

4

LET'S
CHANT

LET'S
SING



Carolyn Graham



**Songs and Chants
by
Carolyn Graham**

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Teacher's Notes

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 4* corresponds to the syllabus of *Let's Go Student Book 4*. The table of contents indicates from which section of the unit in *Let's Go 4* 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 performed 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 performed 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.

I Have a Brother

I have a brother.

I have a brother, too.

We don't have a brother,

But we have a sister, Sue.

She has a brother.

He has a brother, too.

They don't have a brother,

But they have a sister, Sue.

I live in Rosewood.

I live in Rosewood, too.

We don't live in Rosewood,

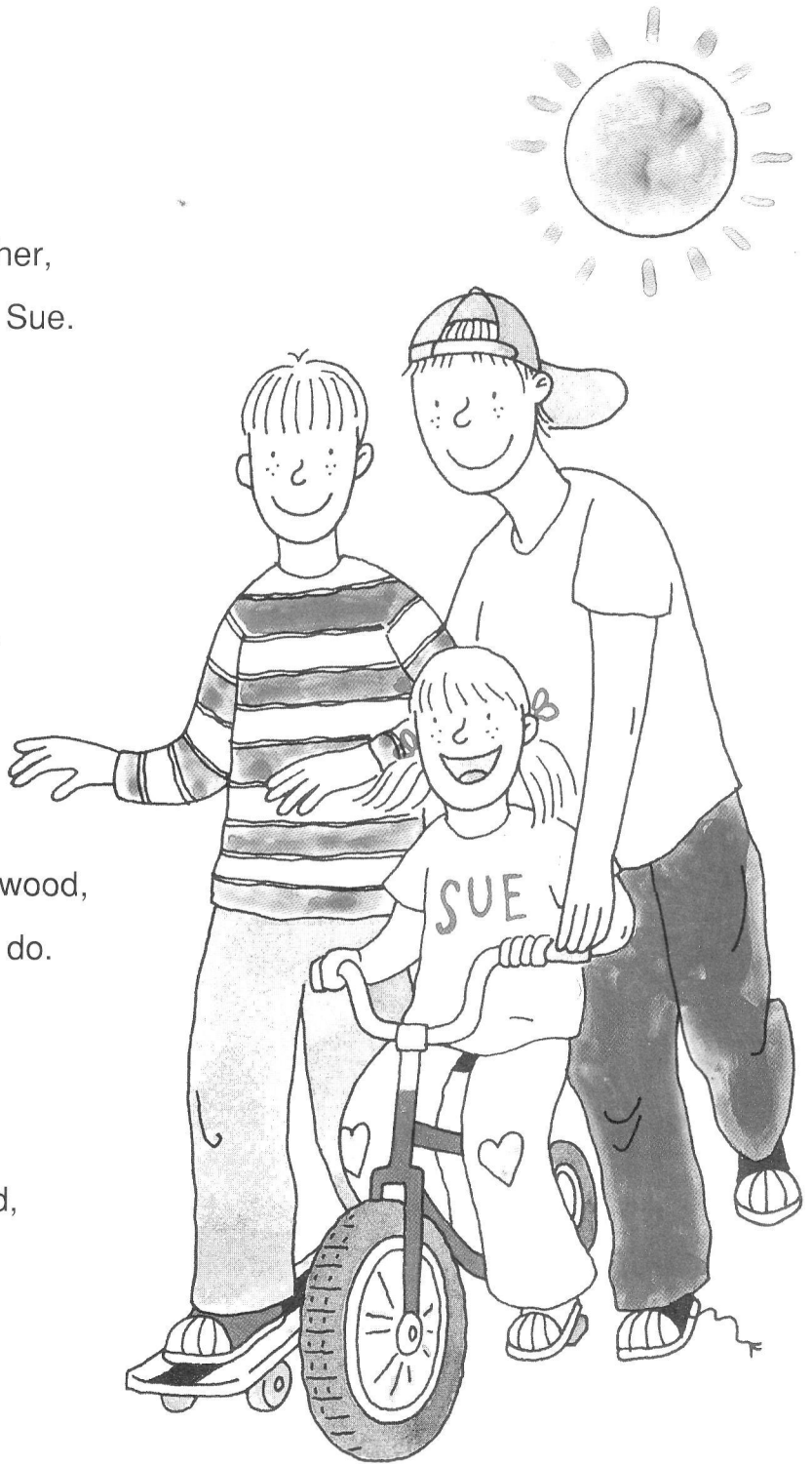
But our grandparents do.

She lives in Rosewood.

He lives in Rosewood, too.

They don't live in Rosewood,

But their grandparents do.



Select four students to be soloists. Soloists will do stanzas one and three. The rest of the class will do stanzas two and four. For the solo stanzas, assign one student line one, another student line two, and the remaining two students lines three and four.

Hello I'm Ted

Hel - lo, I'm Ted. I'm ten years old. My
 sis - ter's name is Sue. We live in Cal - i - for - nia and our
 un - cle lives here too. Hel - lo, I'm Joe. I'm eight years old. I
 live in San Jo - se. I have a lit - tle sis - ter, Jane. She's
 two years old to - day. Hel - lo, I'm Kate. I'm ten years old. I
 live in New York Ci - ty. I have a ba - by sis - ter. She is
 ve - ry, ve - ry pret - ty.



How Old Is Sue?

How old is Sue?

She's two. * *

How old is Kevin?

He's seven. * *

How old is Jean?

She's seventeen.

How old is her brother?

He's eleven. * *

How old is Ben?

He's ten. * *

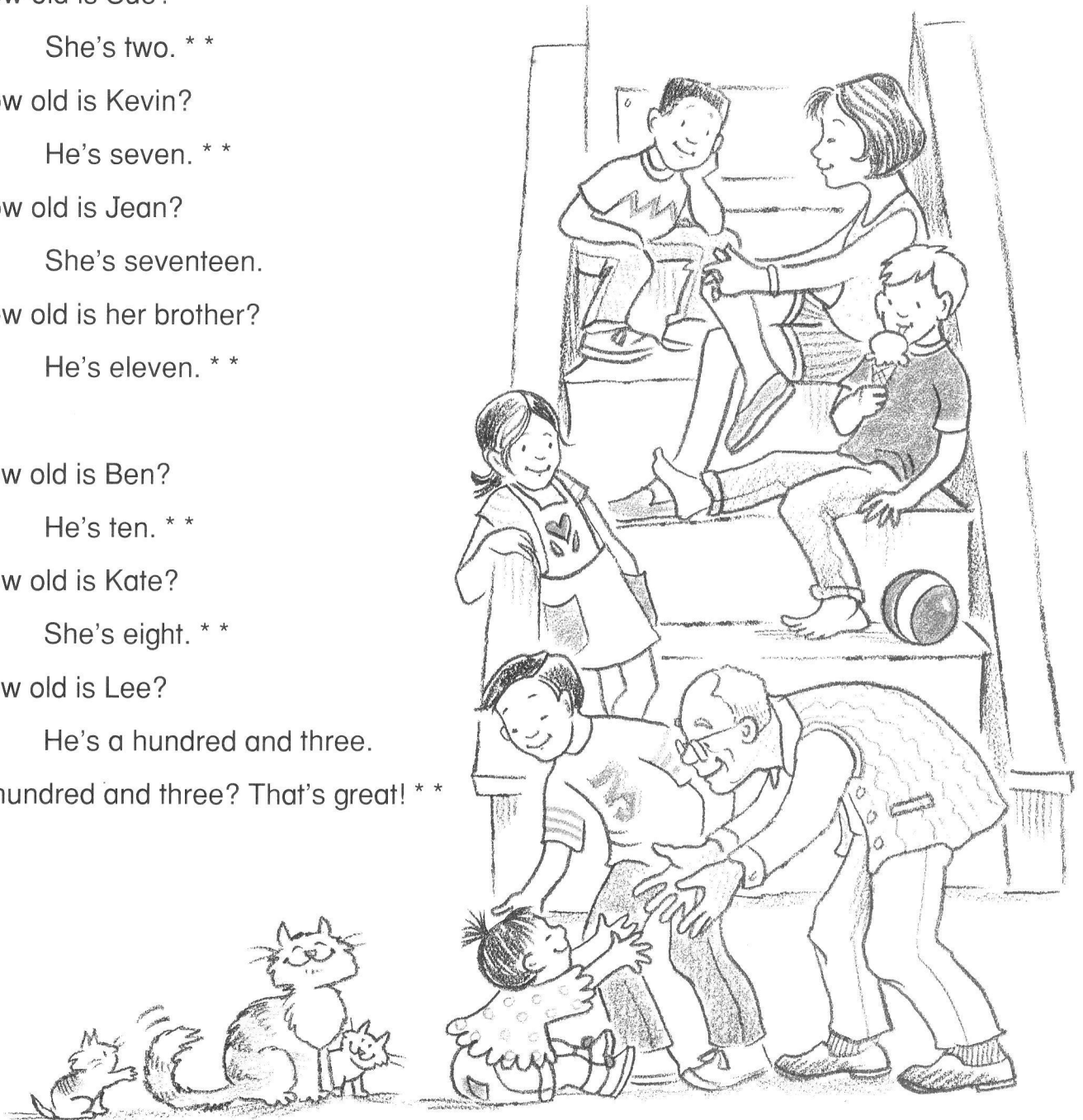
How old is Kate?

She's eight. * *

How old is Lee?

He's a hundred and three.

A hundred and three? That's great! * *



Divide the class into two groups (one for the questions, one for the answers). Have students stand and sit as they say their lines. For fun, each time you repeat the chant, try to have students do it faster and faster, until it becomes very difficult for students to keep up.

Shorter, Taller

Short - er, tall - er, big - ger, small - er,
big - ger, small - er, short - er, tall - er, short - er, long - er,
weak - er, strong - er, weak - er, strong - er, short - er, long - er.
This desk is small. That desk is small - er.
This teach - er's tall. That teach - er's tall - er.
This class is big. That class is small.
That teach - er's ve - ry tall.

My Dog Is Old

My dog is old.

My dog is older.

How old is he?

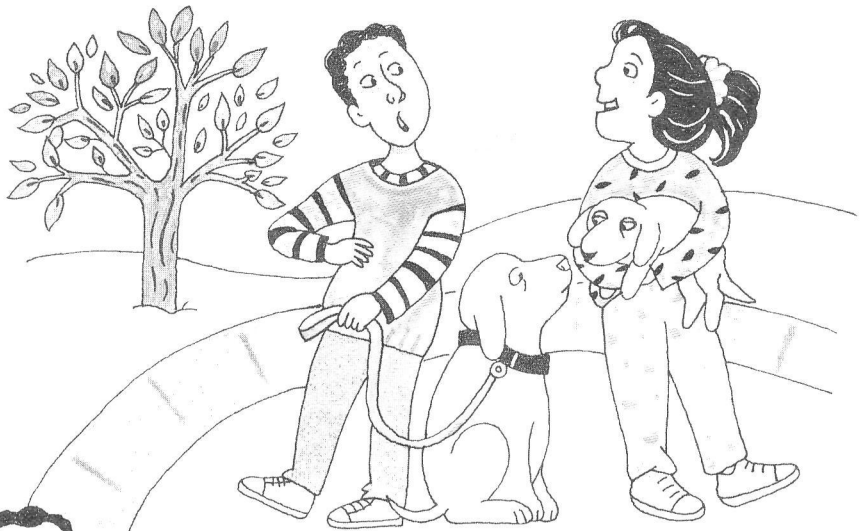
He's twenty-three.

My dad is tall.

My dad is taller.

How tall is he?

He's six foot three.



My teacher's nice.

My teacher's nicer.

My teacher's smart.

My teacher's smarter.

My teacher's old.

My teacher's older.

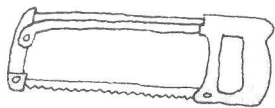
How old is she?

She's eighty-three!

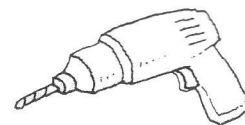


Have pairs create their own verses for the chant and perform them for the class.

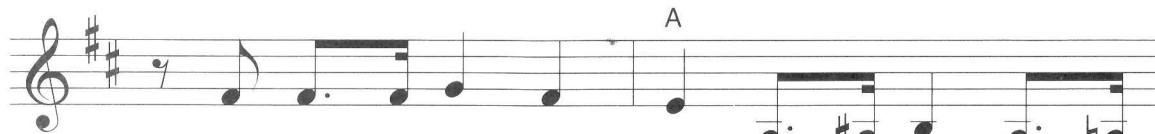
six foot three = six feet and three inches (190.5 cm)



Jack's a Mechanic



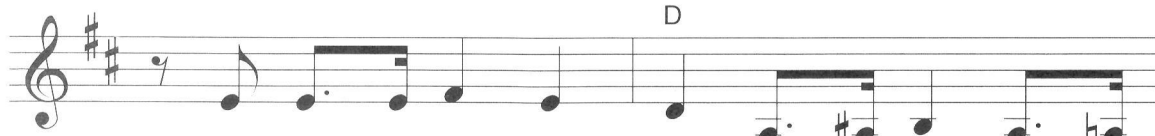
Jack's a me-chan-ic, a ve - ry good me-chan-ic.



He fix - es cars all day in the gas sta - tion.



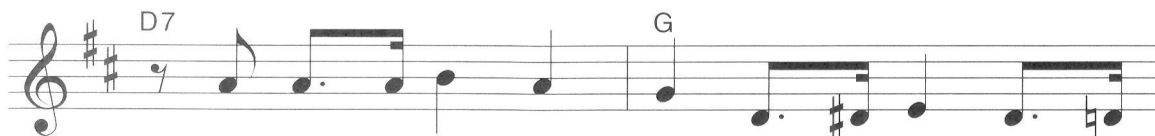
Jack's a me-chan - ic, a ve - ry good me-chan - ic.



He fix - es cars all day in the gas sta - tion.



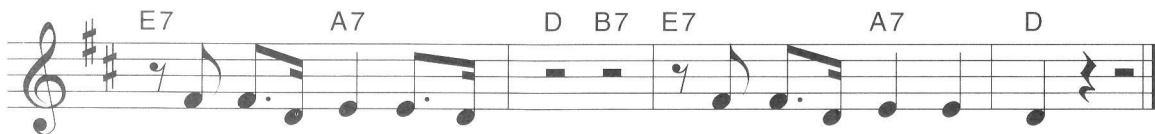
Jack fix - es new ones. Jack fix - es blue ones.



He fix - es old ones, too in the gas sta - tion.

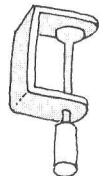
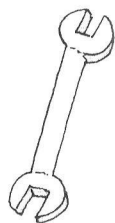
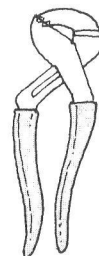
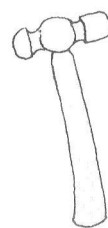
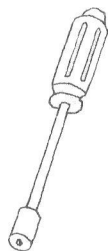
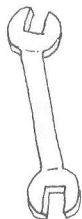


Jack's a me-chan - ic, a ve - ry good me-chan - ic.



He fix-es cars all day.

He fix-es cars all day.



The Job Chant

Doctor. *

He's a doctor. *

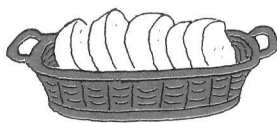
He's a very, very, very good doctor. **



Baker. *

He's a baker. *

He's a very, very, very good baker. **



Florist *

He's a florist. *

He's a very, very, very good florist. **

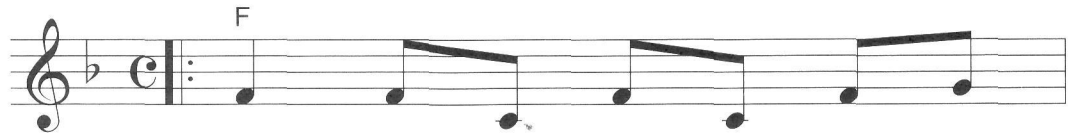


Doctor, baker, florist. **

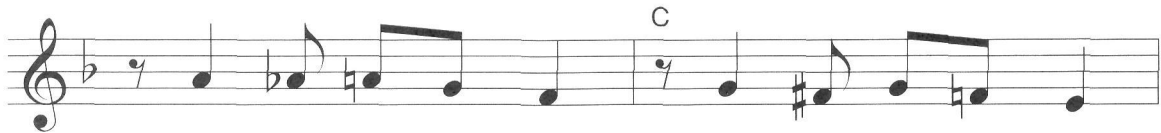
Doctor, baker, florist. *

Have individual students say the first two lines of each verse, choosing the occupation and pronoun (*he* or *she*). The rest of the class responds with the third line.

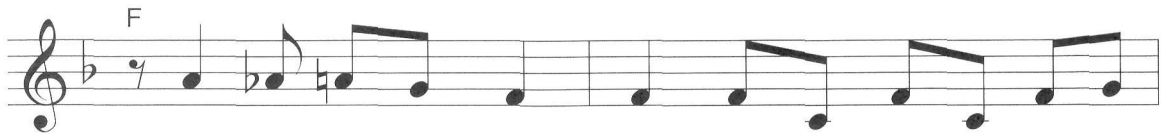
What Does Your Father Do?



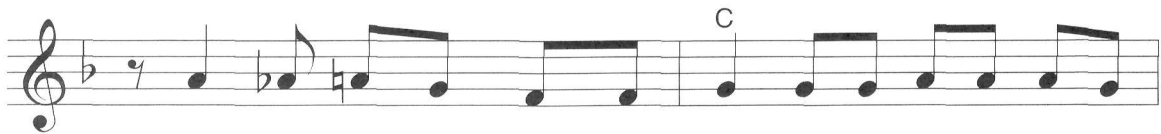
1 What does your fa - ther do? ____
 2 What does your mo - ther do? ____



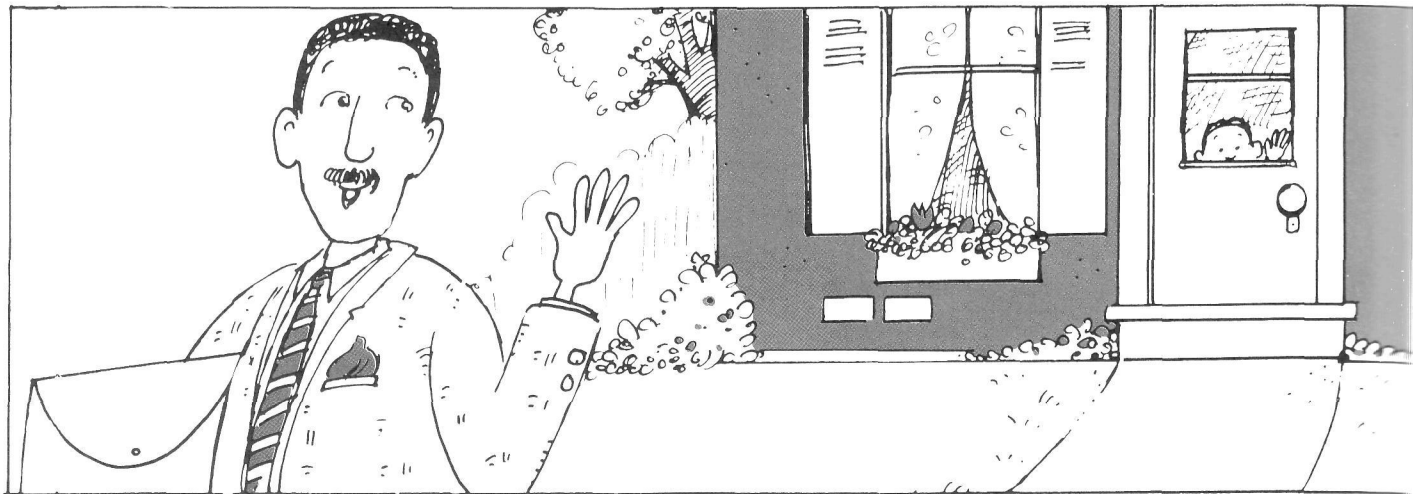
He's a busi- ness - man. He's a busi- ness - man.
 She's a busi- ness- woman. She's a busi- ness- woman.



He's a busi- ness - man. What does your fa - ther do? ____
 She's a busi- ness- woman. What does your mo - ther do? ____



He's a busi- ness - man. He goes to his of- fice ev - ery
 She's a busi- ness- woman. She goes to her of- fice ev - ery

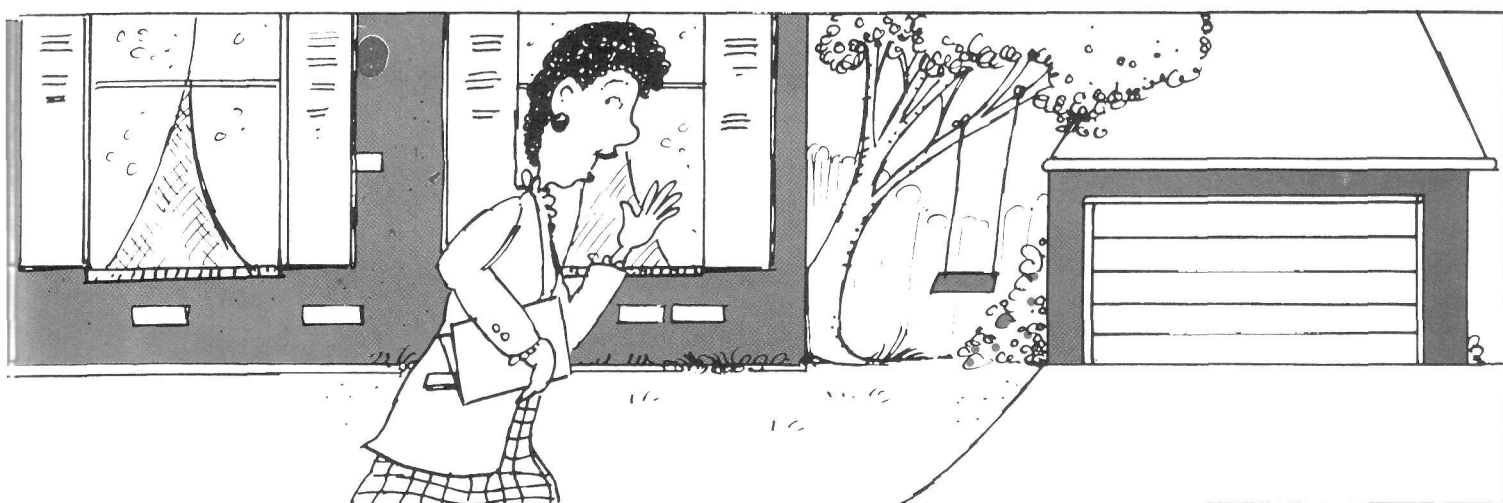


day. He gets up ear - ly in the morn - ing, ear -
 day. She gets up ear - ly in the morn - ing, ear -

ly in the morn - ing. He goes to his of - fice ev - ery
 ly in the morn - ing. She goes to her of - fice ev - ery

day. Ev - ery day he gets up ear - ly. My
 day. Ev - ery day she gets up ear - ly. My

fa - ther is a busi - ness - man.
 mo - ther is a busi - ness - woman.



Fred Bakes Bread

Fred bakes bread. * *

He's a baker.

What does he do? * *

He's a baker.

He bakes fresh bread.

Where does he work?

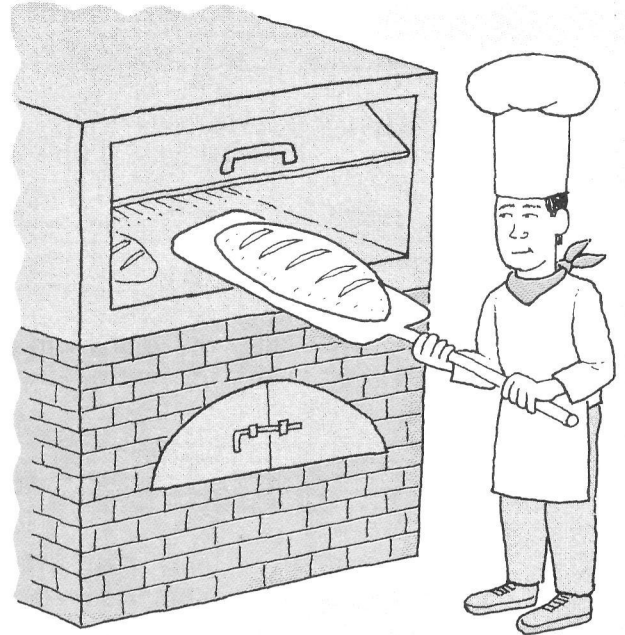
He works in a bakery. * *

Fred bakes bread, fresh bread.

Fred sells bread, fresh bread.

Fred loves bread, fresh bread.

He works in a bakery. * *



Frank catches fish. * *

He's a fisherman.

What does he do? * *

He's a fisherman.

Frank catches fish.

Where does he work?

He works in his boat on the sea. * *

Frank catches fish, fresh fish.

Frank sells fish, fresh fish.

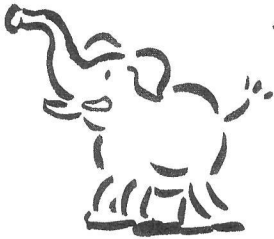
Frank loves fish, fresh fish.

He works in his boat on the sea. * *



As a class, create new verses using other occupations (e.g., *Fran fixes teeth./She's a dentist./What does she do?/ She's a dentist, etc.*)

Bob Has a Wonderful Job



Bob * has a wonderful job.

Bob has a wonderful job. * *

Where does he work?

He works at the zoo.

When does he work?

From nine to two.

What does he do from nine to two?

What does he do at the zoo? * *

He feeds the tigers.

What do they eat?

Lots and lots and lots of meat.

He feeds the dolphins a wonderful dish.

What do they eat?

Lots of fish.

He loves his job.

He's always there

To brush and comb the polar bear.



Have students practice the chant in pairs, changing *Bob* to *I*, and *He* to *You*
(e.g., *I * have a wonderful job./I have a wonderful job. * */*
Where do you work?/I work at the zoo, etc.)

How Was Camp?

How was camp?

It was fun.

We had a race.

Did you win?

Yes, we won.

Did you ride a horse?

Did you swim in the sun?

Yes, we did.

We had fun.

How was the food?

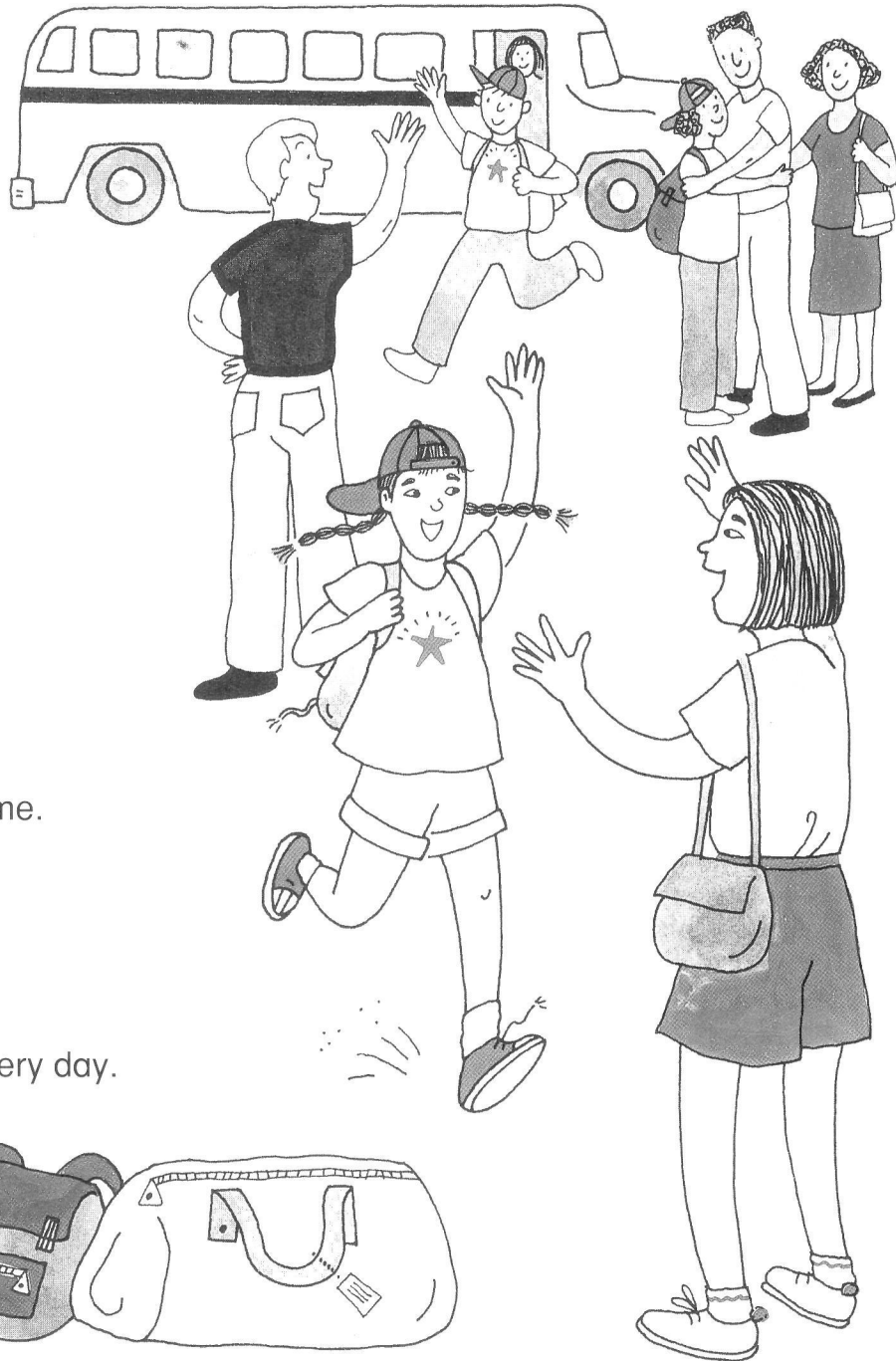
It was fine.

We had pizza all the time.

What did you do?

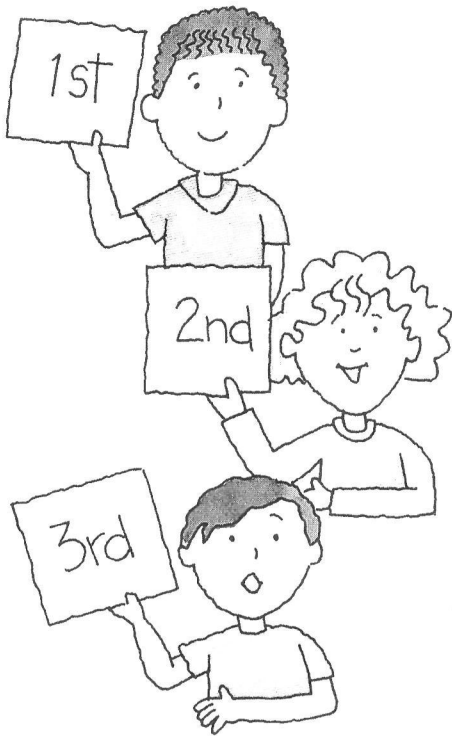
What games did you play?

We played baseball every day.



Have students say the chant in groups of three (one student asks the questions, the other two answer). Students can choose other words to replace *pizza* and *baseball*.

I'm First



I'm first.

I'm second.

I'm third. * *

I'm first.

I'm second.

I'm third. * *

First, * second, * third. * *

First, * second, * third. * *

I'm fourth.

I'm fifth.

I'm sixth. * *

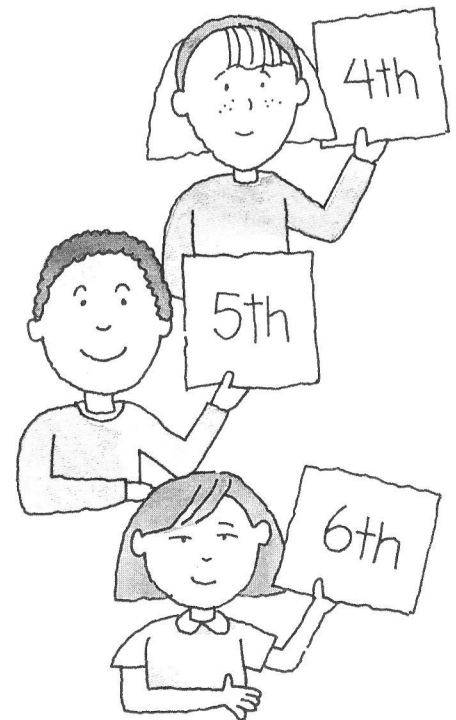
I'm fourth.

I'm fifth.

I'm sixth. * *

Fourth, * fifth, * sixth. * *

Fourth, * fifth, * sixth. * *



Make new verses using other ordinal numbers. Bring ten students (or less) to the front of the class. Give each a large card with an ordinal number written on it. Call out three numbers, and have the students with those numbers perform the chant.

As students become more familiar with the chant, quicken the pace.

What Grade Are You In?

What grade are you in?

* I'm in the fourth grade.

What about you?

I'm in the fourth grade, too.

What grade is Fred in?

* He's in the fifth grade.

What about Sue?

She's in the fifth grade, too.



Fred's in the fifth grade.

So is Sue.

What about Tom?

He's in the fifth grade, too.

Jack's in the sixth grade.

What about Bill?

He's in the eighth grade
with Anne and Will.



Have students create new verses using names of students they know.

Everyone Was Having Fun

Everyone was having fun.

We were. They were.

Everyone was roller-skating.

We were. They were.

Everyone was playing catch.

We were. They were.

Everyone was having fun.

Everyone!

Everyone was playing tag.

We were. They were.

Everyone was taking pictures.

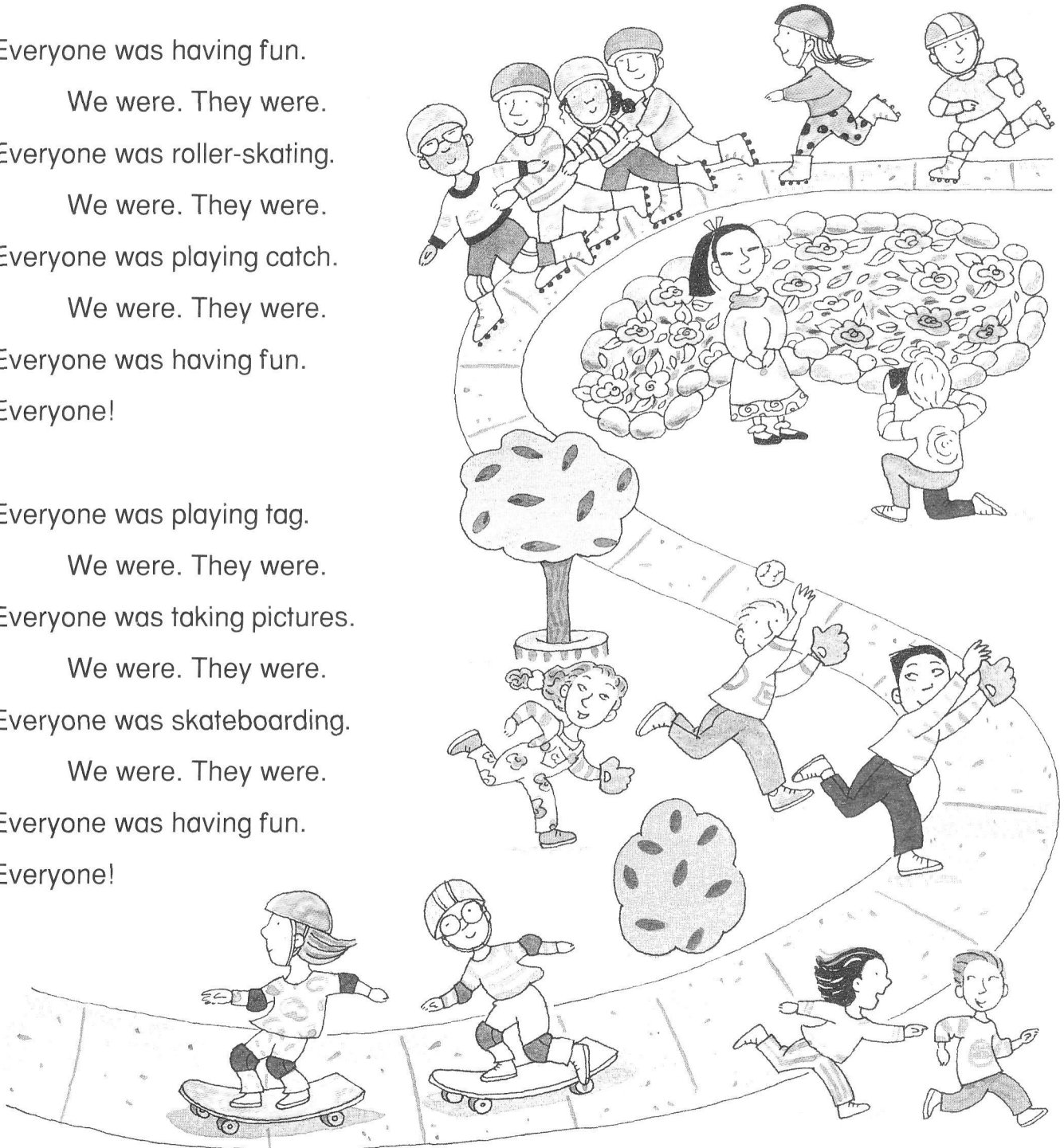
We were. They were.

Everyone was skateboarding.

We were. They were.

Everyone was having fun.

Everyone!



As students say the chant, have them mime the actions in it.
Also, make new verses using different actions.

Trash, Trash

Trash, trash,
Picking up, picking up trash.
Trash, trash,
Picking up, picking up trash.

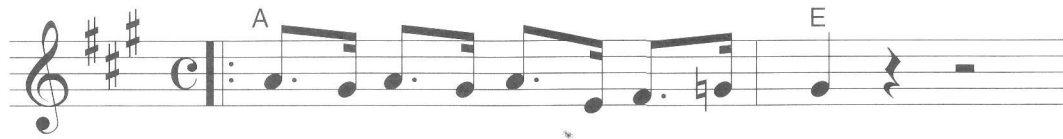
We're picking up trash all day.
Picking up trash and throwing it away.
Trash, trash,
Picking up, picking up trash.

Picking up bottles, plastic, glass,
Bottle tops, candy wrappers,
Paper on the grass.
Trash, trash,
Picking up, picking up trash.

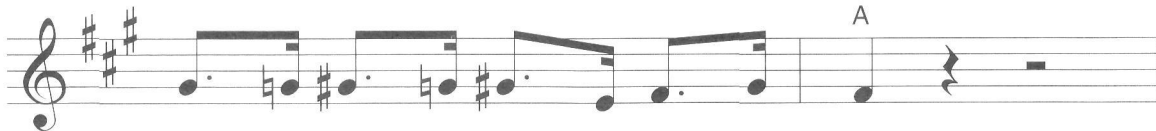


Divide the class into two groups. One group says all the words except *trash*. The other group says only the word *trash* whenever it appears. If possible, give the second group small instruments (bells, drums, etc.) that they can hit, shake, or ring every time they say the word *trash*.

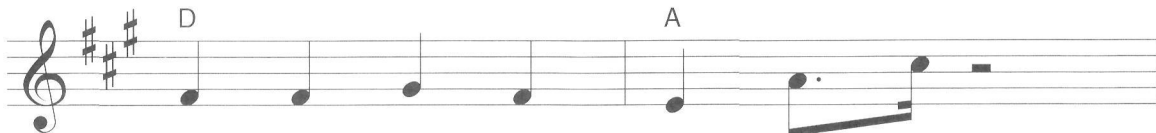
January, February, March



Jan - u - ar - y, Feb - ru - ar - y, March,



Jan - u - ar - y, Feb - ru - ar - y, March,



Ap - ril, May, — June, Ju - ly,



Au - gust, Sep - tem - ber, Oc - to - ber, and No - vem - ber.



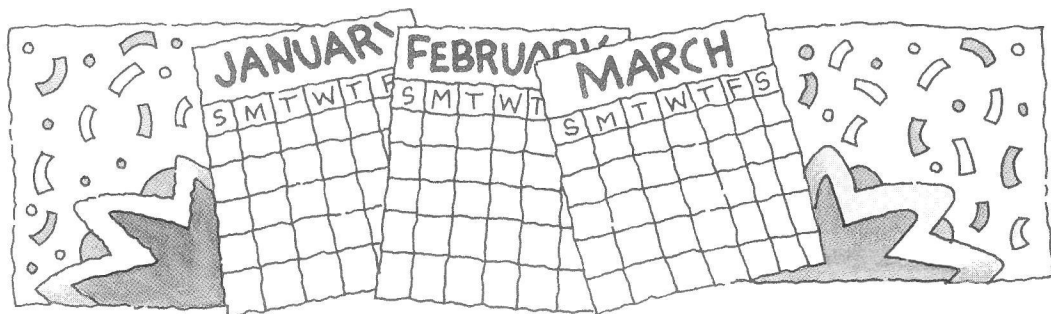
Don't for - get De - cem - ber, don't for - get De - cem - ber.



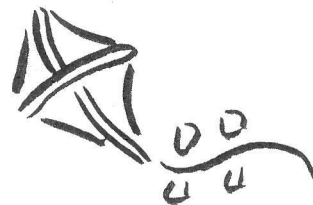
Jan - u - ar - y, Feb - ru - ar - y, March, March, March,



Jan - u - ar - y, Feb - ru - ar - y, March.



January First



January first.

February second.

March third, March third.



April first.

May second.

June third, June third.



July first.

August second.

September third, September third.



October first.

November second.

December third, December third.



Say the chant using the ordinals that match the number of the month:
April fourth./May fifth./June sixth, June sixth, etc.

What's the Date, Kate?

What's the date, Kate?

What's the date? * *

I don't know. Ask Ray.

OK. * *

Ray? * What's the date today?

I don't know. Ask Joe.

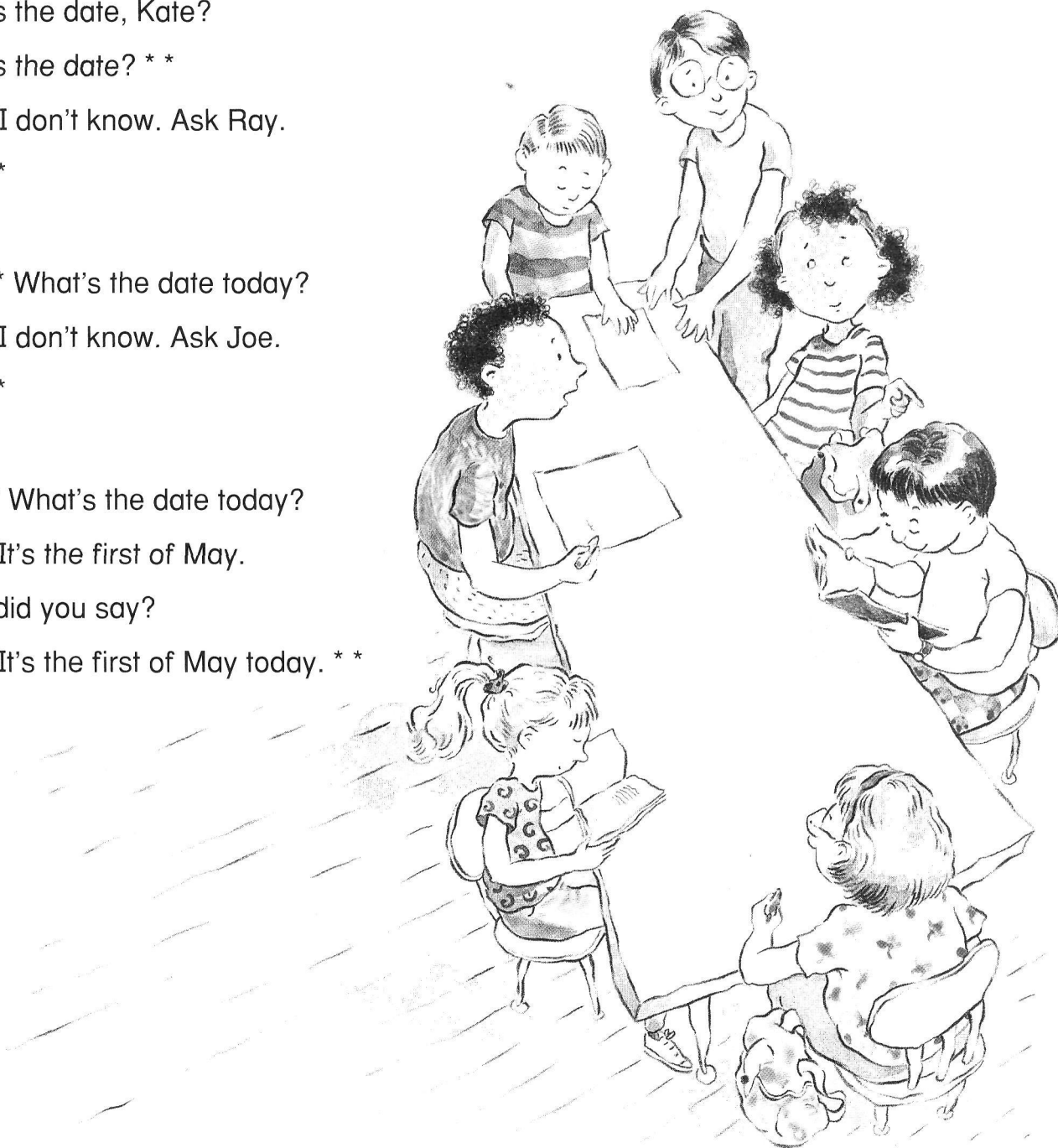
OK. * *

Joe? * What's the date today?

It's the first of May.

What did you say?

It's the first of May today. * *



Have a volunteer lead the chant, calling on other classmates to answer using their names in place of the names in the chant.

When Is Her Birthday?

When is her birthday?

January third.

When is his birthday?

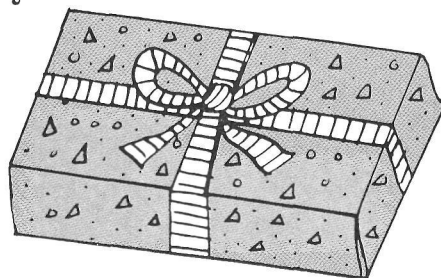
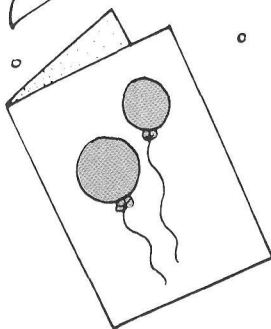
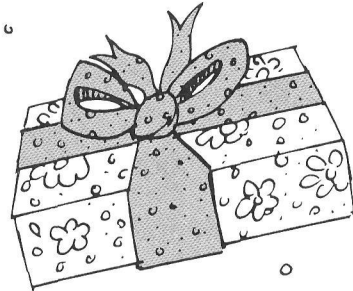
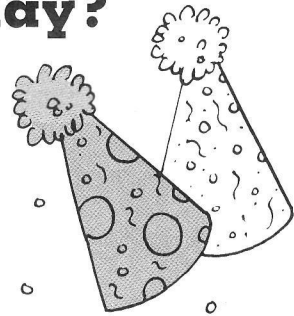
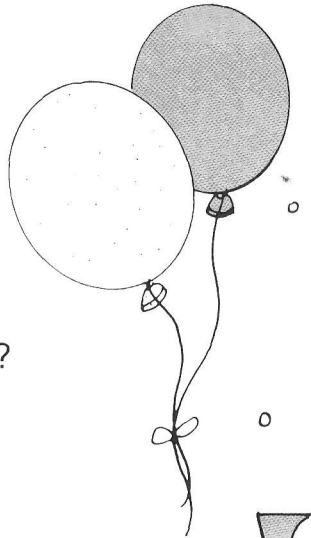
February third.

When is your birthday?

April third.

Hey! That's today!

Happy birthday!



When's your mother's birthday?

March twenty-first.

When's your father's birthday?

June twenty-first.

When's your brother's birthday?

May twenty-first.

Hey! That's today!

• Tell him happy birthday!

Students can perform this chant in a chain. Have students sit in a circle or semi-circle. The first student asks, "When is your birthday?" The second student answers with the date of his or her birthday, and then asks the third student, "When is your birthday?" etc.

The Nothing Chant

What did you do last night?

Nothing.

What did you do?

Nothing.

I didn't do anything.

I didn't do anything.

What did you do?

Nothing.

Did you go to a party?

No, I didn't.

Did you go out to eat?

No, I didn't.

Did you go to a movie?

No, I didn't.

What did you do?

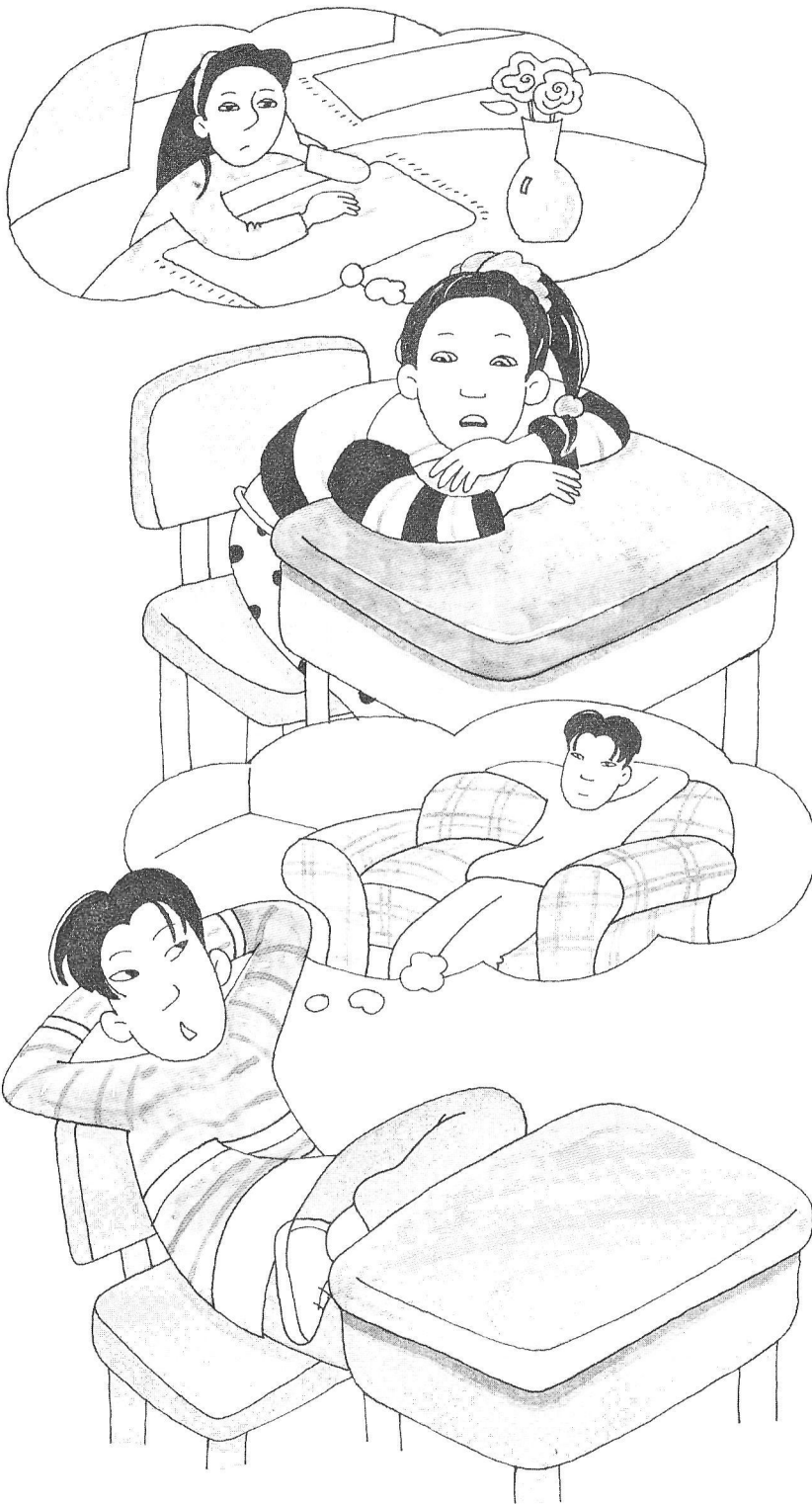
Nothing!

I didn't do anything.

I didn't do anything.

What did you do?

Nothing!



Create new verses using different questions. For example, *What did you get for your birthday?/Nothing./What did you get?*, etc...

What Did You Do?

1 What did you do? Where did you go?
2 What did he do? Where did he go?

Who did you see last night? Please tell me.
 Who did he see last night? Please tell me.

What did you do? Where did you go?
 What did he do? Where did he go?

I had fun last night. Oh, what did you do?
 He had fun last night. Oh, what did he do?

Where did you go? I had a won - der - ful time.
 Where did he go? He had a won - der - ful time.

I stayed home and did my home-work.
 He stayed home and did his home-work.

Chords: F, Bb, C, F, Bb, G, C7, F, Bb, A, Bb, F, D7

The first system of musical notation is on a single staff in G major, 4/4 time. It begins with a G7 chord, followed by a quarter rest, then a quarter note G, a quarter note A, a half note B, and a quarter note C. This is followed by a C7 chord, then a quarter note D, a quarter note E, a half note F, and a quarter note G. The system ends with a double bar line and repeat dots.

I had a won - der - ful time.
He had a won - der - ful time (last night).



Where's Mary?

Where's Mary?

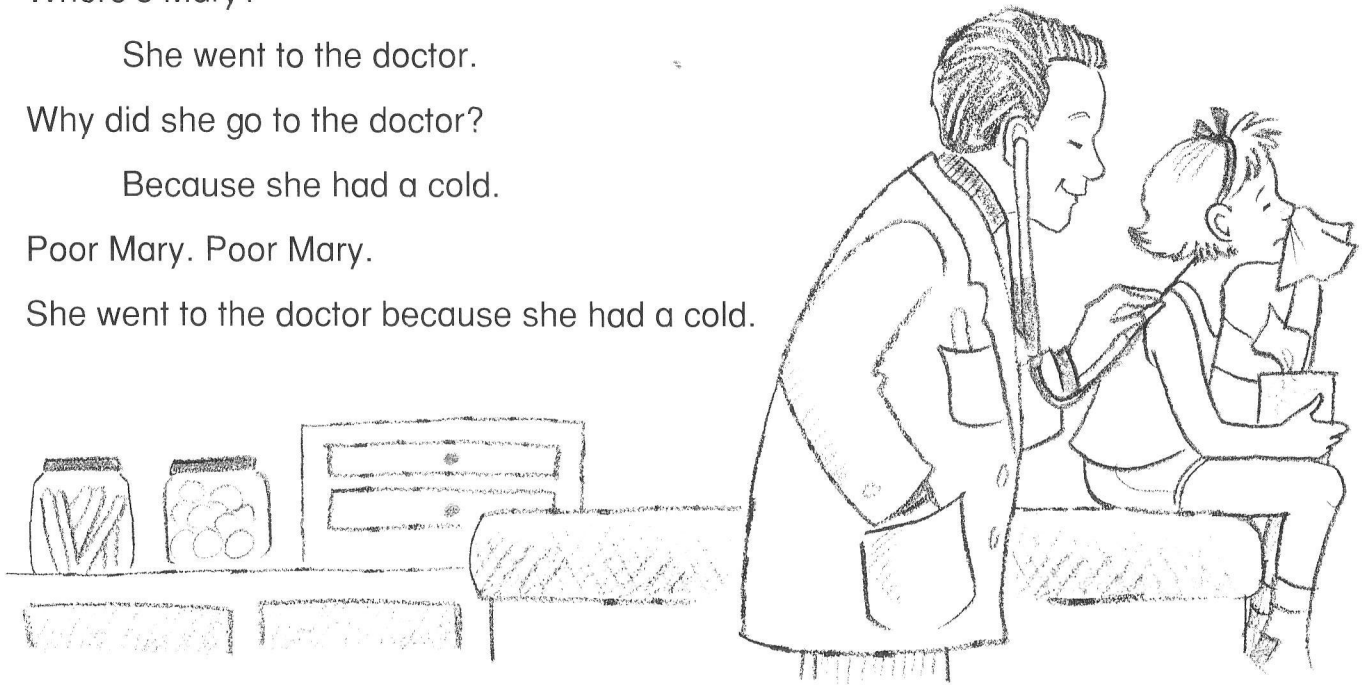
She went to the doctor.

Why did she go to the doctor?

Because she had a cold.

Poor Mary. Poor Mary.

She went to the doctor because she had a cold.



Where's Larry?

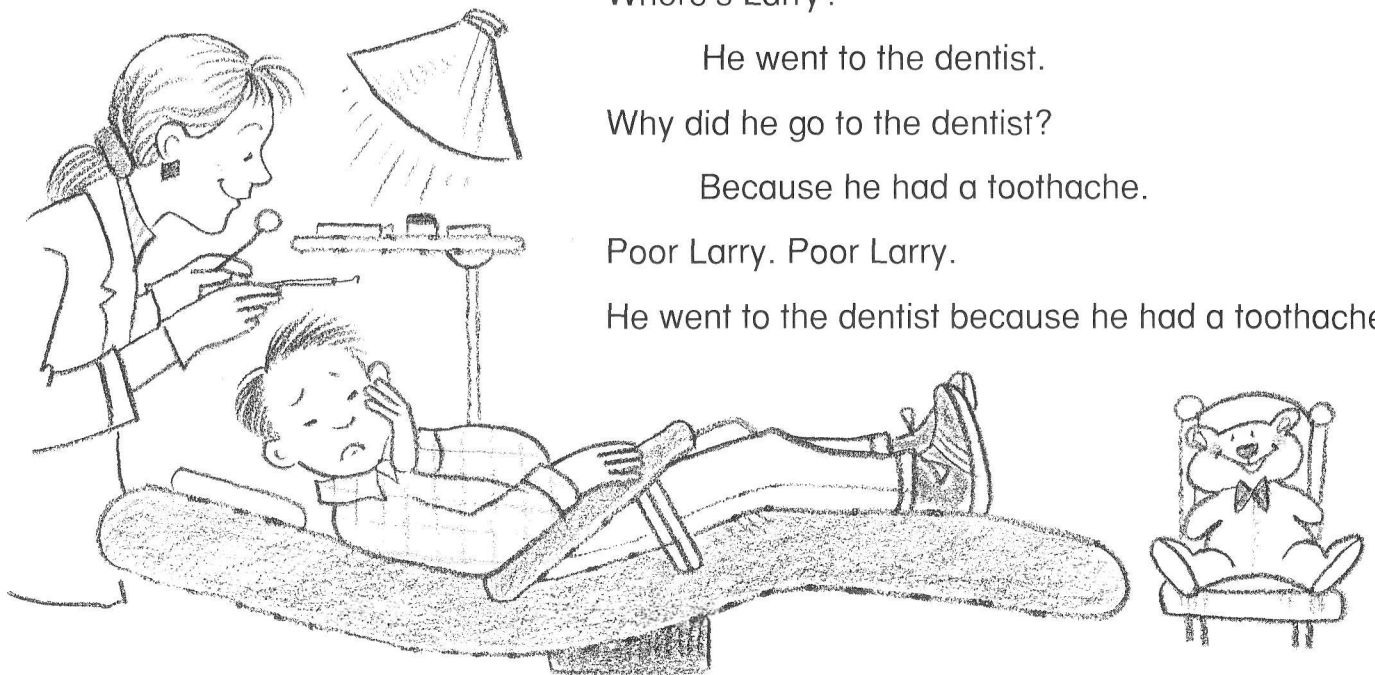
He went to the dentist.

Why did he go to the dentist?

Because he had a toothache.

Poor Larry. Poor Larry.

He went to the dentist because he had a toothache.



Create new verses using names of students in the class with new illnesses.

Does Your Brother Have a Cold?

Does your brother have a cold?

Yes, he does.

Was he home in bed today?

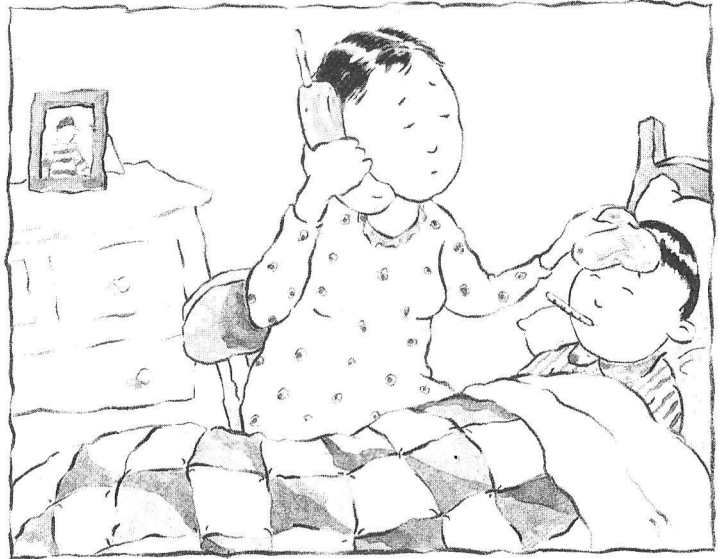
Yes, he was.

Did your mother call the doctor?

Yes, she did.

What's your brother's name?

His name is Sid.



Does your sister have a cough?

Yes, she does.

Was she late for class today?

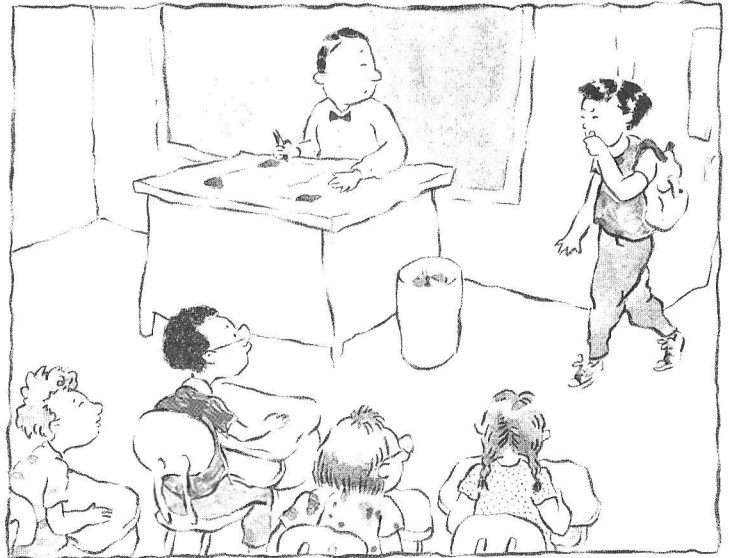
Yes, she was.

Is she always late for class?

Yes, she is.

What's your sister's name?

Her name is Liz.



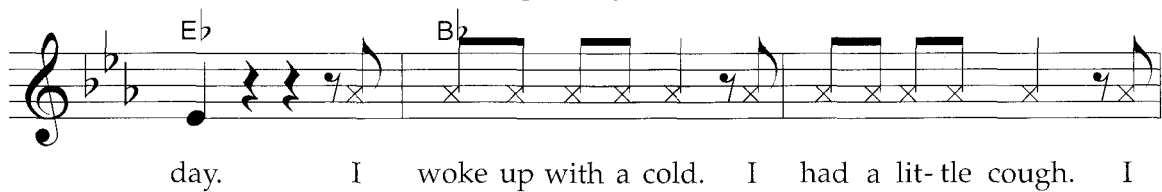
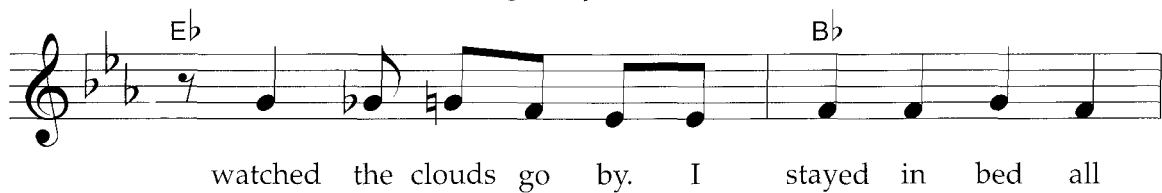
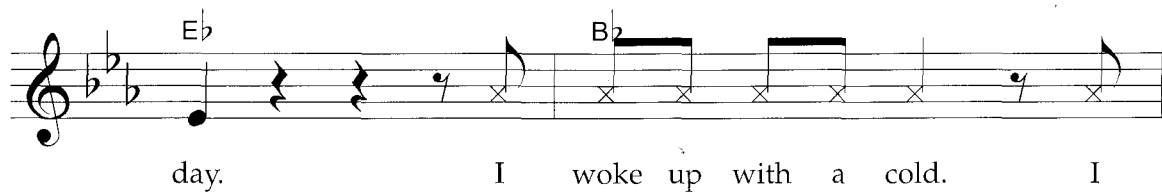
Say the chant again, but have students answer in negative responses
(e.g., *Does your brother have a cold?/No, he doesn't, etc.*).

I Stayed In Bed

(Melody: THE OLD GREY MARE)

The musical score is written on a single treble clef staff in E-flat major (three flats: B-flat, E-flat, A-flat) and common time (C). The melody is simple, using mostly quarter and eighth notes. Chord symbols (E-flat, B-flat, B) are placed above the staff at various points. The lyrics are written below the staff, aligned with the notes. The song consists of 16 measures in total.

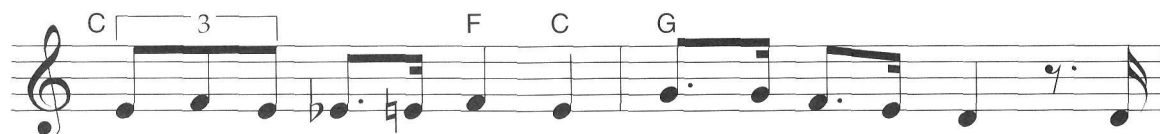
I stayed in bed and read a mag-a-zine,
 read a mag-a-zine, read a mag-a-zine, I stayed in bed and
 read a mag-a-zine, I stayed in bed all day. I
 woke up with a cold. I had a lit-tle cough. I
 did-n't go to school. I took the morn-ing off. I watched T V and
 lis-tened to the ra-di-o, lis-tened to the ra-di-o,
 lis-tened to the ra-di-o, I watched T V and
 list-ened to the ra-di-o, I stayed in bed all



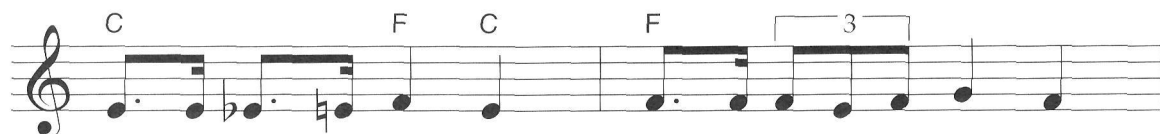
What Did You Do On Sunday?



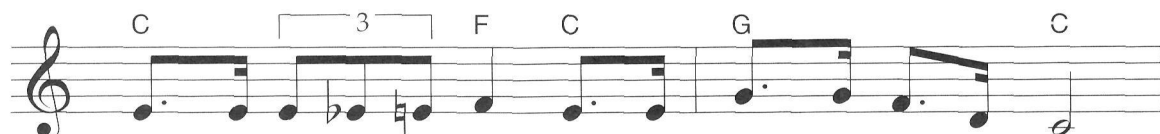
What did you do on Sun-day? What did you do on Mon-day?



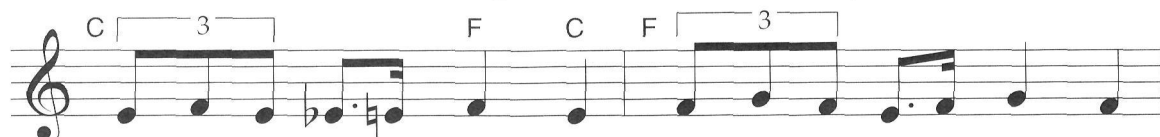
What did you do on Tues-day. Tues-day af-ter-noon? I



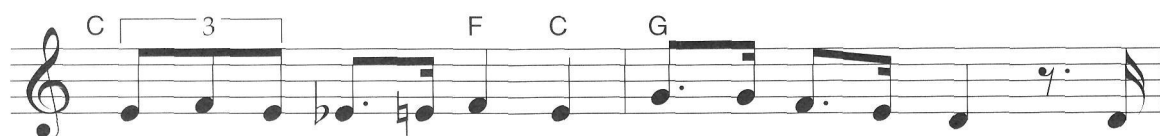
read a book on Sun-day. Wrote a let-ter on Mon-day.



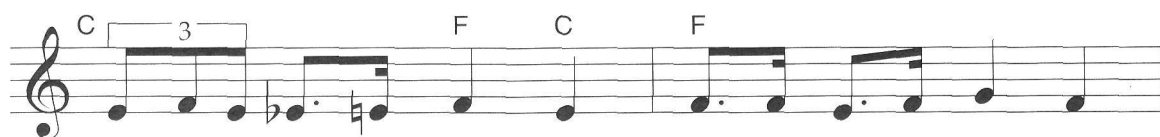
Watched a mo-vie in Eng-lish on Tues-day af-ter-noon.



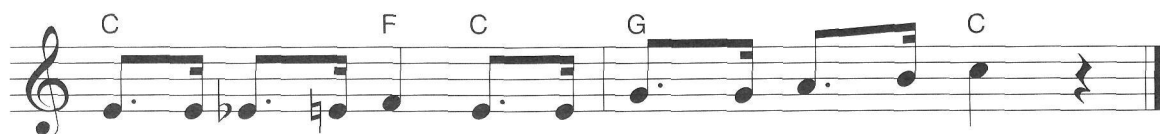
What did you do on Wednes-day? What did you do on Thurs-day?



What did you do on Fri-day. Fri-day af-ter-noon? I



went for a walk on Wednes-day. Rode my bike on Thurs-day.



Told a joke in Eng-lish on Fri-day af-ter-noon.

Guess What?

Guess what?

Guess what?

We did it!

What did you do?

We won!

What did you do?

We won the game.

We won the game.

We won!

Good for you!

What did they do?

They won the game,

They won!

Good for them!

They did it!

They won the game,

They won!



Have students make a new chant using *lost* instead of *won*, and *too bad* instead of *good for you*. Students should say the chant with very sad expression.
Encourage them to overexaggerate.

What's the Score?

Who's winning?

What's the score?

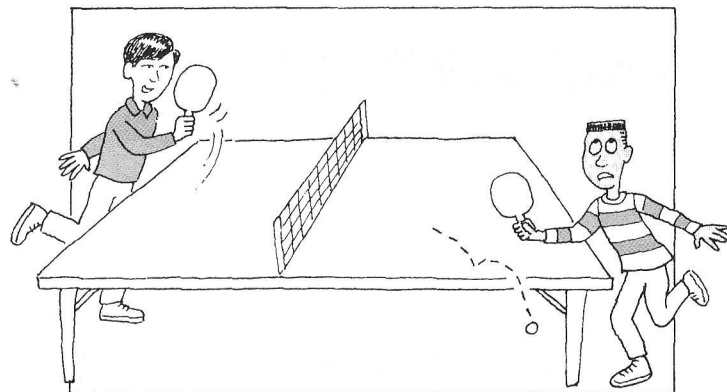
Ted's winning.

Five to four.

What's wrong with Ray?

He was doing OK.

Now he's having a very bad day.



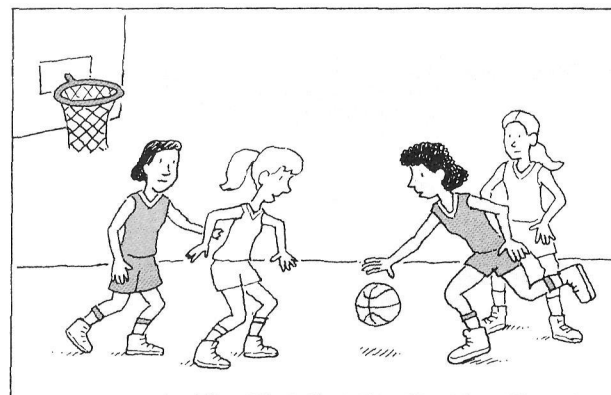
What's the score?

Twelve to ten.

Oh, great! They're winning again!

Look at that! Look at them play!

The girls are having a very good day!



What's the score?

Ten to seven.

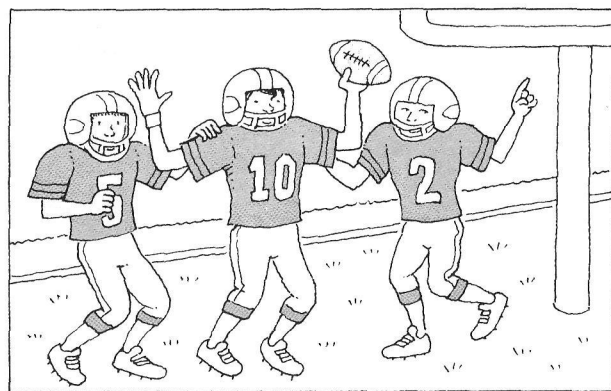
Oh, look! There goes Kevin!

Come on, Kevin!

Look at him run!

We got a touchdown!

Hey, we won!



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

The Window Broke

Uh-oh! ** Uh-oh! **

What's the matter? What happened?

Sue threw the ball.

Paul hit the ball.

The ball hit the window and the window broke!

Uh-oh! ** Uh-oh! **

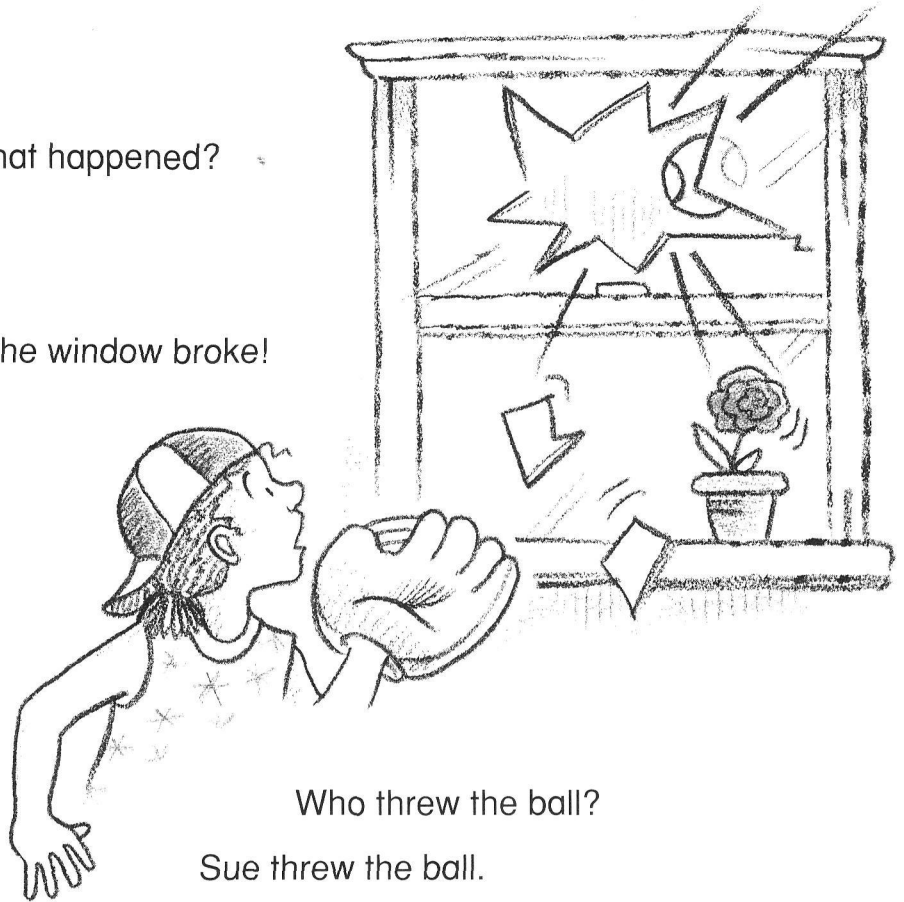
The window broke.

The window broke.

Uh-oh! ** Uh-oh! **

The window broke.

The window broke.



Who threw the ball?

Sue threw the ball.

Who hit the ball?

Paul hit the ball.

Paul hit the ball and the window broke!

Uh-oh! ** Uh-oh! **

The window broke.

The window broke.

Uh-oh! ** Uh-oh! **

The window broke.

The window broke.



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

Over The Bridge, Into The Town

1 Ov - er the bridge, in - to the town,
2 Ov - er the bridge, in - to the town,

she rode her tri - cy - cle, she rode her tri - cy - cle
 he rode his bi - cy - cle, he rode his bi - cy - cle

ov - er the bridge, in - to the town,
 ov - er the bridge, in - to the town,

she rode her tri - cy - cle up up and down and
 he rode his bi - cy - cle up up and down and

3 Ov - er the bridge, in - to the town, they rode their mo - tor-bikes,

they rode their mo - tor-bikes ov - er the bridge,

in - to the town, they rode their mo - tor-bikes up and down.

The Jogging Chant

Jogging, jogging, up and down.

Up and down and all around.

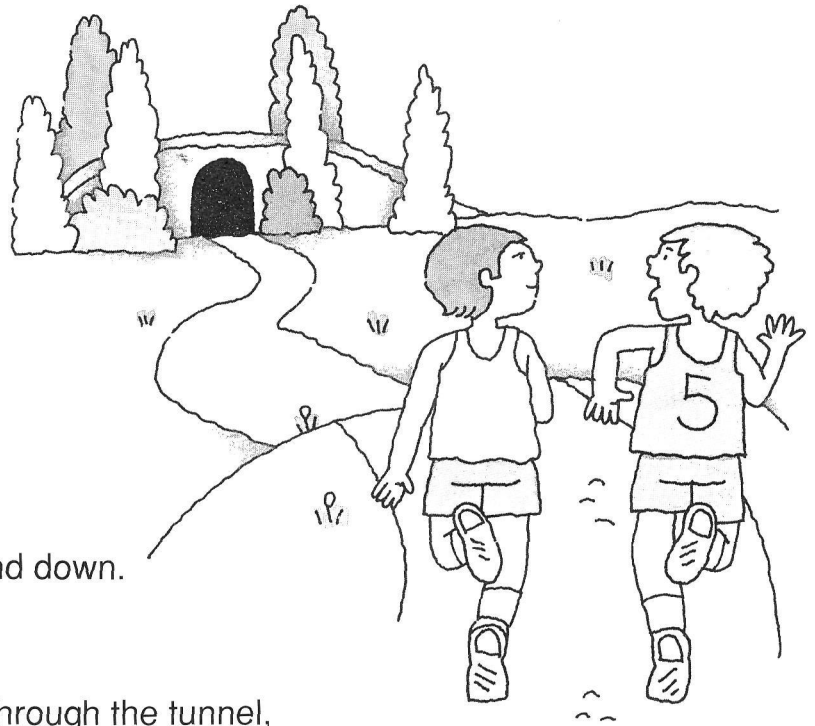
Jogging, jogging, up and down.

Up and down and all around.

Under the bridge,

Into the town,

Jogging, jogging, up and down.



Through the tunnel,

Down the hill,

There goes Bob, there goes Bill.



Out of the woods,

Into the street,

Here comes Patty, here comes Pete.

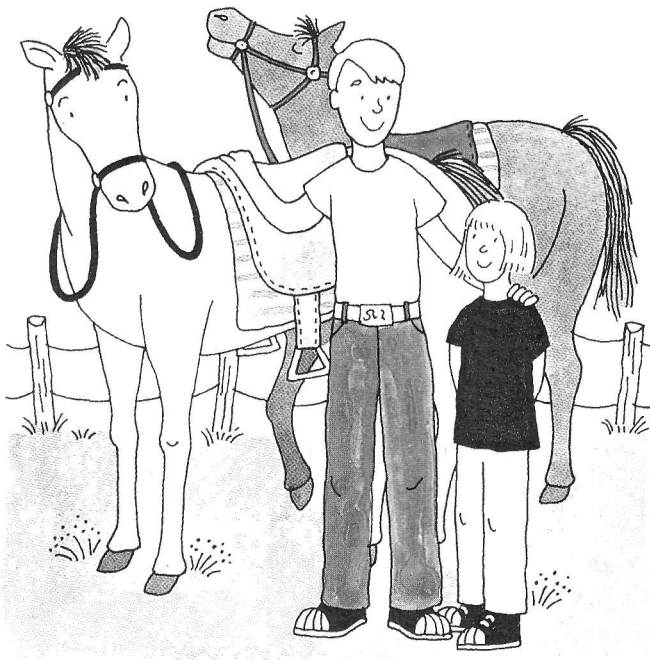
Jogging up, jogging down.

Jogging, jogging all around.

Make new verses using other verbs (e.g., running, riding, walking, etc.).
Also, use the names of students in the class.

Come On, Let's Go!

Come on, let's go!
 Let's go swimming.
 Let's go swimming now.
 Oh, no, I can't go swimming.
 Why?
 I don't know how.
 Don't worry, I can help you.
 I can teach you how.
 Come on, let's go!
 Let's go swimming.
 Let's go swimming now.



Come on, let's go!
 Let's go riding.
 Let's go riding now.
 Oh, no, I can't go riding.
 Why?
 I don't know how.
 Don't worry, I can help you.
 I can teach you how.
 Come on, let's go!
 Let's go riding.
 Let's go riding now.

Create new verses using other verb phrases.

My Brother Doesn't Like to Sing

My brother doesn't like to sing.
He doesn't like to dance.
He doesn't like to clean his room
Or put away his pants.
He doesn't like to study.
He hates to read and write.
He loves to stay at home and play
Computer games all night.



Have students identify all the activities in the chant. Assign each one to a student. Have students stand up and say their assigned activity when it appears in the chant.

Do You Like To Go Camping?

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 consists of eighth and quarter notes, with some rests. Chords are indicated by letters above the staff: F7, Bb, F7, Bb, Eb, Bb, F, C7, F, F7, Bb, F7, and Bb. The lyrics are written below the staff, aligned with the notes. There are three triplet markings (indicated by a '3' over a bracket) on the notes for 'vol - ley - ball?' and 'vol - ley - ball.'.

Do you like to go camp - ing?

Yes I do. I love to go

camp - ing. I do, too.

Do you like to go hik - ing? Oh yes I do.

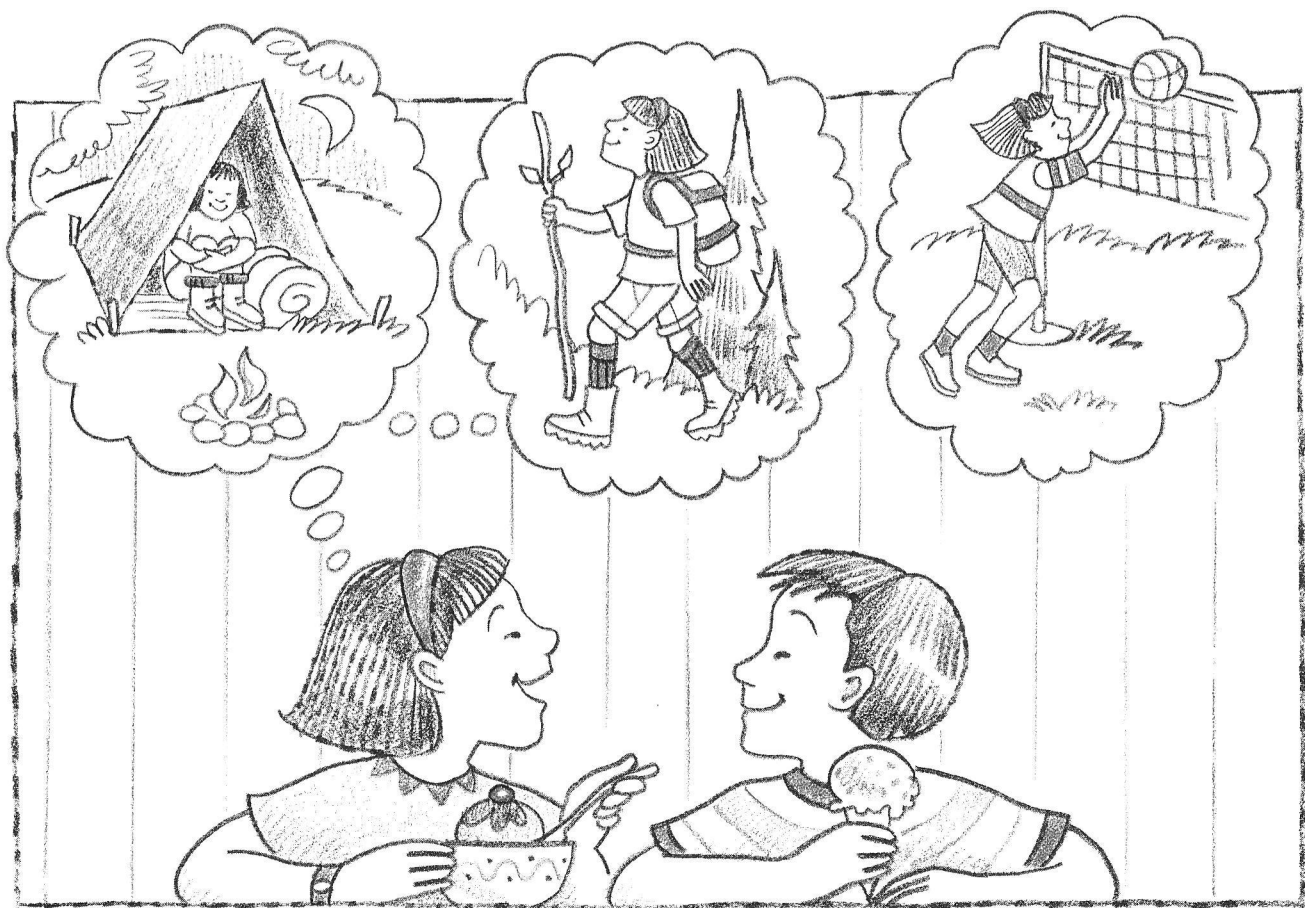
I love to go hik - ing.

I do, too. Do you like to play

vol - ley - ball? Yes, I do.

I love to play vol - ley - ball. I do,

too. I love to go camp-ing, hik-ing,
 play vol-ley-ball, too! I love to go
 camp-ing. I do, too.



Can You Go for a Walk?



Can you go for a walk?

No, I can't.

Not right now.

No, I can't.

Do you have to stay home?

Yes, I do.

I have to stay home.

I can't go with you.

Do you have to clean your room?

Yes, I do.

I have to clean my room
and the kitchen, too.

Do you have to wash the dishes?

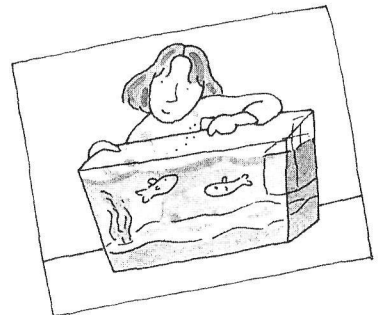
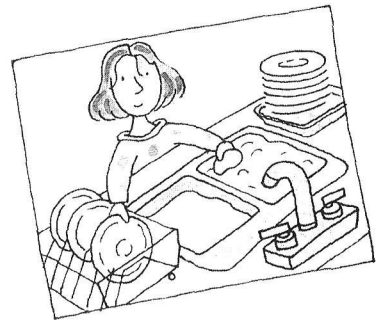
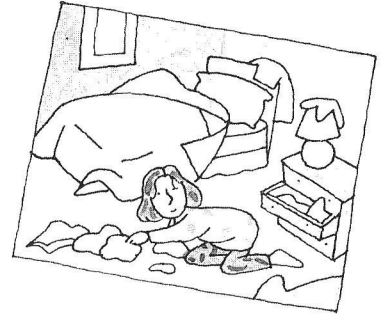
Yes, I do.

I have to wash the dishes
and dry them, too.

Do you have to feed the dog?

Yes, I do.

I have to feed the dog
and the goldfish, too.



Have students work in pairs to create new verses using other activities.
Pairs perform their variations for the rest of the class.

Knives and Forks and Spoons



Knives and forks and spoons.

Knives and forks and spoons.

First you have to set the table.

Knives and forks and spoons.

Then it's time to eat your dinner.

Knives and forks and spoons.

Then you have to clear the table.

Knives and forks and spoons.

Then you have to wash the dishes.

Knives and forks and spoons.

Set the table.

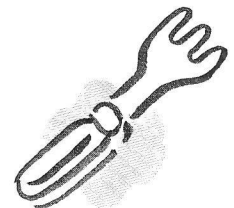
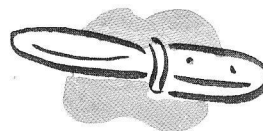
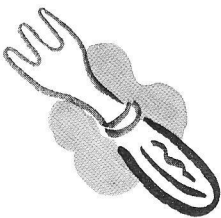
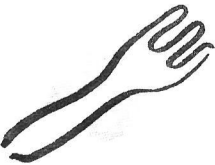
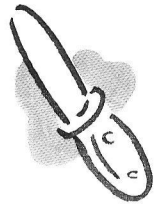
Eat your dinner.

Clear the table.

Wash the dishes.

Knives and forks and spoons.

Knives and forks and spoons.



Divide the class into four groups. Assign each group one of the phrases used in the chant (*set the table*, *eat your dinner*, *clear the table*, and *wash the dishes*).

Groups stand and say their phrase whenever it appears in the chant.

What Do You Want to Do?

What do you want to do?

What do you want to be?

I want to be an astronaut.

An astronaut? Not me!

I don't want to be an astronaut.

Oh, no. Not me, not me!



What do you want to do?

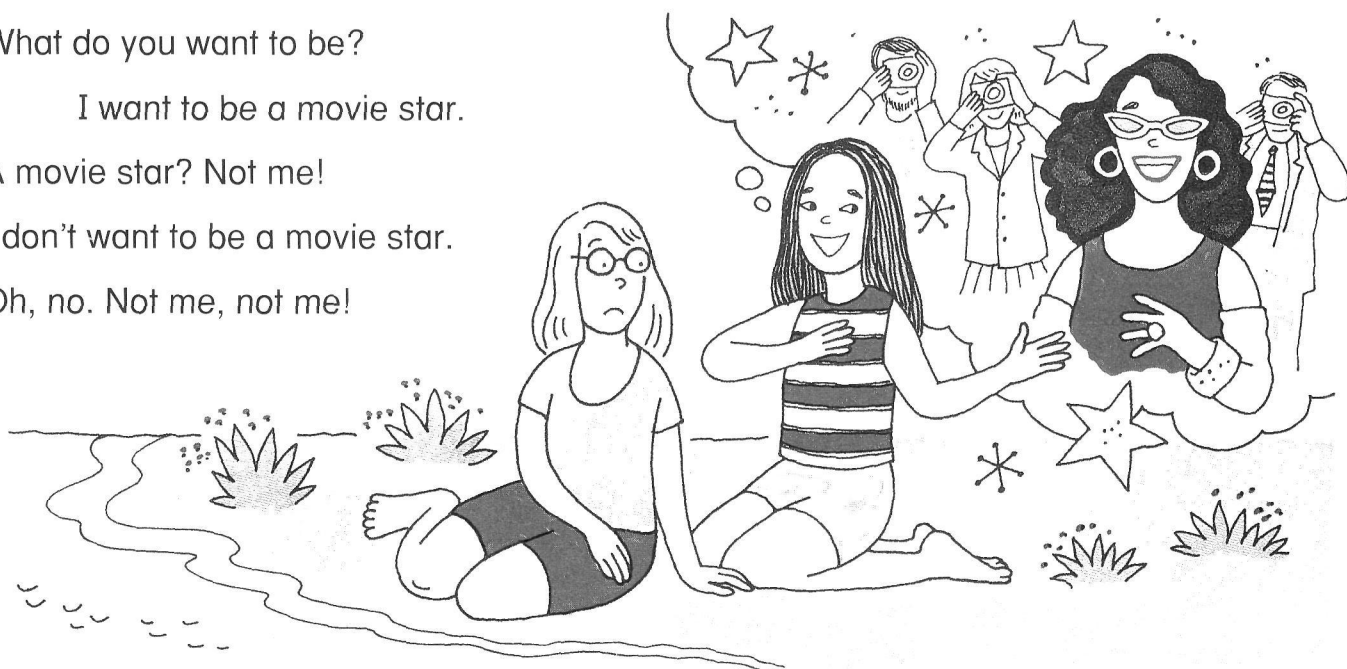
What do you want to be?

I want to be a movie star.

A movie star? Not me!

I don't want to be a movie star.

Oh, no. Not me, not me!



Make new verses using other occupations.

I Want to Buy a House

I want to buy a house, a beautiful house.

I want to *build* a house. * *

I want to read a book, a wonderful book.

I want to *write* a book. * *

I want to buy a boat, a beautiful boat.

I want to *build* a boat. * *

I want to build a boat, a beautiful boat

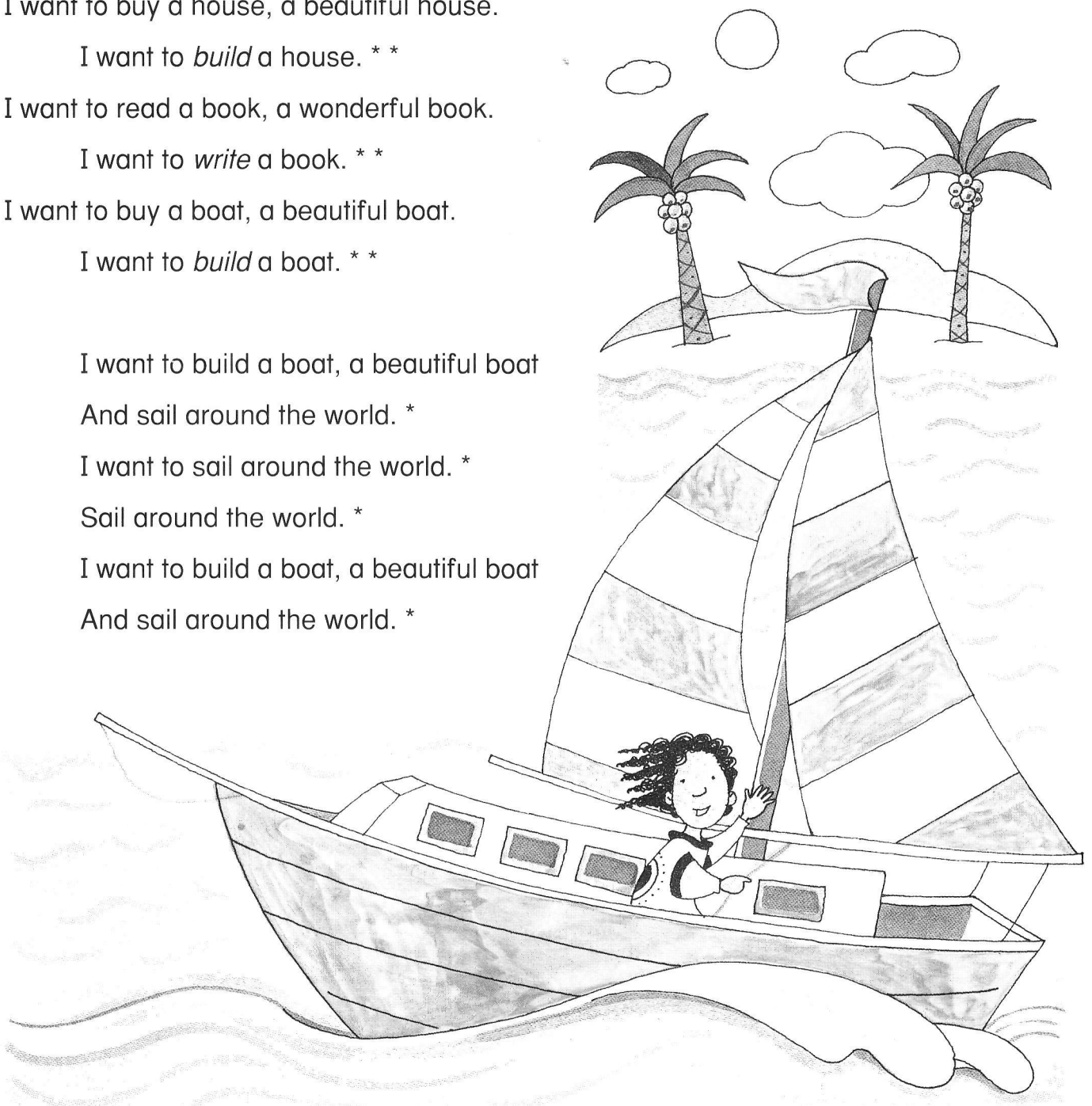
And sail around the world. *

I want to sail around the world. *

Sail around the world. *

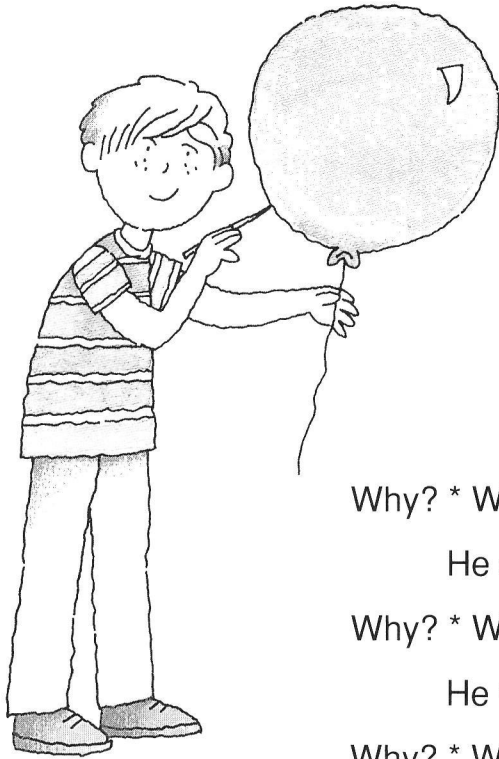
I want to build a boat, a beautiful boat

And sail around the world. *



Have students say the chant using *he* or *she*. For this new version,
be sure students clearly pronounce the -s in *wants*.

Why Did He Do It?



Why? * Why? * Why did he do it?

He did it * * because he wanted to.

Why? * Why? * Why did he wear it?

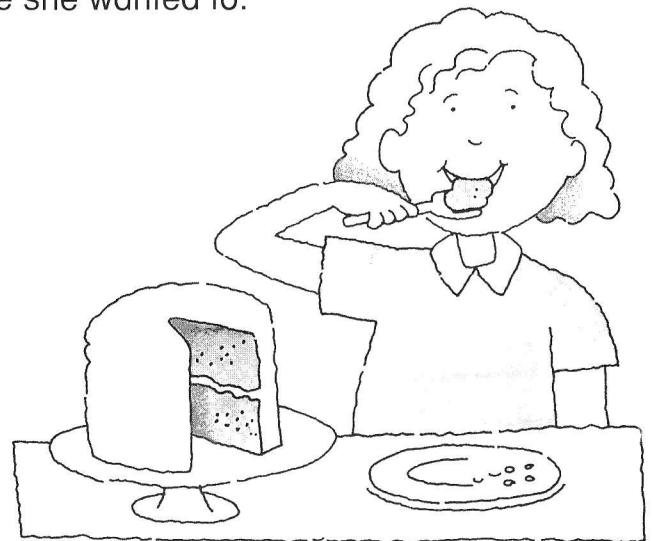
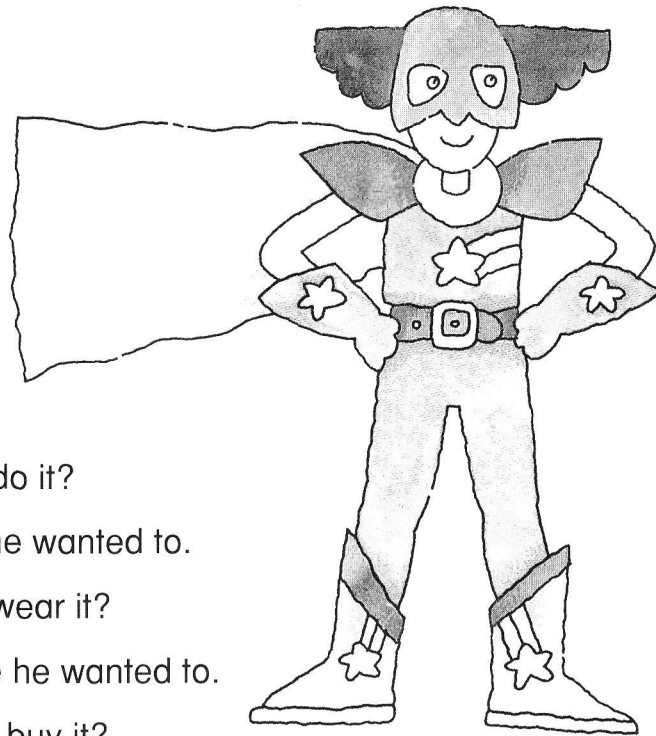
He wore it * * because he wanted to.

Why? * Why? * Why did she buy it?

She bought it * * because she wanted to.

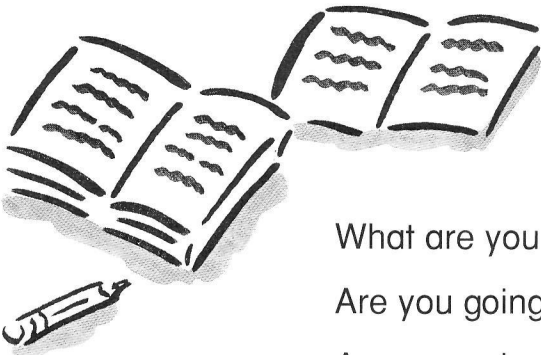
Why? * Why? * Why did she eat it?

She ate it * * because she wanted to.



Make new verses using different verbs.

What Are You Going to Do After School Today?



What are you going to do after school today?

Are you going to play tennis with Gus? * *

Are you going to do your homework with Sue today?

Or are you going to eat pizza with us? * *



I'm not going to play after school today.

I'm not going to study with Sue. * *

I'm not going to do my homework today.

I'm going to eat pizza with you! * *



What are you going to do after school today?

Are you going to go swimming with Jill? * *

Are you going to go shopping with your brother Lou?

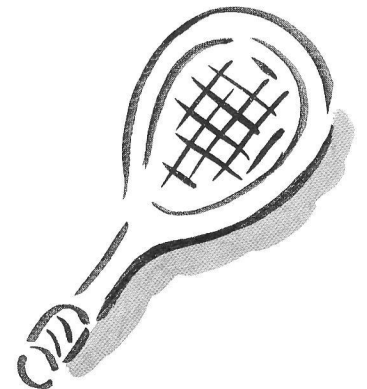
Are you going to go jogging with Bill? * *

I'm not going to swim with Jill today.

I'm not going to shop with Lou. * *

I'm not going to jog with Bill today.

I'm going to eat pizza with you! * *



Make new verses using other verb phrases.

Is He Going to Go?

Is he going to go

Or is he going to stay?

Is he going to work

Or is he going to play?

Is she going to walk her bike

Or is she going to ride it?

Is she going to take her purse

Or is she going to hide it?

Are they going to laugh

Or are they going to cry?

Are they going to take the train

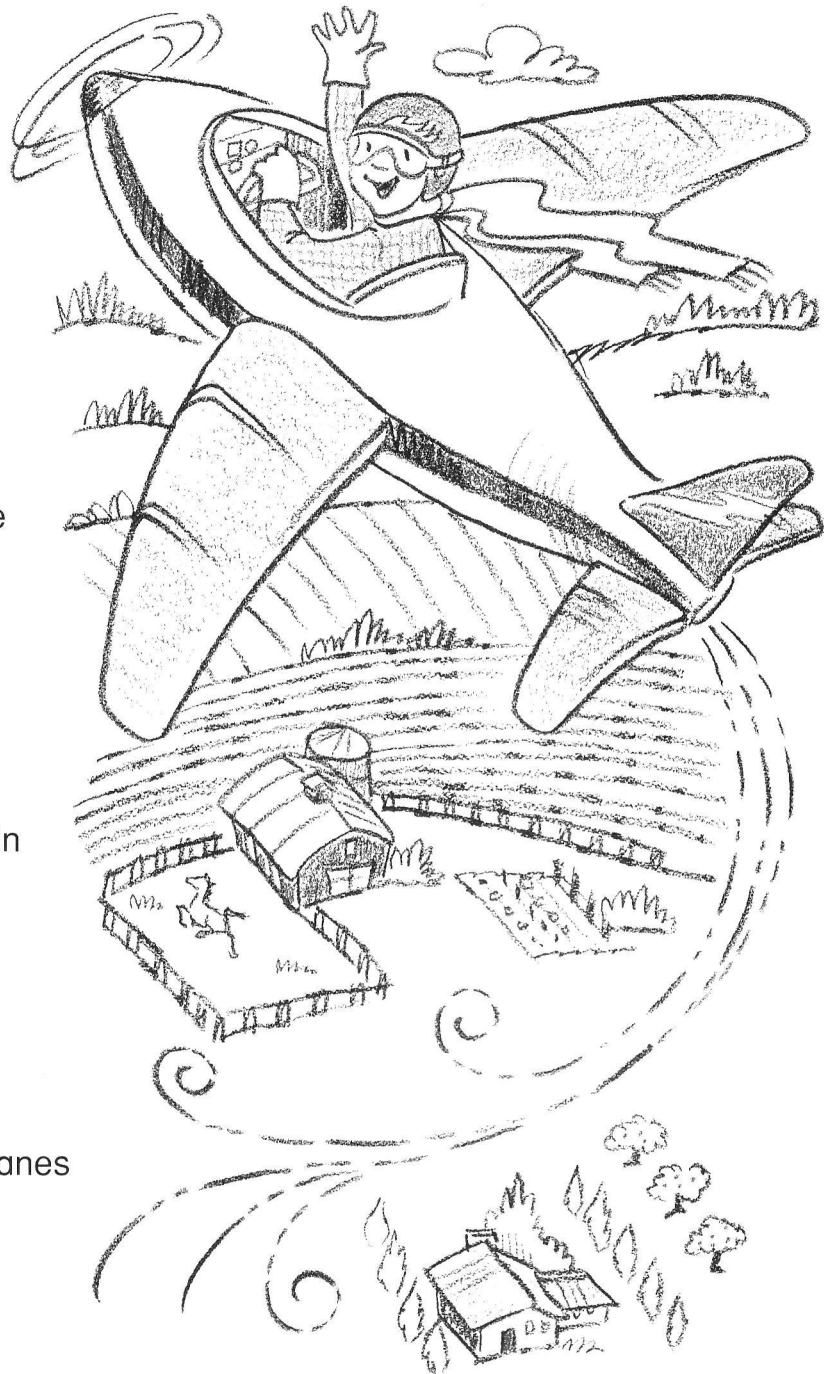
Or are they going to fly?

Are you going to rent a bike

Or are you going to buy one?

Are you going to watch the planes

Or are you going to fly one?



Teach students how to contract *going to* so that it sounds like *gonna*. Explain that this is natural-sounding English. Have students practice the chant both ways, first with *going to*, and then with *gonna*.

LET'S CHANT LET'S SING

Carolyn Graham

Let's Chant, Let's Sing 4 is a collection of chants and songs written by Carolyn Graham for students beginning their study of English.

The material follows the syllabus of *Let's Go Student Book 4*, but can be used independently. Included are several new songs in addition to the songs from *Let's Go Student Book 4*. Melody lines are provided for all of the songs, and suggestions for extension activities appear on most pages.

An accompanying Cassette and Compact Disc contains all of the chants and songs in *Let's Chant, Let's Sing 4* 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 Student Book, interleaved Teacher's Book with midterm and final tests, Workbook, and Cassette. Student Cards and Teacher Cards are also available.

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