

- 5 Now create your own chant, substituting other animal words. You can use any animals, but if the stress is on the second syllable, model the new rhythm and make sure that the children stress it correctly:

DO you like giRAFFES?

- 6 Once children know the pattern, you could also practice the third person singular forms:

Does he / she like ...?

Yes, he / she does.

He / She loves cats.

The last line can stay the same, or you can use the opposite subject pronoun to the one used in the questions.

7.5 How many crocodiles?

LEVEL _____

2, 3

AIMS _____

Language: *There's a*, prepositions.

Other: sentence stress.

DESCRIPTION _____

The children learn a grammarchant.

IN CLASS _____

- 1 Tell the children that they are going to hear a chant about animals in a house and garden. Ask them to listen and find out what the animals are, how many there are in the house, and how many in the garden. Demonstrate the chant.

There's a crocodile in the bathroom.

There's a crocodile in my bed.

There's a crocodile in the kitchen

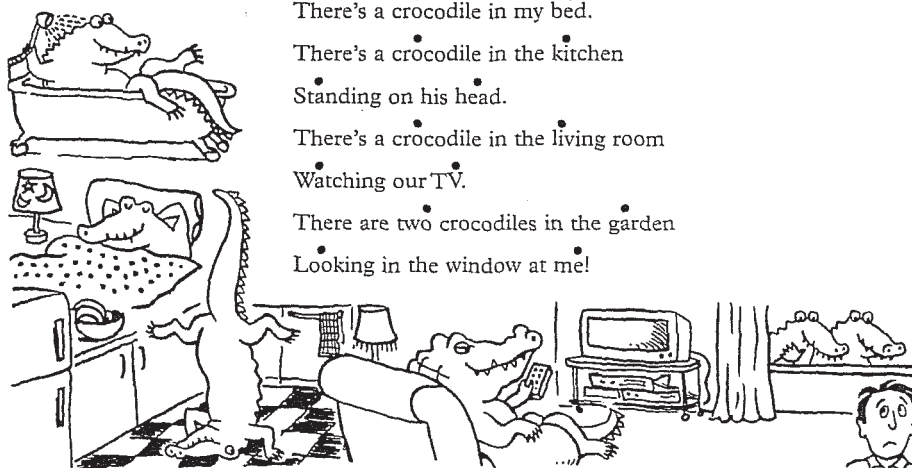
Standing on his head.

There's a crocodile in the living room

Watching our TV.

There are two crocodiles in the garden

Looking in the window at me!



- 2 Check answers as a class. Write the first line of the chant on the board. Draw a stress mark above the syllables *croc-* and *bath-* (see above). Say the line, clapping for each stress and encourage the children to repeat.
- 3 Can anyone remember where the crocodiles were? Make notes on the board in the correct order:
 - in the bathroom*
 - in my bed*
 - in the kitchen*
 - in the living room*
 - in the garden*
- 4 Ask *What was the crocodile in the kitchen doing?* Note the answer on the board next to kitchen (*standing on his head*). Ask about the crocodiles in the living room and garden in the same way.
- 5 Remind the children about the sentence stress and say the chant slowly, but rhythmically, using the prompts on the board. Then practice it at a more natural speed.
- 6 Now create your own chant. You can substitute a 2-syllable word for any of the 3-syllable words (*crocodile / living room*) and the rhythm will still work. You might want to keep the rhyme *bed / head*. Alternatively, you could change to a school setting using some of these ideas:
 - in the classroom / in the playground / on the blackboard*
 - on my chair / in my hair*
 - Under a big tree. / ... in my school with me?*

FOLLOW-UP

The children can work in groups of five to draw the crocodile(s) in each place, either as in the model chant or as in your new version.

7.6 Little baby monkeys

LEVEL

2

AIMS**Language:** *I / me, they / them, and / but.***DESCRIPTION**

The children learn a grammar song.

MATERIALS

CD track 34.

IN CLASS

- 1 Tell the class that they are going to hear a short song about monkeys and crocodiles. Say *One thing is different about monkeys and crocodiles in the song. Listen carefully. What's different?*