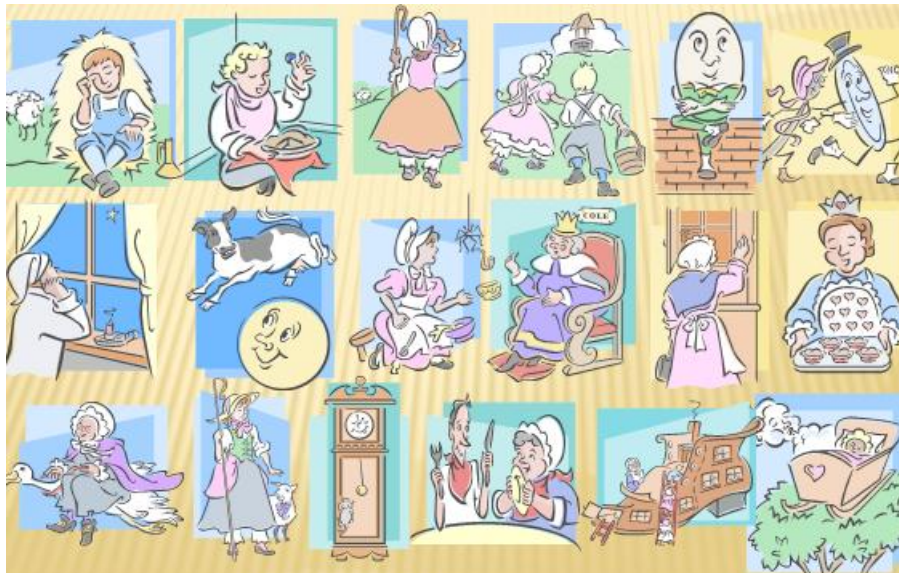


Institut Pendidikan Guru Kampus Dato' Razali Ismail

Manual for Using Traditional Songs in Teaching ESL

Part of a series about using music and rhythm in ESL



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Introduction

This workshop was part of a short series of workshops delivered to the English department at IPGKDRI in early 2011.

Objectives

Participants explored ways to use popular music and songs in the ESL classroom.

Materials

A good sound system is needed to play the songs.

Participants need copies of worksheets and song lyrics.

PowerPoint presentation for this session.

Procedures

Slide 1



Slide 2



Many traditional songs are used for teaching little kids, but that doesn't mean we can't "jazz them up" a bit and use them for older students too.

Slide 3



Hopefully this workshop will give you lots of ideas – maybe some songs you don't know, or just ideas for adapting songs you already know.

Slide 4



Music especially for children commonly has a different, simpler form.

Slide 5




The “Playground Tune”, which children seem to automatically use for chants they make up, can be used for rhymes you make up as well.

Slide 6

IT'S RAINING, IT'S POURING ...
[tune: the playground tune]

It's raining, it's pouring
The old man is snoring
He went to bed
And bumped his head
And couldn't get up
In the morning



“It’s raining, it’s pouring” is one well-known kids song that uses the playground tune.

Slide 7

Rain, rain go away

Rain, rain, go away,
Come again another day,
Little Johnny wants to play.

Rain, rain, go to Spain,
Never show your face again.



“Rain, Rain, go away ...” is another song about rain that uses the playground tune.

Slide 8



Echo songs are great, because the children don’t have to read or learn the words, only copy.

“I met a bear” is a fun echo song with several variations as well.

Slide 9


Leader, then echo, then unison ...

Leader: Group, echoing:
The other day (The other day)
I met a bear (I met a bear)
A way up there (A way up there)
A great big bear (A great big bear)

Everyone:
The other day I met a bear
A great big bear a way up there
[Continue this pattern throughout the song.]

He looked at me
I looked at him
He sized up me
I sized up him

He said to me
Why don't you run
I see you don't
Have any gun



First the leader sings and everyone echoes, and then everyone sings the same lines together.

Slide 10

I met a bear (cont ...)

*[I said to him
That's a good idea
So come on feet
Let's get out of here]*

And so I ran
Away from there
And right behind
Me was that bear

Ahead of me
I saw a tree
A great big tree
Oh, Golly Gee!

The lowest branch
Wasted feet up
I had to jump
And trust my luck

And so I jumped
Into the air
And missed that branch
A way up there

Now don't you fret
And don't you frown
I caught that branch
On the way back down

That's all there is
There is no more
Until I meet
That bear once more

The end, the end. The end, the end
The end, the end. The end, the end
... This time it really is the end.



It's quite a long song, but that doesn't matter, it just lengthens the fun. Children enjoy doing something when they are confident that they know how to do it.

Slide 11


SYLLABLE AND STRESS PATTERN:

The	oth-	-er	day
I	met	a	bear
A	great	big	bear
A	way	up	there

Look at the stress pattern of the Bear song.

Slide 12

Can you put words to the pattern?



Using the stress pattern, it's easy to make up our own words.

Slide
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Can you put words to the pattern?

My	fav' -	rite	food
Is	fish	and	rice
When	my	mum	cooks
It	tastes	so	nice.

Here are some simple words, quickly made up, and with a little rhyme added.

Slide
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Another Version

The littlest worm I ever saw
Got stuck inside My soda straw


He said to me Don't take a sip
For if you do I'll surely slip

I took a sip And he went down
All through my pipes He must have drowned

He was my pal He was my friend
And now he's gone And that's the end

The moral of (Repeat) This little tale (Repeat)
Is If you see a worm (Repeat) Just don't inhale (Repeat)

(Repeat everything shouting:) **Just Don't Inhale!**



Here is another echo song that uses exactly the same tune.

Slide
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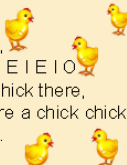
Well-known, easy tune, lots of possibilities for variation ...

Old MacDonald

Old MacDonald had a farm, E I E I O,
And on his farm he had some chicks, E I E I O.
With a chick chick here and a chick chick there,
Here a chick, there a chick, ev'rywhere a chick chick.
Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,
And on his farm he had a cow, E I E I O.
With a moo moo here and a moo moo there,
Here a moo, there a moo, ev'rywhere a moo moo.
Old MacDonald had a farm, E I E I O.

...



Everyone knows the song of Old MacDonald. Just by itself it is a great song ... but there are also lots of ways to vary it and use it.

Slide
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Well-known, easy tune, lots of possibilities for variation ...


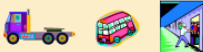

Old MacDonald

Create songs for vocabulary practice within a theme:

In the shop they have some ...
drinks / toys / books / ...

In the street I saw a ...
bus / car / truck ...

On my desk I have some ...

Using the same tune, look for other groups of vocabulary words to practise and learn.

Slide
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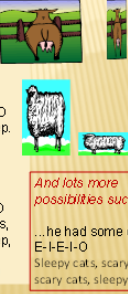
VARIATION – PRACTICE ADJECTIVE OPPOSITES ETC

Old MacDonald had a farm E-I-E-I-O
And on that farm he had some cows E-I-E-I-O
Fat cow, thin cow, thin cow, fat cow.
Old MacDonald had a farm E-I-E-I-O

Old MacDonald had a farm E-I-E-I-O
And on that farm he had some sheep E-I-E-I-O
Tall sheep, short sheep, short sheep, tall sheep.
Fat cow, thin cow, thin cow, fat cow.
Old MacDonald had a farm E-I-E-I-O

Old MacDonald had a farm E-I-E-I-O
And on that farm he had some ducks E-I-E-I-O
Big ducks, small ducks, small ducks, big ducks.
Tall sheep, short sheep, short sheep, tall sheep.
Fat cow, thin cow, thin cow, fat cow.
Old MacDonald had a farm E-I-E-I-O

And lots more possibilities such as:
...he had some cats E-I-E-I-O
Sleepy cats, scary cats,
scary cats, sleepy cats...



Here is a fun variation that uses the song to practise adjective opposites.

Slide
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Getting the Beat right

Marching Beat: **1.2.1.2**

Waltz Beat: **1.2.3.1.2.3**

Rock Beat: **1.2.3.4.1.2.3.4**

Compound Time: **1.2.3.4.5.6.1.2.3.4.5.6**



When using songs to create other songs, it's good to understand at least a little about beat.


The waltz beat is the only one that we need to be especially aware of. All the others can be marched to.

Slide
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A FOUR-BEAT RHYTHM:

- First beat is always the strongest.
- A song often starts on the (weak) upbeat before the first beat.
- We say 'and' to count the half beats,

✗ (and) **One** (and) Two (and) Three (and) Four



And then it's good to use the beat to add actions and percussion to increase both fun and learning.

Slide
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IN YOUR GROUP – MAKE SOME RHYTHM:

Instruments you could use:

Clap your hands Stamp your feet

Use your mouth Tap some chopsticks


Slap a book



Let's try making some simple rhythms in our workshop groups and share them with everyone else.

Slide
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TAKE A COUPLE OF MINUTES ...



...and work out a rhythm.

Work with your group.

Slide
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CLAPPING GAMES



A clapping pattern could be:

Pat, Pat, Clap, Clap


Right hand, clap,

Left hand, clap

Kids love clapping games, and the actions, patterning and sense of rhythm is very good for their learning.

Slide
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TAKE A COUPLE OF MINUTES ...



...and try one with a partner.

Try out a clapping pattern with a partner. Share.

Slide
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A WALTZ RHYTHM



Stamp

1



Clap

2



Clap

3

This rhythm has a very different feel.

The waltz rhythm is very different, and we need to be aware when a song has this type of rhythm.

Slide
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Two part song, very long, repetitive ...

Boys: There's a hole in my bucket, dear Liza, dear Liza.
There's a hole in my bucket, dear Liza, a hole.

Girls: Then fix it, dear Henry, dear Henry, dear Henry.
Then fix it, dear Henry, dear Henry, fix it.

Boys: With what shall I fix it, dear Liza, dear Liza?
With what shall I fix it, dear Liza, dear Liza?

Girls: With a straw, dear Henry, dear Henry, dear Henry.
With a straw, dear Henry, dear Henry, a straw.

Boys: But the straw is too long, dear Liza, dear Liza, dear Liza.
But the straw is too long, dear Liza, too long.



[This song is in Waltz time] Continued ...

Here is a long, repetitive song that has a waltz rhythm. Although it's long, it's very easy to learn to sing.

Slide
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With a twist ... making it a circular song.

Girls: Then cut it, dear Henry, dear Henry, ...

Boys: With what shall I cut it, dear Liza, ...

Girls: With an axe, dear Henry, ...

Boys: But the axe is too blunt, dear Liza, ...

Girls: Then sharpen it, dear Henry, ...

Boys: With what shall I sharpen it, dear Liza, ...

Girls: With a stone, dear Henry, ...

Boys: But the stone is too dry, dear Liza, ...

Girls: Then wet it, dear Henry, ...

Boys: With what shall I wet it dear Liza, ...

Girls: With water, dear Henry, ...

Boys: In what shall I fetch it, dear Liza, ...

Girls: In a bucket, dear Henry, ...

Boys: But there's a HOLE in my bucket, dear Liza, dear Liza!
There's a hole in my bucket, dear Liza, dear Liza, a hole!

When you get to the end of the song you can just keep on going because it is circular.

Slide
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A cumulative song:

I knew an old lady who swallowed a fly
I don't know why she swallowed the fly
Perhaps she'll die

I knew an old lady who swallowed a spider
That wiggled and jiggled and tickled inside her
She swallowed a spider to catch the Fly
I don't know why she swallowed the fly
Perhaps she'll die

...

How absurd, to swallow a bird!
She swallowed a bird to catch the spider ...





[This song is in compound time] Continued ...

With this song each verse gets longer and longer, but children enjoy trying to remember the previous line as they add the new one.

Slide
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... Imagine that, she swallowed a cat! ...

... What a hog, to swallow a dog! ...

... She opened her throat and swallowed the goat! ...

... I don't know how she swallowed the cow! ...

I knew an old lady who swallowed a horse.
She's dead of course!

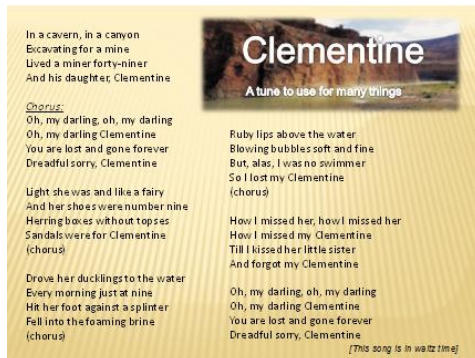






Until you reach the final, short line.

Slide
29



Clementine
A tune to use for many things

In a cavern, in a canyon
Excavating for a mine
Lived a miner forty-niner
And his daughter, Clementine

Chorus:
Oh, my darling, oh, my darling
Oh, my darling Clementine
You are lost and gone forever
Dreadful sorry, Clementine

Light she was and like a fairy
And her shoes were number nine
Herring bones without top ses
Sandals were for Clementine
(chorus)

Drove her ducklings to the water
Every morning just at nine
Hit her foot against a splinter
Fell into the foaming brine
(chorus)

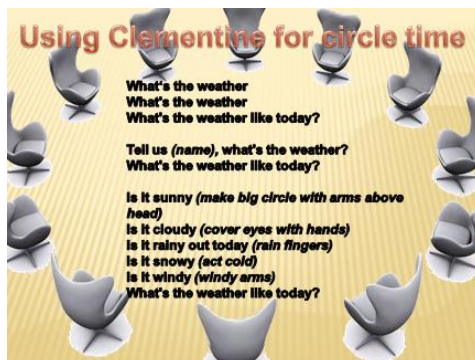
Puby lips above the water
Blowing bubbles soft and fine
But, alas, I was no swimmer
So I lost my Clementine
(chorus)

How I missed her, how I missed her
How I missed my Clementine
Till I kissed her little sister
And forgot my Clementine

Oh, my darling, oh, my darling
Oh, my darling Clementine
You are lost and gone forever
Dreadful sorry, Clementine
(This song is in waltz time)

Clementine is a song with a well-known tune, and not so well-known words. The words are not really suitable for children, but the tune is great for putting other words to.

Slide
30



Using Clementine for circle time

What's the weather
What's the weather
What's the weather like today?

Tell us (name), what's the weather?
What's the weather like today?

Is it sunny (make big circle with arms above head)
Is it cloudy (cover eyes with hands)
Is it rainy out today (rain fingers)
Is it snowy (act cold)
Is it windy (windy arms)
What's the weather like today?

Here is a little song to use during 'Circle Time', which uses the Clementine tune.

Slide
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Circular song: - Found a Peanut

Found a peanut, found a peanut,
Found a peanut just now,
Just now I found a peanut,
Found a peanut just now.

Cracked it open, cracked it open, ...

It was rotten, it was rotten, ...

Ate it anyway, ate it anyway, ...

Got a stomachache, got a stomachache, ...

Called the doctor, called the doctor, ...

Penicillin, Penicillin, ...

Operation, operation, ...

Died anyway, died anyway, ...

Went to heaven, went to heaven, ...

Wouldn't take me, wouldn't take me, ...

Went the other way, went the other way, ...

Didn't want me, didn't want me, ...

Was a dream, was a dream, ...

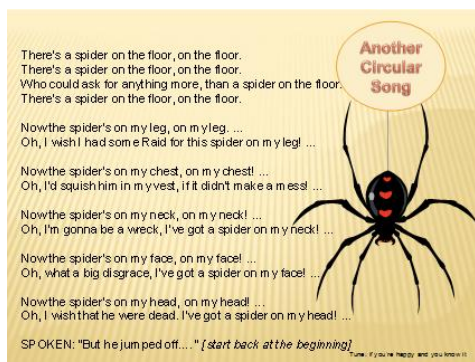
Then I woke up, then I woke up, ...

Found a peanut, found a peanut, ...

Tune: Clementine

Here is a long repetitive circular song that uses the Clementine tune.

Slide
32



Another Circular Song

There's a spider on the floor, on the floor.
There's a spider on the floor, on the floor.
Who could ask for anything more, than a spider on the floor.
There's a spider on the floor, on the floor.

Now the spider's on my leg, on my leg, ...
Oh, I wish I had some Raid for this spider on my leg! ...

Now the spider's on my chest, on my chest! ...
Oh, I'd squish him in my vest, if it didn't make a mess! ...

Now the spider's on my neck, on my neck! ...
Oh, I'm gonna be a wreck, I've got a spider on my neck! ...

Now the spider's on my face, on my face! ...
Oh, what a big disgrace, I've got a spider on my face! ...

Now the spider's on my head, on my head! ...
Oh, I wish that he were dead. I've got a spider on my head! ...

SPOKEN: "But he jumped off..." [start back at the beginning]

Tune: If you're happy and you know it

"If you're happy and you know it ..." is a good little song that has a tune for many other uses too, such as this song.

Slide
33

Story Song

Frog went a courtin' and he did ride, uh-huh
Frog went a courtin' and he did ride
With a sword and a pistol by his side, uh-huh uh-huh.

He rode right up to Miss Mousie's door, uh-huh ... (repeat)
Gave three loud raps, and a very big roar, uh-huh uh-huh.

He said, "Miss Mouse, will you marry me? uh-huh ...
And on so happy we will be, uh-huh uh-huh.

"Not without Uncle Rat's consent", uh-huh ...
"Would I marry the President," uh-huh uh-huh.

Uncle Rat, he went downtown, uh-huh ...
To buy his niece a wedding gown, uh-huh uh-huh.


Where shall the wedding supper be? uh-huh...
Way down yonder in the hollow tree, uh-huh uh-huh.

The first to come in was a bumble bee, uh-huh ...
With a big bass fiddle on his knee, uh-huh uh-huh.

Next to come in was the big black snake, uh-huh ...
He gobbled down the wedding cake, uh-huh uh-huh.

Little bit of biscuit on the shelf, uh-huh ...
If you want anymore you can sing it yourself, uh-huh uh-huh.

[Rock beat music]



Some songs tell a story, like this long, repetitive
(and therefore easy to join in with) song.

Slide
34


A TUNE FOR MANY OCCASIONS:
Twinkle Twinkle Little Star

Twinkle, twinkle, little star.
How I wonder what you are!

Up above the world so high
Like a diamond in the sky.

Twinkle, twinkle, little star.
How I wonder what you are!

[March beat]



Everyone knows Mozart's little tune. "Twinkle,
Twinkle" is just one possible set of words.

Slide
35

**Australian Style
Twinkle**

Twinkle, Twinkle Vegemite,
on a sandwich brown or white,
Spread it thick on buttered toast.
That's the way I like it most.
Twinkle, Twinkle vegemite,
I'm okay and you're alright



Here is a version that Australian children love.

Slide
36

Another Twinkle


Twinkle, Twinkle Little Star
Daddy bought a motor car.
Push the button, pull the choke.
Off We go in a cloud of smoke.
Twinkle, Twinkle Little Star.
Daddy bought a motor car.



Here is a version about an old car.

Slide
37


Do Your Ears Hang Low?



Do your ears hang low? Do they wobble to and fro? Can you tie them in a knot? Can you tie them in a bow? Can you throw them over your shoulder like a continental soldier? Do your ears hang low?	Do your ears hang wide? Do they flap from side to side? Do they wave in the breeze From the slightest little sneeze? Can you soar above the nation with a feeling of elation? Do your ears hang wide?
Do your ears hang high? Do they reach up to the sky? Do they droop when they're wet? Do they stiffen when they're dry? Can you semaphore your neighbour with a minimum of labour? Do your ears hang high?	Do your ears fall off? When you give a great big cough? Do they lie there on the ground? Or bounce up at every sound? Can you stick them in your pocket just like little Davy Crockett? Do your ears fall off?

This is an old scout song that can be a lot of fun with actions and a simple tune.

Slide
38



Rheumatism, Rheumatism,
How it pains, How it pains,
Up and down my system,
Up and down my system,
When it rains, When it rains.

Frère Jacques, Frère Jacques, Dormez vous? Dormez vous? Sonnez les matines, Sonnez les matines, Din, din, don! Din, din, don!	Are you sleeping, Are you sleeping? Brother John? Brother John? Morning bells are ringing, Morning bells are ringing, Ding ding dong, Ding ding dong.
--	--

This well-known French song has many English versions, and can be sung as a round. Singing a round is good practice for children's listening and concentration as well as their sense of timing.

Slide
39

She'll be Coming Round the Mountain

She'll be comin' 'round the mountain when she comes. (Whoa, whoa!)
She'll be comin' 'round the mountain when she comes. (Whoa, whoa!)
She'll be comin' 'round the mountain, comin' 'round the mountain
She'll be comin' 'round the mountain when she comes. (Whoa, whoa!)

She'll be driving six white horses, when she comes (Whoa, back!)
...
She'll be driving six white horses, when she comes
(When, back! Whoa, Whoa!)

Oh, we'll all go out to meet her when she comes (Hi, hi!) ...


She'll be wearing silk pajamas when she comes (Whistle!) ...

And, we'll wear our bright red woolies when she comes (Scratch, scratch!) ...


[Rock beat] ... More verses ...

A fun song with little chorus bits that kids can add even if they are not sure of the words. There is also a cumulative aspect to it that is good brain training.

Slide
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Oh, we'll kill the old red rooster,
when she comes (chop chop)



Oh, we'll all have chicken and dumplings when she comes
(Yum, yum! / Yuck, yuck) ...

Oh, we'll all have indigestion when she comes
(Burp, burp) ...



Oh, she'll have to sleep with Grandma when she comes (Snore, snore!) ...
She'll have to sleep with Grandma when she comes (snore snore, burp
burp, yum yum, hack hack, scratch scratch, [wolf whistle], Hi babel, Whoa!
Back!, Whoa Whoa!)

There are some fun images implied in the verses, and more can be made up and added easily.