

Lesson Plan

Using Chants and Raps to Train Non-native Ears for American English and Reinforce Grammar:

- **Future Verb Form (*Be + Going To*)**
- **Third Person, Simple Present Tense**
- **Subject and Object Pronouns**
- **The expression *What About?***

“A *grammarchant* is a rhythmic exercise which presents some aspect of American English Grammar and offers students an enjoyable way to reinforce basic principles of the spoken language.”

– Carolyn Graham, author of *Grammarchants**

- **Target Audience:** ESOL or BL class using a communicative approach with music. This activity involves listening, speaking, writing and reading language skills. (Levels 1-3)
- **Goal:** Students will use a grammarchants to reinforce correct pronunciation and grammar concepts.
- **Objectives:** Students will be able pronounce the selected chants and apply the grammar in a practice exercise.
- **Class time:** 1-1.5 hours
- **Materials:**
 - Grammarchants – More Jazz Chants text (Paula’s office) – Refer also to attached handouts for text.
 - Grammarchants audio CD (Paula’s office)

Lesson Flow:

1. **Say** “Today we’re **gonna** review what we did in our last class”. Review homework.
2. **Introduce** the use of “be + going to” for the future tense. Write these phrases on the white board: “I am **going to** the store. He is **going to** eat lunch.” Ask students to repeat the phrases after you.
3. **Play** Grammarchant ***Be + Going To Future*** on page 49 of Grammarchants text. (See Handout #1)
Note to tutor: There is a gap between spoken and written English. In the chant, students will hear that “going to” is pronounced “gonna.” The author of Grammarchants states that “American English stretches, shortens, blends and often drops sounds.”
4. **Play** Grammarchant “**The Love/Hate Song**” on page 20 of the Grammarchants text. (See Handout #2)
Note to tutor: Chants and raps are a choral experience. Any student, even if shy or reluctant to speak in class, may feel more comfortable in joining in and practicing aloud. This chant also reinforces the third person s simple present (*loves/hates*) and subject/object pronouns. This is explained in the GRAMMARNOTES section of page 20.
5. **Play** Grammarchant “**What About Me?**” on page 50 of the Grammarchants text. (See Handout #3)
Note to tutor: This chant provides more practice using *be + going to*, plus the use of pronouns. It also introduces the expression “*What about...?*” This is explained in the GRAMMARNOTES section of page 50.
6. **Practice in pairs** using the questions on page 54 of the Grammarchants text. (See Handout #4)
Alternate approach: Read each question and ask for volunteers to respond.

Lesson shared by: Sandy Smith-Resony, Level 2 ESOL

***Content Source:** Grammarchants – More Jazz Chants by Carolyn Graham (Oxford University Press)

Grammarchant

Be + Going To Future

I am, I'm.

I'm going to go.

I'm gonna, gonna, gonna,
gonna, gonna go.

He is, he's

He's going to go.

He's gonna, gonna, gonna,
gonna, gonna go.

She is, she's.

You are, you're.

We are, we're.

They are, they're.

They're gonna, gonna,
gonna,gonna, gonna go.

They're gonna, gonna,
gonna,gonna, gonna go.

Handout #2



GRAMMARNOTES

1 The Love/Hate Song

This chant provides practice in the third person s simple present (*loves/hates*), and in subject and object pronouns. This chant is also presented as a song on the tape accompanying *Grammarchants*.

2 Are You a Student? (song)

This chant presents Yes/No questions and short responses using *be, do, and can*. It contrasts *Yes, I am* with *Yes, I can*, and *Yes, I do*. It also offers a useful expression to describe limited language ability: *Yes, I do, but not very well*. This chant is also presented as a song on the tape accompanying *Grammarchants*. On the tape, the first stanza is repeated.

Tr. 21

1 The Love/Hate Song

She loves him.
He loves her.
We love them and they love us.
I love him.
He loves me.
We love everybody.

She hates him.
He hates her.
We hate them and they hate us.
I hate him.
He hates me.
We hate everybody.

Tr. 22

2 Are You a Student? (song)

Are you a student?
Yes, I am.
Can you understand me?
Yes, I can.
Do you speak English?
Yes, I do, but not very well.

Is he a student?
Yes, he is.
Does she speak Spanish?
Yes, she does.
Do they speak English?
Yes, they do.

Handout #3



GRAMMARNOTES

1 What About Me?

This chant practices the future with *be + going to* and illustrates the use of the object pronouns *me/you/us/him/them*. It also illustrates the use of the information question with the expression *What about*.

1 What About Me?

What about me?
What about you?
What about us?
What are we going to do?
 What about Joe?
 What about Lou?
 What about them?
 What are they going to do?
What about Jim?
What about him?
 What about Ted?
 What about Fred?
What about Sue?
What about Ann?
What about them?
What are they going to do?

2 Are You Going to Go with Joe?

This chant practices the future with *be + going to*. Students should note the rising intonation pattern of the Yes/No question *Are you going to...?* contrasted with the falling intonation of the information question *Who is going to ride with...?*

2 Are You Going to Go with Joe?

Are you going to go with Joe?
 No.
 Joe's going to go with Sue.
Oh, who's going to ride with Bill?
 Will.
 Are you going to go with Bess?
Yes.
Who's going to stay with Fay?
 Ray.

Handout #4-Practice Exercise

Exercise 3

INTERVIEW: Ask your partner the following questions and indicate the answers in the space provided.

1. What are you going to do after class today?
2. Are you going to go out tonight?
3. Are you going to take a vacation this year?
4. Where are you going to be tomorrow at 3?
5. I'm not feeling very well. What do you think I should do?
6. I have a terrible cold. What should I do?
7. Mary is feeling very homesick. What do you think she should do?
8. Do you think I ought to look for another apartment or should I stay where I am?
9. Do you think elderly parents should live with their children?
10. Do you think men should learn to cook?

Now write your partner's answers on a separate piece of paper. Use complete sentences.

Example: She's going to the movies.