

Nautreni Secondary School

*Using songs, music and lyrics
in English teaching*

a reference book

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Rogovka, 2011

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Introduction

Every language has its own intonation and rhythm. The way to illustrate this is to listen to people who are considered to be fluent in a language speak that language when it is not their first language of communication or the language of their daily environment.

They may well be fluent in the vocabulary. They may indeed know the grammatical ins and outs. They may know the pronunciation difficulties inherent in that language and be aware of the syntactical idiosyncrasies, but they nonetheless, are recognizable as foreign language speakers- they have an accent. Frenchman speaking English bring their grammatical structures into their communication. Indians and Germans bring their intonation and stress. German speakers learn the vocabulary but must work hard to pronounce the “w” of English. In other words, we each bring environmental and physical limitations and our first language to language learning.

The role of language teachers is to try to overcome this first language interference so that our students can gain the most benefit from their language. The foundations that has built in the early forms will either enable our students to emulate native speakers in later life or be forever labelled with the “compliment”: You speak our language well!

Music is a great language package that bundles culture, vocabulary, listening and a host of other language skills just a few rhymes. Music can also provide a relaxed lesson on a hot boring day. It can also be the basis for many lessons. Songs are one of the most charming resources that the teacher can use in verbal communication classroom.

The creative teacher of language must have a keen ear for sound, a knowledge of the mechanism used in making correct sounds and musical texts.

He has to use music to promote learning results, to teach content across the curriculum to students of all ages.

There are almost countless methods and ways of using songs and music for language learning and teaching.

Use of poetry and music can be a fundamental adjunct to any established course while providing our language learners with innumerable benefits as long as we do not teach a song or poem the content of which is beyond the learner's comprehension.

The task of the reference book is - to show the ideas, the available materials and the teacher's experience how to deal with music, songs and lyrics at the English language lessons so teachers can use them regularly and catch up an effective teaching- learning process

Why music, songs and lyrics?

In the reference book the author would like to prove the following that:

- a. **Music, songs and poetry can** -develop awareness in the passive listening mode,
- b. help to teach the accented syllable of words, the stressed word of a sentence and the general rhythm of speech,
- c. provide real responses to language- matching actions to words or words to actions,
- d. broaden the students' language base,
- e. provide to practice known and new vocabulary and structures through imitation and repetition,
- f. offer itself to a variety of drill structures: repetition, response, substitution etc.,
- g. help us to teach more picturesque language than that provided for in our courses of study,
- h. make the students aware of rhyming words,
- i. allow for a variety of grouping for responses- large group, small group and individual.

After finishing with the teaching, repetition, substitution and practice, the students have a valuable cultural component in their language bank. And we have a performance tool to show the students' proficiency to their peers and the colleagues.

It is, however, very important for the teachers to choose songs which will not overload the students with the amount of new vocabulary. There is time enough

to get into the more difficult current songs with their vocabulary and idiomatic overload.

I. Song variety for the classroom use

1.1. Use of nursery songs, chants and rhymes

In the early years of language learning (first to third years), using the nursery songs and poems, that native- speaking infants are taught, serves many functions:

- a. They can help us teach vocabulary. (the body songs "Tony chestnut, "Touch the...", a vehicle song " The wheels on the bus", "Monday, Teasday" the days of the week, etc.),
- b. They can reinforce or demonstrante the grammatical elements which we have taught our students(a verb-song " Mullberry bush", imperative song " Hokey – pokey", " Deck the Halls", etc.),
- c. They use the language in a natural structure and rhythm (song " Good morning, "We wish you a merry Christmas", "Touch my head" ...),
- d. They are fun! (a song " Are you sleeping, brother John?")

Nursery rhymes are also an integral part of English language culture. Many were originally written as satires of famous people. The brevity of content made it easy for the people to remember the rhyme and use it to laugh at the doings of royal, noble or infamous persons.

Mary, Mary quite contrary,

How does your garden grow,

With silver bells and cockle shells,

Peter, Peter, pumpkin- eater,

Had a wife and couldn't keep her.

Put her in a pumpkin shell,

And petty maids all in a row.

And there he kept her very well.

Fingerplay combines words with actions which jog the memory. Mothers can do these to have physical contact with their children as well as providing an opportunity for their babies to hear language.

This little piggy went to market,	(jiggle big toe)
This little piggy stayed at home,	(jiggle second toe)
This little piggy had roast beef,	(jiggle middle toe)
This little piggy had none,	(jiggle fourth toe)
This little piggy cried.	(jiggle little toe)
“Wee-wee-wee”!	(and tickle child under the arm).

1. 2. Folk songs

Folk songs often tell a story and their melodies are relatively simple. In the middle years of language learning (fourth to sixth) the use of folk songs adds a valuable historical, cultural element to the advantages mentioned before. The words of the folk songs have been modified by generations of singers to make them true to language. The melodies have also been fine- tuned to make them give the correct rhythmic stress linguistically. This is why a song sung in different areas of the same English- speaking country may have variations in lyric or tune.

Folk songs also tend to use idiomatic expressions and colloquialisms as applied to a n geographical area, a stratum of society or an occupation or profession.

History- He’s got the whole world in his hands, ol Texas.

London's burning...London Bridge, Scotland's burning,etc.

Geography- Something told the wild geese.

The Red River Valley. Down in the valley (Kentucky Mountain song).

Slang- Head and shoulders, baby. Old Grumbler.

Story- telling- Early one morning, Aiken Drum. The tree in the wood. Big, big world.

Mythology- Streets of Loredon. Fooba Wooba John.

The advantage of using folk songs in the foreign language classroom is that:

- a. the verse, the text is usually relatively short,
- b. there is a refrain, the repetition of which is in an orientation point for the lyrics.
- c. when using the more popular folk songs in the classroom it is very important that the recorded rendition is clear and that the language is relatively simple, without slang, too many colloquialisms or idioms.

1.3.The role of popular songs, rap songs, hip- hop songs and musicals

Popular songs are better used in the upper classes. The lyrics encompass a much wider range of vocabulary and very often the melodies are more complicated. The content of the songs may also be more foreign to the language learner since the context of the lyrics is a society that functions differently from the one known to them.

Even native speakers find it difficult to understand the lyrics of the songs. Current rock songs are not appropriate. Today's recordings must be accompanied by a transcription of the words. Even John Lennon admitted that sometimes the words of Beatles songs made sense and sometimes they did not because his lyrics came from freely playing with words. (On recording, however, the words themselves are intelligible) Using texts(lyrics, poems) and music that are in themselves obstacles is counter- productive to their function in the foreign- language classroom.

The modern pop songs are useful song sources for the language classroom. Many of the Beatles, M.Jackson, Madonna, A.Agillera, E.John, the Eurovision contests, etc, songs are effective, as are a select number of the current rock songs.

Rap and hip-hop songs today continue to be the top selling music from amongst all races of " tweens, teens, and young adults". With the popularity of rap many students gravitate to it as the more popular form of music for academic- based music.

Songs from musicals are a valuable source of musical source for the advanced language learner. The music is very melodic (for example" Do,re,mi,.. " from" The sounds of Music"). Those songs which leave the context of the musical to make it to air-play and thus popularity usually display a certain universality in the lyrics as well.

The lyrics are well developed poetically and generally grammatically correct, unless they are written in the colloquial style of the character. Since the musicals encompass a variety of topics, their songs are also reflect a wide scope of theme.

The most useful musical pieces could be from:

My Fair Lady, The Ghoust of Opera, Oklahoma, West Side Story, Romeo and Juliet, The Sounds of Music, etc.

1.4. Country and western songs

The pop songs which are perhaps most appropriate to the foreign- language learning situation are country and western songs.

These much maligned songs fulfill the needs of the English- language teacher very well. The words and situations used in the lyrics are often daily occurrences. They are stories of situations that could happen to anyone. They are about real life.

During a unit on telephone use and conversations Reba McEntire's : Why hanen't I heard from you? Would fit in very well. In her song she provides a number of alibis for

the non-existent phone call as well as telling about telephone service in general. Her songs often deal with lost love and adaptation to the single life.

Be warned, however, that pop songs (especially those written for air play and album) are a language teachers' nightmare. Teachers of English to English-speaking students in English-speaking countries often despair of even establishing good language skills.

Rock singers' usage is questionable. Country singers, for example, will never use : aren't when they can use ain't. Pop music uses double negatives, for example: I ain't never seen nobody!(3x)

But this is the language of the streets and is, as much, the language of oral communication. Although these are not the structures and words we would wish our students to use, they must nonetheless learn to understand them.

Another important thing about lyrics is that they are in fact poems which have set to music and are now called songs. Some songs may lend themselves to a study of the poetry, since they may not be singable but as a poem give insight into content, structures or vocabulary that the teacher finds important.

1.5. Use of classical music

Classical music can also be very useful in foreign language the classroom. But how?

There are several points expressing the significance of it, for example:

- Setting the mood at the start of the lesson,
- Giving you something to talk about with your students at the start of the lesson (especially useful with the class you don't know),
- Background music while students work on 'dull' exercises,
- Background music to set the scene while students do a particular task,

- Simply for pleasure, or as a break between activities,
- To help students to relax,
- Music for imaging- students close their eyes and visualize images from their own imagination or from the words of the teacher or another voice. A good way to personalize topics- think back to a time when you...,
- Music to close down, to conclude, to round off the lesson. Music to say goodbye.

With any of these, the teacher has, of course, to remain sensitive to the wishes of the students, because some may hate to music on while they work and it would hardly be advisable to improve it on them. As with most ideas, the key is to ask the students and to take the clue from them.

Sharing music can be fun; get the students to bring in their favourite tape, take advantage of the power of music.

II. Teaching strategies and activities

2.1. How to prepare a song for a language classroom

Preparing songs for use in the classroom can be divided into 3 levels according to the students' language skills and ages. Simple, repetitive songs often contain grammatical and basic phonetic patterns, more difficult songs contain interesting vocabulary, but in songs for advanced learners you can find almost any language unit: homophones, homographs, homonyms, as well as typical fast speech pronunciation.

Low level

The students are handed the work sheets and told to think about what the missing words may be. They can look at the words at the bottom of the page and each word can be translated and the meanings are explained. The teacher has the students repeat the words in chorus. After much discussion the music for the song is played. They choose the words that they think that will fill in the blanks. The music is played at least 4 times. Finally the correct words are written on the blackboard and the students mark their

papers. Finally the music is played again and the students all sing along to the song with the correct lyrics.

Intermediate level

The students are handed the work- sheets and told to look at the words at the bottom of the page. The key words are translated and the meanings are explained. The teacher has the students repeat the words in chorus or individually. While the music is played the students work according the given tasks (fill in the blanks, complete the words, write letters,etc, from just listening to the music. The students work as individuals(in most cases) and the song is played 3 times. For homework the students memorize any new vocabulary, verses, ideas, etc.

High level

The students are told to fold the words at the bottom underneath immediately. There is no discussion and the song is played 2 times. The students must do the given tasks and use the vocabulary they think they hear. If it is acceptable the song is marked and those with the highest scores are given applause. The whole song (music, lyrics, ideas, message,etc.) is discussed and any vocabulary that is not known is to be memorized.

It is important that the teacher has specific outcomes in mind for presenting the music. Yes, songs and music are enjoyable but the teacher as well as the student should understand the purpose of the presentation within the context of language study.

If you do not see the teaching context of a song, what is the use of using in the language classroom? The listening of the students should be directed as well.

First, listening may be for the story of the lyrics and preparing to answer content, inference and other questions.

Subsequent listening could be directed to specific tasks:

- a. finding words or phrases,(as presented on the board)
- b. ordering words and phrases in the order of occurrence,
- c. completing fill-in the blank exercises,
- d. answering multiple-choice or true/false questions,

- e. deleting words from a false lyric on the board or in a note-books,
- f. finding extra words in the lines, etc.

When choosing a recorded song to use in the classroom, the teacher should make sure that:

- a. the words are intelligible on first hearing,
- b. the speed of the song lends itself to singalogs,
- c. the instrumental music is not overly loud,
- d. the lyrics have been written in a natural speech rhythm,
- e. the vocabulary is appropriate (idioms, archaic phrases,etc),
- f. the students can identify with the topic of the song,
- g. the song lends to meaningful language teaching,
- h. the song is suitable to the student age.

Speaking the lyrics along with a song will show that:

- a. songs imitate natural stress and intonation,
- b. the melody line follows the pattern of normal speech,
- c. the pitch of the song follows the intonation,
- d. when intonation and stress change simultaneously as in an interrogative sentence, note length emphasizes it.

Songs provide us with “ language come alive” feeling. Grammar and vocabulary are given context with heavy doses of meaning and emotion.

It is to be hoped that the rhythm of songs and their poetry will be an integral part of the foreign language classroom because when we sing we forget to try to pronounce correctly. We just do it- naturally!

Moreover, the teacher has to teach students to listen. Somebody can say- it is very easy.

But- hearing is not listening because our ears take in many other sounds around besides the music. The students have to brush up the ability to concentrate at the highest level.

They have to be extremely careful in the limited time of the song. And it demands exercise a lot.

2.2. Teaching tips for using songs in the language classroom

- **Build up a language comprehension.** Use the song text as a normal reading or listening text. Teach vocabulary of a particular lexical or vocabulary group.
- **Listen and discuss.** Get students to listen to the whole song once or twice, or to a shorter section. Discuss what happened, reactions, interpretations, predictions, etc. Write up a set of questions around the topic. Printed lyrics could be given out if you wish.
- **Complete gapped text.** Give students the lyrics with certain words blanked out. The teacher can carefully choose which words to blank out, it depends on what lexical area the students have to study. They have to listen carefully and fill in the missing words. The gaps could also be used as a pre-listening exercise with students predicting what the missing words are.
- **Relaxation.** The teacher brings some classical or just instrumental music on test days and put it on very low. The students relax more and feel more comfortable during the test.
- **Phonetic drills.** The teacher can use the song with a clear rhyme pattern to do some phonetics work on particular phonemes.
- **Song jumble.** Cut the lyrics up into separate lines on paper. In small groups students try to work out the original order. When ready, they listen and compare their guess with the actual song. The group that gets the lyrics with less mistakes gets a treat.

- **Sing along.** The aim is to learn the tune and to get the rhythm well enough to sing along with the original tape. This can be quite challenging and requires some careful preparation work on practising stress and rhythm, probably with spoken rather than sung sentences- perhaps using both individual, mouthed and choral practice.
- **Compose, rewrite.** Here is the tune- now you write the lyrics... An activity is quite challenging on stress and rhythm.
Write a story which began before the story in the song and led to it.
- **Matching, using pictures.** Students can get pictures of the song performers and guess about the chosen song. They also can listen and put the given pictures in the order in which they hear them in the song.
- **Guided fantasy.** The teacher can do it to "break the ice". He prepares a text, very imaginative, something that can take many different points of view, and read it loud while the song's being played. Students have their eyes closed and ask them to imagine exactly what is teacher reading and let their imagination flows along with the song. This is very relaxing!
- **Speculations.** The title of the chosen song or some phrases are written on the board. The students in pairs guess about the song is about and write the ideas down. Then they pass their paper in group to the left and have them read. Students must guess if the other students guess the same or different than theirs.
- **Action movements.** Listen to one line at a time. For each line the students invent a mimed action, which they teach each other, and then all perform. Regularly reply the song from the beginning in order to recall and do the relevant actions. After the students have done one or two verses, hand out the complete lyrics; in small groups the students find movements for the rest of the song. At the end all come together to watch a performance of the different versions.
- **Dictation or a picture dictation.** Dictate the chorus, or the whole song. Check and compare with the tape. Or decide on a representative picture of something that happens in the song. Dictate the information about this picture, a line at a time to the students who draw their interpretations.

2.3. The impact of song texts in language competence

- effective results of grammar,
- high selective listening comprehension,
- dealing with linguistic purposes,
- skills in composing songs, articles about songs, letters to singers, questionnaires,
- ability to discuss song texts,
- ability to translate song texts,
- creating dialogues, using the words of songs,
- use video clips in many ways,
- do role- plays (as people in the song, or the artist/ interviewer),
- writing song dictations,
- use songs for gap- fill, cloze, or for correction,
- use music for background to other activities,
- integrate songs into project work,
- energize or relax classes mentally,
- practice pronunciation, intonation and stress,
- break the routine,
- do choral repetition,
- dealing with vocabulary,
- competence in culture, personalities,

- competence to explain the music,
- competence in music facts, history,
- practice in having fun.

2.4. How can students express creativity through songs

- they can write songs,
- sing and perform songs,
- compare different versions of the same song,
- compose follow- up verses,
- make video clips,
- make musicals,
- do interviews,
- write articles about songs,
- “ singers,
- “ bands,
- do surveys,
- edite the song books,
- make hit lists,
- make song top lists,

- invent new lyrics for the melody,
- make song contests,
- rewrite songs as stories,
- write letters to the performers, composers...

2.5. Procedure variations of using songs at the English language lessons

Preparation: Select a tape recorder of a song, or learn a song. Prepare an overhead transparency(or a poster, or a handout) of the words of the song.

Procedure: Play the song on the tape(or sing it yourself). Show the words of the song and ask the students to follow the words and to sing while you play it again. Deal with any questions or confusion over meaning.

Play the song again when you have another 5 minutes, and help the students to learn it.

Variation 1: Before playing the song, write on the board a selection of words and phrases from the song which you think will point to the meaning of song. Ask the students to copy the words down, and then ask them what they think the song will be about. Play the song and ask the students to tick off the words as they hear them.

Variation 2: Ask the students to choose a phrase in the song which they like and would like to remember.

Variation 3: Give the students the text of the song with gaps in it. The gaps can be every tenth word or, perhaps, more usefully, about ten lexical or grammatical features (in a two or three minutes song) which you would like them to focus on. Play the song several times until the students, working in pairs, have completed their text.

Variation 4: Ask the student to learn the text or a piece of the text by heart.

Variation 5: Ask the students to complete the gaps in the text with their own rhyming words.

Variation 6: Give out a complete text in which some of the words are wrong. The students listen and correct the text.

Variation 7: Ask students to mime the characters and storyline of the song. Some songs (mainly intended for children) are designed for this purpose, for example, "Heads and shoulders, knees and toes".

Variation 8: Ask the students to draw an expressive line while they listen to the song and then to explain it to their neighbour.

Variation 9: Ask students to continue the text and add one or more paragraphs.

2.6. The possible discussion questions for pre-, while- and after-

listening activities

1. Do the title and the name of the author say something for you?
 - 1.1. How often do you listen to music/songs ?
2. What is the topic of the song?
 - 2.1. Is the topic expressed in the title?
 - 2.2. What words and phrases in the song express the title?
 - 2.3. Does the song tell a story? If so, what is the story?
3. What experience is conveyed in the song?
 - 3.1. What words and phrases tell you something about experience?
 - 3.2. Have you ever had a similar experience?
4. What feelings does the song express?
 - 4.1. What words and phrases express the feelings?
 - 4.2. Have you ever had the similar feelings?
5. Can you find out anything from the song about the person who had the experience?
6. When you listen to the song, do you notice anything special about the language?
 - 6.1. Do some of the words rhyme?
 - 6.2. Is one letter or sound used very often, why?
 - 6.3. Is the word order surprising in any way, how?

6.4. Why is the special language/ style used?

7. What is the main idea of the song?

7.1. Can you find a "message" for you hidden between the lines of the song?

8. Did you enjoy listening to the song?

8.1. Does the song express something new for you? What?

8.2. How can you characterize the performer(singer/s) of the song?

8.3. Did you enjoy the music accompaniment of the song?

8.4. Have you heard the song in a different performance?, etc.

Conclusions

1. The careful and attractive combination of music and songs can **represent a highly effective way of teaching foreign language and make the process challenging**, facilitating correct pronunciation, listening and language comprehension skills as well as motivately restless students.
2. Teaching English language with songs is extremely efficient in teaching process because it **develops and livens up all the language skills**:
 - a. **listening**- following the song to determine words, etc,
 - b. **reading**- get acquainted with lyrics,
 - c. **writing**- filling in the vocabulary, etc,
 - d. **speaking**- singing the songs, etc.
 - e. **language use**- building up the language rules, etc.
3. **Songs and poetry can be used for a wide variety of ESL learning and teaching activities**. They can start or stimulate discussions on a topic or even become the centre of debate. This is especially true of songs that develop a particular theme.
4. Through a series of practical examples, the effective experience shows participants an **interesting and entertaining way** of using and exploiting various songs in the classroom as well as performing for their peers.
5. Using songs regularly at the foreign language learning process is a very important way of being **closely connected with the language environment** and help explain a difficult topic.
6. The way of using songs in the classroom **stimulates the students' awareness of understanding different cultural backgrounds, traditions, music styles**, as well as improve their language use and accents **energizing students and rewarding good work and behavior**.

7. The presence of music at a language learning process **develops the individual growth of the students and interactivity bringing them out of their" shells"**.

8. **The songs and lyrics must be chosen that are good to listen to-** not a loud, earsplitting background score overlapping the singer's voice, rather soft renderings with each word, each syllable being clearly articulated.

9. Music is an amazing tool for teaching languages. It can serve a variety of functions in the classroom as well as at home. Music can **set a mood**. Music can **signal a transition** from one activity to another. Music can be **a bonding experience**.

Play music as a background music right from the start or end the lesson, etc.

Play music to signal transition to the teacher.

Play music to signal transition to the students.

Play music to manage the energy level of the class.

Play music to recognize language.

Play music to practise language.

Play music to present language.

Play music to review language.

Play music to enjoy language.

Play music as much as possible.....

Don't stay strapped for ideas! Give the gift of music!

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III. Teaching through songs (experience)

handouts, ideas for teachers (forms 3-12)

I.

Language level: the first year of English(form 3)

The task: to memorize English alphabet

The song: "Here we sing the ABC!"

The method: song- role play

Key words: letter, alphabet, listen, sing, remember, forget, don't

Pre- listening procedures: students learn the English alphabet (pronunciation, spelling, draw letter pictures, etc.), work with the vocabulary. Then they listen to the song 3 times, memorize the melody and divide themselves into roles and groups.

Performing the song:

Roles	The text
The teacher:	One, two, three, listen to me! Here we sing the ABC!
All:	One, two, three, listen to me! Her we sing the ABC!
Group 1: (2,3)	A,B,C,D,E,F,G,
Group 2: (3,1)	H,I,J,K,L,M,N,O,P, Q,R,S,T,U,,V,W,X,Y,
Group 3: (1,2)	And then comes Z, Try to remember me!
The teacher:	Now sing it again!

All:	And don't forget:
	This is the English alphabet!
All:	The whole song

After- listening : students change their roles and groups so every student can sing all the alphabet. The most capable students can sing the role of the teacher.

II.

Language level: the second year of English(form 4)

Lesson topic: the weather forecast, revision – seasons, question words, personal pronouns, etc.

The song: “ The weather song” (from O.Šostaka” The more we learn, the more we know”).

Pre- listening activities: 1. The students study the **weather vocabulary**.

2. They **make a map** drawing and write the **weather forecasts**.

Listening: 1. The students listen to the weather song 3 times and **discuss the content:**

a. the **weather words**,

b. the words that **rhyme**,

c. point out the **pronouns**.

a. wet, cold, windy, storm, hot, cool, cloudy....

b. warm- storm, wet- fret, cold- scold, windy- friendly, cool- all, cloudy- loudly, together- weather.

c. I, you, he, she, we, they.

The song: When the weather is wet,

I must not fret-

When the weather is cold,

You must not scold.

When the weather is warm,

He must not storm-

When the weather is windy,

She must be friendly-

When the weather is cool,

We must sing all-

When the weather is cloudy,

We must sing loudly,

Be thankful together,

Whatever the weather!

III.

Language level: pre- intermediate (form 5)

The song: "Silent night! Holy night! " by F.K.Gruber

Topic: Christmas celebrations, Christmas atmosphere, characters, etc.

Techniques: pair/group work/ individual tasks

Process: Pre- listening - listen to the Christmas story, discuss it and draw 3

different pictures according the content (for example-

1. Jesus Christ sleeps in the stable, 2.- Virgin Mary at the stable, 3. - Shepherds in Bethlehm)

While- listening 1. Listen to the song and fill in the gap words.

2. Join the 3 paragraphs with the 3 Christmas drawings

you have prepared.

3. Sing the song together.

After- listening: students learn 1 verse from the song **by heart**.

1.

Key: Virgin Mother, calm, Christ, born, sleep, Alleluia, son, silent, holy, Jesus.
--

The song words:

a.Silent night! Holy night!

All is _____ , all is bright.

Round you _____ _____ and child,

b. _____ night! Holy night!

Shepherds quake at the sight!

Glories stream from heaven afar,

Holy Infant , so tender and mild,

_____ in Heavenly peace,

Sleep in heavenly peace.

c.Silent night! _____night!

_____ of God, love's pure light!

Radiant beams from Thy holy face

With the dawn of redeeming grace,

_____, Lord, at Thy birth,

Jesus, Lord, at thy birth!

Heavenly hosts sing" _____!"

_____, the Savior, is born,

Christ, the Savior, is _____!

IV.

Language level: pre- intermediate (form 6)

The song: "Round and round the village", English singing game

Theme: get to know Great Britain, English traditions, cooperation, etc.

Directions for the singing game: The children **listen to the song (3 times)** and learn the melody. Then they **join hands and stay in a circle.**

After- listening task: students **continue the text** the same way-.... **as you have done before** (take examples from own experience, for example, follow me to Riga...)

Step 1 (stanza 1): one child skips around the outside of the circle.

Step 2(stanza 2): The children in the circle raise their joined hands as high as possible and the outside player goes in and out under the arches.

Step 3 (stanza 3): He then stands inside the circle and faces another child.
They both bow on the last line.

Step 4 (stanza 4): The player again skips around the outside of the circle, followed by the child he has chosen. The latter becomes the leader for the next game.

The game text:

- a. Round and round the village (3 times),
As you have done before.
- b. In and out the window (3 times),

As you have done before.

c. Stand and face your partner (3 times),

As you have done before.

d. Follow me to London (3 times),

As you have done before.

e., as you have done before....

V.

Language level: pre- intermediate to intermediate (form7)

The song: " Big , big world" by Emilia

Topic: feelings, flying, individuality, travelling, etc.

Stages: 1. **Listen** to the song. **Solve the puzzle!** Divide the text into words!

2. **Make paragraphs.** (if in groups- for every group 1 paragraph)

3. **Order** the verses. **Read aloud.**

4. **Create the vocabulary picture " A rainy day".** (fill in the table)

1.

a. I'm a big girl in a big world it's not a big thing if you leave me but I do, do feel that I do, do will m

b. I have your arms around me warm like fire, ah, but when I open my eyes, you're gone.

c. Outside it's snow raining and tears are falling from my eyes why did it have to happen? why did it all ha

d. I can see the first leaf falling it's so yellow and nice it's so very cold outside like the way I'm feeling insi

2.

a. I'm a _____

b. I can _____

c. Outside _____

d. I have _____

3.

1. a , 2. , 3. , 4.

4. A rainy day vocabulary picture

"Sad" vocabulary	vs.	The hope
Big world, Leaf is falling, cold, tears are falling,		Big girl, It is yellow and nice Your arms around me Warm like fire
The sentences I would like to change...		How?
It's very cold outside Outside it's now rainig When I open my eyes, your'e gone You leave me		It's very warm outside... Outside it's now sunny... When I open my eyes your'e here... I miss you much...

VI.

Language level: pre- intermediate to intermediate (form 8)

The song: "Whistle While You Work", words by L.Morrey, music by F.Churchill

Topic: Health and fitness, sporting body, use of imperatives, infinitives.

Activity as itself: 1. Students listen twice and study the song **text (in pairs)**

2. **Fill in** the gaps.

3. **Check** the answers. **Discuss** the results.

4. **Sing the song together** (students can sing the following way:
every stanza for every group (3))

The song lyric:

Just whistle when you _____,

Put on that grin and start right in,

To _____ loud and long.

Just hum a _____ tune.

Just _____ your best, than take a _____,

And sing yourself a _____.

When there is too much to do,

Don't let it _____ you,

_____ your troubles, try to be

Just like the _____ chick-a-dee

And _____ while you work.

Come on, get _____, tune up and _____,

And whistle when you work.

Keys: work,

whistle

merry

best, rest

song

bother

forget

cheerful

whistle

smart, start

VII.

Language level: intermediate (form 9)

The song: " I am sailing..." by Gavin Sutherland

Theme: environment, wildlife, motherland, native country, etc,

use of Present Continuous, questions with " can", dialogues using " can".

Process: Pre- listening- for homeworks students make- up sentences/ invent situations to be described by using – ing verb forms and illustrate them.

While listening: 1. **Listen** and **reconstruct** the text.

2. **Sing the song along** with the tape.

After- listening: 1. Find **5 adjectives** in the text describing **weather(group 1)**

2. Find **questions with"can"**(**group 2**), **rhyming words(group 3)**

3. Write a **composition" Away from my home"**(at home)

The song lyric: I am _____ , I am _____

Home again, 'cross the sea.

I am _____ stormy water

To be near you, to be free.

I am _____, I am _____

Like bird, 'cross the sky.

I am _____, _____ high clouds

To be near you, to be free.

_____ you _____ me, _____ you _____ me

Through the dark night far away

I am _____, forever _____

To be with you, who can say.

_____ you _____ me, _____ you _____ me

Through the dark night far away

A am _____ , forever _____

To be with you who can say.

We are _____ , we are _____

Home again, 'cross the sea.

We are _____ stormy water

To be near you, to be free.

Oh, Lord, to be near you, to be free.

Key words: sailing, flying, passing, can, hear, dying, crying.

VIII.

Language level: intermediate (form 10)

The song: "Yesterday" by J.Lennon (The Beatles)

Idea of the listening: listening to 2 versions of the same song

Topic: biographies, memories, personalities, use of abbreviations, etc.

Pre- listening: 1. Discuss with the students if they want to listen to 2 versions of the same song, make some predictions, ask about their experience, for example “ **Father and Son**” by both **Cat Stevens and Boyzone**. Which could the students prefer?

2. Deal with the information about the phenomena of “ **The Beatles**”, (Liverpool band of 60-th-70th, 20th century, extremely popular, etc.),

show the pictures (**PowerPoint slide show**) of the band members, ask about their life stories. Inform and show the **CD “All the Beatles Nr.1”**

3. Ask about the main idea, the significance of the song” Yesterday”.

Listening: **1. Version 1- “ Yesterday”by J. Lennon, P.McCartney and The Beatles**

2. Versin 2- by the Latvian choir “Leida”, Baldone Secondary

school students, arranged by B.Kalniņa (list. twice every version)

3. Fill in the gaps.

After- listening tasks:

1.Find the **differences** in both versions

Interpretation, mood, rthym	pronunciation	music accompaniment	voices, performance	matters in task difficulties
1.				
2.				

The song lyric:

Yesterday all my _____ seemed so _____ .

Now it looks as though they're here to _____.

Oh, I _____ in yesterday.

Suddenly, I'm not _____ the man I used to be.

_____ a shadow hanging _____ me.

Oh, yesterday came _____.

Chorus: _____ she had to go? I don't know, she _____ say.

I said something wrong, now I _____ for yesterday.

Yesterday love was such an _____ game to play.

Now I need a place to _____ away.

Oh, I _____ in yesterday..

Chorus: _____ she had to go? I don't know, she _____ say.

I said something _____, now I _____ for yesterday.

Yesterday love was such an _____ game to play.

Now I _____ a place to _____ away. Oh, I _____ in yesterday.

Key words: troubles, far away, stay, believe, a half, there's, suddenly, why, wouldn't, long, easy, need, hide, believe.

IX.

Language level: intermediate to upper- intermediate (forms 11-12)

The song: "I will survive", by Aretha Franklin, the singer- Tina Turner

Song type, purpose: dealing with hard to catch, long, fast pop songs

Topic: American culture, modern pop music, outstanding performers, etc.

Pre- listening information: Many popular songs are sung in such a way that the words are difficult to catch, but it is often just kind of music that students most want to listen, especially at a secondary school level. Rather than only using slow and easy to understand music in your classroom, this technique makes it possible **to play music with difficulty to catch lyric.**

Preparation

Obtain the full lyrics of the song and prepare them to be handed out.

Then make a small talk about the singer, in this case, **about Tina Turner.**

<u>Birth name:</u>	Anna Mae Bullock
<u>Also known as:</u>	Tina Turner
<u>Born:</u>	November 26, 1939, USA, Tennessee
<u>Genres:</u>	Rock, pop, soul
<u>Occupations:</u>	Singer, songwriter, dancer, actor
<u>Instruments:</u>	Vocal
<u>Years active:</u>	1958- present
<u>Labels:</u>	Emi, United Artists, Capitol, Virgin...
<u>Title:</u>	The Queen of Rock'n' Roll

Listening process:

Step 1. Listen to the song with no text or preparation. Ask the students what words they could catch, ask to write down the words and phrases that they hear and share them with the class.

Step 2. Play the song but this time read a line before playing the song or go over vocabulary. It means- read a line and play a line. Students will not understand all the vocabulary nor they retain much in long- term memory, but they will understand and recognise that you are saying is indeed what is being sung. And it is interesting to provide lyrics with several small mistakes and have students see if they can hear where they are.

Step 3. Pass out the full text and ask the students to listen again while they are looking at the lyric. In these 3 steps you have taken the students to full understanding.

After- listening: discuss **vocabulary, idioms, grammar, abbreviations,** and the **performance of Tina Turner.**

Watch the DVD “I am ready”, “Goldeneye”, etc.

The song lyric:

At first I was afraid, I was petrified,

Kept thinking I could never live without you by my side.

But then I spent so many nights thinking how you did me wrong,

And I grew strong and I learned how to get along.

And so you're back from outer space

I just walked in to find you here with that look upon your face,

I should have changed that stupid lock, should have made you leave you key,

If I'd know for just one second you'd be back to bother me.

CHORUS: Oh, now go walk out the door, just turn around now'cause you're welcome anyone

Weren't you the one that tried to hurt me with Googbye.

You think I'd crumble, you think I'd lay down and die.

Oh, no, not, I will survive, oh, as long as I know how to love I know I'll be alive

I've got all my life to live, I've got all my love to give,

I'll survive, I will survive, hey, hey.

Stanza 2, chorus 2