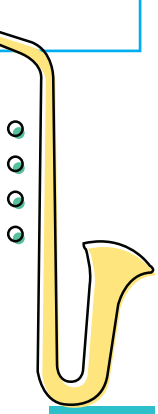

"WORKING WITH SONGS IN THE CLASSROOM"

A STEP BY STEP GUIDE TO DO IT WELL

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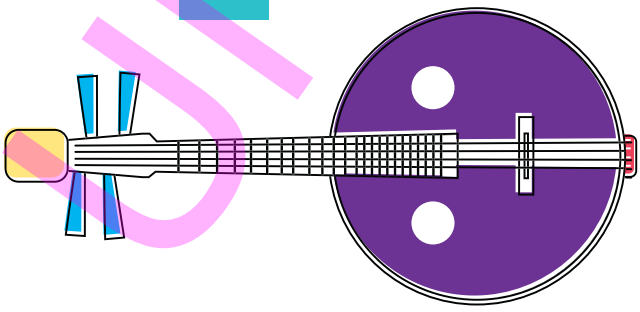

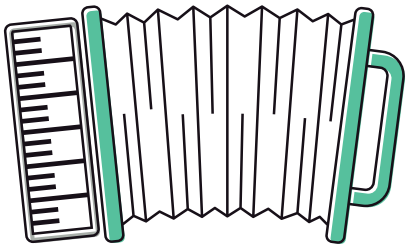

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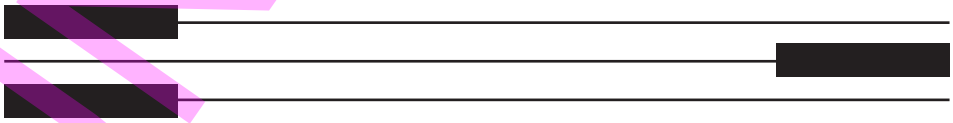

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PROLOGUE

"WORKING WITH SONGS IN THE CLASSROOM"

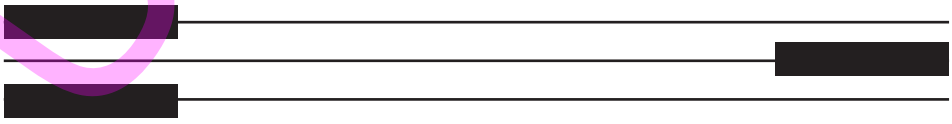
A Step by Step Guide to Do it well

Dear English learners and teachers, welcome to "Working with songs in the classroom" a complementary book that will lead teachers and students through the teaching-learning paths in a different and motivational way in order to meet all the expectations they have about using English songs as a main pedagogical resource.

This book has interesting material that has been developed on the base of daily life English songs which is ready to be used in English classes.

By reading and analyzing the explanatory section of this book, teachers can learn more about this methodology which later allows them to present a different type of classes that keeps students practicing and learning English at a time in an easy and funny way. On the other hand, students will be able to practice English on worksheets with exercises that are different from the traditional ones, which result motivational when working on them. Very soon, learners will notice how their vocabulary, grammar, listening, speaking, reading, and writing skills have improved a lot because they will find themselves able to sing English songs with an excellent pronunciation, which makes them feel confident to keep fluent conversations.

Reaching the goals of understanding and applying English in any communicational process is very satisfactory for students and teachers. That is why this book can be considered as an important investment in the purpose of learning to use English efficiently. So, now start practicing and enjoying English with "Working with songs in the classroom", a book that changes the view of teaching and learning English.



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CONTENTS

ACKNOWLEDGEMENTS v

PROLOGUE

"WORKING WITH SONGS IN THE CLASSROOM" vi

INTRODUCTION xiii

CHAPTER 1 **1**

EMPHASIZING THE EDUCATIONAL CRITERIA TO USE POPULAR ENGLISH SONGS IN CLASSROOMS **2**

DAILY LIFE POPULAR SONGS AS AN EDUCATIONAL RESOURCE 3

What do daily life popular songs mean in the educational context? 3

Elements that teachers must consider when working with songs 4

Criteria to choose appropriate songs with educational features 5

Appropriate genres of songs to consider them didactically useful 6

Educational features of songs 6

English skills and language areas to develop or reinforce 8

- Listening Skill 8
- Speaking Skill 9
- Reading Skill 10
- Writing Skill 10
- Vocabulary 11
- Grammar 11
- Pronunciation 12
- Human Values 12

CHAPTER 2 **13**

DYNAMIC TECHNIQUES TO TEACH ENGLISH **14**

METHODOLOGY TO TEACH ENGLISH BY USING SONGS 15

What has been happening when working with songs? 15

UNEMI 2017

Importance of this methodology 16
Steps to make in this methodology 17
Operational resources 18
Set of worksheets 19
Sequence, objectives, and procedure 22
Design of exercises to develop English areas and skills 26
Instructions, questions, and choices of answers in the exercises 27
Instructions in the exercises 27
Questions in the exercises 28
Choices of answers in the exercises 28

CHAPTER 3 29

HOLISTIC APPROACH ON ENGLISH LANGUAGE TEACHING PROCESS 30

HOW TO DESIGN THE EXERCISES 31

Description of exercises to develop reading comprehension skills 31

1. READING EXERCISES 32

1.1 Yes / No Questions. 33
1.1.1 Yes / No Questions – Sample 33
1.2 Information Questions or Wh-Questions 33
1.2.1 Information Questions or Wh-Questions– Sample 34
1.3 Multiple Choice Questions or Statements. 34
1.3.1 Multiple Choice Questions or Statements – Sample 35
1.4 True or False Sentences. 36
1.4.1 True or False Sentences – Sample 36
1.5 Sentence Completion 37
1.5.1 Sentence Completion – Sample 37
1.6.1 Cross out the Wrong Words 37
1.6.1 Cross out the Wrong Words – Sample 38
1.7 Identify and Correct Mistakes 38
1.7.1 Identify and Correct Mistakes– Sample 39
1.8 Order Sentences in Chronological Sequence 39
1.8.1 Order Sentences in Chronological Sequence – Sample 39
1.9 Infer Information 39

UTEM 2017

1.9.1 Infer Information – Sample 40
1.10 Fill Gap Sentences 40
1.10.1 Fill Gap Sentences – Sample 41

Description of exercises to develop vocabulary 41

2. VOCABULARY EXERCISES 44

2.1 Word Search – Puzzle 44
2.1.1 Word Search Puzzle – Sample 44
2.2 Match Words to Definitions 46
2.2.1 Match Words to Definitions – Sample 46
2.3.Unscramble the Letters 46
2.3.1 Unscramble the Letters – Sample 46
2.4 Write the Opposite 47
2.4.1 Write the Opposite – Sample 47
2.5 Identify and Correct the Word that doesn't fit 47
2.5.1 Identify and Correct the Word that doesn't Fit – Sample 48
2.6 Write the Missing Letters 48
2.6.1 Write the Missing Letters – Sample 49
2.7 Identify the Odd Words 49
2.7.1 Identify the Odd Words – Sample 49
2.8 Write a Synonym 50
2.8.1 Write a Synonym – Sample 50
2.9 Complete a Chart. 50
2.9.1 Complete a Chart – Sample 51
2.10 Criss-Cross Puzzle 51
2.10.1 Criss-Cross Puzzle – Sample 52

Description of exercises to develop listening skills 53

3. LISTENING EXERCISES 54

3.1 Selection of Words 54
3.1.1 Selection of Words – Sample 54
3.2 Identify Sequence of Words 54
3.2.1 Identify Sequence of Words – Sample 55
3.3 Fill Gap Sentences 55
3.3.1 Fill Gap Sentences – Sample 55
3.4 Identify the Wrong Words and Write the Correct Ones 56
3.4.1 Identify the Wrong Words and Write the Correct Ones –Sample 56
3.5 Match the Previous to the Following Parts 56
3.5.1 Match the Previous to the Following Parts – Sample 56
3.6 Identify Sequence of parts 57

UNEM 2017

3.6.1 Identify Sequence of parts – Sample 57
3.7 Identify the Correct Choice 57
3.7.1 Identify the correct choice – Sample 57
3.8 Write the Correct Ending 58
3.8.1 Write the Correct Ending – Sample 58
3.9 Unscramble the sentences 58
3.9.1 Unscramble the Sentences – Sample 59

Description of exercises to develop speaking skills 59

4. SPEAKING EXERCISE 61

4.1 Open-ended Questions – Sample 61
4.1.1 Open-ended Questions – Answer key with suggested answers 61

Description of exercises to develop pronunciation 62

5. PRONUNCIATION EXERCISES 63

5.1 Syllable Stress of Words 63
5.1.1 Syllable Stress of Words – Sample 63
5.1.2 Syllable Stress of Words (Version 2) 64
5.1.2.1 Syllable Stress of Words (Version 2) – Sample 64
5.2 Vowel Sounds in Words 64
5.2.1 Vowel Sounds in Words – Sample 65
5.3 Double Vowel Sounds in Words 65
5.3.1 Double Vowel Sounds in Words – Sample 65
5.4 Consonant Sounds in Words 66
5.4.1 Consonant Sounds in Words – Sample 66
5.5 Silent Letters in Words 66
5.5.1 Silent Letters in Words – Sample 66
5.6 Homophone Words 67
5.6.1 Homophone Words – Sample 67
5.7 Rhyming Words 67
5.7.1 Rhyming Words – Sample 67
5.8 Linking Sounds of Words 68
5.8.1 Linking Sounds of Words – Sample 68

Description of exercises to develop grammar 68

6. GRAMMAR EXERCISES 69

Description of tasks to develop writing skill 70

7. WRITING TASKS 70

UNEVI 2017

Description of projects to develop human values 71

8. HUMAN VALUES PROJECTS 72

CHAPTER 4 73

DESIGNING WORKSHEETS TO TAKE ADVANTAGE OF THE WHOLE POTENTIALITY OF DIDACTIC SONGS 74

SETS OF WORKSHEETS AS MODELS: 75

8.	**WHEN I WAS YOUR MAN - BRUNO MARS**	**76**
8.1	Reading: Bruno Mars Biography	76
8.2	Reading Worksheet	77
8.3	Reading Answer Key	78
8.4	Word Search Puzzle Worksheet	79
8.5	Word Search Puzzle Answer Key	80
8.6	Vocabulary Worksheet	81
8.7	Vocabulary Answer key	82
8.8	Listening Worksheet	83
8.9	Listening Answer Key	84
8.10	Song Lyrics: When I Was Your Man	85
8.11	Speaking Workshee	86
8.12	Speaking Answer Key	87
8.13	Pronunciation Worksheet	88
8.14	Pronunciation Answer Key	89
8.15	Criss-Cross Puzzle	90
8.16	Criss Cross Puzzle Answer Key	91
8.17	Grammar Guideline: Simple Past Tense	92
8.18	Grammar Worksheet	93
8.19	Grammar Answer Key	94
8.20	Writing Tasks	95
8.21	Human Values Projects	95
9.	**ALL OF ME – JOHN LEGEND**	**96**
9.1	Reading: John Legend Biography	96
9.2	Reading Worksheet	97
9.3	Reading Answer Key	98
9.4	Word Search Puzzle Worksheet	99
9.5	Word Search Puzzle Answer Key	100
9.6	Vocabulary Worksheet	101
9.7	Vocabulary Answer Key	102
9.8	Listening Worksheet	103

UNFM1 2017

9.9	Listening Answer Key	104
9.10	Song Lyrics: All Of Me	105
9.11	Speaking Worksheet	106
9.12	Speaking Answer Key	107
9.13	Pronunciation Worksheet	108
9.14	Pronunciation Answer Key	109
9.15	Criss-Cross Puzzle	110
9.16	Criss-Cross Puzzle Answer Key	111
9.17	Grammar Guideline: Simple Present vs Present Continuou	112
9.18	Grammar Worksheet	113
9.19	Grammar Answer Key	114
9.20	Writing Tasks	115
9.21	Human Values Projects	115
10.	**HAVE YOU EVER? – BRANDY**	**116**
10.1	Reading: Brandy Biography	116
10.2	Reading Worksheet	117
10.3	Reading worksheet Key	118
10.4	Word Search Puzzle	119
10.5	Word Search Puzzle Answer Key	120
10.6	Vocabulary Worksheet	121
10.7	Vocabulary Answer Key	122
10.8	Listening Worksheet	123
10.9	Listening Answer Key	124
10.10	Song Lyrics: Have You Ever?	125
10.11	Speaking Worksheet	126
10.12	Speaking Answer Key	127
10.13	Pronunciation Worksheet	128
10.14	Pronunciation Answer Key	129
10.15	Criss-Cross Puzzle	130
10.16	Criss-Cross Puzzle Answer Key	131
10.17	Grammar Guideline	132
10.18	Grammar Workshee	133
10.19	Grammar Answer Key	134
10.20	Writing Tasks	135
10.21	Human Values Projects	135
ANNEXES		136
BIBLIOGRAPHY		**137**
IPA PHONETIC CHART VOWELS		**142**
IPA PHONETIC CHART CONSONANTS		**143**
GLOSSARY		**145**

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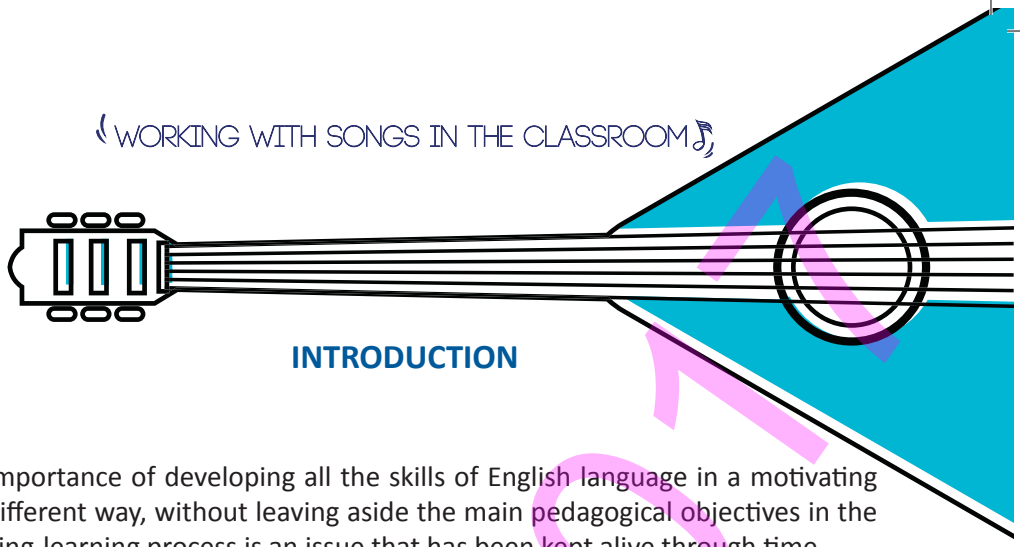

INTRODUCTION

The importance of developing all the skills of English language in a motivating and different way, without leaving aside the main pedagogical objectives in the teaching-learning process is an issue that has been kept alive through time.

Besides, the constant changes of approaches to find a suitable methodology that facilitates this task have allowed trying the application of multiple methodological strategies in the language classes, so that they can go in accordance with the demands of modern education.

When analyzing this background and by responding to this constant evolution, it merges as imperative need the creation of a text that socializes among teachers of English the application of an effective technique for integrated development of English language skills through the design of relevant and motivating material based on the English songs that we normally listen to in our daily lives which definitely result the ones of the students' preferences and likes.

In addition, this text has an important feature as its most valuable strength which is letting know all the necessary elements to consider when planning lessons with songs as a teaching resource, because it constitutes a real guide about how to design this type of material and also how to apply multiple methodological strategies through them. Thus, it is explained in detail and step by step how to design the activities and types of exercises contained in different worksheets and the proper sequence to follow, so that each song can be fully exploited. It is worthy to mention that in addition to the explanations of how to do it, there is a set of worksheets as a model of some activities that can be designed for the development of all the skills and other language areas.

The proposal of this book can be considered essential, as its valuable content will serve to all English language teachers in order to adopt a change of attitude that leads them to accept the challenge of breaking paradigms so that they can be able to offer motivational and interesting classes to take the road to a type of excellent and modern education and in this way to contribute to satisfy the demands of society according to the new trends.

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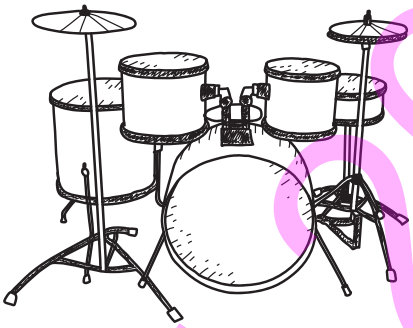

CHAPTER 1

Chapter 1 describes what popular English songs are in the educational context by supporting that description on theories from several authors. It is also mentioned the components that must be considered when teachers work with songs in the classroom as well as the criteria that teachers must have in order to select appropriate songs. In addition, appropriate genres and features of songs to consider them useful are also analyzed. Finally, the skills and areas that are developed and reinforced through this methodology strategy are also described.

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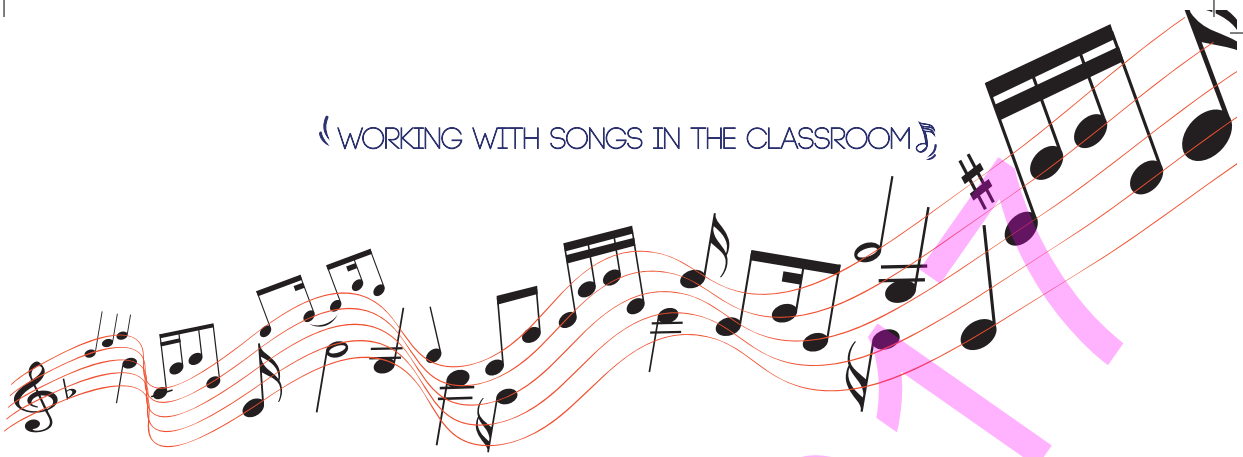


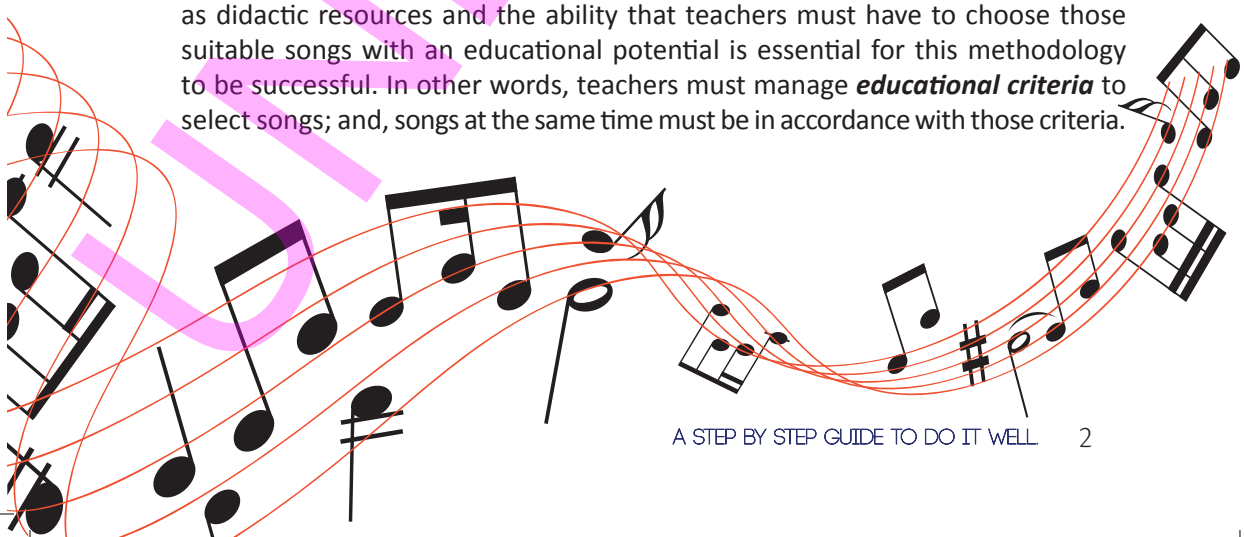
EMPHASIZING THE EDUCATIONAL CRITERIA TO USE POPULAR ENGLISH SONGS IN CLASSROOMS

The fact of using popular songs in the classroom as a resource to encourage students to work with a greater interest is something that makes real sense when the songs that are selected to be worked in class meet the expectation of being useful tools for this purpose.

In the universe of music, there are a lot of songs that are very nice and pleasant to the ears of many people, because in most of those cases, they have a sticky beat and an agreeable music which makes them enjoyable. Even though these kinds of songs satisfy the likes of many people, it must be considered that this is not enough when the main intention is to use them in classrooms with pedagogical purposes. In fact, these songs lack of certain elements that are essential to make them potentially useful as an educational resource.

Therefore, teachers must be very careful when analyzing songs, so that they can be selected appropriately in order to become motivational resources with the aim of developing and reinforcing all the skills and other important areas of the English language.

Consequently, the need that songs count on with specific features to be exploited as didactic resources and the ability that teachers must have to choose those suitable songs with an educational potential is essential for this methodology to be successful. In other words, teachers must manage ***educational criteria*** to select songs; and, songs at the same time must be in accordance with those criteria.



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DAILY LIFE POPULAR SONGS AS AN EDUCATIONAL RESOURCE

WHAT DO DAILY LIFE POPULAR SONGS MEAN IN THE EDUCATIONAL CONTEXT?

Popular songs are poetic compositions accompanied with music to be sung in the classroom and aim various educational purposes. Songs have become a real communicative genre that has a series of components which can be adapted to increase their value due to their academic use, especially in the field of foreign language teaching.

Integrating "English songs" on learning process certainly has advantages such as easy memorizing and consolidation of vocabulary; understanding how to work with pronunciation; language patterns through their repeated use and building motivation through emotional involvement. (Dominikus Baur, Bartholom Steinmayr, Andreas Butz, 2010)

Listening, singing, and learning songs in English language classes are practices of immeasurable didactic value. Lyrics of songs are ideal texts that provide the chance to practice different kinds of listening and oral exercises to improve elements such as: fluency, intonation, and pronunciation.

Consequently, applying songs in the English classroom help the teachers' role because of their cultural significance, so the lyrics of songs become enjoyable oral drills by adding interactive resources to help students' comprehension. Also, these tools improve some attitudes on learning pronunciation. (Farmand, Zahra & Pourgharib, Behzad, 2013)

Furthermore, as an enjoyable academic activity in the classroom, daily life songs are a good alternative to consider, instead of the traditional oral drills that students perceive as repetitive and little motivating ones.

In addition to this, popular songs are important to introduce students to the culture of the countries where English is spoken and/or studied as a second language, as well as those in which it is considered as the native one. Learners have the possibility to identify and share remarkable information of those countries and socialize it among them. By being exposed to this information, learners can analyze and establish a relationship between different countries by comparing and contrasting them to find similarities and differences.

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There are also other reasons that add valuable features to work with this resource. A song may be prone to many interpretations because singers, due to several oral and extra-linguistic elements that are shown in their performances, usually offer listeners true stimuli that enable them to understand the text from the lyrics, which arouses different reactions on learners, so an interaction between the performer and students is easily established. This fact allows that other types of interactions also occur at the moment that people in a class listen to songs and give them their own interpretation; these interactions are not only shown between student-student but also between students-teachers.

Besides, as listeners are not passive people, their feelings should not be ignored because they are usually actively involved in the creation of the lyrics and their own interpretation of their meanings since each person is a different individual, therefore they are not limited to a state of passive hearing when listening to songs but to a more active one.

This active participation focuses in each student's responses during the learning process. Learners usually get to the comprehension of the songs by understanding the messages that are contained in the lyrics according to their personal experiences, relating them to their own world through their past experiences or the ones of people they know, so in this way, they give their own personal meaning to the messages of the lyrics. That is why it is really important that the selected songs that are going to be worked can be the most suitable ones, which in addition must have all the academic features, so that they can be the ones that students like and prefer to listen.

About this issue, two authors state that, it is important to have the opinion of students regarding the type of music that requires listening. So that, each song can be associated with different strategies. (Catterall James & Rauscher Frances, 2008)

ELEMENTS THAT TEACHERS MUST CONSIDER WHEN WORKING WITH SONGS

The success of working with songs as an educational resource depends on some elements that must be considered by teachers before working with popular daily life songs. These elements are:

- Criteria to choose appropriate songs with educational features
- Appropriate genres of songs to consider them didactically useful
- Educational features of songs
- Skills and areas that can be developed or reinforced

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CRITERIA TO CHOOSE APPROPRIATE SONGS WITH EDUCATIONAL FEATURES

Having the criteria for choosing songs to work in the classroom just because they are nice or popular at the moment of working with them does not assure the success for this methodology, it is greatly related to the right criteria that teachers must have in order to choose particular songs whose main features present a real educational potential.

At first instance, the selected songs should be pleasing to meet teachers' likes, so that they are able to externalize and transmit their likes for those particular songs and get the same interest for them from students. Likewise, another very important criterion to be considered is that the songs must have certain features in their music and content of their lyrics to be taken into account that makes it possible to develop all the English language skills, so it is important to analyze if the lyrics have topics that can be useful for designing speaking exercises through questions that encourage discussions and themes to be debated and reported.

Lyrics of educational potential songs also present the possibility to design writing assignments through the application of grammar tenses or patterns that are repetitive in them and that can be taken as models for those tasks. Besides, it is common to find vocabulary words that are related to a specific topic in the lyrics which must be taken advantage to strengthen and expand it through varied types of exercises in the vocabulary worksheets.

In addition, song lyrics have to be more or less compatible with the learners' English knowledge; hence, it is important to include cultural issues using new vocabulary in the classroom to achieve a desired purpose to the benefit of the students. (The effects of songs on EFL learners' vocabulary recall and retention: The case of gender, 2012)

Finally, it is very important to keep in mind, as far as possible that the selected songs must fit the likes and preferences of learners, without leaving aside all the valid elements that were previously mentioned to meet the requirements of a potentially good song, so that it can be considered as an appropriate one for teaching purposes.

APPROPRIATE GENRES OF SONGS TO CONSIDER THEM DIDACTICALLY USEFUL

Nowadays, most young people, young adults, and adults in general prefer and enjoy especially the kind of music they can dance, which is usually full of rhythm and energy. These are elements that certainly identify with the youth of this time. English songs of the different genres such as pop and rock, just to mention

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only two of them as examples, it is not only true that are full of vigor but also most of them lack of clarity in their vocal interpretation since the use of some musical instruments is excessive such as drums and guitars with distorted effects so that it does not allow the understanding of what the singer is saying. Likewise, a lot of them do not contribute with a useful message to be considered for working on an analysis or discussion topics, as they are full of simple, repetitive sentences whose main purpose is to try to match with their beat of its music to make it pleasant to listeners.

These reasons are valid to state that the most appropriate genres to develop these types of activities are the ones of romantic songs and soft pop, which without having the rhythm of rock and heavy metal songs are considered interesting for both the young people and also the adults of any age, since they identify with the messages of their lyrics because these are related to love and daily life experiences; and as love is present at any stage of life, this feeling makes that students easily engage in the learning process. This fact definitely gives teachers the advantage of easily achieving the necessary acceptance and interest from learners to successfully develop all the activities and proposals designed by their teachers.

EDUCATIONAL FEATURES OF SONGS

To find out if a song can be considered appropriate to work with it in the classroom by designing different types of activities, teachers must have good criteria to analyze carefully the content of its lyrics, since this is the one that provides a series of elements or characteristics that serve as a reference or base to plan and create the different exercises according to the class objectives.

As a matter of fact, lyrics permit a revolution in the classroom routine providing entertainment and creating a dynamic working environment where learning could be perceived as relaxing and fun. It also prevents students to be sitting passively and feeling disengaged; so, songs can engender strong feelings and motivation to contribute in discussions or to sing along. (Israel, 2013)

On the other hand, the introduction and use of songs during an English class gives a certain element of emotion because students are allowed to do something different. This tool increases learners' interest helping to get their goals. Through this activity, students definitely increase their fluency and comprehension of English language. (Patel, Pooja & Laud, Leslie E., 2007)

The educational features of suitable lyrics of songs can be defined as follows:

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• The song lyrics must have a topic with a cultural, personal, or social content in order to exploit it holistically, especially in oral production exercises and writing assignments.

• The song lyrics must present sentences in a specific grammar tense or with a grammatical pattern that appears repetitively on more than one stanza, so that they can be taken as models to be developed or to reinforce knowledge of these tenses or patterns.

• The song lyrics must contain a kind of specific vocabulary which can be easily identified or classified into groups or by functions such as: nouns of a specific topic, adjectives of a specific group, regular and irregular verbs, words with the same patterns of syllable stress or with different ones, words with a specific pronunciation pattern, etc. so that they can be worked to expand the vocabulary that students already know or recycle and reinforce the one they have previously acquired.

• The song lyrics must have idioms or informal expressions which can be studied as an important element of this language in order to analyze them and establish which ones are accepted as formal language and which are not, but that are worthy to be studied due to their frequent use especially in spoken language.

• The music must be so clear that allows listeners a good appreciation of what the singer tries to express in their performance. This is possible if in the song it is not used musical instruments that produce sounds which become barriers that distort the voice of the artist.

• The music must be pleasant to listeners and appeal their sensitivity, so that it could be easy to motivate students to be engaged with the teaching-learning process.

• If possible, the song must be popular at the moment of working with it; however this condition can be ignored, and instead of it work with the ones called “classical songs” because most of their lyrics bring elements that are didactically valuable.

ENGLISH SKILLS AND LANGUAGE AREAS TO DEVELOP OR REINFORCE

Working with songs in the classroom gives teachers the chance to develop and reinforce a set of skills or areas of the English language, since when using this resource, not only the listening skill is developed and vocabulary is expanded

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as it has been erroneously thought through times, but with this methodology, it is possible to develop all four language skills: listening, speaking, reading, and writing; and additionally other language areas that are also important in the study of the English language, such as: pronunciation, intonation, fluency, vocabulary, grammar and human values.
Additionally, the holistic development of a foreign language is considered one of the most important factors that must be taken into account in the learning process, so a lot of teachers include songs in their English classes with different characteristics that lead students to activities that are involved not only with the rhythm and music, but also with other elements which have features of didactic songs. Consequently, when teachers present a song focusing on learning strategies, it must be accompanied by appropriate vocabulary and grammar structures according to pedagogical criteria. (Learning, 2007)

Thus, (Yau Hau Tse, 2015) states that, the development of a foreign language skills is clearly connected to the activities that teachers use in the classroom and also to the methodological strategies that are proposed to be used. However, it should be noted that teachers must know how to use songs properly as an enriching strategy to obtain benefits for students.

Listening Skill –

Listening skill is mostly developed based on the fact of listening to songs in a repetitive way, so that the sense of the ear will gradually adapt itself to the different phonemes of the language and at the same time it prepares for the development of the different exercises, which usually requires constant repetition of its parts or verses to work on exercises of identification that involve: words or phrases, sequence of the parts of the songs, discrimination of words by their rhyme or their homophone features, and others.

Therefore, "listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language". (Cameron, 2010).

In the work, *"Teaching Listening Skills to Young Learners through Listen and Do Songs",* the author claims that, students demand for different methods that effectively develop listening skills. For this reason, songs help the learners to practice and develop lis¬tening skills in an entertaining way. (Sevik, 2012)

On the other hand, it is relevant to mention the clue role that distracting words play in these exercises since the similarity of sounds, rhymes, and grammar functions to the words in study, make it a valuable resource in the effort to add to

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them a higher degree of difficulty to solve them, so that the students will require to sharpen this sense in order to discriminate and identify the correct answers from among several options that can fit grammatically in a given context.

Speaking Skill –

Since speaking is considered as one of the most difficult skill to achieve, we must not forget that it should be worked step by step to reach its full development. This is evident when learners are able to express their opinions and experiences related to the topic of the song or any other of the real-life, after a process of analysis and group discussion has been taken, or through the use of techniques such as panel discussions, round tables, debates, or by personal responses and oral reports, etc.

Additionally, through the development of speaking skills, you also have the possibility to improve other skills such as: an accurate pronunciation, intonation and fluency, by being direct partakers when singing songs repeatedly. This fact certainly helps students to create a real environment of confidence to let them feel that they are able to sing naturally and in turn being able to communicate effectively in an oral way.

Consequently, teachers should construct a variation of English speaking activities which motivate students to learn, so they interact in discussion activities, propose solution of problems, and participate in role-playings as meaningful activities in the language classroom. All of these lead students to a better and successful performance in learning English; motivating them to be always active in the classroom. (Oradee, 2012)

Reading Skill –

The opportunity to develop the skill of reading is presented in two parts: one is through reading comprehension exercises based on a summary or biography of the performer of the song. Here, you can exploit all the information about the singer's personal life and career, then design exercises with different types of questions such as: True or false sentences, yes/no questions, Wh-questions, questions for personal opinion, filling gap exercises, exercises to infer information, etc.

The other part is developed when teachers work on reading and analysis of the song lyrics in order to understand its theme or message; here, it is also possible to use the aforementioned types of questions with the aim of controlling the development of reading comprehension process.

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Therefore, teachers must always consider the real value that biographies of singers have because through this resource, they can be able to easily introduce the topic of the song and also engage students to the activities that are proposed when reviewing information about the singer, such as: their place of birth, types of songs they usually sing, the prizes they have won, etc. In other words, this initial information will let students develop multiple intelligences and also encourages interest in learning English language. (www.macmillanenglish.com, 2014)

Writing Skill –

The possibility of developing writing skills is based on how valuable the theme of the song is; and from this, it can be presented a set of assignments or classwork with different types of exercises that encourage students to create pieces of writing such as: articles of opinion and essays to be published on bulletin boards, school magazines, newspapers or journals, creating poems to beloved people, writing formal and informal emails, designing cards and postcards with information in them, etc., all of them taking the theme of the songs as well as the vocabulary and grammatical patterns found in their lyrics.

Furthermore, lyrics of songs also offer teachers the opportunity to take them as reference in order to let students work on other writing exercises such as: creating new verses or stanzas, changing parts or sections, replacing the end of the lyrics by one of their own authorship, etc.

Vocabulary –

Teaching vocabulary is a constant challenge for teachers and students of the English language, and it is true that the academic comprehension improves when students know the meaning of the words that are in the lyrics of songs and feel like they are able to understand and relate them to their own language. Words are the building blocks of communication, so by using the lyrics of songs, students acquire and expand their vocabulary.

Nowadays, learning vocabulary through English songs gives the opportunity to cover several aspects of vocabulary such as: pronunciation, stress, spelling, meaning, and use. (Xiaowei, 2010)

The acquisition and reinforcement of vocabulary makes itself effective by the introduction of new formal and informal language words, and also phrases, and idioms that are in the lyrics of the songs; and from them this lexical can be enlarged by using exercises containing synonyms and antonyms, so that

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students have the opportunity not only to learn new words that the lyrics of the song present, but many more that are somehow related to them.

For this reason, it is advisable that, teachers should consider songs according to the vocabulary and expressions based on the level of students' language, since in some cases, the methodology applied and also the teaching strategies on the contrary are not adjusted to the students learning, which produces demotivation on them. That is why teachers must be careful when analyzing the vocabulary that a song lyrics has in order to decide to work with it or not. (Shen, 2009)

Grammar –

The development of grammar is an essential part of language that cannot be put aside, for which, teachers should analyze the lyrics of the songs, so that they can be the base to take the grammar tenses or patterns that they have and from these, design different types of exercises to strengthen and develop this area. Among these ones, students can: create sentences using grammatical patterns or specific grammar tenses, change sentences from affirmative form to negative or interrogative ones, replace verbs, nouns or adjectives in sentences without altering their original meaning, change sentences from a specific tense to another, etc.

Pronunciation –

Pronunciation can be considered as important as any other language skill since it gives students the confidence they need to be active elements in an oral communication process. On the contrary, if learners do not develop this area, they are likely to resist participating in oral exercises, which finally results in problems of oral communication. This area can be developed by offering students the chance to work and practice the pronunciation of words through different types of exercises such as: identification of words that rhyme, identification of words with the same vowel sound, but with different spelling, identification of words with the same consonant sound, but with different spelling, identification of words that have silent letters, identification of stressed syllables in words, practice of linking sounds in words of a sentence, practice of intonation in sentences, etc.

In this way, songs have become an integral methodology in the experience of teaching the English language; and as such, they are useful tools in foreign language classrooms. They provide an excellent way to improve all language skills and also the learning of the target culture. Music exposes students to a rich

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content, language, and cultures of countries; and also has a tendency to relax the environment by creating a pleasant atmosphere that allows the interaction of students enhancing pronunciation, fluency, and comprehension of the language. (Villalobos Ulate, 2008)

Human Values –

The contents of the lyrics allow students the opportunity to explore the perception they have regarding the use of human values that are directly related to the culture of different countries and work on them with the aim of reinforcing the assumption and application by students. In this way, it can be proposed different types of projects to be developed and presented either in the classroom or outside in order to promote all moral, ethic, and human values and the practice of them. Furthermore, learners can work on the designs of posters, charts for bulletin board contests, work in groups to develop responsibility, tolerance, loyalty, etc., likewise, they can work on case studies about real-life experiences, develop promotional campaigns to assume and apply a specific human value, etc.

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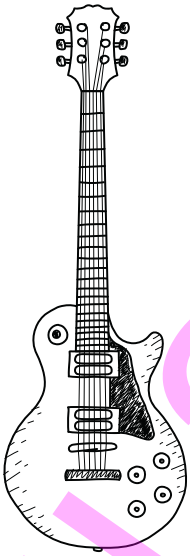

CHAPTER 2

Chapter 2 describes the reality of how teachers have been working with songs and points out what they must do to get better results by applying a holistic dynamic technique through the use of songs. It is also mentioned the steps to apply this methodology to do it well, as well as the operational resources that are needed. In addition, it is fully described the components in a set of worksheets, the skills that each one develops on students, and the ideal sequence that must be followed. Finally, the features of the instructions, questions, and choices to keep in mind when designing the exercises are also defined.

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DYNAMIC TECHNIQUES TO TEACH ENGLISH

The main objective of education is not only to reach the learning outcomes that are established at the beginning of the teaching process but also to offer quality in education. For this reason, a lot of teachers plan their classes by including several methodological techniques that they consider effective to get the planned aims. However, many of them also think of the possibility to offer their students types of classes where motivation is the essential element to obtain the desired results by applying ***dynamic techniques*** in the activities that are developed in their classrooms.

Although, the dynamic techniques have been applied through times in the English classes to encourage students to be involved in the learning process, just a few teachers have considered working with songs to engage learners to be fully involved in the activities that they propose with the aim of developing all the skills and language areas of the English language.

On the contrary, other teachers (which are a great number) who decide to work with songs as an alternative to present different types of classes and vary the monotony in classroom, only use the song material that the series of textbooks bring, which is usually designed with a different approach from the ideal one. It means, this material only focuses on the development of certain skills or language areas and leaves apart the other ones which are also important as essential parts of an integrated teaching strategy.

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METHODOLOGY TO TEACH ENGLISH BY USING SONGS

What has been happening when working with songs?

The use of songs in the classroom is a very important pedagogical resource for teachers, which helps them develop on students all the communication skills in English Language and additionally reinforce other areas. That is why it is necessary to analyze how this methodology has been applied through time and the way it could be improved in order to increase its efficiency by generating higher learning expectations in students when including dynamic teaching techniques which are based on known and common songs.

In the article "Applying English songs and their effects on English language learning", the authors mentioned that the use of songs in English language learning is not a new idea; writers have long been arguing for the use of songs in a context for both their value as exponents of linguistic features and for the motivational interest they produce in language students. (Maridueña, Jacqueline, Ledesma, Brigita, Stagg, Graham, 2015)

It is relevant to mention that the approach which has been applied to develop the different skills of English language has not been appropriate and the results of this methodology have not satisfied the expectations from students and teachers, as it has been applied in a traditional way, which in most cases, it was only used the songs created by the authors of texts. These songs were mainly aimed to reinforce a specific grammar pattern or the vocabulary that was being studied in those specific units of the book and that consequently lacked of a type of music and lyrics that students really enjoy.

Furthermore, it is stated that songs are used for different purposes. Students were interested in learning English popular songs, and this fact made that their learning motivation also increased after engaging in this creative teaching activity. (Yi-Chun Chen & Pi-Ching Chen, 2009)

These facts and the limitation that does not let publishers to use songs by singers of the artistic world have become a serious problem for teachers who want to use songs in their classes and look for this type of material in the textbooks they use, but that unfortunately those books do not have it, because it would be very expensive for publishers having to pay for the copyright to include these songs in their texts. Therefore, the use of songs of their own authorship is the viable alternative that has been adopted. The negative part of this kind of material is that it does not create higher expectations on students because the worksheets do not include types of activities that appeal to learners and that

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can be interesting for them, so they do not generate much interest on students to learning. It is generated by presenting exercises that are related to dynamic activities where free interaction and cooperation among students are involved. Likewise, some of that motivation occurs if the songs that are being used really like to students, that is to say those songs performed by the original singers, which learners enjoy listening to and that in many cases, they identify themselves with the lyrics relating them to their daily lives or their own experiences.

Therefore, it must be left traditional schemes about working with songs that have been applied for a long time and change the point of view in order to apply new teaching-learning techniques that include types of activities and exercises that will definitely be attractive to students such as: crosswords and puzzles to introduce and reinforce vocabulary, exercises of sequence, rhyme, association and discrimination of words or phrases to develop listening skills, analysis of lyrics and its contents to develop the skill of reading comprehension, and personal opinion questions about the lyrics and the themes that they provide to develop oral communication skills, exercises for creating stanzas or changing parts of the lyrics to develop writing skills by using a specific vocabulary, synonyms, antonyms, verbs, etc., which in turn reinforce different patterns or grammar tenses. All of these types of exercises are developed in a different atmosphere from the one that is presented in a traditional or conventional classroom; however, the educational objectives are met efficiently, getting what we know as meaningful learning, since students are building their own knowledge becoming the main actors in the teaching-learning process. (Millington, 2011)

Importance of this methodology

To face the reality that was previously described, it is estimated that the creation and publishing of a book about dynamic teaching-learning techniques based on the use of songs is very important for both the university English language professors and students, as this undoubtedly responds to the requirements of modern education.

As a matter of fact, the use of music in the classroom creates a pleasant atmosphere. Songs and rhymes are very relaxing, entertaining and stimulating. However, music must be consistent with the interests of developing activities where all students can work in harmony in the class. (Becerra Vera, Beatriz & Muñoz Luna, Rosa , 2013)

This text will help satisfying the needs that any higher education institution has about training its teachers in a teaching technique that is effective when getting the educational goals and that on the contrary to many educational resources, demands a little economic investment as one of its main advantages.

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By reading this book, teachers will have better criteria to choose appropriate popular songs from the artistic world that they find mostly useful because of their educational potential by analyzing the texts that are in their lyrics in order to be able to develop their own worksheets later. In the explanatory section of the book, it is widely explained step by step how to design the different types of exercises that can be created and also the skills or areas of the language that are developed through them; and how these exercises fulfill a lot of educational objectives. Furthermore, samples of the different types of exercises are provided right after the explanation of each one, which serve as useful examples to be analyzed and taken as models for the designing of other exercises with other songs.

For these reasons, it is really imperative to remember that song lyrics have linguistic and cultural notions, and it can be helpful to draw students' attention to both of these aspects, so they are useful tools in the learning of vocabulary, sentence structures, and sentence patterns. In addition, songs can be used for a number of purposes such as: to increase motivation and interest, to aid acquisition of language in context, to improve listening skills and even pronunciation through singing. In other words, songs can be considered a valuable pedagogical tool, "singing has also historically evolved as a collective activity". (Engh, 2013)

Steps to make in this methodology

This book aims to provide teachers didactic material that allows them to achieve the educational goals through implementing a series of dynamic activities based on the use of songs. To be successful on this, it is required that they get involved firmly in the reading and analysis of the content in this text in order to get the necessary knowledge that will allow them to have the right selection criteria of the songs that are going to be chosen and later design the worksheets that make up the complete sets for each song, so that they help develop and reinforce all the skills and other areas of the English language.
It is recommended that teachers follow the steps in the way that is proposed in this book to get the greatest advantage from this methodology, which is:

- Analyze the songs that contain educational features
- Choose the songs according to the selection criteria
- Analyze the design of the different types of exercises
- Design different worksheets with their corresponding answer keys

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• Apply the activities presented in the worksheets, according to the sequence that is suggested in this methodology

• Evaluate the answers of the exercises

•Give feedback of the exercises

• Assign tasks of writing or grammar according to what the students need to reinforce

• Assign projects to develop or reinforce Human Values based on the topics of the songs

• Control the development of projects about Human Values

• Check the tasks that were assigned about writing and grammar

• Assess the projects of Human Values

When applying this methodology, teachers play different roles during the process of teaching activities, since they plan lessons, design exercises, guide students, control the development of activities and finally evaluate the whole learning process. Students in turn, take an active role in this process, because they become the main elements in the construction of their own knowledge since the moment they carry out all of the activities that are proposed here.

Operational resources

In order to make it possible to apply this methodology and to get successful results, in addition to the textbook that includes all the worksheets with their corresponding answer key sheets, it is required to count on the appropriate equipment that a laboratory needs to make this place ideal to work with songs.

These operational resources are:

•A well-equipped room with an appropriate sound system, which lets students discriminate and identify the correct choices proposed in the exercises by understanding well the lyrics of the songs.

•A suitable environment with no noise around, which lets develop the classes in a calm and quiet place becoming them very productive.

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•Sets of worksheets to be turned in to students, so that they can be able to work with their own material provided by their teachers. These worksheets are photocopies taken from the section of exercises in this book.

•A set of answer keys for teachers that lets them work with the confidence of doing an excellent work with no chance to doubt or make any mistakes when checking answers of the different exercises.

•A projector that lets students see the answers of the exercises whenever necessary. Another reason to have a projector in this class is to display additional exercises that are linked to the topic that is being presented, so that the theme can be widen as much as the teacher considers it necessary. Finally, a good suggestion to use this projector is to display the videos of the songs that are being worked. These videos can be freely downloaded from internet sites as YouTube or others related to music and that are available with no charge for users.

•A desktop computer with Internet service that lets teachers find websites with material related to the topic that is being studied, so that it can become a useful resource to reinforce these themes.

•A good quality microphone which lets students sing the songs with no distortion of the sound.

•Nevertheless, it is important to remark that if not all the above resources are available, this methodology can be applied in a conventional classroom with just this book, a CD player and the willingness of teachers to do their jobs in a different, but efficient way.

Set of worksheets

Applying this methodology requires the design of worksheets that include a wide variety of exercises which develop and reinforce the different skills or areas of this language.

A set of worksheets to be worked by students with their corresponding answer key sheets for teachers to check answers, and other ones with supporting material is made up of twenty sheets. They all together fully exploit the educational elements of a song. Nine of them contain exercises in blank to be worked step by step according to the sequence that is suggested in this methodology. Eight of them contain the answers of those exercises (answer keys). These sheets become useful tools for teachers when checking the answers

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of those exercises. In this way, teachers do not have to worry about spending time and effort in trying to figure out the answers of the exercises because they are already available. Finally, the other three sheets have necessary information to make three specific activities possible, such as: the singer's biography to work on reading comprehension, the song lyrics, which is used by students for singing purposes and also by teachers as a guide for checking the development of all the exercises, and the last one is a grammar guideline with the explanation and examples of how the grammar that is included in the song works.

A complete set of worksheets with a brief description of their contents, aims, and skills or areas that they approach is listed as follows:

- **Reading – Biography**

  This is a reading sheet containing the singer's biography and that is used as a base to develop the reading comprehension skill.

- **Reading – Worksheet**

  This is a worksheet containing different types of exercises and questions to assess reading comprehension.

- **Vocabulary – Word Search Puzzle**

  This is a worksheet that has a word search puzzle with the words and phrases that are included in the following exercises of the vocabulary worksheet. The aim of this worksheet is to present and introduce this lexical to students in an indirect and funny way through a ludic activity like a word search puzzle.

- **Vocabulary – Worksheet**

  This is a worksheet containing exercises that includes the words and phrases that were presented in the previous activity. The aim of this worksheet is to develop and widen vocabulary, taking as a base the lexical from the song lyrics.

- **Listening – Worksheet**

  This is a worksheet containing a wide variety of exercises to develop the listening skill while listening to the song and be able to identify the correct choices proposed in the exercises.

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•Song Lyrics

This sheet has the lyrics of the song, which is used to develop the phonetic area of this language by letting students improve their pronunciation, intonation and fluency when singing it. Additionally, it is the base or model from which teachers take grammatical patterns or tenses for the future design of grammar exercises and also propose the writing tasks and Human Values Projects.

•Speaking – Worksheet

This is a worksheet that presents a set of open questions about the topic of the song to develop the speaking skill through personal opinion answers. Students have the option to prepare their answers in a written way before reporting them orally.

•Pronunciation – Worksheet

This is a worksheet including exercises of pronunciation that take reference some of the words from the song lyrics to exploit its phonetic. Here, different features of words are explored and analyzed to later let students practice them orally.

•Vocabulary – Criss-Cross Puzzle

This is a worksheet that has a Criss-Cross word puzzle that includes the words and phrases that were used in the previous exercises of the vocabulary worksheet. The aim of this worksheet is to reinforce the definitions of the lexical that was previously learnt.

•Grammar – Guideline

This sheet has the explanation of grammatical patterns and grammar tenses found in the lyrics of the song. The aim of this sheet is to provide to students with visual aids that contain clear and simple explanation of how English grammar works through grammar charts accompanied with sentences as useful examples to be analyzed.

•Grammar – worksheet.

This is a worksheet containing different types of exercises to develop

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grammar. The aim of this worksheet is that students apply the grammar that was analyzed and learnt in the previous sheet, so that teachers can be able to assess the level of learning.

•Writing and Human Values Assignment Worksheet

This is a sheet that presents different assignments to develop writing and also reinforce human values through projects based on the topic of the lyrics.

Sequence, objectives, and procedure

Before applying this methodology, it is necessary to consider that if an appropriate sequence is followed, the process has a great possibility to be a success. Therefore, there are some sheets that are suggested to be worked as the first ones in order to assure the efficiency of this methodology and achieve excellent expected results; however, teachers have the decision whether or not to use all the worksheets, according to their criteria which is related to other factors, such as: objectives they want to achieve, specific skills they want to develop, importance of exercises, available time for activities, availability of resources, among others.

Therefore; and considering these factors, the following sequence is suggested to be followed:

1. Reading Worksheets:

These worksheets have the aims of introducing the song and later develop reading comprehension skill. The introduction of the song is done by asking students short oral questions about the group or singer in order to create expectation on students about the topic of the song and thereby assuring a good development of the future activities that follow in the process. Questions like: the name and nationality of the singer or group that sings the song, if the singer or group is known by students, what kind of music they usually sing, if they have offered shows in Ecuador, etc. are good examples of this aim.

Additionally, the reading comprehension phase occurs through different kinds of exercises and questions about specific details of the singer's life and artistic career that students can find in the text of the singer's biography and work on the reading worksheet.

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2. Vocabulary Word Search Puzzle:

This worksheet has the aim of introducing the vocabulary words and phrases that are going to be studied and learnt by students and that were taken from the lyrics of the song, so that they will deal with the new lexical through a word search puzzle with the purpose of getting to know it and be familiarized with their correct spelling without paying attention to their meanings because this step will be covered in the future vocabulary exercises.

Likewise, the use of crossword puzzles is considered as a vehicle to increase the speed of learning terms and new words, so comprehending vocabulary requires active engagement with related ideas before achieving full understanding through the use of crossword puzzles. This teaching resource definitely helps students on learning new words. (Zapata, Carlos, Manrique, Bell & Fekula, Michael, 2012)

3. Vocabulary Worksheet:

This worksheet has the aim of offering the students the opportunity to find out the definitions and functions of the new words and phrases that were worked in the previous activity, so that students will be able to use them in any other context, likewise, other exercises that include the use of synonyms and antonyms of these words are presented, so learners will have the chance to expand the vocabulary that was just acquired.

4. Listening Worksheet:

The aim of this worksheet is to develop listening skill using the song as the main listening resource. Here, a group of exercises are presented to be worked by students where they have to identify words or phrases, fill in gaps, find out sequence of lines, etc. all of them using the different parts of the song. The repetition of the song parts to solve the exercises, results in the completion of the lyrics to finally listen and sing along the song.

Furthermore, “Listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language”. (Cameron, 2010).

5. Song Lyrics: This sheet has the aim of presenting the lyrics of the song as an important resource for many other activities in the process of developing all the

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English language skills, so that the students can read it while listening to the song and at the same time be able to sing along as many times as they wish. This sheet provides the necessary material to improve the listening skills and additionally other areas of the language like pronunciation, intonation, stress, and fluency.

6. Speaking Worksheet:

The aim of this worksheet is to develop oral communication skills through a set of five open questions about the topic of the song. Here, students have the option to prepare their answers previously to report them orally. These answers are personal opinions and consider the message or moral that the theme of the song offers to take it as a base for their communicational development.

It is essential to mention that the answer key sheet corresponding to the worksheet that is designed for the development of the speaking skill has three suggested answers for every question and they can be used as a guide to possible logical answers that students could respond, since they come from open questions. If the students' answers are not similar to the suggested answers, they should be considered as valid ones because every person thinks in a different way and is able to express their own ideas or opinions. It is important to remark that the main objective in this activity is that students dare to speak, no matter what they say in their answers, or what mistakes they make while speaking, it must be kept in mind that the most valuable fact here is to let students speak freely with all the confidence and without feeling any pressure.

Another reason why there should be developed and presented these suggested answers is that they provide to students useful ideas on how to board the topic to answer these questions appropriately because most of the time they do not know how to organize their ideas and express their opinions to answer them correctly, so if students previously read the suggested answers, later they are going to have better criteria to answer the questions supporting them with good reasons.

7. Pronunciation Worksheet:

The aim of this worksheet is to present and develop pronunciation as a very important area of the English language. Students are exposed to the identification and oral practice of groups of words that have similar phonetic patterns as the ones in the words that are found in the lyrics of the song. During this phase, leaners can work and practice on exercises of: stress, intonation, linking sounds of words, consonant and vowel sounds, etc.; and many times they will have visual aids with the different phonemes that are included in the phonetic chart

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as a reference to be able to associate phonetic symbols to their corresponding phonemes or sounds in order to learn to pronounce them correctly.

8. Criss-Cross Puzzle:

The aim of this worksheet is to reinforce the vocabulary words that were previously learnt by students when working on a Criss-Cross puzzle. Through this activity, they have the opportunity to review the definitions of words and their functions. This knowledge will be the base to be used in the future in other areas of the language.

In addition, it is stated that, ***"crossword puzzles can also appeal to various student learning styles"***, so by using this nontraditional teaching pedagogy, teachers can motivate students to participate in class and enjoy a lot with these activities. (Whisenand, Thomas G. & Dunphy, Steven M., 2010).

In other words, puzzles are considered as active learning tools that can involve learners with useful material. Working with crossword puzzles aims to review vocabulary and categorize areas for further study in a funny way.

9. Grammar Guideline:

The aim of these sheets is to provide students knowledge about specific grammar topics through a brief, but clear explanation of the main grammatical patterns and grammar tenses that are included and constantly repeated in different parts of the song lyrics. In the first sheet, charts that show how English grammar is used accompanied with sentences as examples are presented to be analyzed and studied by students. So that they can count on appropriate material as a reference to be checked before solving the exercises that will be proposed in the next grammar worksheet. When working on this sheet, teachers not only encourage students to read that information, but also guide them in the grammar analysis. It is worthy to mention that in this explanatory sheet (Pg. 10 th.) there are no tasks assigned to students.

10. Grammar Worksheet:

Consequently, the grammar development phase occurs when students work on this sheet by solving different types of exercises applying the knowledge they checked and analyzed in the previous sheet, the grammar topic is the same as the one that shows up in the song lyrics. Teachers have the decision to assign this activity as classwork or homework to later check the assigned task in class as

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feedback, and verify if the grammar topic was really learnt by students.

11. Writing and Human Values Worksheet:

The aim of this worksheet is to present some tasks to develop writing skills and also to strengthen human values by taking the topic of the song as an essential material to work on them.

These assignments can be done in class or as homework; consequently, teachers have some options to choose which ones are the most suitable tasks for students to work on, according to their criteria that can be related to different factors that for sure are going to be different in each case. The idea of counting on different assignments is that this material offers multiple choices that lead the development of writing and reinforcement of human values in different ways. Therefore, students can work on writings like: descriptive and persuasive essays, formal and informal e-mails, formal and informal letters, compositions, magazine and school newspaper articles, etc.

Likewise, in order to reinforce human values, learners have some choices to work on either individual or group projects where they can: design cards including poems and acrostics, charts for bulletin boards, banners for different campaigns to appeal the strengthen of ethic and human values, collages, etc.

After having worked on all the worksheets that were previously described in this methodology, the whole process will have been completed since all the different stages will have been covered, which definitely will assure the development and reinforcement of all the language skills and its different areas and components that help and complement the correct use of this language in a real process of communication.

This methodology for sure not only contributes to the motivation of students to be decisively involved in the English learning process, but also offers to teachers a wide variety of possibilities to count on in order to focus their teaching methodology in a different way, becoming a useful resource and their main tool to be successful when presenting their classes.

Design of exercises to develop English areas and skills

The production of several types of exercises in the different worksheets is the main element to consider in this approach; therefore, it is of a vital importance to keep in mind that the variety of exercises becomes the main key for the

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successful implementation of this methodology.

It is for this reason that the explanation about how to design a wide variety of exercises considering their pedagogical objectives in order to exploit all their didactic potential will be described step by step with the aim that teachers can learn all about the methodology of working with songs and be able to produce their own worksheets. That is to say that the design of all the possible types of exercises to develop each skill or area of the English language will be described and presented with their corresponding examples to be analyzed and taken as a reference when teachers design their own material.

To achieve this goal, the lyrics of the song "When I was your man" which is sung by Bruno Mars will be used, as well as the information from his biography with some details about his life and career. Also, the topic of the song will be used to design the questions to develop speaking skills. So, different words, phrases, parts, and stanzas of the lyrics are taken with the aim of counting on the necessary material to create all the possible types of exercises for all the worksheets that this methodology proposes.

Instructions, questions, and choices of answers in the exercises

Instructions, questions, and choices of answers in the exercises play a fundamental role in the applying of this methodology and they must be stated considering some features that assure the successful development of the activities. Therefore, students will know clearly what to do and what to choose from the different choices as their responses.

Instructions in the exercises

In this way, instructions should be: short, clear, and concise. This means that teachers have to state them with these characteristics to let students understand with no trouble what their task is just by reading them.

Instructions must be short because too many words in an instruction usually causes that students get lost of the real procedure of the activity. Instructions must be clear by using simple and common words for students, so that they can understand them easily. Instructions must be concise, with specific explanation of the task to avoid that students get confused.
Questions in the exercises

On the other hand, questions also have to be carefully thought to be really useful

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in the exercises. First of all, they should include the grammar tenses and words that students already know. Second, questions must not be ambiguous; it means that they ought to be specific and there has to be only one correct answer for each one.

Choices of answers in the exercises

Finally, the choices must have some characteristics to make them much more useful, so they might be similar, but logically something must be different among them. If the alternatives are just words, if possible they must have the same function to be considered as good distractors, so that all of them can fit grammatically in the sentences as possible answers, which definitely adds a higher degree of difficulty to the exercise forcing students to analyze well the choices before selecting the correct answer.

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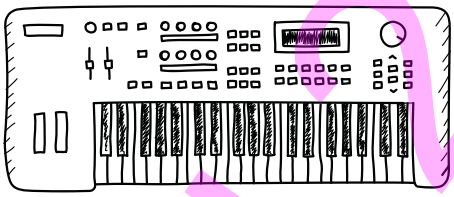

CHAPTER 3

Chapter 3 deals with the proposal of a type of methodological strategy with a ***holistic approach***, which considers applying teaching activities that uses several types of didactic materials and resources that include important elements in the learning process with the aim of seeking the development of skills, the construction of new knowledge, and also the personal growing of students for the transformation of societies.

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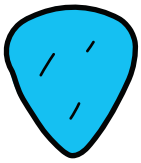

HOLISTIC APPROACH ON ENGLISH LANGUAGE TEACHING PROCESS

Proposing a holistic approach on English language teaching is a trend that has been mostly applied lately in order to obtain better results on the cognitive development of the human being, which it is said that it must be integrated; it means that it should not only focus on the development of all the areas of the language, but also on the general growing of people by including some important aspects related to knowledge, as well as the emotional, mental, and spiritual parts.

As it is well known, people acquire knowledge in several ways, these forms of learning are close related to the multiple intelligences that people have, and as a result of this, nowadays some teachers apply a wide variety of methods and strategies of teaching in order to reach the planned learning outcomes and also meet the needs of students about their learning purposes.

In addition, holistic means considering a whole thing or being to be more than a collection of parts; in other words, to see the whole of something or someone entirely; and its complexity is given by focusing on the interaction between their components, which is not possible to appreciate if it is studied by parts. The idea of something "holistic" is characterized by the comprehension of all the connected parts and understands them just by the reference as a whole. Nowadays, "holistic" is a trend that is emerging and being validated by many experts in different areas of knowledge, so that it is possible the spreading of information as well as the development of all the areas of the human being.

South African philosopher, Jan Christian Smuts (1870-1950), claimed that, rather than matter, life and mind can be seen as separate domains they should be seen as greater emergent wholes based on a greater complexity that consequently makes interpenetrate each other.

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HOW TO DESIGN THE EXERCISES

DESCRIPTION OF EXERCISES TO DEVELOP READING COMPREHENSION SKILLS

To develop or reinforce reading comprehension skills, the singer's biography is essential, because it is used as the main source of information to design these exercises. Therefore, for reaching this goal, the following types of exercises can be useful:

1. Yes / No Questions
2. Information Questions / Wh – Questions
3. Multiple Choice Questions or Statements
4. True or False Sentences
5. Sentence Completion
6. Cross Out the Wrong Words
7. Identify and Correct Mistakes
8. Order Sentences in Chronological Sequence
9. Infer Information
10. Fill Gap Sentences

To describe all the possible types of exercises, their objectives and other elements that must be considered to develop reading skills, the biography of ***Bruno Mars,*** who is the singer of the song ***"When I was your man"*** will be used and taken as a model. However, it should be kept in mind that even though it will be carefully explained how to create all the types of possible exercises from the list above, it is recommended to choose designing just three or four kinds of them in each reading worksheet of the different songs, trying with this to present a constant variation of exercises that includes a suitable combination, in order to offer students different options to work on and not be repetitive with the same kind of exercises for all the songs. In this way, learners can find the activities as really motivating and engaging; and, as a result it could be really productive to develop and reinforce the reading skills.

The following page includes a summary with the biography of Bruno Mars with the most important information about his personal life and professional career. It is presented in the same way as it must be designed for the set of worksheets, considering including a picture as well as the information.

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8. Song: WHEN I WAS YOUR MAN By: Bruno Mars

READING: BRUNO MARS BIOGRAPHY

Bruno Mars, whose real name is Peter Gene Hernandez was born on October 8, 1985 in Honolulu, Hawaii, USA. He began working on music since he was very young. After graduating from high school, he moved to Los Angeles to continue his musical career that later allowed him to work as a record producer, choreographer, songwriter, and singer.

His debut studio album, Doo-Wops & Hooligans was launched in 2010. From this album, three of his hits were positioned on the U.S. Billboard Hot 100 chart-topping singles "Just the Way You Are" and "Grenade", as well as the number-five single "The Lazy Song". His second album, Unorthodox Jukebox, released in 2012, reached number one position in the United States. The album included the international singles "Locked Out of Heaven", "When I Was Your Man" and "Treasure".

Mars has received many awards and nominations, including two Grammy Awards and was named one of Time's 100 most influential people in the world in 2011. In December 2013, he was named "Artist of the Year" by Billboard. Throughout his singing career, he has sold over 100 million singles and albums worldwide, making him one of the best-selling artists of all time. However, as a performer, writer and producer his total sales surpass 130 million records worldwide. Five of his singles are counted among the best-selling singles of all time. Mars has landed five number-one singles on the Billboard Hot 100 since his career launched in 2010, faster than any male singer since Elvis Presley.

According to International Federation of Phonographic Industry (IFPI), "Just the Way You Are" and "Grenade" are two of the most sold singles digitally of all time, with sales of 12.5 million and 10.2 million, respectively, contributing for Mars to become the biggest selling artist of 2012. His songs "Just The Way You Are", "Grenade", "Locked Out Of Heaven" and "When I Was Your Man" have each sold over 4 million digital copies, making him the first male artist to do so as a lead singer.

Source: https://en.wikipedia.org/wiki/Bruno_Mars

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1.1 Yes / No Questions.

These are simple and textual questions about any part of the reading. They have two alternatives to choose "Yes / No" as answers. Through these questions it is possible to know if the students understood the information in the text just by accepting or denying what is asked in the questions.

Moreover, in addition to understand the text, these questions can be used to reinforce the correct way of responding by using short answers in different grammar tenses. This fact encourages students to beware when using the correct auxiliary verbs in short answers according to the grammar tenses of the questions. However, sometimes it is possible to ask students to complement their responses by including the correct information to negative answers.

1.1.1 Yes / No Questions – Sample

Read the text and answer the questions. Use short answers. (Optional: Write the correct information to the negative answers).

1. Is Bruno Mars a record producer, choreographer, songwriter and singer?
Yes, he is.
2. Did the album "Unorthodox Jukebox" reach number one position in the Billboard chart in 2012?
No, it didn't. (It reached that position in the USA)
3. Was the song "When I was your man" included in his first album?
No, it wasn't. (It was included in his second album)
4. Has Bruno Mars won the Grammy Awards for three times?
No, he hasn't. (He has won the Grammy Awards for two times)
5. Has "When I was your man" sold over 14 million digital copies?
No, it hasn't. (It has sold over 4 million digital copies)

1.2 Information Questions or Wh-Questions

These questions assess reading-comprehension skills by requesting textual information about specific details of the reading. They use "Wh-words": what, where, when, why, who, which, and how; as well as phrases with "How + adj". In addition to understanding the text, these questions can be used to reinforce the correct use of long answers in different grammar tenses, implying the correct use of auxiliaries and main verbs according to those grammar tenses.

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1.2.1 Information Questions or Wh-Questions– Sample

Read the text and answer the questions. Use long answers.

1. What's Bruno Mars' real name?
It's Peter Jane Hernandez.

2. Where was he born?
He was born in Honolulu, Hawaii, USA.

3. When did he start his professional career?
He started his professional career in 2010.

4. Why did Billboard name him "Artist of the year" in 2013?
Because he had sold over 100 million singles and albums worldwide.

5. How many of his singles are considered as the best-selling ones of all time?
Five of his singles are considered as the best-selling ones of all time.

1.3 Multiple Choice Questions or Statements.

This type of exercise can be designed by presenting questions with several alternatives as answers from which only one is correct. Another option is to present incomplete statements that also have some choices as possible answers with a minimum variation in the information that they have among them with the aim of adding a higher degree of difficulty to the exercise, so that students must be concentrated on their task and read the information carefully to be able to choose the correct answer.

It is remarkable to mention that either of the two ways that this exercise can be presented, both of them evaluate reading-comprehension skills through multiple choice answers. So, students only have to circle one alternative to select the correct one. An advantage of designing this kind of exercise is that it makes it possible that teachers save time when grading the worksheets.

In the following example, the exercise will be presented through a table with the two ways of design, as questions and as statements using the same information in them and also in the alternatives that are in the group of answers in order to demonstrate teachers that it is possible to design this exercise in the two forms and that it is decision of teachers to choose which one is the best for their students or it is easier for them to design.

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1.3.1 Multiple Choice Questions or Statements – Sample

Read the text and circle the correct answers.

Multiple choice questions	Multiple choice statements
1. When was Bruno Mars born? a. September 8, 1975 ***b.*** October 8, 1985 c. November 8, 1995	1. Bruno Mars was born on… a. September 8, 1975 ***b.*** October 8, 1985 c. November 8, 1995
2. What does Bruno Mars do? a. Record producer, choreographer, dancer, and singer b. Record producer, choreographer, songwriter, and actor ***c.*** Record producer, choreographer, songwriter, and singer	2. Bruno Mars is a…… a. Record producer, choreographer, dancer, and singer b. Record producer, choreographer, songwriter, and actor ***c.*** Record producer, choreographer, songwriter, and singer
3. Where did Bruno Mars move after graduating from high school? a. New York b. Chicago ***c.*** Los Angeles	3. After graduating from high school, Bruno Mars moved to… a. New York b. Chicago ***c.*** Los Angeles
4. How many singles and albums has Bruno Mars sold worldwide? ***a.*** Over 100 million b. Over 150 million c. Over 200 million	4. Bruno Mars has sold a lot of singles and albums worldwide, that is to say.. ***a.*** Over 100 million b. Over 150 million c. Over 200 million
5. What are Bruno Mars' total sales of records worldwide as a performer, writer and producer? a. Surpass 110 million b. Surpass 120 million ***c.*** Surpass 130 million	5. Bruno Mars' total sales of records worldwide as a performer, writer and producer…….. a. Surpass 110 million b. Surpass 120 million ***c.*** Surpass 130 million

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1.4 True or False Sentences.

These are affirmative or negative statements about the information in the text, and they have two alternatives for their responses, "True / False". The aim of this type of exercise is to assess the students' reading-comprehension in a simple way by identifying if the information in the sentences is true or false.

In this type of exercise, teachers can make a variation of the statements, and present them a little different from the way they are in the text or by using synonyms and antonyms. That is to say, if the statements are in affirmative form in the text, they can be presented in negative form in the exercise or vice versa, but keeping in mind not to alter the original meaning or content of the sentences. Therefore, if students are able to identify pieces of information as "True" or "False", even though the statements could be presented in a different way from their original form, the goals of developing reading comprehension skills efficiently will be reached. It is important to mention that for a sentence to be true, it must be totally true, if it is partially true, then the answer is false. Teachers can use this element to present tricky sentences in order to let students work a little harder to figure out the correct answers.

Additionally, these exercises are very practical and also offer teachers the advantage of saving time when they grade this task.

1.4.1 True or False Sentences – Sample

Read the text and mark the sentences in the boxes as True (T) or False (F).

	TRUE	FALSE
1. Bruno Mars began working when he was young adult.		F
2. B. Mars moved to Los Angeles to continue his music studies.		F
3. "When I was your man" was a hit in Mars' second album.	T	
4. Three of Mars' singles are counted as the best-selling singles of all time.		F
5. Four of Mars' singles have sold over 4 million digital copies.	T	

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1.5 Sentence Completion

In this exercise, incomplete sentences are presented; the missing information could be in the beginning, middle or end of the sentences, so that students must complete them with the corresponding parts or phrases according to the original text.

The level of students' reading comprehension is controlled by considering including the most relevant information from the text in order that they can understand the main content in a better way.

1.5.1 Sentence Completion – Sample

Read the text and complete the sentences according to the original text.

1. Bruno Mars ***was born on*** October 8, 1985 in Honolulu, Hawaii, USA.

2. Bruno Mars began working in music since ***he was very young***.

3. ***His second album,*** Unorthodox Jukebox, reached number one position in The United State .

4. The album included the international singles "Locked out of heaven", ***"When I was your man"***, and "Heaven".

5. In December 2013, he was named ***"Artist of the Year"*** by Billboard.

1.6 Cross out the Wrong Words

This type of exercise has sentences including words that are similar in function, but at the same time different in meaning from the ones that are in the text. These are the "Wrong words", making sentences be incorrect according to the original text.

These words may be in the beginning, middle or end of the sentences, so the main aim of working with this type of exercise is that students must read the text carefully to be able to understand it and this fact allows them to identify the wrong words to cross them out.

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One relevant aspect to consider when designing this exercise is that the "wrong words" that are used in these sentences mustn't be similar in meaning, but have the same function "noun, adjective, verb", etc., so that they can perfectly fit in the sentences and serve as real distracting words which add a little degree of difficulty to the exercise. Another strategy to use the "wrong words" is to consider changing the form of the sentences from affirmative to negative or vice versa, or by using antonyms of the original words.

One option to consider when students work on this exercise is that teachers may ask students to report the correct information of sentences orally to say why they are the wrong words.

1.6.1 Cross out the Wrong Words – Sample

Read the text and cross out the wrong words. Say the correct information.

1. Bruno Mars has won the Grammy Awards for ***five*** times.

2. Bruno Mars' first studio album was launched in ***2012***.

3. Bruno Mars was named "***Producer*** of the Year" in December 2013.

4. "Just the way you are" and "Grenade" ***aren't*** two of the most sold singles of all time.

5. Four of Bruno Mars' songs have each sold more than ***4 billion*** digital copies.

1.7 Identify and Correct Mistakes

This model of exercise is similar to the one described above because it presents sentences with phrases that make the information in them becomes incorrect in relation to the original one in the text. The difference is that this time students must identify and circle it to later correct the wrong one by writing the correct words or information at the end of the sentences.

Similarly, as in the previous exercise, teachers must use the same criteria related to the location of the wrong information in the sentences and also the features of distracting words in the sentences to make them more difficult to solve by students.

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1.7.1 Identify and Correct Mistakes - Sample

Circle the wrong information and write the correct one on the lines.

1. Bruno Mars' real name is Peter Parker Fernandez ***Peter Gene Hernandez***

2. Bruno Mars was born in England. ***USA***

3. "When I was your man" reached number one position in 2010. ***2012***

4. According "IFPI" "Just the way you are" and "Grenade" are two of the most listened songs of all time. ***sold singles digitally***

5. In 2012 Mars became the biggest selling songwriter. ***artist***

1.8 Order Sentences in Chronological Sequence

In this type of exercise, a group of sentences that are in a different sequential order from the original text are presented. Students must identify the correct sequence of events that the sentences describe and number the boxes that are to the left of them by assigning the correct number according to the chronological order that they occurred.

1.8.1 Order Sentences in Chronological Sequence – Sample

Read the text and number the sentences 1 – 5 in the boxes in chronological sequence.

(3) a. Mars' studio album was released in 2010.

(5) b. Four of his songs have each sold over 4 million digital copies.

(1) c. B. Mars was born in 1985.

(4) d. Mars has sold over 100 million singles and albums worldwide.

(2) e. B. Mars began working in music since he was very young.

1.9 Infer Information

This type of exercise presents sentences which are incomplete in their initial, intermediate or final parts with a little variation in relation to the way they are stated in the original text because they describe the same information by using synonyms, other words or phrases that are not used in the text; however, this different form of describing the information do not alter the original context.

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The aim of this practice is that students learn to infer some information that is implicit in the text, even though it is presented in a different way, to later be able to complete the sentences. It should be noted that in all the cases, the correct information may be expressed in some possible ways, and it is the teacher who must discern among the different responses to accept any possible answer that fits or matches the textual information to be considered as correct or incorrect. In the following examples, only in the first sentence it will be given three possibilities to state the sentences with their corresponding possible correct answers. In the other sentences, it will be only one model of statement and their possible correct answers are separated by a slash.

1.9.1 Infer Information – Sample

Read the text and complete the sentences with words or expressions that fit according to the original information.

1. a. At the moment, Bruno Mars is ***Thirty one*** years old.
   b. ***At the moment / By now***, Bruno Mars is thirty one years old.
   c. At the moment, Bruno Mars is thirty ***one years old*** .
2. He spent ***his childhood / some years of his youth*** working on music.
3. One of his great ***songs / singles / hits / records*** from his second album was "When I was your man".
4. Bruno Mars has been honored ***twice / many times*** with important awards like the Grammy".
5. ***22.7 million*** of sold singles digitally is the total of two of his hits in 2012.

1.10 Fill Gap Sentences

This type of exercise presents statements with a missing word in their beginning, middle or end, so students must complete them only with one word in each space according to the original text.

Similarly, as in the previous exercises, at the moment of designing the sentences, it must be considered to include the most important or clue words of the reading to be completed in the gaps, so that their use contribute to the reading comprehension of students.

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1.10.1 Fill Gap Sentences – Sample

Read the text and fill in the gaps with the correct words.

1. Bruno Mars' ***real*** name is Peter Gene Hernandez.
2. Bruno Mars began working on ***music*** since he was very young.
3. Bruno Mars ***moved*** to Los Angeles to continue his musical career.
4. In 2010, he ***launched*** his debut album studio.
5. Three of his hits were positioned on the U.S. Billboard Hot 100 ***chart-topping*** singles.

DESCRIPTION OF EXERCISES TO DEVELOP VOCABULARY

The introduction, incorporation and reinforcement of new words and their meanings is essential for students of a foreign language like English, because it constitutes the base for the construction of ideas that makes students establish a real process of communication either in an oral or written way.

It should be considered that the use of large vocabulary allows learners to perform more easily and more efficiently in any of the activities designed to develop all the language skills.

Therefore, the process of introduction, incorporation and reinforcement of new vocabulary should be done carefully and progressively, in order that it can be permanently useful in any context that students need to use it in the future.

For the description of how to design exercises of vocabulary, the lyrics of the songs are used as the source that provides the new words and phrases. By taking this new lexical, a wide variety of exercises is designed which makes it possible to assess the level of understanding and applying of these words by students. Besides, the incorporation of these new lexical not only offers the opportunity to extend that vocabulary through the use of synonyms and antonyms but also provides learners the chance to be exposed to a permanent recycling of the vocabulary that they already know.

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It is remarkable to mention that likewise as in the exercises designed to develop reading comprehension, it should be considered to create worksheets with different types of exercises in order to present the best possible combination of them, so that students find interesting the range of activities, becoming them significantly productive and helpful to accomplish the goals of introducing, incorporating, and reinforcing new vocabulary from every song.

Similarly, it is important to mention that as it is not possible to use all types of exercises described below in one worksheet, it should be included some of them in the vocabulary worksheet of a song, and other types in a different song. However, the activity that must always be present in all the worksheets is the one that matches the words to their definitions because the main goal in these tasks is that students learn the new vocabulary words, so they will have to know well what the words mean to be able to use them appropriately in any future context.

Accordingly, to introduce, incorporate, and reinforce new words and phrases, the following exercises are useful to achieve this purpose:

1. Word Search Puzzle
2. Match Words to Definitions
3. Unscramble the Letters
4. Write the Opposite
5. Identify and Correct the Word that Doesn't Fit
6. Write the Missing Letters
7. Identify the Odd Words
8. Write a Synonym
9. Complete a Chart
10. Criss-Cross Puzzle

For a detailed explanation about how to design the exercises and all the elements that have to be considered for it, the lyrics of the song "**When I was your man**" that is sung by Bruno Mars will be used as a model.

In the lyrics there are ten underlined words (one is a phrasal verb of two words), which are the ones that will be used in the design of all the types of vocabulary exercises that are proposed in the list above.

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SONGS LYRICS

WHEN I WAS YOUR MAN
By: Bruno Mars

VERSE I
Same bed but it feels just a little bit bigger now
Our song on the radio but it don't sound the same
When our friends talk about you, all it does is just ***tear*** me ***down***
Cause my heart breaks a little when I hear your name

CHORUS
It all just sounds like oooooh… mmm, too young, too ***dumb*** to ***realize***
That I should have bought you flowers and held your hand
Should have gave you all my hours when I had the chance
Take you to every party cause all you wanted to do was dance
Now my baby's dancing but she's dancing with another man

VERSE II

My ***pride***, my ***ego***, my needs, and my ***selfish*** ways
Caused a good strong woman like you to walk out my life
Now I never, never get to clean up the ***mess*** I made, ohh…
And it ***haunts*** me every time I close my eyes

REPEAT CHORUS
VERSE III

Although it ***hurts*** I'll be the first to say that I was wrong
Oh, I know I'm probably much too late
to try and ***apologize*** for my mistakes
But I just want you to know
I hope he buys you flowers I hope he holds your hand
Give you all his hours when he has the chance
Take you to every party cause I remember how much you loved to dance
Do all the things I should have done when I was your man
Do all the things I should have done when I was your man

Source:Lyrics.com

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2. VOCABULARY EXERCISES

2.1 Word Search – Puzzle

Designing a word search puzzle aims to present and introduce the group of new words and phrases that are in the lyrics of a song. This new lexical is selected according to the teacher's criteria which are directly related to the level of the students, it means to the possibility that students do not know them and the need to be incorporated to their knowledge; and also how important the words and phrases can be to the students and their future use in any communication process. By working on this activity, students become familiar with the new vocabulary because they only have to identify and circle the words. So at this stage, students should not worry about the meaning of the new words and phrases neither the teacher has to provide it, since students will work on and learn it in the future vocabulary exercises.

To design this activity, it is possible to use the Internet to access to a website called "Word Search – Puzzlemaker – Discovery Education", which is available for free. Once there, teachers are allowed to design word search puzzles by following the steps for it. A good feature of this program is that only by entering the words, the puzzle is automatically designed with the corresponding answer sheet. After getting the puzzle, it must be copied and pasted in a page of "Word" where modifications can be done, so that it can be edited as the teacher wishes by changing types and sizes of letters, adding images, including word banks, etc.

2.1.1 Word Search – Puzzle - Sample

In this word search puzzle, students must find and circle the same words that are in the word-bank. These words in the puzzle are presented in any direction, which is to say from top to bottom and vice versa, from left to right and back, and diagonally in any direction.

The following word search puzzle is about the song lyrics "***When I was your man***" by Bruno Mars.

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WHEN I WAS YOUR MAN By: Bruno Mars	**VOCABULARY** WORD SEARCH PUZZLE

A.- **Circle** the words in the puzzle. Use the word bank to see which words to find.

WORD SEARCH PUZZLE

X	X	C	P	X	V	V	C	N	A	H	X
N	W	O	D	R	A	E	T	P	F	U	P
H	A	U	N	T	M	A	O	D	M	R	G
N	T	G	P	P	H	L	N	E	U	T	E
L	T	H	H	E	O	S	S	V	E	M	J
H	D	F	D	G	R	S	I	A	Z	C	B
F	O	I	I	O	G	E	H	F	I	V	M
J	R	Z	G	Z	E	G	X	R	L	L	M
P	E	N	A	Z	I	U	C	I	A	E	V
V	R	Z	D	N	A	W	W	H	E	A	S
G	W	X	K	R	F	P	L	D	R	F	P
S	U	B	P	D	P	O	R	L	I	W	O

WORD BANK

1. GO
2. DUMB
3. PRIDE
4. HAUNT
5. SELFISH
6. TEAR DOWN
7. APOLOGIZE
8. REALIZE
9. HURT
10. MESS

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2.2 Match Words to Definitions

This exercise presents in a word bank all those words and phrases that students already know because they introduced in the word search puzzle and in another section of the sheet, there are the definitions in a random order. The aim of this activity is to offer students the opportunity to find out the correct definitions for all of the words by matching them correctly. In the following example it was considered just five words from the ten ones.

2.2.1 Match Words to Definitions – Sample

WORD BANK

1. apologize 2. dumb 3. pride 4. haunt 5. selfish
6. tear down 7. realize 8. ego 9. hurt 10. mess

Match the numbers of the words to their correct definitions.

a) ___4___ (V) Chase; to persecute; to cause repeated suffering or anxiety

b) ___7___ (V) Understand a situation, become fully aware of (something) as a fact

c) ___1___ (V) Express regret; to ask for forgiveness

d) ___6___ (V) Raze down to the ground; knock down

e) ___3___ (N) A feeling of deep pleasure or satisfaction derived from one's own achievements

2.3.Unscramble the Letters

This exercise presents a group of scrambled words which are separated letter by letter so that students have to order them to form words correctly. The objective of this task is that students can familiarize, remember, practice and reinforce the correct spelling of those words.

2.3.1 Unscramble the Letters – Sample

Unscramble the letters to form words.

1) U – H – T – A – N	***HAUNT***
2) S – M – S – E	***MESS***
3) Z – O – O – E – L – P – A – G – I	***APOLOGIZE***
4) O – E – G	***EGO***
5) M – D – B – U	***DUMB***

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2.4 Write the Opposite

This exercise presents a group of words which are not in the lyrics of the song, so they are not in the word bank at the top of the worksheet. They are antonyms of some of the words from the word bank. The aim of this activity is to offer students the chance to find out the opposite of those words in order to expand the vocabulary that students already know through the use of antonyms.

Another option to design this exercise is to present some of the words that students already know, so that they have to think of and write their opposites. Nevertheless, if teachers choose to design the exercise in this way, they must keep in mind that it will be more difficult for students to solve it because learners will be forced to write words from the vocabulary they have previously learnt; it means that they won't have any reference but their own knowledge.

2.4.1 Write the Opposite – Sample

Write the opposite of each word.	
1. Shame	**PRIDE**
2. Build	**TEAR DOWN**
3. Not to understand	**REALIZE**
4. Heal	**HURT**
5. Generous	**SELFISH**

Write the opposite of each word.	
1. Pride	**SHAME**
2. Tear down	**BUILD**
3. Realize	**NOT TO UNDERSTAND**
4. Hurt	**HEAL**
5.Selfish	**GENEROUS**

2.5 Identify and Correct the Word that doesn't fit

This exercise presents a group of sentences that have different kinds of errors in the use of certain words, either by their contexts, functions, or grammar tenses in the case of the verbs, etc.; and that somehow are related to those ones from the word bank.

The objective of this exercise is to offer students the opportunity to analyze each of the sentences in order to identify and circle the words that do not fit properly in them according to any of the criteria that were mentioned above.

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Students have to find out why they are wrong in order to be able to write them correctly on the lines, in the way that they must be in the sentences instead of the wrong ones.

It is essential to present sentences in which the words to be corrected are those from the word bank or some that are in the lyrics of the song, but all of them must present any kind of mistake, in order to keep students with an attitude of careful and constant analysis of the words, not only about their definitions, but also of other elements such as their correct spelling, grammar tenses in the case of verbs, the correct use of prefixes and suffixes to form derived words that have similar roots trying to apply the criteria for the right word formation.

2.5.1 Identify and Correct the Word that doesn't Fit – Sample

Circle the word that doesn't fit in each sentence and write the correct one on the line.

1. I didn't apologized for the mistake I made.	***POLOGIZE***
2. My father was pride because I won a prize.	***PROUD***
3. I'm sorry because I hurted you. I was wrong.	***HURT***
4. They have the biggest egoes of all my friends.	***EGOS***
5. My relation with her is a real messy.	***MESS***

2.6 Write the Missing Letters

This type of exercise presents a group of incomplete words that have gaps in which the missing letters have to be written to complete them. It is relevant to mention that the number of gaps in each word depends on the length of the word. It is alright to consider including from two to four gaps per word; and the criteria to choose the missing letters is related to how clue they are in the spelling of the words. Teachers must keep in mind that the objective of this exercise is to let students practice and reinforce the spelling of those words in a different but funny way from the traditional one by appealing to their visual memory.

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2.6.1 Write the Missing Letters – Sample

Write the missing letters to complete each word.

1) ___ U ___ B	***(DUMB)***
2) A ___ O ___ O ___ I ___ E	***(APOLOGIZE)***
3) P ___ I ___ E	***(PRIDE)***
4) ___ A U ___ T	***(HAUNT)***
5) ___ E __ F ___ S ___	***(SELFISH)***

2.7 Identify the Odd Words

This type of exercise presents groups of four words in each line that have something in common or any relationship among them, so they can be considered that they belong to a specific group, except one of them. It is a good idea to include words that somehow are related to words from the lyrics of the song, not only to the ten ones in the word bank. The objective of this exercise is to offer students the opportunity to analyze the words from the groups in order to identify and say why the odd words do not belong to the groups. Therefore, the odd words can be different from the others according to several features such as: because of their meanings, types of nouns, verbs, adjectives, pronouns, etc.

2.7.1 Identify the Odd Words – Sample

Circle the word that doesn't belong to each group.

1. ego	self-esteem	(humility)	self-worth
2. mess	chaos	confusion	(order)
3. dumb	deaf	(smart)	blind
4. (sensitive)	inconsiderate	selfish	egocentric
5. put	hurt	cost	(cure)

Identify the Odd Words – Why are they different?

1. "Humility" has a positive meaning, the others don't.
2. "Order" is an antonym of the others.
3. "Smart" does not refer to a problem of the senses.
4. "Sensitive" has a different meaning from the others.
5. "Cure" is a regular verb, the others are irregular that do not change in their simple past and past participle form.

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2.8 Write a Synonym

This exercise presents a group of different words from the ones that are included in the word bank or in the lyrics of the song. These words are similar in meaning to the ones that were considered in the word bank of the first vocabulary exercise. Learners have to analyze their meanings in order to write words that have similar meanings and that can be considered synonyms. The idea is to present new words that students do not know that are related in meaning to some of the words from the lyrics so that they have work harder to figure out their meanings and find a synonym.

It is remarkable to mention that in this exercise students do not have any word bank but only their previous knowledge

The aim of this activity is to offer students the chance to expand the vocabulary that students already know through the use of other similar words.

2.8.1 Write a Synonym – Sample

Write the synonym of each word or expression.

1) Find out	***REALIZE***
2) Disorder	***MESS***
3) Bring down	***TEAR DOWN***
4) Appear in	***HAUNT***
5) Stupid	***DUMB***

2.9 Complete a Chart.

This exercise presents a table with some grids that include words of a specific group (preferably the verbs from the lyrics) and with some empty grids that have to be filled with other words of the group, according to the design of the table. The groups can be about: nouns, adjectives, pronouns, and verbs; all of these taken from the lyrics of the song. The aim of this activity is to reinforce and expand vocabulary.

In the following example, the table must be completed with the different forms of the verbs to reinforce the grammar tenses.

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2.9.1 Complete a Chart – Sample

Complete the verb chart with the missing words.

BASE FORM	PRESENT PARTICIPLE	SIMPLE PAST	PAST PARTICIPLE
1. **FEEL**			
2.	**BREAKING**		
3.			**BOUGHT**
4.		**HELD**	
5.	**GIVING**		

2.10 Criss-Cross Puzzle

This activity has the aim of offering the students the opportunity to remember and reinforce the definitions of the words that were previously learnt through the vocabulary activities of the songs, but this time they have to solve a puzzle which is a ludic activity that learners enjoy to work on.

To design this type of puzzle, teachers must use the Internet and access to the free website ***puzzlemaker.discovery***education.com/CrissCrossSetup and follow the steps for it. After that, it is possible to copy and paste it in a sheet of "Word" to make any edition and leave it ready to present and use it in class.

The next criss-cross puzzle is about the vocabulary of the song "***When I was your man***".

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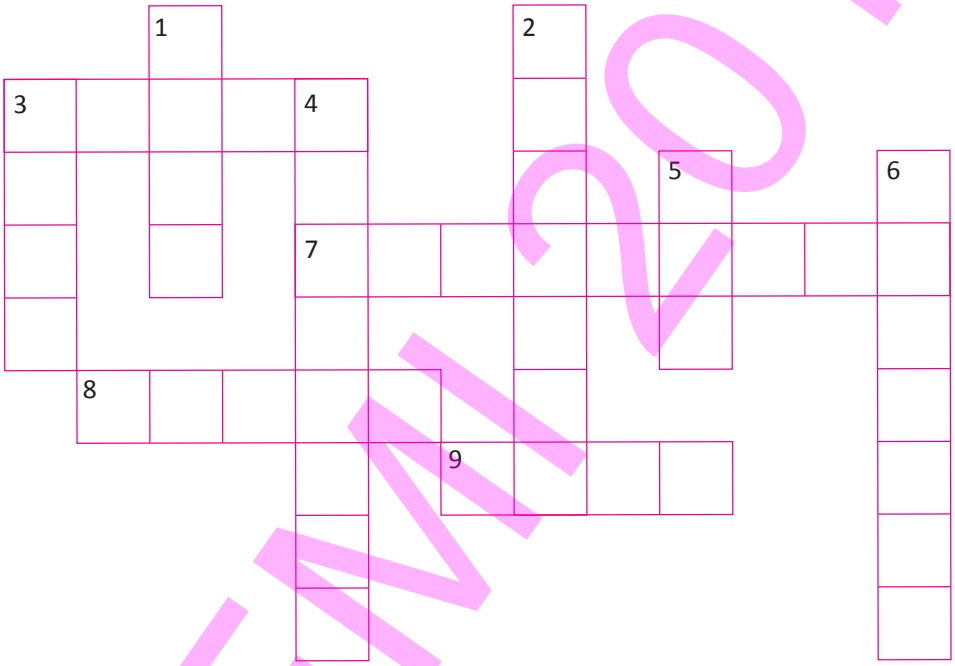
2.10.1 Criss-Cross Puzzle – Sample

WHEN I WAS YOUR MAN By: Bruno Mars	CRISS-CROSS PUZZLE

Solve the puzzle. Write the words according to the definitions below.



Across

3. Chase; to persecute; to cause repeated suffering or anxiety
7. Express regret; to ask for forgiveness
8. A feeling of deep pleasure or satisfaction derived from one's own achievements
9. A dirty or untidy state of things or of a place; disorganization

Down

1. Unable or unwilling to speak; stupid
2. Understand a situation; become fully aware of (something) as a fact
3. Cause pain or injury to
4. Raze down to the ground; knock down
5. A person's sense of self-esteem or self-importance
6. Lacking consideration for other people; egotistic; self-centered

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DESCRIPTION OF EXERCISES TO DEVELOP LISTENING SKILLS

From all of the English language skills, listening can be considered by students as one of the most difficult to develop because of different reasons, maybe the main one is the fact that learners live and interact in a social environment with a different language, which usually does not offer them enough opportunities to be exposed to listen to English language. Given this, it is necessary to provide oneself these opportunities and take advantage of music as a useful resource to overcome this obstacle and develop this skill.

By using songs, listening skill is developed since they have elements of sound that let students work on different types of exercises where they can identify and discriminate: phonemes, words, and phrases through a constant and direct exposure of the sense of hearing to English language.

To develop this skill, it is possible to design the following types of exercises:

1. Selection of Words
2. Identify Sequence of Words
3. Fill Gap Sentences
4. Identify the Wrong Words and Write the Correct Ones
5. Match the Previous with the Following Parts
6. Identify Sequence of Parts
7. Identify the Correct Choice
8. Write the correct ending
9. Unscramble the Sentences

It is remarkable to mention that for the correct design of listening exercises it is advisable to keep in mind the clue words or phrases that appear in the song as it is being played in order to use them sequentially and avoid their use in the future exercises once they have already listened. Considering this fact will contribute to assess the students' level of auditory discrimination and consequently the development of listening skill in a more effective way.

For the description on how to design the exercises proposed above, it is used the lyrics of the song "***When I was your man***" by Bruno Mars.

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3. LISTENING EXERCISES

3.1 Selection of Words

This exercise presents a group of words which are usually in the first verse of the song. In this group there are also words that are not in the verse but that have similar characteristics of sounds to the ones that really are. Teachers have to think of including distracting words with similar stress, number of syllables, rhyme, etc. Here, students only have to identify and check the correct ones as they listen to the first verse. The aim of this exercise is that learners can familiarize with some of the words that later are going to be used during the rest of the song in the future exercises. It is a good idea to make students review and practice the pronunciation of all the words from the exercise as a previous preparation for the listening task.

3.1.1 Selection of Words – Sample

Review the pronunciation of the words. Listen to the first verse.

Check the words you hear.

__web	__break it down	_√_ heart	__pound
_√_ talk	_√_ tear me down	_√_ sound	_√_ bed
_√_ name	__hard	_√_ same	__walk

3.2 Identify Sequence of Words

This type of exercise is similar to the one that was described above but with a little variation, this time students have to identify and number the words according to the sequence they hear them. It is important to mention that the objective of this exercise and the features of the distracting words are the same as the previous one. Therefore teachers must be careful to include similar words in pronunciation as the ones in this part of the song, and arrange them to be presented in a random way.

The same group of words from the previous exercise can also be taken as a useful example for this one.

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3.2.1 Identify Sequence of Words – Sample

Review the pronunciation of the words. Listen to the first verse. Number the words you hear according to the sequence.

__web	__break it down	_6_heart	__pound
_4_talk	_5_tear me down	_3_sound	_2_bed
_7_name	__hard	_1_same	__walk

3.3 Fill Gap Sentences

This exercise presents sentences with blank spaces to be filled with words that students hear in a specific section of the song. These words are usually the ones that were identified in the previous exercises or the ones that are clue for the context of the sentences or in each line. It is a good idea to use a word bank where students can know the words they have to choose for each blank. It is optional to review the pronunciation of the words before working on the listening activity.

3.3.1 Fill Gap Sentences – Sample

WORD BANK

mess – life – ego – pride
haunts – selfish – strong

Listen and fill in the gaps by using the words from the word bank.

My ___***pride***___, my ___***ego***___, my needs, and my ___***selfish***___ ways
Caused a good ___***strong***___ woman like you to walk out my ___***life***___
Now I never, never get to clean up the ___***mess***___ I made, ohh…
And it ___***haunts***___ me every time I close my eyes

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3.4 Identify the Wrong Words and Write the Correct Ones

This exercise presents a section of the song with a word that is incorrect in each sentence or phrase. The aim of the exercise is that students identify the wrong words and write the correct ones on the line to the right. The words that are included as wrong words if possible should be similar in sound to the correct ones, it means they should have the same number of syllables and stress; also they must have the same function to be considered as perfect distracting words that can fit grammatically in the context of the sentences and this way add a higher level of difficulty to the exercise.

3.4.1 Identify the Wrong Words and Write the Correct Ones – Sample

Circle the wrong word in each sentence. Write the correct one on the line.

I hope he buys you presents, I hope he holds your hand	***flowers***
Offer you all his hours, When he has the chance	***give***
Take you to every trip	***party***
cause I remember how much you liked to dance	***loved***
Do all the things I could have done,	***should***
when I was your man	

3.5 Match the Previous to the Following Parts

This exercise presents two columns of phrases or sentences to be matched. The ones on the left column are ordered in sequence, but the ones on the right column are presented in a random way. The aim of this exercise is to develop the listening skill by offering the students the opportunity to identify the sequence of complete phrases as they listen to a specific section of the song.

3.5.1 Match the Previous to the Following Parts – Sample

Complete the verb chart with the missing words.

1. I hope he buys you flowers	how much you loved to dance
2. Give you all his hours	when I was your man
3. Take you to every party cause I remember	I hope he holds your hand
4. Do all the things I should have done	when he has the chance

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3.6 Identify Sequence of parts

The aim of this model is to identify the sequence of the sentences in a verse or stanza and then number the parts according to the order in which they are heard. The difference with the previous exercise is that in this one, students do not count on previous parts to identify the next ones, but they have to identify the sequence of a whole verse by listening to it and later write the correct number next to each part doing it one by one.

3.6.1 Identify Sequence of parts – Sample

Number the lines according to the order you hear.

(3) oh, I know I'm probably much too late
(1) although it hurts
(4) to try and apologize for my mistakes
(5) but I just want you to know
(2) I'll be the first to say that I was wrong

3.7 Identify the Correct Choice

This model of exercise presents verses of a song with two choices of words separated by a slash In the middle of the sentences, so students have to listen to the verse and identify the correct words in each line. The aim of this exercise is that learners develop auditory discrimination of words that have similar sounds, which in turn if possible must have the same function to fit into the context and seem logical to the sense of the sentence adding a bit of difficulty to the exercise, so the students must sharpen their senses of listening to perform the exercise correctly.

3.7.1 Identify the correct choice – Sample

Listen to the verse and circle the correct options

1. I hope he ***finds*** / ***buys*** you flowers
2. I hope he ***calls*** / ***holds*** your hand
3. Give you ***all*** / ***old*** his hours
4. ***Well*** / ***When*** he has the chance

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3.8 Write the Correct Ending

This type of exercise presents the lines of the chorus or other verse of a song with its final parts incomplete, so that students have to listen and complete them. Learners have the option of reading the second parts of the sentences in a box before doing the listening practice which serves as a guide for them.

On the other hand, teachers can present this exercise without providing the second parts of the lines in order to design it in a much more difficult way to solve, but in this way the students have to do a greater effort to solve it successfully because it demands a lot of attention and the ability to retain the phrases in their minds to be able to write them correctly later.

3.8.1 Write the Correct Ending – Sample

and held your hand
cause all you wanted to do was dance
mmm, too young, too dumb to realize
but she's dancing with another man
when I had the chance

Listen to the chorus and write the correct ending of each line. Use the phrases from the box

1. It all just sounds like ooohh	***mmm, too young, too dumb to realize***
2. That I should have bought you flowers	***and held your hand***
3. Should have gave you all my hours	***when I had the chance***
4. Take you to every party	***cause all you wanted to do was dance***
5. Now my baby's dancing	***but she's dancing with another man***

3.9 Unscramble the sentences

In this type of exercise, the aim is to offer students the opportunity to analyze groups of words that are presented in disorder and separated by slashes with the goal of ordering them to make sentences of a verse or the chorus of a song. This analysis is done as a pre-listening step, after this is done, learners have to write the sentences and later listen to check and make corrections if necessary. The aim of this activity is to reinforce the sentence structure linked with the skills of listening.

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3.9.1 Unscramble the Sentences – Sample

Order the words to form sentences or phrases.
Then listen, check, and correct if necessary.

1. it / hurts / although

Although it hurts

2. I / was / be / to / I'll / say / that / wrong / first / the

I'll be the first to say that I was wrong

3. I'm / know / Oh / probably / I / much / late / too

Oh, I know I'm probably much too late

4. my / apologize / try / and / for / to / mistakes

to try and apologize for my mistakes

5. you / I / just / know / But / to / want

But I just want you to know

DESCRIPTION OF EXERCISES TO DEVELOP SPEAKING SKILLS

The development of speaking skills and hence oral communication is a very complicated task for many students who are learning English as a foreign language. A lot of them usually achieve considerable progress in the development of the other skills and areas of this language, but feel unable to communicate orally, even though they can read and understand a text well, apply grammar correctly, write with acceptable level and understand the spoken message when they interact with others. This particular reality becomes frustrating for those who want to speak English, but notice that they cannot do it successfully.

Among the main reasons which do not allow students to develop oral communication skills are: lack of confidence to express their opinions, the absence of a positive environment to interact with others and lack of topics which result interesting for them to be treated or analyzed. This fact leads to reflection about the need to improve those conditions in order to achieve a desirable level in the development of oral communication skills.

In this methodology, the ability to speak is developed through the design of questions about: the topic of the song, a specific phrase, sentence or part of the song lyrics, or the message contained in it; in addition, it is asked personal

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questions and also other ones asking opinions about the learners' own experiences or the ones students know related to the issues of each song.

In the speaking worksheet, there are five open-ended questions with a considerable space between them with the aim of preparing the answers previously to the speaking activity and do it well.

In the answer sheet for the speaking activity, it is included two or three possible ways of answers for each question (suggested answers), which serve as a guide for students because they have the option of reading them before giving their own answers in order to have a better idea about what they might say, but this is the decision of teachers to carry out the activity in this way by letting students see the suggested answers before speaking; or using them at the end of the activity in order to compare the students' answers with the suggested ones to complement any additional idea produced during the speaking process and also to take it as the base of an enriching feedback. However, in any case, it must be kept in mind that as these are open questions, all the answers from the students should be considered as valid, no matter what the learners could answer; and, without saying any observation nor interrupting them while they are speaking, because the main objective of this activity is to encourage students to speak and consequently develop their oral communication skills by generating and enabling a suitable environment and also offering enough confidence to reach that goal.

Additionally, these open questions can also be used as the starting point for other group of activities that are applied to develop oral communication skills which result very productive such as: discussion panels, forums, round tables, debates, etc. These activities let teachers not only motivate students to speak freely, but also evaluate this skill in a different way from the traditional one, since they provide the right elements that can be considered suitable for a more accurate assessment process, which includes: pronunciation, intonation, fluency, correct use of grammar and vocabulary, content of speech, delivery of speech, pace, accuracy, etc.

The two following sample questions are taken based on the topic of the song "***When I was your man***". Right after that, there are the questions with their corresponding suggested answers, but it must be kept in mind that in a complete worksheet to develop speaking, it has to be presented to students in blank with the aim that learners work on them, so the answers are available just for teachers in the page with the answer key.

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4. SPEAKING EXERCISE

4.1 Open-ended Questions – Sample

WHEN I WAS YOUR MAN	SPEAKING WORKSHEET

Read the questions and think of appropriate answers. Report them orally.

1. Everybody has a special song that makes them remember about someone or something. In your case, which is that song? Why is it special for you?

_____

_____

2. At least once in your life everybody has given or received a special present or flowers. What have you given or received as a special present? Why?

_____

_____

4.1.1 Open-ended Questions – Answer key with suggested answers

WHEN I WAS YOUR MAN	SPEAKING WORKSHEET

(All the answers from students must be accepted)

Read the questions and think of appropriate answers. Report them orally.

1. - Everybody has a special song that makes them remember about someone or something. In your case, which is that song? Why is it special for you?

– Titles of songs will vary as they are personal –
a) Because it brings me memories of my first date with my first boy/girlfriend.
b) Because when I listen to it I remember details from the person who I really loved for the first time and the way he/she used to behave with me.

2.- At least once in life everybody has given or received a special present or flowers. What have you given or received as a special present? Why?

a) Once I gave a bunch of flowers to my boy/girlfriend because it was our anniversary and I wanted to show how much I loved him/her through that special detail.
b) One occasion I gave a special card with a poem in it designed by me to my best friend because it was his/her birthday and I wanted to show him/her that he/she was a special person for me.

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DESCRIPTION OF EXERCISES TO DEVELOP PRONUNCIATION

The development of a good pronunciation of the English words by leaners of this language in a process of oral communication turns into a key component in order to establish a real link between the person who is speaking and the ones who are listening and that at the same time are trying to understand what the message is.

The message must be clear enough and full of elements that allow listeners to receive it in the way that it is intended to do, which includes a good pronunciation of vowel and consonant sounds, as well as a good stress of words, a good intonation of phrases or statements and also a good fluency when speaking.

On the contrary, wrong pronunciation might take listeners to misunderstand the message, because in this language, there are a lot of words that have similar sounds and differ each other in a minimum way. That is why it is very important that teachers help students learn to identify the different sounds in words. Students must know that each word has a way of spelling which can be represented by different phonetic symbols that at the same time produce specific phonemes which make a particular way of pronunciation.

On the other hand, students always establish a relationship between their previous knowledge with the new one, but in the phonetics of the English language, to do this is not always correct. This is demonstrated when learners take the way of pronunciation of several words that are fixed in their minds as a reference because they are very common for them and assign the same way of pronunciation to the new ones just because they are similar in spelling, making a great mistake because it is not the general rule. In addition, it is common that students also associate the spelling of words with the way of pronunciation as they read them, or with the way they pronounce them in their mother language. Therefore, it must be considered as a main task for teachers to make students understand that this is not the rule that always applies for all the cases, since this is another language, different from their own one and thus it changes because it has its own phonetic rules.

According to what it was mentioned before, it is essential that both teachers and learners get involved in an efficient way of teaching and learning of pronunciation of English through this methodology, so that it complements the correct way of speaking in students.

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To design the exercises of pronunciation, all the words from the lyrics of the songs and the ones from the biography of the singers can be considered as the base for this purpose.

In addition, a very useful resource to work with in these exercises is the International Phonetic Alphabet, which is a guide of pronunciation for the students because it contains all the phonetic symbols that represent the different phonemes. (It is available in the appendix section).

To develop pronunciation, it is possible to design the following exercises:

1. Syllable Stress of Words
2. Vowel Sounds in Words
3. Double Vowel Sounds in Words
4. Consonant Sounds in Words
5. Silent letters in Words
6. Homophone in Words
7. Rhyming Words
8. Linking Sounds of Words

5. PRONUNCIATION EXERCISES

5.1 Syllable Stress of Words

This type of exercise presents a group of words whose syllables are separated by slashes and their stress is different. The aim of this activity is that students identify the syllable where the stress is and then underline it. It is a good idea that previously to underline the syllables in the words, teachers suggest students to practice loudly the pronunciation of the words by assigning the stress in each syllable, exaggerating the stress in each one with the purpose of finding out the stressed syllable. After checking the answers, it must be practiced the words orally to emphasize the stress.

5.1.1 Syllable Stress of Words – Sample

Underline the syllable that has the stress. Read them aloud.

1. **sel** / fish	2. **phar** / ma / cy
3. gui / **tar**	4. a /**no** / ther

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5.1.2 Syllable Stress of Words (Version 2)

A variation for the design of this exercise is that in addition to identify the stressed syllable, students are asked to classify the words in different groups according to the pattern of stress that are represented by symbols with circles where the biggest circle represents the stressed syllable. Later students have to write the words in the correct boxes in a table. It is recommended to present the table with at least one example for each pattern of stress (Example: flowers = ● o) The following exercise is designed by using the same criteria of the previous exercise, but with different words.

5.1.2.1 Syllable Stress of Words (Version 2) – Sample

bigger	**Write the words in the correct column.**			
probably	**Pattern 1**	**Pattern 2**	**Pattern 3**	**Pattern 4**
little	● o	● o o	o ● o	o ●
mistake	***Bigger***			
remember				

5.2 Vowel Sounds in Words

This type of exercise presents a group of words that have a syllable that contains a specific vowel sound with different patterns of spellings. The aim of this activity is that students get to understand that even though some words have the same vowel sound, they are not necessarily going to be written in the same way, it means by taking the same pattern of spelling. In addition, this exercise also offers the students the possibility to identify, compare and contrast words with the same pattern of spelling that finally result in different ways of pronunciation.

The following example takes one of the vowel sounds as a sample (Vowel sound of “i” as in “tree”), but there could be designed exercises that includes two or three vowel sounds at the same time for students to identify and classify them in their correct groups.

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5.2.1 Vowel Sounds in Words – Sample

three – speak need - sweet year - clean met – me - we	Vowel sound / i / as in "tree". Write the words in the correct column.		
	"ee"	"ea"	"e"
	Three	***Speak***	***We***

5.3 Double Vowel Sounds in Words

This type of exercise presents a group of words that have syllables that contain the union of two vowels in their spelling, but they do not always keep the same way of pronunciation. The aim of this activity is that students can be able to identify and later classify the words into different groups of spelling that have the same pattern of pronunciation.

In the following exercise, some words with the same union of two vowels were included (Syllable with vowels "ea"). They can be classified into three groups according their patterns of pronunciation, so that students must be clever enough to identify the correct group where they belong according to their patterns of pronunciation in order to do classify them correctly.

5.3.1 Double Vowel Sounds in Words – Sample

The union of vowels "ea" is not always pronounced in the same way.
Write the words in the correct column according to their pronunciation pattern.

break – tear (down) – clean – bread – meat – steak		
/ i /	/ e/	/ ei /
Need	Bed	Same

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5.4 Consonant Sounds in Words

To work on the design of these types of exercises, it is advisable to use the phonetic symbols accompanied with a common word as a reference for the students. This word contains the consonant sound that is being studied and whose pronunciation results familiar to students in order to show them the way they sound and how they should be pronounced to do it correctly.

The following exercise presents four groups of words which have a consonant or combination of consonants in one of the syllables that keep the same pattern of pronunciation, except one of them which is pronounced differently even though it has the same spelling as the others.

5.4.1 Consonant Sounds in Words – Sample

Circle the word that has a different sound as the others.

1.	/ð/ mother	another	although	three	the
2.	/r/ road	realize	strong	radio	red
3.	/h/ hospital	hours	held	hope	hand
4.	/θ/ bathroom	things	with	think	that

5.5 Silent Letters in Words

This exercise presents a group of words that all have silent letters, so that students have to identify and underline them. To do it successfully, they must practice their pronunciation to find out which of them are the silent ones.

5.5.1 Silent Letters in Words – Sample

Underline the silent letters in the following words.

Friends	dumb	should
wrong	hours	walk

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5.6 Homophone Words

This type of exercise aims to let students be able to recognize words that have similar patterns of pronunciation, and at the same time understand that there are words that even though are spelled differently because they have different functions and meanings, they have the same pronunciation.

In the following exercise, there are pairs of words which are and are not homophones. Students have to identify the pairs of words that have the same pronunciation and write "**Yes**", or "**No**" for the others which do not.

5.6.1 Homophone Words – Sample

Read the words and decide if they are homophones or not Write "Yes" or "No" in the boxes. Then pronounce them.

1. There	their	Yes
2. Now	no	No
3. Write	right	Yes
4. Hour	our	Yes
5. Held	help	No

5.7 Rhyming Words

This type of exercise presents a word as a reference for each group of words. All the words in the groups rhyme, except one. Students must be able to identify which one is the word that has a different pattern of pronunciation and doesn't rhyme with the others.

5.7.1 Rhyming Words – Sample

Circle the word that has a different sound as the others.

1. same	name	(mine)	came
2. should	could	would	(soul)
3. when	(pain)	again	ten
4. eight	late	(said)	wait
5. pride	(made)	ride	side

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5.8 Linking Sounds of Words

This exercise aims to let students identify and practice the final consonant sounds of words that are followed by words that have vowel sounds at the beginning and must be linked in order to sound more natural when speaking.

The following exercise presents lines of verses taken from the lyrics of the song "When I was your man", so that students have to underline the final consonant sound and the initial vowel sound to indicate linking sounds.

5.8.1 Linking Sounds of Words – Sample

Underline the parts of words that must be linked phonetically.
Then read the sentences aloud.

1. That I should have bought you flowers
2. Take you to every party cause all you wanted to do was dance
3. Caused a good strong woman like you walk out my life
4. Now I never, never get to clean up the mess I made, ohh…
5. Give you all his hours, when he has the chance

DESCRIPTION OF EXERCISES TO DEVELOP GRAMMAR

Although the development of all the skills are essential in the learning process of a foreign language, it is also true that the proficiency in grammar is a very important element that is implicit in that development, so both learners and teachers must pay special attention to it, in order to reach a good level that let students be able to apply its rules correctly in any communicative situation.

On the other hand, it is erroneously thought by many students that mastering the grammar rules of the English language, assures them understanding of the whole language and the successful management of all the skills, specially the communicative ones, which is not totally true, because learners must be conscious that grammar is only an area of this language that has to be developed to become the base and key complement in the production of tasks such as the ones of writing and that is also useful at the moment of speaking.

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This methodology proposes the development of grammar by presenting material through three pages where students can learn, review, and apply the grammar rules and patterns of grammar tenses, which are the ones that are constantly repeated in the lyrics of the song that is being worked.

The first one is the ***grammar guideline***. In this sheet, detailed and full explanation of grammar is presented to let students understand and learn how the different rules are applied and also the way that grammar works. In addition, it is offered a group of examples which accompany and complement the explanation for a better understanding of the tenses and patterns.

The second one is the ***grammar worksheet***. In this sheet, a group of grammar exercises is presented with the aim of offering students the opportunity to apply the grammar rules that were checked and learnt in the previous page.

Finally, the third one is the ***grammar answer key***. This sheet has the exercises that were presented in the worksheet with their corresponding answers; the purpose of designing this sheet is to provide to teachers the answers of all the exercises, so that they do not have to spend a lot of time on thinking of the answers at the moment of checking them with the students.

6. GRAMMAR EXERCISES

As grammar can be developed through the practice of a wide variety of exercises according to the patterns and grammar tenses that are taught, it is worthy to mention some of the ones that can be designed, because as it is logical, they are different from song to song. Some of these exercises are:

1. Identify verb forms in a specific tense (present – past – future, etc.)
2. Use verb forms that were found in the lyrics to write sentences
3. Change sentences from one grammar tense to another
4. Rewrite sentences from affirmative to negative ones
5. Replace pronouns, verbs, nouns, adjectives, and adverbs that fit
6. Complete sentences or dialogues using a specific grammar tense or pattern
7. Choose the correct alternative between two options of grammar tenses
8. Complete charts by applying rules of plurals of nouns, comparative and superlative adjectives, regular verbs, etc.
9. Write Yes / No or Wh-questions from given information
10. Complete second parts of sentences (conditional clauses)

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DESCRIPTION OF TASKS TO DEVELOP WRITING SKILL

Writing is one of the skills of the English language which is used in several ways of communication both formal and informal; and, for each one there are different styles of writings that must be followed and respected to do it well. To meet this purpose, this skill uses linguistic elements such as adequate vocabulary, spelling, and also grammar patterns or tenses, which are clue to deliver a clear and fluid message in order to let readers and writers keep an efficient communication process. However, it is essential to keep in mind that these elements must be applied progressively in the different works of writing which ought to be in accordance to the level of the students to allow them produce writing tasks as accurate, understandable, and efficient as possible.

In this methodology, writing skill is developed through different types of writings whose topics and tasks are directly based on the lyrics of the songs. These tasks are proposed as assignments with the aim of reinforcing some of the language areas that were previously learnt. In this stage students should be able to produce two types of writings. One of them is focused on producing different types of compositions where they express their personal points of view and opinions about the topic of the songs. The other type of assignments are based on the lyrics of the songs and consists of a series of tasks where students have to apply the grammar and vocabulary that were previously presented and worked with each specific song such by changing their grammar patterns, adapting endings, replacing words, etc.

7. WRITING TASKS

Some of the writing tasks that can be proposed in the different songs are mentioned here as examples. The first group of tasks involves the production of several types of compositions, and the second group of tasks involves the use of the lyrics of songs as a base to apply grammar patterns and also to extend the vocabulary that was already learnt.

a) Some examples of the first type of tasks are:

1. Write a composition about the topic of the song by expressing “Pros and Cons” or “Advantages and Disadvantages” or “points of view”.

2. Write an informal letter to family members or friends (tell them about a trip, describe an interesting experience or event, tell them about an unforgettable day or night, etc.)

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3. Write a formal email to a company for a specific purpose (a hotel – to book a room with specific characteristics, a language center – to ask for detailed information about the courses, etc.)

4. Write poems for beloved people to express feelings
5. Write a short dialogue taking the topic of the song as a base to express their opinions about it.

b) Some examples of the second type of tasks are:

1. Replace specific words in the lyrics with other similar ones (nouns – adjectives – verbs) so that they fit

2. Change specific lines or parts of the lyrics keeping the same message

3. Create a new verse so that it fits with the lyrics message

4. Replace Subject Pronouns "I-we-you-they" by "He" or "She", and the other words that this change affects, object pronouns-possessive adjectives, etc.

5. Replace the end of the lyrics with a totally different verse from the original one, but it must be logical

DESCRIPTION OF PROJECTS TO DEVELOP HUMAN VALUES

Most song lyrics bring messages that are worth to be analyzed because of their valuable topics that are frequently related to people's behavior or ways of thinking, which can be categorized as ethic or not according to the different perceptions, cultures, religions, and beliefs of the ones who judge them. These value judgments are strongly based on the level of development of Human Values that a person has and how this level of development influences a society to accept or refuse them.

It is important to be aware of these perceptions of values that sometimes are specially related to religion so that they interfere and at the same time differ from the common way of acting of most people, causing trouble among groups of people who do not share the same thoughts, in order to be able to propose appropriate activities leading to reinforce **Human Values** in students in general, managing difficult situations or topics without affecting the sensitivity of any group of learners.

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8. HUMAN VALUES PROJECTS

This methodology proposes the reinforcement of Human Values through the participation of students in projects that can be worked either individually or in groups to offer them the possibility to show their abilities on making different types of works that involve them in actions to transmit and reinforce Human Values to other people from their school or community.

The main aim in these projects is to let students present them in their classes or in public places so that they have the opportunity to show and explain the details of their works. Another objective is to let students get involved with life experiences to be able to apply their Human Values by helping people from the community and later report their experiences orally to their school partners by telling them how enriching and satisfying it was and also to encourage their school partners to participate in similar projects that provide life lessons.

Some of the projects that can be proposed are:

1. Design bulletin boards for a contest to encourage the ***Value of Respect*** (for life of other people and animals, for nature, for adults and old people, etc.)

2. Prepare and work on a campaign to encourage the ***Value of Tolerance*** (to people of other religions, sexual preferences, social conditions, etc.)

3. Case analysis to encourage the ***Value of Honesty*** (cheating in exams, giving back something that was found and is not yours, paying the right price for something even when the seller has not noticed it, etc.)

4. Create a play or drama and act in it to encourage the ***Values of Solidarity and Generosity*** for people who face different kinds of disasters (in an earthquake, in an accident, in a fire, in a difficult economic situation, in a bad health condition, etc.)

5. Field trip to orphanage, gerontology centers, hospitals, etc. to encourage the ***Value of Kindness*** to share time and care for the people who need them.

6. Design and exhibition of collages to encourage the ***Values of Love and Friendship*** (for family members, for a beloved person, for the best friends)

7. Presentation of plays with puppets to encourage the ***Value of Responsibility*** (in the family, at school, at the job, etc.)

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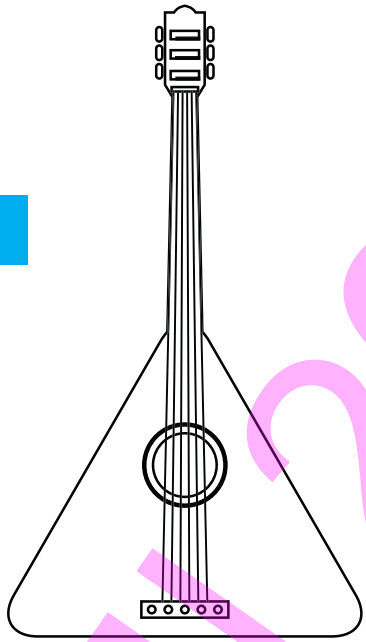

CHAPTER 4

Chapter 4 presents a set of ***worksheets that were designed with the aim of taking advantage of the whole potentiality of didactic songs.*** By analyzing this material, teachers can realize how several types of exercises can be designed in order to develop all the English language skills and at the same time they can make a relationship with the literature that was described in the previous chapters about how to design them.

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DESIGNING WORKSHEETS TO TAKE ADVANTAGE OF THE WHOLE POTENTIALITY OF DIDACTIC SONGS

Designing appropriate material to be presented in class is a kind of task that a lot of teachers assume with a great responsibility nowadays. However, the fact of designing good quality didactic material is something that just some of them usually do since their production depends on some factors.

Teachers who are willing to work on the preparation of didactic material with the aim of presenting different types of aids must think about the factors that must be available before starting to design relevant material with activities that result productive for students.

To have a great willingness to do something different, to spend additional working time, in some cases to spend their own money, and to use a lot of creativity are definitely the required elements to do an extra but rewarding work that not many teachers are willing to sacrifice.

In most cases, the teachers who want to create valuable material to engage students to learning find themselves that at least one of the factors mentioned above is usually missing, which makes impossible their intention. In other cases, even though they count on almost all of the elements to do the things right, they lack of the most important one which is creativity, or they do not know how to do it, since they do not have a guide or model to follow in order to elaborate useful didactic material.

Therefore, no matter what the teaching strategy is being applied in the classroom and the materials that can be used with that strategy, it is of vital importance to have a model to follow that serves as a guide that leads teachers on the way to prepare suitable teaching aids.

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SETS OF WORKSHEETS AS MODELS:

SONGS:

"WHEN I WAS YOUR MAN"
BY: BRUNO MARS

"ALL OF ME"
BY: JOHN LEGEND

"HAVE YOU EVER?"
BY: BRANDY

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8. Song: WHEN I WAS YOUR MAN By: Bruno Mars

READING: BRUNO MARS BIOGRAPHY

Bruno Mars, whose real name is Peter Gene Hernandez was born on October 8, 1985 in Honolulu, Hawaii, USA. He began working on music since he was very young. After graduating from high school, he moved to Los Angeles to continue his musical career that later allowed him to work as a record producer, choreographer, songwriter, and singer.

His debut studio album, Doo-Wops & Hooligans was launched in 2010. From this album, three of his hits were positioned on the U.S. Billboard Hot 100 chart-topping singles "Just the Way You Are" and "Grenade", as well as the number-five single "The Lazy Song". His second album, Unorthodox Jukebox, released in 2012, reached number one position in the United States. The album included the international singles "Locked Out of Heaven", "When I Was Your Man" and "Treasure".

Mars has received many awards and nominations, including two Grammy Awards and was named one of Time's 100 most influential people in the world in 2011. In December 2013, he was named "Artist of the Year" by Billboard. Throughout his singing career, he has sold over 100 million singles and albums worldwide, making him one of the best-selling artists of all time. However, as a performer, writer and producer his total sales surpass 130 million records worldwide. Five of his singles are counted among the best-selling singles of all time. Mars has landed five number-one singles on the Billboard Hot 100 since his career launched in 2010, faster than any male singer since Elvis Presley.

According to International Federation of Phonographic Industry (IFPI), "Just the Way You Are" and "Grenade" are two of the most sold singles digitally of all time, with sales of 12.5 million and 10.2 million, respectively, contributing for Mars to become the biggest selling artist of 2012. His songs "Just The Way You Are", "Grenade", "Locked Out Of Heaven" and "When I Was Your Man" have each sold over 4 million digital copies, making him the first male artist to do so as a lead singer.

Source: https://en.wikipedia.org/wiki/Bruno_Mars

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BRUNO MARS BIOGRAPHY **READING WORKSHEET**

A) Read the text and answer the questions. Use short answers. Write the correct information to the negative answers.

1. Is Bruno Mars a record producer, choreographer, songwriter and singer?

_____

2. Did the album "Unorthodox Jukebox" reach number one position in the Billboard chart in 2012?

_____

3. Was the song "When I was your man" included in his first album?

_____

B) Read the text and answer the questions. Use short answers. Write the correct information to the negative answers.

1. What's Bruno Mars' real name?

_____

2. Where was he born?

_____

3. When did he start his professional career?

_____

C) Read the text and answer the questions. Use short answers. Write the correct information to the negative answers.

1. After graduating from high school, Bruno Mars moved to.....

a. New York b. Chicago c. Los Angeles

2. Bruno Mars has sold a lot of singles and albums, that is to say.....

a. Over 100 million b. Over 150 million c. Over 200 million

3. Mars' total sales of records worldwide as a performer, writer and producer...

a. Surpass 110 million b. Surpass 120 million c. Surpass 130 million

D) Read the text and answer the questions. Use short answers. Write the correct information to the negative answers.

1. "When I was your man" was a hit in Mars' second album T F
2. Three of Mars' singles are counted as the best-selling singles of all time T F
3. Four of Mars' singles have sold over 4 million digital copies. T F

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BRUNO MARS BIOGRAPHY — READING ANSWER KEY

A) Read the text and answer the questions. Use short answers. Write the correct information to the negative answers.

1. Is Bruno Mars a record producer, choreographer, songwriter and singer?

Yes, he is.

2. Did the album "Unorthodox Jukebox" reach number one position in the Billboard chart in 2012?

No, it didn't. (It reached that position in the USA)

3. Was the song "When I was your man" included in his first album?

No, it wasn't. (It was included in his second album)

B) Read the text and answer the questions. Use long answers.

1. What's Bruno Mars' real name?

It's Peter Jane Hernandez.

2. Where was he born?

He was born in Honolulu, Hawaii, USA.

3. When did he start his professional career?

He started his professional career in 2010.

C) Read the text and circle the correct option.

1. After graduating from high school, Bruno Mars moved to.....

a. New York b. Chicago (c.) Los Angeles

2. Bruno Mars has sold a lot of singles and albums, that is to say.....

(a.) Over 100 million b. Over 150 million c. Over 200 million

3. Mars' total sales of records worldwide as a performer, writer and producer...

a. Surpass 110 million b. Surpass 120 million (c.) Surpass 130 million

D) Read the text and circle True or False.

1. "When I was your man" was a hit in Mars' second album (T) F
2. Three of Mars' singles are counted as the best-selling singles of all time T (F)
3. Four of Mars' singles have sold over 4 million digital copies. (T) F

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WHEN I WAS YOUR MAN
By: Bruno Mars

VOCABULARY
WORD SEARCH PUZZLE

A. Circle the words in the puzzle. Use the word bank to see which words to find.

WORD SEARCH PUZZLE

X	X	C	P	X	V	V	C	N	A	H	X
N	W	O	D	R	A	E	T	P	F	U	P
H	A	U	N	T	M	A	O	D	M	R	G
N	T	G	P	P	H	L	N	E	U	T	E
L	T	H	H	E	O	S	S	V	E	M	J
H	D	F	D	G	R	S	I	A	Z	C	B
F	O	I	I	O	G	E	H	F	I	V	M
J	R	Z	G	Z	E	G	X	R	L	L	M
P	E	N	A	Z	I	U	C	I	A	E	V
V	R	Z	D	N	A	W	W	H	E	A	S
G	W	X	K	R	F	P	L	D	R	F	P
S	U	B	P	D	P	O	R	L	I	W	O

WORD BANK

1. GO
2. DUMB
3. PRIDE
4. HAUNT
5. SELFISH
6. TEAR DOWN
7. APOLOGIZE
8. REALIZE
9. HURT
10. MESS

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WHEN I WAS YOUR MAN
By: Bruno Mars

VOCABULARY
ANSWER KEY

A. Circle the words in the puzzle. Use the word bank to see which words to find.

WORD SEARCH PUZZLE

X	X	C	P	X	V	V	C	N	A	H	X
N	W	O	D	R	A	E	T	P	F	U	P
H	A	U	N	T	M	A	O	D	M	R	G
N	T	G	P	P	H	L	N	E	U	T	E
L	T	H	H	E	O	S	S	V	E	M	J
H	D	F	D	G	R	S	I	A	Z	C	B
F	O	I	I	O	G	E	H	F	I	V	M
J	R	Z	G	Z	E	G	X	R	L	L	M
P	E	N	A	Z	I	U	C	I	A	E	V
V	R	Z	D	N	A	W	W	H	E	A	S
G	W	X	K	R	F	P	L	D	R	F	P
S	U	B	P	D	P	O	R	L	I	W	O

WORD BANK

1. GO
2. DUMB
3. PRIDE
4. HAUNT
5. SELFISH
6. TEAR DOWN
7. APOLOGIZE
8. REALIZE
9. HURT
10. MESS

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WHEN I WAS YOUR MAN
By: Bruno Mars

VOCABULARY
WORKSHEET

A) Match the numbers of the words to their correct definitions.

WORD BANK				
1. apologize	2. dumb	3. Pride	4. haunt	5. selfish
6. tear down	7. realize	8. ego	9. hurt	10. mess

a)___(V) Chase; to persecute; to cause repeated suffering or anxiety

b)___(V) Understand a situation, become fully aware of (something) as a fact

c)___(V) Express regret; to ask for forgiveness

d)___(V) Raze down to the ground; knock down

e)___(N) A feeling of deep pleasure or satisfaction derived from one's own achievements

f)___(N) A dirty or untidy state of things or of a place; disorganization

g)___(N) Unable or unwilling to speak; stupid

h)___(V) Cause pain or injury to

i)___(N) A person's sense of self-esteem or self-importance

j)___(Adj.) Lacking consideration for other people; egotistic; self-centered

B) Write the opposite of each word.

1. Shame _____
2. Build _____
3. Not to understand _____
4. Heal _____
5. Generous _____

C) Unscramble the letters to form words.

1) U – H – T – A – N _____
2) S – M – S – E _____
3) Z – O – O – E – L – P – A – G – I _____
4) O – E – G _____
5) M – D – B – U _____

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WHEN I WAS YOUR MAN
By: Bruno Mars

VOCABULARY
ANSWER KEY

A) Match the numbers of the words to their correct definitions.

WORD BANK				
1. apologize	2. dumb	3. Pride	4. haunt	5. selfish
6. tear down	7. realize	8. ego	9. hurt	10. mess

a) ***4*** (V) Chase; to persecute; to cause repeated suffering or anxiety

b) ***7*** (V) Understand a situation, become fully aware of (something) as a fact

c) ***1*** (V) Express regret; to ask for forgiveness

d) ***6*** (V) Raze down to the ground; knock down

e) ***3*** (N) A feeling of deep pleasure or satisfaction derived from one's own achievements

f) ***10*** (N) A dirty or untidy state of things or of a place; disorganization

g) ***2*** (N) Unable or unwilling to speak; stupid

h) ***9*** (V) Cause pain or injury to

i) ***8*** (N) A person's sense of self-esteem or self-importance

j) ***5*** (Adj.) Lacking consideration for other people; egotistic; self-centered

B) Write the opposite of each word.

1. Shame ***PRIDE***
2. Build ***TEAR DOWN***
3. Not to understand ***REALIZE***
4. Heal ***HURT***
5. Generous ***SELFISH***

C) Unscramble the letters to form words.

1) U – H – T – A – N ***HAUNT***
2) S – M – S – E ***MESS***
3) Z – O – O – E – L – P – A – G – I ***APOLOGIZE***
4) O – E – G ***EGO***
5) M – D – B – U ***DUMB***

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WHEN I WAS YOUR MAN
By: Bruno Mars

LISTENING
WORKSHEET

A) Review the pronunciation of the words. Listen to the first verse. Check the words you hear.

__web	__break it down	__heart	__pound
__talk	__tear me down	__sound	__bed
__name	__hard	__ same	__walk

B) Listen to the verse and circle the correct options.

1. Same bed but it feels just a little ***quick / bit*** bigger now
2. Our song on the radio but it ***don't /doesn't*** sound the same
3. When our ***parents /friends*** talk about you all it does is just tear me down
4. Cause my ***heart /hands*** breaks a little when I hear your name

C) Listen to the chorus and write the correct ending of each line. Use the phrases from the box.

a. and held your hand
b. cause all you wanted to do was dance
c. mmm, too young, too dumb to realize
d. but she's dancing with another man
e. when I had the chance

1. It all just sounds like ooohh _____
2. That I should have bought you flowers _____
3. Should have gave you all my hours _____
4. Take you to every party _____
5. Now my baby's dancing _____

D) Circle the wrong word in each sentence. Write the correct one on the line.

1. I hope he buys you presents, I hope he holds your hand _____
2. Offer you all his hours, when he has the chance _____
3. Take you to every trip _____
4. Cause I remember how much you liked to dance _____
5. Do all the things I could have done, when I was your man _____

UNEM 2017

WHEN I WAS YOUR MAN
By: Bruno Mars

LISTENING
ANSWER KEY

A) Review the pronunciation of the words. Listen to the first verse. Check the words you hear.

__web	__break it down	√_heart	__pound
√_talk	√_tear me down	√_sound	√_bed
√_name	__hard	√_ same	__walk

B) Listen to the verse and circle the correct options.

1. Same bed but it feels just a little ***quick*** / ***bit*** bigger now
2. Our song on the radio but it ***don't*** / ***doesn't*** sound the same
3. When our ***parents*** / ***friends*** talk about you all it does is just tear me down
4. Cause my ***heart*** / ***hands*** breaks a little when I hear your name

C) Listen to the chorus and write the correct ending of each line. Use the phrases from the box.

a. and held your hand
b. cause all you wanted to do was dance
c. mmm, too young, too dumb to realize
d. but she's dancing with another man
e. when I had the chance

1. It all just sounds like ooohh — ***mmm, too young, too dumb to realize***
2. That I should have bought you flowers — ***wand held your hand***
3. Should have gave you all my hours — ***when I had the chance***
4. Take you to every party — ***cause all you wanted to do was dance***
5. Now my baby's dancing — ***but she's dancing with another man***

D) Circle the wrong word in each sentence. Write the correct one on the line.

1. I hope he buys you presents, I hope he holds your hand — ***flowers***
2. Offer you all his hours, when he has the chance — ***give***
3. Take you to every trip — ***party***
4. Cause I remember how much you liked to dance — ***loved***
5. Do all the things I could have done, when I was your man — ***should***

UNEM 2017

SONG LYRICS

SONG LYRICS: WHEN I WAS YOUR MAN

By: Bruno Mars

VERSE I

Same bed but it feels just a little bit bigger now
Our song on the radio but it don't sound the same
When our friends talk about you, all it does is just ***tear*** me ***down***
Cause my heart breaks a little when I hear your name

CHORUS

It all just sounds like oooooh… mmm, too young, too ***dumb*** to ***realize***
That I should have bought you flowers and held your hand
Should have gave you all my hours when I had the chance
Take you to every party cause all you wanted to do was dance
Now my baby's dancing but she's dancing with another man

VERSE II

My ***pride***, my ***ego***, my needs, and my ***selfish*** ways
Caused a good strong woman like you to walk out my life
Now I never, never get to clean up the ***mess*** I made, ohh…
And it ***haunts*** me every time I close my eyes

REPEAT CHORUS

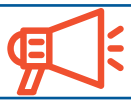
VERSE III

Although it ***hurts*** I'll be the first to say that I was wrong
Oh, I know I'm probably much too late
to try and ***apologize*** for my mistakes
But I just want you to know
I hope he buys you flowers I hope he holds your hand
Give you all his hours when he has the chance
Take you to every party cause I remember how much you loved to dance
Do all the things I should have done when I was your man
Do all the things I should have done when I was your man

Source: Lyrics.com

UIEM 2017

WHEN I WAS YOUR MAN
By: Bruno Mars



SPEAKING
WORKSHEET

A) Read the questions and think of appropriate answers. Report them orally.

1. Everybody has a special song that makes them remember about someone or something. In your case, which is that song? Why is it special for you?

2. At least once in your life everybody has given or received a special present or flowers. What have you given or received as a special present? Why?

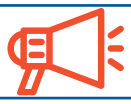
3. Sometimes people feel regrets about something they have or haven't done. Is it good that people feel regrets about something? Yes/No. Why?

4. Have you ever felt regrets about something you haven't done in your life? If so, tell us about it.

5. What should men do to make their couples happy and keep love alive?

UNEMI 2017

WHEN I WAS YOUR MAN
By: Bruno Mars



SPEAKING
ANSWER KEY

ALL ANSWERS FROM STUDENTS MUST BE ACCEPTED

A) Read the questions and think of appropriate answers. Report them orally.

1. Everybody has a special song that makes them remember about someone or something. In your case, which is that song? Why is it special for you?

– Titles of songs will vary as they are personal –

a) Because it brings me memories of my first date with my first boy/girlfriend.
b) Because when I listen to it I remember details from the person who I really loved for the first time and the way he/she used to behave with me.

2. At least once in life everybody has given or received a special present or flowers. What have you given or received as a special present? Why?

a) Once I gave a bunch of flowers to my boy/girlfriend because it was our anniversary and I wanted to show how much I loved him/her through that special detail.
b) One occasion I gave a special card with a poem in it designed by me to my best friend because it was his/her birthday and I wanted to show him/her that he/she was a special person for me.

3. Sometimes people feel regrets about something they have or haven't done. Is it good that people feel regrets about something? Yes / No. Why?

a) I think it is good, because in that way they can show others that what they have or haven't done was not right and they are not going to do it again.
b) I think it is not good. Because by showing regrets they are not going to remedy the damage and suffering they caused in other people.

4. Have you ever felt regrets about something you haven't done in your life? If so, tell us about it, or about a person you know faced something like this.

– Answers will vary as they are personal –

5. What should men do to make their couples happy and keep love alive?

a) Men should treat women tenderly and never forget to surprise them with good details especially on important days or occasions such as women's days, mothers' days, anniversaries, birthdays, etc.
b) Men should know what their couples like and try to satisfy them in that way all the time. It is a good idea to make them feel as the center of their lives.

UNEM 2017

WHEN I WAS YOUR MAN
By: Bruno Mars

PRONUNCIATION
WORKSHEET

A) Identify the stressed syllable in the words. Write the words from the bank in the correct column according to the stress pattern.

bigger	**Stress patterns**			
probably	**Pattern 1**	**Pattern 2**	**Pattern 3**	**Pattern 4**
little	● o	● o o	o ● o	o ●
mistake	***bigger***			
remember				

B) Identify the vowel sound / i / in the words. Write the words from the bank in the correct group.

three – speak need - sweet year - clean met – me - we	**Vowel sound / i / as in "tree"**		
	"ee"	"ea"	"e"
	Three	***Speak***	***We***

B) Look at the phonetic symbols on the left as a reference. Circle the word that has a different sound in each group.

1.	**/ð/** mother	another	although	three	the
2.	**/r/** road	realize	strong	radio	red
3.	**/h/** hospital	hours	held	hope	hand
4.	**/θ/** bathroom	things	with	think	that

UNEMI 2017

WHEN I WAS YOUR MAN
By: Bruno Mars

PRONUNCIATION
ANSWER KEY

A) Identify the stressed syllable in the words. Write the words from the bank in the correct column according to the stress pattern.

bigger probably little mistake remember	**Stress patterns**			
	Pattern 1	**Pattern 2**	**Pattern 3**	**Pattern 4**
	● o	● o o	o ● o	o ●
	Bigger **li**ttle	**pr**obably	R**em**ember	mis**take**

B) Identify the vowel sound / i / in the words. Write the words from the bank in the correct group.

three – speak need - sweet year - clean met – me - we	**Vowel sound / i / as in "tree"**		
	"ee"	"ea"	"e"
	Three	***Speak***	***We***
	n**ee**d	cl**ea**n	m**e**

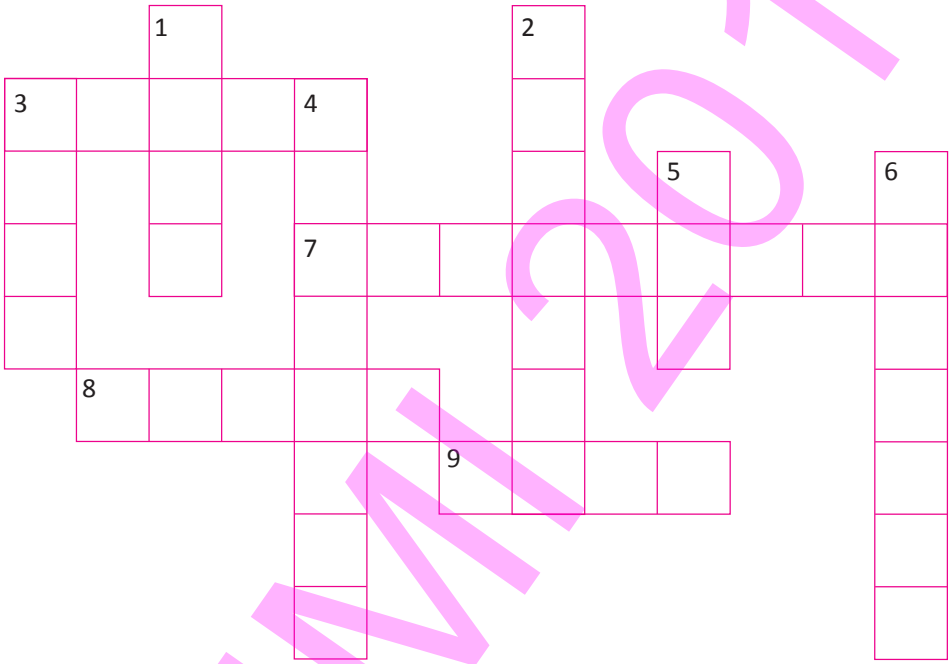
B) Look at the phonetic symbols on the left as a reference. Circle the word that has a different sound in each group.

1.	/ð/ mother	another	although	three	(the)
2.	/r/ road	realize	(strong)	radio	red
3.	/h/ hospital	(hours)	held	hope	hand
4.	/θ/ bathroom	things	with	think	(that)

UTEM 2017

WHEN I WAS YOUR MAN By: Bruno Mars	**CRISS-CROSS** PUZZLE

Solve the puzzle. Write the words according to the definitions below



Across

3. Chase; to persecute; to cause repeated suffering or anxiety
7. Express regret; to ask for forgiveness
8. A feeling of deep pleasure or satisfaction derived from one's own achievements
9. A dirty or untidy state of things or of a place; disorganization

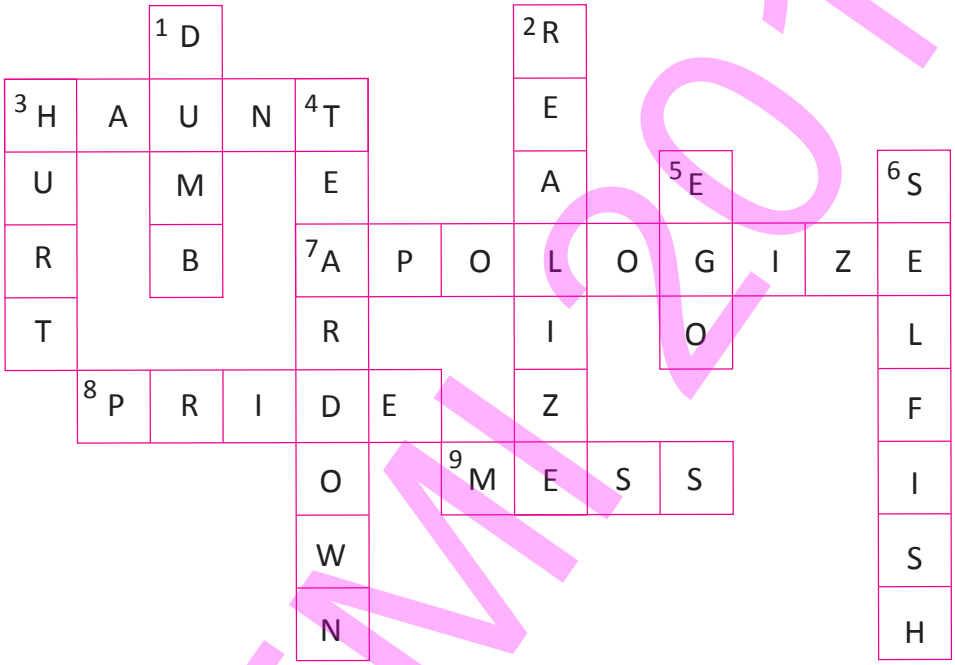
Down

1. Unable or unwilling to speak; stupid
2. Understand a situation; become fully aware of (something) as a fact
3. Cause pain or injury to
4. Raze down to the ground; knock down
5. A person's sense of self-esteem or self-importance
6. Lacking consideration for other people; egotistic; self-centered

UNEMI 2017

WHEN I WAS YOUR MAN By: Bruno Mars	**CRISS-CROSS PUZZLE** ANSWER KEY

Solve the puzzle. Write the words according to the definitions below



Across

3. Chase; to persecute; to cause repeated suffering or anxiety
7. Express regret; to ask for forgiveness
8. A feeling of deep pleasure or satisfaction derived from one's own achievements
9. A dirty or untidy state of things or of a place; disorganization

Down

1. Unable or unwilling to speak; stupid
2. Understand a situation; become fully aware of (something) as a fact
3. Cause pain or injury to
4. Raze down to the ground; knock down
5. A person's sense of self-esteem or self-importance
6. Lacking consideration for other people; egotistic; self-centered

UNEMI 2017

GRAMMAR GUIDELINE: SIMPLE PAST TENSE

SIMPLE PAST WITH THE VERB "BE":

I was wrong about my perception of you
They were in Quito last week.

SIMPLE PAST WITH OTHER VERBS:

My brother	listened	to music last night
Subj. +	Verb in past	+ rest of sentence

The Simple Past is used to describe actions that happened in the past. In the affirmative form, the main ***verb is in simple past***. In the negative form, the main verb is in base form because the auxiliary ***did + not*** is used. In the interrogative form the auxiliary ***Did*** is used and the verb is in base form.

SIMPLE PAST - REGULAR VERBS	SIMPLE PAST - IRREGULAR VERBS
AFFIRMATIVE FORM	**AFFIRMATIVE FORM**
I play**ed** video games last week. He work**ed** in the garden yesterday. She stud**ied** English last night. We stop**ped** the car before crashing. They dance**d** Salsa at the party.	I **bought** a present last week. He **drank** a cup of coffee. She **went** to the mall yesterday. We **did** our homework together. They **saw** a movie last night.
NEGATIVE FORM	**NEGATIVE FORM**
I **didn't play** video games last week. He **didn't work** in the garden yesterday. She **didn't study** English last night. We **didn't stop** the car before crashing. They **didn't dance** Salsa at the party.	I **didn't** buy a present last week. He **didn't** drink a cup of tea yesterday. She **didn't go** to the mall yesterday. We **didn't** do our homework together. They **didn't** see a movie last night.
INTERROGATIVE FORM **SHORT ANSWERS**	**INTERROGATIVE FORM** **SHORT ANSWERS**
Did you **play** video games last week? Yes, I did. / No, I didn't. **Did** he **work** in the garden…? Yes, he did. / No, he didn't. **Did** she **study** English last night? Yes, she did. / No, she didn't.	**Did** you **buy** a present last week? Yes, I did. / No, I didn't. **Did** he **drink** a cup of tea yesterday? Yes, he did. / No, he didn't. **Did** she **go** to the mall yesterday? Yes, she did. / No, she didn't.

UTEM 2017

SIMPLE PAST TENSE GRAMMAR WORKSHEET

A) Complete the Simple Past sentences with: was – wasn't – were – weren't

1. My sons _____ medicine students five years ago. They are doctors now.
2. I _____ in my office yesterday. So, I have a lot to do today.
3. He's not a good student this year, but he _____ excellent last year.
4. They _____ in Cuenca yesterday, because they went to the Atahualpa stadium to see the soccer match of the Ecuadorian national team.

B) Rewrite the sentences from Simple Present to ***Simple Past*** with ***yesterday.***

Simple Present	Simple Past
0. ***She smiles at me.***	**0.** ***She smiled at me yesterday.***
1. My brother rides a bike.	1.
2. I don't do my homework fast.	2.
3. They play soccer well.	3.
4. Ann and Lucy study English.	4.
5. She doesn't wash the dishes.	5.
6. Peter arrives early at his job.	6.
7. I plan to move.	7.
8. They carry a big box.	8.
9. He is happy today.	9.
10. They are in class now.	10.

C) Write Wh-questions so that they match the underlined part of the answers.

0. _____ ***How long did Sharon stay in Los Angeles*** _____?
   Sharon stayed ***three weeks*** in Los Angeles
1. _____?
   I was at home ***yesterday***.
2. _____?
   They listened to music ***in their office*** last week.
3. _____?
   We went to the Coliseum ***because we wanted to see the concert.***
4. _____?
   Henry received ***a special present*** last month.
5. _____?
   Karol and Susan were tired after the marathon.

UNEMI 2017

SIMPLE PAST TENSE GRAMMAR ANWER KEY

A) Complete the Simple Past sentences with: was – wasn't – were – weren't

1. My sons ***were*** medicine students five years ago. They are doctors now.
2. I ***wasn't*** in my office yesterday. So, I have a lot to do today.
3. He's not a good student this year, but he ***was*** excellent last year.
4. They ***weren't*** in Cuenca yesterday, because they went to the Atahualpa stadium to see the soccer match of the Ecuadorian national team.

B) Rewrite the sentences from Simple Present to ***Simple Past*** with ***yesterday.***

Simple Present	Simple Past
0. ***She smiles at me.***	0. ***She smiled at me yesterday.***
1. My brother rides a bike.	1. My brother rode a bike yesterday.
2. I don't do my homework fast.	2. I didn't do my homework fast yesterday.
3. They play soccer well.	3. They played soccer well yesterday.
4. Ann and Lucy study English.	4. Ann and Lucy studied English yesterday.
5. She doesn't wash the dishes.	5. She didn't wash the dishes yesterday.
6. Peter arrives early at his job.	6. Peter arrived early at his job yesterday.
7. I plan to move.	7. I planned to move yesterday.
8. They carry a big box.	8. They carried a big box yesterday.
9. He is happy today.	9. He was happy yesterday.
10. They are in class now.	10. They were in class yesterday.

C) Write Wh-questions so that they match the underlined part of the answers.

0. ***How long did Sharon stay in Los Angeles*** ?
   Sharon stayed ***three weeks*** in Los Angeles
1. ***When were you at home*** ?
   I was at home ***yesterday***.
2. ***Where did they listen to music last week*** ?
   They listened to music ***in their office*** last week.
3. ***Why did you go to the Coliseum*** ?
   We went to the Coliseum ***because we wanted to see the concert.***
4. ***What did Henry receive last month*** ?
   Henry received ***a special present*** last month.
5. ***Who was tired after the marathon*** ?
   Karol and Susan were tired after the marathon.

UNEMI 2017

WHEN I WAS YOUR MAN — WRITING TASKS

1. Write a **composition** with the title "**THE SONG OF MY LIFE**". In the writing describe why you consider it as so and all the memories that it brings to your life when you hear it.

2. Write an informal letter to your boy/girlfriend about what you are going to do from now and on to make him/her feel better in order to avoid that he/she could go with another man/woman.

3. Replace the following words in the First Verse of the lyrics by the ones from the box:

bigger, radio, don't, the same, friends, tear me down, breaks, your name.

WORD BANK				
1. apologize	2. dumb	3. Pride	4. haunt	5. selfish
6. tear down	7. realize	8. ego	9. hurt	10. mess

4. Change the last part of the lines in Verse II of the lyrics with others that fit.

My pride, my ego, my needs, and _____

Caused a good strong woman like you _____

Now I never, never get to _____

And it haunts me every time _____

WHEN I WAS YOUR MAN — HUMAN VALUES PROJECTS

1. **CREATION OF A PLAY:** Work in groups to present a play in class about **REGRETS OF A PERSON IN A LOVE RELATIONSHIP.** In the play include the reasons why sometimes a person does not give the right value to their partner and the things they should do to mend the relationship because they feel regrets.

2. COLLAGE CONTEST: Design a personal collage for a contest to be presented and reported in class with the topic **SELF-ESTEEM**. In the collage include pictures that appeal the self-esteem that people must have in different situations of their lives.

UIEM 2017

9. Song: ALL OF ME By: John Legend

READING: JOHN LEGEND BIOGRAPHY

John Roger Stephens was born on December 28, 1978. He is better known by his stage name **John Legend**. He is an American singer, songwriter and actor. He has won nine Grammy Awards, one Golden Globe, and one Academy Award. In 2007, Legend received the Hal David Starlight Award from the Songwriters Hall of Fame.

Prior to the release of Legend's debut album, his career was recognized through a series of successful collaborations with multiple established artists. He sang in Magnetic Man's "Getting Nowhere," Kanye West's "All of the Lights", on Slum Village's "Selfish", and Dilated Peoples' "This Way". Other artists included Jay Z's "Encore", and he sang backing vocals on Alicia Keys' 2003 song "You Don't Know My Name", the Kanye West remix of Britney Spears' "Me Against the Music", and Fort Minor's "High Road". Legend played piano on Lauryn Hill's "Everything Is Everything". He reached the chart topping with the Billboard Hot 100 number-one single, "All of Me". He won the Academy Award for Best Original Song in 2015 for writing the song "Glory" from the film Selma.

During his childhood, Legend didn't receive a formal education in schools, instead of that he was educated at home by his mother. At the age of four, he performed with his church choir. He began playing the piano at age seven. At the age of twelve, Legend attended North High School, from which he graduated four years later. After that, Legend was offered admission to Harvard University and scholarships to Georgetown University and Morehouse College. He attended the University of Pennsylvania, where he studied English with an emphasis on African-American literature.

While in college, Legend got to be the president and musical director of a jazz and pop a cappella group called Counterparts. His lead vocals on the group's recording of Joan Osborne's "One of Us" received great critical acclaim landing the song on the track list of the 1998 Best of Collegiate a Cappella compilation CD.

*Source: https://en.**wikipedia**.org/wiki/John_Legend*

UNEVI 2021

JOHN LEGEND BIOGRAPHY

READING WORKSHEET

A) Read the text and circle the sentences as True or False.

1. He was born three days before the year 1979.	True	False
2. He is just an American Singer.	True	False
3. He has won some Grammies and two Golden Globe.	True	False
4. Before his first album, he worked together with some colleagues.	True	False

B) Read the text and answer the questions. Give full answers.

1. What University did he attend?

_____

2. What award did he receive in 2007?

_____

3. Who taught him during his childhood?

_____

4. Where was he offered to study for free?

_____

5. Which song by Legend was positioned on the Billboard Hot 100 as number one single?

_____

C) Cross out the wrong words. Write the correct ones on the lines.

1. He has won three Grammy Awards, one Golden Globe, and one Academy Award. _____

2. At University John studied English with an emphasis on African-American culture._____

3. During his studies at the university Legend was the president and musical counselor of a group called Counterparts. _____

UNEMI 2017

JOHN LEGEND BIOGRAPHY — READING ANSWER KEY

A) Read and circle true or false.

1. He was born three days before the year 1979. — (True) / False
2. He is just an American Singer. — True / (False)
3. He has won some Grammies and two Golden Globe. — True / (False)
4. Before his first album, he worked together with some colleagues. — (True) / False

B) Read the text and answer the questions. Give full answers.

1. What University did he attend?
He attended theUniversity of Pennsylvania

2. What award did he receive in 2007?
In 2007, Legend received the Hal David Starlight Award.

3. Who taught him during his childhood?
His mother taught him during his childhood

4. Where was he offered to study for free?
He was offered scholarships to Georgetown University and Morehouse College.

5. Which song by Legend was positioned on the Billboard Hot 100 as number one single?
"All of me".

C) ~~Cross~~ out the wrong words. Write the correct ones on the lines.

1. He has won ~~three~~ Grammy Awards, one Golden Globe, and one Academy Award. ***nine***

2. At University John studied English with an emphasis on African-American ~~culture~~. ***Literature***

3. During his studies at the university Legend was the president and musical ~~counselor~~ of a group called Counterparts. ***director***

UNEM 2017

ALL OF ME
By: JOHN LEGEND

VOCABULARY
WORD SEARCH PUZZLE

A. Circle the words in the puzzle. Use the word bank to see which words to find.

WORD SEARCH PUZZLE

B	L	O	H	K	T	N	J	Z	O	Q	P	S	C
D	E	A	Y	I	I	E	A	Y	N	Y	S	A	K
K	E	A	I	C	O	Y	A	R	Y	N	D	B	N
A	B	Q	T	K	D	I	Z	Z	Y	O	Q	O	L
X	F	G	N	I	H	T	A	E	R	B	K	T	L
P	T	P	X	N	N	G	C	M	R	I	K	G	A
M	X	I	N	G	A	G	U	R	D	B	N	E	F
O	I	Y	K	M	A	S	Y	D	A	I	J	I	N
O	C	U	A	E	E	S	I	O	N	Z	B	V	W
D	H	Z	C	O	D	N	G	N	U	U	Y	Z	O
S	W	X	Y	U	G	H	I	F	B	D	H	B	D
Q	Y	O	Y	T	K	P	M	L	Y	P	O	K	M
V	C	V	S	X	S	X	M	M	G	V	Y	W	W
E	E	Z	Y	R	W	N	O	L	X	N	I	N	N

WORD BANK

1. BEATING YOU DOWN
2. BREATHING
3. CRAZY
4. DIZZY
5. DOWNFALL
6. KICKING ME OUT
7. MOOD
8. MUSE
9. NO KIDDING
10. SPINNING

UNEMI 2017

ALL OF ME
By: JOHN LEGEND

VOCABULARY
ANSWER KEY

A. Circle the words in the puzzle. Use the word bank to see which words to find.

WORD SEARCH PUZZLE

B	L	O	H	K	T	N	J	Z	O	Q	P	S	C
D	E	A	Y	I	I	E	A	Y	N	Y	S	A	K
K	E	A	I	C	O	Y	A	R	Y	N	D	B	N
A	B	Q	T	K	D	I	Z	Z	Y	O	Q	O	L
X	F	G	N	I	H	T	A	E	R	B	K	T	L
P	T	P	X	N	N	G	C	M	R	I	K	G	A
M	X	I	N	G	A	G	U	R	D	B	N	E	F
O	I	Y	K	M	A	S	Y	D	A	I	J	I	N
O	C	U	A	E	E	S	I	O	N	Z	B	V	W
D	H	Z	C	O	D	N	G	N	U	U	Y	Z	O
S	W	X	Y	U	G	H	I	F	B	D	H	B	D
Q	Y	O	Y	T	K	P	M	L	Y	P	O	K	M
V	C	V	S	X	S	X	M	M	G	V	Y	W	W
E	E	Z	Y	R	W	N	O	L	X	N	I	N	N

WORD BANK

1. BEATING YOU DOWN
2. BREATHING
3. CRAZY
4. DIZZY
5. DOWNFALL
6. KICKING ME OUT
7. MOOD
8. MUSE
9. NO KIDDING
10. SPINNING

UNEMI 2017

ALL OF ME
By:JOHN LEGEND

VOCABULARY
WORKSHEET

A) Write the numbers of the words next to the correct definitions

WORD BANK			
1. beating you down	2. dizzy	3. crazy	4. kicking me out
5. downfall	6. mood	7. breathing	8. no kidding
9. muse	10. spinning		

a) ____ (N) The way you are feeling at a particular time

b) ____(Adj.) Not sensible; stupid

c) ____(N) The loss of a person's money, power, social position, etc.; the thing that causes this

d) ____ (Phrase) A situation when a person is being affected by sorrow or pain.

e) ____ (V) (Present Part.) To take air into your lungs and send it out again through your nose or mouth

f) ____ (Adj.) Feeling as if everything is spinning around you and that you are not able to balance

g) ____ (Phrase) (Informal) Used to emphasize that something is true or to show that you mean what you are saying

h) ____ (V) (Present Part.) To turn round and round quickly; to make something do this

I) ____ (N) A person that gives a writer, painter, etc. ideas and the desire to create things or works of art.

J) ____ (Phrase) (Informal) To make somebody leave or go away from somewhere

B) Circle the word that doesn't belong to each group.

1. MAGICAL	PERFECT	UGLY	BEAUTIFUL
2. OF	IN	FROM	MY
3. HEAD	MOUTH	CURVE	NOSE
4. GIVE	HARD	LOVE	LOSE

C) Write the opposite of each word.

1. BEGINNING_____
2. LOSE_____
3. ALL_____
4. IMPERFECTION _____

UNEM 2017

ALL OF ME
By:JOHN LEGEND

VOCABULARY
ANSWER KEY

A) Write the numbers of the words next to the correct definitions

WORD BANK			
1. beating you down	2. dizzy	3. crazy	4. kicking me out
5. downfall	6. mood	7. breathing	8. no kidding
9. muse	10. spinning		

a) ***6*** (N) The way you are feeling at a particular time

b) ***3*** (Adj.) Not sensible; stupid

c) ***5*** (N) The loss of a person's money, power, social position, etc.; the thing that causes this

d) ***1*** (Phrase) A situation when a person is being affected by sorrow or pain.

e) ***7*** (V) (Present Part.) To take air into your lungs and send it out again through your nose or mouth

f) ***2*** (Adj.) Feeling as if everything is spinning around you and that you are not able to balance

g) ***8*** (Phrase) (Informal) Used to emphasize that something is true or to show that you mean what you are saying

h) ***10*** (V) (Present Part.) To turn round and round quickly; to make something do this

I) ***9*** (N) A person that gives a writer, painter, etc. ideas and the desire to create things or works of art.

J) ***4*** (Phrase) (Informal) To make somebody leave or go away from somewhere

B) Circle the word that doesn't belong to each group.

1. MAGICAL	PERFECT	(UGLY)	BEAUTIFUL
2. OF	IN	FROM	(MY)
3. HEAD	MOUTH	(CURVE)	NOSE
4. GIVE	(HARD)	LOVE	LOSE

C) Write the opposite of each word.

1. BEGINNING ***END***
2. LOSE ***WIN***
3. ALL ***NOTHING***
4. IMPERFECTION ***PERFECTION***

UNEM 2017

ALL OF ME
By:JOHN LEGEND

LISTENING
WORKSHEET

A) Listen to Verse I. Cross out the wrong word in each line and write the correct one on the right.

1. What would you do without your smart mouth? _____
2. Calling me in, and you kicking me out _____
3. You've got my hair spinning, no kidding, _____
4. I can't pin you now _____
5. What's going on with that beautiful mind? _____
6. I'm on your magical mystery rhyme _____
7. And I'm so busy, don't know what hit me, but I'll be alright _____

B) Listen to the next part and circle the correct word in each line.

My ***heart's / head's*** under water
But I'm ***breathing / feeling*** fine
You're ***crazy / lazy*** and I'm out of my mind
'Cause all of ***me / my*** loves all of you
Love your curves and all your ***pledges / edges***
All your perfect ***imperceptions / imperfections***
Give your ***soul / all*** to me I'll give my all to you
You're my ***end / men*** and my beginning
Even ***when / where*** I lose I'm winning
Because / 'Cause I give you all of me
And you give me all ***from / of*** you, oh oh

C) Order the Verse II, then listen and check.

1. times / how many / you / do / I / tell / have / to?
_____
2. crying / even / you're / when / you're / too / beautiful
_____
3. the/ beating/ world/ is/ you/ mood/ down/ around/ I'm/ through/ every
_____
4. my / you're / muse / downfall / you're / my
_____
5. distraction / my / worst / my / and / blues / rhythm
_____
6. singing/ I / you / can't stop / it's / ringing / head / in / my / for
_____

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ALL OF ME
By:JOHN LEGEND

LISTENING
ANSWER KEY

A) Listen to Verse I. Cross out the wrong word in each line and write the correct one on the right.

1. What would ~~you~~ do without your smart mouth? I
2. ~~Calling~~ me in, and you kicking me out Drawing
3. You've got my ~~hair~~ spinning, no kidding, head
4. I can't pin you ~~new~~ down
5. What's going on ~~with~~ that beautiful mind? In
6. I'm on your magical mystery ~~rhyme~~ ride
7. And I'm so ~~busy~~, don't know what hit me, but I'll be alright dizzy

B) Listen to the next part and circle the correct word in each line.

My ***heart's / head's*** under water
But I'm ***breathing / feeling*** fine
You're ***crazy / lazy*** and I'm out of my mind
'Cause all of ***me / my*** loves all of you
Love your curves and all your ***pledges / edges***
All your perfect ***imperceptions / imperfections***
Give your ***soul / all*** to me I'll give my all to you
You're my ***end / men*** and my beginning
Even ***when / where*** I lose I'm winning
Because / 'Cause I give you all of me
And you give me all ***from / of*** you, oh oh

C) Order the Verse II, then listen and check.

1. times / how many / you / do / I / tell / have / to?
How many times do I have to tell you?
2. crying / even / you're / when / you're / too / beautiful
Even when you're crying you're beautiful too
3. the/ beating/ world/ is/ you/ mood/ down/ around/ I'm/ through/ every
The world is beating you down, I'm around through every mood
4. my / you're / muse / downfall / you're / my
You're my downfall, you're my muse
5. distraction / my / worst / my / and / blues / rhythm
My worst distraction, my rhythm and blues
6. singing/ I / you / can't stop / it's / ringing / head / in / my / for
I can't stop singing, it's ringing, in my head for you

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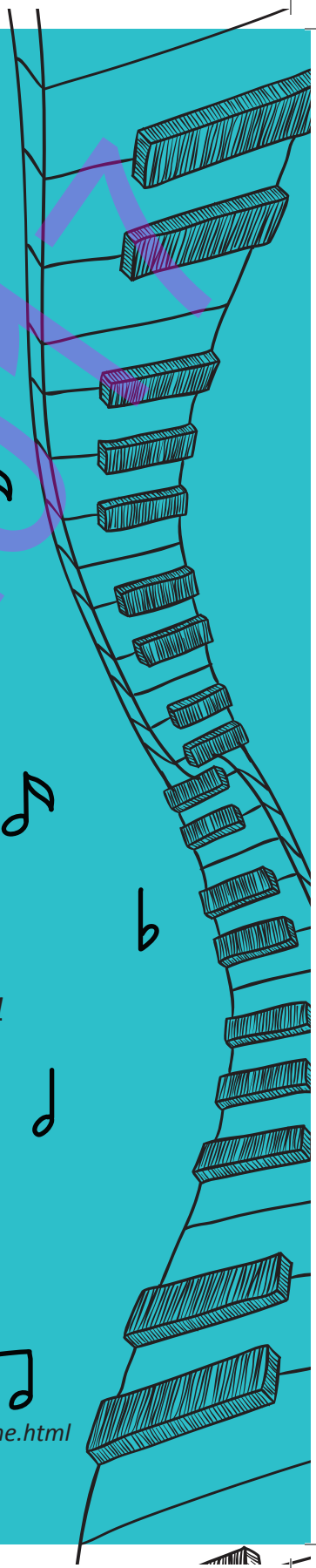

SONG LYRICS

SONG LYRICS: ALL OF ME

BY: JOHN LEGEND

VERSE I
What would I do without your smart mouth?
Drawing me in, and you ***kicking me out***
You've got my head ***spinning, no kidding***, I can't pin you down
What's going on in that beautiful mind?
I'm on your magical mystery ride
And I'm so ***dizzy***, don't know what hit me, but I'll be alright

PRE-CHORUS
My head's under water, But I'm ***breathing*** fine
You're ***crazy*** and I'm out of my mind

CHORUS
'Cause all of me loves all of you
Love your curves and all your edges
All your perfect imperfections
Give your all to me I'll give my all to you
You're my end and my beginning
Even when I lose I'm winning
'Cause I give you all of me and you give me all of you, oh oh

VERSE 2
How many times do I have to tell you?
Even when you're crying you're beautiful too
The world is ***beating you down***, I'm around through every ***mood***
You're my ***downfall***, you're my ***muse***
My worst distraction, my rhythm and blues
I can't stop singing, it's ringing, in my head for you

PRE-CHORUS
CHORUS
Give me all of you
Cards on the table, we're both showing hearts
Risking it all, though it's hard

CHORUS
I give you all of me and you give me all of you, oh oh

http://www.azlyrics.com/lyrics/johnlegend/allofme.html

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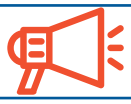
ALL OF ME
BY: JOHN LEGEND



SPEAKING
WORKSHEET

A) Read the questions and think of appropriate answers. Report them orally

1. What does the title of the song "ALL OF ME" suggest?

2. When the singer says "I'm out of my mind". What does he want to express?

3. Have you ever been out of your mind? If so, describe when and why?

4. In the song, the singer says" I love all your perfect imperfections" what does he want to express?

5. Explain the meaning of the expression "you're my end and my beginning" When and why might a person say an expression like this?

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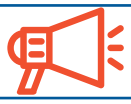
ALL OF ME
BY: JOHN LEGEND



SPEAKING
ANSWER KEY

A) Read the questions and think of appropriate answers. Report them orally

1. What does the title of the song "ALL OF ME" suggest?

All of me might suggest the whole of a love relationship. It might mean that a person truly loves someone and that is not scared to express their feelings

2. When the singer says "I'm out of my mind". What does he want to express?

He wants to say that he is behaving like he has never behaved before. He is doing new things and he is enjoying himself. I think he wants to express that because he is not complaining about his behavior.

3. Have you ever been out of your mind? If so, describe when and why?

Answers will vary, but Students may say something like this: Yes, I have been out of my mind. When I felt that I was in love I just wanted to spend time with that loving person doing things that I never thought I could do. Other times doing things that are not right or behaving like an irresponsible person trying to justify this behavior because of the feeling that I felt for that person.

4. In the song, the singer says" I love all your perfect imperfections" what does he want to express?

He knows his couple has some defects as it is normal in all the people, but because he truly loves her, he does not care about those little defects. I also think he accepts her just the way she is, no matter how many imperfections she has.

5. Explain the meaning of the expression "you're my end and my beginning" When and why might a person say an expression like this?

In my opinion, this expression is used to say that a person can become the center of somebody's life and that for that reason; all that this person does is related to him/her. In other words, in every move that this person does he/she is thinking of their couple and in the way it would affect him/her.

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ALL OF ME
BY: JOHN LEGEND

PRONUNCIATION
WORKSHEET

A) Say the words out loud. Identify the correct sound in the words that have "th" in their spelling. Complete the chart with the words from the box according to their sound.

without	death	both	that	theme
breathing	south	father	then	rhythm
though	theater	month	thanks	

/θ/	/ð/
death	***then***

B. Read the sentences aloud. Identify and underline the words that must be stressed.

1. I'm on your magical mystery ride.
2. My head's under water.
3. You're crazy and I'm out of my mind.
4. You're my end and my beginning.
5. You're my downfall, you're my muse, my worst distraction my rhythm and blues.

C. Say the words out loud and underline the stressed syllables.

drawing	beautiful	imperfections	beginning
mystery	perfect	magical	distraction

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ALL OF ME
BY: JOHN LEGEND

PRONUNCIATION
ANSWER KEY

A) Say the words out loud. Identify the correct sound in the words that have "th" in their spelling. Complete the chart with the words from the box according to their sound.

without	death	both	that	theme
breathing	south	father	then	rhythm
though	theater	month	thanks	

/θ/	/ð/
death	***then***
both	that
Theme	though
South	father
Theater	without
Month	rhythm
Thanks	breathing

B. Read the sentences aloud. Identify and underline the words that must be stressed.

1. ***I'm*** on your ***magical mystery ride***.
2. My ***head's*** under ***water***.
3. ***You're crazy*** and ***I'm*** out of my ***mind***.
4. ***You're*** my ***end*** and my ***beginning***.
5. ***You're*** my ***downfall***, ***you're*** my ***muse***, my ***worst distraction*** my ***rhythm*** and ***blues.***

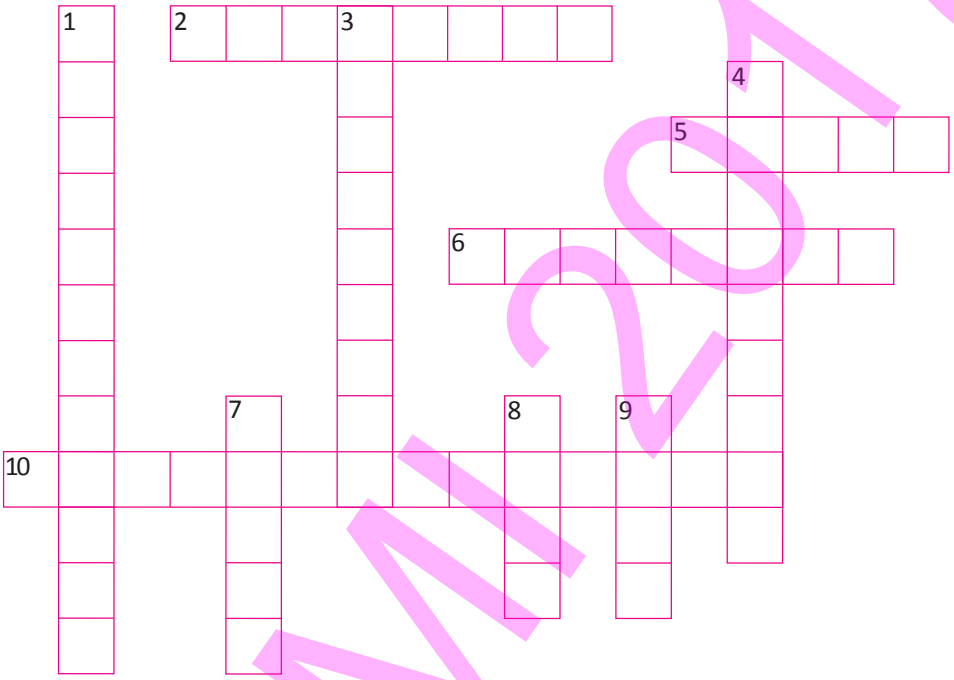
C. Say the words out loud and underline the stressed syllables.

drawing	**beau**tiful	imper**fec**tions	**begin**ning
mystery	**per**fect	**ma**gical	dis**trac**tion

UNEMI 2017

ALL OF ME BY: JOHN LEGEND	**CRISS-CROSS** PUZZLE

A) Solve the puzzle. Write the words according to the definitions below.



Across

2. To turn round and round quickly; to make something do this
5. Not sensible; stupid
6. The loss of a person's money, power, social position, etc.; the thing that causes this
10. A situation when a person is being affected by sorrow or pain.

Down

1. To make somebody leave or go away (from somewhere)
3. Used to emphasize that something is true or to show that you mean what you are saying
4. To take air into your lungs and send it out again through your nose or mouth
7. Feeling as if everything is spinning around you and that you are not able to balance
8. A person that gives a writer, painter, etc. ideas and the desire to create things or works of art.
9. The way you are feeling at a particular time

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ALL OF ME BY: JOHN LEGEND	CRISS-CROSS ANSWER KEY

A) Solve the puzzle. Write the words according to the definitions below.

Across

2. To turn round and round quickly; to make something do this
5. Not sensible; stupid
6. The loss of a person's money, power, social position, etc.; the thing that causes this
10. A situation when a person is being affected by sorrow or pain.

Down

1. To make somebody leave or go away (from somewhere)
3. Used to emphasize that something is true or to show that you mean what you are saying
4. To take air into your lungs and send it out again through your nose or mouth
7. Feeling as if everything is spinning around you and that you are not able to balance
8. A person that gives a writer, painter, etc. ideas and the desire to create things or works of art.
9. The way you are feeling at a particular time

UNEMI 2017

GRAMMAR GUIDELINE: SIMPLE PRESENT VS PRESENT CONTINUOUS

The Simple Present tense is used to describe events that happen one after another, routines, every day activities, and things that are generally true.

STRUCTURE OF THE SIMPLE PRESENT

Subject + Verb (in present) + rest of sentence

Examples: My parents ***work*** from Monday to Friday.
Marcos ***goes*** to church every Sunday.

When the **Subject** is the **third person singular**, the main verb changes a little from its base form. It must be added **"s" "es" "ies"** at the end of them.
The auxiliary **DO** is used for Questions; and **DON'T / DOESN'T** in Negative sentences.

SUBJECT	VERB (+) (-)	REST OF SENTENCE
Pete	play**s** **doesn't** play	soccer on weekends.
Sara	watch**es** **doesn't** watch	TV every night.
Susan	stud**ies** **doesn't** study	languages at college.

The Present Continuous tense is used to describe activities that are happening at the moment of speaking or right now.

STRUCTURE OF THE PRESENT CONTINUOUS

Subject + Verb BE + Main Verb (ing) + rest of sentence

Ex.: I **am** stud**ying** English – She **is** cook**ing** now – We **are** go**ing** home
The word **not** is used after the verb **be** for Negative sentences.
Example: We **aren't** going home.
The verb **be** comes before the subject in Questions.
Example: **Are** we going home?

Subject	Verb BE (+) (-)	Main Verb (ing)	rest of sentence
I	**am / am not**	sing**ing**	a romantic song.
The day	**is / isn't**	get**ting**	dark.
The dancers	**are / aren't**	danc**ing**	salsa music.

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SIMPLE PRESENT VS PRESENT CONTINUOUS — **GRAMMAR WORKSHEET**

A) Complete the sentences with the correct form of the verbs. Use the verbs from the box. There is an extra verb you do NOT need to use.

open - speak - do - cause - play – be – drink

1. Ann _____ hand ball very well.
2. I _____ coffee in the morning and in the evening.
3. The swimming pool _____ at 7:00 in the morning.
4. Dangerous drivers _____terrible accidents.
5. They _____ good students. They always _____ their homework

B) Rewrite the sentences from exercise "A" into negative form.

1._____
2._____
3._____
4._____
5._____

C) Choose the right verbs from the box to complete the sentences in the Simple Present tense. In some cases you need to use the negative form.

1. The earth_____ around the sun.
2. The sun _____in the east.
3. Vegetarians _____meat.
4. A liar is someone who _____the truth.
5. Novelists _____ wonderful novels.

eat	write
tell	turn
rise	

D) Fill in the gaps with the correct form of the verbs in Present Continuous

1. Listen to those green birds. They (sing) _____.
2. Look at that white bird. It (fly) _____high in the sky.
3. This little chick (eat) _____ a worm. It looks cute.
4. I feel happy because I (have) _____a good time in this party.

E) Fill in the gaps with the verbs in parentheses. Use the Simple Present or Present Continuous tenses.

Look! Sandra (go) _____ to her job. On her right wrist she (wear) _____ an expensive watch. The watch (be) _____ very beautiful. Sandra usually (wear) _____ black dresses, but today she (look) _____ very fashionable in that white skirt and black blouse and look!! She (take) _____ an umbrella with her just in case it (rain) _____ later.

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SIMPLE PRESENT VS PRESENT CONTINUOUS — GRAMMAR ANSWER KEY

A) Complete the sentences with the correct form of the verbs. Use the verbs from the box. There is an extra verb you do NOT need to use.

open - speak - do - cause - play – be – drink

1. Ann ***plays*** hand ball very well.
2. I ***drink*** coffee in the morning and in the evening.
3. The swimming pool ***opens*** at 7:00 in the morning.
4. Dangerous drivers ***cause*** terrible accidents.
5. They ***are*** good students. They always ***do*** their homework

B) Rewrite the sentences from exercise "A" into negative form.

1. Ann ***doesn't play*** hand ball very well.
2. I ***don't drink*** coffee in the morning and in the evening.
3. The swimming pool ***doesn't open*** at 7:00 in the morning.
4. Dangerous drivers ***don't cause*** a lot of accidents.
5. They ***aren't*** good students. They ***don't*** do their homework all the time.

C) Choose the right verbs from the box to complete the sentences in the Simple Present tense. In some cases you need to use the negative form.

1. The earth ***turns*** around the sun.
2. The sun ***rises*** in the east.
3. Vegetarians ***don't eat*** meat.
4. A liar is someone who ***doesn't tell*** the truth.
5. Novelists ***write*** wonderful novels.

eat	write
tell	turn
rise	

D) Fill in the gaps with the correct form of the verbs in Present Continuous

1. Listen to those green birds. They (sing) ***are singing***.
2. Look at that white bird. It (fly) ***is flying*** high in the sky.
3. This little chick (eat) ***is eating*** a worm. It looks cute.
4. I feel happy because I (have) ***am having*** a good time in this party.

E) Fill in the gaps with the verbs in parentheses. Use the Simple Present or Present Continuous tenses.

Look! Sandra (go) ***is going*** to her job. On her right wrist she (wear) ***is wearing*** an expensive watch. The watch (be) ***is*** very beautiful. Sandra usually (wear) ***wears*** black dresses, but today she (look) ***looks*** very fashionable in that white skirt and black blouse and look!! She (take) ***is taking*** an umbrella with her just in case it (rain) ***rains*** later.

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ALL OF ME
BY: JOHN LEGEND

WRITING TASKS

1. Write a **love letter** to your boyfriend or girlfriend to express your feelings. In the writing tell him/her the way you feel when he/she is not by your side and how things change when you are spending moments together

2. Write a composition with the title "THE WAY PEOPLE USUALLY BEHAVE WHEN THEY ARE IN LOVE". Write the advantages and disadvantages of being in love from your point of view.

3. **Rewrite Verse I and replace** with synonyms or words that make sense the following words and expressions: mouth (line 1), kicking me out (line 2), no kidding (line 3), beautiful (line 4), magical (line 5), alright (line 6).

4. Complete the second part of the lines in **Verse II** but keep the same message of the song.
How many times do I _____?
Even when you're crying you're _____
The world is beating you down, I'm around ¬_____
You're my downfall, _____
My worst distraction, _____
I can't stop singing, it's ringing, _____

ALL OF ME

HUMAN VALUES PROJECTS

1. **BULLETIN BOARD CONTEST:** Work in groups and prepare bulletin boards to be displayed and reported in class with the topic "**LOVE FOR YOUR COUPLE**". In them, include pictures and phrases that express love somehow, then all the members of the group must explain what the pictures and phrases mean and why they were included.

2. **CREATION OF A VIDEO**: Work in groups to produce a video about the value of "**LOVE**". Interview at least five people among: school partners, friends, relatives, professionals, and others in order to know their opinions about what love means to them, also the wrong ways that some people show love to others, and what people should do to reinforce the value of **LOVE**. In the videos all the members of the groups must express their conclusions of the work. The videos will be seen and analyzed in class.

UNEMI 2017

10. Song: HAVE YOU EVER By: Brandy

READING: BRANDY BIOGRAPHY

Brandy Rayana Norwood was born on February 11, 1979, better known as **Brandy**. She is an American singer, songwriter, record producer and actress. She was born into a musical family in McComb, Mississippi and raised in Carson, California, she began her career as a child and performed as a backing vocalist for teen groups.
Brandy sang her first gospel solo at the age of two as part of the local church choir. In 1983, her family moved to Los Angeles where she was schooled at the Hollywood High Performing Arts Center. At the age of seven Brandy's interest in music and performing increased after becoming a fan of Whitney Houston.

Brandy began entering talent shows by the time she was eleven, and, as part of a youth singing group. In 1993, Brandy signed with Atlantic Records. The following year, in 1994 she released her self-titled debut album, which was certified quadruple Platinum in the US, selling six million copies worldwide. Her discography, as a solo artist, includes six studio albums, one compilation album, one extended play, twenty-seven singles, twenty-eight album appearances and eighteen soundtrack appearances. She has sold over 8.62 million albums in the United States, and more than 30 million records worldwide. Additionally, she has won over 100 awards as a recording artist.In 1997, Brandy, her brother and their parents, started The Norwood Kids Foundation, which helps disadvantaged, at-risk youths in Los Angeles and Mississippi through the Arts and self -help programs.

In 1998 Brandy co-wrote and produced six songs on her second album, "Never Say Never"; which produced her first number-one song on the U.S. Billboard Hot 100, "The Boy Is Mine", a duet with singer Monica that has become the most successful song by a female duo in the music industry and obtained her first Grammy Award. Eventually it became the biggest-selling album; it sold 16 million copies, which included two number-one singles. The album included her second number-one song, "Have You Ever?" written by Diane Warren.
In 1999, Billboard ranked Brandy among the top twenty of the Top Pop Artists of the 1990s. In 2002, she starred in the reality series Brandy: Special Delivery. Her third and fourth albums, **Full Moon** (2002) and **Afrodisiac** (2004), were released to critical success; however, they were not as commercially successful as her previous two albums in the 1990s.

*Source: https://en.**wikipedia**.org/**wiki/Brandy_Norwood***

UFM 107.7

BRANDY BIOGRAPHY

READING WORKSHEET

A) Circle the mistakes and write the correct words on the lines.

1. Brandy is 27 year old. _____
2. She started her own career eighteen years ago._____
3. She has bought over 8.62 million albums in the United States._____
4. They started The Norwood Kids Foundations in 1987._____
5. "The Boy Is Mine" has become the most successful song by a female trio in the music industry _____
6. She obtained her first Grammy Award with the singer Whitney Houston._____

B) Read the sentences and write true or false on the lines

1. Brandy was born in California _____
2. Brandy has co-written sixteen songs in her second album _____
3. Brandy wrote "Have you ever? " _____
4. "The boy is mine" song is a duet with her brother _____
5. Her third album was launched in 2002 _____

C) Read the text and fill in the blanks

1. She has _____ over 8.62 million albums in the United States.
2. Brandy and her family _____ The Norwood Kids Foundation in 1997.
3. The foundation helps_____at-risk youths in Los Angeles and Mississippi.
4. Full Moon and Afrodisiac albums were not as commercially _____ as her previous two albums in the 1990s.

D) Read the text and answer the questions. Use long answers

1.- How old was Brandy when she sang her first gospel solo?

_____

2.- When was her debut album released?

_____

3.- How many awards has she won?

_____

4.- What song gave her the Grammy award?

_____

5.- How many copies did the album "Never Say Never" sell?

_____

UNEMI 2017

BRANDY BIOGRAPHY

READINGWORKS
HEET KEY

A) Circle the mistakes and write the correct words on the lines.

1. Brandy is (27) years old. ***37***
2. She started her own career (eighteen) years ago. ***twenty two***
3. She has (bought) over 8.62 million albums in the United States. ***sold***
4. They started The Norwood Kids Foundations in (1987) ***1977***
5. "The Boy Is Mine" has become the most successful song by a female (trio) in the music industry ***duo***
6. She obtained her first Grammy Award with the singer (Whitney Houston.) ***Monica***

B) Read the sentences and write true or false on the lines

1. Brandy was born in California ***false***
2. Brandy has co-written sixteen songs in her second album ***false***
3. Brandy wrote "Have you ever? " ***false***
4. "The boy is mine" song is a duet with her brother ***false***
5. Her third album was launched in 2002 ***true***

C) Read the text and fill in the blanks

1. She has ***sold*** over 8.62 million albums in the United States.
2. Brandy and her family ***started*** The Norwood Kids Foundation in 1997.
3. The foundation helps ***disadvantaged*** at-risk youths in Los Angeles and Mississippi.
4. Full Moon and Afrodisiac albums were not as commercially ***successful*** as her previous two albums in the 1990s.

D) Read the text and answer the questions. Use long answers

1.- How old was Brandy when she sang her first gospel solo?
he was 2 years old
2.- When was her debut album released?
Her debut album was released in 1994
3.- How many awards has she won?
She has won over 100 awards as a recording artist
4.- What song gave her the Grammy award?
was The Boy Is Mine
5.- How many copies did the album "Never Say Never" sell?
It sold 16 million copies

UNEMI 2017

HAVE YOU EVER? BY: BRANDY	VOCABULARY WORD SEARCH PUZZLE

A. Circle the words in the puzzle. Use the word bank to see which words to find.

WORD SEARCH PUZZLE

G	B	C	G	P	O	U	D	H	T	J	S
S	Q	T	L	F	V	E	N	X	C	N	T
N	N	B	O	O	H	N	P	K	E	W	E
G	G	U	X	C	S	I	E	E	H	I	A
K	N	V	R	Y	Z	E	B	V	U	V	L
D	W	A	C	R	Y	X	D	J	I	K	M
F	E	D	E	I	R	T	E	A	Y	G	L
S	S	P	B	X	K	O	K	K	M	B	U
H	D	G	X	D	O	P	A	L	F	O	C
Q	W	Z	X	H	U	O	M	H	Y	P	H
W	C	Q	X	Z	B	C	R	L	T	I	K
D	R	E	A	M	E	D	K	V	K	P	T

WORD BANK

1. CLOSED
2. FOUND
3. TRIED
4. GIVEN
5. MAKE
6. DREAMED
7.-SEARCHED
8.-BEEN
9.- CRY
10. -STEAL

UNEM 2017

HAVE YOU EVER? BY: BRANDY	WORD SEARCH PUZZLE ANSWER KEY

A. Circle the words in the puzzle. Use the word bank to see which words to find.

WORD SEARCH PUZZLE

G	B	C	G	P	O	U	D	H	T	J	S
S	Q	T	L	F	V	E	N	X	C	N	T
N	N	B	O	O	H	N	P	K	E	W	E
G	G	U	X	C	S	I	E	E	H	I	A
K	N	V	R	Y	Z	E	B	V	U	V	L
D	W	A	C	R	Y	X	D	J	I	K	M
F	E	D	E	I	R	T	E	A	Y	G	L
S	S	P	B	X	K	O	K	K	M	B	U
H	D	G	X	D	O	P	A	L	F	O	C
Q	W	Z	X	H	U	O	M	H	Y	P	H
W	C	Q	X	Z	B	C	R	L	T	I	K
D	R	E	A	M	E	D	K	V	K	P	T

WORD BANK

1. CLOSED
2. FOUND
3. TRIED
4. GIVEN
5. MAKE
6. DREAMED
7.-SEARCHED
8.-BEEN
9.- CRY
10. -STEAL

UNEMI 2017

HAVE YOU EVER?
BY: BRANDY

VOCABULARY
WORKSHEET

A) Complete the verb chart with the missing words.

BASE FORM	PRESENT PARTICIPLE	SIMPLE PAST	PAST PARTICIPLE
1. ***Find***			
2.	***Giving***		
3.			***Made***
4.		***Stole***	
5.		***Was / Were***	

B) Match the numbers of the words to their correct definitions.

WORD BANK

1. been	2. tried	3. steal	4. Dreamed	5. cry
6 closed	7 found	8 searched	9 given	10 make

a) ___(V) To take the property of another without right or permission
b) ___(V) (Past Part.)Action to produce tears from your eyes because of pain or strong emotion.
c) ___(V) (Past Part.) Used to describe qualities of someone or something, to indicate position or state.
d) ___ (V) (Past Part.) To make an attempt to do something.
e) ___ (V) (Past simple) Thoughts or images occurring in mind during sleep.
f) ___ (V) (Past Part.) To get or discover something or someone that you are looking for
g) ___ (V) (Past Part.) To provide someone with something.
h) ___ (V) Opposite of opened; not willing to accept new ideas
i) ___ (V) (Past Part.) To look for someone or something
j) ___ (V) To create something

B) Match the numbers of the words to their correct definitions.

1. closed	locked	opened	blocked
2. cry	laugh	tears	sad
3. dreamed	imagined	invented	real
4. attempt	intend	try	give up
5. seek	search for	find	look for

UNEM 2017

HAVE YOU EVER?
BY: BRANDY

VOCABULARY
WORKSHEET KEY

A) Complete the verb chart with the missing words.

BASE FORM	PRESENT PARTICIPLE	SIMPLE PAST	PAST PARTICIPLE
1. ***Find***	Finding	Found	Found
2. Give	***Giving***	Gave	Given
3. Make	Making	Made	***Made***
4. Steal	Stealing	***Stole***	Stolen
5. Be	Being	***Was / Were***	Been

B) Match the numbers of the words to their correct definitions.

WORD BANK

1. been	2. tried	3. steal	4. Dreamed	5. cry
6 closed	7 found	8 searched	9 given	10 make

a) ***3*** (V) To take the property of another without right or permission

b) ***5*** (V) (Past Part.)Action to produce tears from your eyes because of pain or strong emotion.

c) ***1*** (V) (Past Part.) Used to describe qualities of someone or something, to indicate position or state.

d) ***2*** (V) (Past Part.) To make an attempt to do something.

e) ***4*** (V) (Past simple) Thoughts or images occurring in mind during sleep.

f) ***7*** (V) (Past Part.) To get or discover something or someone that you are looking for

g) ***9*** (V) (Past Part.) To provide someone with something.

h) ***6*** (V) Opposite of opened; not willing to accept new ideas

i) ***8*** (V) (Past Part.) To look for someone or something

j) ***10*** (V) To create something

B) Match the numbers of the words to their correct definitions.

1. closed	locked	(opened)	blocked
2. cry	(laugh)	tears	sad
3. dreamed	imagined	invented	(real)
4. attempt	intend	try	(give up)
5. seek	search for	(find)	look for

UNEM 2017

HAVE YOU EVER?
BY: BRANDY

LISTENING
WORKSHEET

A) Review the pronunciation of the words. Listen to the first verse. Check the words you hear.

___buy	___bad	___understand	___hand
___say	___start	___lords	___bed
___eyes	___give	___try	___feel

B) Listen to the chorus and complete it with the words from the box.

Have you ever loved _____so much?
It makes you _____
Have you ever needed something so bad?
You can't _____ at night
Have you ever _____ to find the words?
But they don't _____ right
Have you ever, have you ever

tried
somebody
sleep
come out
cry

C) Listen to Verse I and circle the correct word in the lines

Have you ever been in love? Been in love so ***sad / bad***
You'd do ***something / anything*** to make them understand
Have you ever had someone steal your ***heart / hand*** away
You'd give anything to ***let / make*** them feel the same
Have you ever ***looked for / search for*** words to get you in their heart
But you don't know what to ***tell / say***. And you don't know where to start.

D) Listen to Verse II and match the TWO HALVES of the lines.

1. Have you ever found the one	a. you've given your heart to
2. You'd do just about anything	b. and dreamed that they were there
3. Have you finally found the one	c. for the day when they will care
4. Only to find that one	d. to look into their eyes
5. Have you ever closed your eyes	e. won't give their heart to you
6. And all you can do is wait	f. You've dreamed of all of your life

UNEMI 2017

HAVE YOU EVER?
BY: BRANDY

LISTENING
WORKSHEET

A) Review the pronunciation of the words. Listen to the first verse. Check the words you hear.

___buy	_√_ bad	_√_ understand	___hand
_√_ say	_√_ start	___lords	___bed
___eyes	_√_ give	___try	_√_ feel

B) Listen to the chorus and complete it with the words from the box.

Have you ever loved _***somebody***_ so much?
It makes you ___***cry***_____
Have you ever needed something so bad?
You can't_***sleep***_at night
Have you ever_***tried***_to find the words?
But they don't _***come out***_ right
Have you ever, have you ever

tried
somebody
sleep
come out
cry

C) Listen to Verse I and circle the correct word in the lines

Have you ever been in love? Been in love so ***sad*** / (***bad***)
You'd do ***something*** / (***anything***) to make them understand
Have you ever had someone steal your (***heart***) / ***hand*** away
You'd give anything to ***let*** / (***make***) them feel the same
Have you ever ***looked for*** / (***search for***) words to get you in their heart
But you don't know what to ***tell*** / (***say***). And you don't know where to start.

D) Listen to Verse II and match the TWO HALVES of the lines.

1. Have you ever found the one	a. you've given your heart to
2. You'd do just about anything	b. and dreamed that they were there
3. Have you finally found the one	c. for the day when they will care
4. Only to find that one	d. to look into their eyes
5. Have you ever closed your eyes	e. won't give their heart to you
6. And all you can do is wait	f. You've dreamed of all of your life

UNAM 2017

SONG LYRICS: HAVE YOU EVER?

BY: BRANDY

CHORUS
Have you ever loved ***somebody*** so much?
It makes you cry
Have you ever needed something so bad?
You can't ***sleep*** at night
Have you ever tried to find the ***words***?
But they don't come out right
Have you ever, have you ever

VERSE I
Have you ever ***been*** in love, been in love so ***bad***
You'd do anything to make them understand
Have you ever had someone steal your heart away?
You'd give anything to ***make*** them feel the same
Have you ever searched for words to get you in their ***heart***
But you don't know what to ***say***
And you don't know where to ***start***
[Chorus]

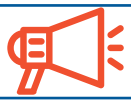
VERSE II
Have you ever found the one you've dreamed of all of your life?
You'd do just about ***anything*** to look into their eyes
Have you finally found the one you've given your heart to?
Only to find that one won't give their heart to you
Have you ever closed your eyes and dreamed that they were there?
And all you can do is wait for the day when they will care
[Chorus]

VERSE II
What do I gotta do to get you in my arms baby
What do I gotta say to get to your heart
To make you understand how I need you next to me
Gotta get you in my world
'Cuz baby I can't sleep

http://www.azlyrics.com/lyrics/brandy/haveyouever.html

UNAM 2017

HAVE YOU EVER?
BY: BRANDY



SPEAKING
WORKSHEET

A) Read the questions and think of appropriate answers. Report them orally

1. Have you ever been in love? If so, what did you feel?

2. Do you think that your boyfriend/girlfriend feel the same for you? Why?

3. What crazy or rare things do you usually do when you are in love?

4. Have you or someone you know finally found the person you have dreamed of all your life? If so, why do you consider him/her as so?

5. Have you ever had a problem with your boyfriend/girlfriend? If so, what did you do to make things right again?

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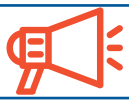
HAVE YOU EVER?
BY: BRANDY



SPEAKING
WORKSHEET

A) Read the questions and think of appropriate answers. Report them orally

1. Have you ever been in love? If so, what did you feel?

a.- Yes, I felt happy when we were together and I wanted to spend more time with him/her.

b.- Yes, I have. I loved to share everything with him/her.

2. Do you think that your boyfriend/girlfriend feel the same for you? Why?

a.- Yes, of course, because I feel that my boyfriend/girlfriend enjoys all the things that we do together and also we share the same goals.

b.- Yes, I do. Because he/she takes care of me and always thinks of me before thinking of him/her.

3. What crazy or rare things do you usually do when you are in love?

a.- I am motivated to write poems for him/her.

b.- I spend hours chatting with him/her when I am in bed. My parents think that I am sleeping, but I am chatting.

4. Have you or someone you know finally found the person you have dreamed of all your life? If so, why do you consider him/her as so?

a.- Yes, I have. Because the relationship that I have with my boyfriend/girlfriend is generally stable. We never get angry or argue and we always show love and respect for each other.

b.- No, I haven't. Because the people who I have had a love relationship, were not able to gain my love, admiration, and respect because they failed in some ways.

5. Have you ever had a problem with your boyfriend/girlfriend? If so, what did you do to make things right again?

a.- Yes, I have. He/She is very jealous so I avoid going out alone or talk to people who are interested in me.

b.- Yes, I have. I hate when a person lies to me and once he/she did it, so we argued, but later we promised not to lie each other and be honest

UNEMI 2017

HAVE YOU EVER?
BY: BRANDY

PRONUNCIATION
WORKSHEET

A) Circle the word that has a different sound from the others in each group.

1.	***/aU/*** out	house	brown	autumn	how
2.	***/æ/*** bad	water	cat	have	stamp
3.	***/tʃ/*** much	peach	lunch	architect	search
4.	***/s/*** eyes	someone	sugar	same	nice

B) Classify the words according to the sounds

WORDS	SOUNDS			/I/	/aI/
It	something	find		It	night
night	right	in			
anything	give	life			
into	finally	given			
will	mine	time			

C) Read the words and identify if they are homophones. Write "Yes" or "No" in the boxes.

HOMOPHONE WORDS		YES / NO
Kiss	Keys	
time	team	
eye	I	
made	maid	
pain	pen	

D) Draw arrows under the words to show that they can be linked phonetically.

Have you ever found the one you've dreamed of all of your life?
You'd do just about anything to look into their eyes
Have you ever closed your eyes and think of me?

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HAVE YOU EVER?
BY: BRANDY

PRONUNCIATION
ANSWER KEY

A) Circle the word that has a different sound from the others in each group.

1.	/aU/ out	house	brown	autumn	how
2.	/æ/ bad	water	cat	have	stamp
3.	/tʃ/ much	peach	lunch	architect	search
4.	/s/ eyes	someone	sugar	same	nice

B) Classify the words according to the sounds

WORDS			/I/		/aI/	
It	something	find	It	something	night	find
night	right	in	in	anything	right	life
anything	give	life	give	into	finally	mine
into	finally	given	given	will	time	
will	mine	time				

C) Read the words and identify if they are homophones. Write "Yes" or "No" in the boxes.

HOMOPHONE WORDS		YES / NO
Kiss	Keys	YES
time	team	NO
eye	I	YES
made	maid	YES
pain	pen	NO

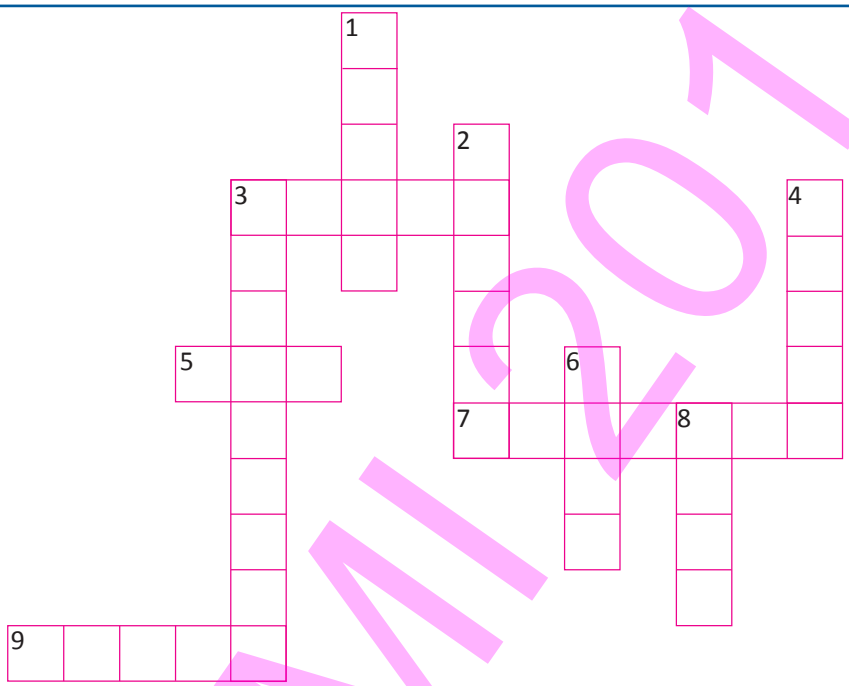
D) Draw arrows under the words to show that they can be linked phonetically.

Have you ever found the one you've dreamed of all of your life?
You'd do just about anything to look into their eyes
Have you ever closed your eyes and think of me?

UNEM 2017

HAVE YOU EVER? BY: BRANDY	CRISS-CROSS PUZZLE

A) Solve the puzzle. Write the words according to the definitions below.



Across

3. (V) To take the property of another without right or permission.
5. (V) Action to produce tears from your eyes because of Pain or strong emotion.
7. (V-Past simple) Thoughts or images occurring in mind during sleep.
9. (V-Past Part.) To make an effort to do or complete something.

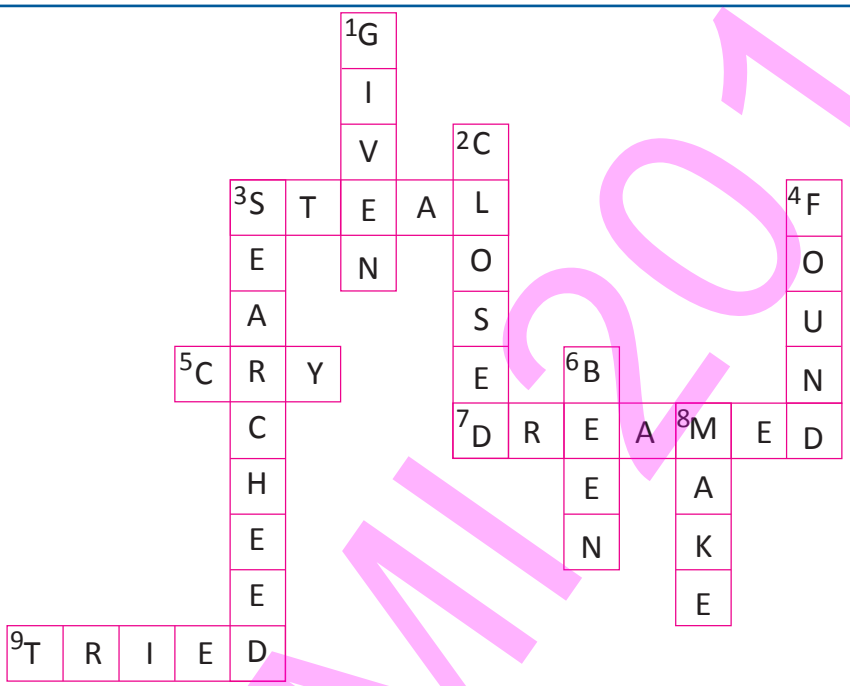
Down

1. (V) (Past Part.) To provide someone with something.
2. Opposite opened
3. (V-Past Part.) To provide someone with something.
4. (V-Past Part.) To get or discover something or someone that you are looking for.
6. (V-Past Part.) Used to describe qualities of someone or something, to indicate position or state.
8. (V) To create something.

UNEMI 2017

HAVE YOU EVER? BY: BRANDY	CRISS-CROSS PUZZLE

A) Solve the puzzle. Write the words according to the definitions below.



Across

3. (V) To take the property of another without right or permission.
5. (V) Action to produce tears from your eyes because of Pain or strong emotion.
7. (V-Past simple) Thoughts or images occurring in mind during sleep.
9. (V-Past Part.) To make an effort to do or complete something.

Down

1. (V) (Past Part.) To provide someone with something.
2. Opposite opened
3. (V-Past Part.) To provide someone with something.
4. (V-Past Part.) To get or discover something or someone that you are looking for.
6. (V-Past Part.) Used to describe qualities of someone or something, to indicate position or state.
8. (V) To create something.

UNE-MI 2017

GRAMMAR GUIDELINE: PRESENT PERFECT

A. **Have** you **ever** been in love? B. I **have** never **loved** anybody so much A. **Have you ever tried** snake meat? B. Yes, I have but **I didn't know what it was.** Note: "I've ever been to Japan." "My sister hasn't never seen Titanic."	Use present perfect to describe experiences that started in the **past** and **continues up to the present**. **Ever** is used in questions only and to talk about actions done at any time in a person's life –NOT in statements. DO NOT use never in negative statements.
"I've already read today's newspaper." "Have you already paid the electric bill?" "We haven't cleaned the house yet." "Has he told you the good news yet?" "Don't touch the bench–I've just painted it" "What book have you just finished reading?" "He's recently lost some weight." "I haven't seen her recently." "Have you spoken to Beth recently?" "I've gotten a lot of spam e-mails lately." "Liz and Jen haven't been to church lately." "Have you seen any good movies lately?"	**Already** can be used in positive statements and questions. **Yet** used in negative sentences and questions. It usually goes at the end. **Just** is typically used in positive sentences - questions. It goes before the past participle verb **Recently and lately** can be used in positive statements, negative statements, or questions. They can go before the past participle verb or at the end.

We often use ***for*** and ***since*** with perfect tenses	
John hasn't called for six months. He has worked in New York for a long time.	**For** is used in a period of time, Ex: a few days, half an hour, etc.
I have been here since 9 o'clock. John hasn't called since last month. He has worked in New York **since** he was 18.	**Since** indicates when the action started: Ex: last year, June 8, I met you.

UNEM 2017

PRESENT PERFECT GRAMMAR WORKSHEET

A) Complete with the Present Perfect Tense. Use the verbs in the box.

Be	Clean	Eat	Have	Rain	See

1. Carol ___***has eaten***___ all the cookies. (They are gone now)
2. The children _____ the car. (It looks beautiful now)
3. Mrs. Right_____ a busy day. (She is tired now)
4. It _____ not _____ for weeks. (The garden is very dry)
5. I _____ this movie. (I know what it is about)
6. My brother _____ to Paris several times. (He knows it)

B) Complete Linda's sentences. Use the verb in brackets + just / already / yet

Jhon

1. Would you like something to eat?
2. Have you seen Julia around here?
3. What time is David leaving?
4. What's in the newspaper today?
5. Is Ann coming to the cinema with us?
6. Are your friends here?

Linda

1. No, thanks. I_____lunch. (just/have)
2. No, I_____(see/yet)
3. He_____(already/leave)
4. I don't know. I _____(ready/yet)
5. No she_____the film.(already/see)
6. Yes, they_____(just/arrive)

C) Circle the correct form of the verbs (Simple Past or Present Perfect).

1.- I ***have written*** ***/ wrote*** a lot of poems.

2.- They ***took /have taken*** an English exam yesterday.

3.- I ***haven't eaten /didn't eat*** anything since breakfast.

4.- We ***haven't seen /didn't see*** your sister recently. Where is she?

5.- They ***didn't go /haven't gone*** to the cinema last night.

D) Complete with "for" or "since"

1.- I´ve waited for you _____ 8 pm.
2.- He's lived in Lisbon_____10 years.
3.-I´ve worked here _____ I left school.
4.- We´ve travelled _____ a long time.
5.-She´s studied English _____10 years.
6.-I haven't seen Liz _____ my birthday.
7.-They´ve played tennis _____ 2 hours.
8.-I´ve visited Quito _____ three times.

UNEMI 2017

PRESENT PERFECT GRAMMAR ANSWER KEY

A) Complete with the Present Perfect Tense. Use the verbs in the box.

Be	Clean	Eat	Have	Rain	See

1. Carol ***has eaten*** all the cookies. (They are gone now)
2. The children ***have cleaned*** the car. (It looks beautiful now)
3. Mrs. Right ***has had*** a busy day. (She is tired now)
4. It ***has*** not ***rained*** for weeks. (The garden is very dry)
5. I ***have seen*** this movie. (I know what it is about)
6. My brother ***has been*** to Paris several times. (He knows it)

B) Complete Linda's sentences. Use the verb in brackets + just / already / yet

Jhon

1. Would you like something to eat?
2. Have you seen Julia around here?
3. What time is David leaving?
4. What's in the newspaper today?
5. Is Ann coming to the cinema with us?
6. Are your friends here?

Linda

1. No, thanks. I***'ve just had*** lunch. (just/have)
2. No, I haven't ***seen her yet***. (see/yet)
3. He's ***already left*** (already/leave)
4. I don't know. I ***haven't read it yet.*** (ready/yet)
5. No she's ***already seen*** the film. (already/see)
6. Yes, thev've ***just arrived***.(just/arrive)

C) Circle the correct form of the verbs (Simple Past or Present Perfect).

1.- I ***have written / wrote*** a lot of poems.
2.- They ***took / have taken*** an English exam yesterday.
3.- I ***haven't eaten / didn't eat*** anything since breakfast.
4.- We ***haven't seen / didn't see*** your sister recently. Where is she?
5.- They ***didn't go / haven't gone*** to the cinema last night.

D) Complete with "for" or "since"

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3.-I´ve worked here ***since*** I left school.
4.- We´ve travelled ***for*** a long time.
5.-She´s studied English ***for*** 10 years.
6.-I haven't seen Liz ***since*** my birthday
7.-They´ve played tennis ***for*** 2 hours.
8.-I´ve visited Quito ***for*** three times.

NEW 2017

HAVE YOU EVER?
BY: BRANDY

WRITING TASKS

1. Write a ***short composition*** about your experience in love, do you think you have finally found a special person to give your heart?

2. Write an ***informal letter*** to your boyfriend/girlfriend by expressing your feelings about him or her and asking if he/she feels the same for you.

3. ***Rewrite the Verse I*** by changing the sentences in "Present Perfect" and "Simple Present" to "Past simple". Change all the words that this replacement affects.

4. ***Replace the Verse II with another one of your own***, so that it fits with the message of the lyrics.

HAVE YOU EVER?
BY: BRANDY

HUMAN VALUES PROJECTS

1. **BULLETIN BOARD CONTEST:** Work in groups to make a bulletin board to be reported in class with the topic **SELF-ESTEEM IN A BROKEN RELATIONSHIP OF LOVE**. In the bulletin board include pictures that appeal the self-esteem that people must have in a situation of a broken relationship of love.

2. **MAKE A POSTER**: that shows pictures of how a love relationship affects the life of a person in a positive and negative way, remark aspects like: **Sacrifice, Respect, Patient,** etc. Make an oral presentation of your work in class.

UNEMI 2017

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UNIEM 2017

BIBLIOGRAPHY

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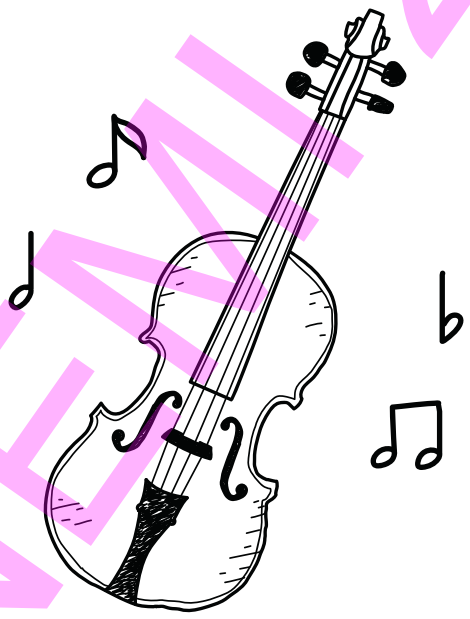

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ANNEXES

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i:	ɪ	ʊ	uː	ɪə	eɪ	/
sheep	ship	book	shoot	here	wait	
e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ
left	teacher	her	door	tourist	coin	show
æ	ʌ	ɑː	ɒ	eə	aɪ	aʊ
hat	up	far	on	hair	like	mouth

p	b	t	d	ʧ	ʤ	k	g
pea	boat	tree	dog	cheese	joke	coin	go
f	v	θ	ð	s	z	ʃ	ʒ
free	video	thing	this	see	zoo	sheep	television
m	n	ŋ	h	l	r	w	j
mouse	now	thing	hope	love	run	we	you

↗	↘	ˈ	ˌ	‿	ʔ	ˑ	ə	ɜ˞	r

https://www.google.com.ec

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IPA PHONETIC CHART CONSONANTS

hot - /h/	**sh**ut - /ʃ/	**v**et - /v/
sit - /s/	**th**ink - /θ/	**w**in - /w/
tell - /t/	o**th**er - /ð/	si**ng** - /ŋ/
man - /m/	vi**s**ion - /ʒ/	**z**en - /z/
nut - /n/	**ch**at - /tʃ/	**b**ut - /b/
dig - /d/	**g**et - /g/	**f**ig - /f/
king - /k/	**p**et - /p/	**y**es - /j/
lit - /l/	**r**un - /r/	**j**ust - /dʒ/

http://www.esl-lounge.com/pronunciation/phonetic-chart.php

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bait -	/eɪ/	bird -	/ɜ:/	bought -	/ɔ:/
father	/ɑ:/	wet -	/e/	about -	/aʊ/
bat -	/æ/	bite -	/ɑɪ/	boy -	/ɔɪ/
wear -	/eə/	boat -	/əʊ/	hut -	/ʌ/
beer -	/ɪə/	food -	/u:/	pig -	/ɪ/
feet -	/i:/	foot -	/ʊ/	compute	/ə/
		hot -	/ɒ/	pure -	/ʊə/

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http://www.esl-lounge.com/pronunciation/phonetic-chart.php

GLOSSARY

APOLOGIZE: (V) Express regret; to ask for forgiveness.

BEATING YOU DOWN: (Phrase) A situation when a person is being affected by sorrow or pain.

BEEN: (V) (Past Part.) Used to describe qualities of someone or something, to indicate position or state.

BREATHING: (V) (Present Part.) To take air into your lungs and send it out again through your nose or mouth.

CHASE: (V) Chase; to persecute; to cause repeated suffering or anxiety.

CLOSED: (V) Opposite of opened; not willing to accept new ideas.

CRAZY: (Adj.) Not sensible; stupid.

CRY: (V) (Past Part.)Action to produce tears from your eyes because of pain or strong emotion.

DIZZY: (Adj.) Feeling as if everything is spinning around you and that you are not able to balance.

DOWNFALL: (N) The loss of a person's money, power, social position, etc.; the thing that causes this.

DREAMED: (V) (Past simple) Thoughts or images occurring in mind during sleep.

DUMB: (N) Unable or unwilling to speak; stupid.

EGO: (N) A person's sense of self-esteem or self-importance.

FOUND: (V) (Past Part.) To get or discover something or someone that you are looking for.

GIVEN: (V) (Past Part.) To provide someone with something.

HURT: (V) Cause pain or injury to.

KICKING ME OUT: (Phrase) (Informal) To make somebody leave or go away from.

MAKE: (V) To create something.

MESS: (N) A dirty or untidy state of things or of a place; disorganization.

MOOD: (N) The way you are feeling at a particular time.

MUSE: (N) A person that gives a writer, painter, etc. ideas and the desire to create things or works of art.

NO KIDDING: (Phrase) (Informal) Used to emphasize that something is true or to show that you mean what you are saying.

UIEM 2017

PRIDE: (N) A feeling of deep pleasure or satisfaction derived from one's own achievements.

REALIZE: (V) Understand a situation, become fully aware of (something) as a fact.

SEARCHED: (V) (Past Part.) To look for someone or something.

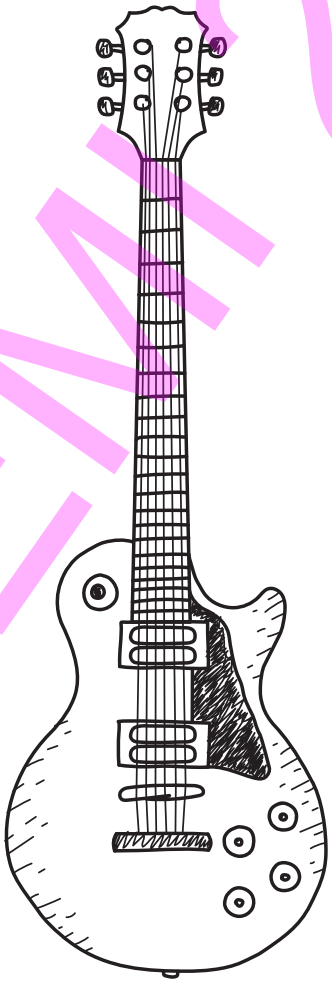
SELFISH: (Adj.) Lacking consideration for other people; egotistic; self-centered.

SPINNING: (V) (Present Part.) To turn round and round quickly; to make.

STEAL: (V) To take the property of another without right or permission something do this.

TEAR DOWN: (V) Raze down to the ground; knock down.

TRIED: (V) (Past Part.) To make an attempt to do something.



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