

TEACHING ENGLISH THROUGH SONGS

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Cuvânt înainte

Cartea *Teaching English Through Songs*, semnată de dna Simona-Adriana Butuc, tratează o temă relevantă pentru didactica predării limbii engleze, fiind astfel de real interes pentru toți profesorii din domeniu, indiferent de nivelul elevilor acestora, dar și pentru profesori de alte specialități, care pot adapta tema la specificul domeniului. Adunând laolaltă diverse aspecte ale folosirii cântecelor în predare, cartea contribuie din plin la îmbogățirea și dezvoltarea domeniului didactic.

Lucrarea are o structură unitară și coerentă, stabilind niște jaloane teoretice (problema implicației psihologie a cântecelor, motive pentru folosirea cântecelor la clasă, când, cum și ce fel de cântece trebuie folosite la clasă) și exemplificând apoi cu tipuri de activități creative care se pot folosi pornind de la cântece și adaptarea lor la diverse aspecte lingvistice cuprinse în programă. Din punct de vedere al conținutului și mărimii, capitolele sunt echilibrate și structurate logic, titlul lucrării și titlurile capitolelor fiind în acord cu conținutul întregii lucrări, respectiv a fiecărui capitol în parte.

Aspectele abordate de autoare se bucură de o mare actualitate, dată fiind tendința actuală de predare prin centrarea pe elev, atragerea lui spre învățare prin aplecare spre interesele acestuia, iar cadrul teoretic prezentat este în concordanță cu exemplele practice. De asemenea, atât aspectele teoretice, cât și cele practice sunt clare, concise și organizate rațional, iar conceptele și termenii folosiți pe parcursul lucrării sunt utilizați corect și cu discernământ.

Sursele sunt citate corect atât în text, cât și în bibliografia finală a lucrării, ele fiind de actualitate și relevante pentru tema aleasă. Autoarea respectă normele de indicare a surselor bibliografice și webografice în vigoare și demonstrează consultarea unei vaste bibliografii în domeniu. Lucrarea respectă normele de tehnoredactare și redactare specifice limbii engleze, este corect așezată în pagină și dispune de imagini și grafice exacte, drept care o recomand cu căldură pentru publicare.

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Theory about songs

“Music is the universal language of mankind.”

Henry Wadsworth Longfellow

1. Using songs in ESL classroom

Songs have been a delighted source of pleasure for human beings that can touch every person no matter the culture and language he/she has. It appeals directly to our feelings and that's why we don't have to know the words to be impressed by the melody. Songs can be a part of our existence and that is why they come to enrich and activate our English classes. Music is incorporated in our lessons because people like listening. There is a teaching method called suggestopedia, by means of which students feel comfortable and relaxed, and can assimilate better English. Besides the melody of a song, another indispensable element of songs is lyrics which serve as a direct genuine source of teaching materials in foreign language classes.

Being a mixture of music and language, songs express themselves a background and a main source for acquisition of language. Using music in the classroom is a

great way for teachers to achieve success with second language learners. Oliver Wendell Holmes suggests taking a musical bath once a week, saying that music is "to the soul what water is to the body." Its richness in culture and themes, idiomatic and poetic expressions, therapeutic functions and so on makes music an impeccable tool for language teaching.

1.1 Songs express culture and beliefs

“Language expresses, embodies and symbolizes cultural reality” (Kramsch. 2000: 3). This means that when we listen to a song we learn about cultural reality and beliefs about life. People’s attitudes toward love, friendship and marriage find expression in the lines and rhythmic melodies of the songs.

1.2 Songs appeal directly to feelings

A melody can touch our heart without saying any words but when is doubled by sensible words it is highly expressive. Some songs convey love and emotions. The story from a song can recall memories, making it memorable. All of these can have an echo in the listener’s heart. What is impressive and learnt by pleasure is learnt better.

1.3 Songs can have therapeutic function

Music has the power to soothe people's emotions, refresh their minds and to unlock their creativity. Gaston (1968) has pointed out that music has several therapeutic functions, such as promoting self-esteem through increased self-satisfaction in musical performance and using the unique potential of rhythm to energize and bring order. There have been many studies done about how the rhythm of a song affect can affect human brain. They discovered that the ideal one is of 60-80 beat per minute music on the brain. It is also proved that classical music can calm down students and create a relaxing and good atmosphere. Music has the power to soothe people's emotions, refresh their minds and to unlock their creativity.

2. Psychological implications of Songs

“The concept of learning, as it is understood today, has been greatly influenced by the psychological study of the learning process...” (Stern. 1983: 18) We would like to bring some psychological arguments to sustain that songs are a good for teaching a foreign language. That is why will see some theories about human brain.

2.1 Multiple intelligences and listening to English songs

Howard Gardner is one of the most important personalities who wrote about the theory of multiple intelligences (MI). He sustains that every learner has a specific way of maximizing his or her brain power. Although Gardner's theory changes as his research continues, he is known for the following multiple intelligences: spatial, linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic (Armstrong, 2009). Therefore, it is inappropriate to explore only one type of intelligence in EFL learning. We should have a holistic view and understand that all human intelligences contribute to developing and complementing a learner's linguistic competence and enhance his ability of learning a foreign language. Listening to English songs is of great value to tap the learner's linguistic potentials through enchanting melodies, varying rhythms and image-evoking lyrics, which appeal to multidimensional development of human intelligence.

2.2 Hemisphere functioning in language learning

Research on psycholinguistics reveals that songs can activate language acquisition and learning in both hemispheres of the human brain (Carroll. 2000; Williams and Burden, 1997). Through psychologists' persistent study on ear and hemisphere functioning differences, findings come out that right ear, which leads to left hemisphere (LH), takes conspicuous advantages over left ear for speech stimuli, so "the LH does seem to possess an innate and highly specialized linguistic mechanism" which assumes the major responsibility of analytic processing of language (Carroll. 2000: 349). However, the right hemisphere's important function in language processing cannot be ignored. Left ear, which leads to right hemisphere, is keener to nonverbal sound such as melodies and emotional colours of the message. Songs enter the human brain - from left ear to right hemisphere - in a rather different way from our speech and thus can stimulate language learning in the right hemisphere, whose involvement in language processing become more active in eliciting the overall meaning and processing formulaic speech (Ellis: 1985). Thus, words and

phrases from a song are learnt unconsciously, as a whole, not in separable parts.

2.3 Affective part stimulated by songs

Using English songs in EFL classrooms can successfully bring about affective learning through providing a nice atmosphere, reducing students' anxiety, motivating them to learn the language. Students will regard English songs as an enjoyable moment rather than work and therefore find learning English through songs pleasant and relaxing.

Affective learning is also effective learning. In the light of psycholinguistics, affective engagement with language can “stimulate a fuller use of the resources of the brain”, rekindle “neural paths between areas of brain” and deepen the multidimensional processing of language (Bolitho. 2003: 256). Through affective learning, the learner's capacity for learning will be expanded and whereby unexpected results will be produced.

2.4 The Affective Filter Hypothesis

Krashen developed the Affective Filter Hypothesis (1985) and argued that affective learning will occur when the affective filter is weak. When the learner is in such an affective state as highly motivated, self-confident and at ease, the filter will be weak and allow in plenty of input, which means a positive attitude toward learning and the optimum state of language learning are present. On the contrary, the filter will become stronger when the learner is haunted with low motivation, lack of self-confidence and high anxiety. In that case, the learner is not ready for language acquisition or learning. The Affective Filter Hypothesis suggests that an ideal teacher should be capable of providing a classroom atmosphere conducive to motivating, encouraging his students and lessening their anxiety if there is any.

3. Reasons for using games in ESL classroom

3.1 Songs help to learn vocabulary and grammar

Exposing students to real life context, they can learn new words and structures. This is an easy way to

remember words and grammar subconsciously. Exercises pre, while and after listening are opportunities to exercise listening skill and enforce their power to use them in new context.

3.2 They can use meaningful language in context

Students hear new words which can be better understood and remembered in context. It is proved that students can learn better in natural context and no longer as single words and sentences. Maybe the teacher can associate words with pictures and play some interesting games in order to make students use new words in their own context.

Another important value of songs is that they have poetic lines and the teacher can lead students' attention to the stylistics. They can understand the message decoding figures of speech.

3.3 Songs can be attractive

Music plays an important part in our lives and students listen to music daily. They like different styles of music and that is why we should answer their expectations

and in the same time we should educate their tastes, listening to songs which are healthy for their minds.

Generally, students enjoy listening to songs and that is a way of breaking the monotony of the lesson. Songs can be sung by talented students but this is possible only if we repeat them many times. They will be happy if they hear a song more than one time.

3.4 Songs enhance listening skills

Naturally listening to any English song helps listening skills as long as the students know

the majority of the words. If they do not know the teacher should pre-teach the new vocabulary or ask them to guess some meaning from the context. Some words will be heard clearly but some of them will be shortened and need to be clarified.

3.5 They improve speaking fluency with the natural rhythms of language

Being performed by native speakers, the students can hear the natural rhythms and stresses of English and this can help them to their pronunciation. Not only have they

corrected pronunciation of separate word but they can have an idea about the melody and accent of a sentence and therefore, they can speak fluently.

3.6 Songs are related to mixed abilities

As we concluded from multiple intelligences of Gardener, students develop their personality as a whole. Their actions made appeal to wider learning styles. For instance, if a student does not have musical abilities, he is visual and is attracted by the story pictures or flashcards associated some words of the song. Or, maybe he is bodily-kinesthetic and he can touch the flashcards, dance, or mime the actions of the song.

Along with the music, melody and rhythm a large variety of actions can be found to go with the song. Students can also listen to a song doing total physical response activities.

3.7 Songs are fun and motivate pupils

Music can create a good atmosphere in the class, bringing enthusiasm for the lesson. When we listen to a song

and associate it with body movements, this can be a funny activity.

With a song we can capture the students' attention and motivates them in their quest to learn English.

Motivation is vital important for the process of learning.

Williams and Burden (1997, p.129) defined motivation as “a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)”. We consider songs to the main factor for inner motivation, which is stronger than external one, like colleagues’ pressure.

3.8 Songs build self-confidence

Listening to songs can become more confident because the stress is reduced. They do not work alone, they do some activities in groups and this means that they have the possibility to develop their abilities and gradually be more and more competent.

3.9 Songs are memory aids

Our memory can be enhanced by hearing a tune many times and we remember words better when these are accompanied by melody. They stay in our brain for a long time and we echo or repeat songs unconsciously in our mind.

3.10 Songs help with classroom management

The songs can change the state of people within a minute. They attract the attention of the class, establishing a pace. All students do the actions or start to sing along. The teacher can have students' attention more easily.

4. How to choose a song

First of all, we should think about the purpose of the song. If we would like to concentrate on listening skill, we should listen to slower songs. For long songs we will practise reading. A song with repetitive lyrics is good for pronunciation or language structures. If we would like to introduce a new structure or topic, a song is a good start for students' interest.

We should choose a song that suits best to the purpose of learning. If our students like a specific song we

should study it first and teach it when it is necessary. But it is better to know that students should be interested of our choice. When we choose a song, we have to take into account some aspects.

4.1 The length of the song

If the song is too long, we will need to break up and replay the song quite a few times. If a tape with the song is rewound over and over again, or you will waste valuable classroom time. We can say that the length of a song should be appropriate to the students' level and age.

4.2 The type of the song

The type of the song depends on the students tastes and it would be a good point to have a diversity of styles. We should take into account students' preferences. The rhythm of a song shouldn't be too fast because students can become agitated or we can play it when students are too calm and we would like to energize them. Or, if it is too slow they can be bored and wouldn't like. But in this case, we can say that words are clearer and acquisition of language is better.

4.3 The difficulty degree

We should choose a song according to the level of students. If it is for little children, they wouldn't be comfortable or if it is too difficult, they could be frustrated. They also should be simple. Repetitious songs with a simple story build or tale are preferable to 'abstract' musings. Something that could be ordered if jumbled up or with a basic verb form reused in each verse. They shouldn't be chosen if they contain a lot of slang and if it is not written in literary language.

4.4 The theme

When we choose a song, we should think of the theme and the educative side of it. First of all, they should be moral and express positive and healthy principles of life. They should express our values which can be transferred to the next generation. On the other hand, it would be wonderful if it introduces a topic in connection with our curriculum and enrich the lesson with new ideas.

4.5 The acoustic of the classroom

It is not recommended to be too noisy percussion with loud instrumental because words are very important and we should hear clear singing voice of the artist. Maybe it is a good idea to play the song in the classroom before the lesson and see how it sounds. Another idea is to get students accustomed with it, playing it as a background. If they know the melody, they can sing it in karaoke version. (<https://www.teachingenglish.org.uk/language-assistant/teaching-tips/using-songs>)

4.6 Grammatical structure

Many songs are good for teaching different grammatical structures because they are repetitive and students can learn them unconsciously. They can do some extra activities completing the past tense forms of the verbs in brackets so that they can reconstruct the song. On the other side, there are some mistakes made because of the rhyme and students have to identify them, being aware of the grammar rules.

4.7 Interactivity

A song should be interactive as much as possible.

Adding some activities to the lesson means to enhance learning acquisition and involve students who are practical learners. They will enjoy doing these activities and will learn a lot. (<http://www.englishclub.com/teaching-tips/music-classroom.htm>)

5. When to use songs

Music in the classroom doesn't always mean listening to a song and using the lyrics in some way. Music can be used in the classroom in a multitude of ways.

5.1 Setting the scene: If music is playing as students enter the class it can be a nice way to settle the group. Give the class a few minutes to settle down and then turn the volume down slowly and use the end of the music as an indicator to the students that the class will begin.

5.2 Changing the tempo: Music can be used to calm down an over excited class or to wake up a sleepy one. If you

know that your students have high energy levels and sometimes need to calm down, try playing some relaxing music to put on as they work. At first, they may find it strange but they will get used to it. With sleepy teenagers, we can try putting some of their favourite tunes on as they work. It may help to increase their energy levels.

5.3 Setting time limits: Instead of telling students they have two minutes to finish a task, or with very young learners a minute to tidy the room up after a craft activity, tell them they have until the end of the song. Play the music and when the song ends students should be paying attention ready to listen to the instructions to change tasks.

5.4 Introducing a new theme or topic

We can use a song as an ice-breaker in a class where students don't know each other or are having difficulty communicating. We also can use a song before starting a new lesson. For instance, we are going to introduce a new topic like love and relationships. It is a good idea to start the lesson with a love song and introduce students in the atmosphere.

5.5 Changing the mood

When students are bored, angry, sad or tired it is a way to change their mood through listening to a relaxing and delightful song. Maybe students can be asked about their favourite songs. They will simply liven up or calm down things.

5.6 Teaching language

Songs are a great source of vocabulary building because they consist of authentic linguistic materials. They embed grammatical structures in learner's both conscious and unconscious memory. The artists who regularly sing the songs are native speakers of English. That is why they have good pronunciation and can be a linguistic model for students.

Songs can be used to teach natural pronunciation efficiently. Native singers' pronunciation provides a model for EFL learners. We can easily find songs sung by either American, British, Canadian or Australian singers and let learners choose which pronunciation they would like to imitate.

5.7 Teaching different skills

They can be used when we like to teach listening, writing, reading and speaking skills. A good listening comprehension lays the corner-stone for developing other skills in foreign language learning. But it is also the most difficult among all the language skills. While listening to a native speaker, in most cases we find their speech running smoothly just like a river. Listening to English songs will prepare EFL learners to the genuine English language they are to be faced with.

In creative writing of songs, students are encouraged to create their own lyrics by following the same tune and imitating the format of the lyrical lines of the original song. In the researcher's class, students were quite interested in such new forms of writing assignment and many turned in surprisingly wonderful and imaginative works.

Didactic songs used in a writing activity

The teacher chooses four very different pieces of instrumental music (e.g. some ragtime, a gentle piece of classical music, a stirring tango and a march or brass band).

She/he gives each student four pieces of paper and tell them NOT to write their names or which piece of music they are listening to on them. Then he/she plays each piece of music separately and ask students to write what they see/feel on the pieces of paper as they listen. They do not need to write in sentences – single words are fine, or even pictures are a possible response.

Then, give the students enough time to listen, respond and write. Pin up all the pieces of paper on the class walls and ask students to walk around reading them and decide which piece of music inspired which descriptions. The teacher checks if they were right – though it is not a test – it's just interesting.

In pairs students choose one description that they like – it can be written by one of them, but not necessarily. In pairs they use that as a basis to write a short story or descriptive piece of writing – this time ensuring that they also focus on grammatical correctness. Writing in pairs helps maintain interest and students can share knowledge about vocabulary, grammar and their ideas, and takes the stress out of writing. Also. if the students are writing in class, you can

monitor and help them. Songs can be a good starting point for a discussion or a presentation.

Music as a stimulus for speaking

Visualisation is a tool you can use to help stimulate students' imagination, encourage them to speak to each other and as a preparation for writing. For example, while focussing on descriptive writing, we play some mood-inspiring music in the background.

The teacher asks the students to close their eyes and relax, listening to the music. He/she tells them to 'see' a place in the countryside slowly giving the following prompts: Which country is it? Are there mountains, lakes? Is it green, dry? What is the weather like? What can you see? Are there trees? Flowers? Buildings? People? How does this place make you feel? Etc for at least 5 – 10 minutes, allowing them to completely 'enter' that place.

Then get students into pairs, describing these places to each other. You can give a task, such as - find what similarities your places had. Then we could use this technique for creating a story-line too. After the speaking students could write the description – we'll find descriptive writing richer after this preparatory activity, as they have had

a chance to concentrate on the kind of details that makes writing more interesting.

(<http://www.onestopenglish.com/teenagers/skills/songs/teenagers-songs-6-songs-and-grammar/146793.article>)

5.8 Reviewing material

Music can be used as a background when we review some material because music can improve memory. There are a lot of songs which can be used for revision lessons. For instance, we can make a set of flashcards with words from a song which was taught before and the students' task is to grab the words, give synonyms, antonyms, explain them or make up sentences with those words.

6. Types of songs

6.1 Didactic songs

These are easy songs for learners sorted by grammar or vocabulary areas - used for expanding vocabulary and practice grammar in some structures. These songs help students a lot through repeating some words and phrases. The songs for grammar are used for specific grammar problem.

6.2 Funny songs

They can be sung when children are sad or tensioned for a relaxing atmosphere. They are regularly used for little primary school children and are associated with body movements. They are because they have to correlate words with physical movements.

6.3 Special occasion songs

They can be sung for special occasions and students can sing them karaoke. There are a lot of traditional carols for Christmas which can attract them. Love songs can be learnt for Valentine day and sung in a special moment.

Here are some examples of carols which were used in karaoke mode: *Away in a manger, Silent night, Last Christmas, I need you for Christmas, Rudolf, the red nosed reindeer, Santa Claus is coming to town, Let it snow, Jingle bells, We wish you a Merry Christmas.*

6.4 Thematic songs

They are regularly appreciated by young advanced students and can be a starting point for discussion. It is a good point to start a brainstorming on a specific theme and then to make a plan for an essay.

We and our students are attracted to songs about love: *Take me to your heart, Only love, My love, Love story, I'll be right here waiting for you, Nothing gonna change my love for you, My heart will go on, Because you loved me, This I promise you, I live my life for you, Love of my life, and To love you more*; about friendship: *Thank you my friend, Count on me, To my best friend, Friends are quiet angels, Gift of a friend, and Friend song*; about teachers: *In your hands, Thank you once again, Theme song (2009), In this moment, Forever young*.

6.5 Motivational songs

They can be used listened by teenagers when they have to choose their career or a partner. They encourage them to have a dream and make good choices.

Here is a list of songs which can be easily used for motivation of students: *I have a dream, I dreamed a dream, I*

believe in you, Yesterday's dream, Hero, One moment in time, This world is yours, The impossible dream.

6.6 Energy booster

These are very joyful songs and can energize students when they don't feel well and don't like to involve in any activity. *If you are happy and you know it* is a song which correlates actions and words and can change the pace of a lesson.

6.7 How to use songs

It is a good idea to introduce an instrumental version first without lyrics. If students become familiar with the sound of the music first, they will be more likely to understand the words.

When we are sure that there are new words or phrases in the song, we should make a vocabulary list and go over the words once before we introduce the song. Students can guess the meaning or see the context.

We should expose students to a certain song many times. Within a few days, students will not be able to get the song out of their head! Adding actions enhances language

acquisition and memory.

(<http://www.englishclub.com/teaching-tips/music-classroom.htm>)

7. When to use songs

7.1Pre- teaching activities

These activities are made in order to make them think about the subject of the song, showing them a picture or a title and make them guess what is next.

Pictures

If it is possible, we bring a picture of the performers and have students make up a story about them or we get a picture related to the subject of the song and the students guess about the song.

Vocabulary

The teacher put 8-10 words on the blackboard. Students get up and ask each other the meaning of the words. Then, in groups of 4, they write a quick story using those words. When we play the tape students must shout STOP, any time they hear a new word. They get one point for their team for each correct word which is on the blackboard.

Song strips

The teacher gives one strip to each student to memorize. Then they put the strip into the pocket and try to tell his part to the desk mate. Then while they are listening to the song, they have to stand up and bring their part to the teacher's desk in order.

Questions

The teacher writes up a set of questions around the topic. For more advanced, we can choose two similar songs of a familiar theme and split the class into two teams. Each group has to listen to their song and ask questions. Students listen to the songs. In pairs from both teams students ask questions and their partner has to answer.

(<http://www.eslgames.com/edutainment/songs.htm>)

7.2 While listening activities

Musical drawings: Give each student a piece of paper and some coloured pencils. Tell them that you are going to play some music and you want them to draw whatever comes into their heads. As music is playing, all

students should be drawing. After 20 or 30 seconds, stop the music. Students stop drawing and pass their picture to the person to the left of them in the circle. Play the music again and they continue with the drawing the person next to them had started. Stop the music again, pass pictures on and this continues until the end of the song. When you have finished each student will have a picture that several students contributed to. Then it's up to you what to do with the pictures. They can be used to describe to the group, to write a story about, or to pretend they were a dream the student had last night. The rest of the class can try to analyse the meaning of the dream.

Classic gap-fill: Every language student at some point has been given a song to listen to and the lyrics with gaps in for them to fill in as they listen. This activity is not as simple as it sounds and before making one yourself think about why you're taking out certain words. It may be better to take out all the words in one group, such as prepositions or verbs, and tell students what they should be listening out for. Another option is to take out rhyming words. Don't be tempted to take out too many words, eight or ten is normally

enough. To make the task easier you could provide the missing words in a box at the side for the students to select, or you could number the gaps and provide clues for each number.

Jumbled lines

We write out the song lyrics, but this time jumble whole lines and students have to put them into the correct order while listening to the song.

We may wish to cut up the lines, to make the task easier for the students – or get them to cut up the sheet before the activity. Students can work in pairs.

Spot the mistakes

We write out the lyrics of the song, but make about 20 mistakes e.g. change the tense, write an opposite or synonym instead of the correct word. The students listen.

The first time we ask them to underline the words that are different and the second (or third) time actually write what they hear above the word or phrase that is wrong. After each hearing they can check with each other – in a mixed

ability classroom this ensures no-one is left behind and gets demotivated.

After they have checked that they got the right words, we ask them to go through and see if the mistakes were words or phrases that were the same, similar or opposite in meaning: a good focus on vocabulary and/or grammar.

Comic strip: Songs that tell stories are great for students to make comic strips out of. You have to choose your song carefully and spend time looking at the lyrics with the students and making sure they have understood the main ideas. Lower levels may need guidance as to how to divide up the song into suitable chunks that can be represented pictorially.

7.3 After-listening activities

Discussion: Certain songs lend themselves to discussions and you can use the song as a nice lead in to the topic and a way to pre-teach some of the vocabulary. They can start discussions on a topic or even become the centre of debate. This is especially true of songs that develop a particular theme.

Translation: Although some teachers oppose all use of the mother tongue in the language classroom, some students really enjoy translating lyrics into their own language. If we do ask students to do this ensure the lyrics are worth translating!

Write the next verse: Higher levels can write a new verse to add to a song. Focus on the patterns and rhyme of the song as a group and then let students be creative. If they are successful, the new verses can be sung over the top of the original!

Compare two songs: 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.

Students can ask some questions about the song and change papers with their desk mates in order to answer their questions. Another possibility is to work in groups of four

and after they write some questions on a sheet of paper they can pass their sheets to the next student for getting answers. Or, they can work in two groups and students ask a question. After they finish, they pick up their sheets, shuffle them and pass them to the other team. In turns, alternating teams, they answer the questions orally and get one point for each correct answer.

Send an answer to a character from a song

If students can see a solution to a problem, they can suggest it, writing a letter to a character of the story.

Rewrite as story

Students have to rewrite the story, rephrasing it in their own words. A possibility is to write it in groups and the first group who finishes first is the winner.

Write a story imagined after the song

This is an exercise for developing creativity. Students work in groups or pairs and try to invent a story about that topic and then compare them.

Change words

By changing the underlined words, students have to give synonyms or similar phrases, keeping the same meaning. Students can work individually or in groups to compete and see who is faster.

Invent new lyrics for the melody

This is a creativity exercise and melody can inspire students to write new lyrics and rhyming words. They can write them on the same theme or on a completely different theme.

8. Creative techniques used with songs

8.1 Brainstorming

With evocative titles they can be used for brainstorming vocabulary. Students can make up a story given the keywords from the song.

8.2 Amend the song

Insert wrong words into the song. This can be used with synonyms or antonyms. You could make two versions

changing different words in each so that students can check with a partner.

8.3 Extra words into the song

The teacher gives students worksheets containing extra words. Students' task is to listen and strike out the extra words from their song.

8.4 Ordering the song

The teacher cuts up the song into manageable chunks and students can reorder as they listen. Students order pictures representing the song. Or the teacher splits sentences in two so students must match up the first and second half of sentences.

8.5 Using the text of the song

Give the students true or false sentences from the text of the song. They can tick out true sentences or they can write T (true) or F (false) for each sentence.

Students find synonyms or antonyms in the song to words given on a handout or for the words underlined on the blackboard.

8.6 Bingo

Students select 9 keywords from a selection of about 20 on the board and insert them into a 3 by 3 grid. When students listen to the song, they tick the words off until they have 3 in a row. Using keywords, the students retell the story of the song in a narrative.

8.7 Expand the song

Students can write an extra verse for the song. They can compose a verse perhaps using keywords from an original verse and then compare it with the original. They also can write a letter from or to the singer or a character in the song.

8.8 Pronunciation

Rhyming words can be extracted from the song. Weak forms, contractions and unstressed words are commonplace in song lyrics.

The teacher makes out a survey for students to rate the song from 1-10. We can include questions like: Does this song make you feel happy? Does it make you feel sentimental? How would you rate the lyrics? How would you

rate the tune? Will it be successful? Would you buy it? Would you want to listen again? Is it suitable for background music?

8.9 Song Review

We need at least 20 questions. Students answer the question while or after they listen. Then they can write up a review of the song. If we don't have the facilities to make them listen to different songs this can be a homework exercise. They can do it at home with a favourite song in English.

8.10 Grammar Practice

Structures (especially modals and conditionals) and tenses are often repeated in the song. Blank these out as reinforcement of the grammar. Transfer lyrics from direct to reported speech.

8.11 Colloquial

Students try to find out the meaning of some frequent colloquial words from the song. 'Ain't' and 'gonna' and other

colloquial words are often neglected in lessons and frequently come up in songs.

8.12 Cloze Activities

The teacher blanks out all the verbs, adjectives, rhyming words, etc. Then he/she gives students a chance to predict the missing words before they actually listen. Students must choose from a multiple choice which could be used for synonyms or confusing words. The teacher gives the students the missing words in a jumble on the blackboard.

8.13 Storyboard

All the words are blanked out, one by one, so that students put the song together starting from nothing.

8.14 Music without lyrics

Play a piece of music and students write down any words that come into their heads and explain this to the group afterwards. Students draw as they listen and afterwards explain their picture.

8.15 Rhyming

In pairs students listen for words ending in '-ing', rhyming words, adjectives, etc. and then they play a game saying in turns as many words as they know with that form. The student who can't continue loses.

8.16 Story telling

Students can act out the story of the song. We need a suitable song which contains a story and they have enough time to prepare for this. e.g. 'Don't you want me?' by The Human League. (<http://busyteacher.org/2728-classroom-songs-16-creative-ways.html>)

9. Games with songs

9.1 Gap filling game

The teacher divides the class into small teams and assigns each team a number. On the board, he/she writes the title of the song and then writes up the numbers for the missing words. Then, he/she hands out a copy of the gap fill to each student. Students listen to the song two or three times depending on your student's ability. Students should work on their own the first two times they listen to the song. After we have played the song a second time, we have the students

compare their answers with their teammates. Students discuss their answers, and then play the song a final time. After that, teams take it in turns to write their answers on the board. A team chooses a number, and then a team member comes up to the board and writes the missing word.

The teacher gives the students one point for the correct word, and an extra point for the spelling of the word. If a team spells a word incorrectly, you can ask the other teams to give the correct spelling. If another team manages to give the right spelling, we award them with the spelling point.

The activity continues like this until all the missing words have been written on the board. If the teams are really struggling, we play the song another time. After all the words have been written on the board and the winning team is announced, we can discuss the meaning of the song. We ask the students what they think the song is about and get their ideas and opinions and round off the activity.

(<http://www.teach-this.com/ideas/using-song-gap-fills>)

9.2 Musical flashcards

The aim of the game is to identify words on flashcards while they are listening to a song with those words. This game is great for reviewing vocabulary.

As a preparation, we need a set of flashcards with pictures from a song. We put the set of flashcards in a circle on the floor or on a table. You should have one flashcard less than the number of students in our class.

Students must walk around the flashcards when they hear the music. When the music stops, they have to stand on a flashcard and shout out the word according to the picture on their card. Next, we play some music. The students begin walking around the flashcards. Then we stop again the music. Each student stands on a flashcard and shouts out their word.

If a student fails to say the correct word, the student without a flashcard has a chance to steal the card from the student by giving the correct word. The student without a flashcard is out of the game. Then, we take away another flashcard and play again. The last student left is the winner. (<http://www.teach-this.com/ideas/using-song-gap-fills>)

9.3 Musical Madness

The aim of the game is to practice or review parts of the body. This is a highly amusing ESL game that combines music with learning parts of the body.

Each student in the class chooses a partner (student A and B). Next, all the A students can stand in a circle and hold hands. Then, all B students make a circle surrounding the first circle and hold hands. Then, when they hear some music, the inner circle will move around clockwise and outer circle will move around anti-clockwise. When the music stops, they must find their partner as quickly as possible and touch each other using different parts of the body. Then play the music for a while and then stop it.

The teacher then yells out two parts of the body, e.g. elbow to hand. Students race to find their partner and put one elbow to their partner's hand. The last pair of students to find each other and get into position is out of the game. The students then get back into the two circles. The music starts again and so on. The last pair of students left is the winner.

(<http://www.teach-this.com/ideas/using-song-gap-fills>)

9.4 Word grab

The aim of the game is to listen for words in a song. This is a fun and lively ESL music game to play with your students.

We choose a popular song that your students would like. We pick 15 words from the song and write them down on separate flashcards. Then, we stick each word onto the board. The class is divided into two teams and each of them stands in a line in front of the board. Next, we play the song. When the students at the front of both lines hear a word from the song that is on the board, they race each other to grab the word. Teams win one point for each correct word they grab. Once students have played, they go to the back of the line and the next two students at the front of the line play.

The team with the most words wins. We may have to play the song two or three times until all the words have been grabbed. We can make this game more difficult by putting trap words up on the board. (<http://www.teach-this.com/ideas/using-song-gap-fills>)

9.5 Word snake

The aim of this game is to write words beginning with a certain letter. This is a very simple music game to

play with young learners. For this ESL music game, we will need a ball.

All the students stand up. We play some music and have the students pass the ball to each other until the music stops. When the music stops, whoever is holding the ball has to write a word in English on the board. Then, we start the music again.

The next student, who is holding the ball when the music stops, has to use the last letter of the word on the board to make another word. Example: If a student wrote monkey, the next student would use the Y as the first letter of their new word.

At the end of the game, we should have a long word snake with all the words joined up. (<http://www.teach-this.com/ideas/using-song-gap-fills>)

9.6 Passive voice quiz

When working on the passive voice with your students, we bring in a few well-known songs and ask: Who was that song sung / written by? A great example of the passive voice in use and also drawing in the students' knowledge of the world.

We ask students to get into teams. In their teams they must come up with at least 10 similar questions (they could do some research for homework) about songs.

We can organise a class quiz, where team members challenge each other with questions like: Who were 'Satisfaction' and 'Brown Sugar' sung by? (Rolling Stones) or they could bring in tapes/CDs (if this is possible) or sing a snippet of the song and ask the questions. (<http://www.onestopenglish.com/teenagers/skills/songs/teenagers-songs-6-songs-and-grammar/146793.article>)

10. Example of songs

10.1 *Everything at once* by Lenka

‘Everything at Once’ is a song by an Australian singer-songwriter Lenka (born Lenka Kripac). This song is from her second album *Two* (released in 2011).

Grammar: comparisons, as...as, articles

Vocabulary: animals, adjectives, nature objects, music

Communication skills: making comparisons

Level: Elementary

Teacher’s notes

1. Revise animal vocabulary. You can arrange the revision as an auction (the one who calls an animal wins). For stronger classes you may also practice writing skills (spelling). In this case, divide your students into small groups / pairs. Give them a minute to write down as many animals as they can. Then collect papers and count the

words. The word with a spelling mistake isn't scored. The team (group / pair) which gets more points wins.

2. Make enough copies of the Appendix, p. 38 (one copy for a small group or pair). Cut and hand out the cards. Students shuffle them and put them in a pile face down. Tell your students that they are going to play the game.

Demonstrate it by taking a card and making a sentence, e. g. A mouse is grey (or A mouse is small), A tiger lives in the jungle. Students play the game taking the cards in turns and making sentences. If a student's sentence is correct (s)he collects it. The one who gets more cards in a group is a winner. Monitor the game, correcting mistakes and helping with any vocabulary difficulties.

3. Tell your students that they are going to listen to a song. While listening they should put the cards in order a line they hear the words on them.

4. Play the song. Then discuss the results and impression. Correct order: fox – ox – hare – bear – bird – mouse – wolf – toad – tiger – whale. You may play the recording for the second time pausing it after each 'animal word'.

5. Ask your students to look through the lyrics ignoring the gaps and trying to find one more animal (an insect) mentioned in this song. – Bee. Then do ex. 1.

6. Explain the task for ex. 2. Pay attention that there are some more words in the song which are not included in the ex. 1. Play the song again. Students listen to it filling in the gaps. Check the answers.

7. Introduce as...as structure.

8. Pay attention to articles. Students should find all the as...as structures. Then the students write out all the nouns from these structures into 3 columns: a (an) | the | no article. Find out the difference.

9. To practice as...as play a game. Copy Appendix, p. 39 (one page for a group). Students shuffle word cards and put them in a pile face down. The other pile should contain the picture cards (See 2 above). A student takes two cards: one with a word, the second with a picture. Then (s)he should make a sentence. E. g.: brave / wolf. I am as brave as a wolf (The soldier is as brave as a wolf). If a sentence makes sense the student collects the cards. If not – puts them back. Encourage your class to make more sentences which make sense even in an ironic way. E. g.: small / whale. A

giant (Shrek) is as small as a whale. When your students get familiar to this game, they can write their own words on small pieces of paper and play with them.

10. You may also discuss the poetic language of this song. Why is the sea scary?

11. Students can also try to write their own verse taking the song lyrics as an example.

Extra activity. To provide a revision of comparatives and superlatives make two copies of Appendix, p. 38 for a small group / pair. Cut the cards put them face down. Students in turns take two cards and compare the animals printed on them. Whales are bigger than mice. If a student gets two similar cards (e. g. two whales) then (s)he makes a sentence with a superlative. Whales are the biggest animals in the world. - appendix 1 - (<http://busyteacher.org/14622-songs-to-study-english-2.html>)

10.2 *Our last summer* by Abba

'*Our Last Summer*' is a song by Abba from the group's seventh studio album *Super Trouper*. It was written by Benny Andersson and Björn Ulvaeus. Though it was covered by a number of artists and was used in the musical

Mamma Mia!, this variant of lyrics referred to an original track by Abba.

Grammar: Past Simple, Past Perfect, Past Continuous

Vocabulary: holidays, travelling

Communication skills: talking about holidays

Level: Pre-Intermediate, Intermediate

Teacher's notes

1. Ask students if they have ever travelled, if they travelled this summer, where to. If students are not very enthusiastic to talk about it, let them tell both true and false information (each partner should guess if it is true or not). Find out the most popular holiday destination in the group. Introduce the word 'destination'.

2. Now, ask which holiday destination they think is said to be the most popular one all over the world. Tell them that according to the United Nations World Tourism Organization one of the most popular places to visit is France. Find out what students know about France and Paris. Encourage them to name the most famous sights (considering some pronunciation difficulties they may name these places in their native language first).

3. Tell the class that they are going to listen to a song by ABBA called Our Last Summer. It is closely connected with Paris. Then hand out the worksheets and let your students do Ex. 1 (individually or in pairs). Pay their attentions to the usage of them. Check the answers.

4. Then explain the second task and play the song. Check the answers.

5. Ask students what this song is about. - The heroine recalls her romantic summer in Paris and points how things have changed. Remind students that we use the Past Simple Tense to talk about the past. Revise the key points of this tense. Now, do Ex. 3. Let your students work individually, then check their answers in an open group. You may also ask students to find other past tenses (we had met – Past Perfect; we were dancing – Past Continuous).

6. Look through the words from the box. Explain / translate some of them if needed. Explain that the term flower power became generalized as a modern reference to the hippie movement (you may also mention of student riots in Paris in 1968 - it'll help students understand how dramatically Harry has changed). Then play the song again (twice if needed).

Check the answers. -appendix 2 -

(<http://busyteacher.org/14622-songs-to-study-english-2.html>)

10.3 *The impossible dream*

Aim: to listen to a motivational song and talk and write about success

Students will receive their worksheets and then the teacher will tell them what their task is. They have to listen to the song and fill in the gaps while they are listening for the second time. It is a good start for a discussion about goals and success. The teacher can make some cards with quotes about *dream* and students comment them in their groups. They are divided into groups of four students, take a card and rephrase and discuss the idea from the quote. Then they can discuss their ideas with the whole class and make a plan for an essay.

The first task was to listen and fill in the missing words from the song (see Appendix 3).

After listening and filling the gaps, the second task for students is to answer these questions:

Are there any dreams that you consider to be impossible to reach?

How can you accomplish your dreams?

What is the significance of reaching the unreachable star?

What is the way to succeed in following your dreams?

How can you make your dreams come true?

The third challenge was to rephrase and explain the quotes:

“The future belongs to those who believe in the beauty of their dreams” (Eleanor Roosevelt).

“All our dreams can come true, if we have the courage to pursue them.” (Walt Disney)

“A dream doesn't become reality through magic; it takes sweat, determination and hard work.” (Colin Powell)

“Let your dreams be bigger than your fears, your actions louder than your words, and your faith stronger than your feelings.”

“A dream will never become a reality if you do not wake up and spoil your dreams.”

“It starts with a dream.

Add faith, and it becomes a belief.

Add action, and it becomes a part of life.

Add perseverance, and it becomes a goal in sight.

And it ends with a dream come true.”

After a brainstorming, they wrote some ideas about *success*.

- Dreams are vitally important, getting a perspective in life.
- Setting goals on short and long terms is the next step.
- Working hard in order to achieve something means to turn our plans into action.
- Courage, faith and perseverance are some ingredients for fulfilling our goals.

Comments:

Listening to a song is a very nice way to introduce a new topic. Students liked music and tried to fill in the missing words. Most of the words were known by the students and they could write them after the second listening. There were a few places where we had to stop and rewind the CD so that they could understand the words.

In the second part of the lesson, they worked in groups of four and every team received a quote. Their task was to rephrase and explain it. It was more difficult for the most of them, but each team could say something about it. In turns, they explained the saying to the class. Then, after a brainstorm, they have to write down some idea for an essay. I think this is a wonderful moment for students to be motivated and to learn how to succeed in life. The song is a starting point.

10.4 *You Belong with Me* – Taylor Swift

The aim of the song is to talk about genuine love and what is the meaning of mature love. The song can be

used as a beginning of the lesson and is a motivational start for students while they develop different skills of talking after images, listening and writing.

Procedure: the teacher tells students they are going to see a story without sounds and their first task is to speak about what they see and guess which song is it. Then they are going to see the story and listen to the song. Their second task is to fill in the gaps after they have to listen to the song for the second time (see Appendix 4).

The third challenge is to talk about genuine love. Students have to find some signs of fake and real love in the lyrics of the song. In conclusion, they can have some ideas about an essay called *Love is real*.

10.5 “*Love Story*” -Taylor Swift

The main goal of the song is to introduce the play of *Romeo and Juliet* by William Shakespeare. The theme of love can be debated from Shakespeare perspective.

The procedure:

First of all, students are going to talk about love story of Romeo and Juliet.

Secondly, students listen the song and see the love story two times and then they can try to sing along the song. The next step can be a role play when the class choose a girl to play the role of Juliet and a boy for the role of Romeo and also a storyteller. They read the roles and try to learn the lines.

Lyrics of *Love story*

We were both young when I first saw you.
I close my eyes and the flashback starts:
I'm standing there on a balcony in summer air.

See the lights, see the party, the ball gowns.
See you make your way through the crowd
And say, "Hello"
Little did I know...

That you were Romeo, you were throwing pebbles,
And my daddy said, "Stay away from Juliet"
And I was crying on the staircase

Begging you, "Please don't go"

And I said...

"Romeo, take me somewhere we can be alone.

I'll be waiting; all that's left to do is run.

You'll be the prince and I'll be the princess,

It's a love story, baby, just say, Yes."

So I sneak out to the garden to see you.

We keep quiet cause we're dead if they knew

So close your eyes... escape this town for a little while.

Oh, oh.

Cause you were Romeo - I was a scarlet letter,

And my daddy said, "Stay away from Juliet."

But you were everything to me,

I was begging you, "Please don't go."

And I said...

"Romeo, take me somewhere we can be alone.

I'll be waiting; all that's left to do is run.

You'll be the prince and I'll be the princess.

It's a love story, baby, just say, Yes.”

“Romeo, save me, they try to tell me how to feel.

This love is difficult but it's real.

Don't be afraid, we'll make it out of this mess.

It's a love story, baby, just say, Yes.”

Oh, oh.

I got tired of waiting

Wondering if you were ever coming around.

My faith in you was fading

When I met you on the outskirts of town.

And I said...

“Romeo, save me, I've been feeling so alone.

I keep waiting for you but you never come.

Is this in my head? I don't know what to think.”

He knelt to the ground and pulled out a ring and said...

“Marry me, Juliet, you'll never have to be alone.

I love you, and that's all I really know.

I talked to your dad - go pick out a white dress
It's a love story, baby, just say, Yes.”

Cause we were both young when I first saw you...

10.6 *Can't Help Falling in Love*

The main purpose of the song is learning the grammatical structure *can't help* followed by verb and *-ing* ending.

Lyrics

Wise men say only fools rush in
But I can't help falling in love with you
Shall I stay, would it be a sin?
But I can't help falling in love with you
As the river flows, gently to the sea
Darling so it goes,
Some things are meant to be.

Take my hand, take my whole life too,
But I can't help falling in love with you.

As the river flows gently to the sea
Darling so it goes
Some things are meant to be.

Take my hand, take my whole life too,
For I can't help falling in love with you,
For I can't help falling in love with you.

10.7 *The rose*

The main purpose of the song is listening for metaphorical meaning of love. First of all, students are going to listen for general understanding, then they have to look for specific words, filling in the gaps from the lyrics. Thirdly, they can choose a metaphor they like and comment on it.

Lyrics

Some say love it is a river
That drowns the tender reed.
Some say love it is a razor
That leaves your soul to bleed.

Some say love it is a hunger

An endless, aching need
I say love it is a flower,
And you it's only seed.

It's the heart afraid of breaking
That never learns to dance
It's the dream afraid of waking
That never takes the chance

It's the one who won't be taken,
Who cannot seem to give
And the soul afraid of dying
That never learns to live.

When the night has been too lonely
And the road has been too long.
And you think that love is only
For the lucky and the strong.

Just remember in the winter
Far beneath the bitter snow

Lies the seed that with the sun's love,
In the spring, becomes the rose. (see appendix 5)

Conclusion

In conclusion, we can state that songs can become a useful tool in the process of teaching as they improve students' concentration and memory, they are motivational and fun and they can create a relaxing atmosphere in the class. As Chris Brewer wrote in *Music and Learning*, "Music stabilizes mental, physical and emotional rhythms to attain a state of deep concentration and focus in which large amounts of content information can be processed and learned."

It is recommended to integrate songs in our English lessons as frequent as possible. They should become a part of our language experience, and if we choose and use them correctly, they can be of great value for our students.

Appendix 1

Everything at once by Lenka

1. Match the words and the pictures

Straight___, brave___, sharp___, ugly___,
neat___ scary___

2. Listen to the song and fill in the gaps. Some of them are given in Ex. 1

As sly as a fox, as strong as an ox

As fast as a hare, as _____1 as a bear

As free as a bird, as _____2 as a word

As quiet as a mouse, as big as a house

All I wanna be

Ohohohohhhhh I wanna be

Ohohohohhhhh I wanna be

Is everything

As mean as a wolf, as _____3 as a tooth

As deep as a bite, as dark as the night

As sweet as a ____4, as right as a wrong

As long as a road, as _____5 as a toad

As pretty as a picture hanging from a
fixture

Strong like a family, strong as I wanna be

Bright as day, as light as play
As hard as nails, as grand as a whale
Oh, oh, oh, I wanna be
Oh, oh, oh,ohhhhh, I wanna be
Oh, oh, oh,ohhhhh, I wanna be.
Is everything
Everything at once
Everything at once
Oh, everything at once
As warm as the sun, as silly as fun
As cool as a tree, as _____6 as the sea
As hot as fire, cold as ice
Sweet as sugar and everything nice
As old as _____7, as _____8 as a line
As royal as a queen, as buzzed as a bee
As stealth as a tiger, smooth as a glider
Pure as a _____9, pure as I wanna be
Oh, oh, oh, I wanna be
Oh, oh, oh,ohhhhh, I wanna be
Oh, oh, oh,ohhhhh, I wanna be
Is everything
Everything at once.

Answers

Ex. 1. Straight 5, brave 1, sharp 2, ugly 6, neat 4,
scary 2

Ex. 2. Fast1, neat2, sharp3, song4, ugly5, scary6,
time7, straight8, melody9

Appendix 2

Our last summer by Abba

1. Look at the photos. Match them with the words from the song. Then listen to the song. Arrange the sights in the way you hear.

A _ B _ C _ D _

2. Listen to the song.

2. Look at the lyrics. Put the words in the brackets into The Past Simple. Check.

3. Try to fill in the gaps with the words from the box. Listen and check.

The summer air ____ (be) soft and ____1. The feeling right, the Paris night ____ (Do) it's best to please us. And strolling down the Elyse. We ____ (have) a drink in each café. And you ____ (talk) of politics, philosophy and I ____ (Smile) like Mona Lisa. We ____ (have) our chance. It ____ (be) a fine and true ____2. I can still recall our last summer I still see it all Walks along the Seine, laughing in the rain. Our last summer ____3 that remain. We ____ (make) our way along the river. And we ____ (sit) down in the grass. By the Eiffel tower I

_____ (be) so _____ 4 we had met. It _____
(be) the age of no regret Oh yes. Those crazy years, that
____ (be) the time

Of the _____ 5 But underneath we
_____ (have) a fear of flying, getting old, a fear of
slowly dying. We _____ (take) the chance like we
were dancing our last dance

I can still recall our last summer I still see it all In
the tourist jam, round the Notre Dame. Our last summer
_____ 6 hand in hand Paris _____ 7 Our
last summer Morning croissants Living for the day,
worries far away Our last summer We _____ (can)
laugh and play And now you're working in a bank The
family man, the football fan And your name is Harry
How dull it seems Yet you're the hero of my
_____ 8.

Answers

Ex. 1 A - 3. B - 1. C - 4. D - 2.

Ex. 2 The Notre Dame - 4. The Elysee - 1. The
Seine - 2. The Eiffel Tower - 3.

Ex. 3 Be - was, do - did, have - had, smile -
smiled, have - had, be - was, make - made, sit - sat, be -

was, be – was, be – was, have – had, take – took, can –
could.

Ex. 4 Gaps: warm¹, romance², memories³,
happy⁴, power⁵, walking⁶, restaurants⁷, dreams⁸

Appendix 3

The impossible dream

Lyrics by Joe Darion

To dream the impossible dream
To fight the (1) foe
To bear with (2) sorrow
To run where the (3) dare not go
To right the (4) wrong
To love (5) and chaste from afar
To try when your arms are too weary
To reach the (6) star.

This is my quest, to follow that star
No matter how (7), no matter how (8).
To fight for the (9), without question or pause.
To be willing to march into Hell, for a (10) cause.

And I know if I'll only be true, to this glorious (11),
That my heart will lie will lie (12) and calm,
when I'm laid to my rest.
And the world will be (13) for this:

That one man, scorned and covered with scars,
Still strove, with his last ounce of (14),
To reach the unreachable star.

Answers: (1) unbeatable, (2) unbearable, (3) brave,
(4) unrightable, (5) pure, (6) unreachable, (7) hopeless, (8)
far, (9) right, (10) heavenly, (11) quest, (12) peaceful, (13)
better, (14) courage.

Appendix 4

You belong with me

by Taylor Swift

You're on the phone with your (1) she's
upset,

She's going off about something that you said
'Cause she doesn't get your humor like I do.

I'm in the room, it's a typical Tuesday night.

I'm listening to the kind of..... (2) she doesn't like.

And she'll never know your story like I do.

But she wears short skirts

I wear t-shirts,

She's cheer captain

And I'm on the bleachers..... (3) about the day

when you wake up and find

That what you're looking for has been here the whole
time.

If you could see

That I'm the one

Who..... (4) you.

Been here all along.

So, why can't you see -

You belong with me,

You belong with me?

Walk in the streets with you in your worn out jeans

I can't help..... (5) this is how it ought to be.

Laughing on a park bench thinking to myself,

"Hey, isn't this easy?"

And you've got a smile

That could light up this whole town.

I haven't seen it in awhile

Since she brought you down.

You say you're fine - I know you better than that.

Hey, what you doing with a girl like that?

She wears..... (6),

I wear..... (7)

She's cheer captain,

And I'm on the bleachers.

Dreaming about the day when you wake up and find

That what you're..... (8) has been here the whole
time.

If you could see

That I'm the one

Who understands you,

Been here all along.

So, why can't you see -

You belong with me?

Standing by and waiting at your backdoor.

All this time how could you not know, baby?

You belong with me,

You belong with me.

Oh, I remember you..... (9) to my house

In the middle of the night.

I'm the one who makes you..... (10)

When you know you're 'bout to cry.

I know your..... (11),
And you tell me about your.....(12)
Think I know where you belong,
Think I know it's with me.

Can't you see
That I'm the one
Who understands you?
Been here all along.
So, why can't you see -
You belong with me?

Standing.....(13) and waiting at your backdoor,
All this time how could you not know, baby?
You belong with me,
You belong with me.

You belong with me.

Have you ever thought just maybe
You belong with me?

Answers: (1) girlfriend, (2) music, (3) dreaming, (4) understands, (5) thinking, (6) high heels, (7) sneakers, (8) looking for, (9) driving, (10) laugh, (11) favourite songs, (12) dreams, (13) by.

Appendix 5

The Rose

Some say love it is a (1)

That drowns the tender reed.

Some say love it is (2)

That leaves your soul to bleed.

Some say love it is (3)

An endless, aching need

I say love it is (4),

And you it's only seed.

It's (5)

That never learns to dance.

It's (6)

That never takes the chance.

It's the one (7),

Who cannot seem to give

And (8)

That never learns to live.

When the night has been too lonely
And the road has been too long,
And you think that love is only
For the (9)

Just remember in the winter
Far beneath the bitter snow
Lies (10) that with the sun's love,
In the spring, becomes (the rose).

- (1) a river
- (2) a razor
- (3) a hunger
- (4) a flower
- (5) the heart afraid of breaking
- (6) the dream afraid of waking
- (7) who won't be taken
- (8) the soul afraid of dying
- (9) lucky and the strong
- (10) the seed
- (11) the rose

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Cartea *Teaching English Through Songs* tratează o temă relevantă pentru didactica predării limbii engleze, fiind astfel de real interes pentru toți profesorii din domeniu, indiferent de nivelul elevilor acestora, dar și pentru profesori de alte specialități, care pot adapta tema la specificul domeniului.



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