



## **Abstract**

This monograph emphasizes the importance of the use of songs to help children (7 to 8 years old) build up vocabulary. The authors of this monograph aim to help teachers and students in Gaspar Sangurima elementary school to improve the teaching-learning process of English as a foreign language, providing a booklet containing listening activities to complement the units of the textbook, *Enterprise*, used in this school.

All the listening activities are based on songs. These activities have been clearly and easily explained so that teachers and students will benefit from them. In addition, the authors of this monograph have considered factors such as age, knowledge of the English language, and interests before designing the booklet.

The main objective of this project is to incorporate theory and practice to overcome shyness and monotony in the classroom by teaching English through an effective and fun way. Teachers can use this booklet as a tool to improve their methodologies and construct an efficient learning process.

Key words: Songs, Children, vocabulary, activities.



## TABLE OF CONTENTS

Abstract.....	1
Introduction.....	10
Chapter I: The problem	
1.1 Topic: The use of songs to help children build up vocabulary	
1.2 Description of the problem.....	11
1.3 Justification.....	11
1.4 Objectives.....	12
• General Objective	
• Specific Objectives	
Chapter II: Literature review.....	13
Chapter III: Methodology.....	21
Conclusions .....	23
Recommendations.....	23
Works cited.....	25
Appendices.....	27
Activities based of the book “Enterprise”	
1.1 The greetings	
1.2 The numbers	
1.3 The family	
1.4 We travel	
1.5 I can spell my name	
1.6 My daily activities	
1.7 We are different	



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Veronica Elizabeth Vasquez Loja  
0105274492

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Escuela de Filosofía, Letras y  
Ciencias de la Educación

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Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316

e-mail [cdjbv@ucuenca.edu.ec](mailto:cdjbv@ucuenca.edu.ec) casilla No. 1103

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Verónica Elizabeth Vasquez Loja  
0105274492

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Facultad de Filosofía, Letras y  
Ciencias de la Educación

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Jaime Ramón Cajamarca Quintuña  
0102201423

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Facultad de Filosofía, Letras y  
Ciencias de la Educación

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010220142-3

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Av. 12 de Abril, Ciudadela Universitaria, Teléfono: 405 1000, Ext.: 1311, 1312, 1316

e-mail [cdjbv@ucuenca.edu.ec](mailto:cdjbv@ucuenca.edu.ec) casilla No. 1103

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CARRERA DE LENGUA Y LITERATURA INGLESA

“The use of the songs to help children build up vocabulary”

Tesina previa a la obtención del Título de  
Licenciado en Ciencias de la Educación  
en la Especialización de Lengua y  
Literatura Inglesa.

**Tutora:** Mst. Sandra Cabrera Moreno

**Autores:** Jaime Ramón Cajamarca Quintuña

Verónica Elizabeth Vásquez Loja

Cuenca-Ecuador

2012



*First, I would like to thank God because He has been my guide.*

*Also, I lovingly dedicate this monograph to my husband Andres.*

*My daughter Camilita, and my dear mother for having supported me in each step of my life.*

***Elizabeth***

*This work is dedicated to the memory of my mother, Julia, who emphasized the importance of education and helped me with my lessons throughout her life.*

*To my father, who has given me the inspiration to set high goals and the confidence to achieve them.*

*It is also dedicated to my wife, Verónica and to my angels: Paola and Jimmy, for their love, endless support and encouragement. I love you all.*

***Jaime***





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## Introduction

The present monograph aims to provide fourth-grade teachers at the elementary school Gaspar Sangurima a booklet, containing songs in order to complement each of the units in *Enterprise*. This booklet will reinforce the learning process of English as a foreign language for children. In addition, this monograph provides theoretical aspects which support the relevance of teaching and reinforcing vocabulary through songs.

Chapter one analyzes the problem of the learning process of English as a foreign language in this rural elementary school. On the other hand, in chapter two, we have compiled information about the use of songs into the classroom. This chapter is intended to make teachers aware of the importance and effectiveness of incorporating songs to their methodologies to build up vocabulary in children, therefore providing a basis for language acquisition.

Chapter three presents a series of listening activities based on each unit of the textbook, *Enterprise*. These activities have been divided into three sections: pre-listening, while-listening, and post-listening. Each section is clearly explained so that teachers are capable of developing the activities appropriately.



## CHAPTER I

### The Problem

#### 1.1 Topic

The use of songs to help children build up vocabulary

#### 1.2 Description of the problem

The learning process of English as a foreign language at 4<sup>th</sup> grade of the elementary school Gaspar Sangurima located in a rural area of Cuenca is primarily based on the use of a textbook which lacks an appropriate methodology. Our experience as English teachers at rural elementary schools has allowed us to discuss the content of the textbook *Enterprise*, which is used in this school and conclude that extra activities must be designed since it does not provide any listening activities. Our experience has also provided information about how children feel about the repetitive nature of the book. This has made pupils unable to participate in the classroom due to their lack of vocabulary and thus the knowledge of the target language is almost null.

#### 1.4 Justification

The learning process of English as a foreign language in Gaspar Sangurima elementary school is based on the use of a textbook, *Enterprise*, which does not contain listening activities to reinforce the vocabulary learned. Our experience as English teachers in rural elementary schools has made us conscious of the necessity of creating a booklet containing activities to complement the lessons in the textbook. Since children enjoy singing and listening to music, it becomes suitable to use songs as the basis for the listening activities. According to Chris Brewer, "music stabilizes mental, physical and emotional rhythms to attain a state of deep concentration" (qtd. in Henry Wadsworth). The fact that the parents believe English is not an important subject



and the fact that they cannot afford the cost of a good book, the creation of this booklet becomes a great contribution to the elementary school. Most children enjoy singing songs and they respond to them in a positive way facilitating language learning. In addition, songs are motivating and they support not only the development of listening skills but also reading, writing and speaking. As Irene Coromina states in her *An Original Approach to the Teaching of Songs in the Classroom*, songs “present new vocabulary and expressions in context; through them students become familiar with the pronunciation of native speakers; they provide topics for discussion; and finally, most students enjoy listening to and analyzing songs, since they provide a break from the textbook and workbook routine”. All this supports the use of songs in the classroom as an important basis for building up vocabulary, which is the main purpose to the creation of the booklet.

## 1.4 Objectives

### 1.4.1 General objective

- To create a booklet containing listening activities to complement the lessons of the textbook *Enterprise* used at 4<sup>th</sup> grade of Gaspar Sangurima elementary school.

### 1.4.2 Specific objectives

- To provide theoretical aspects to support the relevance of teaching vocabulary through songs.
- To select songs and activities that help students build up vocabulary.
- To create a CD containing all the songs from the booklet.



## CHAPTER II

### LITERATURE REVIEW

According to Karolina Barska in her article *Using songs to teach vocabulary to EFL students*, the listening skill is considered the first language which children acquire. This acquisition allows them to learn a foreign language, because they are capable of discriminating sounds. The process of learning the target language thus involves teacher's pronunciation as a basis for students' assimilation of a sound, which then provides the right pronunciation of words. Children listen to a sound and relate it with their previous knowledge.

The development of listening skills is necessary to provoke real communication, which has to be meaningful and understandable. Songs can therefore contribute to it, attracting the attention of the children because when this skill is performed using a song, children automatically begin to sing in order to practice, to listen, and to catch and associate new words. Songs enable the prediction of sentences or phrases which help the pupils reinforce the process of language acquisition and the expansion of vocabulary.

The use of songs in the classroom constitutes a useful tool towards the learning of English as a foreign language. Songs allow the acquisition of grammar structures, new vocabulary, idioms, slangs, etc. in the same way that a text helps to do so. According to Tim Murphy, "anything you can do with a text, you can do with a song". Teachers will therefore use songs to motivate and encourage their students to learn the target language.

According to Kevin Schoepp, in his article *Reasons for Using Songs in the ESL/EFL Classroom*,



“Songs have been part of the human experience for as long as we can remember. As Gugliemino (1986) stated, adults sing at religious services, bars, in the shower, and listening to the car radio. Songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value. Fortunately, with the expanding prevalence of the Internet and specifically the World Wide Web into both the classroom and the lives of students, access to music and lyrics has been made easier”.

It is certain that human beings like songs because music is part of their lives. Most people, especially children find it interesting and useful to learn by listening to songs. Moreover, in the educational field the invention of computers and the internet has allowed teachers and students to have a great range of resources, songs, for instance. The use of such resources in the classroom not only motivates students but help them acquire the target language due to the fact that it is an activity that they enjoy and feel confident with. Children love to sing in the classroom regardless of the mistakes that they can make in pronunciation or intonation. It has also been claimed by Kevin Schoepp that songs have a special value because of three main reasons: affective, cognitive and linguistic.

Regarding the affective reason, Schoepp mentions the Affective Filter Hypothesis developed by Stephen Krashen, which states that affective factors such as fear, anxiety or lack of confidence can affect the learning of the target language. It is therefore important for teachers to generate a low-anxiety



classroom environment, so effective learning can take place. A constructive and positive atmosphere can be promoted by overcoming those affective factors. One tool for achieving a weak affective filter is the use of songs into the classroom.

Concerning the cognitive reason, Schoepp claims that songs are important because they “present opportunities for developing automaticity which is the main cognitive reason for using songs in the classroom”. Likewise, Gatbonton and Segalowth, cited by Schoepp, state that fluency helps to produce language rapidly since students are capable of formulating answers. These answers are then immediately given without pauses. It is therefore important to state that automaticity occurs in a subconscious way due to the fact that the learner does not analyze the forms of the target language.

Schoepp also state that the linguistic reason for using songs in the EFL classroom is that they provide a great variety of formal and informal English. In the case of children, songs provide useful vocabulary and grammar structures which are the basis of the knowledge of the target language. These three reasons make songs have a special value during the teaching-learning process, because when combined, they allow children to feel confident so that they respond positively.

It is undeniable that songs have become a useful tool, and that we must recognize the educational value that they have. According to Murphy, “the use of music and songs in the classroom can stimulate very positive association to the



study of a language, which otherwise may only be seen as a laborious task, entailing exams, frustration and corrections” (p.6). In addition, songs can be used in different levels. In this study we will focus on children’s foreign language learning process, and because of that it is imperative to consider low levels in order to help children learn basic vocabulary and grammar structures.

There exist two main problems regarding students’ lack of vocabulary: their inability to express their thoughts orally or in written form and the lack of teaching strategies to build up this vocabulary. According to Marianne Celce-Murcia, in her *Teaching English as a Second or Foreign Language*, vocabulary is an important factor when learning a language because “lexical competence is at the very heart of communicative competence” (285). Based on that, it can be said that vocabulary constitutes a pillar towards meaningful learning since it is the basis of communication. As David Vilkinsin his article *Vocabulary: how to learn and how to teach it?* claims that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

Conversely, teaching vocabulary can become a difficult task if the process is not the appropriate. Naveen Kumar Mehta, in his article *Vocabulary Teaching: Effective Methodologies*, states that vocabulary involves three important figures of words such as form, meaning, and its distribution, so there are useful strategies to teach vocabulary; for example, the use of antonyms, synonyms, dramatizations, realia, and so on. He also offers different techniques which can be used in songs to introduce vocabulary such as fill-in-the-blanks, ordering,





identifying the wrong words and phrases, adding a final verse, imagining and drawing, completing a mind map, making up answers in a questionnaire, and singing activities (Kumar).

According to Krashen quoted in Schoepp, when learning a new language it is important to consider input and output as well as motivation, self-confidence and anxiety which affect students' learning. In his article *Pedagogical Songs: learn by doing game based activities*, Santiago Palacios Navarro states that according to Saricoban and Metin, songs are a useful instrument to develop the four language skills of listening, speaking, reading, and writing (3). Songs provide short phrases or paragraphs which students find easy to work with. They can also write or speak about the topics mentioned in the song.

In addition, Palacios mentions, based on Gardner's theory, that people who have musical intelligence show great sensitivity to all related sounds. Eken claims that songs can be useful to present a topic, to enhance listening, to stimulate discussions, to develop creativity and imagination, to give a positive atmosphere and to bring diversity into the classroom (qtd in Schoepp and Palacios).

Musical intelligence promotes the ability to respond to musical sounds and to use music in one's life, and thus it includes the capacity of perceiving, discriminating, transforming and expressing musical forms. In this way music contributes to the process and development of the target language in the classroom.



These three theoretical reasons show the real value of the use of songs; consequently, songs should be part of language lessons because of its effective and natural way. Songs are motivating and can be used in a variety of ways due to the fact that words are often repeated allowing students to acquire the new vocabulary in a fun way. Furthermore, Orlova claims that songs cooperate with aesthetic development and enhance speaking skills, promoting a positive language approach and interest of music and culture (qtd in Cuestas).

Marlén Cuestas says that “one of the main achievements of an English teacher is to teach better classes every day. Therefore, we are always searching for answers to fundamental questions such as “Are my students learning happily? Can they use their learning in life?” (48). For that reason, it is necessary for teachers to answer the questions above in order to analyze their educational practices, evaluate them and finally improve them. Phillips points out that “music and rhythm [are] essential parts of language for young learners” (qtd. in Cuestas). Krashen in his theory proposes two hypotheses of acquisition-learning distinction. The first is the acquisition system in which learners use the subconscious. It does not require effort since it is given in a natural form. Songs, for example, help to develop the subconscious distinction. On the other hand, the learning system comprises the conscious process where the learners require grammatical rules. Saricoban and Metin suggest some ways of using songs according to the learners’ level, age, interest, and grammatical structures studied. Thus it is important to decide on the song to be used in the classroom according to the topic of the lesson and the objectives.



Lieberstein suggests “that songs themselves promote participation in group work because students like the lyrics, the melodies and the singers themselves (qtd in Cuestas). In order to help children acquire vocabulary as a basis for English learning, as it is the main purpose of this monograph, Lieberstein’s suggestion proves to be true. First, there is a sense of cooperation because children work together to accomplish an activity, ordering a story which follow a sequence, for example. Moreover, songs provide a relaxing environment in which children can feel confident and motivated towards learning. Finally, oral production improves since by acquiring new vocabulary children can freely express their opinions or ideas about the song’s topic allowing them little by little to speak.

Regarding communication, León refers to the enthusiasm provided with songs and says that “when students select a song or activity that is meaningful for the life, they learn its meaning quickly and well”(qtd in Cuestas). When listening to a song, children perform different actions, like moving their bodies, for example. Songs help children improve memory abilities because they associate music with vocabulary during the learning process. These activities help children to build up vocabulary. Total Physical Response (TPR) supports the process of teaching vocabulary through songs including enhancement (Murphy). By using this method, children can learn vocabulary in a fun and interesting way. For example, teacher can use key words written on cards, which are shown to the class. Children therefore use their body to convey meaning. Commands can also be used in the classroom in order to make children perform simple actions such as opening a door or closing a book.



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In conclusion, songs motivate children towards building up vocabulary and thus having a basis for language acquisition. The use of songs in the classroom allows children to repeat and memorize chunks of language which in turn help them acquire new vocabulary. The advantages of the use of songs in the EFL classroom must be considered by teachers when planning their lessons. Songs give students the chance of using language naturally without effort. The cognitive, affective and linguistic reasons which we have previously discussed make songs important to the learning process of English as a foreign language.



## CHAPTER III

### METHODOLOGY

#### Basic methodology

The methodology used in this monograph is basically bibliographic, since the authors have compiled information about the importance of the development of the listening skill and the use of songs in the classroom as a complement to the learning process of English for children.

The design of the booklet containing songs to help children build up vocabulary has been done based on three stages that teachers must consider in the classroom: pre-listening, while-listening, and post-listening.

Pre-listening is the stage in which students become familiar to the vocabulary and the grammar structures. Students need to have a previous knowledge before listening to the song. In this stage; we have activities such as blankety-blank, key words, matching the rhyming words, etc.

The while-listening stage allows students to have a direct contact with the listening activity, since it is based on training learners. Here there are activities such as discrimination, ordering the lines, etc. Also, actions can be easily integrated so that the class will be more effective and the children will feel motivated.

In the post-listening stage, the children reinforce their vocabulary with extra activities, in which the teacher uses picture dictionaries, coloring and drawing materials.

The textbook *Enterprise* used in Gaspar Sangurima elementary school presents vocabulary in short dialogues and written exercises. It sometimes makes classes tedious, uninteresting or boring for students. That is the reason why we



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have developed a series of activities based on the use of songs, in order to reinforce each unit of the mentioned book.



## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

Motivation is one of the most important factors into the process of language acquisition. English teachers should try to find new approaches or methodologies which help students to improve and construct the foreign language. One of the tools is the use of songs which provide students a variety of new vocabulary. Since words are the basic units of language form, the acquisition of vocabulary becomes essential. Without sufficient vocabulary, the students cannot communicate effectively and they have a limitation. As a result, they feel frustrated and lose interest in learning. For this reason, songs break lexical limitations and expand the vocabulary of the children. Songs make a significant difference between the same routine into the classroom and a fun and productive class.

### **Recommendations**

Since the educational system is constantly changing, teachers should update their methodologies and the techniques they apply in the classroom to help students construct knowledge.

English teachers should be selective with the material that they use in their classes. If they decide to work with a textbook, it should contain activities that include the four skills of the English language. In addition, it is important that teachers use extra material to reinforce the complex process of learning a foreign language. Activities such as songs, games, warm-ups, etc. are beneficial to this process.

Teacher must be aware of the songs that he or she chooses. The songs must be chosen according to the language level of the students.



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The use of songs in the classroom must be understood not as a mere activity in which teachers have their students to listen to these songs but as a reinforcement complementary activity.

The selection of a song must be based on students' needs so that it contributes to their knowledge.





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# Appendice



## Unit 1

**Title:** Greetings

**Level:** Elementary

**Song:** Greetings

**Objective:** To help students learn basic expressions related to greetings.

### Procedure

#### 1. Pre-listening activity

- a. The teacher writes the title of the song on the board and elicits students to predict the meaning of it.
- b. Teacher explains the meaning of new vocabulary.
- c. Then the teacher shows some pictures that represent the parts of the day.
- d. The teacher asks the students to listen to the pronunciation of the new words.
- e. Then students repeat the pronunciation of the words.

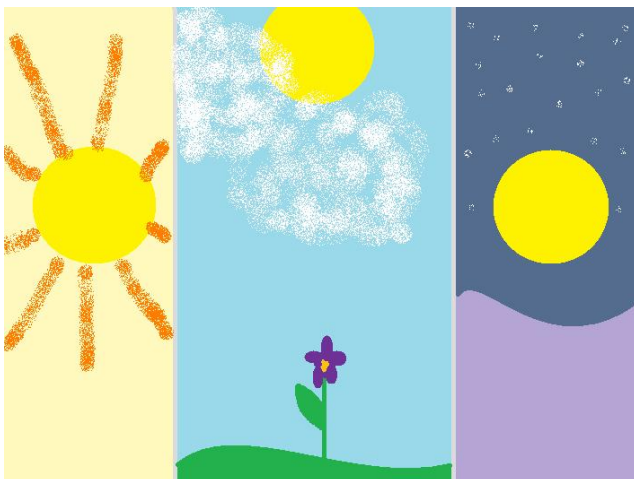


Figure 1. "Parts of the day"  
teacherslove.blogs.sapo.p



## 2-While-listening activity

- a. Then, here comes the fun part. Students get to listen to the song and do an activity: fill-in-the-blanks exercise.
- b. The students will listen to the song as many times as they need in order to have the task completely done.

### THE GREETING SONG

Publicado el 09/03/2012 por  
Maple Leaf Hashima

Good morning, 1 \_\_\_\_\_

Good afternoon

2 \_\_\_\_\_, Greetings

Good night, Good night

Nice to meet you

3 \_\_\_\_\_, too

Good bye, Good bye

4 \_\_\_\_\_

Good morning, Good morning

Good afternoon

Greetings, Greetings

5 \_\_\_\_\_, Good night

Nice to meet you

Nice to meet you, 6 \_\_\_\_\_

Good bye, Good bye

See you

7 \_\_\_\_\_, Good morning



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Good afternoon  
Greetings, Greetings  
Good night, Good night  
Nice to meet you

8 \_\_\_\_\_

9 \_\_\_\_\_, Good bye

See 10 \_\_\_\_\_.

**Key words:**

1. good morning

6. nice to meet you

2. greetings

7. good morning

3. good night

8. nice to meet you, too

4. see you

9. good bye

5. too

10. you

- c. The teacher checks the correct answers with the students
- d. The teacher has the students to pronounce the new greeting expressions.

**3-Post-listening**

- a. Finally, the teacher divides the class in two groups (boys and girls).
- b. The teacher asks children to sing the song: the boys will sing the first part of the song and the second part will be sung by the girls.



## Unit 2

**Title:** Numbers

**Level:** Elementary

**Song:** Numbers

**Objective:** To help children learn numbers, allowing them to count and identify those numbers.

### Procedure

#### 1-Pre-listening activity

- a. The teacher pretends that he/she is writing in the air with the arm or foot.
- b. The teacher asks students to tell the numbers.

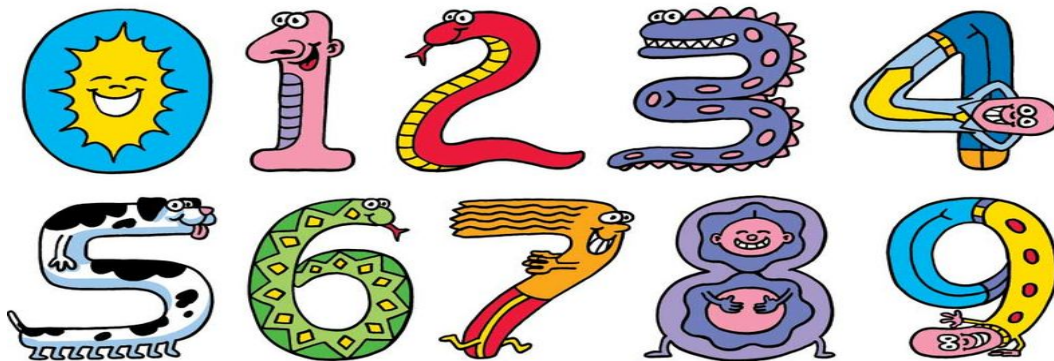


Figure 2. Funny-Numbers-web  
blogs.discovery.com

#### 2-While-listening activities



- a. The teacher presents the song in a large piece of paper.




- b. Then the teacher plays the song and asks students to point at the numbers in symbols while listening to the song.
- c. The song will be repeated two or three times.


## NUMBER SONG



Subido por serenade2008  
el 10/01/2008


 , Two, three, four,  , six, seven  
That's the way they start


Eight, nine, ten,  , twelve  
We'll learn them all by heart



Thirteen,  , fifteen, sixteen  
They're the next along

Seventeen, eighteen, nineteen,   
That's the number song

One,  , three, four, five, six, seven, eight, nine,  , eleven, twelve

 , Fourteen, fifteen sixteen,  , eighteen, nineteen, twenty

One, two,  , four, five, six, seven  
We'll learn them all by heart

 , Nine, ten, eleven,   
We'll learn them from start.





### 3-Post-listening

- a. The class is divided in two groups.
- b. The teacher presents a set of cards, with numbers from one to twenty, to each team.
- c. The students have the numbers not in symbols but in letters.
- d. The teacher asks them to arrange the numbers in order.
- e. The team that finishes first wins.
- f. Finally the whole class sings the song aloud.

## Unit 3

**Title:** In the classroom

**Level:** elementary

**Song:** Commands

**Objective:** To provide students a set of commands that would be applied in everyday activities. The students will learn them in a fun way.

### Procedure

#### 1-Pre-listening activity

- a. The teacher presents some flash cards.
- b. Taking one at a time, teacher has children to repeat commands.
- c. Then students are asked to look at the flashcards and say the command.



Figure 3. ESL Library.com  
The resource cite for English Teacher

## 2-While-Listening activities

- The teacher gives a paper sheet containing the lyrics of the song to the students.
- The teacher asks students to listen to the song and choose the verb that best fits.
- The song will be played three or more times until the lyrics of the song are correct.

### CLASSROOM COMMANDS

By : Pumkin.com

Been

Be            quiet

But

Take out your book



Buy  
Give your book  
Open

Close your book  
Stand up, sit down  
Wiggle all around  
And do it again

Put  
Close up your pen  
Pick

Put down your pen

Came  
Come here  
Close

Give me your book  
Stand up, sit down  
Wiggle all around

did  
And does it again  
do

### 3-Post-listening

- The teacher chooses five students.
- The teacher gives a card to each of the five students. This card has a command. For instance, *open the door, turn on the light, raise your hand, give me your book, etc.*
- Then each student looks at the command and performs the action.
- The rest of the class has to guess what the command is.



- e. Finally one student writes the command on the board.
- f. If the student writes the command correctly, everybody claps hands.

## Unit 4

**Title:** My dear family

**Level:** Elementary

**Song:** My dear family

**Objective:** to identify the family members and become familiar with the new vocabulary.

### Procedure

#### 1-Pre-listening activity

- a. The teacher writes the title of the song on the board and motivates students to predict what the song is about.
- b. The teacher explains the meaning of the vocabulary that will be used.
- c. Then the teacher shows a family tree.
- d. Teacher asks the students to look at the family tree and name the family members.

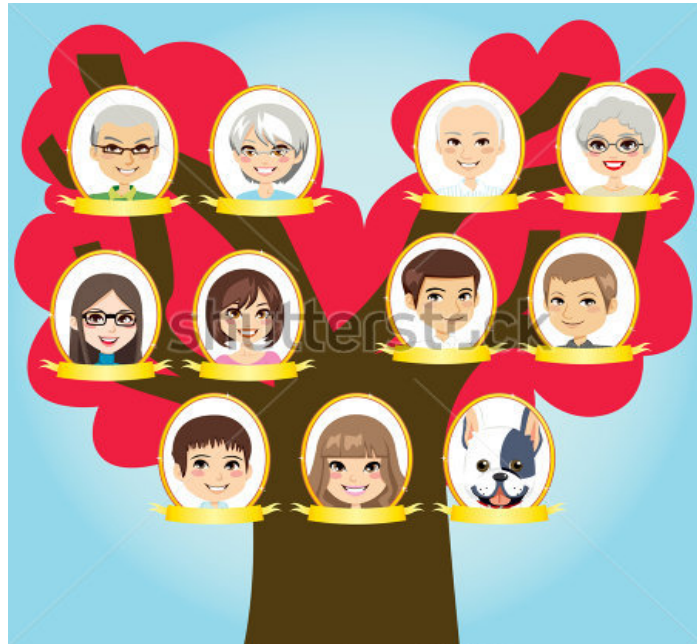


Figure. 4. "A family tree" stock photo

## 2- While-Listening activities

- a. The teacher gives the lyrics of the song to the children.
- b. Some of the words from the lyrics have been replaced by drawings.
- c. The teacher asks the students to say the word that each drawing represents while singing the song.
- d. The song will be played two or three times so that students get familiar to the new words.



### THE FINGER FAMILY

By: muffinsongs15/11/2011

Daddy finger,  finger

Where are you?

Here I am, here, I am


How do you do?

 finger,  finger

Where are you?

Here I am, here I am

How do you do?

 finger, brother finger

Where are you

Here I am, here, I am}

How do you do?

 \_finger,  \_finger

Where are you?

Here I am, here I am



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How do you do?



finger,



finger

Where are you?

Here I am, here I am

How do you do?

### 3-Post-listening

- The teacher asks students to take the role of one member of the family.
- Teacher asks students to mimic some actions that this person does.
- The rest of the class has to guess what member of the family the students are imitating.

## UNIT 5

**Title:** We travel

**Level:** primary

**Song:** Transportation

**Objective:** To recognize means of transportation and relate the new vocabulary outside of the classroom.

### Procedure

#### 1- Pre-listening activity

- The teacher shows some flashcards about means of transportation.

- b. Teacher explains to the students the different types of means of transportation that exist. The teacher says “there are three types of means of transportation: terrestrial, air, and water transportation.
- c. Then students are asked to classify the means of transportation in the flashcards according to their type.

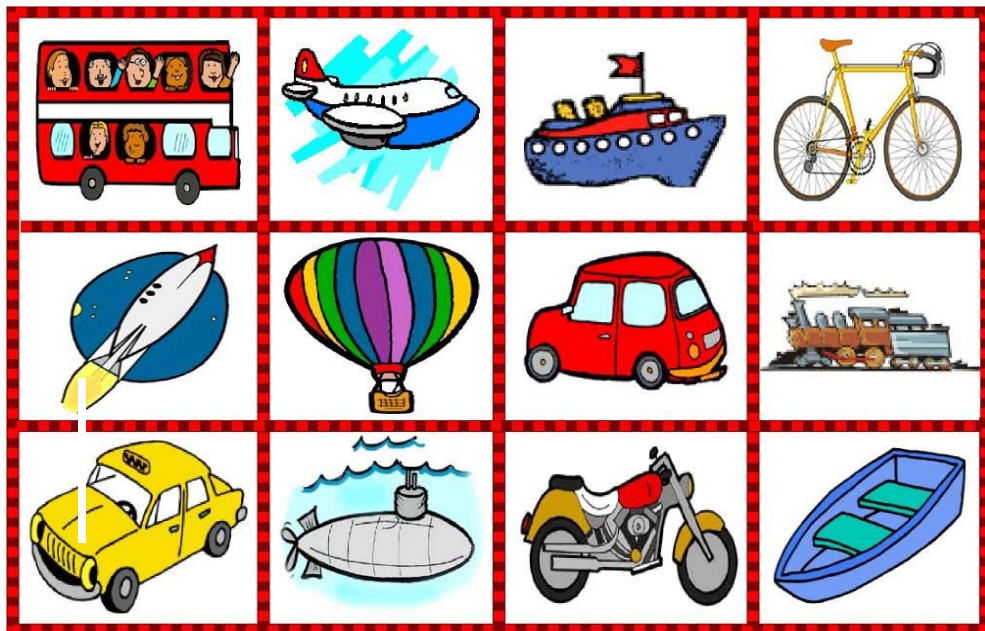


Figure. 5 “Lotto: means of transport”  
Miguel Pino, mayo 30 2011

## 2-While-Listening activity

- a. The teacher plays the song while students look at the lyrics and sing.
- b. Teacher asks students to identify the different means of transportation in the song.





- c. Teacher asks students to circle means of transportation words while listening to the song.
- d. The song will be played two or three times.

### **THE TRANSPORTATION SONG**

BY: GoggatjieSA el 24/06/2011

There are different ways of  
Getting from point A to point B  
There are different ways of  
Getting from you to me

There are different ways to travel  
If you want to get away  
Which way will take today?

Let's take the train, let's take the train  
The train goes tchoo, tchoo, tchoo  
Let's take the train, let's take the train  
The train goes tchoo, tchoo, tchoo.

#### Chorus

Let's take a car, let's take a car  
The car goes vroom, vroom, vroom  
Let's take a car, let's take a car  
The car goes vroom, vroom, vroom



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Chorus

Let's take an airplane, let's take an airplane

The airplane flies so high

Let's take an airplane, let's take an airplane

The airplane flies so high

Chorus

Let's take a bicycle, let's take a bicycle

Let's take a bicycle, let's take a bicycle

The bicycle goes tring, tring

Let's take a bicycle, let's take a bicycle

Let's take a bicycle, let's take a bicycle

The bicycle goes tring, tring

Chorus

Let's take a bike, let's take a train

Let's take a car, let's take a plane

Which want will take today?

### 3-Post-listening activity

- a. The teacher asks students to color the different means of transportation.
- b. Finally they write the name of each of the means of transportation.  
Children must be capable of writing the name without looking at it.

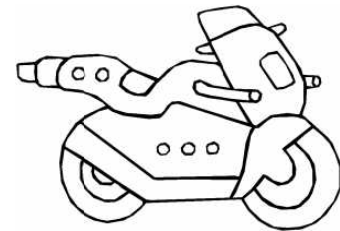
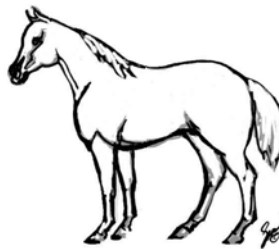
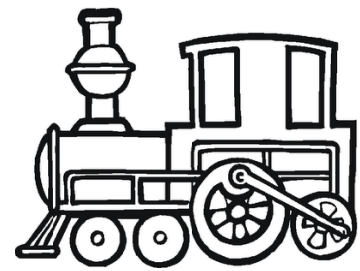


Figure 6. Imágenes para pintar. Net

## UNIT 6

**Title:** I can spell my name

**Level:** primary

**Song:** The alphabet

**Objective:** Touse the English alphabet to spell words.

### Procedure

#### 1. Pre-listening activity

- a. The teacher hands out a worksheet with some pictures.
- b. Students are asked to work in pairs (Students A and B)
- c. Student A spells the word while student B writes it down.
- d. Then students change roles.



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PAPEL \_\_\_\_\_



GSRAPPE \_\_\_\_\_



BIRBAT \_\_\_\_\_



MUOES \_\_\_\_\_

Figure 7 Imágenes. Wallcoo.net

## 2-While-Listening activity

- The teacher hands out the lyrics of *The Alphabet Song*.
- Students are asked to look at the lyrics and sing.

### THE ALPHABET SONG

By: Cute Ending

A - B - C - D - E - F - G

H - I - J - K - L - M - N - O - P

Q - R - S - T - U and V,

W - X - Y and Z

Now I know my A - B - C's

Next time won't you sing with me?



### 3. Post- listening activity

- a. The teacher gives the students a worksheet.
- b. The teacher writes down a list of animal names on the board.
- c. Children complete the chart using animal names.
- d. The chart has all the letters of the alphabet.
- e. Once students complete the chart, they have to choose five animal names and draw them.

#### The names of the Animals:

A	N
B	O
CAT	PIG
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

## UNIT 7

**Title:** The days of the week

**Level:**Primary

**Song:** Days of the week

**Objective:**To use the vocabulary of the days of the week and include it into the daily activities.



## Procedure

### 1. Pre-listening activity

- a. The teacher hands out worksheets containing the names of the days of the week.
- b. Students work in pairs. Student A reads the names of the days of the week and Student B listens and repeats.
- c. Students change roles.
- d. Then students are asked to copy a list of words (days of the week) and a list of abbreviations.
- e. Finally, students match each word to its abbreviation.

1. SUNDAY \_\_\_\_\_
2. MONDAY \_\_\_\_\_
3. WEDNSEDAY \_\_\_\_\_
4. SATURDAY \_\_\_\_\_

- |              |        |
|--------------|--------|
| 1. Sunday    | Tue.   |
| 2. Monday    | Fri.   |
| 3. Tuesday   | Sat.   |
| 4. Wednesday | Mon.   |
| 5. Thursday  | Thurs. |
| 6. Friday    | Wed.   |
| 7. Saturday  | Sun.   |



## 2- While-Listening activity

- d. The teacher hands out paper sheets with the lyrics of the song.
- e. The teacher tells students that the song will have the tune of the *Addams Family* song

### THE DAYS OF THE WEEK SONG

By: Harry Kindergarten

*Tune is the Addams Family:*

Days of the week (clap clap)

Days of the week (clap clap)

Days of the week, days of the week, days of the week (clap clap)

Well there's Sunday and there's Monday

There's Tuesday and there's Wednesday

There's Thursday and there's Friday and then there's Saturday

Days of the Week (clap clap)

Days of the week (clap clap)

Days of the week, days of the week, days of the week (clap clap)

## 3-Post- listening activity

- a. Teacher has to organize work groups of four people.
- b. Teacher asks the students to create a schedule including the subject of the school.



**SCHOOL- SCHEDULE**

	Monday						
1		Science			Math		
2				Math			
3			Social				
4	Drawing						
	B	R	E	A	K		
5							
6					English		
7	Science						

**UNIT 8**

**Title:** I am Happy

**Level:** Elementary

**Song:** The opposite song

**Objective:** To identify opposite words and use them in sentences.

**Procedure**

**1-Pre- listening activity**

- a. Teacher asks the children to form groups of four people.
- b. Teacher writes on the board some words and children must provide the opposite ones. For instance, *day* and *night*

**2-While listening activity**

- a. Teacher divides the class in two groups.





- b. One group sings the first sentence in each verse of the song and the rest of the class sings the second part.

**The Opposite Song**  
By: the String Beans

When I say “day”  
I say “Night”

When I say “black”  
I say “white”

When I go “left”  
I go “right”

We’re opposites

When I say “yes”  
I say “No”

When I say “stop”  
I say “no”

When I sing “high”  
I sing “low”  
We’re opposites

You and me

We’re different as can be

We always disagree



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## Opposites

I sit

I stand

But we go hand in hand

On water or on land

## Opposites

When I am "lost"

I am "found"

When I am "up"

I am "down"

When I am "smile"

I am "frown"

We're opposites

When I am "weak"

I am "strong"

When I am "right"

I am "wrong"

When I am "ping"

I will "pong"



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We're opposites

You and me

We're different as can be

We always disagree

Opposites

I sit

I stand

But we go hand in hand

On water or on land

Opposites

Opposites

Opposites

OppoOppoOppo

OppoOppoOppo

Opposites



## 2. Post-listening activity

- a. Teacher tells students a word (day, for example) and students must say the opposite word aloud.
- b. Children have to create simple sentences using the opposite words. Example: "The night is beautiful"