

Institut Pendidikan Guru Kampus Dato' Razali Ismail

# Songs and Poetry Workshop

A workshop for IPG lecturers and students



Ruth Wickham, Brighton Education Training Fellow, IPGKDRI  
2013



## Contents

Introduction .....	2
Songs and Poems .....	3
Pass the Beat .....	3
Fruit Salad .....	4
Row, Row, Row Your Boat.....	4
Alive Alert Awake.....	5
Elephant Song.....	6
The Grand Old Duke of York.....	7
Hello My Name is Joe.....	8
Herman the Worm.....	9
A Sailor Went to Sea Sea Sea .....	10
No Bananas in the Sky.....	11
Oh Chester.....	12
I Left My... .....	13
Crocodile Song.....	14
On Top of Spaghetti .....	15
There Was An Old Lady Who Swallowed a Fly .....	16
There's a Hole in My Bucket.....	17
There's a spider on the floor .....	18
She'll be coming round the mountain .....	19
Jazz Chant – Vocabulary .....	20
Jazz Chant – Grammar Chant .....	21

# Songs and Poetry Workshop

---

by Ruth Wickham, Brighton Education Training Fellow, IPGKDRI

## Introduction

This is a 2-hour workshop for lecturers and TESL students.

A number of songs and poems suitable for young learners are introduced, as well as a demonstration of the use of guitar to enhance lessons and engage young learners.



Indicates a choice of participants using icon/token card.



Indicates a whole group activity.



Indicates a song



Indicates a chant (spoken)



Indicates use of guitar



Indicates Actions as part of the song/chant



## Songs and Poems

The workshop consists of practising the following songs and poems using guitar, voice, body percussion and movement.

### Pass the Beat



This is a circle activity for a group or class. It is great for encouraging socialisation, developing control, improving a sense of rhythm ... as well as having great possibilities for language practice and a great deal of fun if handled well.

#### *Instructions:*

Sit in a circle.

(Maybe try passing an object around the circle, to make sure the concept is understood.)

Demonstrate hand-clapping to a regular beat, and hand-clapping irregularly. Explain that as a group you are going to create a regular beat. You are going to "Pass the Beat" around the circle, with each child providing one beat / clap.

You do the first clap, and the child next to you claps once, and then so on around the circle.

Discuss how well it went. Try again going around the other way.

#### **Try other styles:**

- Get faster / slower as you go around.
- Each child claps twice, but keep the beat even. (3 times, 4 times)
- One child claps, and the next child claps twice quickly creating a rhythm.
- Every second (or 3rd or 4th ...) child claps (once, or twice or ...)
- Close their eyes and see if they can take their turn at clapping at the right time.
- Claps get louder / softer as they go around the circle.
- Add other body percussion - clicks / knee-slaps.
- Try a "Mexican Wave" or other movement - each child in turn makes the movement.
- Get them to clap hands with the child on one side, then the child on the other, thus passing the clap around.
- Use words - pass a word around, or a word sequence (count, go through alphabet, days of the week, or just alternate with two words ...) There are endless possibilities ...

This can become a regular activity at the beginning and/or end of a lesson to revise / practice some part of the work. It has the effect of calming and focusing the group.



## Fruit Salad



***Divide the class into sections, each one takes a different verse.***

***The verses are chanted, not sung.***

***Bring the verses in one by one and then using your hand to indicate whether the Fruit Salad should be loud or soft!***

Apples, peaches, pears and plums!  
Apples, peaches, pears and plums!

Banana-na-na-na-na-na!  
Banana-na-na-na-na-na!

Grapes, grapes, doo-ah doo-ah!  
Grapes, grapes, doo-ah doo-ah!

Papaya, papaya, p-p-papaya!  
Papaya, papaya, p-p-papaya!

Watermelon, watermelon, (*spit out seed, spit out seed*)  
Watermelon, watermelon, (*spit out seed, spit out seed*)

Raspberry, raspberry, (*raspberry, raspberry, raspberry*)  
Raspberry, raspberry, (*raspberry, raspberry, raspberry*)

## Row, Row, Row Your Boat



Sing this as a round.

Students all know this song but have apparently never sung a 'round'.

Sing in 2 parts, and then in 4.



Ask a student to lead from the front.

## Alive Alert Awake

*(to the tune of "If You're Happy and You Know It")*



I'm alive, alert, awake, enthusiastic  
I'm alive, alert, awake, enthusiastic  
I'm alive, alert, awake,  
I'm awake, alert, alive,  
I'm alive, alert, awake, enthusiastic!

### Actions:

*Alive: hands on your head*

*Alert: hands on shoulders*

*Awake: cross arms over chest*

*Enthu-: hands on thighs*

*-si-: clap*

*-astic: snap with both hands*

*Repeat the song a number of times, getting faster as you go!*

*[Second verse to the song:*

I am dead to the world and very sleepy ...  
I am dead to the world and the world is dead to me  
I am dead to the world and very sleepy]



## Elephant Song

*(Spoken. Actions in brackets)*



What is that noise *(cup hand to ear)*

Up in the attic *(point over your head)*

It is an elephant *(make a trunk with your arm)*

Cycling round and round. *(cycling motion with legs)*

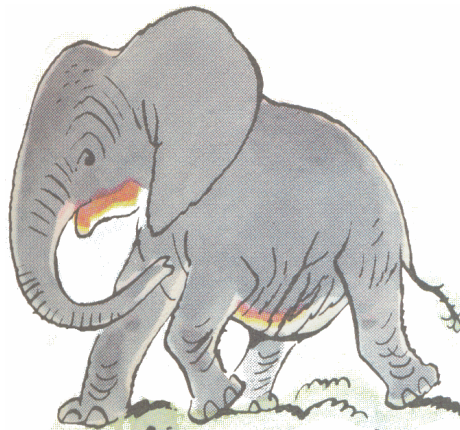
It is an elephant *(make a trunk with your arm)*

All chic and elegant *(fashion model pose)*

With one tail here *(make trunk with your arm)*

And one behind. *(point to where your tail would be if you had one!)*

*Repeat the song a number of times, each time, you stop singing one line of the song, but continue to do the action for that line. By the end of the song all you're doing is actions, no singing/speaking.*





## The Grand Old Duke of York



*In the key of G, easily played on the guitar*

G / / /  
Oh the Grand Old Duke of York,

D<sup>7</sup> / / /  
He had ten thousand men,

G / C /  
He marched them up to the top of the hill

G D<sup>7</sup> G /  
And he marched them down again.

G / / /  
And when they were up, they were up.

D<sup>7</sup> / / /  
And when they were down, they were down.

G / C /  
And when they were only halfway up,

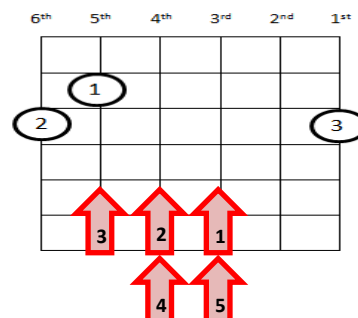
G D<sup>7</sup> G  
They were neither up nor down.

Notes:

- The song is in common or 4/4 time, so you count **1 – 2 – 3 – 4** as you play. If you wish, you can put in twice as many strums as are shown here (an extra one in between every time, but do the same all the way through!)
- The starting note: Strum the G chord then pluck the (open) 3<sup>rd</sup> (G), (open) 4<sup>th</sup> (D), 5<sup>th</sup> (with your 1<sup>st</sup> finger pressing the 2<sup>nd</sup> fret), and then back to (open) 4<sup>th</sup> (D) and then (open) 3<sup>rd</sup> (G). *(These are the notes for "... Grand Old Duke of York ..." and don't include the "Oh the ..." at the beginning.)*

*There are many games that can be played with this song.*

*Students enjoy simply having to stand every time they hear "up", and sit every time they hear "down".*







## Hello My Name is Joe



*(chanted, not sung)*

Hello, my name is Joe  
I have a wife and a dog and a family  
I work **all day** in the button factory  
One day, my boss came up to me and said,  
"Hey Joe, are you busy?"  
I said, "No ... no!"  
"Then do this..."

**Actions:** *At the end of the first verse, pretend you're punching a button with your right hand's index finger. Then repeat the chant, adding your left index finger. Then one foot, then both feet, then your head are added.*

*While punching a button with each finger, each foot, and your head:*

Hello, my name is Joe  
I have a wife and a dog and a family  
I work **all day** in the button factory  
One day, my boss came up to me and said,  
"Hey Joe, are you busy?"  
I said, "YES!!"

*... And collapse as if exhausted.*



## Herman the Worm

*(Actions in brackets)*



I was sitting on my fencepost, chewing my bubble-gum (*chew, chew, chew, chew*)

Playing with my yo-yo, wee-oo! wee-oo! (*action playing with yo-yo*)

When along came Herman the worm (*finger-worm coming along like inch-worm*)

And he was this big (*show tiny size with fingers*)

And I said: "Herman? What happened?" (*use voice expression*)

"I ate my Mother."

*(repeat verse, with worm action getting larger and larger for each of the following lines:)*

"... I ate my Father." (*hand-sized worm*)

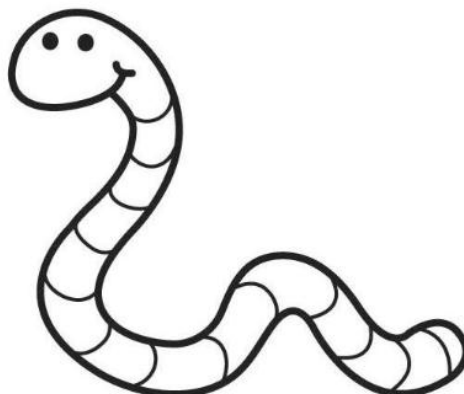
"... I ate my Brother." (*fore-arm sized worm*)

"... I ate my Sister." (*whole are sized worm*)

"... I ate my Dog." (*whole body / two-arm-size to show*)

*Repeat verse one last time, with a tiny worm action for:*

"I burped."





## A Sailor Went to Sea Sea Sea

1. Actions – hand to forehead (3 X) as if looking out to sea

D / / / D / /

A Sailor went to sea, sea, sea,

/ G / A<sup>7</sup> / D / /

To see what he could see, see, see,

/ D / / / D / /

And all that he could see, see, see,

/ G / A<sup>7</sup> / D / /

Was the bottom of the deep blue sea, sea, sea.

2 ... chop chop chop ... *Actions – 'chop' left arm with right hand (3 X)*

3 ... knee knee knee ... *Actions – touch one knee (3 X)*

4 ... foot foot foot ... *Actions – touch foot (3 X)*

5 ...Timbuktu ... *Actions – hands on hips, wriggle hips*

6 A sailor went to sea chop knee foot Timbuktu ... *Actions – all previous actions in sequence.*

## No Bananas in the Sky

*(To the tune of "There is a Tavern in the Town")*



There are no bananas in the sky, in the sky  
There are no bananas in the sky  
There's a sun  
And a moon  
And a coconut cream pie  
But there are no bananas in the sky, in the sky!

*(Repeat, each time taking out 'bananas' and only doing the action in its place. Then the next time also don't sing 'sky', then 'sun', 'moon', and finally 'coconut cream pie'. )*

### **Actions:**

**No:** hand motion both hands together then apart (like "cut" for a movie, sort of)

**Bananas:** peel a banana

**In the sky:** point upward on sky (each time)

**Sun:** gesture a round object in the sky

**Moon:** another round object on the other side

**Coconut cream pie:** gesture a fluffy object (like clouds)

*Then each time you sing the song, you leave off some words and just do the actions, until you're left with:*

**There are** (action) (action) **in the** (action) **in the** (action)

**There are** (action) (action) **in the** (action) **in the** (action)

**Just a** (action) **and a** (action) **and a** (action)

**But there's** (action) (action) **in the** (action) **in the** (action).





## Oh Chester

*(To the tune of "Yankee Doodle". Actions in brackets.)*



**Oh, Chester,** *(pat your chest)*

**have you heard** *(cup your hand on your ear)*

**about Harry** *(pull a strand of hair)*

**Just** *(pat chest again)*

**got back** *(reach around to your back)*

**from the army,** *(point to your arm)*

**I hear** *(hand to ear again)*

**he knows** *(point to your nose)*

**how to wear his clothes** *(tug on your shirt)*

**Hip! Hip!** *(point to your hip twice)*

**Hooray** *(twirl a finger in the air)*

**for the army!** *(point to your arm again)*



## I Left My...



*Marching practice – great for concentration and coordination!*

Left, left, left right left  
I left my wife in Argentina  
With 52 kids and a laughing hyena  
I thought I was right, right,  
Right in my country and whoop-de-doo!  
Left, left! I left my wife...

*Your left foot comes down on each "left" in the march. At the "whoop-de-do!" you do this little jig so that your left foot will come down on the "left" in the next line.*

### **Another version:**

#### Group 1

**Left, left**  
**Left, right, left**  
I **left** my **room** in a **mess**  
  
I **left** my **socks** in the **sink**  
  
I **left** my **boots** on my **bed**

#### Group 2

You're **right**  
  
You're **right**  
  
You're **right**  
You're **right**  
You're **right, left, right**  
**Sing out!**

#### **One, two**

*(all together) One, two, three, four, one, two.*

I had a good home and I left  
I had a good home and I left  
I left on my own and it served me right,  
Left, right left right.

### **Another**

I left, left,  
I left my wife in New Orleans  
With thirty-five kids and a bucket of beans  
I thought it was right, right,  
Right for my country whoop-dee-doo!  
Left, left,  
I left...

## Crocodile Song

*Sing slowly at first until everyone is confident of the actions.*



She ... sailed away *(Draw lady shape for 'she'. Then hand shows waves motion)*  
On a fine and sunny day *(hands make circle for sun in the sky)*  
On the back of a crocodile. *(pat your own back, then use arms for crocodile jaws)*  
You see said she, *(point for 'you', then to your eyes for 'see', draw shapely woman for 'she')*  
He's as tame as tame can be, *(stroke back of hand and arm)*  
I'll ride him down the Nile. *(riding action like horse)*

The crock winked his eye *(croc jaws with arms, then point to eye and wink)*  
As the lady waved goodbye, *(wave goodbye)*  
Wearing a great big smile. *(draw oversized smile on your face)*  
But at the end of the ride *(pat bottom for 'end', riding motion for 'ride')*  
The lady was inside *(lady shape then pat tummy)*  
And the smile was on the crocodile! *(draw smile, then arms for crocodile jaws)*





## On Top of Spaghetti



*(To the tune of "On Top of Old Smokey")*

On top of spaghetti all covered with cheese  
I lost my poor meatball when somebody sneezed

It rolled off the table and onto the floor  
And then my poor meatball rolled out of the door

It rolled into the garden and under a bush  
And then my poor meatball was nothing but mush

The mush was as tasty as tasty could be  
Then early next summer it grew into a tree

The tree was all covered with beautiful moss  
It grew lovely meatballs with tomato sauce

If you have spaghetti all covered with cheese  
Hang onto your meatball and don't ever sneeze!

*Easy to play in the key of 'C'*

C / / F // F // F /  
On top of spaghe - - tti

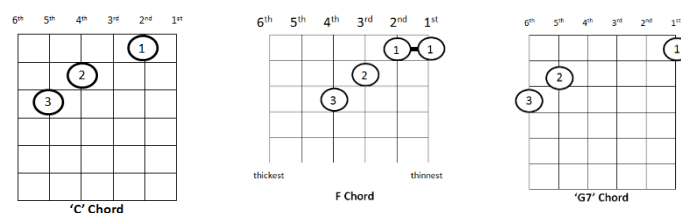
/ F / / C // C /  
All covered in cheese

/ C / / G<sup>7</sup> // G<sup>7</sup> // G<sup>7</sup> /  
I lost my poor meat - - ball

/ G<sup>7</sup> // C // C //  
When somebody sneezed.

### Notes:

- The song is in waltz, or  $\frac{3}{4}$  time. This means you count 1 – 2 – 3 – 1 – 2 – 3 as you play. (The chord names are marked on the '1' each time). It is quite a slow song – but you can vary that if you choose.
- To start the song: Strum a C chord, then pluck the 5<sup>th</sup> string (which you are pressing the 3<sup>rd</sup> fret with your 3<sup>rd</sup> finger) twice, then 4<sup>th</sup> string (which you are pressing the 2<sup>nd</sup> fret with your 2<sup>nd</sup> finger), and then the (open) 3<sup>rd</sup> string for "On top of spa- ..."
- There are more verses. Practice playing the song until you can do it without looking, and then try singing all of the verses.







## There Was An Old Lady Who Swallowed a Fly

There was an old lady who swallowed a fly.  
I don't know why she swallowed a fly.  
I guess she'll die.



There was an old lady who swallowed a spider.  
That wiggled and jiggled and tickled inside her.  
She swallowed the spider to catch the fly.  
I don't know why she swallowed a fly.  
I guess she'll die.

There was an old lady who swallowed a bird.  
How absurd! To swallow a bird!  
She swallowed the bird to catch the spider  
That wiggled and jiggled and tickled inside her.  
She swallowed the spider to catch the fly.  
I don't know why she swallowed a fly.  
I guess she'll die.

*Continue adding on verses:*

Cat . . . Imagine that! She swallowed a cat.  
Dog . . . What a hog! She swallowed a dog.  
Goat . . . She opened her throat and in walked a goat.  
Cow . . . I don't know how she swallowed that cow.  
There was an old lady, she swallowed a horse. She DIED of course!

*Easy to play in the key of C*

C / / C / / C / / C //  
There was an old lady who swallowed a fly.

G<sup>7</sup> / / G<sup>7</sup> // G<sup>7</sup> / / G<sup>7</sup> /  
I don't know why she swallowed a fly.

/ F / / C /  
Perhaps she'll die.

/ C / / C / / C / / C /  
There was an old lady who swallowed a spider,

/ G<sup>7</sup> / / G<sup>7</sup> / / G<sup>7</sup> // G<sup>7</sup> /  
that wiggled and jiggled and tickled inside her.

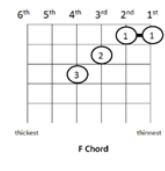
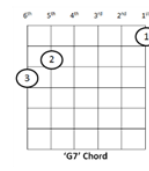
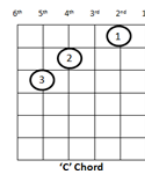
/ C / / C // C / / C //  
She swallowed the spider to catch the fly.

G<sup>7</sup> / / G<sup>7</sup> // G<sup>7</sup> / / G<sup>7</sup> /  
I don't know why she swallowed a fly.

/ F / / C  
Perhaps she'll die.

Notes:

- This song is in waltz (3 / 4) time, counting 1 – 2 – 3, but the rhythm can be fairly loose and flowing, and you can add dramatic pauses.
- To find a starting note: Strum the C chord, and then pluck the (open) 3<sup>rd</sup> string, followed by the 2<sup>nd</sup> string (where your 1<sup>st</sup> finger is pressing the 1<sup>st</sup> fret) twice, then the (open) 1<sup>st</sup> string, then the 2<sup>nd</sup> string twice again for "There was an old woman ..."





## There's a Hole in My Bucket

*Usually the boys sing Henry's part, and the girls sing Liza's part.*

Henry: There's a hole in my bucket dear Liza, dear Liza  
There's a hole in my bucket dear Liza, a hole.

Liza: Well, fix it dear Henry, dear Henry, dear Henry,  
Well, fix it dear Henry, dear Henry, fix it.

Henry: With what shall I fix it ...

Liza: With a straw dear Henry ...

Henry: The straw is too long ...

Liza: Well, cut it dear Henry ...

Henry: With what shall I cut it ...

Liza: With an axe dear Henry ...

Henry: The axe is too dull dear Liza ...

Liza: Well, sharpen it dear Henry ...

Henry: With what shall I sharpen it ...

Liza: With a stone dear Henry ...

Henry: The stone is too dry dear Liza ...

Liza: Well, wet it dear Henry ...

Henry: With what shall I wet it ...

Liza: With water dear Henry ...

Henry: In what shall I fetch it ...

Liza: In a bucket dear Henry ...

Henry: There's a hole in my bucket, dear Liza ...

*Easy to play in key of G*

G / / C / / C / / C /  
There's a hole in my bucket, dear Liza, dear, Liza.

/ G / / C / / D<sup>7</sup> / / G / .  
There's a hole in my bucket, dear Liza, a hole.

### Notes:

- This song has lots of verses, but each one is very short, and it is easy. So learn it well before you lead a class in singing it.
- The song is in waltz or  $\frac{3}{4}$  time, so you count **1 – 2 – 3 – 1 – 2 – 3** as you play.
- At the end of each verse the third strum / beat can be the first beat of the next verse ... or you can add a few strums to get your breath. (Plan ahead).
- To start the song; Strum the G chord, then pluck the 3<sup>rd</sup> (open) string, put a finger on the 2<sup>nd</sup> fret of this 3<sup>rd</sup> string and pluck that note, and then pluck the (open) 2<sup>nd</sup> string. This should give you the notes for "There's a hole ..."



## There's a spider on the floor



*(Tune: if you're happy and you know it)*

There's a spider on the floor, on the floor.  
There's a spider on the floor, on the floor.  
Who could ask for anything more than a spider on the floor.  
There's a spider on the floor, on the floor.

Now the spider's on my leg, on my leg. ...  
Oh, I wish I had some Raid for this spider on my leg! ...

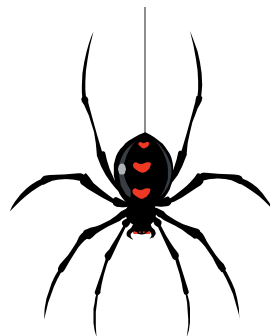
Now the spider's on my chest, on my chest! ...  
Oh, I'd squish him in my vest, if it didn't make a mess! ...

Now the spider's on my neck, on my neck! ...  
Oh, I'm gonna be a wreck, I've got a spider on my neck! ...

Now the spider's on my face, on my face! ...  
Oh, what a big disgrace, I've got a spider on my face! ...

Now the spider's on my head, on my head! ...  
Oh, I wish that he were dead. I've got a spider on my head! ...

SPOKEN: "But he jumped off.... "





## She'll be coming round the mountain



*For those who are learning the song and not sure of the words, they can simply join in with the cumulative sounds and actions.*

She'll be comin' 'round the mountain when she comes. (*Whoo, whoo!*)  
She'll be comin' 'round the mountain when she comes. (*Whoo, whoo!*)  
She'll be comin' 'round the mountain, comin' 'round the mountain  
She'll be comin' 'round the mountain when she comes. (*Whoo, whoo!*)

She'll be driving six white horses, when she comes (*Whoa, back!*) . . .  
She'll be driving six white horses, when she comes (*Whoa, back!*)  
She'll be driving six white horses, driving six white horses,  
She'll be driving six white horses, when she comes (*Whoa, back! Whoo, Whoo!*)

Oh, we'll all go out to meet her when she comes (*Hi babe!*) . . .

She'll be wearing silk pyjamas when she comes [*Wolf whistle*] . . .

And, we'll wear our bright red woollies when she comes (*Scratch, scratch!*) . . .

Oh, we'll kill the old red rooster, when she comes (*Hack, hack!*) . . .

Oh, we'll all have chicken and dumplings when she comes (*Yum, yum! / Yuck, yuck!*) . . .

Oh, we'll all have indigestion when she comes (*Burp, burp!*) . . .

Oh, she'll have to sleep with Grandma when she comes (*Snore, snore!*) . . .  
Oh, she'll have to sleep with Grandma when she comes (*Snore, snore!*) . . .  
Oh, she'll have to sleep with Grandma, she'll have to sleep with Grandma,  
She'll have to sleep with Grandma when she comes (*snore snore, burp burp, yum yum, hack hack, scratch scratch, [wolf whistle], Hi babe!, Whoa! Back!, Whoo Whoo!*)



## Jazz Chant – Vocabulary



A vocabulary chant is the simplest to create. In the context of Grammar learning, this may involve learning a group of words that are all a particular type – such as adjectives – or it may involve a selection of grammar terms – such as past, present, future.

With a partner, create a vocabulary chant using the following steps.

- Decide on your topic or theme (e.g. grammar terms, nouns with a theme such as animals, verbs of speaking, adverbs ... anything really)
- Brainstorm words that fit your topic or theme. Write 10 or 15.
- Next to each word, note how many syllables it has.
- Now choose 3 words with 2, 2, 3, and 1 syllable respectively.
- Now write your chant.

\* When you say your chant, keep a strong 4-beat rhythm by putting one beat on each word and then adding a \*click at the end of the 1st 2nd and last lines.



## Jazz Chant – Grammar Chant



A Grammar chant usually consists of a series of phrases, sentences, or grammar rules which are called out by the teacher and simply repeated by the students.

The first time you teach a new chant, you can make it simply an Echo Chant, for example:

### **Write! Write!**

*Teacher:* Write! Write!

*Students:* Write! Write!

*Teacher:* Who writes?

*Students:* Who writes?

*Teacher:* He writes.

*Students:* He writes.

*Teacher:* What does he write?

*Students:* What does he write?

*Teacher:* He writes his homework every day.

*Students:* He writes his homework every day...

... and so on. (Don't make it too long!)

After that you can change it to a Question and Answer or Call and Response chant using the same words, for example:

### **Write! Write!**

*Teacher:* Write! Write!

*Students:* Write! Write!

*Teacher:* Who writes?

*Students:* He writes.

*Teacher:* What does he write?

*Students:* He writes his homework every day...

### **Next ...**

Now you can *switch parts* - let a student, or group of students, take the 'teacher's part ... or let students practice it in pairs. And then you can add actions (such as eating actions) and *body rhythm* (clap, click, slap thighs, stamp ...)

*for example:*

Write! (clap-clap) Write! (clap )

Write! (clap-clap) Write! (clap )

(clap) Who writes? (clap)

He (clap-clap) writes! (clap)

What does he write? (clap)

He writes homework (clap clap-clap clap clap) every day.



Note: (*clap-clap*) would be two quick claps, while (*clap*) is one clap and a pause - make it rhythmical!

Thus it should fit into a four-beat pattern:

1	2	3	4	1 ... etc.
<b>Write!</b>	<i>Clap clap</i>	<b>Write!</b>	Clap	<b>Write!</b> ... etc.

### Think about the learning outcomes

- Make sure that your chant has correct grammar (and pronunciation by you)
- Make sure your chant teaches what you want it to teach.
- Don't try to include too many learning points in one chant.
- Don't make it too long.
- Find a way to make sure it is fun.

### ***For example:***

The chant above teaches the simple present question and answer. "He writes", "He writes homework everyday", "What does he write?"

After that, it might be good to create another chant around "What is he writing?", "He is writing English." to emphasise the difference between Present Simple and Present Continuous which so many ESL learners have problems with.