

ELA ONE SONG GUIDE

GUÍA DE CANCIONES

GUIDE DES CHANSONS



ela

♪ ENGLISH FOR LATIN AMERICA ♪

EDC

Education
Development
Center

TABLE OF CONTENTS

[i. STEPS TO PRACTICE ENGLISH](#)

[ii. PASOS A SEGUIR PARA PRACTICAR EL INGLÉS](#)

[iii. LES DÉMARCHES À SUIVRE POUR APPRENDRE L'ANGLAIS](#)

SONGS

[1. 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

[2. 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

[3. 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

[4. 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

[5. 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

[6. 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

7. 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

8. 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

9. THE WEATHER SONG - **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

10. 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

11. 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

12. I LOOK GOOD - **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

13. 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

14. 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

15. 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

16. 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

GUIDE FOR SONG USE

LISTEN HERE:

[HTTP://ENGLISHFORLATINAMERICA.ORG/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/](http://englishforlatinamerica.org/listen-here/)

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 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 vídeo. Es posible que dicho vídeo 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.

GUIDE POUR UTILISER LES CHANSONS

ÉCOUTER ICI: [HTTP://ENGLISHFORLATINAMERICA.ORG/LISTEN-HERE/](http://englishforlatinamerica.org/listen-here/)

LES DÉMARCHES À SUIVRE POUR APPRENDRE L'ANGLAIS EN ÉCOUTANT LES CHANSONS DE ELA ONE

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 la 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 maîtrisés le vocabulaire des chansons, ils peuvent utiliser le contenu de celles-ci dans une conversation brève en suivant ces recommandations:
 - 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 filmer 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

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 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

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