

# **Singlish!** (singing in English)

## **Jove Espectacle**



## **Guia Didàctica**

## **Cicle Inicial de Primària**



### **Jove Espectacle**

[www.jovespectacle.cat/escoles](http://www.jovespectacle.cat/escoles)

[jovespectacle@gmail.com](mailto:jovespectacle@gmail.com)

**609313501**

**Lloret de Mar**

## **Singlish (Learning English with Songs)**

### **Primary – Cicle Inicial**

Singlish is an easy and fun way to learn and improve your English language skills, through the music videos and the lyrics of your favourite songs.

Singlish also has a special Karaoke link that lets you sing and enjoy the full lyrics.

But above all, Singlish helps you train your ear to dramatically improve your capacity to recognize sounds and words of the English language in a very short time, training your brain almost unconsciously, whether you know the meaning of all the words or not.

Recent studies have shown that simple exposure to the sounds of another language sets up in our brain the structures and connections necessary for learning it.

In addition to that, music is a fun way to learn, and listening to different accents and pronunciations allows greater flexibility to test to your ability to recognize the different sound patterns of another language. This is very different from the typical listening exercises in language classes, where the pronunciation is too perfect, which is not entirely practical in a real environment.

Singlish is also a fun way to learn the lyrics of your favourite songs.

### **Teacher's Guide:**

The Teacher's Guide provides a step-by-step dossier to exploiting each song. Information is given on any preparation that is needed and the aim of each song is clarified.

The three lessons of each song cover the following:

- Vocabulary  
Introducing essential vocabulary and setting the theme of the song.  
Introducing the language and then providing activities for development and practice.
- Grammar  
The main grammar points are introduced and practised in a context that continues the theme of each song.  
A Grammar reference section at the end of the Guide provides learners with additional support.
- Real World  
Key functional language is introduced extending the theme of the song. Atypical spread will provide learners with a practical situation in which they can practise and personalise what they have learnt.

### **Why use songs with this age group?**

- Children like songs.
- Songs can be integrated into language learning - listening, singing and doing activities around the songs.
- In many cultures songs are used to introduce or practise mother tongue with young children, so this is a medium that children are very comfortable with.
- Songs are memorable.
- Songs often include a lot of repetition that helps to make language memorable.
- Songs contain chunks of language that children can remember and use.
- Because songs must be sung at a reasonably fast speed they encourage natural phonological features like linking and weak forms.
- Children will be actively involved in their learning, even at a very young age, rather than passive.
- Children have energy and want to make noise. Songs will channel these natural inclinations positively.
- Parents will enjoy hearing their children singing in English.
- Singing is a happy and stress-free activity that will add to a positive classroom learning environment.

### **What songs should we choose for the classroom?**

We choose songs that:

- Contain simple, easily understood lyrics.
- Link with a topic or vocabulary that you are studying in class.
- Are repetitive.
- Children can easily do actions to (to help emphasize meaning).

### **Duration of the Singlish Syllabus**

We suggest that the Teacher combines between three and five activities from the lists above (Pre, While and After-Listening) with every song included in the Repertoire. This way, Reading, Writing, Speaking and Listening Areas will be put into practise and covered, leading to a successful learning process. We also suggest to apply the activities of the songs left out, to the chosen ones to have a wider range of exercises to develop.

Following these proposals and depending on the planned time the Teacher may find the duration of two or three modules of forty-five / fifty minutes (or even a whole trimester) enough for the development of the activities for each song.

### **Singlish in the Music Class**

Working together with the Music Teacher is a plus when trying to obtain the most from your students with the Singlish Repertoire. Not only they will continue on listening and singing the songs proposed by the English Teacher, but they will also have the chance to rehearse and sing as we suggest:

1. The class can be divided in five groups of five students approximately;
2. Every team prepares one song to sing for the rest of the students;
3. And there might be one song from the Repertoire that can be sung by the whole class.

It is also possible to give the opportunity to those that feel like to play instruments, sing solos or duets and get to meet the songs from every corner possible.

At the top of every Song Exercise Page you may find the link to the Sheet Music / Score for the Teacher to follow and download to work it in Music class.

### **Singlish Monitor at your School**

When scheduled, the Singlish Monitor will come to your School to make your students put onstage all what they have worked and prepare a Stage Performance for everyone to watch and listen. The English and Music Teachers may choose between four and six songs from the Repertoire for their students to perform. This will be the perfect opportunity for them to show their artistic skills together with all the work they have done within the English Language itself. On this day the Singlish Monitor may also propose some dynamic games or activities to trigger the students' engagement and willingness to interact and perform.

## Head and Shoulders

<https://www.youtube.com/watch?v=gxphoOOwTbo> Original Version

<http://www.karafun.es/karaoke/children-s-chorus/head-shoulders-knees-and-toes/> Karaoke

Version

Sheet Music

### Introduce and practise the vocabulary

1. Say 'head' clearly pointing to yours and get children to repeat, do same for all words.

Repeat a number of times.

Don't point now, but say word clearly and encourage children to point to appropriate part of the body

2. Check meaning: Point to head and say 'shoulders' and ask 'yes or no?' Do same for other parts, sometimes being correct and sometimes not.

Point to part of the body and encourage children to say the word.

3. Go through the song slowly with the movements, first modelling for children to see what they need to do and then encouraging children to join in. Pick up the speed of the song as children become more confident.

4. Play a game based on the key vocabulary like this – it includes basic colour vocabulary that children should already know. Ensure children have coloured pens or pencils.

Model the activity, so children know what they have to do – say 'the mouth is blue' and hold up the picture and colour the mouth blue. Play the game by giving similar instructions. Give the children plenty of time to find the right picture, the right colour and do the colouring. If the children are confident, encourage them to give you or their classmates similar instructions.

5. Sing the song again at the end of the lesson.

6. Begin the next lesson with a check of the vocabulary and sing the song again. Children will enjoy singing a song they already know, but do not assume they will all remember

the song and the vocabulary. Young children learn quickly and forget quickly if they don't practise.

Begin the lesson as above, concentrating on the meaning and the sound of the words first.

After singing the song, the following activities can be added to the lesson:

### **Activity 1**

Show pictures of the parts of the body with the words clearly written beneath. Say the words while pointing to the words. Give out pictures of the parts of the body and separate pieces of paper with the words on which children must match. This can be done in groups of two or three. If the group is bigger some children may not actually participate and be left out.

### **Activity 2**

Ask the children to draw a person (themselves or maybe you!) and to label the body with the words they have learnt. They may know some other parts of the body that they can add – you may have to help with spelling.

### **Activity 3**

Divide the class into teams – ideally nine members in each team. Choose a confident and outgoing child from each team to stand or sit at the front of the class and be THE BODY. Other members of the team each get a sticker with a word of a part of the body written on it. Each team stands behind a line away from the front of the class. One at a time a team member has to run to the front and put the sticker on the appropriate part of THE BODY. It is a race and the first team to correctly label their BODY are the winners. If the children know other parts of the body, you can also use these words – it can get very funny if they know the word 'bottom'.

### **Activity 4**

Another good way to practise the vocabulary is to do a picture dictation. E.g. teacher says: this is a monster. He has two heads and four eyes etc. Children have to draw the monster according to the teacher's description. Ensure you use only vocabulary the children have come

across before – this can include numbers, colours, sizes and shapes e.g. The monster has four, small, blue, triangular ears.

### **Activity 5**

Children with a larger vocabulary for parts of the body can be encouraged to write a new verse for the song using other parts of the body and then perform them to each other using the correct actions.

It isn't necessary to pre-teach all the language individually as long as you model each activity and ensure the children are doing the appropriate actions for each part of the song.





**back**



**arm**



**foot**



**belly button**



**bottom**



**ear**



**head**



**hip**



**knee**



**leg**



**lips**



**mouth**



**elbow**



**eye**



**face**



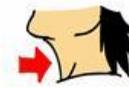
**finger**



**hair**



**hand**



**neck**



**nose**



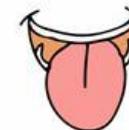
**shoulder**



**tummy**



**toe**



**tongue**

**Nota:**

**En les guies didàctiques que us descarregueu de la nostra web, només hi ha, a tall d'exemple, la fitxa d'una de les cançons que treballem en cada cicle.**

**Les guies didàctiques completes s'enviaran a les escoles que contractin l'activitat.**