



ABSTRACT

The main topic developed in this work is based on different concepts of intelligences and phrases of some writers, who think that music is the best tool to acquire knowledge according to the musical intelligence, created by Dr. Howard Gardner.

The principal purpose of this theory is to recognize the existence of seven different and independent types of intelligences which are able to interact and enhance each other. Then, we will focus on one of these intelligences; in this case we chose the musical intelligence, which is the ability to perceive, transform, and express ideas or thoughts through music.

Moreover, we provide some tools, activities, techniques, and strategies which can help teachers to work with any area, content, or objective they have planned during the year. In addition, we propose a reconceptualization of the teacher's role and the work he/she plays in the classroom. Furthermore, we propose new choices in order to arrange the classroom considering that the classroom is one of the most important factors necessary to obtain significant knowledge.

We chose the musical intelligence over the other intelligences because we have designed activities that we consider to be attractive, helpful and of great interest to young people of 16. Teenagers are very interested in music that is popular and they prefer to learn English through tasks that are centered on music and musical themes. In our experience as teachers, music has been a great tool to capture the students' attention in order to get them to enjoy English.

KEY WORDS: Multiple, intelligences, Activities, Musical, Students, teachers, interest, teaching, learning, Student-centered.



TABLE OF CONTENTS

CHAPTER I

1. NOTIONS ABOUT INTELLIGENCE

General Concepts.....	8
Jean Piaget	8
Claparede and William Stern.....	9
Stoddard	9
Howard Gardner and Joseph Walters	9

2. HOWARD GARDNER

Biography	10
Howard Gardner and The multiple intelligencetheory	11
The Eight Multiple Intelligences	12
• Linguistic	
• Logical mathematical	
• Spatial	
• Bodily-kinesthetic	
• Interpersonal	
• Intrapersonal	
• Naturalist	
• Musical	



CHAPTER II

2. MUSICAL INTELLIGENCE	17
Aldous Huxley.....	18
James McCarthy.....	19
IgorFyódorovichStravinsky.....	20
Howard Gardner.....	21

CHAPTER III

3. USE OF MUSIC IN ENGLISH CLASSROOM.....	22
The Teacher's role	24
Class organization.....	25
Curriculum and didactic strategies	27
Lesson plan	30
CONCLUSIONS	38
APPENDIX.....	40
REFERENCES.....	84



UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUA Y LITERATURA INGLESA

**Trabajo de Investigación previo a la obtención
del Título de Licenciado(a) en la Especialidad
de Lengua y Literatura Inglesa.**

TEMA:

**“INTEGRATION OF MUSIC IN THE ENGLISH CLASSROOM IN ORDER TO
TEACH BASIC VOCABULARY”**

Autores

Verónica Padilla T. – Mayra Ortiz O.

Director

Mst. Katherine Henley de Youman

Cuenca-Ecuador

2011



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

Verónica Padilla T.

Mayra Ortiz O.



ACKNOWLEDGMENT

We give ourselves credit for having worked hard on this thesis. We also would like to thank our families for giving us their support. In addition, we would like to thank our director Mst. Katherine Henley de Youman for her guidance in the development of this work and for the time she spent correcting our thesis.

DEDICATION

Mayra

I dedicate this thesis to my husband, Enrique Vivar, and to my dear son, Robinson Vivar.

Veronica

I dedicate this thesis to my dear son, David Sebastian.



Introduction

Howard Gardner, psychologist, investigator and teacher at the University of Harvard, is considered as the Multiple Intelligences' father. His studies have been centered on the Cognitive capacities in adults and children. Through years English teaching has followed the same paradigms of the traditional education of other areas of the educational pensum, implying repetitive processes and memorization. In contrast, Howard Gardner presents us the opportunity to change education into a dynamic process by discovering and developing the abilities and potentials found in each student. Our investigation will focus on one of 8 multiple intelligences; we refer to the musical intelligence, taking as a problem the lack of English basic vocabulary in the pupils in "David Mogrovejo Merchán" high school with teenagers between 17 and 18of age. This high school is located in Gualleturo, Cañar. We will use the English Book: Our World Through English.

General Objective

- To teach the basic vocabulary of the book by the incorporation of music in the English class.



CHAPTER I

1. NOTIONS ABOUT INTELLIGENCE

General Concepts

Intelligence normally has been conceived inside an inflexible and narrow vision as an individual trait or as a general factor.

The dominant idea has been that intelligence can be measured in pure form, with the help of a standard instrument and that human beings are born with a certain intellectual coefficient and that the same coefficient will allow or not a person to acquire major or minor degrees of knowledge.

It has been supposed that it is a strictly individual property, lodged only in each person, and not in the environment, in the interactions with other persons, in the accumulation of knowledge.

As the idea of intelligence has developed over time, it has gone from a static conception to a dynamic element.

Here are the concepts of some authors about the notion of intelligence.

Jean Piaget

"Intelligence is an adaptation...To say that intelligence is a particular instance of biological adaptation is thus to suppose that it is essentially an organization and that its function is to structure the universe just as the organism structures its immediate environment". ¹

¹Piaget, Jean Psicología de la inteligencia Editorial PSIQUE, 1964, pág. 21



The Psychologists Claparede and William Stern

Stern's general definition of intelligence was "a general capacity of an individual consciously to adjust his thinking to new requirements...a general mental adaptability to new problems and conditions of life."²

Stoddard

"The skill to learn certain acts"

"Intelligence is what the intelligence tests measure." (**G.E.Boring**)

"The intelligence is the aptitude to think in an abstract way." (**Termen, 1921**)

Howard Gardner and Joseph Walters define Intelligence as the aptitude to solve problems or to elaborate products that are valuable in one or more cultures.³

Gardner supports the existence of eight different and independent intelligences, which can interact and be promoted reciprocally. The same ones will be detailed later.

From the Dictionary we can distinguish both the following meanings:

- Faculty to understand, major or minor aptitude to be able to learn.
- Set of all the functions that take as an object knowledge (sensation, association, memory, imagination, understanding, reason, conscience).

²Piaget, Jean Psicología de la inteligencia Editorial PSIQUE, 1964,pag 21

³Gardner, Howard, Inteligencias múltiples, Ediciones Paidós Ibérica, S.A., 1995,pag 33



2. Howard Gardner

Biography

Howard Gardner was born in Scranton, Pennsylvania, in 1943. His parents had fled from Nuremberg, Germany, in 1938 with their three-year old son, Eric. Just prior to Howard Gardner's birth, Eric was killed in a sleighing accident. These two events were not discussed during Gardner's childhood, but were to have a very significant impact upon his thinking and development (Gardner 1989: 22). The opportunities for risky physical activity were limited, and creative and intellectual pursuits encouraged. As Howard began to discover the family's 'secret history' (and Jewish identity) he started to recognize that he was different from both his parents and from his peers.

As a child he was an avid reader and loved music; he later became a gifted pianist. Nowadays he is a teacher at the Harvard Graduate School of Education. He also holds a position as Adjunct Professor of Psychology at Harvard University and Senior Director of Harvard Project Zero.⁴ Among numerous honors Gardner received a MacArthur Prize Fellowship in 1981. He has received honorary degrees from 26 colleges and universities. Most recently, he was bestowed the 2011 Prize of Austrians Award in Social Sciences which aims "to reward scientific, technical, cultural, social and humanistic work." He is the author of 25 books translated into 28 languages. Gardner is best known in educational circles for his theory of multiple intelligences, a critique of the notion that there exists but a single human intelligence that can be adequately assessed by standard psychometric instruments. His theory about the multiple intelligences was set forth in his book, Frames of mind (1983).

⁴Project Zero is an educational research group at the [Graduate School of Education](#) at [Harvard University](#). Project Zero's mission is to understand and enhance learning, thinking, and creativity in the arts, as well as humanistic and scientific disciplines, at the individual and institutional levels.



Howard Gardner and “The Multiple Intelligence” Theory

In his particular point of view there were Jean Piaget's influential theories in which the human thought was trying to reach the ideal of scientific thought; and the predominant conception of intelligence such as the skill to provide answers you provoke from fast form to problems that are implied in linguistic and logical skills. In this way Gardner explains his motive of calling the intelligences “multiple intelligences”. Gardner holds that he called them “multiple” to highlight the unknown number of human capacities, from the musical intelligence up to the intelligence that implies the knowledge of one itself and of equality. He called them “intelligences” because he wanted to point out that these capacities are so fundamental with respect to the intelligences traditionally detected by intelligence tests at Harvard.⁵

Howard Gardner has always been intrigued by the challenge of human cognition. He used the terms “skills”, “capacities”, “gifts”, “talents” or “abilities”, but he finally decided to use the word intelligence. For Howard Gardner the intelligence is a bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are valued in a culture. In this way the development of the potentials depends on culture, education, opportunities, personal decisions, etc. Howard Gardner's theory consists of eight intelligences that are the following: Linguistic, Logical Mathematical, Spatial, Bodily-kinesthetic, Interpersonal, Intrapersonal, Naturalist and Musical.

⁵The Intellectual coefficient is a test of Intelligence. It was created by the psychologist Alfred Binet in Paris in 1900. Since then CI's test is a genuinely scientific tool for the psychologists doing to the intelligence quantifiable.



The Eight Multiple Intelligences

To analyze the multiple intelligences developed by Howard Gardner we start with a short biography as a clear example of each one.

Linguistic

When a boy named Elliot was ten years old he created a magazine named "Fireside". He wrote only articles for it. While he was on vacation he wrote eight complete numbers in only three days. Each one included poems, adventure stories and a section about humor. That material is a clear example of his talent.

People with linguistic intelligence use words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, and making up poetry or stories. They can be taught by encouraging them to say and see words, and they read books together with others. Tools include computers, games, multimedia, books, tape recorders, and lecture.

Logical Mathematical

Barbara McClintock won the Nobel Prize in Medicine and Physiology in 1983. Her intellectual capacities in deduction and observation are a clear example of a logical mathematical intelligence better known as scientific thought.

One day she faced a singular problem when she was working at Cornell University. The problem was that according to a theory, 50% of sterile pollen was predicted to be found in some corn. Her helper in the investigation was finding plants with 25% or 30% sterility. She was very worried and she went to her office and thought for some minutes. Suddenly she got the answer. It was just in her mind in an exact way. She went to explain to her friends without any prewriting exercises. It was fast and exact.



People with this intelligence have extraordinary reasoning and calculating abilities. They think conceptually and abstractly, and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, and ask cosmic questions. They can be taught through logic games, investigations, and mysteries. They need to learn and form concepts before they can deal with details.

Spatial

The navigation in the Caroline Islands of the Seas of the South is obtained without instruments. The position of the stars, as they are seen from the different islands, the climatic schemes and the color of the waters are the only sign postings. Every distance decomposes into a series of segments, and the navigator takes note of the position of the stars inside each of these segments.

During the royal trip, the navigator must view mentally an island of reference when it happens under a certain star, and from here he calculates the number of completed segments, the proportion of the remaining trip, and any type of correction of the course that is necessary to make. The navigator cannot see the islands while he sails; instead, he projects his positions in his mental map of the distance. (Gardner, 1983)

People with this intelligence think in terms of physical space, as do architects and sailors. They are very aware of their environments. They like to draw, do jigsaw puzzles, read maps, and daydream. They can be taught through drawings and verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, videos, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

Bodily-kinesthetic

Babe Ruth, at fifteen years of age, was playing at third base. During a party the launcher of his equipment was doing it very badly and Babe Ruth criticized his



playing loudly from his third base. Mathias, the trainer, shouted, “Ruth, if you know so much throw it yourself”, Babe remained surprised and disconcerted because he had never thrown before, but Mathias insisted. Ruth said later that in the same moment that he rose to the mound of the pitcher, he knew that he was destined to be a pitcher and that it was turning out to be natural for him to obtain the strike-out. Really, he became a great pitcher in the national league, and from his position he gained a legendary reputation as a batter, too (Connor, 1982), 1983

Bodily – Kinesthetic refers to the use of the body effectively, as a dancer or a surgeon. People with this intelligence like movement; they enjoy making things, touching. They communicate well through body language and are taught through physical activity, hands-on learning, acting out, and role playing. Tools include equipment and real objects.

Interpersonal

Anne Sullivan, with poor formal preparation in special education, and almost blind, initiated the task of educating a seven year old girl, blind and deaf, Helen Keller. The efforts of Sullivan to communicate with her were complicated by the emotional fight that the girl had with the world that was surrounding her. In their first meal together they had the following scene: Annie did not let Helen put her hand on her plate to take what she wanted. Each time that Helen put her hand on the plate, her hand was separated by firmness.

The very upset family went out of the dining room. Annie threw the key at the door and started eating while Helen was throwing herself on the floor kicking screaming, pushing and pulling Annie's chair. After half an hour Helen was searching for her family. She discovered that there was nobody around. Finally, she sat down and started eating but with her hands. Annie gave her a spoon. Helen went immediately to the floor and the fight began again. Annie tried a lot



of times, but after two weeks of living in an isolated house the personality of Helen had changed. Now she was a well-behaved person.

People with this kind of intelligence interact with others. These students learn through interaction. They have many friends, empathy for others, and they have street smartness. They can be taught through group activities, seminars, and dialogues. Tools include the telephone, audio conferencing, time and attention from the instructor, video conferencing, writing, computer conferencing, E-mail.

Intrapersonal

Virginia Woolf in her essay says, "Sketch of the Past," discusses the existence of the "cottony one", the diverse mundane events of life. She contrasts this cotton with three specific recollections of her infancy: a fight with her brother, the contemplation of a flower in the garden, and the news of the suicide of an acquaintance of the family.

These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.

Naturalist

Temple Grandin, although autistic, is Assistant Professor in Animal Sciences at Colorado State University. Although she relates uneasily to humans, she is an expert on animal behavior (particularly cattle) with an intuitive recognition of their moods and a passionate concern for their welfare.

People with this kind of intelligence are very interested in aspects of the natural world. They like animals, plants, insects, etc.



Recognition, appreciation and understanding of the natural world around us involve such capacities as species discernment and discrimination, the ability to recognize and classify various flora and fauna, and our knowledge of and communion with the natural.

Musical

Yehudi Menuhin, at three years of age, was accompanying his parents when they were present at the concerts of the Orchestra of San Francisco. The sound of Louis Persinger's violin was so delightful to the small one, that he insisted on having a violin for his birthday and that Louis Persinger be his teacher. Menuhin obtained both things. At the age of ten years Menuhin already was an interpreter of international reputation (Menuhin, 1977)

People with musical intelligence show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, and tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.



CHAPTER II

MUSICAL INTELLIGENCE

First of all, we need to be conscious and aware that we are all intelligent but in different ways, and, also we possess not just one type of intelligence. This way we can say that intelligence is a mixture of several abilities and we always develop an intelligence more than others. So, according to Gardner and other scientists, *“musical intelligence is a parallel structurally to logical intelligence, so it does not make any sense to call either intelligence, and or the other, talent.”* Also they say; *“if we can explain music, we may find the key for human thought”⁶* In other words, using musical intelligence is an excellent way to help our students acquire new knowledge and develop many abilities they cannot acquire by developing different intelligences. Therefore, music is one of the most important tools used to learn, recognize, and identify information. Also it is very useful because we can motivate our students to participate and learn in a fun way. Therefore, teachers can obtain many advantages by developing this intelligence; for example, their students can learn different vocabulary and grammar structures, they can also listen to different accents, and they can practice the new language by singing songs. Moreover, we can say that this intelligence is central to human experience because this intelligence is the earliest of all the intelligences which appear and develop in humans. This way a person who is only two months old is able to listen to, sing and match rhythmic structures.

In our case musical intelligence is a skill which helps us to perform, understand and appreciate musical patterns. Students who learn through this intelligence perceive, discriminate, transform, and express musical forms. Their intelligence includes a special sensitivity to rhythm, pitch, or melody. These students are also

⁶Piper, Carla. “Developing Musical Intelligence” 2003 <<http://www.soundpiper.com/mln/mi.htm>>



sensitive to all types of nonverbal sounds and the rhythms of every noise; so they should be encouraged to become composers, musicians, conductors, studio technicians, recording artists, etc.

The most appropriate activities to help these students to learn through this intelligence are; for example, to take them to the music lab where they will be able to listen to sounds and let them use earphones, CD's, and cassettes; they may have a music performance center with recording equipment and instruments.

ALDOUS HUXLEY

Aldous Huxley, important writer, novelist, biographer, editor, poet and critic, developed his talents between 1894 and 1963. He was an intelligent man who belonged to an important family, and although he lost his mother when he was still a child, and had a strange illness, he became very important and known in many countries because of his works. He loved to travel around the world, with his wife, Marie Nys, and his son, Matthew, he visited different places. In his works, Huxley used to criticize society and tell the readers about his trips and adventures. With respect to music, Huxley used to say that besides silence, music is the closest thing which is able to explain the inexplicable. So, by using music we can obtain excellent results that we cannot get by using other methods or techniques. There are different types of students who learn in different ways and develop different intelligences. In the case of music people can concentrate on music to draw out the most beautiful knowledge they have inside them. Then they will be able to use what they have learned through music as their main tool.



JAMES PAUL MCCARTNEY

This man is known around the world as a wonderful singer, composer, poet, writer, artist, humanitarian, entrepreneur, and holder of more than 3 thousand copyrights.

He is one of the most famous singers and has had a successful career he has earned a lot of money from his concerts. First, he belonged to "The Beatles" band and stayed with them from 1960 to 1970. Then, in 1970 he got separated from the band and formed another band called "Wings". He has won many awards and has visited different countries and nations. He and his band used to create songs based on love, peace, and aid. When he belonged to "The Beatles" he used to say, "*All you need is love and a little help from a friend to be happy.*"⁷ With this phrase, McCartney wanted to advise people that we can help each other, and when we need someone, our best friend is going to always be near us. McCartney used to think if we love each other and share what we have; the world could be different and better.

Related to our work about musical intelligences, McCartney used to say that ; Whenever you're going through difficult times, I'm at the moment; it's really cool to be able to escape into music; and also he said, that music can incorporate new vocabulary and grammar structure; also it helps to improve spelling and develops linguistic skills.

Through these important phrases McCartney wanted to say that by using music we can improve many skills and learn different things. Music is useful and helpful, especially in English classes, because by using a great variety of songs we can help our teenagers or children to learn many new and difficult words. We are not just going to help them to improve their listening skill; we are also going to help them to improve their writing, speaking and reading skills. So it will be

⁷ "Biography of Paul McCartney" .BuenasTareas.com (2011) Accessed October 19, 2011
<<http://www.buenastareas.com/ensayos/Biograf%C3%ADa-De-Paul-Mccartney/635720.html>>



easier and more fun for us to teach a new language and we will obtain excellent results because we are going to use the appropriate tools. Besides, the classes will be more relaxing and comfortable, and our students will feel better and learn in a better way too.

IGOR FYÓDOROVICH STRAVINSKY

Consider one of the best Russian composers who was born in Oranienbaum, Russia in 1882 and died in 1971. At first he was studying law, but later he decided to study the thing he liked most to do, which was composing ballet music. His instructor was Rimsky-Korsakov who could see Stravinsky's talent. He decided to help Stravinsky with private lessons. After some time, Stravinsky's work was very popular, especially "Fireworks", but later his fame declined in his natal city. Then Stravinsky decided to go to another place in order to be known and admired by many people. Thus he came to America and there he was successful. His works became very popular and he felt proud of himself, and of the excellent work he had done.

Stravinsky used to say, "*People have learned to respect music a lot: they should learn to love it.*" Another important phrase he said was, "*The ones who best understand my music are children and animals.*"⁸ With these immortal phrases Stravinsky wanted to express the idea that by listening to music we are able to express and feel things we cannot express and feel in our daily lives. Most of the time we are too busy and do not have time to relax and feel peace inside ourselves. But if we listen to music we can relax and forget, just for a moment, all our worries and tasks. Besides Stravinsky wanted to say that in children the results are the best we can imagine. Therefore, if teachers use this technique and help students to develop the musical intelligence they will have great

⁸Álvarez, Patricio. (2010) "Phrases", [<http://www.patricioalvarez.cl/piano/frases.htm>] Accessed October 19, 2011]



results. As we know, most of children acquire new knowledge by listening. So if teachers use music in their classes the students will be able to learn better and faster new vocabulary.

HOWARD GARDNER

Professor of Psychology, known in many countries because of his excellent works, he is the author of 25 books translated into 28 languages and several articles which relate to the multiple intelligences, an account of human cognition in its fullness. He is also known for his capacity to synthesize, research, and theory. This important writer and professor has worked in the education field and says that humans do not just have a single intelligence; humans have many intelligences, and each one can be assessed by standard psychometric instruments. This way, Gardner works with children because he wants to change the world and help people to find the best way to do this task. Therefore, related to our topic about multiple intelligences, Gardner says that the musical intelligence encompasses the capacity to compose and recognize musical tones. So in classes teachers can use different types of songs or different sounds in order to help students to memorize information. Moreover, teachers can motivate or encourage their students by including some music in their lessons, especially if students do not like to read. In this case, by listening to music, students find the activity excellent to learn vocabulary and some other structures. By developing this intelligence the students are able to create a relationship between sounds and feelings.

So by using sounds people become able to transfer information from listening to speaking. I mean that they can explain verbally what they hear. This is a good idea to reach our goals and help learners to improve their knowledge of new vocabulary and new structures.



CHAPTER III

THE USE OF MUSIC IN THE ENGLISH CLASSROOM

Already nobody questions the importance of the acquisition of a foreign language, in this case English. We live in a world where globalization has reached all the levels and all people; and in which we find music, videos, movies, internet, and different types of information in English, turning this language into a need.

As future teachers we want to be involved in a new form of education. We cannot forget that every student is different; therefore, the mission of every teacher is to reach that person in some way.

The theory of the multiple intelligences is not a program of technologies and fixed strategies that limit teachers, instead, it offers them the opportunity to adapt in a creative way fundamental beginnings to any quantity of contents so that these reach all the students with respect to the variety of existing styles of learning.

Our main purpose is to help English teachers to enrich the basic vocabulary of their students by the incorporation of the music in the class. In the same way we want to help teachers by offering a variety of listening activities which can be used to increase vocabulary in class.

This project is only a proposal to be applied in the “David Mogrovejo Merchán” high school to teenagers between 17 and 18 years of years. This high school is located in Gualleturo, Cañar. We will use the English Book, Our World through English #5. Our study targets these students for the following reasons:

- First of all, these students do not have Basic English vocabulary.
- The pupils consider English as unnecessary.



- Students do not have interest in studying. In their minds is the idea of traveling to the United States, no more.
- There are no classrooms adapted to learning English.
- The pupils have difficulty accessing the Internet.
- Affective problems in the students produced by the migration of their family especially their parents. It means students do not have any control in their homes.
- Bad behavior.
- Students without motivation.

Reasons and benefits of using songs into the classroom:

- ✓ Music creates a pleasant environment in the classroom.
- ✓ Songs are a powerful medium for acquiring new knowledge and for reinforcing already learned structures.
- ✓ The students practice Speaking, Writing, Reading and Listening in a fun way.
- ✓ Music allows students to revise and to reinforce structures and vocabulary that they already know.
- ✓ The incorporation of music and songs in the class allows for the transmission of values.
- ✓ Students can practice pronunciation.
- ✓ Songs stimulate the senses and feed the creativity and imagination of teenagers.
- ✓ Music can offer songs with melodies according to the musical preferences of teenagers. And these songs undoubtedly will facilitate the fact that the students will learn and retain words in English.
- ✓ Decrease of problems of behavior, because songs attract the attention of pupils.
- ✓ Enthusiasm for teamwork.
- ✓ Students will be motivated.



- ✓ If the student's goal is to travel to the United States, learning English is a good opportunity to acquire basic notions about this language and culture which will help the students in that country.

For these reasons, in our lesson plan, we will focus on songs as a good tool to teach English.

TEACHERS' ROLE

Teachers have existed and also have been known in many ways since a long time ago. First, teachers were known as the most important and central people in the classroom who could speak and act all the time. The students, on the other hand, were just receivers who could not speak, ask questions, or argue about anything. Nowadays all these traditional attitudes have almost disappeared and they have changed in a positive way. For example, teachers, in most cases, are just facilitators and help students to develop their knowledge by asking questions or giving them enough material. In our case the role of an English teacher, who uses music to help students to acquire new vocabulary, is very different from that of other teachers.

The English teacher is a person who is not going to be just in the front of the class writing or asking students to memorize ideas or structures. Also, he/she is not going to use just one English book to teach vocabulary or new structures. The English teacher is the one who is going to use musical intelligence most in order to help students to learn new vocabulary and use those words in real situations. Besides, English teachers can guide their students and help them with any problems they could have. English teachers invite students to investigate and propose new topics to help them to develop their capacities too.

Furthermore, teachers grade their students constantly and also will think that to grade students will not only be based on the grade they obtain in tests,



quizzes or exams. Instead, teachers will evaluate how students work and the effort they make in classes to acquire knowledge. Besides, if students get excellent grades or do something well, English teachers recognize their effort and give them some reward. This way, students will feel happy and secure of themselves. Moreover, teachers will create the perfect environment for their students and make sure that each student is learning something. Therefore, students will feel comfortable and learn new things. Finally, English teachers will organize their classes very well and structure them in a way so that each student can solve his/her problems by himself/herself.

In short, this new kind teacher is able to work with any type of children and also anywhere because he/she has enough knowledge and capacity. Also he/she is well prepared to use different material and techniques to help students to acquire new knowledge and use it in their real lives.

CLASS ORGANIZATION

When somebody hears about a classroom, the most common idea they get or imagine is of a group of students sitting in rows, carrying out some tasks silently and individually, and looking at the teacher very carefully. In general, it is the most common type of classroom developed in our country.

Of course, this is the way in most schools and high schools, but in an English class it is not useful and helpful. English teachers need to create the appropriate environment and use the correct tools for their students. That way the student will be able to learn or acquire new knowledge in an easier way. But, there are different ways to create this wonderful environment and control the class at the same time. To teach new vocabulary by listening to music is one of the best options that a teacher may choose. This activity is very useful, especially for the teaching-learning process.



The main purpose of every educative center is to offer students the chance to participate and act in an active apprenticeship, and also to motivate and help students to develop their skills. Thus, English teachers need to work very hard and find the best way to help their students to achieve their goals.

English teachers need to keep in mind that they are only facilitators and that students are the ones who have to develop their own knowledge. Thereby, to reach this goal, English teachers have to encourage their students to work in groups and always be helpful to each other. By following this line, teachers may have the possibility to work with students who need the most help and do not learn at in the same pace as others.

In summary, the most important characteristics that an English classroom needs to have are:

- A great variety of material which students can work and develop at to develop different skills.
- Colorful material which can get the student's attention.
- Different activities which encourage students to work alone, in pairs, and also in groups.
- Music labs, where students can hear, identify, and learn things by listening to music. By listening to different sounds, which have to be related to a specific topic, students will connect the sound with the situation; then they will learn better and use what they acquire in real situations.
- A music nook where students can create their own material and also where they can record the songs created by themselves.



CURRICULUM AND DIDACTIC STRATEGIES

In traditional Education the curriculum is made up of a great variety of different subjects which, in most of the cases, are isolated and contain a large quantity of information that only have a main idea divided and argued in different ways. Also, these subjects are not based on our reality and teach information that is not so important for us; also it is taught in a general way. But the most incredible thing is that all the information that each subject contains, has to be memorized by each student, which of course is not going to help us a lot.

Thus, one of the best ways to change our reality is by changing the curriculum that we have at present and to think about especially WHAT we need to learn and HOW to structure the apprenticeships in order to obtain excellent quality in the results.

In this way, when we establish the curriculum it is very important to start with meaningful subjects which are based on our reality and which will help students in their future. Moreover, the planning should guarantee the development of the music intelligence and the learning process in each student.

The principal objective to offer in this new curriculum is to provide students with the necessary tools to understand the world in which we live and at the same time to become critical and reflective citizens.

Starting with the music intelligence, which we want to integrate into the curriculum, we want to offer English teachers the opportunity to work with different tools, activities, and materials, which can be useful and helpful in their classes.

The capacity to apply this new curriculum is in the way we are going to use the material by developing the musical intelligence.

Teachers are the ones who have to follow this theory and, of course, they need to fit it into their teaching style and into their ideology, too.



Below we are going to give some listening activities for songs and an example of a lesson plan. It is about how to carry out an English class by developing the musical intelligence.

Pre-listening activities

- Give students the title of the song and ask them to predict words and phrases that they expect to hear.
- Give students the words of a song with an "either/or" choice for certain words in each line. Students choose which word is more likely in each case and then listen and check if they were correct.
- Dictate a list of words which appear in the song - in a random order and add one extra word which doesn't appear. Students write the words then listen to the song, ticking off the words as they hear them. They should end up with one word.

While listening to activities

- Students listen and delete extra words which they do not hear (you will need to prepare a song page with extra words).
- Students listen and fill in gaps. (open cloze or multiple choice)
- Students listen to a song, draw a picture to represent what they hear, and then explain their pictures in small groups.



After the listening activities

- Students listen to a song and make a note of 6 or 8 words that they hear. Then they use these words as the basic vocabulary for composing a poem in pairs. Although students are often reluctant to write poetry, if you tell them that their poem has to be "corny", they will enjoy the task.
- Students write another verse for the song in pairs or small groups.
- Students brainstorm all of the words that they have heard and then listen again and check to see how many are correct.



LESSON PLAN

FAMILY MEMBERS AND RELATIONSHIPS

AIM: By the end of the lesson students will be able to identify their family members and their relationship by using his/her.

WARM UP:

Tell the students to make 4 groups, each group will have to take out a card from a box and dramatize it; so his/her partner will guess what occupation he/she is talking about.



fireman



farmer



taxi driver



singer



teacher

PRESENTATION:

By using the teacher's family pictures and a family tree, we will identify family members.

This is my family. This is David. He is my son. His hair is black and his eyes are black too. His mouth is small...



Functions and structures:

-Give and ask basic information about families.

-Identify family members by using family trees.

-Express possession. For example:

1. Who is She?

2. She is Mayra. She is my sister.



Structure table:

1.

This	is	my	grandfather grandmother father mother sister brother husband
------	----	----	--

2.

His Her	name	is	Eliceo Mary
------------	------	----	----------------

3.

Who	is	he? she?
-----	----	-------------

4.

He She	is	my	grandfather grandmother
-----------	----	----	----------------------------



5.

His	hair	is	black
Her	eyes	are	brown

PRACTICE:

Listening and speaking skills: The teacher asks any volunteer student for a family picture. Sheet will be given.

1. Look at this family picture. Listen and identify the people.

1
2
3
4
5



6
7

---- mother

---- grandfather

---- father

---- grandmother

----- me

---- aunt

---- uncle



2. Listen and complete the information about your friend's family.

Name	Relationship	Eye color	Age
Oswald	Father	brown	40

3. Talk about your family members. Example:

My father is Oswald. His eyes are brown. He is forty ...

Reading and Writing skills

1. Read about Lady Gaga. Complete the Information.

Lady Gaga, Stefani Joanne Angelina Germanotta, is a famous American singer. Her father's name is Joseph Germanotta. Her mother is Cynthia Germanotta . She is single, but she has a boyfriend his name is Luc Carl.

Her name:

Her father's name:

Her mother's name:

Her boyfriend's name:

2. Look at the information. Answer the question. Who is Mark?

Mayra's Family				
NAME	RELATIONSHIP	AGE	EYE COLOR	HAIR COLOR
Mark	father	40	brown	Black
Martha	mother	39	black	Brown
Luis	brother	22	blue	Brown
Carla	sister	17	brown	Black



Example:

Who is Mark?

Mark is Mayra's father. He is 40 years old. His eyes are brown. His hair is black.

Who is Martha?

Martha is Mayra's mother. She is 39...

PRODUCTION:

1. Listen to the song "Mother" by John Lennon and complete the missing words. Sheet will be given.

Mother

John Lennon

_____, You had Me I never had _____

I wanted _____ but you didn't want _____

So I got to tell you

Goodbye , Goodbye

Father, You left _____ but I never left _____

I needed you but _____ didn't need me

So I just got to tell _____

Goodbye , Goodbye

Children, Don't do what I have done

I couldn't walk so I tried to run

So I got to tell _____

Goodbye , Goodbye



Mama, don't go
Daddy, come home.

2. Complete your family tree. Then prepare to talk about your family.

FAMILY

Grandfather

Grandmother

father

mother

brother

sister

me

3. Read about a famous person's family. Complete the tables as much you can.
4. Shakira Isabel Mebarack was born on February 2nd, in Barranquilla, Colombia. Her father is a respected jeweler of Lebanese descent, Don William MebarakChadid. Her mother is Nidia Ripoll Torrado. Sharika was the only daughter from this marriage, but her father was divorced and already had seven children from his previous marriage. Shakira lived only with her parents, though it was quite normal for her half brothers and sisters to come over to play with her. She never met her oldest brother because he died before she was born. Her oldest sister Lucy is a surgeon. Alberto is a lawyer. Moises is the third. Tonino is the fourth and the closest to Shakiraand her manager for many years. Then there is



Patricia who lives in Spain; she is a special education teacher. Finally, Antonio and Edward are the youngest. Edward lives in Miami. It seems that Shakira has been a child prodigy. Shakira knew the alphabet by the age of 18 months, at three she knew how to read, and by the time she was four, she was ready for school.

Name	Relationship	Age	Place of Birth	Occupations	Other features



CONCLUTIONS

- Intelligence has had a variety of notions for many authors throughout the years. One of these authors is Howard Gardner, creator of the Multiple Intelligences Theory. This theory is a good tool for teachers who can help students to discover and develop their potentials. For this reason, Gardner is considered the Father of The Multiple Intelligences.
- For Howard Gardner intelligence is a bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are valued in a culture. In this way the development of the potentials depends on culture, education, opportunities, personal decisions, etc.
- Nowadays English Language is one of the most spoken languages around the world and the main one to be learned in our country. We consider music as a good tool to improve students' learning. Music gets into our subconscious quickly and subtly because songs are a powerful medium for acquiring new knowledge and for reinforcing already learned structures.
- Using songs in the classroom has a lot of benefits; in this case when a person is learning a new language, English. But the success or failure depends on the teacher's creativity when using them.
- You can teach grammar with songs in many ways. Most English songs sometimes sacrifice grammar for smooth rhyme. This makes them very good grammar teaching tools. You can ask students to find the mistakes or ask them how we would normally say it. Most songs reflect the background of the singer. Why not do activities on something like varieties of modern English; or simply by comparing two songs ask students to figure out where the speaker is from and why. This is especially good for lessons that show the differences between British and American English. Of course you can teach new vocabulary with songs



and students will understand them better within the context of the song. These are just a few of many ideas for using songs in ESL/EFL teaching.



APPENDIX



TESTS DE LISTENING COMPREHENSION

As long as you love me (by Backstreet boys)

Although loneliness has
always been a friend of
mine, I'm leaving my life
in your hands. People
say I'm crazy and that.
I'm blind, risking it all in
a glance.
How you got me blind is
till a mystery. I can't get
you out of my head. Don't
care what is written in
your history: As long as
you're here with me.....



I don't care who you are.
Where you're from
What you did
As long as you love me

Who you are
Where you're from
Don't care what you did.
As long as you love me

Every little thing that you
have said and done feels
like it's deep within me.
Doesn't really matter if



you're on the run, it seems
like we're meant to be

I've tried to hide it so that
no one knows, but I guess it
shows when you look into
my eyes.....

What you did and where
you're coming from,
I don't care, as long as you
love me, baby

ACTIVITIES

1. - Match the following words according to their sounds. Write them down under the phonetic symbols.

been, crazy, glance, hands, head, blind, although, care, here.

/z/ /i:/ /e/ / / /e / /i / /ai/ /a:/ /a /

2. - Using the same words, complete the following lines.

..... loneliness has
always a friend of
mine, I'm leaving my life
in your People
say I'm and that
I'm, risking it all in
a

How you got me blind is





still a mystery. I can't get
you out of my Don't
..... what is written in
your history: As long as
you'rewith me.

3. - Listen to part "2" and match the words in column A with the words in column B.

<u>A</u>	<u>B</u>
a. who	1. you did
b. as long as	2. you are
c. where	3. you love me
d. what	4. you're from

4. - Listen to part "3" and put the lines in the correct order.

me/ within/it's/ deep
look /you / my /eyes /when /into
seems /we're /meant /be /to /it /like
it /I've /to /hide /tried
thing/ every/ that/ have/ said/ little/you





5. - Insert the lines in the correct place.

.....

..... and done feels

like

Doesn't really matter if

you're on the run,

.....

..... so that

no one knows, but I guess it

shows

What you did and where

you're coming from,

I don't care, as long as you

love me, baby.



If I were a Boy

By Beyoncé

If I were a boy even just for a day
I'd roll out of bed in the morning
And throw on what I wanted
And go drink beer with the guys

And chase after girls
I'd kick it with who I wanted
And I'd never get confronted for it
'Cause they stick up for me

If I were a boy
I think I could understand
How it feels to love a girl
I swear I'd be a better man

I'd listen to her
'Cause I know how it hurts
When you lose the one you wanted
'Cause he's taking you for granted
And everything you had got destroyed

If I were a boy
I would turn off my phone
Tell everyone it's broken
So they'd think that I was sleeping alone

I'd put myself first
And make the rules as I go



'Cause I know that she'd be faithful
Waiting for me to come home, to come home

If I were a boy
I think I could understand
How it feels to love a girl
I swear I'd be a better man

I'd listen to her
'Cause I know how it hurts
When you lose the one you wanted
'Cause he's taking you for granted
And everything you had got destroyed

It's a little too late for you to come back
Say it's just a mistake
Think I'd forgive you like that
If you thought I would wait for you
You thought wrong

But you're just a boy
You don't understand
And you don't understand, oh
How it feels to love a girl
Someday you wish you were a better man

You don't listen to her
You don't care how it hurts
Until you lose the one you wanted
'Cause you're taking her for granted
And everything you had got destroyed
But you're just a boy



1. Listen to the first part of the song and fill in the blanks with the words in the box

**chase, confronted, day, girls, stick
up, beer, chase, bed, wanted**

If I were a boy
Even just for a _____
I'd roll out of _____ in the morning
And throw on what I _____ and go
Drink _____ with the guys
And _____ after girls
I'd kick it with who I _____
And I'd never get _____ for it
Because they'd _____ for me.

2. Put the verses in the right order

If I were a boy
I swear I'd be a better
man
When you loose the
one you wanted
And everything you
had got destroyed!
Cause he's taken you
for granted
Cause I know how it
hurts
How it feels to love a
girl
I'd listen to her
I think that I'd
understand

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



3. Put the verbs in brackets in the right tense

If I were a boy
 I _____ (turn off) my phone
 Tell everyone that it's broken
 So they _____ (think)
 That I _____ (sleep) alone
 I _____ (put) myself first
 And _____ (make) the rules as I go
 Cause I know she _____ (be) faithful
 _____ (wait for) me to come home

4. Put the words in bold in the right column according to their pronunciation.

It's a little **too** late for **you** to come **back**
 Say it's **just** a mistake
 Think I forgive you like **that**
 If you **thought** I would wait for **you**
 You thought **wrong**

/u:/	/ʌ/	/ɔ/	/ɔ:/	/æ/



5. Read the following verses and say or write if you agree o disagree with boys and girls feel and behave in a different way. Do you think the message of the song is sexist?

But you are just a boy
You don't understand
How it feels to love a girl
Someday you'll wish you were a better man
You don't listen to her
You don't care how it's hurts
Until you lose the one you wanted
Cause you taken her for granted
And everything that you had got destroyed
But you are just a boy



I Gotta Feeling
by Black Eyed Peas

I gotta* feeling that tonight's gonna be a good night
That tonight's gonna* be a good night
That tonight's gonna be a good good night (x3)
Tonight's the night night
Let's live it up
I got my money
Let's spend it up
Go out and smash it
Like Oh My God
Jump off that sofa
Let's get get OFF
I know that we'll have a ball
If we get down
And go out
And just loose it all
I feel stressed out
I wanna let it go
Let's go way out spaced out
And loosing all control
Fill up my cup
Mozoltov
Look at her dancing
Just take it off
Let's paint the town
We'll shut it down
Let's burn the roof
And then we'll do it again



Let's Do it (x3)
And live it up
I gotta feeling that tonight's gonna be a good night
That tonight's gonna be a good night
That tonight's gonna be a good good night (x2)
Tonight's the night
Let's live it up
I got my money
Let's spend it up
Go out and smash it
Like Oh My God
Jump off that sofa
Let's get get OFF
Fill up my cup (Drink)
Mozolotov (Lahyme)
Look at her dancing (Move it Move it)
Just take it off
Let's paint the town
We'll shut it down
Let's burn the roof
And then we'll do it again
Let's do it (x3)
Let's live it up
Here we come
Here we go
We gotta rock
Easy come
Easy go
Now we on top
Feel the shot



Body rock
Rock it don't stop
Round and round
Up and down
Around the clock
Monday, Tuesday,
Wednesday, Thursday,
Friday, Saturday,
Saturday and Sunday
Get getgetgetget
With us you know what we say
Party everyday p-p-p-party
Party everyday

I gotta feeling that tonight gonna be a good night
That tonight's gonna be a good night
That tonight's gonna be a good good night(x2)

* gotta = have got a; *gonna= going to;

*wanna= Want to

1. Translate the sentence:

I gotta feeling that tonight's gonna be a good night

2. Listen to this part of the song and fill in the spaces with the prepositions in the box

up, out, off,
down



I gotta* feeling that tonight's gonna be a good night
That tonight's gonna* be a good night
That tonight's gonna be a good good night (x3)
Tonight's the night night
Let's live it _____
I got my money
Let's spend it _____
Go _____ and smash it
Like Oh My God
Jump _____ that sofa
Let's get get _____
I know that we'll have a ball
If we get _____
And go _____
And just loose it all
I feel stressed _____
I wanna let it go
Let's go way _____ spaced _____
And loosing all control
Fill _____ my cup
Mozoltov
Look at her dancing
Just take it _____
Let's paint the town
We'll shut it _____
Let's burn the roof
And then we'll do it again

3. Find the sentences with the structure "Let's+ infinitive" and translate them.



RELAX, TAKE IT EASY

By Mika

Took a ride to the end of the line
Where no one ever goes.
Ended up on a broken train with nobody I know.
But the pain and the (longings) the same.
(Where the dying
Now I'm lost and I'm screaming for help.)

Relax, take it easy
For there is nothing that we can do.
Relax, take it easy
Blame it on me or blame it on you.

It's as if I'm scared.
It's as if I'm terrified.
It's as if I scared.
It's as if I'm playing with fire.
Scared.
It's as if I'm terrified.
Are you scared?
Are we playing with fire?

Relax
There is an answer to the darkest times.
It's clear we don't understand but the last thing on my mind
Is to leave you.
I believe that we're in this together.
Don't scream - there are so many roads left.



Relax, take it easy
For there is nothing that we can do.
Relax, take it easy
Blame it on me or blame it on you.

Relax, take it easy
For there is nothing that we can do.
Relax, take it easy
Blame it on me or blame it on you.

Relax, take it easy
For there is nothing that we can do.
Relax, take it easy
Blame it on me or blame it on you.

Relax, take it easy
For there is nothing that we can do.
Relax, take it easy
Blame it on me or blame it on you.

(Relax)

It's as if I'm scared.
It's as if I'm terrified.
It's as if I scared.
It's as if I'm playing with fire.
Relax
It's as if I'm terrified.
Are you scared?
Are we playing with fire?



Relax

Relax

1. Listen to the song and complete the gaps with the right words.

To print version (pdf)

**1st part: know, lost, help, line, took, ever,
train, same, pain,**

**2nd part: relax (x2), scared (x4), terrified
(x2), easy (x2), do, fire (x2), blame (x2),
nothing**

**3rd part: answer, clear, times, roads,
understand, mind, scream,**

1st part

_____ a ride to the end of the _____

Where no one _____ goes.

Ended up on a broken _____ with nobody I _____.

But the _____ and the (longings) the _____.

(Where the dying

Now I'm _____ and I'm screaming for _____.)

2nd part

_____, take it _____

For there is _____ that we can _____.



_____, take it _____
 _____ it on me or _____ it on you.

It's as if I'm _____.
 It's as if I'm _____.
 It's as if I _____.
 It's as if I'm playing with _____.
 _____.
 It's as if I'm _____.
 Are you _____?
 Are we playing with _____?

3rd part

Relax
 There is an _____ to the darkest _____.
 It's _____ we don't _____ but the last thing on my _____
 Is to leave you.
 I believe that we're in this _____.
 Don't _____ - there are so many _____ left.

4.-Listen to the song again and complete the following table with as many nouns, verbs and adjectives you can find in the text.

Nouns	Verbs	Adjectives
ride	Goes	Broken



5. Read the song and find a synonym for the following words:

Word	Synonym in the song
Frightened	
Smashed	
Misplaced	
Desires	
Affliction	
Yell	
Accuse	

6. Complete the table with the words in the box according to the vowel sound.

blame, terrified, pain, time, know, play, train,
take, goes, ride, line, don't

/aɪ/	/ei/	/əu/



UMBRELLA

By Rihanna

[Jay-Z]

Aham... aham...

Yeah Rihanna,

aham... aham...

Good girl gone bad

Aham... aham...

Take three... Action,

No clouds in my storms

Let it rain,

I hydroplane in the game,

Coming down with the Dow Jones

When the clouds come we gone,

We Rockafella

We fly higher than weather,

And she rocks it better

You know me,

In anticipation,

for precipitation

Stack chips for the rainy day,

Jay, Rain Man is back

With little Ms. Sunshine,

Rihanna where you at?

[Rihanna]

You have my heart

And we'll never be worlds apart



Maybe in magazines, But you'll still be my star
Baby cause in the dark, You can't see shiny cars
And that's when you need me there
With you I'll always share, because...

[Chorus]

When the sun shines, we'll shine together
Told you I'll be here forever
Said I'll always be a friend
Took an oath I'mma stick it out 'till the end
Now that it's raining more than ever
Know that we still have each other
You can stand under my umbrella
You can stand under my umbrella (Ella ella eh eh eh)
Under my umbrella (Ella ella eh eh eh) Under my umbrella
(Ella ella eh eh eh) Under my umbrella (Ella ella eh eh eh)

Cause everything
Will never come in between
You're part of my entity
Here for Infinity
When the war has took its part
When the world has dealt its cards
If the hand is hard, together we'll mend your heart
Because

[Chorus]

When the sun shines, we'll shine together
Told you I'll be here forever
Said I'll always be a friend
Took an oath I'mma stick it out 'till the end



Now that it's raining more than ever
Know that we still have each other
You can stand under my umbrella
You can stand under my umbrella

(Ella ella eh eh eh)

Under my umbrella

(Ella ella eh eh eh)

Under my umbrella

(Ella ella eh eh eh)

Under my umbrella

(Ella ella eh eheheh eh)

You can run into my arms

It's ok don't be alarmed

Come into me

There's no distance in between our love

So gonna let the rain pour

I'll be all you need and more

Because

[Chorus]

When the sun shines, we'll shine together

Told you I'll be here forever

Said I'll always be a friend

Took an oath I'mma stick it out 'til the end

Now that it's raining more than ever

Know that we still have each other

You can stand under my umbrella

You can stand under my umbrella

(Ella ella eh eh eh)

Under my umbrella



(Ella ella eh eh eh)
Under my umbrella
(Ella ella eh eh eh)
Under my umbrella
(Ella ella eh eheheh eh)

It's raining (raining), Ooh baby it's raining (raining)
Baby come into me, Come into me
It's raining (raining), Oh baby it's raining (raining)
You can always come back to me, baby come back to me

1. Listen to the first verse of this song and complete the gaps with the right words. What do all these words have in common?

rain, precipitation, clouds, storms, rainy,
sunshine, weather

You can do it as an online exercise, too.

Jay-z:

(Uhhu, uhhu) ch-yeah
(Uhhu, uhhu) rihanna
good girl gone bad
(Uhhu, uhhu) take three, action
(Uhhu, uhhu) hov

Jay-z:

No in my
Let it rain, I hydroplane into fame (rihanna: ey, ey, ey)
Coming down with the dow jones
When the come we gone
We roc-a-fella (rihanna: eh, eh, eh)



We fly higher thanand g5's are better
You know me, an anticipation for
Stacks chips for theday (rihanna: ey, ey, ey)
Jay-y-y
..... man is back with little miss
Rihanna where you at

2. Listen to the third verse and complete the gaps.

heart, cars, worlds, always, magazines

You have my _____
And we'll never be _____ apart
Maybe in _____, but you'll still be my star
Baby 'cause in the dark you can't see shiny _____
And that's when you need me there
With you I'll _____ share

because

3. Listen to the chorus and try to match the two parts of each sentence.

You can do it as an online exercise, too.

Then, translate the whole verse and explain what it means.



When the sun shines	I'm-a stick it out 'til the end
Told you	be your friend
Said I'll always	I'll be here forever
Took an oath,	we'll shine together
Now that it's raining	have each other
Know that we'll still	under my umbrella
You can stand	more then ever

4. Listen to this verse and choose the right word for each gap. Click here to do it online.

These **clumsy/fancy** things
 Will never come in between
 You're **apart/far** of my **entity/infinity**
 Here for **entity/infinity**
 When the **war/world** has dealt its **card/part**
 When the **war/world** has dealt its **card/part**



If the hand is **heart/hard**

Together we'll mend your **heart/hard** because

5. Listen to this final verse and complete the gaps (the first letter and the number of letters are indicated in each gap).

Then, translate the verse.

You can r _ _ into my arms

It's okay, don't be alarmed

Come into m _

There's no d _ _ _ _ _ in between our l _ _ _

So go on and l _ _ the rain pour

I'll be all you n _ _ _ and more

because

6. Complete the table with the words in the box according to the vowel sound.

verse, heart, hard, arms, more, card, part,
apart, far, storm, war, world, star, word,

/ɜ:/	/ɑ:/	/ɔ:/



BABY ONE MORE TIME

(by BRITNEY SPEARS)

Oh baby baby

Oh baby baby

Oh baby baby

How was I supposed to know
that somethin' wasn't right here

Oh baby baby

I shouldn't have let you go
and now you're out of sight , yes

Show me

how you want it to be

tell me baby

'cause I need to know now

because

My loneliness

Is killing me (and I)

I must confess

I still believe (still believe)

When I'm not with you I lose my mind

give me a sign---

hit me baby one more time.

Oh baby baby



the reason to breathe is you
boy you've got me blinded
Oh baby baby
there's nothin' that I wouldn't do
that's not they way I planned it .

Show me
how you want it to be
tell me baby
'cause I need to know now
What's the cause

My loneliness
Is killing me (and I)
I must confess
I still believe (still believe)
when I'm not with you I lose my mind
give me a sign--
hit me baby one more time.

Oh baby baby
Oh baby baby

Oh baby baby
how was I supposed to know
Oh baby baby
I shouldn't have let you go---

I must confess
that my loneliness



Is killing me now-
Don't you know I still believe
that you will be here
and give me a sign
hit me baby one more time.

My loneliness
Is killing me (and I)
I must confess
I still believe (still believe)
When I'm not with you I lose my mind
give me a sign
hit me baby one more time.

I must confess
(my loneliness)
that my loneliness
(Is killing me)
Is killing me now
(I must confess)
Don't you know I still believe
(I still believe)
that you will be here

and give me a sign---
HIT ME BABY ONE MORE TIME

- **PREDICTION:** the lyrics of this song were taken from the Internet. But there are some lines that aren't correct. Put an X beside the 10 lines you think that do not belong to the song.



BABY ONE MORE TIME

(by BRITNEY SPEARS)

Oh baby baby

Oh baby baby

Oh baby baby

Why did you leave me and go

How was I supposed to know

that you were in Korea

that somethin' wasn't right here

Oh baby baby

I shouldn't have let you go

and now you're out of sight , yes

you've become invisible

Show me

how you want it to be

tell me baby

do you want an ice cream

'cause I need to know now

because

My loneliness

Is killing me (and I)

I must confess

I still believe (still believe)

in ghosts and hell

When I'm not with you I lose my mind



my wallet and my keys
give me a sign
remember the car is mine and
hit me baby one more time.

Oh baby baby
the reason to breathe is you
although I have asma
boy you've got me blinded
Oh baby baby
there's nothin' that I wouldn't do
that's not they way I planned it
I wanted all your money

Show me
how you want it to be
tell me baby
'cause I need to know now
What's your real name

REPEAT: MY LONELINESS
REPEAT and REPEAT

2.- PERSUASION. FIND YOUR PARTNER:

You are Bruce Willis. Find DEMI MOORE and persuade her to come back with you: "PLEASE, I want to marry you again" "Forgive me"	You are Bruce Willis. Find DEMI MOORE and persuade her to come back with you: "PLEASE, I want to marry you again" "Forgive me"
--	--



etc...	etc...
<p>You are ALESSANDRO LECQUIO</p> <p>Find Ana Obregón and persuade her to come back with you.</p> <p>Promise you are a good boy and tell her you never were with other women</p>	<p>You are ALESSANDRO LECQUIO</p> <p>Find Ana Obregón and persuade her to come back with you.</p> <p>Promise you are a good boy and tell her you never were with other women</p>
<p>You are LUIS MIGUEL.</p> <p>Persuade Britney Spears to marry you. Tell her you can record an album together!! Luis and Britney is the title of the album!!</p>	<p>You are ANTONIO DAVID. Find Rociito and persuade her that you love her. And don't permit any man to be with her. Persuade other men to forget her</p>
<p>You are BRAD PITT and you have a secret: you are a Homosexual. Don't tell your secret, but don't accept any woman.</p> <p>Give then excuses!!</p>	<p>You are a journalist. You are interested in all the gossip about famous people. Listen to the conversations and take notes for your newspaper. You need to find the hottest NEWS!!</p> <p>Move around and create the most important NEWS of the year!!</p>



You're Beautiful

by Black James Blunt

My life is brilliant.

My love is pure.

I saw an angel.

Of that I'm sure.

She smiled at me on the subway.

She was with another man.

But I won't lose no sleep on that,

'Cause I've got a plan.

You're beautiful. You're beautiful.

You're beautiful, it's true.

I saw your face in a crowded place,

And I don't know what to do,

'Cause I'll never be with you.

Yeah, she caught my eye,

As we walked on by.

She could see from my face that I was,

flying high,

And I don't think that I'll see her again,

But we shared a moment that will last till the end.

You're beautiful. You're beautiful.

You're beautiful, it's true.

I saw your face in a crowded place,

And I don't know what to do,

'Cause I'll never be with you.



You're beautiful. You're beautiful.
You're beautiful, it's true.
There must be an angel with a smile on her face,
When she thought up that I should be with you.
But it's time to face the truth,
I will never be with you

1. Listen to the song and fill the blanks with the past simple tense of the verbs in the box below.

can, smile, see, share, catch, be, walk, think,

My life is brilliant.
My love is pure.
I _____ an angel
Of that I'm sure.
She _____ at me on the subway
She _____ with another man.
But I won't lose no sleep on that,
'Cause I've got a plan.

You're beautiful. You're beautiful.
You're beautiful, it's true.
I _____ your face in a crowded place,
And I don't know what to do,
'Cause I'll never be with you.

Yeah, she _____ my eye
As we _____ on by.
She _____ see from my face that I _____,



F* high,
And I don't think that I'll see her again,
But we _____ a moment that will last till the end.

You're beautiful. You're beautiful.

You're beautiful, it's true.

I _____ your face in a crowded place,

And I don't know what to do,

'Cause I'll never be with you.

You're beautiful. You're beautiful.

You're beautiful, it's true.

There must be an angel with a smile on her face,

When she _____ up that I should be with you.

But it's time to face the truth,

I will never be with you.

2. Match the following words to a synonym.

Beautiful	Packed
Brilliant	Splendid
Crowded	Genuine
Pure	Gorgeous
High	Clean
True	Intense, extreme



And to an opposite:

Beautiful	Dull
Brilliant	Unattractive
Crowded	False
Pure	Deserted
High	Dirty
True	Low

3. Underline the sentences where you can see a preposition; copy and translate them in your notebook.

4. Complete the table with the words in the box according to the sound of the diphthong:

life, brilliant, pure, angel, won't, crowded, face, sure,
subway, face, smile

/aɪ/	/aʊ/	/ʊə/	/iə/	/əʊ/	/eɪ/

5.-Sing the song once again



Every breath you take

(By Police)

Every breath you take
Every move you make
Every bond you break
Every step you take
I'll be watching you

Every single day
Every word you say
Every game you play
Every night you stay
I'll be watching you

Oh, can't you see
You belong to me
How my poor heart aches
With every step you take

Every move you make
Every vow you break
Every smile you fake
Every claim you stake
I'll be watching you

Since you've gone I been lost without a trace
I dream at night I can only see your face
I look around but it's you I can't replace



I feel so cold and I long for your embrace

I keep crying baby, baby, please...

Oh, can't you see

You belong to me

How my poor heart aches

With every breath you take

Every move you make

Every vow you break

Every smile you fake

Every claim you stake

I'll be watching you

Every move you make

Every step you take

I'll be watching you

I'll be watching you

I'll be watching you

I'll be watching you

I'll be watching you...

1. Listen and fill in the blanks:

Every breath you (souffle) Every move you (mouvement)

Every bond you break (lien, relation) Every step you (pas, étape)

I'll be watching you

Every single day (unique) Every word

Every game Every night you

I'll be

Ref: Oh can't you



You belong to (appartenir à)

How my poor heart aches (coeur) (faire mal)

With every step you take

Every

Every vow you break (vow)

Every smile you fake (simuler)

Every claim you stake (droit) (revendiquer)

Since you've gone I've been lost without a trace

I dream at night I can only see your

I look around but it's you I can't replace

I feel so cold and I long for your embrace (étreinte)

I keep crying baby

Ref...

Every move you Every step you I'll be watching you

ACTIVITIES:

I- Grammar: which is the relative pronoun in the first 2 verses?.

II- Phonetic: Say in which word the letter in bold has a different pronunciation:

1- take, make, **a**ches, **f**ake, trace, face, replace, stake, baby, watching, Kate,
Dave, cake,
snake, table, have, embrace

Thus, **the rule is:** the letter [a] in the middle of a word is pronounced [.....]

2- see, me, **E**nglish, belong, every, **E**ngland, step

3- grow, vow, how, wow



The rule is: the letter [.....] is pronounced [.....]

4- smile, since, night, mice, bike, single, Mike, alibi, police, river, visit

The rule is: the letter [i] in the middle of a word is pronounced [.....], except -ive
: adjective, give, adhesive, live.....

5- without, your, around, you, mouse, fought, bought, house, trousers,

The rule is: the letter [ou] in the middle of a word is pronounced [.....],

6- break, teach, steak, beach, hear, breath, heart, ear,

Rule: the letter [ea] in the middle of a word is pronounced [.....]

III- Vocabulary:

1- Understanding the context :what is the difference among : WATCH, look and SEE: " I'll be watching you " " I can only see you " " I look around ".....

HOMEWORK: Copy the song on your notebook replacing EVERY with ALL the...



Angels

(By Robbie Williams)

I sit and wait
Does an angel contemplate my fate
And do they know
The places where we go
When we're grey and old
'Cause I've been told
That salvation lets their wings unfold

So when I'm lying in my bed
Thoughts running through my head
And I feel that love is dead
I'm loving angels instead

Chorus

And through it all she offers me protection
A lot of love and affection
Whether I'm right or wrong
And down the waterfall
Wherever it may take me
I know that life won't break me
When I come to call she won't forsake me
I'm loving angels instead

When I'm feeling weak
And my pain walks down a one way street



I look above
And I know I'll always be blessed with love
And as the feeling grows
She breathes flesh to my bones
And when love is dead
I'm loving angels instead

Chorus

And through it all she offers me protection
A lot of love and affection
Whether I'm right or wrong
And down the waterfall
Wherever it may take me
I know that life won't break me
When I come to call she won't forsake me
I'm loving angels instead

Repeat chorus

Lesson Plan:

1. Background Knowledge.

- Showing a picture of the artist. *Do you know him?*
- *He is Robbie Williams, one of the most popular singers all over the UK.*
- *He was born in Stoke on Trent, Staffordshire. England. Use the MAP, not to make them learn these cities but the most important ones. (Liverpool, Birmingham,...).*
- *He belonged to Take That, a successful boy band of the early 90s.*



1. Omitted words: FATE, WINGS, FORSAKE. (These are probably the more complex words in the song, at least from my point of view)
2. British Culture and Society:
 - *Which is the most famous river in London?* Thames.
 - *Who is the UK's Prime Minister?* Tony Blair.
 - *What is a lollipop, apart from a candy?* They are retired people (old) who help children in their way back home after the school. They are at the School exit and stop the traffic using a sign. That is why they are called lollipop, the sign reminds children to a kind of candy.
 - *Into how many regions or countries is the UK divided?* England, Wales, Scotland and North-Ireland.
 - *What is the celebration in October 31st?* Halloween.
 - *Which are the most famous Universities all over the UK?* Oxford, Cambridge and St. Andrews.
 - *Who was the most Scottish James Bond ever?* Sean Connery.
 - *Which is the capital city of North-Ireland?* Belfast.
3. Games. By drawings, mimic or definitions students must guess some familiar words. Then, joining the initial letter of each word they will obtain the omitted ones.
 - FATE [feather + ant + ticket + envelope] à drawing
 - WINGS [wallet + ill + nun + genius + sandwich] à mimic
 - FORSAKE [fast + oil + rope + salt + ad + key + elegant] à definition
4. Listen to the song for the first time and fill the gaps with the words. Do you know the meaning of them?

I sit and wait

Does an angel



Contemplate my _ _ _ _
And do they know
The places where we go
When we're grey and old
'Cos I've been told
That salvation lets their _ _ _ _ _ unfold
So when I'm lying in my bed
Thoughts running through my head
And I feel that love is dead
I'm loving angels instead

And through it all
She offers me protection
A lot of love and affection
Whether I'm right or wrong
And down the waterfall
Wherever it may take me
I know that life won't break me
When I come to call
She won't _ _ _ _ _ me
I'm loving angels instead

5. Sing the song aloud with your teacher



REFERENCES

"Aldous Huxley". The literature network (2000) Accessed October 19, 2011
< http://www.online-literature.com/aldous_huxley/>

Álvarez, Patricio. (2010) "Phrases",
[<<http://www.patricioalvarez.cl/piano/frases.htm> > Accessed October 19, 2011]

"All the Classroom's a Stage". Education World (1996) Accessed November 11, 2011
< http://www.educationworld.com/a_curr/curr226.shtml >

Brualdi, A, C. (1996) "Multiple Intelligences: Gardner's Theory. ERIC Digest",
Eric Digests, [<http://www.ericdigests.org/1998-1/multiple.htm>. Accessed October 19, 2011]

"Classroom Organization Resources". Teachervision (2000) Accessed October 29, 2011 <<http://www.teachervision.fen.com/>>

Egg, Ezequiel- "Claves para introducirse en el estudio de las inteligencias múltiples". 2006. November 11, 2011.
<<http://www.terras.edu.ar/jornadas/83/biblio/60La-teoria-de-la-IM-y-su.pdf>>

Gardner, Howard, Inteligencias múltiples, Ediciones Paidós Ibérica, S.A., 1995

Gardner, Howard, Mentes Creativas, Ediciones Paidós Ibérica, S.A., 1993

Herron, Rebecca. "What Is the Role of Special Education Teachers in the Classroom?" March 13, 2011. [4] October 29, 2011



<http://www.ehow.com/facts_6126868_role-special-education-teachers-classroom_.html#ixzz1cPol2XV2>

"Igor Stravinsky". Biography and lives (2004) Accessed October 19, 2011
< <http://www.biografiasyvidas.com/biografia/s/stravinski.htm> >

Piaget, Jean Psicología de la inteligencia Editorial PSIQUE, 1964

Piper, Carla. "Developing Musical Intelligence" 2003
[<<http://www.soundpiper.com/mln/mi.htm>. > Accessed October 19, 2011]

Patsalides, Laurie. "Role of a Teacher in the Classroom: Maximize Teacher Aide's Time and Talent" May 7, 2010 [8] October 29, 2011
<<http://www.brighthub.com/content/about.aspx>>

Smith, Mark K. (2002, 2008) "Howard Gardner and multiple intelligences", *the encyclopedia of informal education*, [<<http://www.infed.org/thinkers/gardner.htm>. > Accessed October 19, 2011]

VanBaren, Jennifer. "Roles of a Teacher in the Classroom" January 22, 2011 [6] October 29, 2011<http://www.ehow.com/info_7833444_roles-teacher-classroom.html#ixzz1cPoHM0Yd>