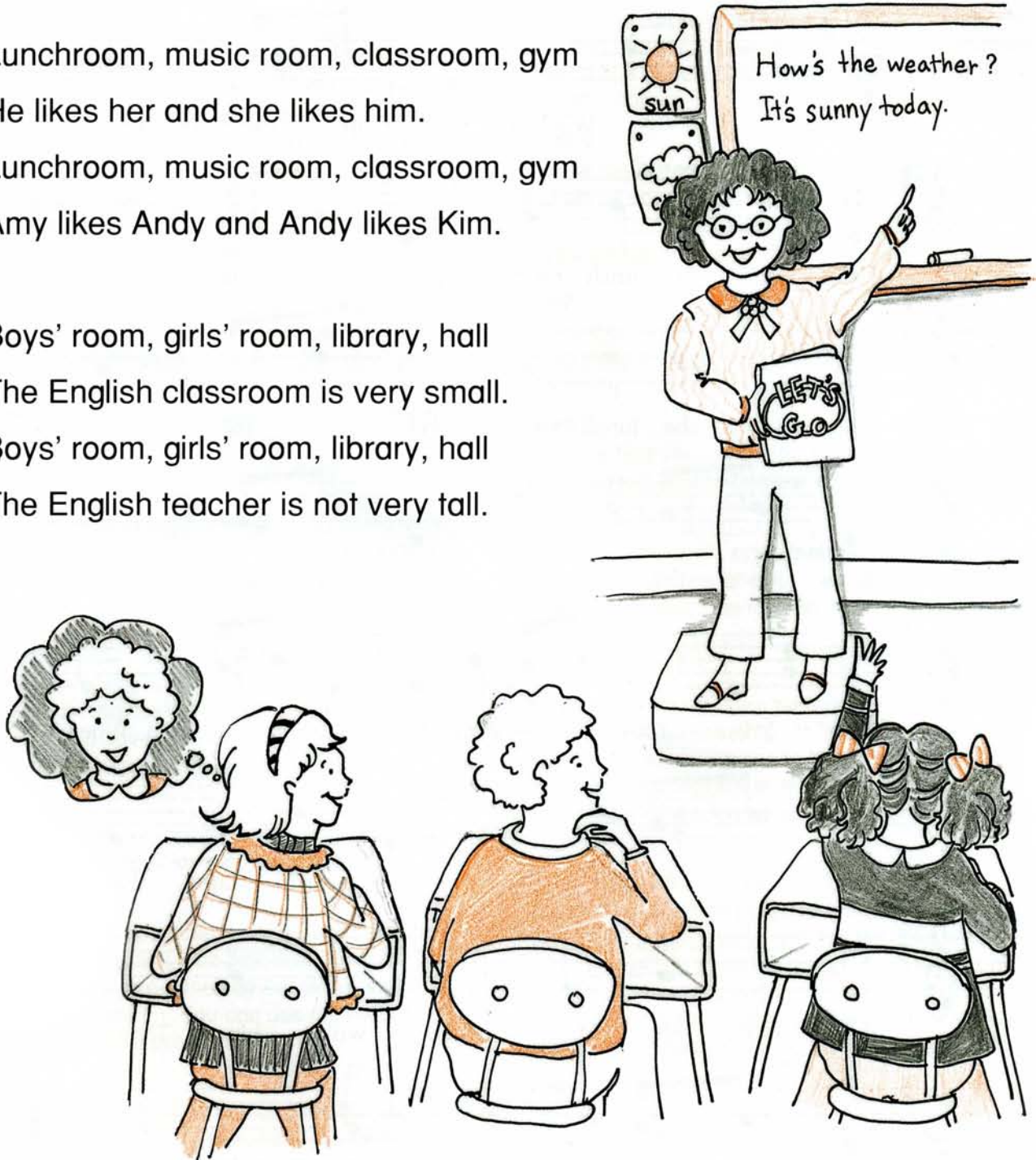
there with her. She's there with him. They're

there in the gym right now.

Lunchroom, Music Room, Classroom, Gym

Lunchroom, music room, classroom, gym
He likes her and she likes him.
Lunchroom, music room, classroom, gym
Amy likes Andy and Andy likes Kim.

Boys' room, girls' room, library, hall
The English classroom is very small.
Boys' room, girls' room, library, hall
The English teacher is not very tall.



Have students draw a picture of a school (an aerial shot).
They should label the rooms according to the description in the
chant. Students use their picture as a reference for the chant.

Where's the Gym?

Where's the gym?

I don't know.

Ask her. * *

Where's the gym?

I don't know.

Ask him. * *

Where's the gym?

Ask her.

Where's the gym?

Ask him.

Where's the gym?

Where's the gym?

Ask him. * *



Where's the gym?. *

It's next to the office. *

Where's the office?. *

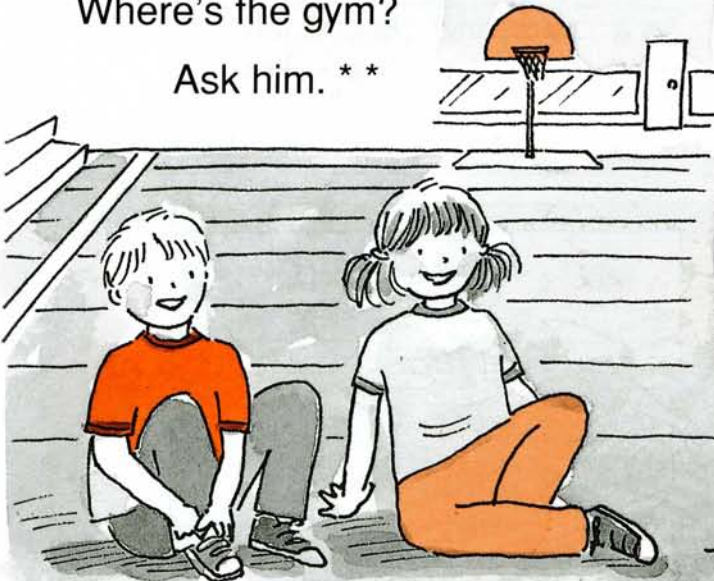
It's next to the gym. * *

Where's the gym? * *

Where's the gym? * *

There it is! * *

There's the gym! * *



Have six students act out the chant in front of the class. To do the chant exactly as written here, line the students up in the following order: boy (or girl), girl, boy, girl, boy, boy. Say the chant, asking each student in turn, "Where's the gym?" If the class only has boys or girls, change the pronouns in the chant accordingly.

Twenty Tired Teachers



1 Twen - ty, thir - ty, for - ty. Twen - ty, thir - ty, for - ty.
 2 For - ty, fif - ty, six - ty. For - ty, fif - ty, six - ty.



Twen - ty tir - ed teach - ers teach - ing Eng - lish.
 Six - ty sleep - y stu - dents speak - ing Eng - lish.



Twen - ty, thir - ty, for - ty. Twen - ty, thir - ty, for - ty.
 For - ty, fif - ty, six - ty. For - ty, fif - ty, six - ty.



Twen - ty tir - ed teach - ers teach - ing Eng - lish.
 Six - ty sleep - y stu - dents speak - ing Eng - lish.



Thirty Dirty Blackbirds

The musical score is written for a single melodic line in treble clef, key of E-flat major (three flats), and common time (C). It consists of ten staves, each with a line of lyrics and chord markings above the notes. The melody is a simple, repetitive sequence of eighth and quarter notes. The lyrics are: "Thir - ty dir - ty black - birds, Thir - teen dogs." (Staff 1), "Thir - ty dir - ty blue - birds, Thir - teen frogs." (Staff 2), "Thir - ty dir - ty bath - tubs, Thir - teen cats." (Staff 3), "Thir - ty dir - ty ba - bies wear - ing thir - teen hats." (Staff 4), "How man - y black - birds? How man - y dogs?" (Staff 5), "How man - y blue - birds? How man - y frogs?" (Staff 6), "How man - y bath - tubs? How man - y cats?" (Staff 7), and "How man - y ba - bies? How man - y hats?" (Staff 8). The score ends with a double bar line and repeat dots. Chord markings include E-flat, A-flat, F7, B-flat7, and E-flat. The word "fine" is written at the end of the fourth staff.

Thir - ty dir - ty black - birds, Thir - teen dogs.

Thir - ty dir - ty blue - birds, Thir - teen frogs.

Thir - ty dir - ty bath - tubs, Thir - teen cats.

Thir - ty dir - ty ba - bies wear - ing thir - teen hats. *fine*

How man - y black - birds? How man - y dogs?

How man - y blue - birds? How man - y frogs?

How man - y bath - tubs? How man - y cats?

How man - y ba - bies? How man - y hats?

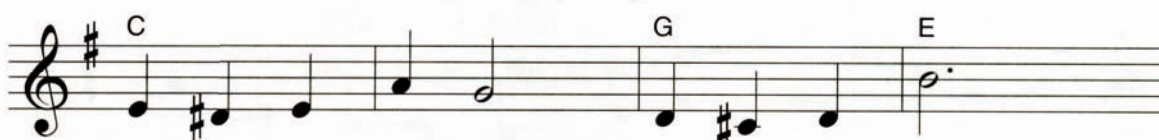
Sue Doesn't Have Any Glue



Sue does - n't have an - y glue.



Sue does - n't have an - y glue.



Sue has some pap - er. Sue has some string.



Sue has a bird and it's learn - ing to sing.



Sue has some rib - bon. Sue has some chalk.



Sue has a dog and it's learn - ing to talk. But

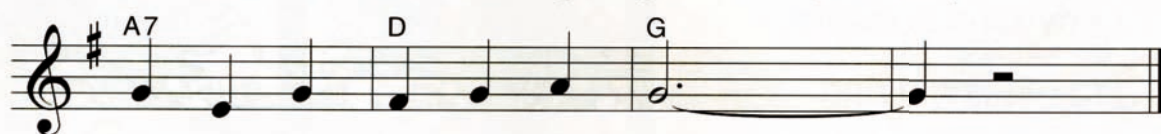


Sue is - n't hap - py. No, she's feel - ing blue.





Sue does - n't have an - y glue. (boo hoo)



Sue does - n't have an - y glue.



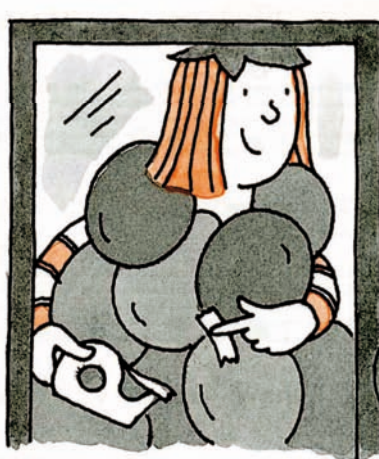
Who Has the Scissors? Who Has the String?

Who has the scissors?

Who has the string?

I have the scissors.

I'm making a ring.



What are *you* making?

I'm making a cape.

Where are the scissors?

Who has the tape?

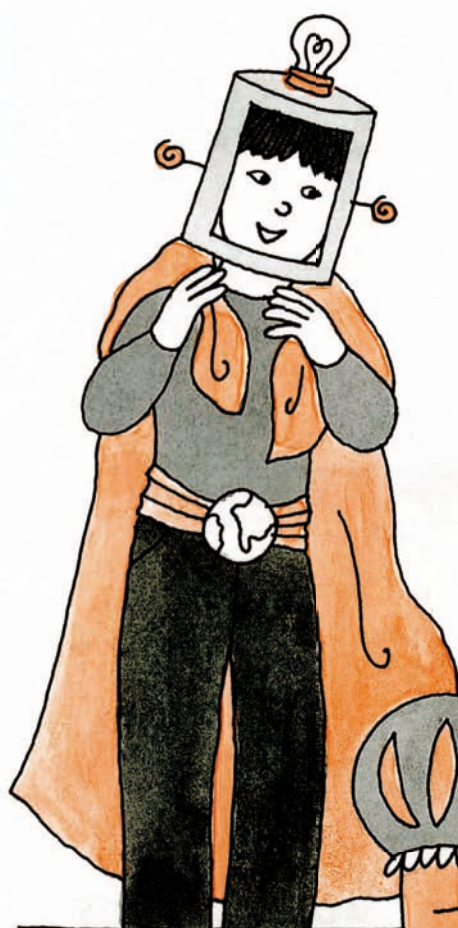


Here are the scissors.

Sue has the tape.

What is she making?

She's making a grape!



Substitute *I*, *you*, and *Sue* with the names of students in the class.

Sticky, Icky Glue

Sticky, icky glue,
Sticky, icky glue,
Glue on his T-shirt,
Glue on his shoe.



Glue on her notebook, glue on her chair,
Sticky, icky glue on her long, dark hair.
Sticky, icky glue on her new pink dress,
Sticky, icky glue, what a great big mess!

Sticky, icky glue,
Sticky, icky glue,
Glue on his T-shirt,
Glue on his shoe.

A little on me and a lot on you.
Sticky, icky glue,
Sticky, icky glue.

Divide the class into four groups. Assign each group a different part of the chant:
(Group 1) the word *sticky*; (Group 2) the word *icky*; (Group 3) the word *glue*;
(Group 4) all the rest of the words. Each group stands when saying its part of the chant.

Paper and Glue

1 What do you have? Pa - per and
 2 What do they have? Rib - bon and
 3 Pa - per and glue Rib - bon and

glue. string. string
 What can I do with it?
 He has some rib - bon and
 You can make won - der - ful

What can I make with it? What does he
 she has some string. She has rib - bon and
 won - der - ful things with your pa - per and

have? string glue
 Pa - per and glue.
 Pa - per and glue
 Rib - bon and string

What can I do with glue?
 What can I do with glue?
 Won - der - ful, wonder - ful things!



I Have Paper But I Don't Have Glue

(Melody: TURKEY IN THE STRAW)

The musical score is written on a single staff in treble clef, key of B-flat major (two flats), and common time (C). The melody is a simple, repetitive tune. The lyrics are written below the staff, with some words hyphenated across measures. Chord symbols (Eb, Bb7, F7, Ab) are placed above the staff at various points.

I have pa - per, but I don't have glue.

I have pa - per, but I don't have glue.

I have pa - per, but I don't have glue. I don't have pa - per, but I

have some glue. I have some pa - per. I have some glue.

I want some pa - per. I want some glue. Let's

share the pa - per, share the glue. You can

have my pa - per. You can have my glue.

Busy, Busy, Busy



Bus - y, bus - y, bus - y eve - ry day.



Bus - y, bus - y, bus - y I can't play.



Are you bus - y Mon - day? Yes I am.



Eng - lish clas - ses, mus - ic clas - ses



Mon - day, Tues - day, Wednes - day, Thurs - day.



Are you bus - y Fri - day? Yes, I am.



Fri - day is a bus - y day.

Are you bus - y Sat - ur-day? Can you play? No!

Sat - ur-day's a ver - y, ver - y bus - y day.

Bus - y, bus - y, bus - y, I can't play. I'm

bus - y, bus - y eve - ry day, but not on Sun - day!

Sun - day is my free day, and I can play!



I Like My Classes

I like my math class.

I do, too.

I have a good teacher.

I do, too.

I'm learning a lot.

I am, too.

I can use a calculator.

I can, too.

I like my English class.

I do, too.

I have a good teacher.

I do, too.

I'm learning a lot.

I am, too.

I can sing a song in English.

I can, too.



Divide the class in half. One half will read the main sentences, the other half will read the indented sentences. Change pronouns to first person plural (e.g., "We like our math class/We do, too.") Have groups stand when saying their lines. Have groups compete to see which group can say their lines the loudest.

What Do You Do on Monday?

What do you do on Monday?

- * I go to art class.
- * I go to art class every Monday.
- Every Monday * I go to art class.
- * Every day I paint and draw.



What do you do on Wednesday?

- * I go to music class.
- * I go to music class every Wednesday.
- Every Wednesday * I go to music class.
- * I play the piano every day.

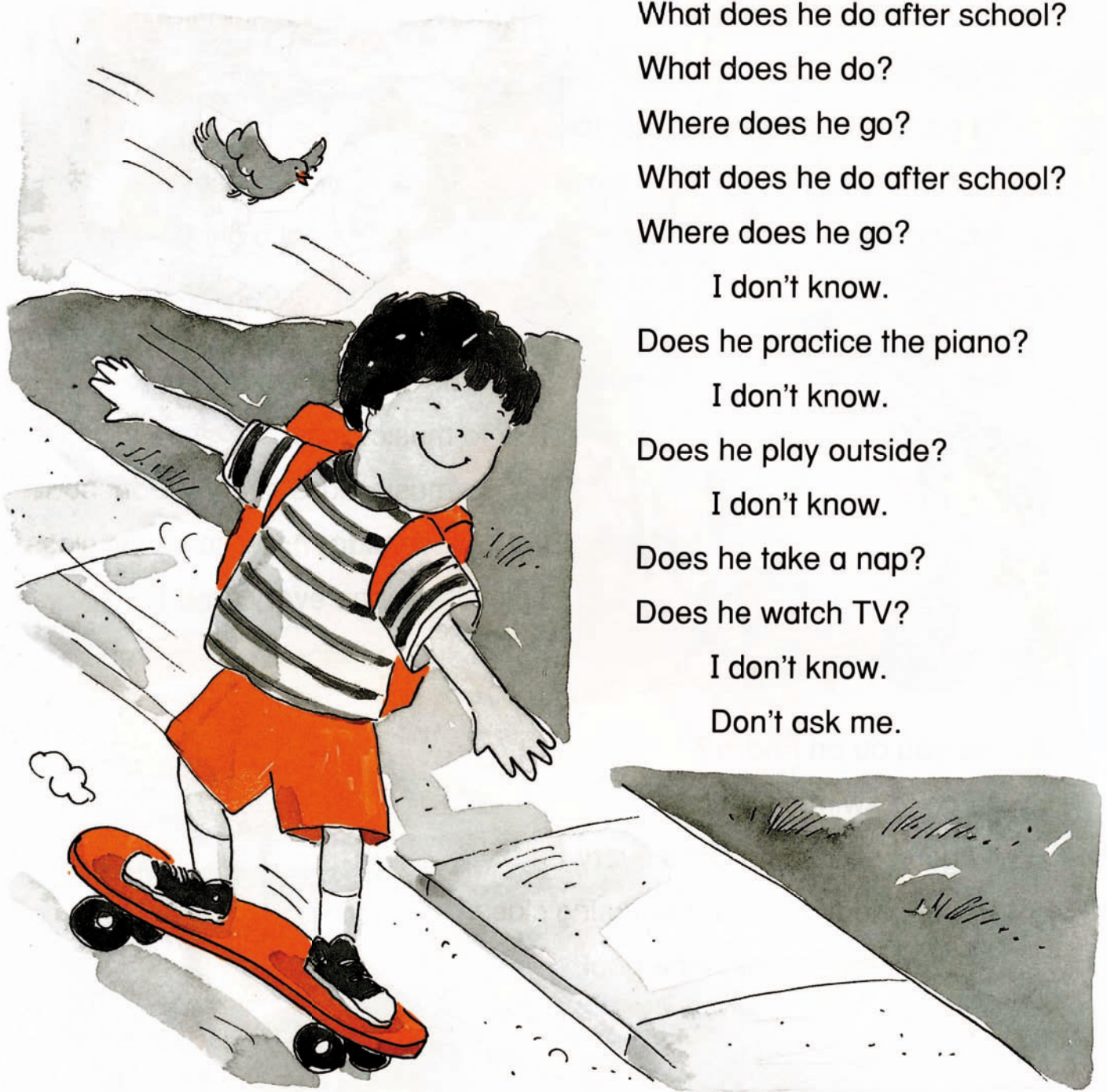


What do you do on Friday?

- * I go to swimming class.
- * I go to swimming class every Friday.
- Every Friday * I go to swimming class.
- * Every day I swim in the pool.

Have students create a chart describing their week (actual or fictitious). In pairs, students say the chant using the information from their charts. Give each student the chance to ask about his or her partner's chart. Students can then report their partner's schedule, using *he* and *she*.

What Does He Do After School?



What does he do after school?

What does he do?

Where does he go?

What does he do after school?

Where does he go?

I don't know.

Does he practice the piano?

I don't know.

Does he play outside?

I don't know.

Does he take a nap?

Does he watch TV?

I don't know.

Don't ask me.

Make new verses using other verb phrases.
Substitute *he* with *she*, *they*, or students' names.

After Class Chant

After class, after class, after English class. *

What does he do after class, after English class? *

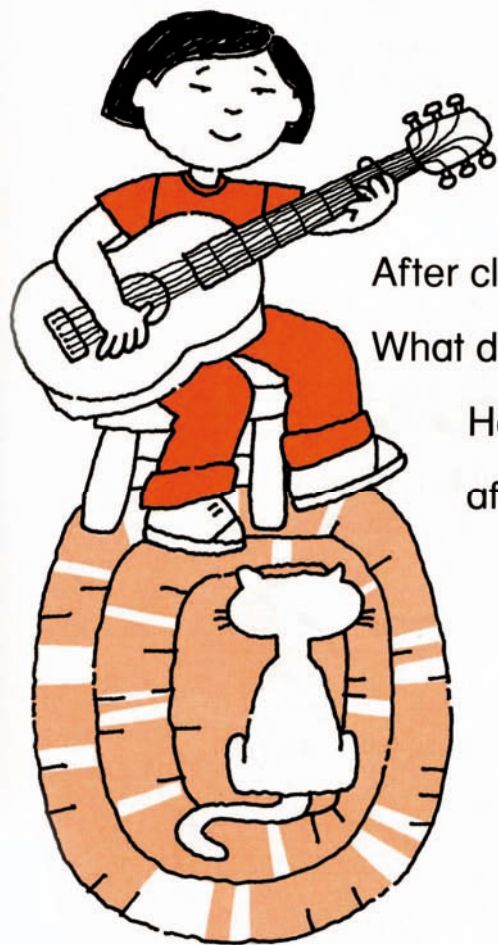
He goes home and does his homework
after English class. *



After class, after class, after music class. *

What does he do after class, after music class? *

He goes home and practices
after music class. *



After class, after class, after math class. *

What does he do after class, after math class? *

He goes home and takes a nap
after math class. *

Have students sit in a circle. As they say the chant, they pass an object around the circle, such as a ball or a bean bag. Encourage the students to pass the object on the downbeat (e.g., in the first line, this would be on the words *after, after, after,* and *class*). At the end of the question, the student who is holding the object must stand and say the answer.

Three Fifteen Song



- 1 Three fif - teen. A quar - ter af - ter three.
2 Eight fif - teen. A quart - er af - ter eight.



Three fif - teen. A quar - ter af - ter three. What time is it?
Eight fif - teen. A quart - er af - ter eight. What time is it?



Please tell me. It's fif - teen min - utes af - ter three.
Are we late? It's fif - teen min - utes af - ter eight.



- 3 Ten fif - teen. A quar - ter af - ter ten. Ten fif - teen. A
4 Three fif - teen. A quar - ter af - ter three. Three fif - teen. A



quar - ter af - ter ten. Let's all sing this song a - gain. It's
quar - ter af - ter three. What time is it? Please tell me. It's



fif - teen min - utes af - ter ten.
fif - teen min - utes af - ter three.

Sorry I'm Late

Sorry I'm late.

That's OK.

I'm sorry I'm late.

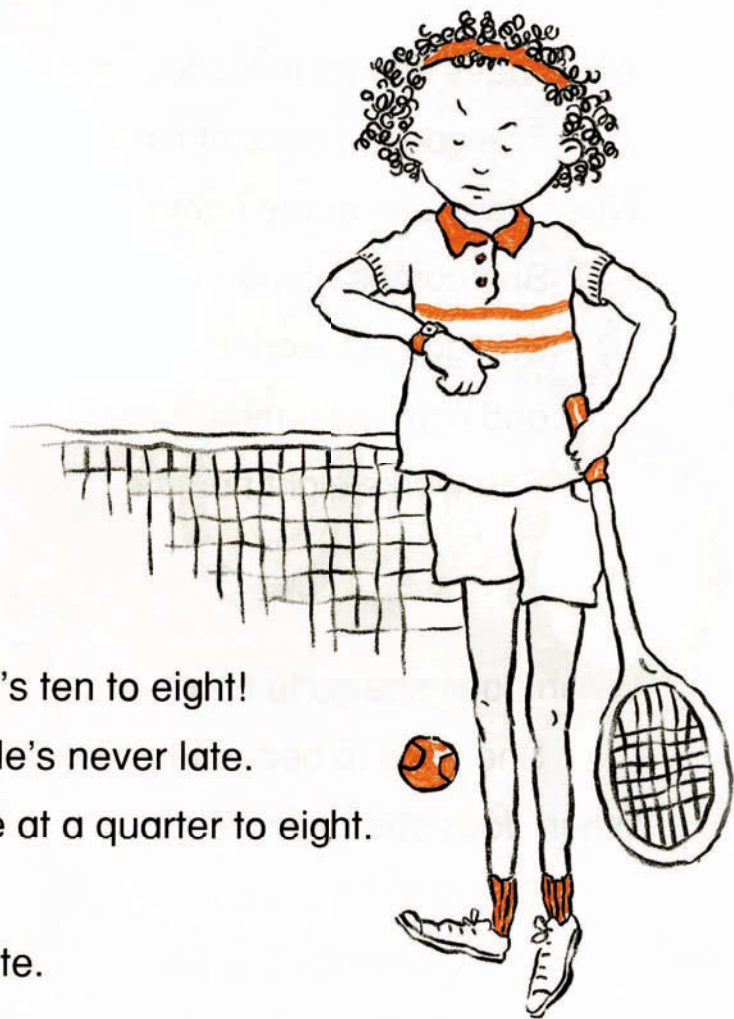
That's alright.

I'm sorry I'm late.

What time is it?

It's a quarter to eight.

Sorry I'm late.



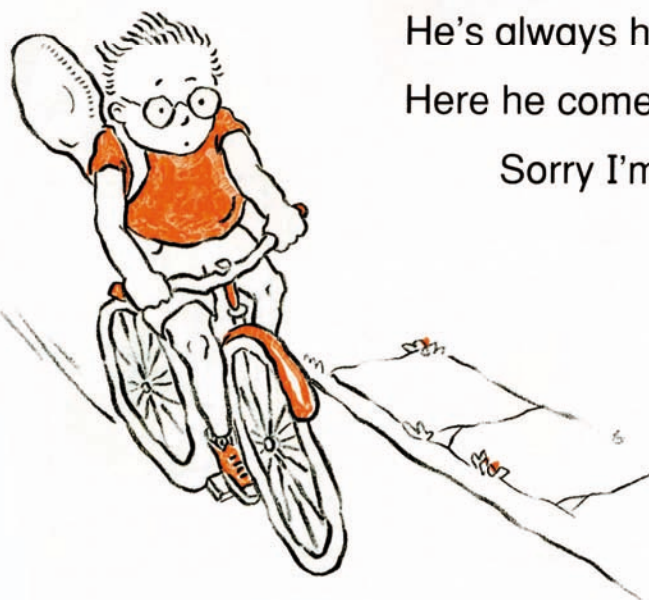
Where's Jack? It's ten to eight!

Where's Jack? He's never late.

He's always here at a quarter to eight.

Here he comes!

Sorry I'm late.



Where's the teacher? It's five to eight!

Where's the teacher? She's never late.

She's always here at a quarter to eight.

Here she comes!

Sorry I'm late.

Divide the class into small groups (3-5 students per group). Assign a verse to each group (or allow groups to select which verse they want to do).
Groups practice their verse, and then act it out in front of the class.

When Does She Go to Work?

When does she go to work?

She goes to work at nine.

When does she come home?

She comes home at five.

She goes to work at nine
and comes home at five.

She works eight hours a day. * *



When does she go to bed?

She goes to bed at ten.

When does she get up?

She gets up at six.

She goes to bed at ten
and gets up at six.

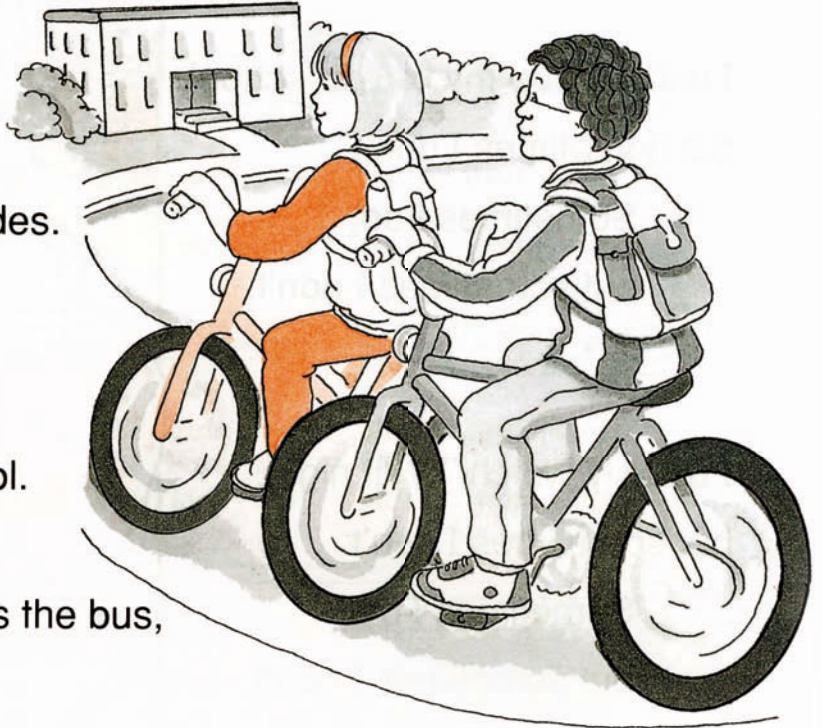
She sleeps eight hours a night. * *



Make new verses using other times.

Ben Rides His Bike to School

Ben rides his bike to school.
Ben always rides. *
He never walks. He always rides.
Ben always rides. *



Wendy rides her bike to school.
Wendy usually rides. *
Sometimes she walks or takes the bus,
but Wendy usually rides. *



Amy usually walks to school.
Amy usually walks. *
Sometimes she rides or takes the bus,
but Amy usually walks. *

David always walks to school.
David never rides. *
He always walks. He never rides.
David never rides. *

Say the chant using students names from the class and their true information.

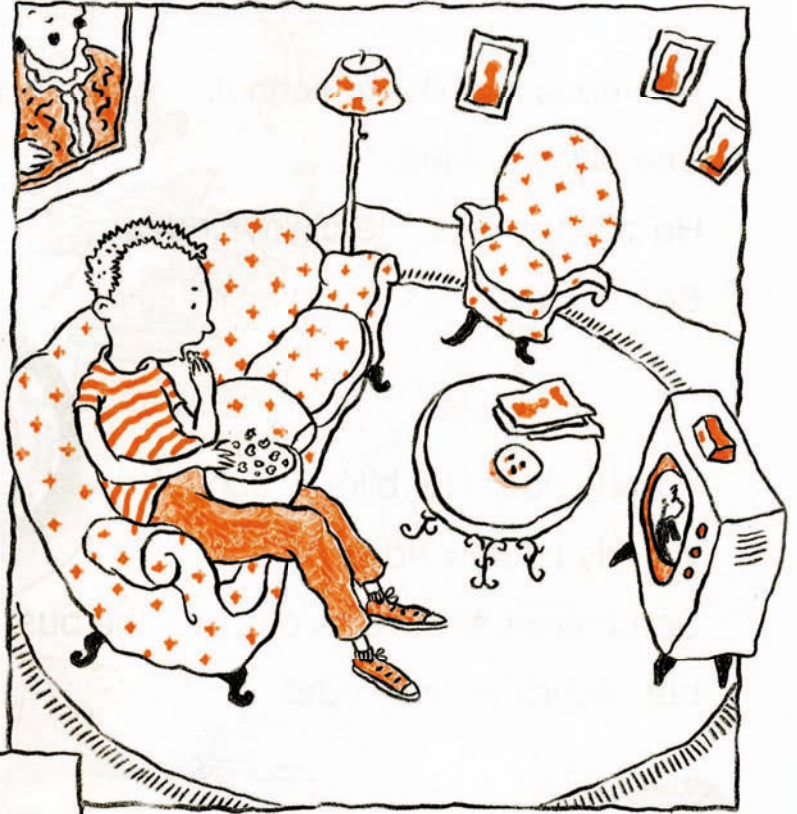
I Usually Ride My Bike to School

I usually ride my bike to school,
but sometimes I don't.

Sometimes I do,
but sometimes I don't.

I usually watch TV at night,
but sometimes I don't.

Sometimes I do,
but sometimes I don't.



I usually do, but sometimes I don't.

Sometimes I do,
but sometimes I don't.


I usually do, but sometimes I don't.

Sometimes I do,
but sometimes I don't.




Make new verses using other verb phrases.

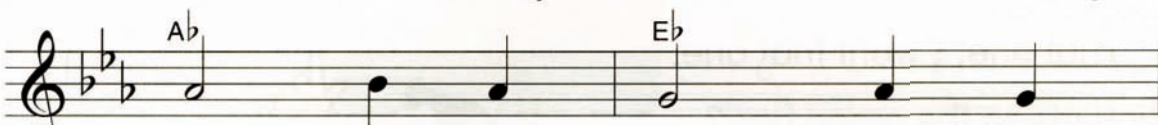
Short Shorts




1 Short shorts, to - day, they're wear - ing
 2 Jack - ets, to - day, they're wear - ing
 3 T - shirts, to - day, they're wear - ing



short shorts to - day. The girls are all wear - ing
 jack - ets to - day. The boys are all wear - ing
 T - shirts to - day. The kids are all wear - ing



long jack - ets, white T - shirts,
 long jack - ets, black T - shirts,
 long T - shirts, long jack - ets,



black socks, and short shorts. (short shorts)
 white socks and short shorts. (short shorts)
 long socks and short shorts. (short shorts)



Which One Do You Want?

Which one do you want?

I want that one.

This one?

No, no, I want that one.

Do you mean this one?

No, no, that one.

Which one?

That one, I want that one.

Do you mean the green one?

No, not the green one.

I want that one.

Which one?

That one!



Have students role play the chant in pairs. First, pairs must decide what kind of store they are in (e.g., shoe store, candy store, etc.). One student pretends to be the shopkeeper, and the other is the customer. Students point to specific items as they say the chant. Provide real props, if possible.

Cowboy Boots

The musical score for "Cowboy Boots" consists of seven staves of music in a single system. The key signature has one flat (Bb) and the time signature is common time (C). The lyrics are written below the notes, and chord markings (F, C, Bb) are placed above specific notes. The score ends with a double bar line and repeat dots on the final staff.

Cow-boy boots from Dal-las, Tex - as.

Cow - boy boots from Dal - las, Tex - as.

Cow - boy boots from Dal - las, Tex - as.

Eve - ry - bod - y's wear - ing cow - boy boots. *fine*

What's she wear-ing? Cow-boy boots. What's he wear-ing?

Cow - boy boots. What are they wear - ing?

Cow-boy boots Cow-boy boots from Dal-las, Tex - as.

Do You Ever Wear Boots in the Bathtub?

Do you ever wear boots in the bathtub?

Do you ever wear pajamas in the pool?

Do you ever wear socks in the shower?

Do you ever wear skis at school?

No, I never wear boots in the bathtub.

No, I never wear pajamas in the pool.

No, I never wear socks in the shower,
and I never wear skis at school.

Do you ever wash your pig in the bathtub?

Do you ever throw your pig in the pool?

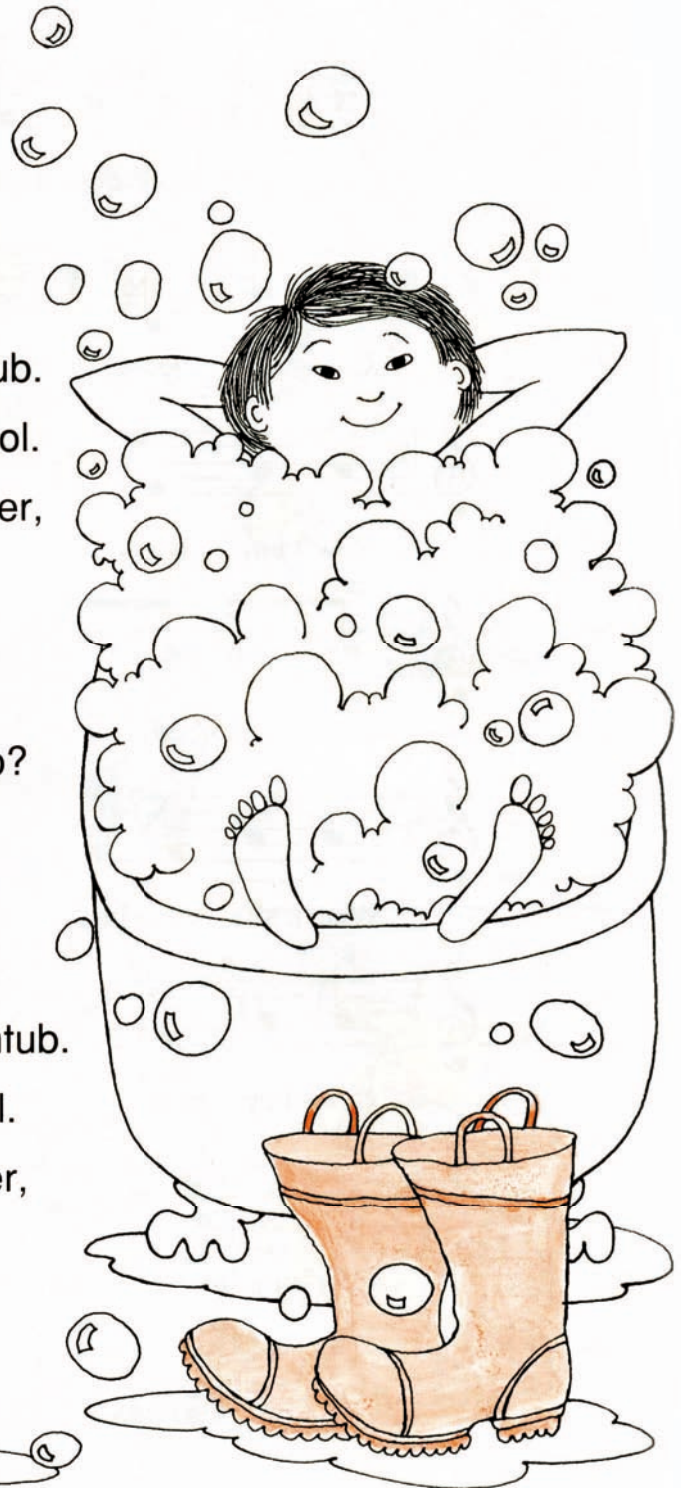
Do you ever put your pig in the shower?

Do you ever take your pig to school?

No, I never wash my pig in the bathtub.

No, I never throw my pig in the pool.

No, I never put my pig in the shower,
and I never take my pig to school.



Make new verses using other verb phrases, but keeping the phrases *in the bathtub*, *in the pool*, *in the shower*, and *at school*. If desired, have students illustrate the new verses. Students can present their new verses to the class, using the illustrations as cues for the questions and answers.

Polka Dot Party

The musical score for "Polka Dot Party" consists of ten staves of music in G major (one sharp) and 2/4 time. The lyrics are written below the notes, and chord markings (G, D7, C, A, D, G, E, A7, D7) are placed above the staves to indicate the harmonic structure.

Pol - ka dot sweat - ers with pol - ka dot skirts.

Pol - ka dot slip - pers and pol - ka dot shirts.

Pol - ka dot rain - coats and a pol - ka dot blouse.

Pol - ka dot T - shirts in a pol - ka dot house.

Pol - ka dot sneak - ers and pol - ka dot hats.

Pol - ka dot boots on a pol - ka dot cat.

Hun - dreds of pol - ka dots, red, white, and blue at a

pol - ka dot part - y for you, for you a

pol - ka dot part - y for you.

The Bookstore Song

1 Where are you go - ing? To the book - store.

To the book - store. To the book - store. When are you go - ing

to the book - store? We're go - ing there to - day.

2 What do you do in the book - store?
3 Look at the books in the book - store.

In the book - store? In the book - store?
 In the book - store. In the book - store.

What do you do in the book - store?
 Look at the books in the book - store.

What do you do each all day? (We al - ways)
 Look at the books all day.



Help Me, Please

Help me, please.

I can't open it.

Oh, Mary, let me help you.

Thanks, Joey.

Thanks a lot.

You're welcome. * * *



Help me, please.

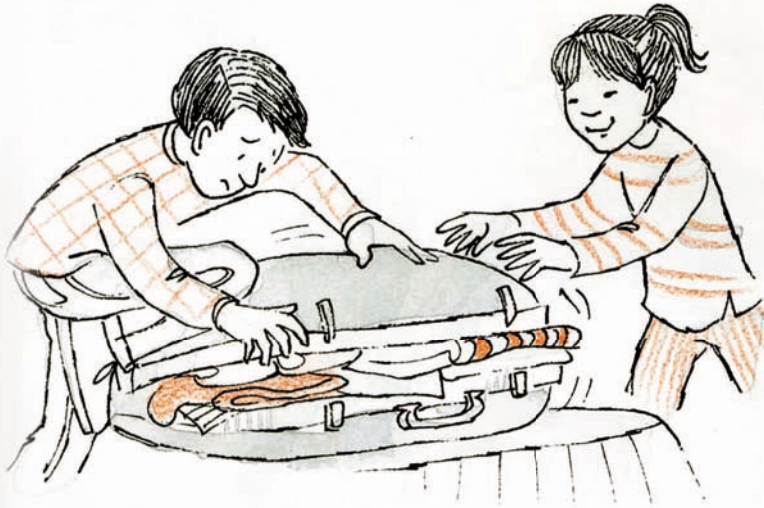
I can't close it.

Oh, Tony, let me help you.

Thanks, Erin.

Thanks a lot.

You're welcome. * * *



Help me, please.

I can't hold him.

Oh, Sally, let me help you.

Thanks, Jimmy.

Thanks a lot.

You're welcome. * * *



Make new verses using other verbs. Have students act out their new verses in pairs, using their real names.

Where Are You Going?

Where are you going?

I'm going to the park.

Are you going with Tom?

No, I'm going with Mark.

Where is Sue going?

She's going to the store.

Is she going at three?

No, she's going at four.

Where is Jack going?

He's going to Brazil.

Is he going with Bob?

No, he's going with Bill.



Make new verses using other verb phrases and the names of students in the class.

Are You Going to the Park?

Are you going to the park?

Yes, I am.

Do you go there every day?

Yes, I do.

Do you like the park?

Yes, I do.

I love the park.

I do, too.

Are you taking a train?

Yes, I am.

Is Sue going, too?

Yes, she is.

Do you like the train?

Yes, I do.

I love the train.

I do, too.



Make new verses using other locations and modes of transportation.

Are You Going to the Party?

Are you going to the party?

Yes, I am.

How are you going?

I'm riding with Sam.

How is Jack going?

Is he driving with Joan?

No, he's not. He's going alone.

How is Kate going?

Is she going with Elaine?

No, she's not.

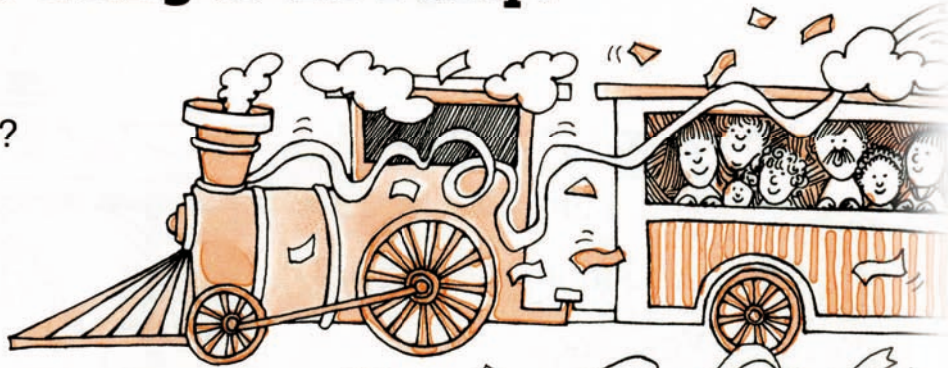
She's taking a plane.

How are they going?

Are they going with us?

No, they're not.

They're taking a bus.



Say the chant using the names of students in the class in place of Jack and Kate.

Where Were You at Two?



Where were you at two? I was at the zoo.



Where were you at three? I was in a tree.



Where were you at four? We were at the store.



Where were you at five o'clock? I was on a great big rock.—



Where was he at two? He was at the zoo.



Where was she at three? She was in a tree.



Where were they at four? They were at the store.



Where was Jack? Where was Ray? They were here all day.

How Was the Party?

How was the party?

It was fabulous!

How was the music?

It was great! *

How was the food?

It was wonderful!

How was the party?

It was great! *

How was the beach?

It was beautiful!

How was the weather?

It was great! *

How was the water?

It was wonderful!

How was the party?

It was great! *



Students act out the chant in pairs or in groups of 3-5. One student asks the questions, perhaps using a pretend microphone (like a reporter). The partner or the rest of the group responds to the reporter's questions. Encourage students to say their lines with a lot of expression.

Seesaw, Seesaw, Slide

See - saw, see - saw, who's on the see - saw?

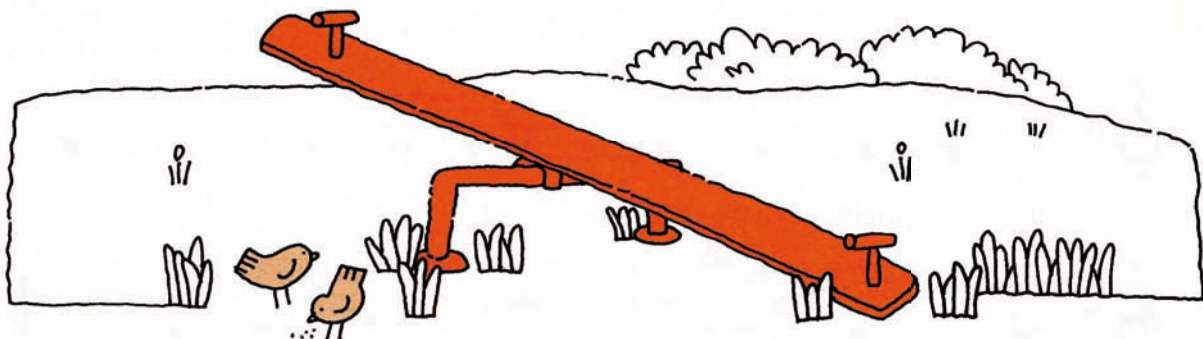
See - saw, see - saw who's on the see - saw? I see Sand - y

on the see - saw. I see Sam on the slide.

See - saw, see - saw slide. See - saw, see - saw

slide. She saw Sand - y on the see - saw.

She saw Sam on the slide.



We Were All at Patty's Party



- 1 We were all at Pat - ty's part - y. Where were you?
 2 We were there at Pat - ty's part - y. Where was Sue?



We were all at Pat - ty's part - y. Where were you?
 We were there at Pat - ty's part - y. Where was Sue?



I was there. My moth - er was there. My
 Sue was there. Her moth - er was there. Her



fath - er and my sis - ter and my broth - er were there.
 fath - er and her sis - ter and her broth - er were there.



We were all at Pat - ty's part - y. Where were you?
 They were all at Pat - ty's part - y. Where was Lou?



Lou was there. Where was Ray? He was home in San - ta Fe.



Jim was there. Where was Joe? He was home in I - da - ho.



They were all at Pat - ty's par - ty. Where were you?

Where Was Everybody Yesterday?

Where was everybody yesterday?

Where was Bob?

Where was Ray?

They were here.

Where were you?

I was here.

They were, too.

Where was your mother?

She was here.

Where was your brother?

He was here.

Where was Mary?

Was she sick?

No, she was here with Bob and Rick.

Where was Bobby?

Where was Sue?

They were here.

But where were you?



Say the chant using names of students in the class in place of *Bob, Ray, Mary, and Bobby.*

Where Did You Go?

Where did you go? I went to L. A.

Who did you see? I saw Un-cle Ray.

What did he do? What did he say?

He said, "Good - bye, have a nice day."

What did you drink? A cup of tea.

What did you find? I found a flea.

What did you eat? I ate some fish.

How was the fish? It was del - i - -

cious. Who did you see? My Aunt Mar - ie.

When did you go? I went at three.

What did you do? What did you say?

I said "Good - bye, have a nice day."

When she said, "Hi", I said, "Good - bye, have a nice day. Have a nice day."

When she said, "Hi," you said, "Good - bye, have a nice day. Have a nice day."

I Found a Dollar!

I found a dollar!

What did you find?

I found a dollar.

Where? *

Where was it?

Where did you find it?

* It was under the chair.

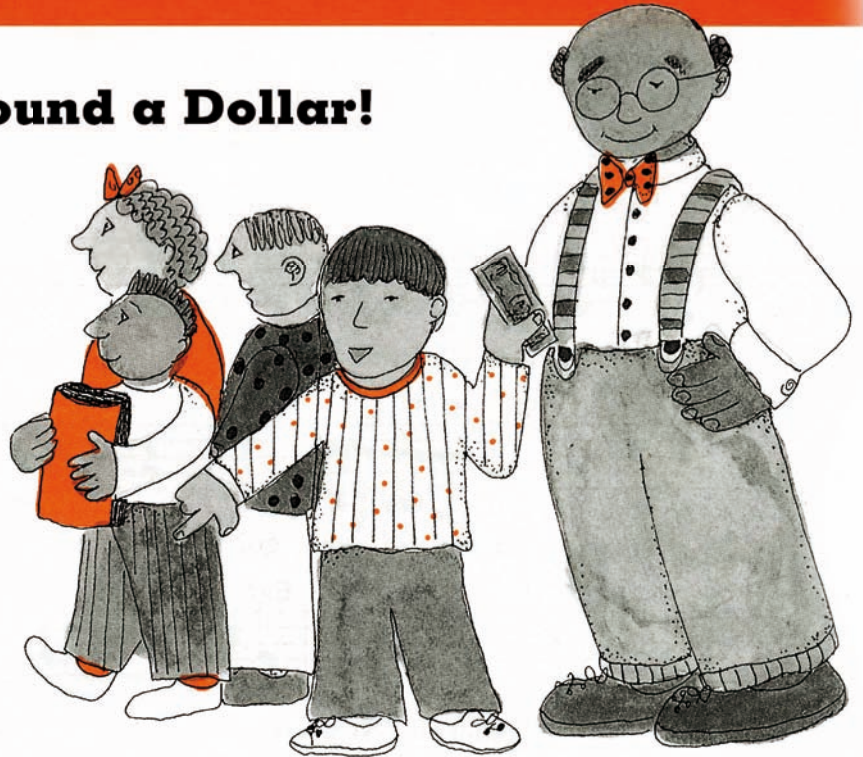
Where? *

There. *

I found a dollar there.

Under the chair, under the chair.

I found a dollar there! *



I found a wallet!

What did you find?

I found a wallet.

Where? *

Where was it?

Where did you find it?

* It was under the chair.

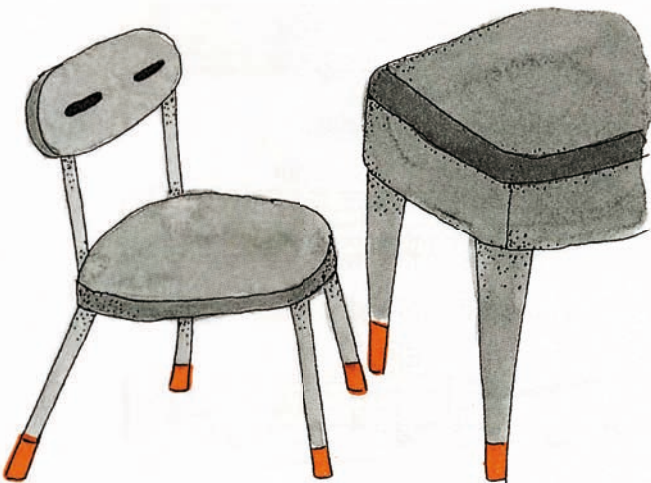
Where? *

There. *

I found a wallet there.

Under the chair, under the chair.

I found a wallet there! *



Make new verses using other nouns and prepositions of location.

Salty Popcorn

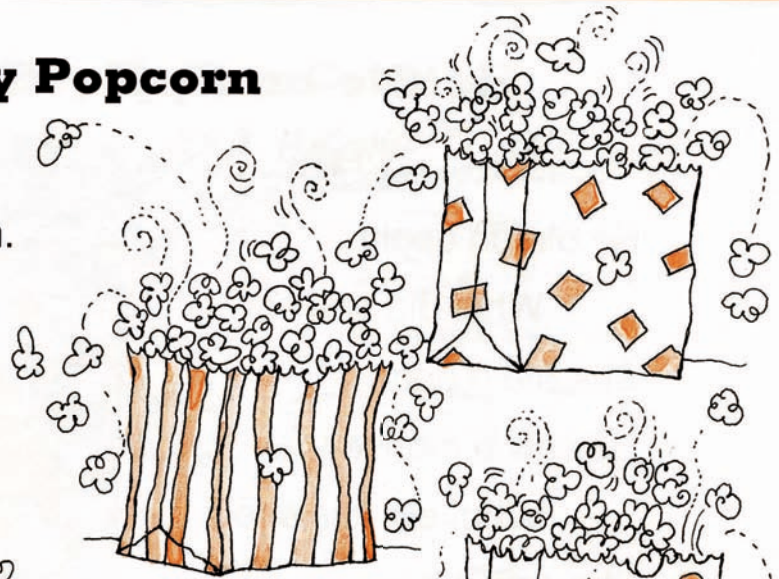
Bags and bags of salty popcorn.

Salty popcorn, nice and hot.

What did you eat?

We ate popcorn.

Salty popcorn, nice and hot.



How was the party?

It was great.

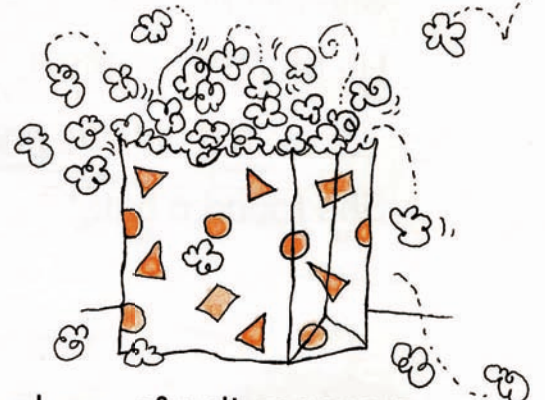
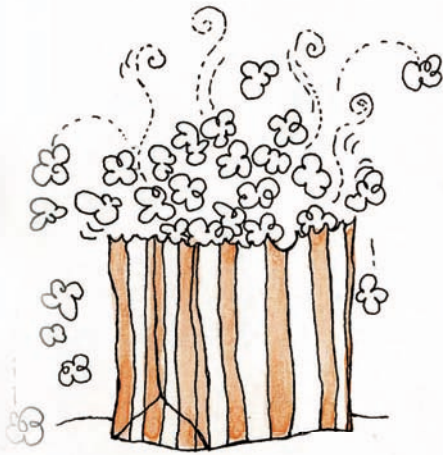
What did you do?

We ate and ate.

What did you eat?

Salty popcorn.

Salty popcorn, nice and hot.



Seven bags of salty popcorn.

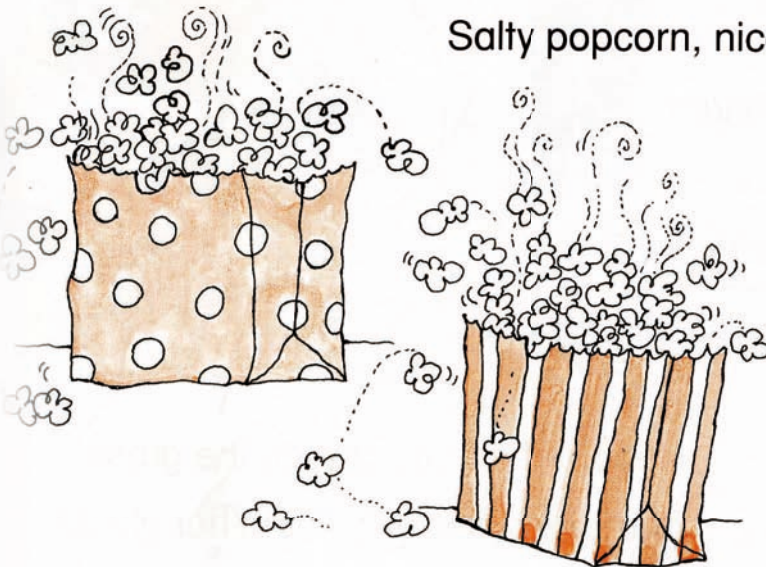
We were hungry. We ate a lot.

Seven bags of salty popcorn?

Seven bags? That's a lot.

Seven bags of salty popcorn.

We were hungry. We ate a lot.



Say the chant using other foods, substituting vocabulary throughout the chant whenever necessary. For example: "Bowls and bowls of chocolate ice cream/Chocolate ice cream, nice and sweet," etc.

He Ate an Apple. She Ate a Pear.

He ate an apple.

What did *she* eat?

She ate a pear. * *

He saw a monkey.

What did *she* see?

She saw a bear. * *

He lost his jacket.

What did *she* lose?

She lost her hat. * *

He found a baseball.

What did *she* find?

She found a bat. * *

She saw an elephant.

He saw a frog.

She saw a butterfly.

He saw a dog.

He found an alligator on the grass!

She found a caterpillar in her glass!

Make new verses for the chant using other nouns. You can also substitute the names of students in the class for the pronouns in the chant.

Pink and Sticky Cotton Candy



 Pink and stick-y cot-ton cand-y, cot-ton cand-y nice and sweet.



 I love stick-y cot-ton cand-y, pink and sweet and good to eat. —



 Cot-ton cand-y, cot-ton cand-y, cot-ton cand-y on a stick.



 Look! There's Sand-y eat-ing cand-y. Look! There's And-y. Look! There's Rick.



 Look! They're buy-ing cot-ton cand-y, cot-ton cand-y nice and sweet.



 I love stick-y cot-ton cand-y, pink and sweet and good to eat.



 Pink and stick-y cot-ton cand-y, cot-ton cand-y nice and sweet.



 I love stick-y cot-ton cand-y, pink and sweet and good to eat.

Track Unit 1

- 1 Opening
- 2 Where's Roy? (group)
- 3 Where's Roy? (music only)
- 4 Lunchroom, Music Room, Classroom, Gym (solo)
- 5 Lunchroom, Music Room, Classroom, Gym (group)
- 6 Where's the Gym? (solo)
- 7 Where's the Gym? (group)
- 8 Twenty Tired Teachers (group)
- 9 Twenty Tired Teachers (music only)
- 10 Thirty Dirty Blackbirds (group)
- 11 Thirty Dirty Blackbirds (music only)

Unit 2

- 12 Sue Doesn't Have Any Glue (group)
- 13 Sue Doesn't Have Any Glue (music only)
- 14 Who Has the Scissors? Who Has the String? (solo)
- 15 Who Has the Scissors? Who Has the String? (group)
- 16 Sticky, Icky Glue (solo)
- 17 Sticky, Icky Glue (group)
- 18 Paper and Glue (group)
- 19 Paper and Glue (music only)
- 20 I Have Paper But I Don't Have Glue (group)
- 21 I Have Paper But I Don't Have Glue (music only)

Unit 3

- 22 Busy, Busy, Busy (group)
- 23 Busy, Busy, Busy (music only)
- 24 I Like My Classes (solo)
- 25 I Like My Classes (group)
- 26 What Do You Do on Monday? (solo)

Track Unit 3 (continued)

- 27 What Do You Do on Monday? (group)
- 28 What Does He Do After School? (solo)
- 29 What Does He Do After School? (group)
- 30 After Class Chant (solo)
- 31 After Class Chant (group)

Unit 4

- 32 Three Fifteen Song (group)
- 33 Three Fifteen Song (music only)
- 34 Sorry I'm Late (solo)
- 35 Sorry I'm Late (group)
- 36 When Does She Go to Work? (solo)
- 37 When Does She Go to Work? (group)
- 38 Ben Rides His Bike to School (solo)
- 39 Ben Rides His Bike to School (group)
- 40 I Usually Ride My Bike to School (solo)
- 41 I Usually Ride My Bike to School (group)

Unit 5

- 42 Short Shorts (group)
- 43 Short Shorts (music only)
- 44 Which One Do You Want? (solo)
- 45 Which One Do You Want? (group)
- 46 Cowboy Boots (group)
- 47 Cowboy Boots (music only)
- 48 Do You Ever Wear Boots in the Bathtub? (solo)
- 49 Do You Ever Wear Boots in the Bathtub? (group)
- 50 Polka Dot Party (group)
- 51 Polka Dot Party (music only)

Unit 6

- 52 The Bookstore Song (group)
- 53 The Bookstore Song (music only)

Track Unit 6 (continued)

- 54 Help Me, Please (solo)
- 55 Help Me, Please (group)
- 56 Where Are You Going? (solo)
- 57 Where Are You Going? (group)
- 58 Are You Going to the Park? (solo)
- 59 Are You Going to the Park? (group)
- 60 Are You Going to the Party? (solo)
- 61 Are You Going to the Party? (group)

Unit 7

- 62 Where Were You at Two? (group)
- 63 Where Were You at Two? (music only)
- 64 How Was the Party? (solo)
- 65 How Was the Party? (group)
- 66 Seesaw, Seesaw, Slide (group)
- 67 Seesaw, Seesaw, Slide (music only)
- 68 We Were All at Patty's Party (group)
- 69 We Were All at Patty's Party (music only)
- 70 Where Was Everybody Yesterday? (solo)
- 71 Where Was Everybody Yesterday? (group)

Unit 8

- 72 Where Did You Go? (group)
- 73 Where Did You Go? (music only)
- 74 I Found a Dollar! (solo)
- 75 I Found a Dollar! (group)
- 76 Salty Popcorn (solo)
- 77 Salty Popcorn (group)
- 78 He Ate an Apple. She Ate a Pear. (solo)
- 79 He Ate an Apple. She Ate a Pear. (group)
- 80 Pink and Sticky Cotton Candy (group)
- 81 Pink and Sticky Cotton Candy (music only)

LET'S CHANT LET'S SING

CD
INSIDE

Carolyn Graham

Let's Chant, Let's Sing is a collection of chants and songs written by Carolyn Graham for students who are beginning their study of English. It follows the syllabus of the popular *Let's Go* series, but it can be used independently. *Let's Chant, Let's Sing* includes many new songs in addition to the songs from *Let's Go*. Melody lines are provided for all of the songs, and suggestions for extension activities appear on most pages. A compact disc included with the book contains all of the chants and songs, as well as music only (karaoke) versions for every song.

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