

# ELA ONE SONG GUIDE

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## GUÍA DE CANCIONES



**ela**

♪ ENGLISH FOR LATIN AMERICA ♪

**EDC**

Education  
Development  
Center

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# GUIDE FOR SONG USE

LISTEN HERE: [HTTPS://ELA1.HEARNOW.COM](https://ELA1.HEARNOW.COM)

## STEPS TO PRACTICE ENGLISH USING THE ELA ONE SONGS

1. Without looking at the lyrics, students should listen to the songs several times until they can sing along with some or all parts of the song. Students should try to understand the lyrics. If they are alone, they should write down the song's meaning. If they are able to communicate with other students, they should discuss the meanings of the songs.
2. Students can then read the song lyrics to check against their understanding of the song.
3. Students should listen to the songs a few more times, until they have memorized the song.
4. Students should sing the songs without reading the lyrics. If possible, students can sing in groups or alone. Students are encouraged to record themselves or sing in a competition.
5. Once the students have mastered the vocabulary of the songs, they can use the content in brief conversations.
  - First, they can use the vocabulary as it is heard in the songs. Many of the songs have a conversational format.
  - Next, they can use the content to come up with their own conversations.
  - In addition, teachers can use the questioning vocabulary in the songs as a quiz. For example, after students have learned "Everybody Speaks English", a teacher can ask them, "Do you understand?" to which students would reply, "Yes! I understand! "



You can record your class or yourself singing the songs and submit the video to us. We may post it or make it part of another compilation video! If you would like us to post the video, please contact us so that we can be sure to obtain your consent to post.

# GUÍA PARA USAR LAS CANCIONES

ESCUCHE AQUÍ: [HTTPS://ELA1.HEARNOW.COM](https://ela1.hearnow.com)

## AQUÍ ESTÁN LOS PASOS A SEGUIR PARA PRACTICAR EL INGLÉS USANDO LAS CANCIONES DE ELA ONE

1. Sin mirar la letra, los estudiantes escuchan cada canción varias veces hasta que puedan cantar, ya sea partes o toda la canción. Al escuchar deben tratar de entender la letra y escribir el significado de la canción escuchada. Si pueden comunicarse con otros estudiantes, discuten sobre el significado de dicha canción.

2. A continuación, los estudiantes pueden leer la letra de la canción respectiva para así comprobar su comprensión de la misma.

3. Los estudiantes escuchan las canciones unas cuantas veces más, hasta que las hayan memorizado.

4. Luego, las cantan sin leer la letra. Si es posible, pueden cantar en grupo o solos. Animar a los estudiantes a grabar lo que cantan o cantar en un concurso.

5. Una vez que los estudiantes hayan dominado el vocabulario de las canciones, pueden utilizar el contenido de las mismas en conversaciones breves, siguiendo las siguientes recomendaciones:

- Primero, pueden utilizar el vocabulario tal y como se escucha en las canciones ya que varias de las canciones tienen un formato conversacional.
- Luego, pueden utilizar el contenido de dichas canciones para idear sus propias conversaciones o adaptarlas.
- Además, los(as) profesores(as) pueden utilizar el vocabulario de las canciones como prueba. Por ejemplo, después de que los estudiantes han aprendido "Everybody Speaks English", se puede preguntar: "Do you understand?", a lo que los estudiantes responden: "Yes! I understand! "



Pueden grabar su clase o grabarse a sí mismos cantando las canciones y enviarnos el vídeo. Es posible que dicho vídeo sea publicado o que forme parte de otro vídeo recopilatorio. Si el video que envía quiere que se publique, póngase en contacto con nosotros para así asegurarnos el tener su consentimiento para dicha publicación.

# EVERYBODY SPEAKS ENGLISH

Topic: I Speak English!

Goal: Utilize questioning and answering phrases with the verbs to understand and to speak.

Functions: Checking understanding, obligations and necessity

Grammar: Present simple, present continuous, imperatives, personal pronouns

## LYRICS

I am going to school and I want to learn  
I want to read  
And I want to earn some money  
I want to learn English

Do you understand?  
Yes, I understand  
I have to learn  
And I have to plan my future  
I want to learn English

Do you understand?  
Yes, I understand

Because I speak English, you speak English, he  
speaks, we speak, they speak  
Everybody speaks English

Do you understand?  
Yes, I understand

Because I speak English, you speak English, she  
speaks, we speak, they speak  
Everybody speaks English

# HEY, HI, HELLO

Topic: Greetings and Feelings

Goal: Formulate common greetings and descriptive feeling phrases.

Functions: Greetings, giving personal information

Grammar: Present continuous, adjectives, personal pronouns

## LYRICS

Hey, Hi, Hello, how's it going?  
(how's it going?)  
Hi, hello, how are you?  
(how are you?)

I'm fine, I'm good, I'm alright  
And you?  
(and you?)

I'm fine, I'm good, I'm alright  
And you?  
(and you?)

Hey, Hi, Hello, how's it going?  
(how's it going?)  
Hi, hello, how are you?  
(how are you?)  
I'm sad, I'm mad, I'm angry  
And you?  
(and you?)  
I'm sad, I'm mad, I'm angry  
And you?  
(and you?)

Hey, Hi, Hello  
What's up?  
(what's up?)  
Hi, hello  
What's up?  
(what's up?)

Not bad, thank you, I'm alright  
And you?  
(and you?)  
Not bad, thank you, I'm alright  
And you?  
(and you?)

Hey!  
(hey!)  
Hi!  
(hi!)  
Hello!  
(hello!)



# WHERE ARE YOU FROM?

Topic: Introductions to People and Places

Goal: To recognize introduction phrases and common countries in Latin America.

Functions: Giving and requesting information, spelling out country names

Grammar: Simple and personal pronouns, questions, contractions, present simple

## LYRICS

My name is Lola  
I'm from Bolivia  
(how do you spell that?)  
BOLIVIA

His name is Jairo  
He's from Mexico  
(how do you spell that?)  
MEXICO

Her name's Sofía  
She's from Colombia  
(how do you spell that?)  
COLOMBIA

Where are you from? (x2)  
I'm from Latin America

Where are you from (x2)  
Guatemala, El Salvador, Nicaragua

Her name is Maria  
She's from Panama  
(how do you spell that?)  
PANAMA

Her name is Tina  
She's from Honduras  
(how do you spell that?)  
HONDURAS

Where are you from (x2)  
Costa Rica, Cuba, Dominican  
Republic

Where are you from (x2)  
Puerto Rico, Venezuela, Ecuador

His name is Santi  
He's from Paraguay  
(how do you spell that?)  
PARAGUAY

His name is Pepe  
He's from Peru  
(how do you spell that?)  
PERU

Where are you from (x2)  
Uruguay, Chile, Argentina

Where are you from (x4)



# WHEN IS YOUR BIRTHDAY?

Topic: Months of the Year

Goal: To list the months of the year and describe when birthdays happen.

Functions: Requesting information, expressing facts

Grammar: Contractions, questions, indirect objects, present simple

## LYRICS

Hey you, when is your birthday?  
When is it?  
When is your birthday?

Is it January, February, March,  
April, May?  
June, July, August, September  
I can't remember  
October, November, December

Hey, when is your birthday?  
When is it?

Hey you, when is your birthday?  
When is it?  
When is your birthday?

Is it January, February, March,  
April, May?  
June, July, August, September  
I can't remember  
October, November, December

Hey, when is your birthday?  
When is it?

Which month?  
Which day?  
Let's have a party, let's have fun!

Hey you, when is your birthday?  
When is it?  
When is your birthday?

Is it January, February, March,  
April, May?  
June, July, August, September  
I can't remember  
October, November, December

Hey, when is your birthday?  
When is it?

Hey you, when is your birthday?  
When is it?  
When is your birthday?  
It's today.

# LISTEN, LISTEN

Topic: Perspective Taking

Goal: To communicate by describing basic emotions and asking questions.

Functions: Describing feelings and emotions, obligations and necessity

Grammar: Questions, imperatives, personal pronouns, present simple and continuous

## LYRICS

Who is that girl with you  
Where is she from?  
Why did you go away?  
When will you come back to me?

Listen, listen  
Listen to me now  
Tell me what you're thinking  
Baby, tell me how  
We can be together  
Please don't go away  
I need you beside me  
And I am here to stay

Who is that girl with you?  
What is her name?  
Why don't you understand?  
It's not the same without you

Listen, listen  
Listen to me now  
Tell me what you're thinking  
Baby, tell me how  
We can be together  
Please don't go away  
I need you beside me  
And I am here to stay

Listen, listen  
Listen to me now  
Tell me what you're thinking  
Baby, tell me how  
We can be together  
Please don't go away  
I need you beside me  
And I am here to stay

# FAMILY SONG

Topic: Family Members

Goal: To express the names of family members and their daily activities.

Functions: Describing habit and routines, giving personal information

Grammar: Personal pronouns, possessive adjectives, present simple

## LYRICS

My father goes to work  
My mother goes to work  
My brother goes to school  
My sister goes to school  
My uncle goes to work  
My aunt goes to work  
My cousin goes to school  
I go to school

Father, mother  
Sister, brother

We work day and night  
To do what is right  
We try not to fight  
Because we are tight

Monday, we go to school  
Tuesday, we go to school  
Wednesday, we go to school  
Thursday, we go to school  
Friday, we go to school  
Saturday, we clean our house  
Sunday, we spend the day  
As family

We are a family  
We are a family  
This is my family

My family,  
This is my family  
We are a family  
A family

# YES I AM

Topic: Basic Needs

Goal: To describe personal needs and the needs of others.

Functions: Giving personal information, describing people

Grammar: Contractions, imperatives, personal pronouns, adjectives, present simple

## LYRICS

I am Lamont, I'm 20  
I'm tired, I'm cold, I'm thirsty  
Is he, is he thirsty?  
Are you, are you hungry?  
Yes he is  
Yes you are  
Yes I am

I am Lamont, I'm 20  
I'm tired, I'm cold, I'm thirsty  
Is he, is he thirsty?  
Are you, are you hungry?  
Yes he is  
Yes you are  
Yes I am

We are hungry  
We are thirsty  
Yes we are

# WHAT TIME IS IT?

Topic: Time & Activities

Goal: To characterize how time and activities are related.

Functions: Telling time, describing habits and routines

Grammar: Present continuous, verb+ing, questions

## LYRICS

What time is it?  
It's six o'clock  
It's time to wake up  
She gets out of bed and goes to  
the kitchen  
(she goes to the kitchen)

She makes breakfast  
She cleans the dishes  
She goes to the living room  
And packs her pictures

She goes to the bedroom  
And packs her suitcase  
She goes to the bathroom and  
washes her face  
(she washes her face)

She looks in the mirror and starts  
to sing  
Because she is leaving today  
(she's leaving, she's leaving, she's  
leaving)

What time is it?  
It's eight o'clock  
It's time to go  
I'm going home this afternoon

What time is it?  
It's eight o'clock  
It's time to go  
And I will be home very soon

What time is it?

# THE WEATHER SONG

Topic: Weather & Activities

Goal: To characterize how the weather and activities are related.

Functions: Describing hobbies and past times, describing things

Grammar: Verb+ing, adjectives, modals, present simple and continuous

## LYRICS

I can ride my bike when it's warm  
outside

I can swim when it's hot

I can go fishing when the sun  
comes out

But when it's cold, I cannot

It's warm, it's hot, the sun shines  
bright in the summer

It rains, it snows, the cold wind  
blows in the winter

I can ride a skateboard when it's  
warm outside

I can take a walk when it's hot

I can go to the beach when the sun  
comes out

But when it's cold I cannot

It's warm, it's hot, the sun shines  
bright in the summer

It rains, it snows, the cold wind  
blows in the winter

I can ride my bike when it's warm  
outside

(I can ride my bike when it's warm  
outside)

I can go fishing when the sun  
comes out

(I can go fishing when the sun  
comes out)

I can ride a skateboard when it's  
warm outside

(I can ride a skateboard when it's  
warm outside)

I can go to the beach when the sun  
comes out

(I can go to the beach when the  
sun comes out)

I can ride my bike when the sun  
comes out

I can swim when it's hot

I can go fishing when the sun  
comes out

But when it's cold, I cannot

Oh! when it's cold, I cannot

And when it's cold, I cannot

# I NEED A JOB

Topic: Types of Jobs

Goal: To express what jobs are available and the type of work the jobs require.

Functions: Obligations and necessity, describing habits and routines

Grammar: Questions, present simple, imperatives

## LYRICS

What do I want to do?  
How do I find a job?  
Where do I want to work?  
What do I want to do?  
I need a job

A singer sings  
(a singer sings a song)  
A writer writes  
(a writer writes a book)  
A cook cooks  
(a cook cooks a meal)  
A teacher teaches you  
(a teacher teaches you)

What do I want to do?  
How do I find a job?  
Where do I want to work?  
What do I want to do?  
I need a job

A painter paints  
(a painter paints a house)  
A farmer farms  
(a farmer farms his land)

A driver drives  
(a driver drives his truck)  
A waiter waits on you  
(a waiter waits on you)

Where do I want to work?  
What do I want to do?  
I need a job

A singer (sings)  
A writer (writes)  
A cook (cooks)  
A teacher (teaches)  
A painter (paints)  
A farmer (farms)  
A driver (drives)

What do I want to do?  
How do I find a job?  
Where do I want to work?  
What do I want to do?  
I need a job

I can be lawyer or a doctor



# I NEED DIRECTIONS

Topic: Directions

Goal: To express how to ask for, receive and understand directions.

Functions: Directions, describing places, requests

Grammar: Questions, imperatives, present simple

## LYRICS

I want to go to the plaza but I'm  
lost  
I need directions

Come to, come to the plaza  
I'm lost, I need directions  
Where is, where is the plaza?  
I'm lost, I need directions

Come to, come to the plaza  
I'm lost, I need directions  
Where is, where is the plaza?  
I'm lost, I need directions

Where is, where is the plaza?  
How do, how do I get there?  
Where is, where is the plaza?  
How do, how do I get there?

Go straight, straight, straight to  
the corner  
Turn left, left at the bakery  
Go straight, straight, straight to  
the corner  
Turn left, left at the bakery

Go straight, go straight, straight  
for three blocks  
Turn right, right at the pharmacy  
It's very close, it's really not far  
On the left you'll see a big tree  
And a statue of Simon Bolivar  
And that's where you, you will find  
me

# I LOOK GOOD

Topic: Appearance

Goal: To communicate types of clothes and positive feelings about appearances.

Functions: Describing feelings and emotions, describing things

Grammar: Adjectives, imperatives, present simple, contractions

## LYRICS

Look at my clothes  
Look at my hair  
Let me tell you what I like to wear

I wear my black shirt  
I wear my blue jeans  
I wear my new shoes  
They're so clean (clean)  
I wear my white hat  
I wear my red socks  
I'm looking sharp, looking cool  
(you're looking hot)

I look good (good)  
Oh yes I do, I look great (great)  
I'm going out tonight they're going to  
stare  
When they see what I like to wear

I wear my black shirt  
I wear my blue jeans  
I wear my new shoes  
They're so clean (clean)  
I wear my white hat  
wear my red socks

I'm looking sharp, looking cool  
(you're looking hot)

I look good (good)  
I look great (great)  
I'm going out tonight they're going  
to stare  
When they see what I like to wear

I look good  
Yes I do, I look great  
I look good  
I look great  
I look good (good)  
I look great (great)  
I'm going out tonight they're going  
to stare  
When they see what I like to wear

I look good (good)  
Yes I do, I look great (great)  
I'm going out tonight they're going  
to stare  
When they see what I like to wear

# I LOOK GOOD

Topic: Appearance

Goal: To communicate types of clothes and positive feelings about appearances.

Functions: Describing feelings and emotions, describing things

Grammar: Adjectives, imperatives, present simple, contractions

## LYRICS CONTINUED

My black shirt  
(black shirt)  
My blue jeans  
(blue jeans)  
My new shoes  
(new shoes)  
They're so clean  
(clean)  
My white hat  
(white hat)  
My red socks  
(red socks)  
I'm looking sharp, looking cool  
(you're looking hot)

I look good  
(good)  
Yes I do, I look great  
(great)  
I look good  
(good)  
My, my, my I look great

# TALK TO HER

Topic: Locations & Emotions

Goal: To identify common locations and relay personal emotions.

Functions: Describing locations, describing feelings and emotion

Grammar: Prepositions, questions, verb+ing, contractions, present simple and continuous

## LYRICS

(hey, what happened with the girl?)

Man, I'm, I'm working on it

(you have to talk to her)

I'm working on it, man, I'm nervous

(come on!)

I don't see you talking to girls

(I talk to girls all the time)

(don't be scared)

Whatever

Yeah! I see her at school (at school)

I see her in class (in class)

I see her on the bus (on the bus)

But I never talk to her

I see her at school (at school)

I see her in class (in class)

I see her on the bus (on the bus)

But I never talk to her

I see her across the street

Walking around the corner

I want to say hey

But what would I say?

What's your name?

Where are you from?

It's just not fair

I see her everywhere

Next to the church

Near the mall

Down the road

In class

I see her at school (at school)

I see her in class (in class)

I see her on the bus (on the bus)

But I never talk to her

I see her at school (at school)

I see her in class (in class)

I see her on the bus (on the bus)

But I never talk to her

Next to the bakery

Near the hospital

On the bus

In class

Across the street

Around the corner

At the plaza

But I never talk to her

I see her everywhere, man!

# MAY I HELP YOU?

Topic: Store Items

Goal: To ask and answer common questions about grocery items in a store.

Functions: Understanding and using numbers, describing things, requests

Grammar: Questions, imperatives, commands, present simple and continuous

## LYRICS

May I help you?  
Welcome to my store  
May I help you?  
What are you looking for?

I need some milk  
And two tomatoes  
I need some bread  
And five potatoes  
I need some soup  
I need shampoo  
I need a toothbrush  
Give me two!

May I help you?  
Welcome to my store  
May I help you?  
What are you looking for?  
May I help you?  
Welcome to my store  
May I help you?  
What are you looking for?

I need some milk  
Potatoes  
Bread  
Tomatoes  
Soup and a toothbrush

I need some milk  
Potatoes  
Bread  
Tomatoes  
Thank you very much

May I help you?  
Welcome to my store  
May I help you?  
What are you looking for?

I need some milk  
And two tomatoes  
I need some bread  
And five potatoes  
I need some soup  
I need shampoo  
I need a toothbrush  
Come on, give me two!

# WHAT'S THE MATTER WITH ME?

Topic: Health

Goal: To express and describe being sick.

Functions: Obligations and necessity, describing feelings and emotion, describing parts of the body

Grammar: Verb+ing, contractions, present continuous, imperatives

## LYRICS

I'm going to the doctor now  
I need to get well somehow  
My feet ache, my head aches  
My back aches, my stomach  
aches  
I'm going to the doctor now

I'm going to the hospital now  
I need to get well somehow  
My feet hurt, my head hurts  
My back hurts, my stomach  
hurts  
I'm going to the hospital now

What's the matter with me?  
I went to bed at three  
I ate some soup  
I took some medicine  
I drank some tea  
I really feel sick right now

I'm going to the hospital now  
I need to get well somehow  
My feet ache, my head aches  
My back aches, my stomach aches  
I'm going to the doctor now

I'm sick and I'm going  
I'm going  
I'm going to the doctor now

# MAY I SPEAK TO JESSICA?

Topic: Phone etiquette

Goal: To converse on the phone using common phrases.

Functions: Requests, suggestions, initiating and closing conversation

Grammar: Questions, contractions, modals, present simple

## LYRICS

Hello, this is Tom  
May I speak to Jessica?  
Hello this is Tom  
May I speak to Jessica?

Sorry she's not here  
Sorry she's not here

When will she be back?  
May I leave a message please?  
When will she be back?  
May I leave a message please?

Tell her that I called  
Tell her that I called

I want to take her on a date  
I'll come on Friday night at eight  
I promise we won't be out late  
I promise we won't be out late

Hello, this is Tom  
May I speak to Jessica?  
May I leave a message please?  
Thanks, I'll call her back later  
Have a nice day  
Have a nice day