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# Rhyme-ON-Time! **Book 1**

The First Classroom Activity Book of  
**ColloTunes™** for English Learning



Featuring **YouTube ESLebrity Fluency MC**  
Teacher Trainer High-Stress Drainer English Entertainer

- ★ 14 songs for intermediate-level learners of **all ages**
- ★ **Have fun** building grammar, vocabulary, and pronunciation!
- ★ Includes lyrics, activity sheets, lesson plans, and more
- ★ Fully **Re-printable** and **photocopiable**

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Greetings!

Thank you for purchasing *Rhyme-On-Time!*, the first classroom activity book for ColloTunes™. My name is Jason R. Levine. I go by the nickname **Jase**. These days, I'm also known as **Fluency MC**.

I've been teaching English and training teachers in the U.S. for the past twelve years. I've taught children, adults, immigrants, and international students from dozens of countries. We've met in public schools, lecture halls, living rooms, libraries, churches, offices, cafeterias, and college classrooms.

In 2002, I co-founded an English school for international students in New York City, where I created my own curriculum to teach TOEFL and oral communication skills. I've taught and trained teachers at Embassy CES, Head Start, and the American Language Center in New Jersey. I am currently Academic Director of CAMPUS Education, a private English language institute with six centers in the U.S. and two in India. I also write for Oxford University Press and train teachers for the U.S. State Department.

In my experience, too many ESL and EFL students, across all ages and subject areas, are **stuck on the "intermediate plateau"** because...

...they don't get enough exposure to the right materials (LOW INPUT)  
...they've had uninspiring instructors and lessons (LOW MOTIVATION)  
...they feel uncomfortable speaking and writing (LOW FLUENCY, HIGH STRESS)

### Sound familiar?

When I started as a teacher, I found I could quickly establish a close rapport with students. Using ideas I'd developed in graduate school, I began creating my own materials. My students were relaxed and engaged. But no matter how good my lessons were, **I never provided** students with **enough input** to make a significant difference in their proficiency levels.

Outside the classroom, few of my students read for pleasure. They had limited exposure to standard English. **Low input** led to **low comprehension**, which led to **low confidence** and **low motivation**, which led back to **low input**. To break the cycle, I needed to increase input. But how? By forcing students to read at home? Mandating that they do extra worksheets? It would have just made things worse.

Then, in 1999, I read about a view of second language learning called the Lexical Approach. The Lexical Approach argues that the bulk of what we learn we take in and produce as **unanalyzed wholes**, or **chunks**. The most common chunks are called **collocations**. A collocation **just sounds right** to a person who has heard and seen it over and over again.

In English, *get the phone* is a verb-noun collocation, but in Spanish the collocation is *take the phone*. English speakers say *take medicine*, while Korean speakers say *eat medicine*. A child who says, *I do a mistake* will eventually say *I make a mistake*. She will say *so much stuff* instead of *so many stuffs*. We don't need to correct her; we simply need to **provide her with enough input so that make a mistake and much stuff sound right and do a mistake and many stuffs sound wrong**.

Any high-frequency chunk of information can be called a collocation, or what I now call **collos**. *Nairobi, Kenya, hydrochloric acid*, and  $9 \times 7 = 63$  are **collos**-that is, if you've heard or seen them often enough.

My classes got the concept right away. Together we found **collos** in textbooks, magazine articles, movies, sitcoms, and newspaper columns. To increase input, I created my own flashcards, dominoes, charts, and posters. But as hard as I tried, my students **did not** learn to **recall and produce collos automatically**. The reason was simple: The repetitive practice we were doing was insufficient and **unnatural**.

Then one day in class when I said *always*, a student said *Coca Cola*. He had heard the "Always Coca Cola" slogan so many times that it had formed a **collo**. He hadn't made any effort to learn it. **This was how collos stuck!** When I said *just* my students didn't say *a minute* or *a little bit*; they said *Do It!* When I said *Kentucky*, they said *Fried Chicken*.

Clearly, I needed to create a way to deliver **intensive exposure** to **collos**. It had to be fun, so my students would want to do it often; and it had to be low-stress, so they would acquire **collos** subconsciously, as they were doing from advertisements.

I considered **universally appealing activities**, things my students liked to do again and again. I decided on playing cards and listening to music. Nearly every student enjoys card games; some are even "addicted" to them. And we all know that learning through music is a snap!

So I stopped making collocation flashcards and made **ColloCards™** decks instead. My classes played game after game of Memory, Uno, Rummy, and Solitaire. I also began to write, record, and perform **ColloTunes**. None of my students would listen to an educational CD multiple times; but they all found it normal to **repeat my songs over and over again**. At last, they were getting the repetitive input they needed. I used my skills as a drummer and hip hop DJ to make tunes with catchy beats, authentic stress, and high-frequency **collos** that **stuck in their heads!**

Today, thanks largely to the encouragement and feedback of colleagues and students, **ColloTunes** are available for ESL, EFL, English language arts, mathematics, social studies, science, and standardized test preparation (**ColloCards** will be available soon). They have been used in elementary schools, middle schools, high schools, and private language institutes in the U.S. and around the world.

To view **ColloTunes** videos, please visit the official **ColloLearn™** and Fluency MC YouTube channel: [youtube.com/collolearn](http://youtube.com/collolearn).

You can also follow **Collo** and Fluency MC on Facebook, [facebook.com/fluencymc](http://facebook.com/fluencymc), and Twitter, [twitter.com/fluencymc](http://twitter.com/fluencymc).

For orders, training, performances, catalogs, and further information about **ColloLearn**, please send email to **collolearn@gmail.com** or click the 'contact' window at **colloandspark.com**.

I'm happy to be working with you. **Collo** and **SPARK!**

Peace and much respect, **JASE**



## Skill Summary

The **ColloTunes** in this book are aimed at intermediate learners of English.  
 Certain **Tunes** may also work well with students at lower or higher levels.

Tune	Vocabulary/Functions	Grammar Structures	Pronunciation
Rhyme and Rhythm	Making introductions; Expressing likes and dislikes; Asking questions; Saying <i>No</i> ; Verb-Noun <b>collos</b>	Yes/no questions; Wh- questions; Negative structures; Verb complements; Contractions	Stressed and reduced speech; Intonation to express contrast
A to Z Chant	Building vocabulary with TPR; And- <b>collos</b> (binomials)	Imperative verbs	Stressed and reduced speech
Rhyming Words	Offering advice; Verb-Noun <b>collos</b> ; Adjective-Noun <b>collos</b> ; Homophones	Imperative verbs; Transitive and intransitive verbs; Prepositions; Use of semi-colons	Vowel sounds; Sounds and spellings; Minimal pairs; Stressed and reduced speech
Say Hey! + shadow version	Answering questions; Saying the date; Compound nouns; Let's- <b>collos</b> ;	Yes/no questions; Wh- questions; Adjective clauses; Using <i>can</i> ; Infinitive complements; Using <i>will</i>	Long A sound; Stress in compound nouns; Sounds and spellings; Stressed and reduced speech
When I Wake Up	Discussing routines; Phrasal verbs; Verb-Noun <b>collos</b>	Phrasal verb grammar; Present simple and present progressive; Present real conditional; Dependent and independent clauses	Stress in phrasal verbs Sounds for Letter O; Spellings for the schwa sound; Stressed and reduced speech

## Skill Summary

The **ColloTunes** in this book are aimed at intermediate learners of English. Certain **Tunes** may also work well with students at lower or higher levels.

Tune	Vocabulary/Functions	Grammar Structures	Pronunciation
<b>Every Morning</b> + shadow version	Greetings; Discussing routines; Making requests; Expressing agreement; Verb-Noun <b>collos</b>	Present simple; Time words; Adverb clauses; Wh- questions and Wh- noun clauses; Possessive pronouns	Stress in phrasal verbs; Voiced and voiceless Th sounds; Stressed and reduced speech
<b>It's Freezing!</b>	Discussing the weather; Expressing agreement	Using <i>should</i> and <i>supposed to</i> ; Uses of <i>-ing</i> ; Using <i>It's</i> and <i>I'm</i> ; Using <i>going to</i>	Intonation to express mood; R sound; Stressed and reduced speech
<b>Count On It</b>	Numbers from 1-20; Making suggestions	Comparatives; Using <i>will</i> ; Prepositions; negative questions	Stress in numbers; V sound; Stressed and reduced speech
<b>Turn It On</b> + shadow version	Phrasal verbs; Building vocabulary with TPR	Object pronouns; Adverb clauses and adjective clauses	Stress in phrasal verbs; Stressed and reduced speech
<b>You Have It In You</b> + shadow version	Discussing free-time; Discussing future goals; Verb-Noun <b>collos</b>	Singular and plural nouns; Countable and uncountable nouns; Uses of <i>-ing</i> ; Gerund and infinitive complements	Short A sound; Voiceless Th; Stressed and reduced speech

## Glossary

**Call and Response** • Responding to questions in a **ColloTune**

**collo** (collocation) • A high-frequency chunk of language

**Gap-fills** • Lyrics sheets with selected words removed

**Instrumental** • A song without the vocal track

**Intonation** • The rise and fall of speech to communicate important information

**Language Functions** • Communicative goals in conversations, e.g., requests, apologies, and greetings. **Functional Language**: the vocabulary and grammar we use to accomplish these goals, e.g., *Would you mind* for requests or *No problem* for apologies

**Lyrics** • The words in a song

**Main Beats** • Beats 1, 2, 3, and 4 in a **ColloTune**

**Rhyme** (n.) • When words share final sound(s), such as *eat/treat*, *sun/won*, and *turn/learn*

**Rhythm** • The timing of sounds in music and language

**Shadow** (v.) • To repeat the words of a native speaker to improve speaking and listening

**Shadow** (n.) • A shorter, simpler version of a **ColloTune** (similar to a chant)

**Shrinking and Linking** (S&L) • The way speakers reduce unstressed sounds (*shrinking*) and connect ends of words to beginnings of other words (*linking*). In the sentence *Let's tell her we'll meet her inside at 2:00*, the following sounds shrink: /t/ in *Let's*, /h/ in *her*, /i:/ in *we'll*, and /æ/ in *at*. Nearly all of the words link. In natural speech, the sentence would sound like this: (stress marked in **bold**) *Lestellerwillmeeterinsideittwo*. In a **ColloTune**, it would be written this way: *Let's **tell** her we'll **meet** her **inside** at **two***

**Sounds and Spellings** • How sounds and spellings correspond in English. They may correspond directly: *cap/map*, *nurse/purse*; or, words with different spellings may share the same sound: *turn/learn*, *nurse/worse*; or, a spelling may correspond to more than one sound: *beat/great*; *do/no*.

**Stress** • The emphasis placed on a word or syllable. **Word Stress** refers to emphasis placed on part(s) of a word. Examples: *computer*, *communication*, *confidence*. **Sentence Stress** refers to emphasis placed on certain words in a sentence. Example: ***Where** do you want to **go** on **Friday**?*

Read Student Page 1. Photocopy it for your group (or explain it in your own way). Please read Teacher Page 1 and Student Page 1 carefully before you teach with **ColloTunes**. Follow the guidelines and notes below. See the Glossary for terms in *this font*.

★ What is **Rhyme-ON-Time™**?

DISCUSS: rhyme, rhythm, lyrics, stress, and sound-spellings.

- In music, being 'on time' means being 'on rhythm' or 'on the beat.'
- Unlike most languages, English is stress-timed, not syllable-timed. English speakers use the same stress patterns for fast and slow speech.
- **ColloTunes** follow the natural stress patterns of spoken English, whereas pop songs and poetry often do not.
- The best way to learn stress and sound-spellings is the 3Rs: Relax, Repeat, Remember!

★ What are **ColloTunes**?

DISCUSS: language functions, **collo** (collocation), and **ColloTunes**

- Explain the concept of collocation and the abbreviated form, **collo**. Verb-Noun **collos** are good first examples. Compare them with **collos** from students' first languages.
- With higher level students, contrast **collos**, such as *take a shower* and *meet for coffee* with more idiomatic expressions, such as *take it easy* and *make ends meet*.
- **collos** are also known as word pairs, word partners, word partnerships, word chunks, lexical chunks, and word combinations.
- For more about **collos** and **ColloTunes**, please read the Introduction and visit [colloandspark.com](http://colloandspark.com)

★ Procedures and Activities

Explain the basic procedure on Student Page 1 and follow the guidelines below.

- Pause **Tunes** or repeat steps whenever you feel it is necessary.
- Reorder or omit steps to suit your students' levels and learning styles.
- Feel free to create your own procedure to suit the students in your particular group.
- Do Activity Sheets and Gap-fills in class or assign them for homework.
- The **Tunes** in this book **do not need to be done in sequence**. Please choose them according to your students' needs and interests.
- Visit [YouTube.com/collolearn](http://YouTube.com/collolearn) to watch **ColloTunes** videos.
- Follow **Collo** and **Fluency MC**: [Facebook.com/fluencymc](https://www.facebook.com/fluencymc) [Twitter.com/fluencymc](https://twitter.com/fluencymc)

✪ What is **Rhyme-ON-Time™**?

**Rhyme-ON-Time** helps you build English skills with **special music and lyrics**. The lyrics follow the natural **stress patterns** and **sounds and spellings** of English.

✪ What are ColloTunes™?

ColloTunes are songs created and performed by **Fluency MC**. They help you learn **grammar, vocabulary, pronunciation, and language functions**.

The Collo in ColloTunes is short for *collocation*. A **collocation** is a high-frequency chunk of spoken or written language. "Take a shower," "meet for coffee," "a tough situation," and "so much time" are collos.

When we meet collos again and again, they **stick in our heads**; we **say and write them automatically** without hesitating, translating, or worrying about grammar. ColloTunes contain the collos we use every day in English. Repeated practice with collos will help you improve all four skills: reading, listening, speaking, and writing.

✪ Procedures and Activities

This is the basic procedure for learning with ColloTunes.

- 1 **Listen** to the **Tune** without reading the lyrics.
- 2 **Read** the lyrics without listening.
- 3 **Discuss** the meaning and purpose of the **Tune**; read the Info Page; discuss grammar, vocabulary, and pronunciation.
- 4 **Listen** while **silently reading** the lyrics.
- 5 **Speak/rap while listening**.
- 6 **Listen, read, and write** with the Gap-fill Exercises.
- 7 **Do additional practice** with the Activity Sheets
- 8 **Speak/rap** over the instrumental versions of the songs.

You can also **write your own lyrics** for the instrumentals and perform your Tunes in class!

For ColloTunes videos, check out YouTube.com/collolearn. To learn more about ColloLearn and **Fluency MC**, please visit colloandspark.com. Follow **Fluency MC** on  and  !

Read Student Page 2. Photocopy it for your group (or explain it in your own way). Please read Teacher Page 2 and Student Page 2 carefully before you teach with ColloTunes. Follow the guidelines and notes below. See the Glossary for terms in *this font*.

- ColloLearn terms, such as *shrinking and linking* (S&L), are written *this way* and can be found in the Glossary. Other important terms, such as UNCOUNTABLE NOUN, are written *THIS WAY*. For help explaining any term in this book, please email [collolearn@gmail.com](mailto:collolearn@gmail.com) or contact us through [colloandspark.com](http://colloandspark.com)
- Photocopy Info Pages for students, or explain the content in your own way. There are no Info Pages for *shadow ColloTunes*. All of the Lyrics, Activity Sheets, and Gap-fill Exercises are re-printable and photocopyable.
- The Answer Key begins on Page 110. It has answers for the Info Pages and Activity Sheets.
- Use Lyrics 1 (without the stress marked) to focus on vocabulary, grammar structures, spelling, and punctuation. You can also use Lyrics 1 when you want your students to practice marking the stress themselves. They can mark stress before, during, or after they listen.
- Use Lyrics 2 (with the *stressed syllables* written in **bold**) when your students are reading, listening, or speaking. This will help improve their pronunciation.
- Explain and discuss the concept of S&L.
- S&L is not marked in the lyrics. For example, the line, *What do you like to do?* is written **What do you like to do?** not **Whadaya liketa do?** When students are aware of S&L and do repeated practice with ColloTunes, they learn to shrink and link naturally. Changing the look of words to reflect pronunciation can make spelling more confusing.
- Pause and/or repeat parts of *Tunes* whenever you feel it is necessary.
- ColloTunes are designed so that teachers don't have to chant or rap in class. But, of course, you are welcome to join in! Just be sure to also follow and monitor your students' progress.



- In this book, important terms are written *this way* OR **THIS WAY**. Your teacher will help you understand these terms.
- Examples, such as *turn off my alarm* and *get out of bed*, are written *this way*.
- Every ColloTune has an Info Page. The Info Page contains a summary of the Tune and suggestions for focusing on vocabulary, grammar and pronunciation.
- In a ColloTune, the *stressed syllables* fall on the *main beats*. This makes it easier to understand and use authentic English.
- Some Tunes are fast; others are slow. The *rhythm* is always the same: 1,2,3,4.
- There are two sets of lyrics. In the second set, *stress* is marked in **bold**.
- It is very important to notice *stress* and practice it when you speak. This will help you improve your English quickly!
- You can mark *stress* by underlining it, **highlighting** it, or inserting an accent mark on top or just before the stressed syllable. You can mark **INTONATION** with arrows ↑ ↓
- A *shadow Tune* is a shorter and/or slower version of another ColloTune. The main goal in a *shadow Tune* is to listen and repeat to improve your speaking skills.
- Please listen to ColloTunes the same way you listen to other music. Have fun! Don't try to memorize anything! It's all about the 3Rs: Relax, Repeat, Remember. When you do this, the vocabulary and grammar will stick in your head. Your speaking and writing will become more **ACCURATE** and **FLUENT**.

## Using Gap-fill Exercises

To do a gap-fill, students listen for the missing words in a **ColloTune** and then fill in the blanks as best they can.

Gap-fills are popular with students of all ages and levels and can be done in class or assigned as homework. They are ideal for reviewing vocabulary and grammar structures. Students can check their own work by comparing it to the original lyrics.

There are many ways to do gap-fills. It is important to consider your students' needs and learning styles to determine which way will work best for them.

Here are several common procedures:

1. Fill in as many gaps as possible before listening.
2. Fill in gaps while listening, without pausing the **Tune**. Repeat the entire **Tune**, as necessary.
3. Fill in gaps while listening, pausing the **Tune** and repeating, as necessary.
4. Fill in gaps after listening to part of the **Tune** (don't listen and write at the same time).
5. Fill in as many gaps as possible after listening to the entire **Tune**.

Tips for Gap-fills

- Students should compare their work with the original lyrics *only after* they have fully completed a Gap-fill Exercise.
- If your students struggle to remember the missing words, or if their spelling is incorrect, tell them *not to be discouraged!* It is *important to be wrong* and then try again! This way your students will become aware of the words and structures that are most difficult for them to understand. And you will become more aware of what they need to learn.

## Using Activities Pages

Suggested Procedure for Activities Pages:

1. Students complete exercises individually, either in class or for homework, *after* they have listened to and worked with the **Tune** in class (higher level groups may want to try them *before* they listen).
2. Students compare their answers in pairs or small groups.
3. Facilitate, helping students in groups as they work.
4. Go over the answers together as a class.
5. The students *shadow* the teacher to practice correct pronunciation and to help remember vocabulary and structures.

*Note:* Feel free to adapt this procedure to suit your particular group.

- First, preview the **Tune** for yourself.
- Read the lyrics and the Info Page; print or photocopy these pages for your students.
- If you *don't* use the Info Page, please select the points you will cover with your students.
- Follow the guidelines below. Refer to the Answer Key for the Info Page and Activity Sheet.

<p>Suggested Procedure</p>	<ol style="list-style-type: none"> <li>1 Discuss the name of the <b>Tune</b>; help students understand <i>rhyme</i> and <i>rhythm</i>; elicit examples.</li> <li>2 Students listen to the <b>Tune</b> <i>without</i> reading the lyrics. Ask students to listen for the main meaning and purpose of the song.</li> <li>3 Students read Lyrics 1 <i>without</i> listening; then, in pairs or small groups, they discuss the meaning and purpose of the <b>Tune</b>. Share ideas as a class.</li> <li>4 Go over any words or structures your students don't understand.</li> <li>5 Students read the Info Page and do tasks in pairs or small groups. Offer help as needed. Discuss as a class.</li> <li>6 Highlight and demonstrate stressed words in Lyrics 2.</li> <li>7 Students listen while silently reading Lyrics 2.</li> <li>8 Help students with the pronunciation of their names and where they live. Help them think of things that they like to do.</li> <li>9 Students write down and repeat the things they like to do.</li> <li>10 Students chant/rap while listening and reading Lyrics 2.</li> </ol> <p><b>REMINDER:</b> <i>Pause the <b>Tune</b> and/or repeat parts whenever necessary.</i></p>
<p>Extension Activities</p>	<ul style="list-style-type: none"> <li>• Gap-fill Exercises</li> <li>• Activity Sheet</li> <li>• Chant/rap over the instrumental versions of the song.</li> <li>• Students repeat the things their classmates like to do: <i>She <b>likes</b> to read <b>books!</b> He <b>likes</b> to go to <b>museums!</b></i></li> <li>• Have a friendly competition to see which pair or group can find the most Verb-Noun <b>collos</b> for <i>make, do, and take</i>.</li> </ul>
<p>Please refer to pp. 8-12 for important information on teaching with <b>ColloTunes</b>. If you have a question about <b>Rhyme and Rhythm</b>, or would like additional suggestions for how to use it with your students, Please <b>contact us anytime</b> through <a href="http://colloandspark.com">colloandspark.com</a></p>	

Summary	This <b>Tune</b> helps you practice <i>stress, shrinking and linking (S&amp;L)</i> , making introductions, expressing likes and dislikes, asking questions, saying <i>No</i> , and using Verb-Noun collos.
Procedure	When Fluency MC says NOW YOU! please <i>shadow</i> him. The lyrics written <b>this way</b> are for <b>you</b> to say.
Vocabulary	<ul style="list-style-type: none"> <li>• <i>Make music, do dishes, and take tests</i> are examples of Verb-Noun collos. Can you think of other Verb-Noun collos for these verbs?</li> <li>• This <b>Tune</b> features different ways to say <i>No</i>. Which ways are stronger than others? Are any of the expressions similar in your first language? How do we say <i>No</i> in a softer way?</li> <li>• In this <b>Tune</b>, <i>Are you serious?</i> and <i>You must be joking</i> are used to say <i>No</i>. Do you have these same expressions your language?</li> <li>• What's the opposite of <i>Uh-uh?</i> What's the opposite of <i>nope?</i> Are these expressions usually used in formal or informal conversations?</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Compare questions using <i>Is</i> with questions using <i>Do</i>.</li> <li>• Compare YES/NO QUESTIONS with WH-QUESTIONS.</li> <li>• How is the grammar different in these two sentences? <i>I like soccer. I like to play soccer.</i> Why is this sentence incorrect? <del><i>I like cøøk</i></del></li> </ul>
Speaking and Listening	<ul style="list-style-type: none"> <li>• Find examples of contractions. How does the S&amp;L sound?</li> <li>• What other examples of S&amp;L can you find?</li> <li>• Does INTONATION rise ↑ or fall ↓ at the end of YES/NO QUESTIONS? Is the pattern the same for WH-QUESTIONS?</li> <li>• Why does the INTONATION rise on the words <i>your</i> and <i>you</i> when Fluency MC says <i>What's your name? Where do you live?</i> and <i>What do you like to do?</i></li> </ul>

Rhyme and rhythm. Rhythm and rhyme! NOW YOU!  
 NOW ME! Rhyme and rhythm. Rhythm and rhyme! NOW YOU!  
 TRY THIS! Rhyme and rhythm. Rhythm and rhyme! What's the time? It's time to rhyme!

My name is Jase. What's your name? /My name is \_\_\_\_\_. What's your name?  
 My name is Jase. What's your name? /My name is \_\_\_\_\_. What's your name?  
 Is it Princess Diana? /No, it isn't.  
 How about Elmo? /It's not!  
 Is it George Bush? /Are you serious?  
 Then what's your name? /It's \_\_\_\_\_.

Rhyme and rhythm. Rhythm and rhyme!

I live in New Jersey. Where do you live? /I live in \_\_\_\_\_. Where do you live?  
 I live in New Jersey. Where do you live? /I live in \_\_\_\_\_. Where do you live?  
 Do you live in the zoo? /You must be joking.  
 How about under the ocean? /What?  
 Is your house on Planet Neptune? /Of course not!  
 Then where do you live? /In \_\_\_\_\_.

Rhyme and rhythm. Rhythm and rhyme!

I like to make music. How about you? /I like to \_\_\_\_\_. How about you?  
 I like to make music. What do you like to do? /I like to \_\_\_\_\_. What do you like to do?  
 Do you like to do dishes? /No, I don't.  
 How about taking tests? /Nope!  
 Do you like to get sick? /Uh-uh!  
 Then tell me, what do you like to do? /I like to \_\_\_\_\_.

Rhyme and rhythm. Rhythm and rhyme!  
 Rhyme and rhythm. Rhythm and rhyme!

Now, when I say rhyme, you say rhyme.	Rhyme! /Rhyme!	Rhyme! /Rhyme!
When I say time, you say time.	Time! /Time!	Time! /Time!
What's the time? /It's time to rhyme!		
It's time to what? /Rhyme-on-Time!		
What's the time? /It's time to rhyme!		
It's time to what? /Rhyme-on-Time!		

**Rhyme and rhythm. Rhythm and rhyme. NOW YOU!**  
 NOW ME! **Rhyme and rhythm. Rhythm and rhyme. NOW YOU!**  
 TRY THIS! **Rhyme and rhythm. Rhythm and rhyme. What's the time? It's time to rhyme!**

My **name** is **Jase**. **What's** ↑your **name**? /My **name** is \_\_\_\_\_. **What's** ↑your **name**?  
 My **name** is **Jase**. **What's** ↑your **name**? /My **name** is \_\_\_\_\_. **What's** ↑your **name**?  
 Is it **Princess Diana**? /No, it isn't.  
**How** about **Elmo**? /It's **not**!  
 Is it **George Bush**? /Are you **serious**?  
 Then **what's** your **name**? /It's \_\_\_\_\_.

**Rhyme and rhythm. Rhythm and rhyme.**

I **live** in New **Jersey**. **Where** do↑you **live**? /I **live** in \_\_\_\_\_. **Where** do↑you **live**?  
 I **live** in New **Jersey**. **Where** do↑you **live**? /I **live** in \_\_\_\_\_. **Where** do↑you **live**?  
 Do you **live** in the **zoo**? /You must be **joking**.  
**How** about under the **ocean**? /**What**?  
 Is your **house** on Planet **Neptune**? /Of **course** **not**!  
 Then **where** do you **live**? /In \_\_\_\_\_.

**Rhyme and rhythm. Rhythm and rhyme.**

I **like** to make **music**. **How** about ↑**you**? /I **like** to \_\_\_\_\_. **How** about↑**you**?  
 I **like** to make **music**. What do↑**you** like to **do**? /I **like** to \_\_\_\_\_. What do↑**you** like to **do**?  
 Do you **like** to do **dishes**? /No, I **don't**.  
**How** about taking **tests**? /**Nope**!  
 Do you **like** to get **sick**? /Uh-uh!  
 Then **tell** me: **What** do you like to **do**? /I **like** to \_\_\_\_\_.

**Rhyme and rhythm. Rhythm and rhyme.**

**Rhyme and rhythm. Rhythm and rhyme.**

Now, when <b>I</b> say <b>rhyme</b> , <b>you</b> say <b>rhyme</b> .	<b>Rhyme!</b> /Rhyme!	<b>Rhyme!</b> /Rhyme!
When <b>I</b> say <b>time</b> , <b>you</b> say <b>time</b> .	<b>Time!</b> /Time!	<b>Time!</b> /Time
<b>What's</b> the <b>time</b> ? /It's <b>time</b> to <b>rhyme</b> !		
It's <b>time</b> to <b>what</b> ? /Rhyme-on-Time!		
<b>What's</b> the <b>time</b> ? /It's <b>time</b> to <b>rhyme</b> !		
It's <b>time</b> to <b>what</b> ? /Rhyme-on-Time!		



Rhyme and rhythm. Rhythm and rhyme!  
 Rhyme and \_\_\_\_\_. Rhythm and \_\_\_\_\_!  
 \_\_\_\_\_ and rhythm. \_\_\_\_\_ and rhyme!  
 \_\_\_\_\_? It's time to rhyme!

My name is Jase. \_\_\_\_\_ your name?  
 \_\_\_\_\_ Jase. What's \_\_\_\_\_?  
 Is it Princess Diana? \_\_\_\_\_.  
 How about Elmo? \_\_\_\_\_.  
 Is it George Bush? \_\_\_\_\_?  
 Then what's your name?

Rhyme and rhythm. Rhythm and rhyme!

I live in New Jersey. \_\_\_\_\_ you live?  
 \_\_\_\_\_ New Jersey. Where do you live?  
 Do you live in the zoo? \_\_\_\_\_.  
 How about under the ocean? \_\_\_\_\_?  
 Is your house on Planet Neptune? \_\_\_\_\_.  
 Then where do you live?

Rhyme and rhythm. Rhythm and rhyme!

I like to make music. \_\_\_\_\_ you?  
 \_\_\_\_\_ make music. \_\_\_\_\_ like to do?  
 Do you like to do dishes? \_\_\_\_\_.  
 How about taking tests? \_\_\_\_\_.  
 Do you like to get sick? \_\_\_\_\_!  
 Then tell me, \_\_\_\_\_?

Rhyme and rhythm. Rhythm and rhyme!  
 Rhyme and rhythm. Rhythm and rhyme!

Now, when I say rhyme, you \_\_\_\_\_. Rhyme! Rhyme!  
 When I say time, you \_\_\_\_\_. Time! Time!  
 What's the time?  
 It's \_\_\_\_\_?  
 \_\_\_\_\_?  
 It's time to what?

\_\_\_\_\_ and rhythm. \_\_\_\_\_ and rhyme!

Rhyme and \_\_\_\_\_. Rhythm and \_\_\_\_\_!

\_\_\_\_\_. \_\_\_\_\_!  
 What's the time? \_\_\_\_\_!

\_\_\_\_\_. What's your name?

My name is Jase. \_\_\_\_\_?

\_\_\_\_\_? No, it isn't.

\_\_\_\_\_? It's not!

\_\_\_\_\_? Are you serious?

\_\_\_\_\_?

Rhyme and rhythm. Rhythm and rhyme!

\_\_\_\_\_. Where do you live?

I live in New Jersey. \_\_\_\_\_?

\_\_\_\_\_? You must be joking.

\_\_\_\_\_? What?

\_\_\_\_\_? Of course not!

\_\_\_\_\_?

Rhyme and rhythm. Rhythm and rhyme!

\_\_\_\_\_. How about you?

I like to \_\_\_\_\_. What do you \_\_\_\_\_?

\_\_\_\_\_? No, I don't.

\_\_\_\_\_? Nope.

\_\_\_\_\_? Uh-uh!

\_\_\_\_\_, what do you like to do?

Rhyme and rhythm. Rhythm and rhyme!

Rhyme and rhythm. Rhythm and rhyme!

Now, \_\_\_\_\_, you say rhyme. Rhyme! Rhyme!

When \_\_\_\_\_, you say time. Time! Time!

\_\_\_\_\_?

It's \_\_\_\_\_?

What's the time?

\_\_\_\_\_?

## Rhyme and Rhythm - Activity Sheet

**Part A** Please answer the questions below using complete sentences.  
Then, mark the *stress* in the questions and in your answers.

1. What's your name? \_\_\_\_\_.
2. Where do you live? \_\_\_\_\_.
3. What do you like to do? \_\_\_\_\_.
4. Where do you like to go? \_\_\_\_\_.
5. What's your favorite food? \_\_\_\_\_.
6. Who's your favorite actor? \_\_\_\_\_.
7. Are you in class right now? \_\_\_\_\_.
8. Are you at home right now? \_\_\_\_\_.
9. Is your house close to your school? \_\_\_\_\_.
10. Are you tired today? \_\_\_\_\_.
11. Is your teacher a woman? \_\_\_\_\_.
12. Is your house for sale? \_\_\_\_\_.
13. Are your classmates nice? \_\_\_\_\_.
14. Do you walk to school? \_\_\_\_\_.
15. Does your teacher live nearby? \_\_\_\_\_.
16. Do your friends speak English? \_\_\_\_\_.
17. When do you wake up in the morning? \_\_\_\_\_.
18. How do you feel right now? \_\_\_\_\_.

**Part B** Write your own questions to ask your classmates.

- First, preview the **Tune** for yourself.
- Read the lyrics and the Info Page; print or photocopy these pages for your students.
- If you *don't* use the Info Page, please select the points you will cover with your students.
- Follow the guidelines below. Refer to the Answer Key for the Info Page and Activity Sheet.

<p>Suggested Procedure</p>	<ol style="list-style-type: none"> <li>1 Discuss the name of the <b>Tune</b>; ask students to guess what the <b>Tune</b> will be about.</li> <li>2 Students listen to the <b>Tune</b> <i>without</i> reading the lyrics. Ask students to listen for the main meaning and purpose of the song.</li> <li>3 Students read Lyrics 1 <i>without</i> listening; then, in pairs or small groups, they discuss the meaning and purpose of the <b>Tune</b>. Share ideas as a class.</li> <li>4 Go over any words or structures your students don't understand.</li> <li>5 Students read the Info Page and do tasks in pairs or small groups. Offer help as needed. Discuss as a class.</li> <li>6 Highlight and demonstrate stressed words in Lyrics 2.</li> <li>7 Students listen while silently reading Lyrics 2.</li> <li>9 Students chant/rap while listening and reading Lyrics 2.</li> </ol> <p><b>REMINDER:</b> Pause the <b>Tune</b> and/or repeat parts whenever necessary.</p>
<p>Extension Activities</p>	<ul style="list-style-type: none"> <li>• Gap-fill Exercises</li> <li>• Activity Sheet</li> <li>• Chant/rap over the instrumental version of the song.</li> <li>• Students create new rhymes for each set of letters. For example: <i>A, B, C Climb a tall tree</i></li> </ul>
<p>Please refer to pp. 8-12 for important information on teaching with <b>ColloTunes</b>. If you have a question about <b>A to Z Chant</b> or would like additional suggestions for how to use it with your students, Please <b>contact us anytime</b> through <a href="http://colloandspark.com">colloandspark.com</a></p>	

<p>Summary</p>	<p>This Tune helps you practice the alphabet, simple vocabulary, And-Collos, <i>IMPERATIVE VERBS</i>, and vocabulary building.</p>
<p>Procedure</p>	<p>In the second half of the song, <u>you</u> say the letters that are missing.</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> <li>• And-collos are two words joined together by the word <i>and</i>. Examples: <i>up and down, salt and pepper</i>.</li> <li>• Can you think of other examples of And-collos? How about Or-collos? Examples: <i>coffee or tea, life or death</i></li> <li>• We often remember vocabulary when we associate it with an image or body movement. Can you think of an image or movement for the <i>collo right and left</i>? How about the other collos in this Tune?</li> <li>• <i>Fiddle-dee-dee</i> is an expression used with children to mean <i>Nonsense!</i></li> <li>• <i>Do, Re, and Mi</i> are words used with children for the musical notes C, D, and E.</li> <li>• <i>Tee hee hee!</i> expresses laughter (especially giggling).</li> </ul>
<p>Grammar</p>	<ul style="list-style-type: none"> <li>• In English, <i>IMPERATIVE VERBS</i> are always in <i>BASE FORM</i>. For example, if I want my friend to stop, I say <i>Stop!</i> If I want two friends to stop, I also say <i>Stop!</i> (we do not add <i>s</i> or change the verb).</li> </ul>
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> <li>• With And-collos, the stress is on the words connected by <i>and</i>.</li> <li>• <i>And</i> shrinks and links so that <i>low and high</i> sounds like <i>low-n-high</i> and <i>yes and no</i> sounds like <i>yes-n-no</i></li> </ul>

## A to Z Chant

Lyrics 1

A B C	You and me!	P Q R	Near and far!
D E F	Right and left!	S T U	One and two!
G H I	Low and high!	V W	Three and four, too!
J K L	Show and tell!	X Y Z	Fiddle-dee-dee!
M N O	Yes and no!		Do, Re, Mi and
	Fast and slow!		Tee hee hee!
	Stop and go!		

## A to Z Chant

Lyrics 2

<b>A B C</b>	<b>You and me!</b>	<b>P Q R</b>	<b>Near and far!</b>
<b>D E F</b>	<b>Right and left!</b>	<b>S T U</b>	<b>One and two!</b>
<b>G H I</b>	<b>Low and high!</b>	<b>V W</b>	<b>Three and four, too!</b>
<b>J K L</b>	<b>Show and tell!</b>	<b>X Y Z</b>	<b>Fiddle-dee-dee!</b>
<b>M N O</b>	<b>Yes and no!</b>		<b>Do, Re, Mi and</b>
	<b>Fast and slow!</b>		<b>Tee hee hee!</b>
	<b>Stop and go!</b>		



## A to Z Chant

Gap-fill 1

A B C	You and _____!	P Q R	Near and _____!
D E F	Right and _____!	S T U	One and _____!
G H I	Low and _____!	V W	Three and _____, too!
J K L	Show and _____!	X Y Z	Fiddle-dee-dee!
M N O	Yes and _____!		Do, Re, Mi and
	Fast and _____!		Tee hee hee!
	Stop and _____!		

## A to Z Chant

Gap-fill 2

A B C	_____ and me!	P Q R	_____ and far!
D E F	_____ and left!	S T U	_____ and two!
G H I	_____ and high!	V W	Three and _____, too!
J K L	_____ and tell!	X Y Z	Fiddle-dee-dee!
M N O	_____ and no!		Do, Re, Mi and
	_____ and slow!		Tee hee hee!
	_____ and go!		

## A to Z Chant - Activity Sheet

**Part A** *Guess the missing words to complete the And-collos and Or-collos below.  
Then, mark the stress in the words.*

### And-collos

good and \_\_\_\_\_  
\_\_\_\_\_ and pain  
\_\_\_\_\_ and cats  
king and \_\_\_\_\_  
\_\_\_\_\_ and night  
up and \_\_\_\_\_  
brothers and \_\_\_\_\_  
\_\_\_\_\_ and wife

shoes and \_\_\_\_\_  
\_\_\_\_\_ and girls  
tables and \_\_\_\_\_  
\_\_\_\_\_ and white  
sick and \_\_\_\_\_  
come and \_\_\_\_\_  
aunts and \_\_\_\_\_  
\_\_\_\_\_ and pepper

Can you think of other And-collos?

\_\_\_\_\_ and \_\_\_\_\_    \_\_\_\_\_ and \_\_\_\_\_    \_\_\_\_\_ and \_\_\_\_\_

### Or-collos

rain or \_\_\_\_\_  
\_\_\_\_\_ or tea  
right or \_\_\_\_\_

win or \_\_\_\_\_  
\_\_\_\_\_ or to go  
\_\_\_\_\_ or death

Can you think of other Or-collos?

\_\_\_\_\_ or \_\_\_\_\_    \_\_\_\_\_ or \_\_\_\_\_    \_\_\_\_\_ or \_\_\_\_\_

**Part B** *Write your own sentences using And-collos and Or-collos.  
Mark the stress in the words.*

- First, preview the **Tune** for yourself.
- Read the lyrics and the Info Page; print or photocopy these pages for your students.
- If you *don't* use the Info Page, please select the points you will cover with your students.
- Follow the guidelines below. Refer to the Answer Key for the Info Page and Activity Sheet.

<p>Suggested Procedure</p>	<ol style="list-style-type: none"> <li>1 Discuss the name of the <b>Tune</b>; ask students to guess what the <b>Tune</b> will be about.</li> <li>2 Students listen to the <b>Tune</b> <i>without</i> reading the lyrics. Ask students to listen for the main meaning and purpose of the song.</li> <li>3 Students read Lyrics 1 <i>without</i> listening; then, in pairs or small groups, they discuss the meaning and purpose of the <b>Tune</b>. Share ideas as a class.</li> <li>4 Go over any words or structures your students don't understand.</li> <li>5 Students read the Info Page and do tasks in pairs or small groups. Note: <b>HOMOPHONES</b> are words that sound the same but are spelled differently and have different meanings (e.g., <i>wear/where</i>) <b>MINIMAL PAIRS</b> are words that sound the same EXCEPT for one sound that is different. (e.g., <i>ten/tan</i>)</li> <li>6 Highlight and demonstrate stressed words in Lyrics 2.</li> <li>7 Students listen while silently reading Lyrics 2.</li> <li>8 Students chant/rap while listening and reading Lyrics 2.</li> <li>9 Drill sets of sounds that are most difficult for your students.</li> </ol> <p><b>REMINDER:</b> Pause the <b>Tune</b> and/or repeat parts whenever necessary.</p>
<p>Extension Activities</p>	<ul style="list-style-type: none"> <li>• Gap-fill Exercises</li> <li>• Activity Sheet</li> <li>• Chant/rap over the instrumental version of the song.</li> <li>• Students think of new <b>collos</b> for each set of rhyming words. Examples: <i>Do what you can; drive an old van</i></li> <li>• Add to the song with other sets of rhyming words. For example: <i>pool, rule, cool, school</i></li> <li>• Students choose a pop song and identify the words that rhyme.</li> </ul>
<p>Please refer to pp. 8-12 for important information on teaching with <b>ColloTunes</b>. If you have a question about <b>Rhyming Words</b>, or would like additional suggestions for how to use it with your students, Please <b>contact us anytime</b> through <a href="http://colloandspark.com">colloandspark.com</a></p>	

<p>Summary</p>	<p>This <b>Tune</b> helps you practice sets of words with common <b>VOWEL SOUNDS</b>. The words in each set <b>rhyme</b>. Sometimes the vowel sounds have the same spellings; sometimes they do not. This <b>Tune</b> also features many common <b>Verb-collos</b>.</p>
<p>Procedure</p>	<p><b>Fluency MC</b> raps one set of rhyming words followed by two <b>Verb-collos</b>. You <i>shadow</i> him. When you are familiar with the <b>Tune</b>, chant/rap along with him, too.</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> <li>• Which <b>Verb-collos</b> contain adjectives? Which ones contain prepositions?</li> <li>• Are any of the activities in the <b>Tune</b> things that you like to do?</li> </ul>
<p>Grammar</p>	<ul style="list-style-type: none"> <li>• Find <b>collos</b> with the <b>PREPOSITION</b> <i>in</i>.</li> <li>• What type of word follows a preposition: a noun or a verb?</li> <li>• How are the <b>ARTICLES</b> <i>a</i> and <i>the</i> used? Can you find an example of <i>an</i>?</li> </ul>
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> <li>• Notice the different spelling patterns for different sounds. Can you think of other words that follow these patterns?</li> <li>• Which spellings share the same sounds?</li> <li>• Which sounds have different spellings?</li> <li>• Can you find any <b>HOMOPHONES</b> in the sets of rhyming words?</li> <li>• Do any of the non-rhyming words (e.g., <i>tan/ten/ton</i> and <i>low/law</i>) sound similar to you? Why do you think they are called <b>MINIMAL PAIRS</b>?</li> <li>• Which sounds are difficult for you to distinguish when you're listening? Which sounds are difficult for you to pronounce?</li> <li>• There are four sets of vowel + <i>r</i> sounds. Do they sound similar or different to you?</li> <li>• Can you think of additional <b>HOMOPHONES</b> for any words in this <b>Tune</b>?</li> </ul>

## Rhyming Words

Lyrics 1

Man Tan Pan Fan Make a new plan; empty the trashcan	Cut Nut What But Feel it in your gut; slam the door shut.
Men Ten When Pen See you again; okay, see you then	Spot Not Hot Got Put it in the pot; hit the jackpot.
Fun Ton Bun Done Hit a home run; lie in the sun.	Coat Note Boat Wrote Clear your throat; go out and vote.
Wear Bare Where Stair Come take a chair; say a short prayer.	Law Flaw Raw Saw Relax at a spa; sip through a straw.
Hear Fear Here Beer Start a career; be a volunteer.	Low Flow Bow Sew Stub your toe; play in the snow.
Core Nor War Wore Do an easy chore; go to the store.	Shoe Two Through Do Paddle a canoe; get a new hairdo.
Car Far Bar Star Drive really far; play the guitar.	

<p><b>Man Tan Pan Fan</b></p> <p><b>Make</b> a new <b>plan</b>; <b>empty</b> the <b>trash</b> can.</p> <p><b>Men Ten When Pen</b></p> <p><b>See</b> you <b>again</b>; <b>okay</b> see you <b>then</b>.</p> <p><b>Fun Ton Bun Done</b></p> <p><b>Hit</b> a home <b>run</b>; <b>lie</b> in the <b>sun</b>.</p> <p><b>Wear Bare Where Stair</b></p> <p><b>Come</b> take a <b>chair</b>; <b>say</b> a short <b>prayer</b>.</p> <p><b>Hear Fear Here Beer</b></p> <p><b>Start</b> a <b>career</b>; <b>Be</b> a <b>volunteer</b>.</p> <p><b>Core Nor War Wore</b></p> <p><b>Do</b> an easy <b>chore</b>; <b>go</b> to the <b>store</b>.</p> <p><b>Car Far Bar Star</b></p> <p><b>Drive</b> really <b>far</b>; <b>play</b> the <b>guitar</b>.</p>	<p><b>Cut Nut What But</b></p> <p><b>Feel</b> it in your <b>gut</b>; <b>slam</b> the door <b>shut</b>.</p> <p><b>Spot Not Hot Got</b></p> <p><b>Put</b> it in the <b>pot</b>; <b>hit</b> the <b>jackpot</b>.</p> <p><b>Coat Note Boat Wrote</b></p> <p><b>Clear</b> your <b>throat</b>; <b>go</b> out and <b>vote</b>.</p> <p><b>Law Flaw Raw Saw</b></p> <p><b>Shake</b> a dog's <b>paw</b>; <b>sip</b> through a <b>straw</b>.</p> <p><b>Low Flow Bow Sew</b></p> <p><b>Don't</b> stub your <b>toe</b>; go <b>play</b> in the <b>snow</b>.</p> <p><b>Shoe Two Through Do</b></p> <p><b>Paddle</b> a <b>canoe</b>; <b>get</b> a new <b>hairdo</b>.</p>
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## Rhyming Words

Gap-fill 1

Man _____ Pan _____	Cut _____ What _____
Make a new plan; empty the _____	Feel it in your gut; slam the door _____.
Men _____ When _____	Spot _____ Hot _____
See you again; okay, see you _____	Put it in the pot; hit the _____.
Fun _____ Bun _____	Coat _____ Boat _____
Hit a home run; lie in the _____.	Clear your throat; go out and _____.
Wear _____ Where _____	Law _____ Raw _____
Come take a chair; say a short _____.	Relax at a spa; sip through a _____.
Hear _____ Here _____	Low _____ Bow _____
Start a career; Be a _____.	Don't stub your toe; go play in the _____.
Core _____ War _____	Shoe _____ Through _____
Do an easy chore; go to the _____.	Paddle a canoe; get a new _____.
Car _____ Bar _____	
Drive really far; play the _____.	

## Rhyming Words

## Gap-fill 2

_____ Tan _____ Fan Make a new ____; empty the trashcan	_____ Nut _____ But Feel it in your ____; slam the door shut.
_____ Ten _____ Pen See you ____; okay, see you then	_____ Not _____ Got Put it in the ____; hit the jackpot.
_____ Ton _____ Done Hit a home ____; lie in the sun.	_____ Note _____ Wrote Clear your ____; go out and vote.
_____ Bare _____ Stair Come take a ____; say a short prayer.	_____ Flaw _____ Saw Relax at a ____; sip through a straw.
_____ Fear _____ Beer Start a ____; Be a volunteer.	_____ Flow _____ Sew Don't stub your ____; go play in the snow.
_____ Nor _____ Wore Do an easy ____; go to the store.	_____ Two _____ Do Paddle a ____; get a new hairdo.
_____ Far _____ Star Drive really ____; play the guitar.	

## Rhyming Words - Activity Sheet

### Part A

Collo *the verb on the left with the noun on the right. Mark the stress* in the words.

- |     |         |               |
|-----|---------|---------------|
| 1.  | play in | the sun       |
| 2.  | start   | a volunteer   |
| 3.  | lie in  | a career      |
| 4.  | say     | a home run    |
| 5.  | empty   | the guitar    |
| 6.  | stub    | the trash can |
| 7.  | clear   | your throat   |
| 8.  | hit     | a prayer      |
| 9.  | be      | the snow      |
| 10. | play    | your toe      |

Collo *the adjective on the left with the noun on the right. Mark the stress* in the words.

- |    |             |        |
|----|-------------|--------|
| 1. | a difficult | hairdo |
| 2. | an electric | pen    |
| 3. | a sore      | store  |
| 4. | a ballpoint | prayer |
| 5. | a crowded   | guitar |
| 6. | a silent    | chore  |
| 7. | a beautiful | throat |

### Part B

*Write your own sentences using words from the song. Mark the stress* in the words.  
*Share your sentences with your classmates.*

- First, preview the **Tune** for yourself.
- Read the lyrics and the Info Page; print or photocopy these pages for your students.
- If you *don't* use the Info Page, please select the points you will cover with your students.
- Follow the guidelines below. Refer to the Answer Key for the Info Page and Activity Sheet.

<p>Suggested Procedure</p>	<ol style="list-style-type: none"> <li>1 Discuss the name of the <b>Tune</b>; ask students to guess what the <b>Tune</b> will be about.</li> <li>2 Students listen to the <b>Tune</b> <i>without</i> reading the lyrics. Ask students to listen for the main meaning and purpose of the song.</li> <li>3 Students read Lyrics 1 <i>without</i> listening; then, in pairs or small groups, they discuss the meaning and purpose of the <b>Tune</b>. Share ideas as a class.</li> <li>4 Go over any words or structures your students don't understand.</li> <li>5 Students read the Info Page and do tasks in pairs or small groups. Offer help as needed. Discuss as a class.</li> <li>6 Help students practice saying their names and their birthdays.</li> <li>6 Highlight and demonstrate stressed words in Lyrics 2.</li> <li>7 Students listen while silently reading Lyrics 2.</li> <li>8 Students chant/rap while listening and reading Lyrics 2.</li> </ol> <p><i>REMINDER: Pause the <b>Tune</b> and/or repeat parts whenever necessary.</i></p>
<p>Extension Activities</p>	<ul style="list-style-type: none"> <li>• Gap-fill Exercises</li> <li>• Activity Sheet</li> <li>• Chant/rap over the instrumental version of the song.</li> <li>• Write and perform your own lyrics over the instrumental.</li> </ul>
<p>Please refer to pp. 8-12 for important information on teaching with <b>ColloTunes</b>. If you have a question about <b>Say Hey!</b>, or would like additional suggestions for how to use it with your students, Please <b>contact us anytime</b> through <a href="http://colloandspark.com">colloandspark.com</a></p>	

Summary	This <b>Tune</b> helps you practice words with the Long A sound. It also features vocabulary for everyday conversation. Some parts of the song are silly (to make it more fun!)
Procedure	Say Hey! is a fast <b>Tune</b> , so please just listen and read until you're ready to join in.  When Fluency MC asks you to shout out your birthday, shout it out (practice first with your teacher and classmates). When he asks you to shout out your name, shout it out!
Vocabulary	<ul style="list-style-type: none"> <li>• Notice the <b>collos</b> with <i>Let's</i>. Can you think of others?</li> <li>• Most Noun-Noun <b>collos</b>, such as <i>birthday</i> and <i>teddy bear</i> are called <b>COMPOUND NOUNS</b>. Can you find all of the compound nouns in this <b>Tune</b>? Can you think of other examples of compound nouns?</li> <li>• For conversation practice, answer the questions asked in this <b>Tune</b>.</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• In this <b>Tune</b>, there are many examples of <b>INFINITIVE VERBS</b> (e.g., <i>to play</i>, <i>to bake</i>). Which words in the <b>Tune</b> <b>collo</b> with these infinitive verbs?</li> <li>• Can you think of other <b>collos</b> with infinitive verbs?</li> <li>• Can you find examples of <i>will</i> to express <b>FUTURE TIME</b>?</li> <li>• Can you find examples of the <b>PAST SIMPLE</b>?</li> <li>• Can you find examples of <b>ADJECTIVE CLAUSES</b>?</li> </ul>
Speaking and Listening	<ul style="list-style-type: none"> <li>• The Long A sound in English is very long and stressed. Try smiling when you say it!</li> <li>• Which three spelling patterns are common for the Long A sound?</li> <li>• Are there any spellings for Long A that are not as common?</li> <li>• Notice <i>shrinking and linking</i> with <i>for</i>, <i>to</i>, or <i>it</i>, and <i>it'll</i></li> <li>• This is the stress pattern for birthdays: <b>August twenty-seventh, nineteen eighty-two</b> (August 27, 1982)</li> </ul>

Everybody say HEY!

Now say YAY!

Well, okay!

A is for day, like a day in May,  
a day in May when you go out to play.  
You don't want to stay inside. No way!  
Go on, I say. Get out, okay?

A is for make. Let's make a cake.  
Mix it and put it in the oven to bake.  
Then take a break.  
A is for wait. And wait and wait.  
How I hate to wait!  
It'll be after eight when that cake is on my plate but  
I'm ready right now to celebrate.  
When's your birthday? What's the date?  
When's your birthday? Shout out the date!

*Your birthday:* \_\_\_\_\_

A is for game. How about a game?  
I'm glad you came, so we can play a game.  
Can you guess my name? Is your name the same?  
What's your name?

*Your name:* \_\_\_\_\_

Day, play, take, break, hate, wait, name, game

A is for air. Please care about the air,  
so we can be healthy everywhere.  
Here and there. Don't forget to share  
your teddy bear or your rocking chair  
(but you don't need to share your underwear!)

A is for shape. What's your favorite shape?

An oval is the shape of an egg or a grape.

Batman wears a cape to escape.

A is for race. He can win any race.

So can Superman, flying through space  
to chase a bad guy all over the place.

A is for save, like money to save,  
money that your grandma or your grandpa gave  
(because you're a good kid and know how to behave.)

Bear, share, grape, shape, chase, place, gave, save

A is for rain that goes down the drain or  
blows all over in a hurricane.

You can take a long trip on a train or a plane.

You can go to Spain, or Maine, or Ukraine  
(you can go anywhere; just use your brain!)

A is for mail. Send me an email.

Are you male? Or are you female?

Do you swim or sail? Are you mad when you fail?

Do you want to sit and listen to a fairytale?

*Once upon a time, a long time ago,  
there lived a little boy named Fluency MC...*

A is for aid. Do you need a Band-aid  
or homemade lemonade...in the shade?

Don't be afraid to get a bad grade.

What matters most is the effort you've made!

I know that you'll make a lot of good grades

Collo and SPARK! You'll have it made in the shade!

Now say HEY!

Say YAY!

Well, okay!

Everybody say **HEY!**

Now say **YAY!**

Well, **okay!**

**A** is for **day**, like a **day** in **May**,  
a **day** in **May** when you **go** out to **play**.  
You **don't** want to **stay** inside. No **way!**  
Go **on**, I **say**. Get **out**, okay?

**A** is for **make**. Let's **make** a **cake**.  
**Mix** it and **put** it in the **oven** to **bake**.  
Then **take** a **break**.  
**A** is for **wait**. And **wait** and **wait**.  
How I **hate** to **wait!**  
It'll **be** after **eight** when that **cake** is on my **plate** but  
I'm **ready** right **now** to **celebrate**.  
**When's** your **birthday**? **What's** the **date**?  
**When's** your **birthday**? **Shout** out the **date!**

Your *birthday*: \_\_\_\_\_

**A** is for **game**. **How** about a **game**?  
I'm **glad** you **came**, so we can **play** a **game**.  
Can you **guess** my **name**? Is your **name** the **same**?  
**What's** your name!

Your *name*: \_\_\_\_\_

**Day, play, take, break, hate, wait, name, game**

**A** is for **air**. Please **care** about the **air**,  
so **we** can be **healthy** everywhere.  
**Here** and **there**. **Don't** forget to **share**  
your **teddy** bear or your **rocking** chair  
(but you **don't** need to **share** your **underwear!**)



**A** is for **shape**. **What's** your favorite **shape**?

An **oval** is the **shape** of an **egg** or a **grape**.

**Batman** wears a **cape** to **escape**.

**A** is for **race**. He can **win** any **race**.

So can **Superman**, **flying** through **space**  
to **chase** a **bad** guy all **over** the **place**.

**A** is for **save**, like **money** to **save**,  
**money** that your **grandma** or your **grandpa** **gave**  
(because **you're** a good **kid** and **know** how to **behave**.)

**Bear**, **share**, **grape**, **shape**, **chase**, **place**, **gave**, **save**

**A** is for **rain** that goes **down** the **drain** or  
**blows** all **over** in a **hurricane**.

You can **take** a long **trip** on a **train** or a **plane**.

You can **go** to **Spain**, or **Maine**, or **Ukraine**  
(you can **go** anywhere; just **use** your **brain**!)

**A** is for **mail**. **Send** me an **email**.

Are you **male**? Or are you **female**?

Do you **swim** or **sail**? Are you **mad** when you **fail**?

Do you **want** to sit and **listen** to a **fairytale**?

***Once upon a time**, a **long time ago**, there **lived** a little **boy** named **Fluency MC**...*

**A** is for **aid**. Do you **need** a **Band-aid**  
or **homemade lemonade**...in the **shade**?

**Don't** be **afraid** to **get** a bad **grade**.

What matters **most** is the **effort** you've **made**!

I **know** that you'll **make** a **lot** of good **grades**

**Collo** and **SPARK**! You'll have it **made** in the **shade**!

Now say **HEY**!

Say **YAY**!

Well, **okay**!

Everybody say \_\_\_\_\_!

Now say YAY!

Well, \_\_\_\_\_!

A is for day, like a \_\_\_\_\_ in May,  
 a day in \_\_\_\_\_ when you go out to play.  
 You don't want to stay inside. No \_\_\_\_\_!  
 Go on, I say. Get out, okay?

A is for make. Let's \_\_\_\_\_ a cake.  
 Mix it and put it in the oven to \_\_\_\_\_.  
 Then take a break.  
 A is for wait. And \_\_\_\_\_ and \_\_\_\_\_.  
 How I \_\_\_\_\_ to wait!  
 It'll be after eight when that cake is on my \_\_\_\_\_ but  
 I'm ready right now to \_\_\_\_\_.  
 When's your birthday? What's the date?  
 When's your birthday? Shout out the \_\_\_\_\_!

A is for game. How about a \_\_\_\_\_?  
 I'm glad you \_\_\_\_\_, so we can play a game.  
 Can you guess my name? Is your \_\_\_\_\_ the same?  
 What's your name?

Day, play, take, \_\_\_\_\_, hate, wait, name, \_\_\_\_\_

A is for air. Please care about the \_\_\_\_\_,  
 so we can be healthy everywhere.  
 Here and \_\_\_\_\_. Don't forget to \_\_\_\_\_  
 your teddy bear or your rocking \_\_\_\_\_  
 (but you don't need to share your underwear!)

A is for shape. What's your favorite \_\_\_\_\_?

An oval is the shape of an egg or a \_\_\_\_\_.

Batman wears a cape to escape.

A is for race. He can win any \_\_\_\_\_.

So can Superman, flying through \_\_\_\_\_  
to chase a bad guy all over the \_\_\_\_\_.

A is for save, like money to \_\_\_\_\_,  
money that your grandma or your grandpa \_\_\_\_\_  
(because you're a good kid and know how to behave.)

Bear, \_\_\_\_\_, grape, shape, chase, \_\_\_\_\_, gave, save

A is for rain that goes down the \_\_\_\_\_ or  
blows all over in a hurricane.

You can take a long trip on a train or a \_\_\_\_\_.

You can go to \_\_\_\_\_, or Maine, or Ukraine  
(you can go anywhere; just use your \_\_\_\_\_!)

A is for mail. Send me an \_\_\_\_\_.

Are you \_\_\_\_\_? Or are you female?

Do you swim or sail? Are you mad when you \_\_\_\_\_?

Do you want to sit and listen to a fairytale?

*Once upon a time, a long time ago,  
there lived a little boy named Fluency MC...*

A is for aid. Do you need a Band-\_\_\_\_\_  
or homemade lemonade...in the \_\_\_\_\_?

Don't be afraid to get a bad \_\_\_\_\_.

What matters most is the effort you've \_\_\_\_\_!

I know that you'll make a lot of good \_\_\_\_\_

Collo and Spark! You'll have it made in the shade!

Now say HEY!

Say YAY!

Well, okay!

Everybody say HEY!

Now \_\_\_\_\_ !

Well, okay!

A is for \_\_\_\_\_, like a day in May,  
a day in \_\_\_\_\_ when you go out to \_\_\_\_\_.  
You don't want to \_\_\_\_\_ inside. No way!  
Go on, I say. Get out, okay?

A is for \_\_\_\_\_. Let's make a \_\_\_\_\_.  
Mix it and put it in the oven to bake.  
Then take a \_\_\_\_\_.  
A is for \_\_\_\_\_. And wait and wait.  
How I hate to \_\_\_\_\_!  
It'll be after \_\_\_\_\_ when that \_\_\_\_\_ is on my plate but  
I'm ready right now to celebrate.  
When's your birthday? What's the \_\_\_\_\_?  
When's your birthday? Shout out the date!

A is for \_\_\_\_\_. How about a game?  
I'm glad you came, so we can play a \_\_\_\_\_.  
Can you guess my \_\_\_\_\_? Is your name the \_\_\_\_\_?  
What's your name?

\_\_\_\_\_, play, \_\_\_\_\_, break, \_\_\_\_\_, wait, \_\_\_\_\_, game

A is for \_\_\_\_\_. Please \_\_\_\_\_ about the air,  
so we can be healthy \_\_\_\_\_.  
Here and there. Don't forget to share  
your teddy \_\_\_\_\_ or your rocking chair  
(but you don't need to share your \_\_\_\_\_!)

A is for \_\_\_\_\_. What's your favorite shape?

An oval is the \_\_\_\_\_ of an egg or a grape.

Batman wears a \_\_\_\_\_ to \_\_\_\_\_.

A is for \_\_\_\_\_. He can win any race.

So can Superman, flying through space  
to \_\_\_\_\_ a bad guy all over the place.

A is for \_\_\_\_\_, like money to save,  
money that your grandma or your grandpa gave  
(because you're a good kid and know how to \_\_\_\_\_).

\_\_\_\_\_, share, grape, \_\_\_\_\_, chase, place, \_\_\_\_\_, \_\_\_\_\_

A is for \_\_\_\_\_ that goes down the drain or  
blows all over in a \_\_\_\_\_.

You can take a long trip on a \_\_\_\_\_ or a plane.

You can go to Spain, or Maine, or \_\_\_\_\_  
(you can go anywhere; just use your brain!)

A is for \_\_\_\_\_. Send me an email.

Are you male? Or are you \_\_\_\_\_?

Do you swim or \_\_\_\_\_? Are you mad when you fail?

Do you want to sit and listen to a \_\_\_\_\_?

*Once upon a time, a long time ago,  
there lived a little boy named Fluency MC...*

A is for \_\_\_\_\_. Do you need a Band-aid  
or homemade \_\_\_\_\_...in the shade?

Don't be \_\_\_\_\_ to get a bad grade.

What matters most is the effort you've made!

I know that you'll make a lot of good grades

Collo and Spark! You'll have it \_\_\_\_\_ in the \_\_\_\_\_!

Now say HEY!

Say YAY!

Well, okay!

**Say Hey - Activity Sheet**

**Part A** Match the verbs from the boxes below with the nouns that collo. Use each verb only once. Mark the *stress* in the words.

breathe	cut	delete	break	put on	celebrate
---------	-----	--------	-------	--------	-----------

_____ a plate	_____ a birthday	_____ air
_____ underwear	_____ an email	_____ a cake

draw	take off	fry	miss	close	explore
------	----------	-----	------	-------	---------

_____ a Band-aid	_____ a shape	_____ space
_____ a drain	_____ an egg	_____ a train

Can you think of other verbs that collo with these nouns?

Which words from the box below collo with the nouns from Part A? More than one answer is possible.

deep	runny	loose	broken-down
dinner	clean	birthday	fresh

Can you think of other adjectives and nouns that collo with these nouns?

**Part B** Write your own sentences using collos from Part A. Mark the *stress* in the words. Share your sentences with your classmates.

- First, preview the **Tune** for yourself.
- Read the lyrics; print or photocopy these pages for your students.
- Follow the guidelines below.

<p>Suggested Procedure</p>	<ol style="list-style-type: none"> <li>1 Students listen to the <b>Tune</b> <i>without</i> reading the lyrics.</li> <li>2 Students read Lyrics 1 <i>without</i> listening.</li> <li>3 Go over any words or structures your students don't understand.</li> <li>4 Highlight and demonstrate stressed words in Lyrics 2.</li> <li>5 Students listen while silently reading Lyrics 2.</li> <li>6 Students chant/rap while listening and reading Lyrics 2.</li> </ol> <p><i>REMINDER: Pause the <b>Tune</b> and/or repeat parts whenever necessary.</i></p>
<p>Extension Activities</p>	<ul style="list-style-type: none"> <li>• Gap-fill Exercises</li> <li>• Chant/rap over the instrumental version of the song.</li> <li>• Write and perform your own lyrics over the instrumental.</li> </ul>
<p>Please refer to pp. 8-12 for important information on teaching with <b>ColloTunes</b>. If you have a question about <b>Say Hey! (shadow)</b>, or would like additional suggestions for how to use it with your students, Please <b>contact us anytime</b> through <a href="http://colloandspark.com">colloandspark.com</a></p>	

## Say Hey! (shadow)

Lyrics 1

A is for day, like a day in May,  
a day in May when you go out to play.

A is for make. Let's make a cake.

Mix it and put it in the oven to bake.

A is for wait. How I hate to wait!

When's your birthday? What's the date?

*Your birthday:* \_\_\_\_\_

A is for game. How about a game?

What's your name? Shout out your name!

*Your name:* \_\_\_\_\_

A is for air. Please care about the air,  
so we can be healthy everywhere.

A is for shape. What's your favorite shape?

An oval is the shape of an egg or a grape.

A is for save, like money to save,  
money that your grandma or your grandpa gave.

A is for rain that goes down the drain  
or blows all over in a hurricane.

A is for aid. Do you need a Band-aid  
or homemade lemonade...in the shade?

Don't be afraid to get a bad grade.

What matters most is the effort you've made!



**A** is for **day**, like a **day** in **May**,  
a **day** in **May** when you **go** out to play.

**A** is for **make**. Let's **make** a **cake**.

**Mix** it and **put** it in the **oven** to **bake**.

**A** is for **wait**. How I **hate** to **wait**!

**When's** your **birthday**? **What's** the **date**?      *Your birthday:* \_\_\_\_\_

**A** is for **game**. **How** about a **game**?

**What's** your **name**? **Shout** out your **name**!      *Your name:* \_\_\_\_\_

**A** is for **air**. Please **care** about the **air**,  
so **we** can be **healthy** **everywhere**.

**A** is for **shape**. **What's** your favorite **shape**?

An **oval** is the **shape** of an **egg** or a **grape**.

**A** is for **save**, like **money** to **save**,  
**money** that your **grandma** or your **grandpa** **gave**.

**A** is for **rain** that goes **down** the **drain**  
or **blows** all **over** in a **hurricane**.

**A** is for **aid**. Do you **need** a **Band-aid**  
or **homemade** **lemonade**...in the **shade**?

**Don't** be **afraid** to **get** a bad **grade**.

What matters **most** is the **effort** you've **made**!

- First, preview the **Tune** for yourself.
- Read the lyrics and the Info Page; print or photocopy these pages for your students.
- If you *don't* use the Info Page, please select the points you will cover with your students.
- Follow the guidelines below. Refer to the Answer Key for the Info Page and Activity Sheet.

<p>Suggested Procedure</p>	<ol style="list-style-type: none"> <li>1 Discuss the name of the <b>Tune</b>; ask students to guess what the <b>Tune</b> will be about.</li> <li>2 Students listen to the <b>Tune</b> <i>without</i> reading the lyrics. Ask students to listen for the main meaning and purpose of the song.</li> <li>3 Students read Lyrics 1 <i>without</i> listening; then, in pairs or small groups, they discuss the meaning and purpose of the <b>Tune</b>. Share ideas as a class.</li> <li>4 Go over any words or structures your students don't understand.</li> <li>5 Students read the Info Page and do tasks in pairs or small groups. Offer help as needed. Discuss as a class.</li> <li>6 Help students practice saying their names and their birthdays.</li> <li>6 Highlight and demonstrate stressed words in Lyrics 2.</li> <li>7 Students listen while silently reading Lyrics 2.</li> <li>8 Students chant/rap while listening and reading Lyrics 2.</li> </ol> <p><i>REMINDER: Pause the <b>Tune</b> and/or repeat parts whenever necessary.</i></p>
<p>Extension Activities</p>	<ul style="list-style-type: none"> <li>• Gap-fill Exercises</li> <li>• Activity Sheet</li> <li>• Chant/rap over the instrumental version of the song.</li> <li>• Write and perform your own lyrics over the instrumental.</li> </ul>
<p>Please refer to pp. 8-12 for important information on teaching with <b>ColloTunes</b>. If you have a question about <b>When I Wake Up</b>, or would like additional suggestions for how to use it with your students, Please <b>contact us anytime</b> through <a href="http://colloandspark.com">colloandspark.com</a></p>	

Summary	This Tune helps you talk about morning routines. It contains some of the vocabulary and grammar from the Tune "Every Morning".
Procedure	Listen to Fluency MC rap one line and then shadow him. When you are familiar with the Tune, rap along with him.
Vocabulary	<ul style="list-style-type: none"> <li>Multi-word verbs, such as <i>wake up</i> and <i>turn on</i>, are called <b>PHRASAL VERBS</b>. They are very common in English, especially in conversations.</li> <li>Notice the many Verb-Noun <b>collos</b> in this Tune. Can you think of other <b>collos</b> for these verbs?</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>Notice the grammar patterns of phrasal verbs.</li> <li>Compare the uses of the <b>PRESENT SIMPLE</b> and the <b>PRESENT PROGRESSIVE</b>.</li> <li>Compare independent clauses with dependent clauses.</li> <li>Notice the use of the <b>PRESENT REAL CONDITIONAL</b>.</li> </ul>
Speaking and Listening	<ul style="list-style-type: none"> <li>The stress shifts in phrasal verbs, depending on whether the verb is <b>TRANSITIVE</b> OR <b>INTRANSITIVE</b>. Compare <i>when I wake <b>up</b></i> with <i>I <b>turn</b> on the <b>light</b></i>.</li> <li>The sound for Letter O combinations in English is sometimes a long, round O (<b>comb</b>), sometimes a long A sound (<b>coffee</b>), and sometimes a short U sound (<b>looks</b>). Can you find other examples of these sounds and letter combinations?</li> <li>The schwa (ə) is the most common sound in English. It is the sound of the Letter U in the word <i>cup</i>. Can you find other examples of this sound in this Tune?</li> </ul>

## When I Wake Up

Lyrics 1

Every morning when I wake up,  
I make hot coffee and pour it in my cup.

When I wake up, I rub my eyes.  
I yawn and stretch, and exercise.

When I wake up, I turn on the light.  
I comb my hair until it looks all right.

When I wake up, I raise the shades.  
I have toast with butter and marmalade.

When I wake up, I feed the cat.  
If it's raining out, I put on a hat.

When I wake up, I check my email.  
I clean my ears and my fingernails.

When I wake up, I water the plants.  
If I have enough time, I iron my pants.

When I wake up, I wash my face.  
At eight o'clock sharp, I leave my place.

## When I Wake Up

Lyrics 2

Every **morning** when I wake **up**,  
I **make** hot **coffee** and **pour** it in my **cup**.

When I wake **up**, I **rub** my **eyes**.  
I **yawn** and **stretch**, and **exercise**.

When I wake **up**, I **turn** on the **light**.  
I **comb** my **hair** until it **looks** all **right**.

When I wake **up**, I **raise** the **shades**.  
I have **toast** with **butter** and **marmalade**.

When I wake **up**, I **feed** the **cat**.  
If it's **raining out**, I **put** on a **hat**.

When I wake **up**, I **check** my **email**.  
I **clean** my **ears** and my **fingernails**.

When I wake **up**, I **water** the **plants**.  
If I **have** enough **time**, I **iron** my **pants**.

When I wake **up**, I **wash** my **face**.  
At **eight** o'clock **sharp**, I **leave** my **place**.

## When I Wake Up

Gap-fill 1

Every morning when I \_\_\_\_\_,  
I make hot coffee and \_\_\_\_\_ it in my cup.

When I wake up, I \_\_\_\_\_.  
I yawn and stretch, and \_\_\_\_\_.

When I \_\_\_\_\_, I turn on \_\_\_\_\_.  
I comb my hair until it \_\_\_\_\_.

When I wake up, I \_\_\_\_\_.  
I have toast \_\_\_\_\_ and marmalade.

\_\_\_\_\_ wake up, I feed the cat.  
If it's \_\_\_\_\_, I put on a hat.

When I wake up, I \_\_\_\_\_.  
I clean my ears and my \_\_\_\_\_.

When I wake \_\_\_\_\_, \_\_\_\_\_ water the plants.  
If I \_\_\_\_\_, I iron my pants.

When I wake up, I \_\_\_\_\_.  
At eight o'clock sharp, I \_\_\_\_\_.

## When I Wake Up

Gap-fill 2

\_\_\_\_\_ morning when I wake up,  
I make hot \_\_\_\_\_ and pour it in my cup.

When I \_\_\_\_\_, I rub my eyes.  
I \_\_\_\_\_, and exercise.

When I wake up, I \_\_\_\_\_ the light.  
I \_\_\_\_\_ until it looks all right.

When I \_\_\_\_\_, I raise the shades.  
I \_\_\_\_\_ with butter and marmalade.

When I wake up, I \_\_\_\_\_.  
If it's raining out, I \_\_\_\_\_.

\_\_\_\_\_ wake up, I check my email.  
I \_\_\_\_\_ and my fingernails.

When I wake up, I \_\_\_\_\_.  
If I have enough time, I \_\_\_\_\_.

When \_\_\_\_\_ up, I wash my face.  
At eight o'clock \_\_\_\_\_, I leave my place.

## When I Wake Up - Activity Sheet

**Part A**      *Arrange the lines of the Tune in the correct order.*

1. When I wake up, I feed the cat.
2. At eight o'clock sharp, I leave my place.
3. Every morning when I wake up,
4. I comb my hair until it looks all right.
5. If it's raining out, I put on my hat.
6. When I wake up, I turn on the light.
7. I drink hot coffee and pour it in my cup.
8. When I wake up, I wash my face.

*True or False?*

The person in this story...

1. ...has a pet?
2. ...buys a cup of coffee?
3. ...always irons his pants?
4. ...rarely exercises?
5. ...leaves his house before 9 a.m.?
6. ...doesn't use email?

**Part B**      *Write your own song called "When I Get Home"*  
*Note: It doesn't have to rhyme perfectly!*



- First, preview the **Tune** for yourself.
- Read the lyrics and the Info Page; print or photocopy these pages for your students.
- If you *don't* use the Info Page, please select the points you will cover with your students.
- Follow the guidelines below. Refer to the Answer Key for the Info Page and Activity Sheet.

Suggested Procedure	<ol style="list-style-type: none"> <li>1 Discuss the name of the <b>Tune</b>; ask students to guess what the <b>Tune</b> will be about.</li> <li>2 Students listen to the <b>Tune</b> <i>without</i> reading the lyrics. Ask students to listen for the main meaning and purpose of the song.</li> <li>3 Students read Lyrics 1 <i>without</i> listening; then, in pairs or small groups, they discuss the meaning and purpose of the <b>Tune</b>. Share ideas as a class.</li> <li>4 Go over any words or structures your students don't understand.</li> <li>5 Students read the Info Page and do tasks in pairs or small groups. Offer help as needed. Discuss as a class.</li> <li>6 Help students practice saying their names and their birthdays.</li> <li>6 Highlight and demonstrate stressed words in Lyrics 2.</li> <li>7 Students listen while silently reading Lyrics 2.</li> <li>8 Students chant/rap while listening and reading Lyrics 2.</li> </ol> <p><i><b>REMINDER:</b> Pause the <b>Tune</b> and/or repeat parts whenever necessary.</i></p>
Extension Activities	<ul style="list-style-type: none"> <li>• Gap-fill Exercises</li> <li>• Activity Sheet</li> <li>• Chant/rap over the instrumental version of the song.</li> <li>• Write and perform your own lyrics over the instrumental.</li> </ul>
<p>Please refer to pp. 8-12 for important information on teaching with <b>ColloTunes</b>. If you have a question about <b>Every Morning</b>, or would like additional suggestions for how to use it with your students, Please <b>contact us anytime</b> through <a href="http://colloandspark.com">colloandspark.com</a></p>	

<p>Summary</p>	<p>This Tune helps you talk about morning routines. It also helps you practice <i>shrinking and linking</i> and common Verb-Noun <i>collos</i>.</p>
<p>Procedure</p>	<p>Follow along with the lyrics and join in when you are ready. <i>Note:</i> Before the Tune begins, there is a short, fast conversation between two people.</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> <li>• We say <i>in the morning</i>, <i>in the afternoon</i>, and <i>in the evening</i> but <i>at night</i>.</li> <li>• In this Tune, can you find examples of greetings, requests, and agreement?</li> </ul>
<p>Grammar</p>	<ul style="list-style-type: none"> <li>• Notice the TIME WORDS used to express routines in the PRESENT SIMPLE.</li> <li>• Is the phrase <i>I was wondering</i> in the past tense? How about <i>if I asked you</i>?</li> </ul>
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> <li>• Notice <i>shrinking and linking</i>: <i>What do you do, I wake up and then I</i></li> <li>• Sometimes the prepositions in the PHRASAL VERBS are stressed and sometimes that are not. Why is this?</li> <li>• In the phrase <i>beautiful day</i>, which part of the sentence is cut (missing)?</li> </ul>

- *Hey there! How's it going?*
- *Oh, what's up?*
- *Beautiful day, right?*
- *It sure is!*
- *You know, I was wondering...would you mind if I asked you a couple of questions?*
- *No. Go right ahead.*

What do you do when you wake up...when you wake up...when you wake up?  
What do you do when you wake up...when you wake up in the morning?

I turn off my alarm when I wake up...when I wake up in the morning.  
I wake up, and then I turn off my alarm. That's what I do every morning.

Well, what do you do after you turn off your alarm...  
turn off your alarm...turn off your alarm?  
What do you do after you turn off your alarm...  
when you wake up in the morning?

I get out of bed after I turn off my alarm...when I wake up in the morning.  
I turn off my alarm, and then I get out of bed. That's what I do every morning.

Well, what do you do after you get out of bed...  
get out of bed...get out of bed?  
What do you do after you get out of bed...  
when you wake up in the morning?

I yawn and stretch after I get out of bed...when I wake up in the morning.  
I get out of bed, and then I yawn and stretch. That's what I do every morning.

Well, what do you do after you yawn and stretch...  
yawn and stretch...yawn and stretch?  
What do you do after you yawn and stretch...  
when you wake up in the morning?

I take a shower after I yawn and stretch...when I wake up in the morning.  
I yawn and stretch, and then I take a shower. That's what I do every morning.

*All right, hold on a minute. Could we stop for a sec?  
I'm sorry to ask you to wait.  
I want to make sure that I'm following you  
and that I've got everything straight.*

*You take a shower after you yawn and stretch after you  
get out of bed after you turn off your alarm.  
You do these things when you wake up, and you  
do all of them every morning.*

Yes, I turn off my alarm before I get out of bed, before I  
yawn and stretch, before I take a shower.  
These are the things that I do every day  
when I wake up in the morning.

I turn off my alarm, and then I get out of bed, and then I  
yawn and stretch, and then I take a shower.  
I do all these things when I wake up;  
and I do all of them every morning.

- **Hey** there! How's it **going**?
- Oh, what's up?
- **Beautiful day**, right?
- It **sure** is!
- You **know**, I was **wondering**...would you **mind** if I **asked** you a **couple** of **questions**?
- **No**. Go right **ahead**.

**What** do you **do** when you wake **up**...when you wake **up**...when you wake **up**?

**What** do you **do** when you wake **up** ...when you wake **up** in the **morning**?

I **turn** off my **alarm** when I wake **up**...when I wake **up** in the **morning**.

I wake **up**, and then I **turn** off my **alarm**. **That's** what I **do** every **morning**.

Well, **what** do you **do** after you **turn** off your **alarm**...

**turn** off your **alarm** ... **turn** off your **alarm**?

**What** do you **do** after you **turn** off your **alarm** ...

when you wake **up** in the **morning**?

I get out of bed after I **turn** off my **alarm**...when I wake **up** in the **morning**.

I **turn** off my **alarm**, and then I **get** out of **bed**. **That's** what I **do** every **morning**.

Well, **what** do you **do** after you **get** out of **bed** ...

**get** out of **bed** ... **get** out of **bed**?

**What** do you **do** after you **get** out of **bed** ...

when you wake **up** in the **morning**?

I **yawn** and **stretch** after I **get** out of **bed**...when I wake **up** in the **morning**.

I **get** out of **bed**, and then I **yawn** and **stretch**. **That's** what I **do** every **morning**.

Well, **what** do you **do** after you **yawn** and **stretch** ...

**yawn** and **stretch** ... **yawn** and **stretch**?

**What** do you **do** after you **yawn** and **stretch** ...

when you wake **up** in the **morning**?

I **take** a **shower** after I **yawn** and **stretch**... when I wake **up** in the **morning**.  
I **yawn** and **stretch**, and then I **take** a **shower**. **That's** what I **do** every **morning**.

*All right, **hold** on a **minute**. Could we **stop** for a **sec**?*

*I'm **sorry** to **ask** you to **wait**.*

*I **want** to make **sure** that I'm **following** you  
and that I've **got** everything **straight**.*

*You **take** a **shower** after you **yawn** and **stretch** after you  
**get** out of **bed** after you **turn** off your **alarm**.*

*You **do** these **things** when you wake **up**, and you  
do **all** of them every **morning**.*

Yes, I **turn** off my **alarm** before I **get** out of **bed**, before I  
**yawn** and **stretch**, before I **take** a **shower**.

**These** are the **things** that I **do** every **day**  
when I wake **up** in the **morning**.

I **turn** off my **alarm**, and then I **get** out of **bed**, and then I  
**yawn** and **stretch**, and then I **take** a **shower**.

I do **all** these **things** when I wake **up**;  
and I do **all** of them every **morning**.

- Hey there! How's it \_\_\_\_\_?
- Oh, what's up?
- \_\_\_\_\_ day, right?
- It sure is!
- You know, I was wondering...would you mind if I asked you a couple of \_\_\_\_\_?
- No. Go right ahead.

What do you do when you wake up...when you wake up...when you wake up?  
 What do you do when you wake up...when you wake up in the morning?

I turn off my alarm when I wake up...when I wake up in the morning.  
 I wake up, and then I \_\_\_\_\_ my alarm. That's what I do \_\_\_\_\_.

Well, what do you do after you \_\_\_\_\_...  
 turn off your alarm...turn off your alarm?  
 \_\_\_\_\_ after you turn off your alarm...  
 when you wake up in the morning?

I \_\_\_\_\_ after I turn off my alarm...when I wake up in the morning.  
 I turn off my alarm, and then I get out of bed. \_\_\_\_\_ every morning.

Well, \_\_\_\_\_ after you get out of bed...  
 get out of bed...get out of bed?  
 What do you do after you get out of bed...  
 when you wake up in the morning?

I \_\_\_\_\_ after I get out of bed...when I wake up in the morning.  
 I get out of bed, and then I \_\_\_\_\_. That's what I do every morning.

Well, \_\_\_\_\_ after you yawn and stretch...  
 yawn and stretch...yawn and stretch?  
 What do you do after you yawn and stretch...  
 when you wake up in the morning?

I \_\_\_\_\_ after I yawn and stretch...when I wake up in the morning.  
I yawn and stretch, and then I \_\_\_\_\_. That's what I do every morning.

*All right, \_\_\_\_\_. Could we stop for a sec?  
I'm sorry to ask you to wait.  
I want to make sure that I'm \_\_\_\_\_ you  
and that I've got everything straight.*

*You take a shower after you \_\_\_\_\_after you  
get out of bed \_\_\_\_\_turn off your alarm.  
You do these things when you \_\_\_\_\_, and you  
do all of them every morning.*

Yes, I \_\_\_\_\_before I get out of bed, before I  
yawn and stretch, before I take a shower.  
\_\_\_\_\_the things that I do every day  
when I wake up in the morning.

I turn off my alarm, and then I get out of bed, and then I  
yawn and stretch, and then I take a shower.  
I do all these things when I wake up;  
and I do all of them every morning.



- \_\_\_\_\_! *How's it going?*
- *Oh, \_\_\_\_\_?*
- *Beautiful day, right?*
- *It sure is!*
- *You know, I was \_\_\_\_\_...would you mind if I asked you a couple of questions?*
- *No. \_\_\_\_\_.*

What do you do when you wake up...when you wake up...when you wake up?

What do you do when you wake up...when you wake up in the morning?

I \_\_\_\_\_ my alarm when I \_\_\_\_\_...when I wake up in the morning.

I wake up, and then I turn off my alarm. That's what I do every morning.

Well, \_\_\_\_\_ after you turn off your alarm...

\_\_\_\_\_...turn off your alarm?

What do you do after you turn off your alarm...

when you wake up in the morning?

I get out of bed after I \_\_\_\_\_...when I wake up in the morning.

I turn off my alarm, and then I \_\_\_\_\_. That's what I do every morning.

Well, what do you do after you get out of bed...

get out of bed...get out of bed?

\_\_\_\_\_ after you get out of bed...

when you wake up in the morning?

I yawn and stretch after I \_\_\_\_\_...when I wake up in the morning.

I get out of bed, and then I yawn and stretch. \_\_\_\_\_ every morning.

Well, what do you do after you \_\_\_\_\_...

yawn and stretch...yawn and stretch?

What do you do after you yawn and stretch...

when you wake up \_\_\_\_\_?

I take a shower after I yawn and stretch...when I \_\_\_\_\_.  
I yawn and stretch, and then I take a shower. That's \_\_\_\_\_.

*All right, hold on a minute. Could we \_\_\_\_\_?*

*I'm sorry to ask you to wait.*

*I want to \_\_\_\_\_ that I'm following you  
and that I've got everything \_\_\_\_\_.*

*You \_\_\_\_\_ after you yawn and stretch after you  
get out of bed after you turn off your alarm.*

*You \_\_\_\_\_ when you wake up, and you  
do all of them \_\_\_\_\_.*

Yes, I turn off my alarm before I \_\_\_\_\_, before I  
yawn and stretch, before I \_\_\_\_\_.

These are the things that I \_\_\_\_\_  
when I wake up in the morning.

I turn off my alarm, and then I get out of bed, and then I  
yawn and stretch, and then I take a shower.

I do all these things when I wake up;  
and I do all of them every morning.

## Every Morning - Activity Sheet

**Part A**      *Please answer the questions below using complete sentences. Mark the stress in the words. Then, interview your classmates and write down their answers.*

1.      What do you do when you wake up? \_\_\_\_\_  
\_\_\_\_\_
2.      What do you do when you get to school? \_\_\_\_\_  
\_\_\_\_\_
3.      What do you do when you get home from school? \_\_\_\_\_  
\_\_\_\_\_
4.      What do you do in the evenings? \_\_\_\_\_  
\_\_\_\_\_
5.      What do you do on the weekends? \_\_\_\_\_  
\_\_\_\_\_
6.      What do you do on your birthday? \_\_\_\_\_  
\_\_\_\_\_
7.      What do you do on New Year's Eve? \_\_\_\_\_  
\_\_\_\_\_
8.      What do you do with your family? \_\_\_\_\_  
\_\_\_\_\_
9.      What do you do with your friends? \_\_\_\_\_  
\_\_\_\_\_
10.     What do you do with your classmates? \_\_\_\_\_  
\_\_\_\_\_

**Part B**      *Write a paragraph describing a typical day in your life. Mark the stress in the words. Compare paragraphs with your classmates. Practice reading them out loud.*

- First, preview the **Tune** for yourself.
- Read the lyrics; print or photocopy these pages for your students.
- Follow the guidelines below.

<p>Suggested Procedure</p>	<ol style="list-style-type: none"> <li>1 Students listen to the <b>Tune</b> <i>without</i> reading the lyrics.</li> <li>2 Students read Lyrics 1 <i>without</i> listening.</li> <li>3 Go over any words or structures your students don't understand.</li> <li>4 Highlight and demonstrate stressed words in Lyrics 2.</li> <li>5 Students listen while silently reading Lyrics 2.</li> <li>6 Students chant/rap while listening and reading Lyrics 2.</li> </ol> <p><i>REMINDER: Pause the <b>Tune</b> and/or repeat parts whenever necessary.</i></p>
<p>Extension Activities</p>	<ul style="list-style-type: none"> <li>• Gap-fill Exercises</li> <li>• Chant/rap over the instrumental version of the song.</li> <li>• Write and perform your own lyrics over the instrumental.</li> </ul>
<p>Please refer to pp. 8-12 for important information on teaching with <b>ColloTunes</b>. If you have a question about <b>Every Morning (shadow)</b> or would like additional suggestions for how to use it with your students, Please <b>contact us anytime</b> through <a href="http://colloandspark.com">colloandspark.com</a></p>	

## Every Morning (shadow)

Lyrics 1

What do you do when you wake up?

I turn off my alarm when I wake up.

I wake up, and then I turn off my alarm.

What do you do after you turn off your alarm?

I get out of bed after I turn off my alarm.

I turn off my alarm, and then I get out of bed.

What do you do after you get out of bed?

I yawn and stretch after I get out of bed.

I get out of bed, and then I yawn and stretch.

What do you do after you yawn and stretch?

I take a shower after I yawn and stretch.

I yawn and stretch, and then I take a shower.

That's what I do every morning.

**What** do you **do** when you wake **up**?

I **turn** off my **alarm** when I wake **up**.  
I wake **up**, and then I **turn** off my **alarm**.

**What** do you **do** after you **turn** off your **alarm**?

I **get** out of **bed** after I **turn** off my **alarm**.  
I **turn** off my **alarm**, and then I get out of bed.

**What** do you **do** after you **get** out of **bed**?

I **yawn** and **stretch** after I **get** out of **bed**.  
I **get** out of **bed**, and then I **yawn** and **stretch**.

**What** do you **do** after you **yawn** and **stretch**?

I **take** a **shower** after I **yawn** and **stretch**.  
I **yawn** and **stretch**, and then I **take** a **shower**.

**That's** what I **do** every **morning**.

- First, preview the **Tune** for yourself.
- Read the lyrics and the Info Page; print or photocopy these pages for your students.
- If you *don't* use the Info Page, please select the points you will cover with your students.
- Follow the guidelines below. Refer to the Answer Key for the Info Page and Activity Sheet.

<p>Suggested Procedure</p>	<ol style="list-style-type: none"> <li>1 Discuss the name of the <b>Tune</b>; ask students to guess what the <b>Tune</b> will be about.</li> <li>2 Students listen to the <b>Tune</b> <i>without</i> reading the lyrics. Ask students to listen for the main meaning and purpose of the song.</li> <li>3 Students read Lyrics 1 <i>without</i> listening; then, in pairs or small groups, they discuss the meaning and purpose of the <b>Tune</b>. Share ideas as a class.</li> <li>4 Go over any words or structures your students don't understand.</li> <li>5 Students read the Info Page and do tasks in pairs or small groups. Offer help as needed. Discuss as a class.</li> <li>6 Help students practice saying their names and their birthdays.</li> <li>6 Highlight and demonstrate stressed words in Lyrics 2.</li> <li>7 Students listen while silently reading Lyrics 2.</li> <li>8 Students chant/rap while listening and reading Lyrics 2.</li> </ol> <p><i>REMINDER: Pause the <b>Tune</b> and/or repeat parts whenever necessary.</i></p>
<p>Extension Activities</p>	<ul style="list-style-type: none"> <li>• Gap-fill Exercises</li> <li>• Activity Sheet</li> <li>• Chant/rap over the instrumental version of the song.</li> <li>• Write and perform your own lyrics over the instrumental.</li> </ul>
<p>Please refer to pp. 8-12 for important information on teaching with <b>ColloTunes</b>. If you have a question about <b>It's Freezing!</b>, or would like additional suggestions for how to use it with your students, Please <b>contact us anytime</b> through <a href="http://colloandspark.com">colloandspark.com</a></p>	

Summary	This Tune helps you practice talking about the weather.
Procedure	Try listening and reading along first; then take turns being both characters; practice with a classmate; try it by yourself using the instrumental version.
Vocabulary	<ul style="list-style-type: none"> <li>• What does <i>can't stand</i> mean?</li> <li>• What expressions and collos do we use to express that we are <i>hot</i>?</li> <li>• What words are used in this Tune to give advice?</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Notice how we use <i>it's</i> to talk about weather. Can you think of other examples?</li> <li>• Notice how <i>-ing</i> is used.</li> <li>• Notice how FUTURE TIME is expressed with <i>going to</i>.</li> <li>• How are these sentences different? <i>I am cold   I got a cold   I have a cold   I've got a cold</i></li> <li>• Do these sentences mean the same thing? <i>Me, too   I am too   So am I</i></li> </ul>
Speaking and Listening	<ul style="list-style-type: none"> <li>• Notice how <b>intonation</b> is used to express feelings.</li> <li>• Notice <i>shrinking and linking</i>: <i>going to, supposed to</i></li> <li>• How does the r sound in <i>Brrr</i>?</li> </ul>



## It's Freezing!

Lyrics 1

<p>Brrr! It's cold!</p> <p>Yeah! It's freezing!</p> <p>I hope I don't get sick.</p> <p>I know. It's the season...</p> <p>Brrr! I'm shivering!</p> <p>Me, too! I'm freezing!</p> <p>I think I've got a cold.</p> <p>I'm going to start sneezing. Ah-choo!</p> <p>Bless You!</p> <p>Thank you.</p> <p>Ah...Ah-choo!</p> <p>Bless You!</p> <p>Thanks.</p>	<p>Your teeth are chattering.</p> <p>Your nose is red.</p> <p>You really should be wearing a hat on your head.</p> <p>My fingers are frozen.</p> <p>My toes are numb.</p> <p>Oh when, oh when is spring going to come? Ah-choo!</p> <p>Brrr! It's cold!</p> <p>I'm freezing!</p> <p>Ah-choo!</p> <p>Brrr! It's freezing!</p> <p>I'm cold!</p> <p>Oh, I can't stand winter!</p> <p>Well, it's supposed to warm up a little bit tomorrow...</p> <p>Brrr!</p> <p>Brrr!</p>
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<p><b>Brrr!</b> It's <b>cold!</b></p> <p><b>Yeah!</b> It's <b>freezing!</b></p> <p>I <b>hope</b> I don't get <b>sick.</b></p> <p>I <b>know.</b> It's the <b>season...</b></p> <p><b>Brrr!</b> I'm <b>shivering!</b></p> <p>Me, <b>too!</b> I'm <b>freezing!</b></p> <p>I <b>think</b> I've got a <b>cold.</b></p> <p>I'm <b>going</b> to start <b>sneezing.</b> Ah-<b>choo!</b></p> <p><b>Bless</b> You!</p> <p><b>Thank</b> you.</p> <p><b>Ah...Ah-choo!</b></p> <p><b>Bless</b> You!</p> <p><b>Thanks.</b></p>	<p>Your <b>teeth</b> are <b>chattering.</b></p> <p>Your <b>nose</b> is <b>red.</b></p> <p>You <b>really</b> should be <b>wearing</b> a <b>hat</b> on your <b>head.</b></p> <p>My <b>fingers</b> are <b>frozen.</b></p> <p>My <b>toes</b> are <b>numb.</b></p> <p>Oh <b>when,</b> oh <b>when</b> is <b>spring</b> going to <b>come?</b> Ah-<b>choo!</b></p> <p><b>Brrr!</b> It's <b>cold!</b></p> <p>I'm <b>freezing!</b></p> <p>Ah-<b>choo!</b></p> <p><b>Brrr!</b> It's <b>freezing!</b></p> <p>I'm <b>cold!</b></p> <p>Oh, I <b>can't stand</b> winter!</p> <p>Well, it's <b>supposed</b> to warm <b>up</b> a little bit <b>tomorrow...</b></p> <p><b>Brrr!</b></p> <p><b>Brrr!</b></p>
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<p>Brrr! It's cold!</p> <p>Yeah! _____!</p> <p>I hope I don't get sick.</p> <p>I know. _____...</p> <p>Brrr! I'm _____!</p> <p>Me, too! I'm freezing!</p> <p>_____ got a cold.</p> <p>_____ start sneezing.</p> <p>Ah-choo!</p> <p>Bless You!</p> <p>Thank you.</p> <p>Ah...Ah-choo!</p> <p>Bless You!</p> <p>Thanks.</p>	<p>Your _____ are chattering.</p> <p>Your nose is _____.</p> <p>You really should be wearing a hat _____.</p> <p>My fingers are _____.</p> <p>My _____ are numb.</p> <p>Oh when, oh when is spring going to _____?</p> <p>Ah-choo!</p> <p>_____! It's cold!</p> <p>I'm _____!</p> <p>Ah-choo!</p> <p>Brrr! It's freezing!</p> <p>_____!</p> <p>Oh, I can't stand _____!</p> <p>Well, it's supposed to _____ a little bit tomorrow...</p> <p>Brrr!</p> <p>Brrr!</p>
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<p>Brrr! _____!</p> <p>Yeah! It's freezing!</p> <p>I hope I don't _____.</p> <p>_____. It's the season...</p> <p>_____! I'm shivering!</p> <p>_____! I'm freezing!</p> <p>I think I've _____.</p> <p>I'm going to start _____.</p> <p>Ah-choo!</p> <p>Bless You!</p> <p>_____.</p> <p>Ah...Ah-choo!</p> <p>_____!</p> <p>Thanks.</p>	<p>Your teeth are _____.</p> <p>Your _____ red.</p> <p>You really _____ wearing a hat on your head.</p> <p>My _____ are frozen.</p> <p>My toes are _____.</p> <p>Oh when, oh when is _____ come? Ah-choo!</p> <p>Brrr! _____!</p> <p>I'm freezing!</p> <p>Ah-choo!</p> <p>Brrr! _____!</p> <p>I'm cold!</p> <p>Oh, I _____ winter!</p> <p>Well, _____ warm up a little bit tomorrow...</p> <p>Brrr!</p> <p>Brrr!</p>
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## It's Freezing! - Activity Sheet

**Part A** Match the sentence on the left with the sentence on the right that is closest in meaning.

- |                                  |                                    |
|----------------------------------|------------------------------------|
| 1. I'm so cold.                  | My fingers are frozen              |
| 2. It's the season.              | It's freezing.                     |
| 3. I really hate it.             | I've got a cold.                   |
| 4. It's not going to be so cold. | People get sick this time of year. |
| 5. My hands are so cold.         | I'm freezing.                      |
| 6. It's so cold.                 | I can't stand it.                  |
| 7. I'm sick.                     | It's supposed to warm up.          |

Write these lines from the *Tune* in the correct order.

The person in this story...

1. to come? spring when is going
2. I'm sneezing start to going
3. a hat wearing should your head on really you be
4. got cold I've a think I
5. I sick don't I hope get

**Part B** Write your own song called "It's Boiling!" (meaning: It's really hot!)  
Note: It doesn't have to rhyme perfectly!

- First, preview the **Tune** for yourself.
- Read the lyrics and the Info Page; print or photocopy these pages for your students.
- If you *don't* use the Info Page, please select the points you will cover with your students.
- Follow the guidelines below. Refer to the Answer Key for the Info Page and Activity Sheet.

<p>Suggested Procedure</p>	<ol style="list-style-type: none"> <li>1 Discuss the name of the <b>Tune</b>; ask students to guess what the <b>Tune</b> will be about.</li> <li>2 Students listen to the <b>Tune</b> <i>without</i> reading the lyrics. Ask students to listen for the main meaning and purpose of the song.</li> <li>3 Students read Lyrics 1 <i>without</i> listening; then, in pairs or small groups, they discuss the meaning and purpose of the <b>Tune</b>. Share ideas as a class.</li> <li>4 Go over any words or structures your students don't understand.</li> <li>5 Students read the Info Page and do tasks in pairs or small groups. Offer help as needed. Discuss as a class.</li> <li>6 Help students practice saying their names and their birthdays.</li> <li>6 Highlight and demonstrate stressed words in Lyrics 2.</li> <li>7 Students listen while silently reading Lyrics 2.</li> <li>8 Students chant/rap while listening and reading Lyrics 2.</li> </ol> <p><i>REMINDER: Pause the <b>Tune</b> and/or repeat parts whenever necessary.</i></p>
<p>Extension Activities</p>	<ul style="list-style-type: none"> <li>• Gap-fill Exercises</li> <li>• Activity Sheet</li> <li>• Chant/rap over the instrumental version of the song.</li> <li>• Write and perform your own lyrics over the instrumental.</li> </ul>
<p>Please refer to pp. 8-12 for important information on teaching with <b>ColloTunes</b>. If you have a question about <b>Count On It</b>, or would like additional suggestions for how to use it with your students, Please <b>contact us anytime</b> through <a href="http://colloandspark.com">colloandspark.com</a></p>	

Summary	This Tune helps you practice saying numbers from one to twenty.
Procedure	Count forwards and backwards following Fluency MC
Vocabulary	<ul style="list-style-type: none"> <li>• <b>collos</b> to rehearse: <i>have some fun, go up to, see what I mean, go back, do it again, I'll bet, we're through, might think</i></li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Structures to notice: <i>as easy as, not as hard as, from __ to __</i></li> <li>• Notice how FUTURE TIME is expressed with <i>will</i>.</li> </ul>
Speaking and Listening	<ul style="list-style-type: none"> <li>• Do the numbers <i>thirteen</i> and <i>thirty</i> sound similar to you?</li> <li>• In English, 20, 30, 40, etc are always stressed on the first syllable: <b>thirty</b></li> <li>• 13,14,15, etc are sometimes stressed on the first syllable and sometimes on the second syllable. The best way to hear the difference between 13 and 30 is that the <i>t</i> in the word <b>thirty</b> sounds more like a <i>d</i>: <b>thirdy</b></li> </ul>

All you folks out there, count with me!  
Counting is as easy as one, two, three  
Let's count to five. Let's count to ten.  
Let's count to twenty, again and again.

Everybody, everywhere let's have some fun.  
We can count backwards, three, two, one.  
Count back from five. Count back from ten.  
Count up and down, again and again...

Everybody count! One, two, three, four, five REPEAT!  
One...two...three, four, five REPEAT!  
Again! One, two, three, four, five REPEAT!  
One...two...three, four, five REPEAT!

Now count one...two...three...four REPEAT!  
five, six, seven, eight, nine and one more REPEAT!  
I said, one...two...three...four REPEAT!  
five, six, seven, eight, nine and one more REPEAT!  
Make ten. Ten! Nine then ten! Now let's go back and do it again.

Me: One, two, three, four, five Now *you*: One, two, three, four, five  
Me: Six, seven, eight, nine, ten Now *you*: Six, seven, eight, nine, ten!  
Now together: One, two, three, four, five, six, seven, eight, nine, ten!

Now you might think that ten is plenty, but I'll  
bet you can count all the way to twenty.  
You might think that ten is plenty, but  
you and I can count from one to twenty.

Let's start with ten and go up to eleven. REPEAT!  
Let's start with ten and go up to eleven. REPEAT!



Eleven, twelve...and thirteen. REPEAT!  
Follow me and you'll see what I mean.  
Fourteen, fifteen...sixteen. REPEAT!  
See? It's not as hard as it seems.  
Seventeen, eighteen, nineteen, too. REPEAT!  
And one more is twenty. Now we're through! REPEAT!

Nice job! Well done! Good for you! Now that you can do it let's review.  
Now that you know what to do...everybody, get ready to review! Go!  
One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve,  
thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

Now let's count back until we get to one. Five, four, three, two, one. Everyone!  
Five, four, three, two, one. REPEAT!  
Five...four...three, two, one. REPEAT!

Count ten, nine, eight. REPEAT! Seven, six, five. REPEAT!  
Four, three, two. REPEAT!  
One. We're through! REPEAT!  
One. We're through! Let's review. Come on!  
Ten, nine, eight, seven, six, five, four, three, two, one. Let me hear you again!  
Ten, nine, eight, seven, six, five, four, three, two, one.

Counting in English is easy, don't you see?  
To get started, all you need is one, two, three.  
It's a snap to count in English. Wouldn't you agree?  
Just relax and have fun and you'll be worry-free.

All you **folks** out **there**, **count** with **me**!  
**Counting** is as **easy** as **one**, two, **three**  
 Let's **count** to **five**. Let's **count** to **ten**.  
 Let's **count** to **twenty**, **again** and **again**.

**Everybody**, **everywhere** let's **have** some **fun**.  
**We** can count **backwards**, **three**, two, **one**.  
 Count **back** from **five**. Count **back** from **ten**.  
 Count **up** and **down**, **again** and **again**...

**Everybody count!** **One**, two, **three**, four, **five** REPEAT!  
**One...two...three**, four, **five** REPEAT!  
 Again! **One**, two, **three**, four, **five** REPEAT!  
**One...two...three**, four, **five** REPEAT!

Now count **one...two...three...four** REPEAT!  
**five**, six, **seven**, eight, **nine** and one **more** REPEAT!  
 I said, **one...two...three...four** REPEAT!  
**five**, six, **seven**, eight, **nine** and one **more** REPEAT!  
 Make **ten**. **Ten!** **Nine** then **ten!** Now **let's** go **back** and **do** it **again**.

Me: **One**, two, **three**, four, **five** Now **you**: **One**, two, **three**, four, **five**  
 Me: **Six**, seven, **eight**, nine, **ten** Now **you**: **Six**, seven, **eight**, nine, **ten!**  
 Now **together**: **One**, two, **three**, four, **five**, six, **seven**, **eight**, nine, **ten!**

Now you **might think** that **ten** is **plenty**, but I'll  
**bet** you can **count all** the way to **twenty**.  
 You **might think** that **ten** is **plenty**, but  
**you** and I can **count** from **one** to **twenty**.

Let's **start** with **ten** and go **up** to **eleven**. REPEAT!  
 Let's **start** with **ten** and go **up** to **eleven**. REPEAT!

**Eleven, twelve...and thirteen. REPEAT!**  
**Follow me** and you'll **see** what I **mean**.  
**Fourteen, fifteen...sixteen. REPEAT!**  
**See?** It's **not** as **hard** as it **seems**.  
**Seventeen, eighteen, nineteen, too. REPEAT!**  
And **one** more is **twenty. Now** we're **through!** REPEAT!

Nice **job!** Well **done!** **Good** for **you!** **Now** that you can **do** it **let's** review.  
**Now** that you **know** what to **do...everybody, get ready** to **review!** **Go!**  
**One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve,**  
**thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.**

Now **let's** count **back** until we **get** to **one. Five, four, three, two, one. Everyone!**  
**Five, four, three, two, one. REPEAT!**  
**Five...four...three, two, one. REPEAT!**

Count **ten, nine, eight. REPEAT! Seven, six, five. REPEAT!**  
**Four, three, two. REPEAT!**  
**One. We're through! REPEAT!**  
**One. We're through! Let's** review. **Come** on!  
**Ten, nine, eight, seven, six, five, four, three, two, one. Let me hear you again!**  
**Ten, nine, eight, seven, six, five, four, three, two, one.**

**Counting in English** is **easy**, don't you **see?**  
To get **started**, all you **need** is **one, two, three.**  
It's a **snap** to count in **English. Wouldn't** you **agree?**  
Just **relax** and have **fun** and you'll be **worry-free.**

All you folks out there, \_\_\_\_\_ with me!  
 Counting is as easy as \_\_\_\_\_, two, \_\_\_\_\_  
 Let's count to five. \_\_\_\_\_ count to ten.  
 Let's count to twenty, again and \_\_\_\_\_.  
 Everybody, everywhere let's \_\_\_\_\_ some \_\_\_\_\_.  
 We can count backwards, three, two, one.  
 Count \_\_\_\_\_ from five. Count back from ten.  
 Count \_\_\_\_\_, again and again...  
  
 \_\_\_\_\_ count! One, two, three, \_\_\_\_\_, five  
 One...\_\_\_\_\_...three, four, five  
 Again! One, two, three, four, \_\_\_\_\_  
 One...two...\_\_\_\_\_, four, five  
  
 \_\_\_\_\_ count one...two...three...four  
 five, six, seven, eight, \_\_\_\_\_ and one more  
 I said, one...two...three...four  
 five, six, \_\_\_\_\_, eight, nine and one more  
 Make ten. Ten! \_\_\_\_\_! Now let's go back and \_\_\_\_\_ again.  
  
 Me: One, two, three, four, five  
 Me: Six, seven, eight, nine, ten  
 Now together: One, two, three, four, five, six, seven, eight, nine, ten!  
  
 Now you might \_\_\_\_\_ that \_\_\_\_\_ is plenty, but I'll  
 bet you can count all the way to \_\_\_\_\_.  
 You \_\_\_\_\_ think that ten is \_\_\_\_\_, but  
 you and I can count \_\_\_\_\_ to twenty.  
  
 Let's \_\_\_\_\_ with ten and \_\_\_\_\_ eleven.  
 Let's start \_\_\_\_\_ and go up to \_\_\_\_\_.

Eleven, twelve...and \_\_\_\_\_.  
Follow me and you'll see \_\_\_\_\_.  
Fourteen, \_\_\_\_\_...sixteen.  
See? It's \_\_\_\_\_ as it seems.  
Seventeen, eighteen, \_\_\_\_\_, too.  
And one more is twenty. Now \_\_\_\_\_!

Nice job! \_\_\_\_\_! Good \_\_\_\_\_! Now that you can \_\_\_\_\_ let's review.  
Now that \_\_\_\_\_ what to do...everybody, get ready \_\_\_\_\_! Go!  
One, two, three, four, five, six, seven, eight, nine, ten, eleven, \_\_\_\_\_,  
thirteen, \_\_\_\_\_, fifteen, sixteen, \_\_\_\_\_, eighteen, nineteen, twenty.

Now let's count \_\_\_\_\_ we get to one. Five, four, \_\_\_\_\_, one. Everyone!  
Count \_\_\_\_\_, four, three, two, \_\_\_\_\_.  
Five...\_\_\_\_\_...\_\_\_\_\_, two, one.

Count ten, nine, eight. Seven, six, five.  
Four, three, two.  
One. \_\_\_\_\_!

One. We're through! Let's review. Come on!  
Ten, nine, eight, seven, six, five, four, three, two, one. \_\_\_\_\_ hear you again!  
Ten, nine, eight, seven, six, five, four, three, two, one.

Counting in English is easy, \_\_\_\_\_ you see?  
To get started, \_\_\_\_\_ is one, two, three.  
It's a snap to count in English. Wouldn't you \_\_\_\_\_?  
Just \_\_\_\_\_ and have fun and you'll be \_\_\_\_\_.

All you folks out there, count \_\_\_\_\_ me!  
 Counting is as \_\_\_\_\_ as one, two, three  
 Let's \_\_\_\_\_ to five. Let's count to ten.  
 Let's count to \_\_\_\_\_, again and again.  
 Everybody, \_\_\_\_\_ let's have some fun.  
 We can count \_\_\_\_\_, three, two, one.  
 Count back from five. Count back \_\_\_\_\_.  
 Count up and down, \_\_\_\_\_ and again...

Everybody \_\_\_\_\_! \_\_\_\_\_, two, three, four, five  
 One...two...three, four, \_\_\_\_\_  
 \_\_\_\_\_! One, two, three, four, five  
 One...\_\_\_\_\_...three, \_\_\_\_\_, five

Now count one...two...\_\_\_\_\_...four  
 five, six, seven, \_\_\_\_\_, nine and one \_\_\_\_\_  
 I said, one...two...three...four  
 five, six, seven, eight, nine \_\_\_\_\_ more  
 \_\_\_\_\_. Ten! Nine then ten! Now let's \_\_\_\_\_ and do it again.

Me: One, two, three, four, five  
 Me: Six, seven, eight, nine, ten  
 Now together: One, two, three, four, five, six, seven, eight, nine, ten!

Now you \_\_\_\_\_ think that ten \_\_\_\_\_, but I'll  
 bet you can count \_\_\_\_\_ to twenty.  
 You might \_\_\_\_\_ ten is plenty, but  
 \_\_\_\_\_ can count from one to twenty.

Let's start \_\_\_\_\_ and go up \_\_\_\_\_.  
 Let's start with ten and go up to eleven.

Eleven, \_\_\_\_\_...thirteen.  
\_\_\_\_\_ and you'll see what I mean.

Fourteen, fifteen...and \_\_\_\_\_.  
See? It's not as hard \_\_\_\_\_.

Seventeen, \_\_\_\_\_, nineteen, too.  
And \_\_\_\_\_ is twenty. Now we're through!

\_\_\_\_\_! Well done! \_\_\_\_\_ for you! Now that you can do it let's \_\_\_\_\_.

Now that you know \_\_\_\_\_...everybody, \_\_\_\_\_ to review! Go!  
One, two, three, four, five, six, seven, eight, nine, ten, \_\_\_\_\_, twelve,  
\_\_\_\_\_, fourteen, \_\_\_\_\_, sixteen, seventeen, eighteen, \_\_\_\_\_, twenty.

Now let's count back \_\_\_\_\_ we \_\_\_\_\_. Five, four, three, two, one. \_\_\_\_\_!  
Count \_\_\_\_\_, four, \_\_\_\_\_, \_\_\_\_\_, one.  
\_\_\_\_\_...four...three, \_\_\_\_\_, one.

Count ten, nine, eight. Seven, six, five.

Four, three, two.

One. We're through!

One. We're through! \_\_\_\_\_. Come on!

Ten, nine, eight, seven, six, five, four, three, two, one. Let me \_\_\_\_\_ again!

Ten, nine, eight, seven, six, five, four, three, two, one.

Counting in English \_\_\_\_\_, don't you see?

To \_\_\_\_\_, all you need is one, two, three.

It's a \_\_\_\_\_ to count in English. Wouldn't you agree?

Just relax and \_\_\_\_\_ and you'll be worry-free.

**Count On It** - Activity Sheet

**Part A** Which numbers in the Tune rhyme with the words below?

1. again \_\_\_\_\_
2. fun \_\_\_\_\_
3. through \_\_\_\_\_
4. more \_\_\_\_\_
5. plenty \_\_\_\_\_
6. agree \_\_\_\_\_

Match the two parts of lines from the Tune.

- |                            |                              |
|----------------------------|------------------------------|
| 1. Everybody, everywhere   | as it seems                  |
| 2. You and I               | and do it again              |
| 3. Just relax              | count with me!               |
| 4. Now let's go back       | to count in English          |
| 5. It's not as hard        | can count from one to twenty |
| 6. All you folks out there | and have fun                 |
| 7. It's a snap             | let's have some fun          |

**Part B** Write twenty sentences using the numbers 1-20. Mark the stress in the words. Compare sentences with your classmates.



- First, preview the **Tune** for yourself.
- Read the lyrics and the Info Page; print or photocopy these pages for your students.
- If you *don't* use the Info Page, please select the points you will cover with your students.
- Follow the guidelines below. Refer to the Answer Key for the Info Page and Activity Sheet.

<p>Suggested Procedure</p>	<ol style="list-style-type: none"> <li>1 Discuss the name of the <b>Tune</b>; ask students to guess what the <b>Tune</b> will be about.</li> <li>2 Students listen to the <b>Tune</b> <i>without</i> reading the lyrics. Ask students to listen for the main meaning and purpose of the song.</li> <li>3 Students read Lyrics 1 <i>without</i> listening; then, in pairs or small groups, they discuss the meaning and purpose of the <b>Tune</b>. Share ideas as a class.</li> <li>4 Go over any words or structures your students don't understand.</li> <li>5 Students read the Info Page and do tasks in pairs or small groups. Offer help as needed. Discuss as a class.</li> <li>6 Help students practice saying their names and their birthdays.</li> <li>6 Highlight and demonstrate stressed words in Lyrics 2.</li> <li>7 Students listen while silently reading Lyrics 2.</li> <li>8 Students chant/rap while listening and reading Lyrics 2.</li> </ol> <p><b>REMINDER:</b> Pause the <b>Tune</b> and/or repeat parts whenever necessary.</p> <p><i>Note:</i> It's important for students to understand the basic form and use of phrasal verbs; however, as this <b>Tune</b> points out, the key to accurate and fluent use of phrasal verbs is the 3Rs: Relax, Repeat, Remember!</p>
<p>Extension Activities</p>	<ul style="list-style-type: none"> <li>• Gap-fill Exercises</li> <li>• Activity Sheet</li> <li>• Chant/rap over the instrumental version of the song.</li> <li>• Write and perform your own lyrics over the instrumental.</li> </ul>
<p>Please refer to pp. 8-12 for important information on teaching with <b>ColloTunes</b>. If you have a question about <b>Turn It On</b>, or would like additional suggestions for how to use it with your students, Please <b>contact us anytime</b> through <a href="http://colloandspark.com">colloandspark.com</a></p>	

<p>Summary</p>	<p>This Tune helps you practice important <b>PHRASAL VERBS</b>.</p>
<p>Procedure</p>	<p>Make sure you understand the meanings of these verbs.</p> <p>Body gestures can help you learn these verbs quickly! Move your body or get a picture in your head to help you remember the meaning.</p> <p>What do you think Fluency MC means when he says, "These verbs are only hard when you study them"?</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> <li>• Can you think of one-word verbs that have the same (or similar) meanings as the phrasal verbs in this song?</li> <li>• Can you think of other phrasal verbs with <i>take, put, pick, and turn</i>?</li> <li>• Can you think of other phrasal verbs with <i>in, out, down, up, on, and off</i>?</li> </ul>
<p>Grammar</p>	<ul style="list-style-type: none"> <li>• It is possible to separate these verbs. For example, we can say <i>pick up your friend</i> or <i>pick your friend up</i>. It is not possible to separate all phrasal verbs.</li> <li>• When we use a pronoun, we separate the two parts: <i>Pick her up</i> not <del><i>pick-up her</i></del></li> </ul>
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> <li>• We put stress on the second part of the verb when we use a pronoun: <i>turn it <b>on</b></i>.</li> <li>• We put stress on the main part of the verb when we use a noun object: <b><i>pick up a pen</i></b>.</li> <li>• Notice examples of <i>shrinking and linking</i>: <i>repeat and you can use them when you need them; pick up a pen</i></li> </ul> <p>Can you find other examples of <i>shrinking and linking</i>?</p> <ul style="list-style-type: none"> <li>• Can you find examples of the <b>VOICED</b> th sound?</li> </ul>

Take it out. Put it in.  
Take it out. Put it in again.  
These verbs are only hard when you study them.  
Listen, watch, repeat and you can use them  
when you need them, which is every time you  
pick up a pen or start speaking.

Put it down. Pick it up.  
Put it down. Pick it up again.  
Do it and the verbs will soon StickStuckStuck, my friend.  
Listen, watch, repeat and you can use them  
when you need them, which is every time you  
pick up a pen or start speaking.

Take it off. Put it on.  
Take it off. Put it on again.  
To use these verbs you need to practice more than now and then.  
Listen, watch, repeat and you can use them  
when you need them, which is every time you  
pick up a pen or start speaking.

Turn it on. Turn it off.  
Turn it on. Turn it off again.  
Practice these verbs and you'll be happy in the end.  
Listen, watch, repeat and you can use them  
when you need them, which is every time you  
pick up a pen or start speaking.

Turn it up. Turn it down.  
Turn it up. Turn it down again.  
Learning these verbs I strongly recommend.  
Listen, watch, repeat and you can use them  
when you need them, which is every time you  
pick up a pen or start speaking.

Take it **out**. Put it **in**.  
Take it **out**. Put it **in** again.  
These **verbs** are only **hard** when you **study** them.  
**Listen**, watch, **repeat** and you can **use** them  
when you **need** them, which is **every** time you  
**pick** up a **pen** or start **speaking**.

Put it **down**. Pick it **up**.  
Put it **down**. Pick it **up** again.  
**Do** it and the **verbs** will soon **StickStuckStuck**, my **friend**.  
**Listen**, watch, **repeat** and you can **use** them  
when you **need** them, which is **every** time you  
**pick** up a **pen** or start **speaking**.

Take it **off**. Put it **on**.  
Take it **off**. Put it **on** again.  
To **use** these **verbs** you need to **practice** more than **now** and then.  
**Listen**, watch, **repeat** and you can **use** them  
when you **need** them, which is **every** time you  
**pick** up a **pen** or start **speaking**.

Turn it **on**. Turn it **off**.  
Turn it **on**. Turn it **off** again.  
**Practice** these **verbs** and you'll be **happy** in the **end**.  
**Listen**, watch, **repeat** and you can **use** them  
when you **need** them, which is **every** time you  
**pick** up a **pen** or start **speaking**.

Turn it **up**. Turn it **down**.  
Turn it **up**. Turn it **down** again.  
**Learning** these **verbs** I **strongly** recommend.  
**Listen**, watch, **repeat** and you can **use** them  
when you **need** them, which is **every** time you  
**pick** up a **pen** or start **speaking**.

\_\_\_\_\_. Put it in.

Take it out. \_\_\_\_\_ again.

These verbs are only hard when you study them.  
Listen, watch, repeat and you can use them  
when you need them, which is every time you  
pick up a pen or start speaking.

Put it down. \_\_\_\_\_.

\_\_\_\_\_. Pick it up again.

Do it and the verbs will soon StickStuckStuck, my friend.  
\_\_\_\_\_, watch, repeat and you can use them  
when you need them, which is \_\_\_\_\_ you  
pick up a pen or speaking.

\_\_\_\_\_. Put it on.

Take it off. \_\_\_\_\_.

To use these verbs you need to practice more than now and then.  
Listen, \_\_\_\_\_, repeat and you can use them  
when you \_\_\_\_\_, which is every time you  
\_\_\_\_\_ a pen or start speaking.

Turn it on. \_\_\_\_\_.

\_\_\_\_\_. Turn it off again.

Practice these verbs and you'll be happy in the end.  
Listen, watch, \_\_\_\_\_ and you can \_\_\_\_\_  
when you need them, \_\_\_\_\_ every time you  
pick up a pen or \_\_\_\_\_.

\_\_\_\_\_. Turn it down.

Turn it up. \_\_\_\_\_.

Learning these verbs I strongly recommend.  
Listen, watch, repeat \_\_\_\_\_ use them  
\_\_\_\_\_ need them, which is every time you  
pick up \_\_\_\_\_ start speaking.

Take it out. \_\_\_\_\_.  
 \_\_\_\_\_ . Put it in again.  
 \_\_\_\_\_ are only hard when you study them.  
 Listen, watch, \_\_\_\_\_ you can use them  
 when you need them, which is every time you  
 pick up a pen \_\_\_\_\_.

\_\_\_\_\_. Pick it up.  
 Put it down. \_\_\_\_\_.  
 \_\_\_\_\_ the verbs will soon StickStuckStuck, my friend.  
 Listen, watch, repeat and \_\_\_\_\_  
 when you need them, which is every time you  
 \_\_\_\_\_ or start speaking.

Take it off. \_\_\_\_\_.  
 \_\_\_\_\_ . Put it on again.  
 To use these verbs you need to practice \_\_\_\_\_.  
 Listen, \_\_\_\_\_, repeat and you can use them  
 when you need them, \_\_\_\_\_ time you  
 pick up a pen or start speaking.

\_\_\_\_\_. Turn it off.  
 Turn it on. \_\_\_\_\_.  
 Practice these verbs and \_\_\_\_\_ in the end.  
 \_\_\_\_\_, watch, repeat and you can use them  
 when \_\_\_\_\_, which is every time you  
 pick up a pen or start speaking.

Turn it up. \_\_\_\_\_.  
 \_\_\_\_\_ . Turn it down again.  
 Learning these verbs I \_\_\_\_\_.  
 Listen, watch, \_\_\_\_\_ and you can \_\_\_\_\_  
 \_\_\_\_\_ need them, which is every time you  
 pick up \_\_\_\_\_ start speaking.

## Turn It On - Activity Sheet

**Part A** Choose verbs from the box below to complete the paragraph.  
Mark the *stress* in the words.

Every day I leave work at 5:00. When I get home, I \_\_\_\_\_ my keys.  
I unlock my front door and then \_\_\_\_\_\* my keys back \_\_\_\_\_\* my pocket.  
I go inside, \_\_\_\_\_ my shoes, and \_\_\_\_\_ my slippers.  
Then I \_\_\_\_\_ the remote control for the TV. I \_\_\_\_\_ the TV,  
\_\_\_\_\_ the remote, and watch the news. If the volume is too soft,  
I \_\_\_\_\_. If it's too loud, I \_\_\_\_\_. When the news is over,  
I \_\_\_\_\_ the TV and go to the kitchen to make dinner.

\* You have to separate this verb into two parts to complete the sentence.

				pick up			
			take off		take out		
	put on		put down		put in		
turn off		turn it up		turn it down		turn on	

**Part B** Now write your own paragraph using these verbs. Mark the *stress* in the words.  
Compare paragraphs with your classmates. Practice reading them out loud.

- First, preview the **Tune** for yourself.
- Read the lyrics; print or photocopy these pages for your students.
- Follow the guidelines below.

<p>Suggested Procedure</p>	<ol style="list-style-type: none"> <li>1 Students listen to the <b>Tune</b> <i>without</i> reading the lyrics.</li> <li>2 Students read Lyrics 1 <i>without</i> listening.</li> <li>3 Go over any words or structures your students don't understand.</li> <li>4 Highlight and demonstrate stressed words in Lyrics 2.</li> <li>5 Students listen while silently reading Lyrics 2.</li> <li>6 Students chant/rap while listening and reading Lyrics 2.</li> </ol> <p><i>REMINDER: Pause the <b>Tune</b> and/or repeat parts whenever necessary.</i></p>
<p>Extension Activities</p>	<ul style="list-style-type: none"> <li>• Gap-fill Exercises</li> <li>• Chant/rap over the instrumental version of the song.</li> <li>• Write and perform your own lyrics over the instrumental.</li> </ul>
<p>Please refer to pp. 8-12 for important information on teaching with <b>ColloTunes</b>. If you have a question about <b>Turn It On (shadow)</b>, or would like additional suggestions for how to use it with your students, Please <b>contact us anytime</b> through <a href="http://colloandspark.com">colloandspark.com</a></p>	



## Turn It On (shadow)

Lyrics 1

Take it out. Put it in.  
Take it out. Put it in.

Put it down. Pick it up.  
Put it down. Pick it up.

Take it off. Put it on.  
Take it off. Put it on.

Turn it on. Turn it off.  
Turn it on. Turn it off.

Turn it up. Turn it down.  
Turn it up. Turn it down.

## Turn It On (shadow)

Lyrics 2

Take it **out**. Put it **in**.  
Take it **out**. Put it **in**.

Put it **down**. Pick it **up**.  
Put it **down**. Pick it **up**.

Take it **off**. Put it **on**.  
Take it **off**. Put it **on**.

Turn it **on**. Turn it **off**.  
Turn it **on**. Turn it **off**.

Turn it **up**. Turn it **down**.  
Turn it **up**. Turn it **down**.

- First, preview the **Tune** for yourself.
- Read the lyrics and the Info Page; print or photocopy these pages for your students.
- If you *don't* use the Info Page, please select the points you will cover with your students.
- Follow the guidelines below. Refer to the Answer Key for the Info Page and Activity Sheet.

<p>Suggested Procedure</p>	<ol style="list-style-type: none"> <li>1 Discuss the name of the <b>Tune</b>; ask students to guess what the <b>Tune</b> will be about.</li> <li>2 Students listen to the <b>Tune</b> <i>without</i> reading the lyrics. Ask students to listen for the main meaning and purpose of the song.</li> <li>3 Students read Lyrics 1 <i>without</i> listening; then, in pairs or small groups, they discuss the meaning and purpose of the <b>Tune</b>. Share ideas as a class.</li> <li>4 Go over any words or structures your students don't understand.</li> <li>5 Students read the Info Page and do tasks in pairs or small groups. Offer help as needed. Discuss as a class.</li> <li>6 Help students practice saying their names and their birthdays.</li> <li>6 Highlight and demonstrate stressed words in Lyrics 2.</li> <li>7 Students listen while silently reading Lyrics 2.</li> <li>8 Students chant/rap while listening and reading Lyrics 2.</li> </ol> <p><i>REMINDER: Pause the <b>Tune</b> and/or repeat parts whenever necessary.</i></p>
<p>Extension Activities</p>	<ul style="list-style-type: none"> <li>• Gap-fill Exercises</li> <li>• Activity Sheet</li> <li>• Chant/rap over the instrumental version of the song.</li> <li>• Write and perform your own lyrics over the instrumental.</li> </ul>
<p>Please refer to pp. 8-12 for important information on teaching with <b>ColloTunes</b>. If you have a question about <b>You Have It In You</b>, or would like additional suggestions for how to use it with your students, Please <b>contact us anytime</b> through <a href="http://colloandspark.com">colloandspark.com</a></p>	

Summary	This <b>Tune</b> helps you practice <b>Have-collos</b> . The first part is about spending time with friends. The second part is about achieving future goals.
Procedure	This <b>Tune</b> is fast and contains many vocabulary words. Please listen and read until you're ready to join in.
Vocabulary	<ul style="list-style-type: none"> <li>• Can you think of any other <b>collos</b> with <i>have</i>?</li> <li>• Other useful <b>collos</b>: <i>doesn't last, get over a cold, delicious food, bad mood, go on vacation</i></li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Structures to notice: <i>reason for -ing, have vs. got vs. have to vs. have got to</i></li> <li>• Which of the <b>Have-collos</b> are followed by <b>INFINITIVES</b>? Which of the <b>Have-collos</b> are followed by <b>GERUNDS</b>?</li> <li>• Which nouns in the <b>Have-collos</b> are <b>SINGULAR</b>? Which nouns are <b>PLURAL</b>? Which nouns are <b>COUNTABLE</b>? Which nouns are <b>UNCOUNTABLE</b>?</li> </ul>
Speaking and Listening	<ul style="list-style-type: none"> <li>• Notice examples of <i>shrinking and linking</i>: <i>have a, get out of your bad mood</i></li> <li>• Find examples of the <b>VOICELESS th</b> sound.</li> <li>• Find examples of the <b>VOICED th</b> sound.</li> <li>• Can you hear and pronounce the <b>ae</b> sound in <i>have</i>?</li> </ul>

*Have a party, have fun, have a cold, have a problem,  
have good weather, have a get-together...  
have a test, have trouble, have friends, have plans...  
have a good time...you have it in you.*

Let's have a party and have fun; we'll have a blast!  
You'll have good memories of Collo class.  
You can have a problem that doesn't last,  
like when you have a cold but get over it fast.  
You can have a test or have a paper to write and  
have trouble falling asleep at night.  
You can have a bite of some delicious food.  
Don't have a frown on your face! Get out of your bad mood!

*Have a party, have fun, have a cold, have a problem,  
have good weather, have a get-together...  
have a test, have trouble, have friends, have plans...  
have a good time...you have it in you.*

When you have friends, you have the chance to  
have a great weekend; you can have plans to  
have a get-together; if you have good weather,  
you can have a picnic in the park, or wherever.  
Have a few laughs. Have a good time.  
Have conversations on the grass in the sunshine...  
having sips of pink lemonade.  
Have an afternoon nap in the nice, cool shade.  
If you have kids you can bring them, too.  
Have a softball game; have a family barbeque.

*Have success, have a dream, have self-esteem...  
have determination, have an education,  
have goals, skills, experience, and patience...  
Have no fear...you have it in you.*

To have success, you've got to have a goal,  
but make sure that the dream you have has soul.  
Have the right reasons for what you do.  
Have self-esteem and I know you'll follow through.  
You have to have courage and strong determination.  
Stay in school so you have a decent education.  
Have a book in your bag when you go on vacation.  
When you graduate, you'll have a big celebration.  
Right now you have a whole lot to do.  
Have patience, and you'll have less stress. It's true.  
You have enough time. You'll have enough money.  
When you have more experience, life will be sunny.  
Have a strong work ethic, you'll have a career  
where you have responsibility. Have no fear!  
You'll have all the skills that you want and need.  
Have guts. Have faith. And you will succeed.  
You have it in you.

*Have success, have a dream, have self-esteem...  
have determination, have an education,  
have goals, skills, experience, and patience...  
Have no fear...you have it in you.*

Have guts. Have faith. Have soul. You have it in you.

*Have a **party**, have **fun**, have a **cold**, have a **problem**,  
**have** good **weather**, have a **get-together**...  
 have a **test**, have **trouble**, have **friends**, have **plans**...  
**have** a good **time**...you have it **in** you.*

Let's have a **party** and have **fun**; we'll have a **blast**!  
 You'll **have** good **memories** of **Collo class**.  
 You can **have** a **problem** that **doesn't last**,  
 like when you **have** a **cold** but get **over** it **fast**.  
 You can **have** a **test** or have a **paper** to **write** and  
 have **trouble** **falling asleep** at **night**.  
 You can **have** a **bite** of some delicious **food**.  
 Don't have a **frown** on your **face**! Get **out** of your bad **mood**!

*Have a **party**, have **fun**, have a **cold**, have a **problem**,  
**have** good **weather**, have a **get-together**...  
 have a **test**, have **trouble**, have **friends**, have **plans**...  
**have** a good **time**...you have it **in** you.*

**When** you have **friends**, you **have** the **chance** to  
**have** a great **weekend**; **you** can have **plans** to  
 have a **get-together**; if you **have** good **weather**,  
 you can **have** a **picnic** in the **park**, or **wherever**.  
**Have** a few **laughs**. **Have** a good **time**.  
**Have** conversations on the **grass** in the **sunshine**...  
 having **sips** of pink **lemonade**.  
 Have an **afternoon** **nap** in the **nice**, cool **shade**.  
 If you have **kids** you can **bring** them, **too**.  
 Have a **softball** game; **have** a family **barbeque**.

*Have success, have a **dream**, **have** self-esteem...*  
***have** determination, **have** an education,*  
*have **goals**, **skills**, experience, and **patience**...*  
***Have** no **fear**...you have it **in** you.*

To **have** success, you've **got** to have a **goal**,  
but make **sure** that the **dream** you **have** has **soul**.  
**Have** the right **reasons** for what you **do**.  
**Have** self-esteem and I **know** you'll follow **through**.  
You **have** to have **courage** and **strong** determination.  
Stay in **school** so you **have** a **decent** education.  
Have a **book** in your **bag** when you **go** on vacation.  
When you **graduate**, you'll have a **big** celebration.  
Right **now** you **have** a **whole** lot to **do**.  
Have **patience**, and you'll **have** less **stress**. It's **true**.  
You **have** enough **time**. You'll **have** enough **money**.  
When you **have** more experience, **life** will be **sunny**.  
**Have** a strong **work** ethic, you'll **have** a **career**  
where you **have** responsibility. **Have** no **fear**!  
You'll **have** all the **skills** that you **want** and **need**.  
Have **guts**. Have **faith**. And you **will** succeed.  
You have it **in** you.

*Have success, have a **dream**, **have** self-esteem...*  
***have** determination, **have** an education,*  
*have **goals**, **skills**, experience, and **patience**...*  
***Have** no **fear**...you have it **in** you.*

Have **guts**. Have **faith**. Have **soul**. You have it **in** you.

*Have a party, have fun, have a cold, have a problem,  
have good weather, have a get-together...  
have a test, have trouble, have friends, have plans...  
have a good time...you have it in you.*

Let's \_\_\_\_\_ and have fun; we'll \_\_\_\_\_!  
You'll have good memories of Collo class.  
You can \_\_\_\_\_ that doesn't last,  
like when you have a cold but get over it fast.  
You can \_\_\_\_\_ or have a paper to write and  
\_\_\_\_\_ falling asleep at night.  
You can have a bite of some delicious food.  
Don't \_\_\_\_\_! Get out of your bad mood!

*Have a party, have fun, have a cold, have a problem,  
have good weather, have a get-together...  
have a test, have trouble, have friends, have plans...  
have a good time...you have it in you.*

When you have friends, you \_\_\_\_\_ to  
have a great weekend; you can \_\_\_\_\_ to  
have a get-together; if you \_\_\_\_\_,  
you can have a picnic in the park, or wherever.  
\_\_\_\_\_. Have a good time.  
\_\_\_\_\_ on the grass in the sunshine...  
having sips of pink lemonade.  
\_\_\_\_\_ in the nice, cool shade.  
If you have kids you can bring them, too.  
\_\_\_\_\_; have a family barbeque.



*Have success, have a dream, have self-esteem...  
have determination, have an education,  
have goals, skills, experience, and patience...  
Have no fear...you have it in you.*

To \_\_\_\_\_, you've got to have a goal,  
but make sure that the \_\_\_\_\_ has soul.  
\_\_\_\_\_ for what you do.

Have self-esteem and I know you'll follow through.  
You have to \_\_\_\_\_ and strong determination.  
Stay in school so you have a decent education.  
\_\_\_\_\_ in your bag when you go on vacation.

When you graduate, you'll have a big celebration.  
Right now you \_\_\_\_\_.  
Have patience, and you'll \_\_\_\_\_. It's true.  
You have enough time. You'll \_\_\_\_\_.  
When you have more experience, life will be sunny.  
\_\_\_\_\_, you'll have a career  
where you \_\_\_\_\_. Have no fear!  
You'll \_\_\_\_\_ that you want and need.  
Have guts. \_\_\_\_\_. And you will succeed.  
You have it in you.

*Have success, have a dream, have self-esteem...  
have determination, have an education,  
have goals, skills, experience, and patience...  
Have no fear...you have it in you.*

Have guts. Have faith. Have soul. You have it in you.

*Have a party, have fun, have a cold, have a problem,  
have good weather, have a get-together...  
have a test, have trouble, have friends, have plans...  
have a good time...you have it in you.*

Let's have a party and \_\_\_\_\_; we'll have a blast!  
You'll \_\_\_\_\_ of Collo class.  
You can have a problem that doesn't last,  
like when you \_\_\_\_\_ but get over it fast.  
You can have a test or \_\_\_\_\_ and  
have trouble falling asleep at night.  
You can \_\_\_\_\_ of some delicious food.  
Don't have a frown on your face! Get out of your bad mood!

*Have a party, have fun, have a cold, have a problem,  
have good weather, have a get-together...  
have a test, have trouble, have friends, have plans...  
have a good time...you have it in you.*

When you \_\_\_\_\_, you have the chance to  
\_\_\_\_\_; you can have plans to  
\_\_\_\_\_; if you have good weather,  
you can \_\_\_\_\_ in the park, or wherever.  
Have a few laughs. \_\_\_\_\_.  
Have conversations on the grass in the sunshine...  
\_\_\_\_\_ of pink lemonade.  
Have an afternoon nap in the nice, cool shade.  
If you \_\_\_\_\_ you can bring them, too.  
Have a softball game; \_\_\_\_\_.

*Have success, have a dream, have self-esteem...  
have determination, have an education,  
have goals, skills, experience, and patience...  
Have no fear...you have it in you.*

To have success, you've got to \_\_\_\_\_,  
but make sure that the dream you have \_\_\_\_\_.  
Have the right reasons for what you do.  
\_\_\_\_\_ and I know you'll follow through.  
You have to have courage and strong determination.  
Stay in school so you \_\_\_\_\_.  
Have a book in your bag when you go on vacation.

When you graduate, you'll \_\_\_\_\_.  
Right now you have a whole lot to do.  
\_\_\_\_\_, and you'll have less stress. It's true.  
You \_\_\_\_\_. You'll have enough money.  
When you \_\_\_\_\_, life will be sunny.  
Have a strong work ethic, you'll \_\_\_\_\_  
where you have responsibility. \_\_\_\_\_!  
You'll have all the skills that you want and need.  
\_\_\_\_\_. Have faith. And you will succeed.  
You have it in you.

*Have success, have a dream, have self-esteem...  
have determination, have an education,  
have goals, skills, experience, and patience...  
Have no fear...you have it in you.*

Have guts. Have faith. Have soul. You have it in you.

**You Have It In You - Activity Sheet**

**Part A** Match the verbs from the boxes below with the nouns that collo.  
Use each verb only once.

take	catch	get in	raise	lose	write	solve	go to	change
------	-------	--------	-------	------	-------	-------	-------	--------

_____ a party	_____ a problem	_____ a cold
_____ a test	_____ a friend	_____ trouble
_____ kids	_____ plans	_____ a paper

achieve	accept	raise	show	join in	save	broaden	start	reduce
---------	--------	-------	------	---------	------	---------	-------	--------

_____ time	_____ stress	_____ experience
_____ self-esteem	_____ success	_____ a celebration
_____ a career	_____ courage	_____ responsibility

Can you think of other verbs that collo with these nouns?

Which of the adjectives and nouns below collo with the nouns above?  
More than one answer may be possible.

tough	high	easy	childhood	terrible	research
heavy	surprise	successful	serious	young	

Can you think of other adjectives and nouns that collo with these nouns?

**Part B** Write your own sentences using collos from Part A.  
Mark the *stress* in the words. Compare sentences with your classmates.

- First, preview the **Tune** for yourself.
- Read the lyrics; print or photocopy these pages for your students.
- Follow the guidelines below.

<p>Suggested Procedure</p>	<ol style="list-style-type: none"> <li>1 Students listen to the <b>Tune</b> <i>without</i> reading the lyrics.</li> <li>2 Students read Lyrics 1 <i>without</i> listening.</li> <li>3 Go over any words or structures your students don't understand.</li> <li>4 Highlight and demonstrate stressed words in Lyrics 2.</li> <li>5 Students listen while silently reading Lyrics 2.</li> <li>6 Students chant/rap while listening and reading Lyrics 2.</li> </ol> <p><i>REMINDER: Pause the <b>Tune</b> and/or repeat parts whenever necessary.</i></p>
<p>Extension Activities</p>	<ul style="list-style-type: none"> <li>• Gap-fill Exercises</li> <li>• Chant/rap over the instrumental version of the song.</li> <li>• Write and perform your own lyrics over the instrumental.</li> </ul>
<p>Please refer to pp. 8-12 for important information on teaching with <b>ColloTunes</b>. If you have a question about <b>You Have It In You (shadow)</b>, or would like additional suggestions for how to use it with your students, Please <b>contact us anytime</b> through <a href="http://colloandspark.com">colloandspark.com</a></p>	

## You Have It In You (shadow)

Lyrics 1

Have a party, have fun, have a cold, have a problem,

have good weather, have a get-together...

Have a test, have trouble, have friends, have plans...

Have a good time...you have it in you.

Have success, have a dream, have self-esteem...

have determination, have an education,

Have goals, skills, experience, and patience...

Have no fear...you have it in you.

Have guts. Have faith. Have soul.

Have guts. Have faith. Have soul.

You have it in you.

You have it in you.

## You Have It In You (shadow)

Lyrics 2

Have a **party**, have **fun**, have a **cold**, have a **problem**,

**have** good **weather**, have a **get-together**...

Have a **test**, have **trouble**, have **friends**, have **plans**...

**Have** a good **time**...you have it **in** you.

Have **success**, have a **dream**, **have** self-esteem...

**have** determination, **have** an education,

Have **goals**, **skills**, experience, and **patience**...

**Have** no **fear**...you have it **in** you.

Have **guts**. Have **faith**. Have **soul**.

Have **guts**. Have **faith**. Have **soul**.

You have it **in** you.

You have it **in** you.

## You Have It In You (shadow)

Gap-fill 1

\_\_\_\_\_, have fun, have a cold, have a problem,

have \_\_\_\_\_, have a get-together...

Have a test, \_\_\_\_\_, have friends, have plans...

Have a good time...you have it in you.

Have success, \_\_\_\_\_, have self-esteem...

have determination, \_\_\_\_\_,

Have goals, skills, experience, and patience...

Have no fear...\_\_\_\_\_.

\_\_\_\_\_. Have faith. Have soul.

Have guts. Have faith. \_\_\_\_\_.

You have it in you.

You have it in you.



## You Have It In You (shadow)

Gap-fill 2

Have a party, have fun, \_\_\_\_\_, have a problem,

have good weather, \_\_\_\_\_...

\_\_\_\_\_, have trouble, have friends, \_\_\_\_\_...

\_\_\_\_\_...you have it in you.

Have success, have a dream, \_\_\_\_\_...

\_\_\_\_\_, have an education,

Have goals, skills, \_\_\_\_\_, and patience...

\_\_\_\_\_...you have it in you.

\_\_\_\_\_. \_\_\_\_\_. Have soul.

Have guts. Have faith. Have soul.

You have it in you.

You have it in you.

## Answer Key

### Rhyme and Rhythm – Info Page

Vocabulary	<p>Verb-Noun Collos for <b>Make</b>: <i>make money, make a friend, make a mess, make breakfast, make a decision, make a promise, make a mistake</i></p> <p>Verb-Noun Collos for <b>Do</b>: <i>do laundry, do the dishes, do your best, do your hair, do exercise, do chores, do homework, do a good job</i></p> <p>Verb-Noun Collos for <b>Take</b>: <i>take your car, take a walk, take a break, take a look, take time, take a test, take a chance, take a class, take notes</i></p> <p>Ways to say <i>no</i>: <i>No, it isn't; It's not; Are you serious?; You must be joking; What?; Of course not!; No, I don't; Nope!; Uh-uh!</i></p> <p>Stronger ways to say <i>no</i>: <i>Are you serious?; You must be joking; What?; Of course not!</i></p> <p><i>Are you serious?; You must be joking;</i> and <i>What?</i> are also used to express surprise (usually with a higher tone).</p> <p>The opposite of <i>Uh-uh</i> is <i>Uh-huh</i>. The opposite of <i>nope</i> is <i>yup</i>. These expressions are usually used in informal conversations.</p>
Grammar	<p><i>I like soccer. I like to play soccer.</i></p> <p>In the sentence <i>I like soccer</i>, the verb like is followed by a noun.</p> <p>In the sentence <i>I like to play soccer</i>, the verb is followed by a verb.</p> <p><del><i>I like cook</i></del> is incorrect because <i>cook</i> is a verb. Verbs that follow <i>like</i> must be in the infinitive form (<i>to cook</i>) or the gerund form (<i>cooking</i>).</p>
Speaking and Listening	<p>Examples of contractions: <i>what's (what is), it's (it is), isn't (is not), don't (do not)</i></p> <p>Other examples of <i>shrinking and linking</i>: <i>rhymenrhythm, nameis, isit, howbout, livin, doya, isyur, lik</i></p> <p>Intonation rises ↑ at the end of Yes/no questions and falls at the end of Wh-questions.</p> <p>The intonation rises on the words <i>your</i> and <i>you</i> as a way to show contrast with new information. Normally, the intonation falls at the end of the question <i>What's your name?</i> But when we first state, <i>My name is Jase</i>, we use rising intonation to contrast <i>my name</i> (old information) with <i>your name</i> (new information).</p>

### Rhyme and Rhythm – Activity Page

*Note:* Stress patterns change whenever we want to emphasize certain information. The sentences below are marked according to how they are *typically* said.

**What's** your **name**?  
**Where** do you **live**?  
**What** do you like to **do**?  
**Where** do you like to **go**?  
**What's** your favorite **food**?  
**Who's** your favorite **actor**?  
 Are you in **class** right **now**?  
 Are you at **home** right **now**?  
 Is your **house** close to the **school**?  
 Are you **tired** **today**?  
 Is your **teacher** a **woman**?  
 Is your **house** for **sale**?  
 Are your **classmates** **nice**?  
 Do you **walk** to **school**?  
 Does your **teacher** live **nearby**?  
 Do your **friends** speak **English**?  
**When** do you wake **up** in the **morning**?  
**How** do you **feel** right now?

My **name** is Marianna **Fuentes**.  
 I live in **Boston**, **Massachusetts**.  
 I **like** to go to the **movies**.  
 I **like** to go to the **beach**.  
 My **favorite food** is **Thai**.  
 My **favorite actor** is **Robert Deniro**.  
**No**, I'm **not**.  
**Yes**, I **am**.  
**No**, not **really**.  
**Yes**, a **little** bit.  
**No**, he's **not**. (**No**, he **isn't**.)  
**No**, it's **not**. (**No**, it **isn't**)  
**Yes**, they **are**.  
**No**, I **don't**.  
**Yes**, he **does**.  
**Yes**, they **do**.  
 I wake **up** at seven o'clock.  
 I feel **okay**.

**A to Z Chant** – Activity Page

And-collos

good and bad	shoes and socks	joy and pain	boys and girls
dogs and cats	tables and chairs	king and queen	black and white
day and night	sick and tired	up and down	come and go
brothers and sisters	aunts and uncles	husband and wife	salt and pepper

Or-collos

rain or shine	win or lose	coffee or tea
to stay or to go	right or wrong	life or death

**Rhyming Words** – Info Page

Vocabulary	<i>get a new hairdo, make a new plan, do an easy chore, say a short prayer lie in the sun, go to the store, feel it in your gut, put it in the pot, go out and vote, relax at a spa, sip through a straw, play in the snow</i>
Grammar	<i>in the snow, in the pot, in your gut, in the sun</i> A noun follows a preposition. <i>a</i> and <i>the</i> are used before countable nouns <i>an easy chore</i>

**Rhyming Words** – Activity Sheet

play in the snow     start a career     be a volunteer     lie in the sun     say a prayer

hit a home run  
clear your throat

empty the trash can

play the guitar

stub your toe

a difficult chore  
a crowded store

an electric guitar  
a silent prayer

a sore throat  
a beautiful hairdo

a ballpoint pen

### Say Hey – Info Page

Vocabulary	<i>Let's go, let's dance, let's talk, let's eat, let's wait and see, let's think about it</i> compound nouns: <i>birthday, teddy bear, rocking chair, Batman, Superman, fairytale, lemonade</i>
Grammar	<i>go out to play, hate to wait, ready to celebrate, afraid to get a bad grade</i>  Future: <i>It'll be after eight, you'll make a lot of good grades, you'll have it made in the shade</i> Past Simple: <i>grandpa gave, there lived a little boy</i> Adjective clauses: <i>money that your grandma..., rain that goes down the drain</i>
Speaking and Listening	Common: ai, ay, a_e Not common: ey, ea

### Say Hey – Activity Sheet

break a plate  
delete an email

celebrate a birthday  
cut a cake

breathe air

put on underwear

take off a Band-aid  
fry an egg

draw a shape  
miss a train

explore space

close a drain

deep space/a deep drain  
a broken-down train  
a birthday dinner/a birthday cake

a runny egg  
a dinner plate

a loose band-aid/ loose underwear  
a clean plate/clean air/a clean train/clean underwear  
a fresh egg/a fresh cake/fresh air

### When I Wake Up – Info Page

Speaking and Listening	round O – <i>toast, pour</i> long A - <i>hot, on, o'clock</i> schwa (ə) – <i>up, turn, butter, marmalade, enough, o'clock</i>
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### When I Wake Up – Activity Sheet

Every morning when I wake up, I drink hot coffee and pour it in my cup.  
When I wake up, I turn on the light. I comb my hair until it looks all right.  
When I wake up, I feed the cat. If it's raining out, I put on my hat.  
When I wake up, I wash my face. At eight o'clock sharp, I leave my place.

1. True
2. False
3. False
4. False
5. True
6. False



## You Have It In You – Info Page

Grammar	<p>Have-collos followed by infinitives:          Have-collos are followed by gerunds:          Singular nouns: <i>a party, a cold, a get-together, a test, a good time, a problem, a blast, a paper, a bite, a frown, the chance, a great weekend, a picnic, a nap, a softball game, a barbeque, a goal, the dream, an education, a book, a celebration, a work ethic, a career</i>          Plural nouns: <i>memories, laughs, conversations, sips, reasons, skills, guts</i>          Countable nouns: All of the singular and plural nouns above          Uncountable nouns: <i>trouble, weather, success, self-esteem, courage, patience, time, money, experience, responsibility, fear, faith</i></p>
Speaking and Listening	<p>Examples of voiceless th sound: through, ethic          Examples of voiced th sound: weather, together</p>

## You Have It In You – Activity Page

go to a party	solve a problem	catch a cold	take a test
lose a friend	get in trouble	raise kids	change plans
			write a paper
save time	reduce stress	broaden experience	raise self-esteem
achieve success	join in a celebration	start a career	show courage
accept responsibility			

a tough time/a tough test/a tough problem/tough kids/a tough paper/a tough friend  
 a tough career/a tough experience/a tough responsibility

high self-esteem/high stress

an easy test/easy kids/an easy problem/an easy responsibility

a childhood friend/a childhood experience

a terrible party/a terrible friend/a terrible cold/terrible kids/terrible trouble  
 a terrible time/a terrible career/a terrible experience

a research paper                      a serious problem/a serious friend/serious trouble

a heavy cold/ a heavy experience/a heavy responsibility                      a surprise party

a successful party/a successful friend/successful kids/a successful time/a successful career  
 a successful experience/ a successful celebration

a young friend/young kids