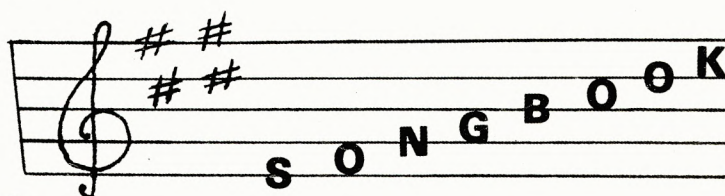




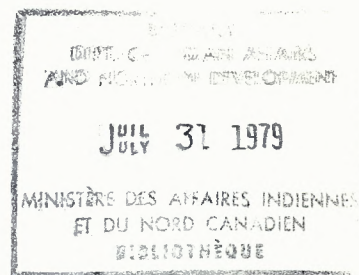
THE NEW

LET'S BEGIN ENGLISH



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Songbook
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DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT



**THE NEW
LET'S BEGIN ENGLISH
SONGBOOK**

Prepared by: Marion J. Burke

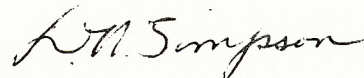
Curriculum Section
Education Division
Northern Administration Branch
Department of Indian Affairs and Northern Development
Ottawa, Canada
1968

FOREWORD

Singing and dramatization have proved to be two very successful means of providing oral practice in the English language for non-English speaking children who enter school in the Northwest Territories.

In this songbook the words of the songs have been drawn from the Sentence Patterns and Formulas of Books (Units) 1 and 2 of THE NEW Let's Begin English program; the melodies of the songs are familiar ones or new ones written by the author.

For Books (Units) 3 and 4 of this program, you may choose your melodies from traditional children's songs and singing games, or you may prefer to create melodies of your own. The actual words of the traditional songs and singing games may be taught as well.



D.W. Simpson
Chief, Education Division

TO THE TEACHER

When Sentence Patterns are presented and practised in a variety of ways which appeal to a child, he learns them quickly and is able to repeat them spontaneously. Children love to sing, and Sentence Patterns lend themselves readily to the song form.

As was stated in the Foreword, some of the Sentence Patterns have been set to traditional songs, while others have had melodies written specifically for them. You are free to use any melody for the practice of a Sentence Pattern; the melodies in the song-book are merely suggestions.

Most of the songs are written in the key of C because a xylophone was used in composing. If you are able to read music, you will be able to alter the key of any song so that it suits the voice range of your class. If you are unable to read music, you can use the lyrics for choral speech and/or simple chanting.

A careful examination of each song will indicate the possible choral arrangements. You may sing along with the class; the class may sing as a chorus; you may sing the first verse of a song and have the class or a pupil sing the second; one pupil may sing to another; a pupil may volunteer to sing your part; etc.

Besides making 'variations' in your choral arrangements, you should give special attention to 'variation' (substitution) in the Sentence Patterns which make up the songs.

Examples:

a) Unit I - Lesson 4 - Song Number 4

I am walking. etc.

Verbs such as 'am running', 'am hopping', 'am skipping', etc. should be substituted for the verb, 'am walking'.

b) Unit I - Lesson 5 - Song Number 7

I am the teacher. etc.

Once occupations have been introduced, the following substitutions may be used as the pupils play the various roles:

I am the doctor.
You are the trapper.
She is the nurse.
He is the pilot.
You are the hunter
He is the teacher.
He is the postman.

c) Unit I - Lesson 6 - Song Number 9

Show me a pencil. etc.

In later lessons these Sentence Patterns might be introduced:

Give me a candy. etc.

Hand him a nail. etc.

Pass her a kleenex. etc.

d) Unit I - Lesson 6 - Song Number 10

'She' Say it again. etc.

In the beginning this may have to be used as a chant. You state the difficulty (in this case the word, 'she') and you invite the class or a pupil to - 'Say it again'. This kind of practice should help the pupil to overcome the difficulty. The chant may also be used for sounds which some pupils find difficult to make such as 'ch', 'sh', 'tle' etc.

Variation is the thing! Substitute for the nouns, the pronouns, the adverbs, the adjectives, etc. which you find in each song. In this way you will help to fix the Sentence Pattern in the pupil's mind and at the same time you will give him an opportunity to increase his vocabulary.

Situational teaching is a vital element in second language teaching. Stated simply it means that the person does what he is saying, whenever possible.

Examples:

a) Unit II - Lesson 2 - Song Number 18

This is a book.
That is a book. etc.

Pointing to the book which is close at hand and gesturing toward the book which is in the distance will be required in order to distinguish between 'This' and 'That'.

b) Unit I - Lesson 11 - Song Number 15

Put your boots together. etc.

Movement of the 'boots' or any other objects which are substituted such as 'hands', 'feet', 'books' etc. will be necessary.

c) Unit I - Lesson 10 - Song Number 14

Are you ready? etc.

Words such as 'finished', 'thirsty', 'hurt', 'cold', 'tired', etc. should be substituted for the word, 'ready' and they should be used as the situation requires.

The following is a list of some of the songs teachers have used for oral practice of the Sentence Patterns:

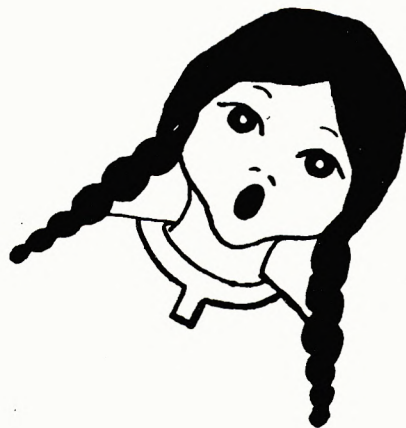
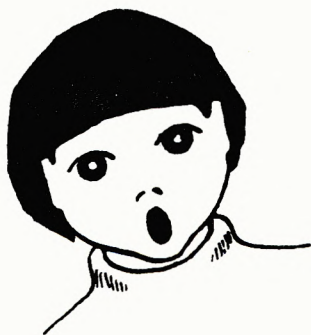
The Farmer in the Dell
A Hunting We Will Go
O Susanna
Old MacDonald Had a Farm
Twinkle, Twinkle Little Star
Merrily We Roll Along
Clementine
Frère Jacques
Alouette
Billy Boy
The Mulberry Bush
Skip to My Lou
The Pawpaw Patch
Looby Loo
Ten Little Indians
The Bridge of Avignon

London Bridge Is Falling Down
Mary Had a Little Lamb
Three Blind Mice
The Bear Went Over the Mountain
Good Night, Ladies
Did You Ever See a Lassie?
You Are My Sunshine
For He's a Jolly Good Fellow
I've Been Working On the Railroad
Yankee Doodle
Ain't Gonna Rain
The Old Grey Mare
She'll Be Comin' 'Round the Mountain
My Bonnie Lies Over the Ocean
Happy Birthday
Jack and Jill

Singing Every Day (Enlarged edition \$2.80) and Singing and Rhyming (Enlarged edition \$2.80) both published by Ginn and Company, Toronto, are good resource volumes for the person who is using THE NEW Let's Begin English program to teach Oral English to non-English speaking children who have successfully completed a Pre-School Program.

Marion Burke

unit 1



Lesson 1

SONG NUMBER 1

(verse 1)

(Tune: Three Blind Mice)

I, I, I. I, I, I. I, I, I. I, I,

I Trq- la-la- la-la-la- la-la-la- la-la. I, I, I,

SONG NUMBER 2

(verse 1)

(Tune: Frère Jacques)

I am Pa-nik. I am Ja-mie. La-la-la. La-la-la.

I am Jim-my. I am An-nie. La-la-la. La-la-la.

Lesson 2

SONG NUMBER 3

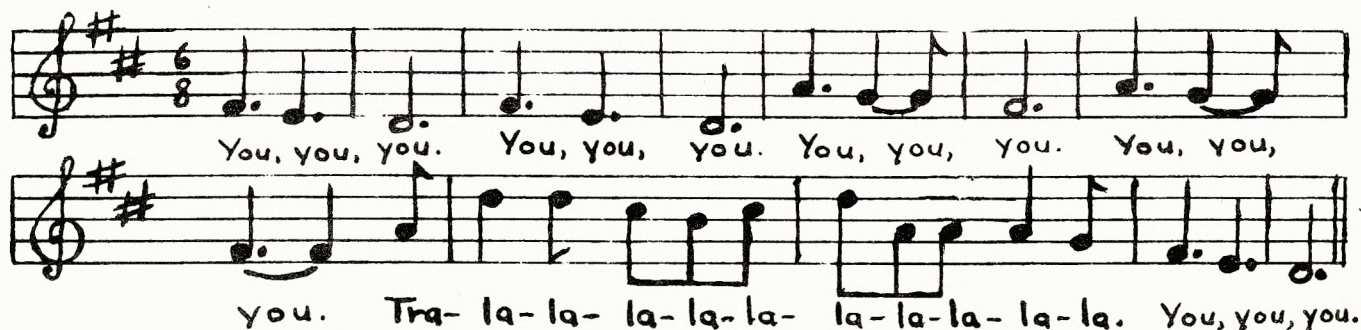
(Tune by Marion Burke)

Please shut the door. The door is shut.

Lesson 2

SONG NUMBER 1 (verse 2)

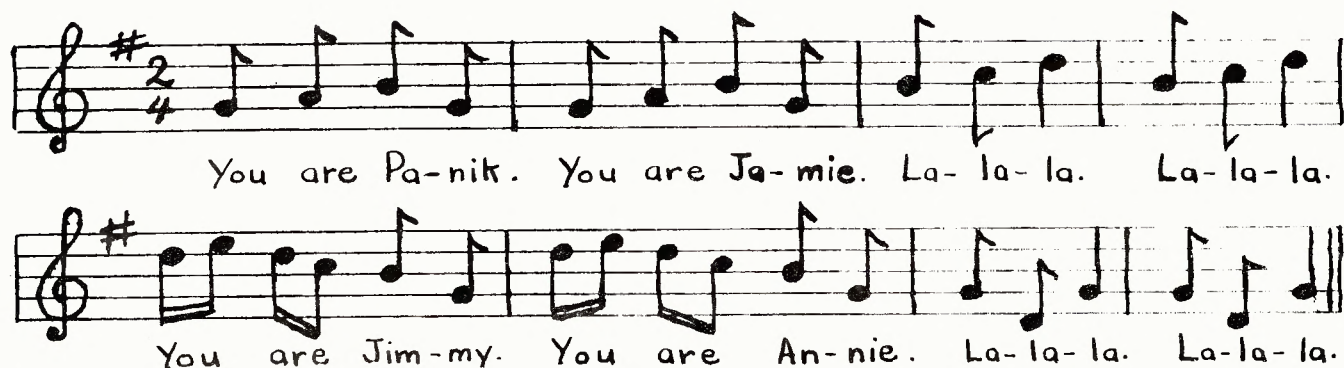
(Tune: Three Blind Mice)



You, you, you. You, you, you. You, you, you. You, you, you.
you. Tra-la-la-la-la-la-la-la-la. You, you, you.

SONG NUMBER 2 (verse 2)

(Tune: Frère Jacques)




You are Pa-nik. You are Ja-mie. La-la-la. La-la-la.
You are Jim-my. You are An-nie. La-la-la. La-la-la.

Lesson 3

SONG NUMBER 4

(Tune: Frère Jacques)



What is your name? What is your name? La-la-la. La-la-la.
My name is Jim-my. My name is Jim-my.
Your name is An-nie. Your name is An-nie. La-la-la. La-la-la.

Lesson 3

SONG NUMBER 1

(verses 3,4)

(Tune: Three Blind Mice)

He, he, he. She, she, she. He, he, he. She, she, she. He, he, he. She, she, she. He, he, he. She, she, she.

he. she. Tra-la-la-la-la-la-la-la-la-la-la. He, he, he. She, she, she.

SONG NUMBER 2

(verses 3,4)

(Tune: Frère Jacques)

He is Paulu-si. She is Pa-nik. La-la-la. La-la-la.

She is Pa-nik. He is Pau-lu-si. La-la-la. La-la-la.

Lesson 4

SONG NUMBER 5

(verses 1-4)

(Tune: Alouette)

I am walk-ing. I am walk-ing. I am walk-ing. La-la-la-la-la.

You are He is She is You are He is She is You are He is She is

Lesson 4

SONG NUMBER 2

(verses 1-4)

(Tune: Frère Jacques)

I am Pe-nik. I am Ja-mie. La- la-la. La- la-la.
You are Pa-nik. You are Ja-mie.
He is Ja-mie. She is An-nie.

You am Jim-my. You am An-nie. La- la-la. La- la-la.
She are Jim-my. She are Ma-ry. He is Al-bert.

SONG NUMBER 4

(verses 3,4)

(Tune: Frère Jacques)

What is his name? What is his name? La- la-la. La- la-la.
her her

His name is Ja-cob. His name is Ja-cob. La- la-la. La- la-la.
Her name is He-len. Her name is He-len.

Lesson 5

SONG NUMBER 6

(Tune by Marion Burke)

Put it in the bas-ket, the bas-ket, the bas-ket. Oh,
put it in the bas-ket. Tra- la- la- la- la.

Lesson 5

SONG NUMBER 7

(verses 1,2)

(Tune by Marion Burke)

I am the tea-cher, the tea-cher, the tea-cher. Oh,
You are
I you are the tea-cher. Tra-la-la-la-la.

Lesson 6

SONG NUMBER 8

(verses 1,2)

(Tune: Farmer in the Dell)

He is a boy. girl.
She is a boy. girl. La-la-la-la-la-la-la-la. He is a boy. girl.

SONG NUMBER 9

(Tune by Marion Burke)

Show me a pen-cil. Show me a box.
Show me a rab-bit. Show me a fox.

Lesson 6

SONG NUMBER 10

(Tune by Marion Burke)

"She" Say it a- gain. "She" Say it a- gain.
"She" Say it a- gain. "She" Say it a- gain.
"She" Say it a- gain. "She" "She" "She" "She"

Lesson 7

SONG NUMBER 11

(Tune by Marion Burke)

What is this? It is a book. What is this? It is a cup.
What is this? It is a box. What is this? It is a bot-tle.

Lesson 8

SONG NUMBER 12

(verses 1,2,3,)

(Tune: Clementine)

I am here. He is here. I am here. She is here.
I am here. She is here. I am here. He is here.

Lesson 9

SONG NUMBER 13

(verses 1,2,3)

(Tune: Mulberry Bush)

It is here. It is there.
He She He She
It is here. It is there. It is here.
He She He She
It is there. Tra-la-la-la-la-la-la.
He She

Lesson 10

SONG NUMBER 1

(verse 2)

(Tune: Three Blind Mice)

You, you, you. You, you, you. You, you, you. You, you,
you. Tra-la-la-la-la-la-la-la. You, you, you.

SONG NUMBER 14

(Tune: Frère Jacques)

Are you rea-dy? Are you rea-dy? Yes, I am. Yes, I am.
No, I'm not. No, I'm not.
Are you rea-dy? Are you rea-dy? Yes, I am. Yes, I am.
No, I'm not. No, I'm not.

Lesson 11

SONG NUMBER 1 (verse 5)

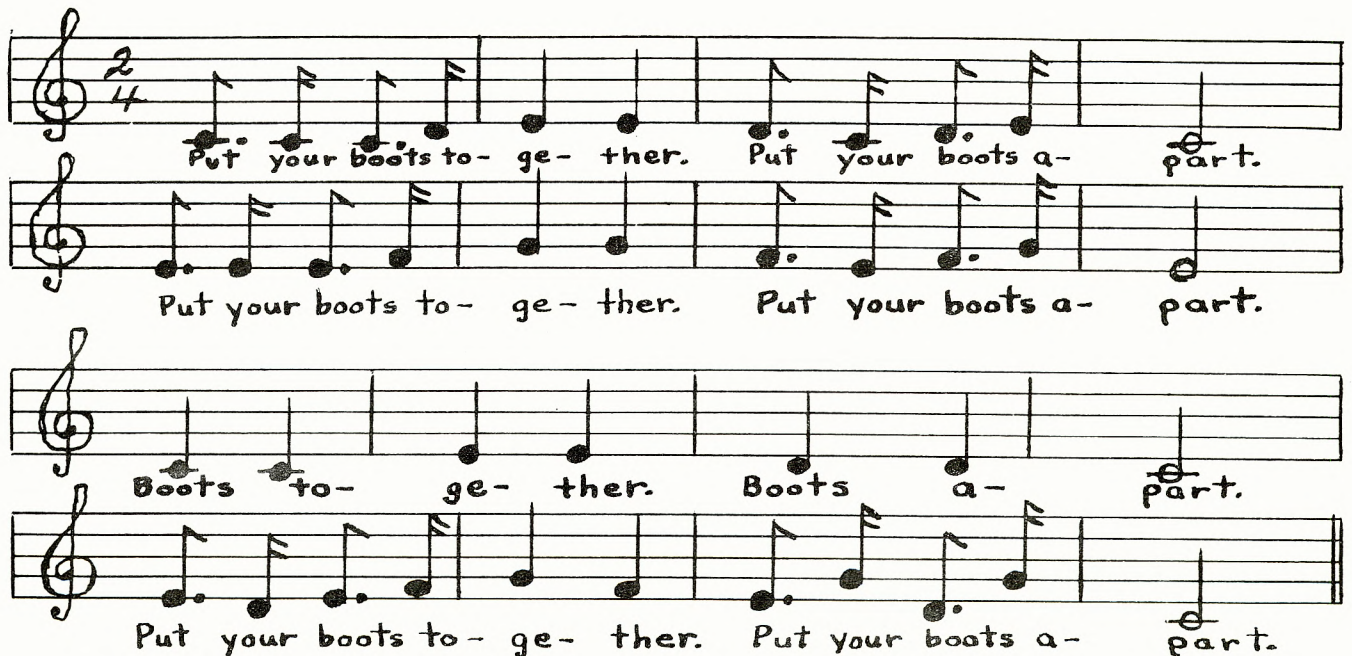
(Tune: Three Blind Mice)



We, we, we. We, we, we. We, we, we. We, we, we. Tra- la- la- la- la- la- la- la- la. We, we, we.

SONG NUMBER 15

(Tune by Marion Burke)

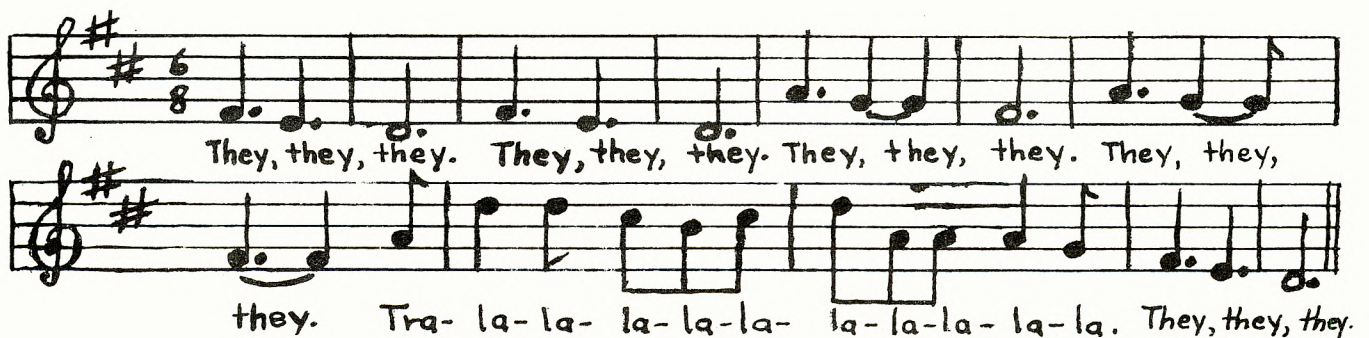


Put your boots to- ge- ther. Put your boots a- part.
Put your boots to- ge- ther. Put your boots a- part.
Boots to- ge- ther. Boots a- part.
Put your boots to- ge- ther. Put your boots a- part.

Lesson 12

SONG NUMBER 1 (verse 6)

(Tune: Three Blind Mice)



They, they, they. They, they, they. They, they, they. They, they, they. Tra- la- la- la- la- la- la- la- la. They, they, they.

(Tune: Mulberry Bush)



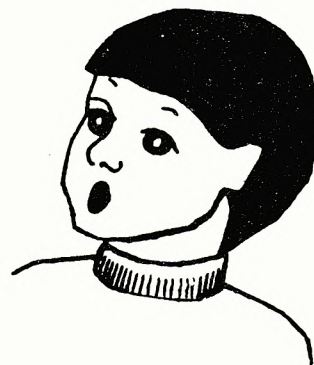
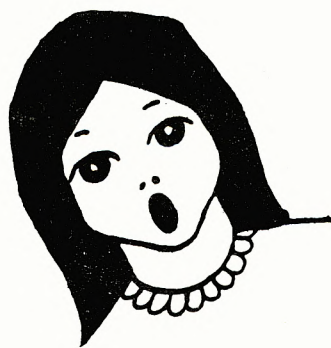
We are here. They are there.

We are here. They are there. We are here.

They are there. La-la- la-la-la- la- la.



unit II



Lesson 1

SONG NUMBER 16

(Tune by Marion Burke)

2
4

This is Pau-lu-si. That is Pa-nik.

This is Ma-ri-a. That is Joe.

He is here. She is there. She is here. He is there.

SONG NUMBER 17

(Tune by Marion Burke)

2
4

Bend down. St-a-a-and up. Down. Down.

D-ow-n. Down. Up. Up. U-u-u-up. Up.

Lesson 2

SONG NUMBER 18

(Tune: Frère Jacques)

2
4

This is a book. That is a book. La-la-la. La-la-la.

This is a book. That is a book. La-la-la. La-la-la.

Lesson 2

SONG NUMBER 19

(Tune by Marion Burke)

Do you have a desk? Yes, I have. Do you have a bear? No, I have not. Do you have a book? Yes, I have. Do you have a tree? No, no, I have not.

Lesson 3

SONG NUMBER 20

(Tune by Marion Burke)

This is a box. It is a box. That is a box. It is a box. This is a box. It is a box. That is a b-o-x. It is a box.

Lesson 4

SONG NUMBER 21

(Tune by Marion Burke)

This is a m-a-n. This is Fa-ther.
This is a wo-man. This is Mo-ther.
Who is this? This is Ba-by.
What is her name? Her name is Sa-die.

Lesson 5

SONG NUMBER 22

(Tune: Alouette)



This is my hand. That is your hand. This is my hand. That is your hand.

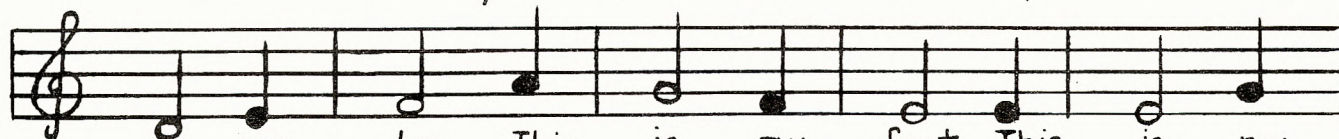
Lesson 7

SONG NUMBER 23

(Tune by Marion Burke)



This is my arm. This is my hand. This



is my leg. This is my foot. This is my



face. This is my neck. And these are my eyes and my



ears, my ears, and these are my eyes and my ears.

Lesson 8

SONG NUMBER 24

(Tune by Marion Burke)



One cup for you. One cup for me. One cup for J-o-e. 1, 2, 3



One cup. Two cups. Three cups. Four. To have five cups we need one more

Lesson 9

SONG NUMBER 25

(Tune by Marion Burke)

How ma- ny pencils do you have, do you have, do you have?

How ma- ny pen- cils do you have? I have one pen- cil.

Lesson 10

SONG NUMBER 26

(London Bridge)

This is a fin- ger, fin- ger, fin- ger. This is a fin- ger. This is the thumb. This is a fin- ger, fin- ger, fin- ger. This is a fin- ger. This is the thumb.

(Tune by Marion Burke)

That is a star. That is the sun.

That is the moon. Those are the stars.

Up in the sky I see the sun.

I see the moon. I see the stars.

The musical score is written on four staves in 3/4 time. The melody is simple, using whole and half notes. The lyrics are written below the notes, with some words aligned with specific notes and others spanning across measures.



