Jazz Chant  
(Workshop)  
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Abstract

This workshop focuses on several basic aspects of using Jazz Chants in the ESL classroom such as: What is Jazz Chant? How to use Jazz Chants? Why do we use Jazz Chants? And when do we use Jazz Chants? Participants will have the opportunity to see some insights on how Jazz Chants have been used by the presenter in rural schools. Workshop participants will also be invited to share their own good practice of Jazz Chants and come up with new Jazz Chants in their group during the workshop.

It is hope that this workshop will benefit those who have little experience in using Jazz Chants in their teaching of ESL.

What are Jazz Chants?

Jazz Chants are Carolyn Graham's snappy, upbeat chants and poems that use jazz rhythms to illustrate the natural stress and intonation patterns of conversational American English. *Jazz Chants* provide an innovative and exciting way to improve your student's speaking and listening comprehension skills while reinforcing the language structures of everyday situations. (Graham, Carolyn. Small talk: 1986)

Introduction

I was introduced to Jazz Chants in 1994 and since then I was attracted to it and started collecting Jazz Chants and using them in my teaching. I found that Jazz Chants motivate my students to pronounce English as often as possible with fun. They also enjoy the repetition of words in verse and can memorize quickly. I can have them experiment with mood, emotion, stress, rhythm, intonation and attitude according to the Jazz Chants. Jazz Chant is truly another interesting technique in teaching ESL. Having mentioned all these, I still find that not many teachers make use of this wonderful teaching approach in teaching English Language. This is due to many reasons which I do not intend to deal in depth during the workshop. It is my wish to share this technique
with fellow teachers and if possible to have further professional discussion on this subject matter especially in the context of teaching English in rural schools. This workshop is intended to raise the awareness of the participants on the potential usage of Jazz Chants in their own classroom.

**Aims of the workshop.**

1. To raise participants' awareness of the potential use of Jazz Chants in the teaching of ESL.
2. To share some insights on how Jazz Chants have been used by the presenter in rural schools.
3. To invite workshop participants to share their own good practice of Jazz Chants.
4. To give hands on experience for the workshop participants to chant the Jazz Chants and create their own Jazz Chants.

**Workshop framework.**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Goals</th>
<th>Input</th>
<th>Process</th>
<th>Output</th>
</tr>
</thead>
</table>
| Presentation | 1. To introduce Jazz Chants to the participants  | 1. Elicit participants' knowledge.  
2. Slide on what is Jazz Chants. | Discussion. | Generalized concept of Jazz Chants. |
| Analysis | Enabling participants to analyze in depth what Jazz Chants are. | Sample of original Jazz Chants on slides/handouts. | Chanting the Jazz Chants | Participants highlight the general features of Jazz Chants. |
| Conclusion | Enabling participants to draw generalisable conclusion from their analysis | Elicit participants thoughts and finding. | Discussion. | Slogan on Jazz Chants. |
| Application | To provide the opportunity for the participants to come up with their own Jazz Chants | Task on slide. | Group work | Jazz Chants produced by participants. |
| Evaluation | Enabling participants to evaluate their application work according to the generalisable principles agreed on. | Check list on slide. | Responding to the check list. | Comments from the floor. |
1. BANKER’S WIFE’S BLUES

Where does John live?
He lives near the bank.

Where does he work?
He works at the bank.

When does he work?
He works all day
And he works all night,
At the bank, at the bank,
At the great big bank.

Where does he study?
He studies at the bank.

Where does he sleep?
He sleeps at the bank.

Why does he spend all day, all night, all day, all night,
At the bank, at the bank?
Because he loves his bank,
More than his wife.
And he loves his money,
More than his life.

2. Good Morning Ernie

Good morning.
Hello

Where’s Ernie?
I don’t know

Good morning.
Hello

Where’s Ernie?
I don’t know.

It’s Ernie! Hello, Ernie.
It’s Ernie! Hello, Ernie.
It’s Ernie! Hello, Ernie.
It’s Ernie! Hello, Ernie.
It’s Ernie! Hello, Ernie.
It’s Ernie! Goodbye, Ernie.
Goodbye, goodbye, goodbye

3. I Love to Say, “I Won’t”.

I love to say, “I can’t”
I love to say, “I won’t”
I love to say, “I’m not.”
I love to say, “I don’t.”
I love to say, “I will.”
I love to say, “I am.”
I love to say, “I do.”
I love to say, “I can.”
I love to say, “I won’t”. I don’t.

Say, “I won’t” I won’t, I won’t
I won’t say, “I won’t” I won’t.

Say, “I can’t.” I can’t, I can’t
I can’t say, “I can’t” I can’t

Yes, you can
No, I can’t
Yes, you can.
No, I can’t
Yes, you can.

4. I’m Always Right

I’m right
Clap,
I’m always right
Clap,
I’m right
Clap,
I’m always right
Clap
You’re wrong
Clap,
You’re always wrong
You’re wrong
Clap,
Sometimes I’m wrong.
That’s right
Clap,
Sometimes I’m wrong.
That’s right
Clap,
I’m right
Clap
You’re always wrong.
I’m right
Clap
You’re always wrong.
I’m right
Clap
You’re always wrong.
I’m right
Clap

5. STOP THAT NOISE

I said, Sh! Sh! Baby’s sleeping!
I said, Sh! Sh! Baby’s sleeping!

What did you say?
I said, Hush! Hush! Baby’s sleeping!
I said, Hush! Hush! Baby’s sleeping!

What did you say?
I said, Please be quiet, Baby’s sleeping!
I said, Please be quiet, Baby’s sleeping!

What did you say?
I said, Shut up! Shut up! Baby’s sleeping!
I said, Shut up! Shut up! Baby’s sleeping!
Waaaaaaaaaaa................................Not any more!

5. MAJOR DECISIONS

How do you like your coffee?
Black! Black!

How do you like your tea?
With lemon, please.

How do you like your steak?
Medium rare?

How do you like your eggs?
I don’t care!

Scramble with beef?
I don’t care!

Over easy?
I don’t care!

Come on, tell me!
This isn’t fair
I told you the truth.
I really don’t care!
6. MORE BAD LUCK

The bread was stale.
It was four days old.
The milk was sour.
The coffee was cold.
The butter was rancid.
The steak was tough.
The service was dreadful.
The waiter was rough.
My bill was huge.
His tip was small.
I'm sorry, I went to that place at all.

7. RAIN

It was raining, raining, raining hard.
It was falling on my head.
It was falling on the stars.
It was falling on my shoes.
I got soaking wet.
I got soaking wet.
But I stayed outside.
I stayed outside.
The rain was sweet.
The rain was warm.
The rain was soft.
It reminded me of home.
It was raining, raining, raining hard.
It was falling, falling, falling on the stars.
It was raining, raining, raining hard.
It was falling, falling, falling on the stars.
Soft rain
Raining, raining
Sweet rain
Raining, raining
Warm rain
Raining, raining
Sweet soft
Raining, raining
Warm rain
Raining, raining

8. Stop That Noise!

Teacher:  Sh! Sh! Stop that noise!
Chorus:   Sh! Sh! Stop that noise!
Teacher:  Come on boys, tell all the girls.
Boys:     Shut up girls! Stop that noise!(3X)
Teacher:  Come on boys, tell all the girls.
Boys:     Shut up girls! Stop that noise!(3X)
Teacher:  Tell all the boys to stop.
Boys:     Shut up girls! Stop that noise!(3X)
Teacher:  Tell all the boys to stop that noise!

9. You did it again!

You did it again!
You did it again!
I told you not to do it.
And you did it again!
I'm sorry
I'm sorry.
You broke it!
What did I break?
You took it!
What did I take?
You lost it!
What did I lose?
You chose it!
What did I choose?
I told you not to do it.
And you did it again!
I'm sorry
I'm sorry.
You wore it!
What did I wear?
You tore it!
What did I tear?
I told you not to do it.
And you did it again!
I'm sorry
I'm sorry.
SAMPLES OF TASK SHEET FOR STUDENTS

BANKER’S WIFE’S BLUES

Where does John live?
He lives near the bank.

Where does he work?
He works at the bank.

When does he work?
He works all day
And he works all night,
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He sleeps at the bank.

Why does he spend all day, all night,
All day, all night,
At the bank, at the bank?
Because he loves his bank,
More than his wife.
And he loves his money,
More than his life.

B. Fill in the blanks with the correct form of the verbs given.

1. Where __________ she live? (do)
2. Where __________ they live? (do)
3. When __________ you go to school? (do).
4. When __________ your father go to work (do)?
5. Why does she __________ there everyday? (go)
8. What __________ you do for living? (do)
9. He __________ at 23, Taman Kenanga. (live)
10. They __________ in Tanjung Malim. (live)
11. My brother and my sister __________ painting. (love)
12. Sulaiman __________ to cook every Sunday. (love).

C. Fill in the blanks with the correct form of the verbs given,

I have a friend. His name __________ (be) Sulaiman Mustafa. He __________ (live) in Penang. He __________ (have) two brothers and three sisters. They __________ (love) him very much. Every Sunday he __________ (go) to the market with his mother. Both of them __________ (go) by bus. At the market, they usually __________ (take) their breakfast at the nearby stall before they start to shop. He __________ (like) nasi lemak while his mother __________ (like) roti canai. Both of them __________ (drink) tea.
A. Study the ‘Jazz Chant’ below and chant it.

<table>
<thead>
<tr>
<th>You did it again!</th>
<th>You chose it!</th>
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<tbody>
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<tr>
<td>You did it again!</td>
<td>What did I choose?</td>
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<td></td>
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<tr>
<td>I told you not to do it</td>
<td>I told you not to do it</td>
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<tr>
<td>And you did it again!</td>
<td>And you did it again!</td>
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<tr>
<td>I’m sorry</td>
<td>I’m sorry</td>
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<tr>
<td>I’m sorry.</td>
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<td>You broke it!</td>
<td>You tore it!</td>
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<td>You took it!</td>
<td>What did I wear?</td>
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<tr>
<td>You lost it!</td>
<td>What did I tear?</td>
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</table>

B. Identify the verbs in the above ‘Jazz Chant’. Write them down in the space provided.

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<tr>
<th>Present</th>
<th>Past</th>
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C. The word ‘it’ in the ‘Jazz Chant’ could be anything. Imagine the word ‘it’ is referred to an apple. Rewrite the lyric by replacing the verbs with other suitable verbs.

<table>
<thead>
<tr>
<th>You did it again!</th>
<th>You ________ it!</th>
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<tr>
<td>You did it again!</td>
<td>What did I ________?</td>
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<td>I told you not to do it</td>
<td>I told you not to do it</td>
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<tr>
<td>I’m sorry</td>
<td>I’m sorry</td>
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<td>You ________ it!</td>
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