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GUIDE FOR SONG USE

LISTEN HERE:
HTTP://ENGLISHFORLATINAMERICA.ORG/LISTEN-HERE/

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: HTTP://ENGLISHFORLATINAMERICA.ORG/LISTEN-HERE/

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

1. Sin mirar la letra, los estudiantes escuchan cada canción varias veces hasta que la puedan cantar, ya sea por partes o toda la canción. Al escuchar deben tratar de entender la letra y escribir el significado de la canción. 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. Alentar 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 video. Es posible que dicho video sea publicado o que forme parte de otro vídeo recopilatorio. Si quiere que se publique, póngase en contacto con nosotros para así asegurarnos el tener su consentimiento para dicha publicación.
1. Sans regarder les paroles, les étudiants écoutent les chansons plusieurs fois jusqu'à ce qu'ils réussissent à les chanter, une partie ou toute la chanson. En les écoutant ils devront essayer de comprendre les paroles et écrire le sens de la chanson écoutée. S'ils ont la possibilité d'échanger avec d'autres étudiants, ils devront analyser le sens de la chanson ensemble.

2. Par la suite, les étudiants peuvent lire les paroles de la chanson afin d'évaluer la compréhension de celle-ci.

3. Les étudiants écoutent les chansons plusieurs fois encore, jusqu'à ce qu'ils les mémorisent.

4. Ensuite, ils chantent les chansons sans lire les paroles. Dans le mesure du possible, ils peuvent chanter en chœur ou bien seuls. Les étudiants seront encouragés à enregistrer ce qu'ils chantent ou à participer à un concours.

5. Une fois qu'ils ont maîtrisé le vocabulaire des chansons, ils peuvent utiliser le contenu de celles-ci dans une conversation brève en suivant ces recommendations:

   - Premièrement, ils peuvent utiliser le vocabulaire tel qu'il est entendu dans les chansons sachant que nombre d'entre elles ont un format conversationnel.
   - Puis, ils peuvent utiliser le contenu de ces dernières pour créer leurs propres conversations.
   - De plus, les enseignants peuvent utiliser le vocabulaire des chansons pour les tester. Par exemple, après que les étudiants auront appris "Everybody Speaks English", l'enseignant peut demander: "Do you understand?" et les étudiants répondraient: "Yes! I understand!"

Ils peuvent filmé leur camarades ou bien se filmer eux-mêmes entrain de chanter les chansons et nous envoyer la vidéo. Il est possible que cette vidéo soit publiée ou fasse partie d'une autre vidéo de compilation. Si vous désirez qu'elle soit publiée, veuillez nous contacter afin d'assurer le consentement de cette publication.
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
**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?)

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?)

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

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?

LYRICS

Hey you, when is your birthday?  Which month?
When is it?  Which day?
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?  Hey you, when is your birthday?
When is it?  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 you, when is your birthday?  Hey you, when is your birthday?
When is it?  When is it?
When is your birthday?

Let’s have a party, let’s have fun!

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

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?
When is your birthday?

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

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

It’s today.
LISTEN, LISTEN

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
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

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

Father, mother
Sister, brother

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

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 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 goes to the kitchen )
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
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
And I will be home very soon

What time is it?
THE WEATHER SONG

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

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
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? A driver drives
How do I find a job? (a driver drives his truck)
Where do I want to work? A waiter waits on you
What do I want to do? (a waiter waits on you)
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)

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)

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

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'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 (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 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 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 CONTINUED...

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
**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

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!

It's just not fair  
I see her everywhere
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?

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?

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

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 hurt, my head hurts
My back hurts, my stomach hurts
I'm going to the hospital 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