ABSTRACT

This job has been developed to highlight the importance of music in people’s lives wherever they are. This is also a suggestion for teachers who can take advantage of the benefits of music as an important resource in the English classrooms to practice listening and speaking skills with activities related to vocabulary and grammatical structures. This research work contains seven lesson plans to work with pre intermediate students from ten to twelve.

The activities in the lesson plans are for practicing adjectives, nouns, verbs, verb to be, present continuous, simple present tense and simple past tense. Four of the seven lesson plans were applied in two different schools with students from sixth and seventh grades. When applying our project, the results obtained in the English classrooms were greatly pleasant for us. We could see how the activities with music created a motivated environment among the students to make the teaching-learning process easier in the second language acquisition. Besides, we got the objective of developing listening and speaking skills in an enjoyable and useful way.

KEY WORDS

LESSON PLAN, VOCABULARY, GRAMMAR, ACTIVITIES, KRASHEN’S THEORY, SONGS, MUSIC
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UNIVERSITY OF CUENCA
SCHOOL OF PHILOSOPHY

GRADUATION COURSE IN ENGLISH LANGUAGE AND LITERATURE

TOPIC:

“LESSON PLANS FOR DEVELOPING LISTENING AND SPEAKING THROUGH SONGS”

PREGRADUATE MONOGRAPH  Prior to obtaining the degree of BACHELOR IN ENGLISH LANGUAGE AND LITERATURE

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All the content of this thesis is the exclusive responsibility of its authors.

.................................................. ..................................................

Carlos Vásquez Espinoza Pedro Velecela Yumbla
ACKNOWLEDGEMENT

We want to express our sincere thankfulness to all our professors who inspired us to accomplish this career; especially to Lcda. Verónica León who guided and supported us along this project.
This work is dedicated to the people who have always supported me all these schooling years to my family. Mom, thank you for your patience, sacrifice, love, and encouragement to go on in life. This work is also devoted to my friends who always trusted in me, specially the woman who gave my life a new direction and inspired me to do what I have enjoyed doing since the very moment she stepped into my life Feni

Carlos

I want to dedicate this work to Ericka, my daughter, Ruth, my wife, and Lucrecia, my mother who have always been supporting me to finish my career.

Pedro
INTRODUCTION

Krashen’s second language acquisition theory is based on five hypotheses: the Acquisition-Learning, the Monitor, the Natural Order, the Input, and the Affective Filter. It suggests that learning a new language is a natural and subconscious process like the way in the children’s first language acquisition, which is a complete target to get communication.

According to this theory, people need large amounts of comprehensible input via listening; it allows the learners a period of silent learning, especially in early stages. The acquisition of a new language does not have to be forced; it does not have to focus on grammar aspects. Teachers do not have to teach structure by structure because it comes unconsciously.

There is another important hypothesis worth to mention called “Affective Filter” which has to be with motivation. If the learner is not motivated, the input does not work for the acquisition of a second language. Music can be linked with this theory to teach English because this resource gives a very good input by means of listening. Also, the natural order plays an important role while the students listen to the songs step by step, and after a certain time, the language is in their minds. And, the affective filter links in a motivational way because most students have fun and enjoy songs.

Music stimulates an involuntary repetition to stick strongly in the learner’s brain almost effortlessly. This feature considers the language acquisition device because the
student unconsciously remembers vocabulary, pronunciation, and grammar structures. It also has to be linked with the internal students’ feelings or anxieties to go inside their emotional lives. Music is a tool used to animate the students and facilitate the English language learning process.

Songs alone do not teach anything, so they have to be, first of all, selected carefully in order to get the communicative objective. The teacher has to select the correct song according to the learners’ ages and likes. Next, he/she has to choose the activities to work according to their needs, and finally, the teacher has to reinforce the learning process with extra activities he/she considers appropriate with the topic. Thus, we can say that it is easier to sing a language than to speak it.

Based on Krashen’s second language acquisition theory, we have developed seven lesson plans based on music, with their corresponding activities, for practicing nouns, verbs, adjectives, verb to be, present continuous, simple present tense, and simple past tense in order to reinforce listening and speaking skills. The songs were carefully selected by the authors considering the learners’ likes, ages, and the topic.
CHAPTER I

THE IMPORTANCE OF USING SONGS IN THE ENGLISH CLASSROOM

1.1 THE ROLE AND THE EXTENT OF MUSIC IN PEOPLE’S LIVES

A mother says, “I was a dancer before I could walk. I began to sing long before I could even talk”. Through this phrase taken from the song Thank you for the music, the Swedish pop group ABBA clearly explains the importance of music in people’s lives. Music accompanies humans along all of their existence. During childhood, infants listen to lullabies at home, and as they grow up, they listen to music in all of the important events, such as baptism, ceremonies, academic achievements, weddings, and even funerals. In addition, music has been important during many revolutions, described in the anthem of each country, and it also has even caused other musical and cultural revolutions. Elvis Presley, Bob Dylan, and John Lennon can be mentioned as some of the revolutionary musicians.

People use songs to touch others with music and to be touched by it. Music, as another art manifestation, conveys emotions to life, and it also provides a testimony of people from any time, place, and background. According to Murphey, people can use songs to

- Listen.
- Sing, hum, whistle, tap, snap fingers.
- Sing without listening to any recording.
- Talk about the music.
- Talk about the lyrics.

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- Talk about the singer/group.

- Talk about video clips.

- Use songs and music to set or change an atmosphere or mood.

- Use songs and music to create a social environment, form a feeling of community, dance, make friends and lovers

- Read about the production, performance, effect, authors, producers, and audiences of music and songs.

- Use music and songs to make internal associations among people, places, and times in our lives becoming the personal soundtrack of our lives.

It is hard to avoid being engaged with music these days. Music is not played only in radio stations, but it is used in films, advertisements, shops, restaurants and other public places. In addition, currently technology has substantially developed inventions, such as the iPod, mobile phone, MP3 player, and laptop which make possible masses to enjoy their favorite music anywhere at any time. It does not matter whether they are traveling, walking on the streets, or even exercising. Indeed, many students take these technologies to educative institutions, and sometimes they get into trouble when listening to music during classes. Music, therefore, could be used as an advantage.

Especially young people consider music important in their lives. They usually get together to talk about singers, and they exchange MP3s and information about their favorite bands and lyrics. They communicate about artists, and communication is part of people’s way of living. Besides, people may feel identified with topics that music brings, and they can use songs for their personal affairs. Murphey states that songs can be appropriated by listeners for their own purposes. For those who find them relevant. In

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fact, songs happen whenever and wherever one hears them, and they are consciously or subconsciously about people in one’s own life.

In short, music is a very important element to create communicative environments, and it is directly and indirectly linked to our everyday activities. Therefore, these features can benefit the method of using songs for reinforcing listening and speaking skills in the English language learning process.

1.2 HISTORY OF MUSIC

Music and language have always been connected together, which enhances the idea that music can be used to teach a new language. In addition, it can also be used to reinforce listening and speaking skills in our educational target.

The history of music is matched not just to the development of human culture, but also to animals. Birds for example, have always used music to communicate. Some theories find out the connection between music and speech. According to Geist, there are three theories connecting the origin of music to the origin of speech.

First theory was developed by people like Charles Darwin, James B. Monboddo, Charles D. Isaacson, Richard Wagner, and others who claimed speech arose from singing. Monboddo believed that screams changed into tones before they became articulated and that is why music can be more easily acquired than speech. The supporters of the second theory, Jean Jacques Rousseau, Johann Gottfried Herder, A. W. Schlegel, and many others, claimed that speech and music were originally connected. However, this theory has not been proved yet.

The scientists supporting the third and scientifically verified theory argue that singing arose from excited speech. Scientists like the famous Charles Darwin, Herbert...
Spencer, Edward Mac Dowell, John Frederic, and many others believed that music was a result of excited speech caused by inner emotional states. Stabon’s thesis says that singing and talking is the same thing.

These three theories connect music and speech in the following way. The first theory tells that speech was a progressive evolution from singing. The sounds were gradually changing into tones before uttered words. Learning music first can be more appropriate rather than learning language directly. The second theory, which is not proved yet, indicates that music and speech were always together. The third theory, on the other hand, states that exciting speech motivated singing from internal emotions.

1.3 MUSIC AS AN IMPORTANT RESOURCE TO TEACH ENGLISH

English teachers have a lot of resources to work with their students, such as texts, movies, flash cards, realia, pictures, and, of course, music. Music is one of the most important resources in the English classroom to teach a new language. It creates a real context of language where students get familiarized with the sounds of words, intonation, stress, and accents. In this topic, three important features are considered in order to enhance the idea of reinforcing listening and speaking skills by using music.

First, music provides a real context of language. English is probably more accessible in music than in printed papers around the world. Learners, no matter where they are from are exposed to English songs on the radio, TV, movies, and internet. Songs, through their lyrics involve some topics, such as love, culture, religion, patriotism and revolution. Most songs supply easy and everyday language, so learners can apply it into their reality. For example, in Rihanna’s song, “please don’t stop the music” the rhythm is enchanting and the chorus can easily be remembered and sung. In addition, Carlos Vásquez – Pedro Velecela

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learners can interact with their classmates by formulating questions about the song itself and the singer. In this way, the students are creating a valid environment to establish communication.

The second aspect is music sticks much better in the students’ brain when teaching some vocabulary or certain grammar structures. Murphey suggests, “it seems our brains have a natural propensity to repeat what we hear in our environment in order to make sense of it. Songs may strongly activate the repetition mechanism of the language acquisition device.” The reason is that an involuntary repetition of the music is exposed in a learning environment keeping in mind some aspects like pronunciation, word order, association, or simply, the meanings of some parts of the song, such as the theme and the vocabulary itself. Music is a very good source to get and retain information about language.

The third aspect is motivation. Music brings a comfortable environment, and students have fun. Apprentices do not work if they are not motivated. Music is a very good motivating element for its rhythm, melody, sounds, and messages set by the lyrics. For example, when working with teenagers, teachers can select themes taken from pop music, hip hop, soft rock, ballads, and some other rhythms which learners may enjoy listening to and working in class. In addition, music affects the students’ feelings since everybody has sometime had experiences and memories with certain songs. In fact, music has been the soundtrack for many social relationships like romantic situations, welcoming, farewells, celebrations, and moods. English language teachers, therefore, should handle music activities considering the learners’
background. In this way, it is easier to get students’ attention through music since they all like and enjoy songs.

To sum up, music is an important element in the English classroom since it gives language a real situation fastening effectively knowledge on the learner’s brain. Besides, it may result quite motivating for students who are submerged in the learning process.

1.4 THE FIVE KRASHEN’S HYPOTHESES

The present research work has been developed by taking into consideration Krashen’s Second Language Acquisition Theory which is based on five hypotheses: The Acquisition-Learning, The Monitor, The Natural Order, The Input, and the Affective Filter. According to this theory, people need large amounts of comprehensible input via listening. Comprehensible input allows the learners a period of silent learning, especially in early stages.

The Acquisition-Learning: It is divided by two independent systems of second language performance. The acquisition system is similar to children’s first language learning. They learn to speak unconsciously by hearing other persons speaking. The purpose of this early speech is mainly directed to get communication, but not concerning its correct pronunciation. On the other hand, the learning system is a conscious process with concrete instructions of how to get a correct language. This system has implicit knowledge of the rules of the language. Krashen considers this system less important to teach a language.

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The **Monitor**: This hypothesis indicates the relationship between acquisition and learning. According to this premise, the acquisition system is the initial process of a language with a communicative objective without any rule; while the learning system has a role of “monitor” that controls the language. Monitor functions like editing, planning, and correcting mistakes consciously found when learning a language. The Monitor is based on grammatical rules to correct errors. Krashen suggests that a conscious learning limits the second language performance, so the monitor has to be used in a restricted way to teach a second language.

The **Natural Order**: Krashen explains that the acquisition of grammatical structures follows a natural order which is predictable. Therefore, the learner will evidence the usual order when he or she is engaged in natural communication duties. However, when he or she is involved in tasks that allow the use of metalinguistic knowledge, a different order will come forward. As a result, when the learner is in a communicative context, he or she only follows a natural order to communicate, and he or she is not worried about a language program syllabus.

The **Input**: This is Krashen's explanation of how second language acquisition takes place. The Input hypothesis only considers acquisition, but not learning. This hypothesis then states that the learner improves and progresses along the 'natural order' when he or she receives second language input that is one step beyond his or her present level of linguistic competence. For instance, acquisition takes place in a learner if he or she is exposed to 'Comprehensible Input'. Since not all the learners can be situated at the same level of linguistic competence at the same time, Krashen suggests that *natural*
communicative input is the key for designing a syllabus ensuring in this way that each learner will receive suitable input that is appropriate for his/her current stage of linguistic competence.

The **Affective filter**: It deals with the emotional factors that are presented in the second language acquisition framework. The filter is in command of how much input the learner receives, and how much input is processed. The learner’s motivation, self-confidence, or anxiety is the factor which determines the emotional strength, and for this reason, it is called affective. As a result, learners with elevated enthusiasm and assurance and with little concern contain low filters and so acquire and give admission to abundant input. Learners with low encouragement, little confidence and immense anxiety, on the other hand, have towering filters and so obtain slight input and permit even less in. The affective filter, therefore, influences the speed of the expansion although it does not affect the course.

CHAPTER 11

LESSON PLANS AND ACTIVITIES
### 2.1 LESSON PLAN FOR ADJECTIVES

**Age:** 10 – 12  
**Course:** Sixth & Seventh.  
**Subject:** English Language.  
**Aim:** At the end of the lesson, students will be able to identify adjectives, pronounce them correctly, and apply them in sentences.

<table>
<thead>
<tr>
<th>SKILLS/COMPETENCES</th>
<th>CONTENTS</th>
<th>METHODOLOGICAL STRATEGIES</th>
<th>RESOURCES</th>
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</table>
| -To listen to the song and fill in the missing adjectives.  
-To put in the correct order a stripped paragraph when listening to the song. | 1. Conceptual  
-Adjectives: fine, healthy, brave, drunk, pretty, friendly, poor, sad, sick, happy, tired, and wise.  
2. Procedures  
-Listening.  
-Coral practice.  
-Individual practice.  
-Demonstrations.  
-Questions and answers.  
-Motivation.  
-Fill in the blanks.  
-Mimics.  
-Students identify adjectives and use them correctly in sentences.  
-Comprehension of the word in context.  
-Students practice two of the four main skills: listening and speaking.  
3. Attitudinal | -Teacher begins the class with a warm up.  
-Teacher activates student’s previous knowledge.  
-Teacher gives students instructions.  
-Students work in pairs.  
-Teacher checks students understanding.  
-Students practice their listening and speaking through the song “Hand in my pocket.”  
-Teacher monitors the students’ tasks.  
-Teacher checks the students understanding by means of questions.  
-Students practice their | Human Resources  
Teacher  
Students | -Write the missing adjectives in the lyric of the song.  
-Listen to the third paragraph of the song and put in order the stripped sentences, written in small pieces of paper given to the student  
-Answer to the teacher’s questions.  
*Carlos Vásquez – Pedro Velecela*  
*Authors*
| -Student’s active participation.  
-Students assess their own tasks and their peers’.  
-Respect, tolerance, and cooperation. | speaking. |  |  |
Listen and complete the song with the adjectives from the pictures.

Hand in my pocket
(Alanis Morissette)

I'm broke but I'm h_____(1)
I'm p____(2) but I'm kind
I'm short but I'm h_______(3) yeah
I'm high but I'm grounded
I'm sane but I'm overwhelmed
I'm lost but I'm hopeful baby

What it all comes down to?
Is that everything's gonna be fine fine fine?
I've got one hand in my pocket
And the other one is giving a high five

I feel d____(4) but I'm sober
I'm young and I'm underpaid
I'm t____ (5) but I'm working, yeah
I care but I'm restless
I'm here but I'm really gone
I'm wrong and I'm sorry baby

Cause' I've got one hand in my pocket
And the other one is flicking a cigarette
What it all comes down to?
Is that I haven't got it all figured out just yet?
I've got one hand in my pocket
And the other one is giving the peace sign

I'm free but I'm focused
I'm green but I'm w____(6)
I'm hard but I'm f_______(7) baby
I'm s____(8) but I'm laughing
I'm b____ (9) but I'm chicken shit
I'm s____(10) but I'm p_______(11) baby

And what it all boils down to
Is that no one's really got it figured out just yet
I've got one hand in my pocket
And the other one is playing the piano

What it all comes down to my friends
Is that everything's just fine f____(12) fine

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Cut the stripes and put in the correct order according to the song

I'm wrong, and I'm sorry baby
I'm here, but I'm really gone
I care, but I'm restless
I feel drunk, but I'm sober
I'm tired, but I'm working, yeah
I'm young, and I'm underpaid
2.2 LESSON PLAN FOR NOUNS

**Age:** 10 – 12  
**Course:** Sixth & Seventh.  
**Subject:** English Language.  
**Aim:** At the end of the lesson, students will be able to identify nouns, pronounce them correctly, and apply them in sentences.

<table>
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<tr>
<th>SKILLS/COMPETENCES</th>
<th>CONTENTS</th>
<th>METHODOLOGICAL STRATEGIES</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
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</thead>
</table>
| 1. Conceptual       | - Nouns: rain, breeze, snow, air, birds, peace, words, love, bracelet, arm, eyes and time. | - Teacher begins the class with a warm up.  
- Teacher activates student's previous knowledge.  
- Teacher gives students instructions.  
- Students work in pairs.  
- Teacher checks students understanding.  
- Students practice their listening and speaking through the song “Delicate.”  
- Teacher monitors the students' tasks.  
- Teacher checks the students understanding by means of questions.  
- Students practice their speaking. | Human Resources  
Teacher  
Students | - Listen to the song and match the number with the corresponding drawing.  
- Classify the nouns according to the corresponding category.  
- Complete the word according to the teacher’s pronunciation.  
- Answer to the teacher’s questions. |
| 2. Procedures       | - Listening.  
- Coral practice.  
- Individual practice.  
- Demonstrations.  
- Questions and answers.  
- Motivation.  
- Fill in the blanks.  
- Mimics.  
- Students identify nouns and use them correctly in sentences.  
- Comprehension of the word in context.  
- Students practice two of the four main skills: listening and speaking. | | Material Resources  
Board  
Markers  
Eraser  
Pencils  
Photocopies  
Pictures  
Glue  
CD/MP3 player  
Audio CD | |

Carlos Vásquez – Pedro Velcela  
Authors
3. **Attitudinal**
- Student’s active participation.
- Students assess their own tasks and their peers’.
- Respect, tolerance, and cooperation.
nouns

Listen to the song and match the numbers to the corresponding pictures.

Delicate like... (1)
Delicate like...(2)
Delicate like... (3)
Delicate just so
Delicate like ... (4)
Delicate like... (5)
Delicate like you and me

A delicate advance
A delicate retreat
Delicately planned
Delicate like... (6)
Delicate like a touch
That's delicately brief
Delicate like you and me
Delicate like trinkets on her... (7)
(Like trinkets on her bracelet)
Delicate like a bracelet on your... (8)
(Like a bracelet on your arm)
Delicate like sweet arms around me
(Your sweet arms around me)
Delicate like me on top of you.
Delicate like... (9)
Delicate how... (10)

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So delicately runs
Then delicately dies
Delicate how... *(11)*
So delicately breathe
Delicate like you my dear
Delicate like me my... *(12)*
Delicate like you and...
Delicate like me and...
Delicate like...
Delicate like you and me.
2. Classify the given nouns in the corresponding categories.
Add others you can think of.

<table>
<thead>
<tr>
<th>Parts of the body</th>
<th>Weather</th>
<th>Things</th>
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</table>

3. Listen to the teacher and complete the words

- R_____  B_______  S_____  B_____
- A____   P_______  W_______  L____
- B_______  E_____  T____  A____

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2.3 LESSON PLAN FOR VERBS

**Age:** 10 – 12  
**Course:** Sixth & Seventh.  
**Subject:** English Language.  
**Aim:** At the end of the lesson, students will be able to form sentences using the given verbs and the correct word order.

<table>
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</tr>
</thead>
</table>
| -To listen and practice the correct pronunciation of the verbs provided by the song.  
-To make sentences using the information given in the worksheets. They are subject, verb, and complement (word order).  
1. Conceptual  
- Verbs: tell, hate, see, cry, know, go, have, sing, hear, and try.  
2. Procedures  
- Listening.  
- Coral practice.  
- Individual practice.  
- Demonstrations.  
- Questions and answers.  
- Motivation.  
- Fill in the blanks.  
- Mimics.  
- Students identify the given verbs to apply them correctly in a sentence.  
- Comprehension of the word in context.  
- Students practice two of the four main skills: listening and speaking.  
3. Attitudinal | - Teacher begins the class with a warm up.  
- Teacher activates student’s previous knowledge.  
- Teacher gives students instructions.  
- Students work in pairs.  
- Teacher checks students understanding.  
- Students practice their listening and speaking through the song “Chiquitita.”  
- Teacher monitors the students’ tasks.  
- Teacher checks the students understanding by means of questions.  
- Students practice their speaking. | **Human Resources**  
Teacher  
Students  
**Material Resources**  
Board  
Markers  
Eraser  
Pencils  
Photocopies  
Pictures  
CD/MP3 player  
Audio CD | - Listen to the teacher and repeat the verb looking at the pictures.  
- Write the missing words in the lyrics of the song when listening to it.  
- Match the subject with the verb and then complement to form sentences and pronounce them aloud to the teacher.  
- Answer to the teacher’s questions. |
| -Student's active participation.  
| -Students assess their own tasks and their peers’.  
| -Respect, tolerance, and cooperation. |
1. listen, read, and repeat the verbs.

Tell  Hate  See  Cry

Know  Go  Have  Sing

Hear  Try
2. Listen to the song and complete the missing verbs.

CHIQUITITA

(ABBA)

Chiquitita, ............... me what’s wrong
You’re enchained by your own sorrow
In your eyes there is no hope for tomorrow
How I.................to see you like this
There is no way you can deny it
I can ............... that you’re oh so sad, so quiet

Chiquitita, tell me the truth
I’m a shoulder you can ............... on
Your best friend, I’m the one you must rely on
You were always sure of yourself
Now I see you’ve broken a feather
I hope we can patch it up together

Chiquitita, you and I ............
How the heartaches come and they ..............
and the scars they’re leaving
You’ll be dancing once again and the pain will end
You will ............... no time for grieving
Chiquitita, you and I cry
But the sun is still in the sky and shining above you
Let me ............... you sing once more like you did before
Sing a new song,

Chiquitita............. once more like you did before
Sing a new song, chiquitita
So the walls came tumbling down
And your loves a blown out candle
All is gone and it seems too hard to handle
Chiquitita, tell me the truth
There is no way you can deny it
I see that you’re oh so sad, so quiet

Chiquitita, you and I know
How the heartaches come and they go and the scars they’re leaving
You’ll be dancing once again and the pain will end
You will have no time for grieving
Chiquitita, you and I cry
But the sun is still in the sky and shining above you
Let me hear you sing once more like you did before

.......... a new song, chiquitita
Try once more like you did before
Sing a new song, chiquitita
Try once more like you did before
Sing a new song, chiquitita

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Authors
3. Match what corresponds to form a sentence and read them aloud to the teacher.

I tells our enemies
They hear music
Carlos sing a story
We hate a beautiful song
Sandra try to Quito
My sisters go to speak English
You sees a spider
My parents cry my house
The babies knows a lot
Sandy and I have two cars
2.4 LESSON PLAN FOR VERB TO BE

**Age:** 10 – 12  
**Course:** Sixth & Seventh.  
**Subject:** English Language.  
**Aim:** At the end of the lesson, students will be able to use the correct form of the verb “to be” in the present tense in order to apply it in sentences.

**Theme:** Verb To Be / Song *Hopelessly devoted to you.*  
**Level:** Pre Intermediate  
**Time:** Fifty minutes.

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| -To identify the correct form of the verb “to be” by listening to the song recognizing the correct order of the words.  
-To make sentences written and orally. | 1. Conceptual  
Verb “to be”: am, is and are.  
2. Procedures  
-Listening.  
-Coral practice.  
-Individual practice.  
-Demonstrations.  
-Questions and answers.  
-Motivation.  
-Fill in the blanks.  
-Mimics.  
-Students answer the teacher’s questions.  
-Students practice two of the four main skills: listening and speaking.  
3. Attitudinal  
-Student’s active participation.  
-Students assess their own tasks and | -Teacher begins the class with a warm up.  
-Teacher activates student’s previous knowledge.  
-Teacher gives students instructions.  
-Students work in pairs.  
-Teacher checks students understanding.  
-Students practice their listening and speaking through the song “Hopelessly devoted to you.”  
-Teacher monitors the students’ tasks.  
-Teacher checks the students understanding by means of questions.  
-Students practice their | Human Resources  
Teacher  
Students  
Material Resources  
Board  
Markers  
Eraser  
Pencils  
Photocopies  
Pictures  
Glue  
CD/MP3 player  
Audio CD | -Write the missing adjectives in the lyrics of the song with the correct form of the verb “to be.”  
-Listen to the teacher’s questions and answer them orally.  
|

Carlos Vásquez – Pedro Velecela

Authors
| their peers’. -Respect, tolerance, and cooperation. | speaking. |  |
1. Select one of the following options and complete the song with the correct verb “to be”

<table>
<thead>
<tr>
<th>I’m</th>
<th>ar</th>
<th>I’m</th>
<th>is</th>
<th>I’m</th>
<th>is</th>
<th>I’m</th>
<th>is</th>
</tr>
</thead>
</table>

Guess mine .......... not the first heart broken,
my eyes .......... not the first to cry I’m not the first to know,
there’s just no getting over you
Hello, .......... just a fool who’s willing to sit around and wait for you
But baby can’t you see, there’s nothing else
for me to do .......... hopelessly devoted to you
But now there’s nowhere to hide,
since you pushed my love aside .......... not in my head,
hopelessly devoted to you
Hopelessly devoted to you,
hopelessly devoted to you
My head .......... saying "fool, forget him",
my heart .......... saying "don't let go"
Hold on to the end, that’s what I intend to do
 .......... hopelessly devoted to you
But now there’s nowhere to hide,
since you pushed my love aside I’m not in my head,
hopelessly devoted to you
Hopelessly devoted to you,
hopelessly devoted to you.

Carlos Vásquez – Pedro Velecela

Authors
2. Read the sentence with the correct verb.

Am
My eyes is watching television.
Are

Am
My mouth is speaking English.
Are

Am
My ears is listening to music.
Are

Am
My head is saying “don’t let go.”
Are

Am
My legs is walking on the street.
Are

Am
My hands is writing.
Are

I
Am
I is hopelessly devoted to you.
Are

3. Answer the questions of the teacher according to the flash cards.

Pedro Velece
Universidad de Cuenca

2.5 LESSON PLAN FOR PRESENT PROGRESSIVE

**Age:** 10 – 12  
**Course:** Sixth & Seventh.  
**Subject:** English Language.  
**Aim:** At the end of the lesson, students will be able to use the present progressive in context according to the verb and use correctly the grammatical structure.

<table>
<thead>
<tr>
<th>SKILLS/COMPETENCES</th>
<th>CONTENTS</th>
<th>METHODOLOGICAL STRATEGIES</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| -To identify and practice the present progressive structure in context. | 1. Conceptual  
- Present progressive: driving, hanging, sitting, stepping, taking, turning, and waiting.  
2. Procedures  
- Listening.  
- Coral practice.  
- Individual practice.  
- Demonstrations.  
- Questions and answers.  
- Motivation.  
- Fill in the blanks.  
- Mimics.  
- Students apply the present progressive in context.  
- Comprehension of the grammatical point.  
- Students practice two of the four main | - Teacher begins the class with a warm up.  
- Teacher activates student’s previous knowledge.  
- Teacher gives students instructions.  
- Students work in pairs.  
- Teacher checks students understanding.  
- Students practice their listening and speaking through the song “Lemon tree.”  
- Teacher monitors the students’ tasks.  
- Teacher checks the students understanding by means of questions.  
- Students practice their | Human Resources  
Teacher  
Students  
Material Resources  
Board  
Markers  
Eraser  
Pencils  
Photocopies  
Pictures  
Glue  
CD/MP3 player  
Audio CD | - Write the missing words in the lyrics of the song.  
- Change the origina form of the verb into the progressive form.  
- Write sentences by using correctly the form of the verb “to be” and the ing form of the main verb.  
- Complete the blank spaces by using the progressive form of the verb from the parenthesis. |

Carlos Vásquez – Pedro Velecela

**Authors**
<table>
<thead>
<tr>
<th>Universidad de Cuenca</th>
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</thead>
<tbody>
<tr>
<td><strong>skills: listening and speaking.</strong></td>
</tr>
<tr>
<td><strong>3. Attitudinal</strong></td>
</tr>
<tr>
<td>- Student's active participation.</td>
</tr>
<tr>
<td>- Students assess their own tasks and their peers'.</td>
</tr>
<tr>
<td>- Respect, tolerance, and cooperation.</td>
</tr>
<tr>
<td><strong>speaking.</strong></td>
</tr>
<tr>
<td><strong>Answer to the teacher's questions.</strong></td>
</tr>
</tbody>
</table>
THE PRESENT CONTINUOUS

Listen to the song and complete the spaces with the verbs in the box.

Lemon Tree

(Fool’s Garden)

I’m ____________ here in the boring room
It’s just another rainy Sunday afternoon
I’m ____________ my time
I got nothing to do
I’m ____________ around
I’m ____________ for you
But nothing ever happens and I wonder
I’m ____________ around in my car
I’m ____________ too fast
I’m ____________ too far
I’d like to change my point of view
I feel so lonely
I’m ____________ for you
But nothing ever happens and I wonder

I wonder how
I wonder why
Yesterday you told me ’bout the blue blue sky
And all that I can see is just a yellow lemon-tree
I’m ____________ my head up and down
I’m turning, turning, turning, turning around
And all that I can see is just another lemon-tree

I wonder how
I wonder why
Yesterday you told me ’bout the blue blue sky
And all that I can see is just another lemon-tree
I’m turning my head up and down
I’m turning turning, turning, turning around
And all that I can see is just a yellow lemon-tree
And I wonder, wonder

I wonder how
I wonder why
Yesterday you told me ’bout the blue blue sky
And all that I can see is just another lemon-tree
And all that I can see, and all that I can see, and all that I can see
Is just a yellow lemon-tree

Carlos Vásquez – Pedro Velecela

Authors
Activities

a) Write the –ing form of the following verbs.

<table>
<thead>
<tr>
<th>listen</th>
<th>take</th>
<th>sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read</td>
<td>waste</td>
<td>turn</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) What is each person doing? Use the corresponding form of be + one of the verbs in the box.

- The man is _______.
- sitting on the _______.
- sofa _______.
- _______.
- _______.
- _______.

- take a shower
- listen
- sleep
- eat
- watch
- sit

C) Look around you. What is happening in the classroom? Complete the blanks with the corresponding verb.

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Authors
It is a beautiful day. The sun is ____________ (shine) outside. I am ____________ (sit) on my chair. The teacher is ____________ (write) on the board and my classmates are ____________ (write) on their notebooks. George is ____________ (read) a book and Robert is ____________ (look at) the window.
### 2.6 LESSON PLAN FOR SIMPLE PAST TENSE

**Age:** 10 – 12  
**Course:** Sixth & Seventh.  
**Subject:** English Language.  
**Aim:** At the end of the lesson, students will be able to identify regular and irregular verbs, pronounce them correctly and apply them in sentences.

**Theme:** Simple past tense / Song *Because you loved me.*  
**Level:** Pre Intermediate  
**Time:** Fifty minutes.

<table>
<thead>
<tr>
<th>SKILLS/COMPETENCES</th>
<th>CONTENTS</th>
<th>METHODOLOGICAL STRATEGIES</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| -To listen to the song and fill the spaces with the corresponding verb in the past.  
- To complete the crossword with the correct past form of the verbs. | **1. Conceptual**  
- Verbs: believe, are, is, find, have, let, lift, see, touch, bring, bless, say, hold, lose, love, carry, make, and give  
**2. Procedures**  
- Listening.  
- Coral practice.  
- Individual practice.  
- Demonstrations.  
- Questions and answers.  
- Motivation.  
- Fill in the blanks.  
- Mimics.  
- Students identify verbs and use them correctly. - Comprehension of the grammatical point.  
- Students practice two of the four main | - Teacher begins the class with a warm up.  
- Teacher activates student’s previous knowledge.  
- Teacher gives students instructions.  
- Students work in pairs.  
- Teacher checks students understanding.  
- Students practice their listening and speaking through the song “Because you loved me.”  
- Teacher monitors the students’ tasks.  
- Teacher checks the students understanding by means of questions. | **Human Resources**  
Teacher  
Students  
**Material Resources**  
Board  
Markers  
Eraser  
Pencils  
Photocopies  
Pictures  
Glue  
CD/MP3 player  
Audio CD | - Write the missing words in the lyrics of the song.  
- Listen to the song and fill the spaces with the corresponding verbs  
- Complete the crossword with the correct past form of the verb.  
- Answer to the teacher’s questions.  |

Carlos Vásquez – Pedro Velacela

Authors
| Carlos Vásquez – Pedro Velcela |
| Authors |

<table>
<thead>
<tr>
<th>Universidad de Cuenca</th>
</tr>
</thead>
</table>
| **skills:** listening and speaking.  
**3. Attitudinal**  
- Student's active participation.  
- Students assess their own tasks and their peers'.  
- Respect, tolerance, and cooperation.  
- Students practice their speaking. |
Simple past verbs

Complete the following crossword with the verbs in past tense:

1. believe
2. are
4. is
5. find
6. have
9. let
12. lift
13. touch

1. bless
3. say
6. hold
7. see
8. lose
10. love
11. carry
14. make
Because you loved me

(Celine Dion)

For all those times you (1) ___ ___ o ___ by me
For all the truth that you (2) m ___ ___ me see
For all the joy you (3) ___ ___ u ___ ___ to my life
For all the wrong that you made right
For every dream you made come true
For all the love I (4) f ___ ___ in you
I'll be forever thankful baby
You're the one who (5) e ___ ___ me up
Never (6) ___ t me fall
You're the one who (7) a ___ me through it all.

You (8) w ___ ___ my strength when
I(9) ___ s weak
You were my voice when I couldn't speak
You were my eyes when I couldn't see
You saw the best there was in me
(10) ___ ___ ed me up when I couldn't reach
You (11) a ___ me faith 'coz

you (12) ___ ___ d I'm everything I am Because you (13) ___ d me
You gave me wings and made me fly
You (14) ___ ed my hand
I could touch the sky
I (15) l ___ ___ my faith; you gave it back to me

You (16) ___ i ___ no star was out of reach
You stood by me and I stood tall
I (17) h ___ your love I had it all
I'm grateful for each day you gave me
Maybe I don't know that much
But I know this much is true
I was (18) ___ ___ ed
because I was loved by you

You were always there for me
The tender wind that carried me
A light in the dark
shining your love into my life
You've been my inspiration
Through the lies you were the truth
My world is a better place because of you
2.7 LESSON PLAN FOR SIMPLE PRESENT

**Age:** 10 – 12  
**Course:** Sixth & Seventh.  
**Subject:** English Language.  
**Theme:** Simple present / Song *Wonderful tonight*  
**Level:** Pre Intermediate  
**Time:** Fifty minutes.  
**Aim:** At the end of the lesson, students will be able to identify verbs, pronounce them correctly and apply them in sentences.

<table>
<thead>
<tr>
<th>SKILLS/COMPETENCES</th>
<th>CONTENTS</th>
<th>METHODOLOGICAL STRATEGIES</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| 1. Conceptual       | - Teacher begins the class with a warm up.  
                      - Teacher activates student’s previous knowledge.  
                      - Teacher gives students instructions.  
                      - Students work in pairs.  
                      - Teacher checks students understanding.  
                      - Students practice their listening and speaking through the song “Wonderful tonight.”  
                      - Teacher monitors the students’ tasks.  
                      - Teacher checks the students understanding by means of questions.  
                      - Students practice their speaking. | Human Resources  
Teacher  
Students | Material Resources  
Board  
Markers  
Eraser  
Pencils  
Photocopies  
Pictures  
Glue  
CD/MP3 player  
Audio CD | - Write the missing verbs in the lyrics of the song.  
- Listen to the song again and number the pictures according to the story.  
- Retell the story according to the pictures.  
- Answer to the teacher’s questions. |
| 2. Procedures       | - To label pictures with the corresponding verb.  
                      - To practice the third person singular form of the verbs in present.  
                      - To listen to the song and fill in the missing verbs.  
                      - To number the pictures according to the song. |  |  |  |
| 3. Attitudinal      |  |  |  |  |
| -Student’s active participation.  
| Students assess their own tasks and their peers’.  
| Respect, tolerance, and cooperation.  

Verbs

Label the pictures with the corresponding verb from the box.

1. ____________  2. ____________  3. ____________  4. ____________

5. ____________  6. ____________  7. ____________  8. ____________

9. ____________  10. ____________  11. ____________  12. ____________

Practice the third person of singular

Tell  tells

Carlos Vásquez – Pedro Velecela

Authors
1. Listen to the song and complete the spaces with the corresponding verb.

**Wonderful Tonight**

(Eric Clapton)

It's late in the evening
She's wondering what clothes to _______
She _____ her makeup
And _________ her long blond hair
And then she ________ me "Do I look alright?"
And I ______ "Yes, you look wonderful tonight"

We _____ to a party
And everyone _______ to see
This beautiful lady
Is walking around with me
And then she asks me "Do you feel alright?"
And I say "Yes, I ______ wonderful tonight"

I feel wonderful because I______ the love light in your eyes.

Then the wonder of it all is that you just don't realize how much I love you

It's time to go home now
And I've got an aching head
So I ______ her the car keys
And she helps me to bed
And then I ______ her as I _____ the light
I say "My darling, you are wonderful tonight,
Oh my darling, you are wonderful tonight"
CHAPTER III

3.1 APPLICATION AND RESULTS

For the present research work, we have developed seven lesson plans based on music designed to practice listening and speaking in a motivational way and so innovating the learning process. The lesson plans are aimed for pre intermediate levels. For time purposes, however, we just applied four of them in two schools in Cuenca: “American School” and “Centro Educativo San Martín.” The students who worked in this project are from sixth and seventh grades.

The lesson plan for adjectives was applied in “American School” according to the following schema:

**Alanis Morissette – “Hand in my pocket”**

**Target group:** sixth grade

**Level:** pre-intermediate

**Time:** 50 minutes

**Aim:** At the end of the lesson, students will be able to recognize the following adjectives from the song: friendly, healthy, brave, drunk, pretty, beautiful, poor, sad, sick, happy, tired, and wise.

**Materials:** CD player, CD with the song, a copy of a handout for each student.

**Warm up:** Unscramble the title of the songs. (5 minutes)
**Presentation:** Teacher gives students two minutes to get familiarized with the adjectives offered in the handout. If necessary, he helps with the meanings of the adjectives students could have problems with. After that, the song is played to listen and to fill in the missing words. Teacher plays the song twice so students can sing it after they have completed and checked the omitted words. Students spend twenty minutes for this activity.

**Practice:** Students work in pairs. Students are given many sentences written on pieces of paper to order them correctly and form a paragraph when listening to the third paragraph of the song. In this way, they are reinforcing the listening skill. This activity takes five minutes.

**Meaningful practice:** At the beginning of this part, the teacher presents the meaning of the adjectives by forming sentences orally and using gestures. After that, the teacher gives a little paper with a different adjective for every student in the classroom. Next, the teacher asks questions like “how are you?”, and the students answer “I am sick” or some other word according to the paper he or she has. This activity reinforces the speaking skill. This activity takes 15 minutes.

**Production:** At the end of the class, the teacher asks questions to the students, and they are able to answer according to their own experiences. On this stage, they are able to practice this conversation with all the students in the classroom.

**Evaluation:** Students have to talk about their close friends by using the learnt adjectives in the lesson. The teacher models the sentence, “My friend Andres is very
sick”, and the students follow the representation in order to create their own sentences. For grading purposes, the students are asked to talk about their close friends.

Since the moment this activity was presented in the classroom, it created great expectations, and students showed their interest for being involved in this task. In our opinion, this reaction is motivation. They performed without difficulty the listening and writing activities concerning to the song, and a slight teacher’s help was necessary with the speaking part, however. At the end, the students enjoyed and sang when listening to the song once again.

The lesson plans corresponding to nouns, verbs, and present continuous were applied in “Centro Educativo San Martín.” They had the following class design:

**Terence Trent D’ Arby & Des'ree – “Delicate”**

**Target group:** seventh grade

**Level:** pre-intermediate

**Time:** 50 minutes

**Aim:** At the end of the lesson, students will be able to recognize the following nouns from the song: rain, snow, birds, air, breeze, peace, bracelet, arm, words, time, eyes, and love.

**Materials:** CD player, CD with the song, and a copy of a handout for each student.

**Warm up:** Find someone who… (5 minutes).
**Presentation:** Students are given a few minutes to observe the pictures, so they remember the meanings of the nouns presented in the worksheet. If necessary, teacher helps with the meanings of the nouns students could have problems with. Teacher plays the song for students to listen and match the numbers to the corresponding pictures. At first, the song is played sentence by sentence in order students have time to listen and match correctly. The song is played again to check their answers and correct them when needed.

(20 minutes)

**Practice:** Students classify into three categories the nouns learned in class and others they remember from previous lessons. They have to read aloud after they finish completing the chart. This activity takes 10 minutes.

**Meaningful practice:** The teacher models an example with two or three nouns so students are able to create orally their own sentences. It takes 10 minutes.

**Evaluation:** The evaluation, especially speaking, is being considered in every activity along the whole lesson since it cannot be physically graded.

With this song, students had more time to listen to the nouns because the song was slower than the first above; besides, they listened to the song sentence by sentence for a better recognition of the words. The students also worked with association when they classified the nouns from the song and others from their own knowledge. With this song,
we had the opportunity to establish a conversation with the students by means of questions and answers.

The lesson plan for verbs was applied in “Centro Educativo San Martín” according to the following schema:

**ABBA – “Chiquitita”**

**Target group:** sixth grade

**Level:** pre-intermediate

**Time:** 50 minutes

**Aim:** At the end of the lesson, students will be able to recognize the following verbs from the song: tell, hate, see, cry, know, go, have, sing, hear and try.

**Materials:** CD player, CD with the song, a copy of a handout for each student.

**Warm up:** Unscramble the words and form the sentences. (5 minutes)

**Presentation:** Teacher reads and explains the meanings of the verbs by means of mimics of the actions in five minutes. Moreover, the teacher uses coral practice to make the students recognize the pronunciation in a better way. After that, the song is played for students to listen and complete the missing words. Teacher plays the song twice so students can sing it after they have completed and checked the omitted words. Students spend twenty minutes for this activity.
Practice: Students work individually. Students receive photocopies with three different activities: a, b, and c. In part “a”, there is a group of nine verbs written in their basic forms. Students have to change them into the present continuous form by adding “-ing.”

Meaningful practice: In part “b”, students have to form correct sentences by watching the drawing. Children have to recognize the three parts of the sentence: subject, verb and predicate.

Production: Finally, at the end of the class, the students are able to complete a whole paragraph narrated in present progressive and read it aloud with a better pronunciation in part “c.”

Evaluation: The teacher uses some verbs from the song in order to create short dialogues so students can practice by creating their own conversations.

Working with this song was great for us because the students enjoyed a lot its rhythm, and they understood the verbs effectively. They structured their sentences almost naturally. After this class, the students told us that they wanted more classes like these.

The last lesson plan was also applied in “Centro Educativo San Martín” where we practiced the present continuous structure according to the following schema:

Fool’s Garden – “Lemon tree”

Target group: seventh grade

Carlos Vásquez – Pedro Velecela
Level: pre-intermediate

Time: 50 minutes

Aim: At the end of the lesson, students will be able to recognize the following verbs in present progressive from the song: driving, hanging, sitting, stepping, taking a bath, turning, waiting, and wasting.

Materials: CD player, CD with the song, a copy of a handout for each student.

Warm up: Unscramble the title of the songs. (5 minutes)

Presentation: Teacher explains the meanings of the verbs by miming of the actions. After that, the song is played to listen and fill in the blanks with the missing verbs in present progressive. The teacher plays the song again sentence by sentence in order to review the activity and listen to the pronunciation. Students spend twenty minutes in this activity.

Practice: Students work individually. Students are given a photocopy with sentences separated in three parts: subject, verb, and predicate. The students have to connect the correct subject with the correct verb, and, of course, with the correct predicate. This activity takes ten minutes without any help of the teacher.

Meaningful practice: After matching the sentences, the teacher checks orally the students’ task and from this moment on, they begin to practice the speaking skill. The teacher mediates to complete successfully this part because he asks the students to
pronounce the sentences, and if the sentence is incorrect the teacher helps to correct it. This activity is for five minutes.

**Production:** At the end of the class, the teacher asks his students to form their own sentences with the verbs they learnt from the song.

**Evaluation:** Students are able to create their own sentences with the verbs from the song and some others presented in the activities. Speaking and Listening skills are evaluated during the while listening to it.

With this song, the students had fun while listening, singing, and developing each activity.
4. CONCLUSION

After finishing our research work, we felt greatly pleased with this experience since teaching with music brought positive emotions in the classroom, and the students enjoyed the learning process. Students sang the songs and it originated an unconscious repetition which helped the teacher to practice listening and pronunciation.

We can say that the activities with music invite students to learn the target language. Music, sounds, melody, and rhythm are very good motivating elements because the learner enjoys the class in this way. For example, Paula Llinas, a student from sixth grade from Centro Educativo San Martin, who participated in this class, told us that she would like more lessons like this. She pointed out that she liked the song because it was easy and exciting.

Activities with music offer the opportunity of having a conversation between the teacher and the students to talk about the song, its message, and the selected topic through guided questions and answers. The class, therefore, becomes a discussion place after each lesson.

In short, we conclude that the brief application of our research work achieved most of the established objectives. We state this for the encouraging results obtained in the classrooms with the three groups from the two educative institutions. We can see that music is a good motivation for the students who worked with the activities, learned, and practiced the words and the grammatical structures the teacher presented for both teaching and practice.

Carlos Vásquez – Pedro Velecela

Authors
5. RECOMMENDATIONS

Music can be applied to practice not only listening and speaking skills, but also activities to practice reading and writing.

For time reasons, teachers can apply the activities in more than one lesson, depending on their purposes, in order to be more successful in what they have in mind.

The teacher has to select songs taking into consideration the rhythm and the melody since it has to be attractive for the learners. Also, the speed of the song is very important because if it is too fast, the students might get lost in the lyrics.

One of the most important suggestions is that a teacher has to be very creative and a facilitator of the teaching-learning process employing motivating activities, such as games, music, movies, and cartoons.

Teachers can take advantage of the new technologies instead of feeling threatened by them. In our own experience, for example, when being without a CD player, we have worked with music and audio in our cell phones or even with our student’s cell phones or mp3 players.
BIBLIOGRAPHY


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Macias, E. (2008), *Music and Songs In the Classroom: Techniques To Aid the Language Learning Process*. Downloaded (08.Feb.2010) from:

http://www.searchwarp.com/usingsongsintheclassrooms.htm


http://www.sk.com.br/sk-krash.html
LIST OF WARM-UPS

1. Unscramble the title of the songs.

<table>
<thead>
<tr>
<th>in</th>
<th>party</th>
<th>USA</th>
<th>the</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>on</td>
<td>will</td>
<td>heart</td>
</tr>
<tr>
<td>wind</td>
<td>dust</td>
<td>the</td>
<td>my</td>
</tr>
<tr>
<td>music</td>
<td>don't</td>
<td>the</td>
<td>stop</td>
</tr>
<tr>
<td>prayer</td>
<td>living</td>
<td>a</td>
<td>on</td>
</tr>
<tr>
<td>wall</td>
<td>brick</td>
<td>another</td>
<td>on the</td>
</tr>
</tbody>
</table>

2. Find someone who...

<table>
<thead>
<tr>
<th>Do you like Pop music?</th>
<th>Do you like Rock music?</th>
<th>Do you like Reggaeton?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you like Romantic music?</th>
<th>Do you like Classical music?</th>
<th>Do you like Salsa music?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Unscramble the words and form the sentences.

<table>
<thead>
<tr>
<th>I</th>
<th>In</th>
<th>A</th>
<th>In</th>
</tr>
</thead>
<tbody>
<tr>
<td>To</td>
<td>To</td>
<td>Is</td>
<td>We</td>
</tr>
<tr>
<td>Eat</td>
<td>The</td>
<td>Book</td>
<td>Our</td>
</tr>
<tr>
<td>Like</td>
<td>Juan</td>
<td>Great</td>
<td>Manta</td>
</tr>
<tr>
<td>Apples</td>
<td>Quito</td>
<td>Susan</td>
<td>Enjoy</td>
</tr>
<tr>
<td>Delicious</td>
<td>Travels</td>
<td>English</td>
<td>Vacation</td>
</tr>
<tr>
<td>Morning</td>
<td>Studying</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sentences:

- .................................................................
- .................................................................
- .................................................................
- .................................................................

4. Match with the correct concept.

- **Trousers** - On my neck
- **Cap** - On my legs
- **Shoes** - On my hands
- **Scarf** - On my head
- **Gloves** - On my feet

- **Think** - In a car
- **Talk** - Mental process
- **Run** - Activity of the mouth
- **Sleep** - Physical Exercise
- **Drive** - on a bed
5. Match and read aloud the correct predicate.

Juan sleeps  very good English
Daniel speaks  very fast
They run  apples in lunch time
We eat  on my bed
Susan drinks  eleven years old
My friend is  a glass of water

6. Complete the information gap.

What’s your name? .................................................................
How old are you? .................................................................
Where do you live? .................................................................
Who is your best friend? ...........................................................
How old is he/she? .................................................................
What’s your mother’s name? ......................................................
How old is she? .................................................................
What’s your father’s name? ......................................................
How old is he? .................................................................
7. Complete the word by adding the bottom half of each one and match them with the pictures. (Activity taken from English Puzzles)

PLATE
KNIFE
FORK
GLASS
BOWL
BOTTLE
SPOON
CUP
SAUCER
PAN

In which room could you find those things? Complete the word: KITCHEN