



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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TOPIC:

**“LESSON PLANS FOR DEVELOPING LISTENING AND SPEAKING THROUGH
SONGS”**

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

Carlos Vásquez – Pedro Velecela
Authors

Lcda. Verónica León
Director

CUENCA – ECUADOR

Carlos Vásquez – Pedro Velecela
Authors



Universidad de Cuenca

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

.....

Carlos Vásquez Espinoza

.....

Pedro Velecela Yumbra



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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.



- 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



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,

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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.



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 II

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.

Theme: Adjectives / Song *Hand in my pocket.*

Level: Pre Intermediate

Time: Fifty minutes.

SKILLS/ COMPETENCES	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<p>-To listen to the song and fill in the missing adjectives.</p> <p>-To put in the correct order a stripped paragraph when listening to the song.</p>	<p>1. Conceptual</p> <p>-Adjectives: fine, healthy, brave, drunk, pretty, friendly, poor, sad, sick, happy, tired, and wise.</p> <p>2. Procedures</p> <p>-Listening.</p> <p>-Coral practice.</p> <p>-Individual practice.</p> <p>-Demonstrations.</p> <p>-Questions and answers.</p> <p>-Motivation.</p> <p>-Fill in the blanks.</p> <p>-Mimics.</p> <p>-Students identify adjectives and use them correctly in sentences.</p> <p>-Comprehension of the word in context.</p> <p>-Students practice two of the four main skills: listening and speaking.</p> <p>3. Attitudinal</p>	<p>-Teacher begins the class with a warm up.</p> <p>-Teacher activates student's previous knowledge.</p> <p>-Teacher gives students instructions.</p> <p>-Students work in pairs.</p> <p>-Teacher checks students understanding.</p> <p>-Students practice their listening and speaking through the song "Hand in my pocket."</p> <p>-Teacher monitors the students' tasks.</p> <p>-Teacher checks the students understanding by means of questions.</p> <p>-Students practice their</p>	<p>Human Resources</p> <p>Teacher</p> <p>Students</p> <p>Material Resources</p> <p>Board</p> <p>Markers</p> <p>Eraser</p> <p>Pencils</p> <p>Photocopies</p> <p>Pictures</p> <p>Glue</p> <p>CD/MP3 player</p> <p>Audio CD</p>	<p>-Write the missing adjectives in the lyrics of the song.</p> <p>-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</p> <p>-Answer to the teacher's questions.</p>

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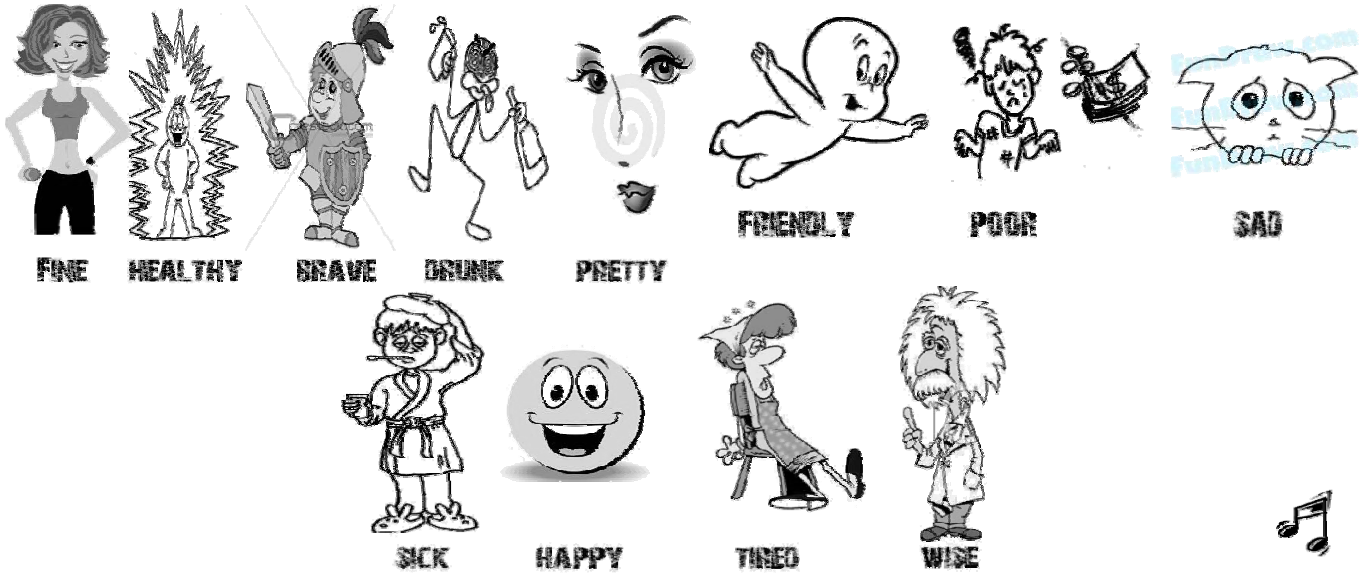


	<ul style="list-style-type: none">-Student's active participation.-Students asses their own tasks and their peers'.-Respect, tolerance, and cooperation.	speaking.		
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ADJECTIVES

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

What it all comes down to
 Is that everything's gonna be quite alright
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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





I've got one hand in my pocket

And the other one is hailing a taxicab...

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

✂-----

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.

Theme: Nouns / Song *Delicate*.

Level: Pre Intermediate

Time: Fifty minutes.

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

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	<p>3. Attitudinal</p> <ul style="list-style-type: none">-Student's active participation.-Students asses their own tasks and their peers'.-Respect, tolerance, and cooperation.			
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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)



RAIN



BREEZE



SNOW



AIR



BIRDS



PEACE



WORDS



LOVE



BRACELET



ARM



EYES



TIME



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.

Parts of the body	Weather	Things
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Listen to the teacher and complete the words



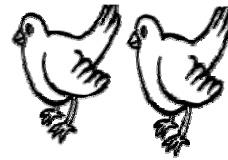
R _____



B _____



S _____



B _____



A ____



P _____



W _____



L _____



B _____



E _____



T _____



A ____



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.

Theme: Verbs / Song *Chiquitita*.

Level: Pre Intermediate

Time: Fifty minutes.

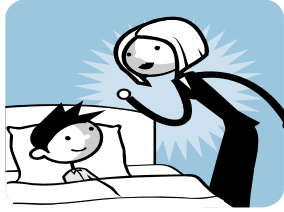
SKILLS/ COMPETENCES	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<p>-To listen and practice the correct pronunciation of the verbs provided by the song.</p> <p>-To make sentences using the information given in the worksheets. They are subject, verb, and complement (word order).</p>	<p>1. Conceptual -Verbs: tell, hate, see, cry, know, go, have, sing, hear, and try.</p> <p>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.</p> <p>3. Attitudinal</p>	<p>-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.</p>	<p>Human Resources Teacher Students</p> <p>Material Resources Board Markers Eraser Pencils Photocopies Pictures CD/MP3 player Audio CD</p>	<p>-Listen to the teacher and repeat the verb: looking at the pictures.</p> <p>-Write the missing words in the lyrics of the song when listening to it.</p> <p>-Match the subject with the verb and the complement to form sentences and pronounce them aloud to the teacher</p> <p>-Answer to the teacher's questions.</p>



	<ul style="list-style-type: none">-Student's active participation.-Students asses their own tasks and their peers'.-Respect, tolerance, and cooperation.			
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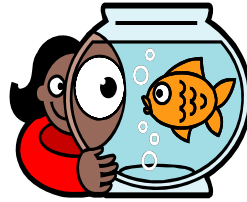
1. listen, read, and repeat the verbs.



Tell



Hate



See



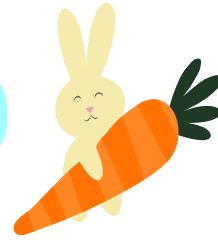
Cry



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



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.

SKILLS/ COMPETENCES	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<p>-To identify the correct form of the verb “to be” by listening to the song recognizing the correct order of the words.</p> <p>-To make sentences written and orally.</p>	<p>1. Conceptual Verb “to be”: am, is and are.</p> <p>2. Procedures</p> <ul style="list-style-type: none"> -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. <p>3. Attitudinal</p> <ul style="list-style-type: none"> -Student’s active participation. -Students asses their own tasks and 	<ul style="list-style-type: none"> -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 	<p>Human Resources</p> <p>Teacher Students</p> <p>Material Resources</p> <p>Board Markers Eraser Pencils Photocopies Pictures Glue CD/MP3 player Audio CD</p>	<p>-Write the missing adjectives in the lyri of the song with the correct form of the verb “to be.”</p> <p>-Listen to the teacher’s questions and answer them orally.</p>

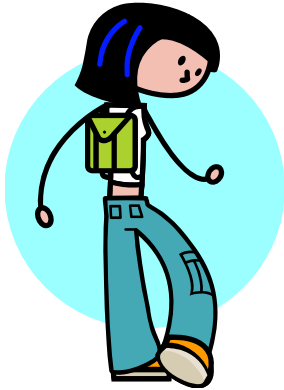


	their peers'. -Respect, tolerance, and cooperation.	speaking.		
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1. Select one of the following options and complete the song with the correct verb "to be"

I'm	ar	I'm	is	I'm	is	I'm	is
	e						



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
I is not in my head.
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

Am
I is hopelessly devoted to you.
Are

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



- Pedro Velece







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.

Theme: Present progressive / Song *Lemon tree*.

Level: Pre Intermediate

Time: Fifty minutes.

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

Carlos Vásquez – Pedro Velecela

Authors



	skills: listening and speaking. 3. Attitudinal -Student's active participation. -Students asses their own tasks and their peers'. -Respect, tolerance, and cooperation.	speaking.		-Answer to the teacher's questions. .
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THE PRESENT CONTINUOUS

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

Lemon Tree

(Fool's Garden)

driving (3)

hanging

sitting (2)

stepping

taking

turning

waiting (2)

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, turning around

And all that I can see is just another lemon-tree

I'm _____ here

I miss the power

I'd like to go out _____ a shower

But there's a heavy cloud inside my head

I feel so tired

Put myself into bed

Well, nothing ever happens and I wonder

Isolation is not good for me

Isolation I don't want to sit on the lemon-tree

I'm _____ around in the
desert of joy

Baby anyhow I'll get another toy

And everything will happen and you 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

I'm turning my head up and down

I'm turning 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, 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.

listen _____ take _____ sleep _____
 read _____ waste _____ turn _____

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

take a shower listen sleep eat watch sit



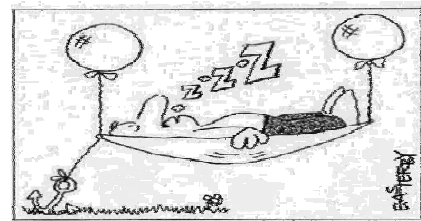
The man is _____



_____ sitting on the _____



_____ sofa _____



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

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
me.

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*

Level: Pre Intermediate

Time: Fifty minutes.

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

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Authors

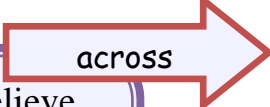


	skills: listening and speaking. 3. Attitudinal -Student's active participation. -Students asses their own tasks and their peers'. -Respect, tolerance, and cooperation.	-Students practice their speaking.		
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simple past verbs

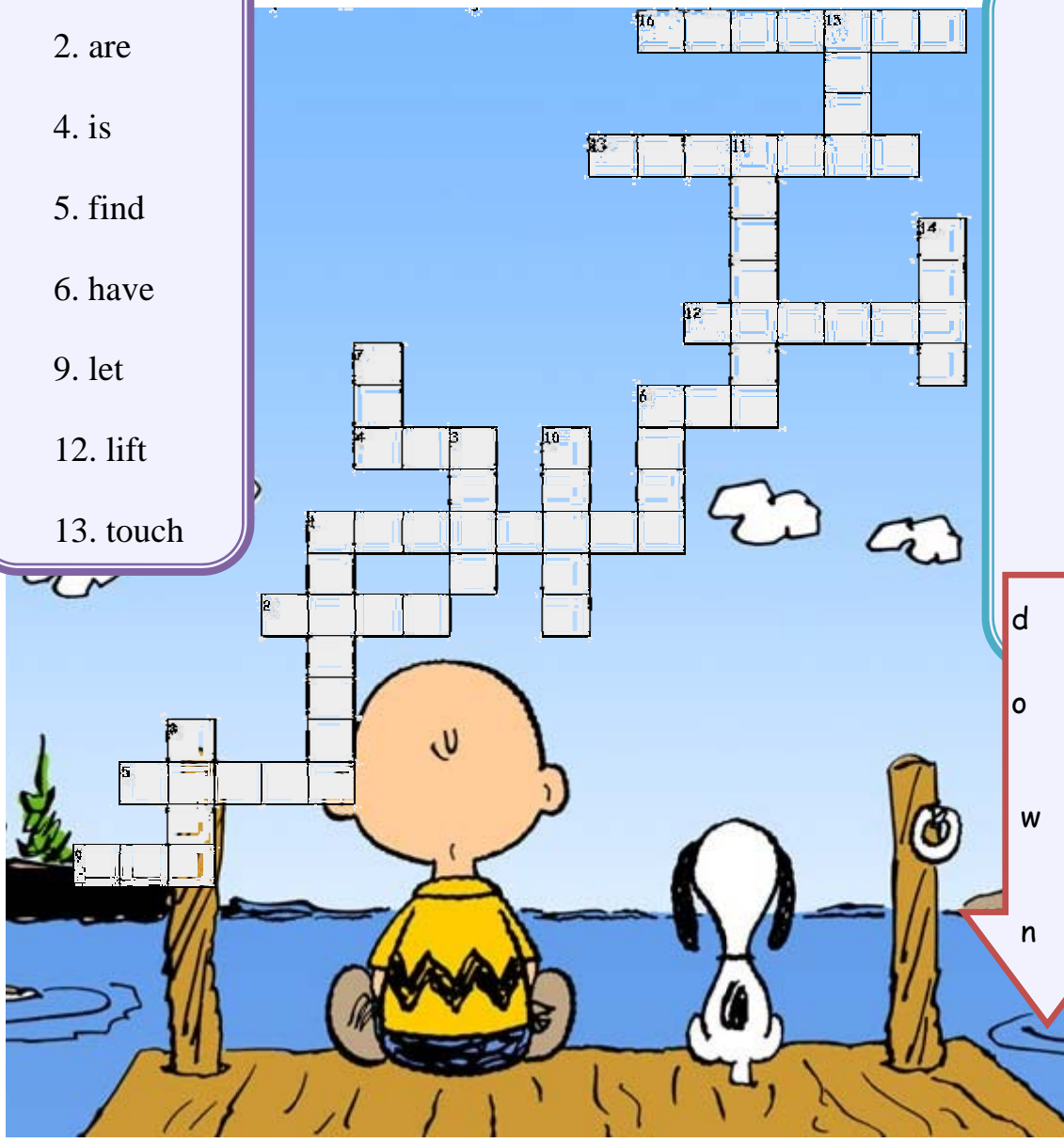
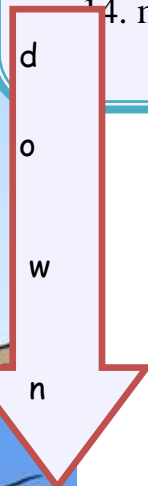
simple past verbs

Complete the following crossword with the verbs in past



- 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

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) ! 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.

Aim: At the end of the lesson, students will be able to identify verbs, pronounce them correctly and apply them in sentences.

Theme: Simple present / Song *Wonderful tonight*

Level: Pre Intermediate

Time: Fifty minutes.

SKILLS/ COMPETENCES	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<p>-To label pictures with the corresponding verb.</p> <p>-To practice the third person singular form of the verbs in present.</p> <p>-To listen to the song and fill in the missing verbs.</p> <p>.To number the pictures according to the song.</p>	<p>1. Conceptual</p> <p>-Verbs: ask, brush, feel, give, go, help, say, put on, see, tell, turn, turn out, and wear.</p> <p>2. Procedures</p> <p>-Listening.</p> <p>-Coral practice.</p> <p>-Individual practice.</p> <p>-Demonstrations.</p> <p>-Questions and answers.</p> <p>-Motivation.</p> <p>-Fill in the blanks.</p> <p>-Mimics.</p> <p>-Students identify verbs and use them correctly. -Comprehension of the grammatical point.</p> <p>-Students practice two of the four main skills: listening and speaking.</p> <p>3. Attitudinal</p>	<p>-Teacher begins the class with a warm up.</p> <p>-Teacher activates student's previous knowledge.</p> <p>-Teacher gives students instructions.</p> <p>-Students work in pairs.</p> <p>-Teacher checks students understanding.</p> <p>-Students practice their listening and speaking through the song "Wonderful tonight."</p> <p>-Teacher monitors the students' tasks.</p> <p>-Teacher checks the students understanding by means of questions.</p> <p>-Students practice their speaking.</p>	<p>Human Resources</p> <p>Teacher</p> <p>Students</p> <p>Material Resources</p> <p>Board</p> <p>Markers</p> <p>Eraser</p> <p>Pencils</p> <p>Photocopies</p> <p>Pictures</p> <p>Glue</p> <p>CD/MP3 player</p> <p>Audio CD</p>	<p>-Write the missing verbs in the lyrics of the song.</p> <p>-Listen to the song again and number the pictures according to the story.</p> <p>-Retell the story according to the pictures.</p> <p>-Answer to the teacher's questions.</p>

Carlos Vásquez – Pedro Velecela

Authors

	<ul style="list-style-type: none">-Student's active participation.-Students asses their own tasks and their peers'.-Respect, tolerance, and cooperation.			
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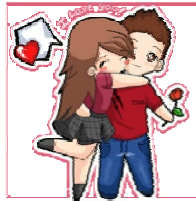


Verbs

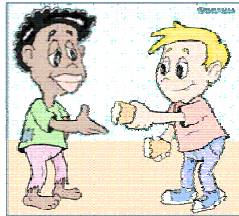
Label the pictures with the corresponding verb from the box.



1. _____



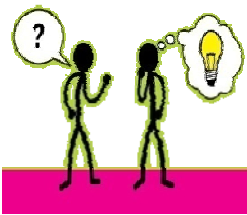
2. _____



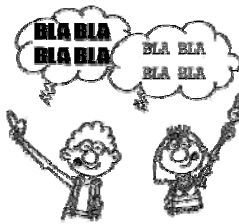
3. _____



4. _____



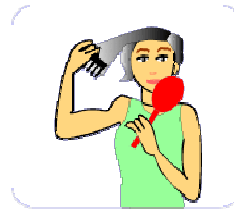
5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

- Ask
- Brush
- Feel
- Give
- Go
- Put ON
- Say
- See
- Tell
- Turn

Practice the third person of singular

Tell → tells



See sees

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

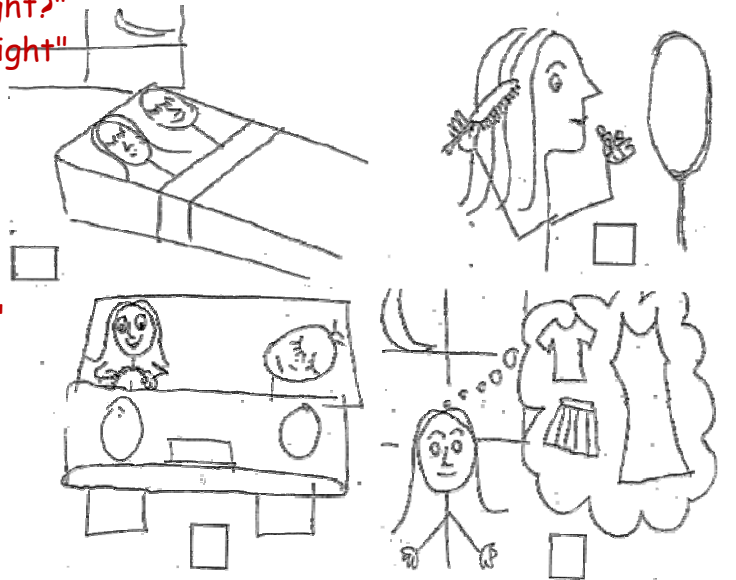
Wonderful Tonight

(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"

2 Listen to the song again and number the pictures in the correct order

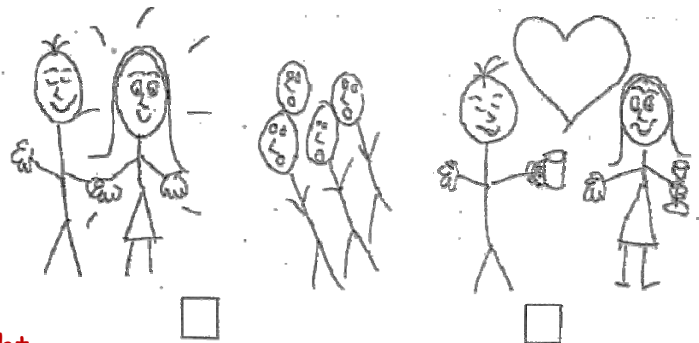
We _____ to a party
 And everyone _____ to see
 This beautiful lady
 Is walking around with me
 And then she asks me "Do you feel alright?"
 And I say "Yes, I _____ wonderful
 tonight"



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"



3 Retell the story according to the pictures





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 Morrisette – “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)

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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

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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 Martín, 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.



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.



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APPENDIX

LIST OF WARM-UPS

1. Unscramble the title of the songs.

in	party	USA	the
go on	will	heart	my
wind	dust	the	in
music	don't	the	stop
prayer	living	a	on
wall	brick	another	on the

2. Find someone who...

Do you like Pop music? _____ _____ _____	Do you like Rock music? _____ _____ _____	Do you like Reggaeton? _____ _____ _____
Do you like Romantic music? _____ _____ _____	Do you like Classical music? _____ _____ _____	Do you like Salsa music? _____ _____ _____



3. Unscramble the words and form the sentences.

I	In	A	In
To	To	Is	We
Eat	The	Book	Our
Like	Juan	Great	Manta
Apples	Quito	Susan	Enjoy
Delicious	Travels	English	Vacation
Morning	Studying		

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?




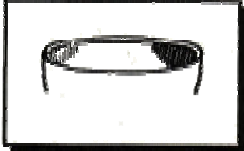

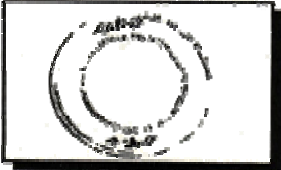



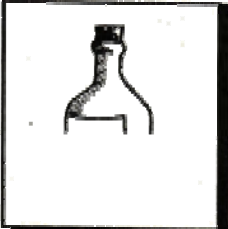
What's your father's name?

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
GLASS
BOWL
BOTTLE
COON
FLID
CAUCEDAN
EDVING DAN

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