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**MUSIC: A MELODIC METHODOLOGY INTO TEACHING
AND LEARNING
2018-1-ES01-KA229-050761**

SCHOOL EXCHANGE PARTNERSHIP

**FINAL PRODUCT:
SONGS IN THE ENGLISH CLASS**

ROMANIA

Class recordings

- <https://youtu.be/1bgMfCqWy5M>
- <https://youtu.be/fi8RNvztBYE>
- <https://youtu.be/lcmXREKCfcU>
- <https://youtu.be/ux0mniq5lQ0>

PORTUGAL

PORTUGUESE E-LECTURE

'Songs in the English class'



ERASMUS+

PROJECT NO - 2018-1-ES01-KA229-050761_5

PROJECT TITLE - MUSIC: A MELODIC METHODOLOGY INTO TEACHING AND LEARNING

EVENT HOST ORGANIZATION: COLEGIUL NATIONAL „ION LUCA CARAGIALE” - ROMENIA

DATE- FROM 11TH MAY TO 13TH MAY

Co-funded by the
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'Songs in the English class'

Songs are a great source of 'real-life' language and we can use music to practise lots of different language skills. Most of all, songs are a funny way to learn a language.

We are going to present some techniques that we usually use to teach English through songs.



'Songs in the English class'

Then students listen to the song “I still haven't found what I'm looking for”, by U2 and check their answers

https://www.youtube.com/watch?v=e3-5YC_oHjE

I have climbed the highest mountains
I have run **through** the fields
Only to **be** with you
Only to **be** with you

I have **run**, I have crawled
I have scaled
These city **walls**
These city **walls**
Only to **be** with you

But I still haven't found
What I'm looking **for**
But I still haven't found
What I'm looking **for**

I have kissed honey lips
Felt the healing in her fingertips
It **burned** like fire
This burning desire

I have spoken with the tongue of angels
I have held the hand of the devil
It was warm in the **night**
I was cold as a stone

But I still haven't found
What I'm looking **for**
But I still haven't found
What I'm looking **for**

I believe in the kingdom come
Then all the colors will
Bleed into **one**
Bleed into **one**
But, yes, I'm still running

You broke the bonds
And you loosed the chains
You carried the cross
And all my shame
All my shame
You **know** I believe it

But I still haven't found
What I'm looking **for**
But I still haven't found
What I'm looking **for**
But I still haven't found
What I'm looking **for**
But I still haven't found
What I'm looking **for**



'Songs in the English class'

Second technique

Students listen to the song “Dream” by Miley Cyrus

<https://youtu.be/RJrBM0T5BPo>

While they are listening to the song for the second or third time, they must order the sentences written on pieces of paper (pair work)

And tell me what you think about me

Whoa, you got me thinking out loud

Especially what you put on my mind

Go out on a limb and just dream

Do you know it's good to feel so much

Imagine what it be like to touch the sky, yeah, yeah

Whoa, you got my head in the clouds

Whoa oh, your thoughts are gonna pick me up

Paint a picture

That nothing's ever out of reach

Whoa, oh you're giving me the will to try

Do you know that there's happy in these eyes

They steer me towards that moment in time

Choose your colours extra wise

So dream, dream, dream

Tell me how you want this to be

When you show me what it means for you to be mine, yeah

They pull me through the coldest of nights

The more you dream about me the more I believe

I breathe your visions

Do me a favor



'Songs in the English class'

Students order the sentences according to the song

Whoa, you got me thinking out loud _____

Imagine what it be like to touch the sky, yeah, yeah _____

Do you know it's good to feel too much _____

Tell me how you want this to be _____

Go out on a limb and just dream _____

Paint a picture _____

Choose your colours extra wise _____

The more you dream about me the more that I believe _____

And tell me what you think about me _____

So dream, dream, dream _____

Whoa, you got my head in the clouds _____

Do me a favor _____

Especially what you put on my mind _____

That nothing's ever out of reach _____

Whoa oh, your thoughts are gonna pick me up _____



'Songs in the English class'

Students listen to the song again and check their answers

<https://youtu.be/RJrBM0T5BPo>

Do me a favor

And tell me what you think about me

Tell me how you want this to be

Go out on a limb and just dream

Paint a picture

Choose your colours extra wise

Especially what you put on my mind

Imagine what it'd be like to touch the sky, yeah, yeah

Whoa, oh your thoughts are gonna pick me up

Do you know it's good to feel so much

Whoa, you got my head in the clouds

Whoa, you got me thinking out loud

The more you dream about me the more I believe

That nothing's ever out of reach

So dream, dream, dream

I breathe your visions

They pull me through the coldest of nights

They steer me towards that moment in time

When you show me what it means for you to be mine

Whoa, oh you're giving me the will to try

Do you know that there's happy in these eyes



GREECE

Teaching Greek

Part I

Activity I

Read the Greek letters

The Greek Alphabet	
<ul style="list-style-type: none"> A, α = a (alfa) B, β = v (vita) Γ, γ = g (gama) Δ, δ = d (delta) E, ε = e (epsilon) Z, ζ = z (zita) H, η = i (ita) Θ, θ = th (theta) I, ι = I (giota) K, κ = k (kapa) Λ, λ = l (lamda) M, μ = m (mi) 	<ul style="list-style-type: none"> N, ν = n (ni) Ξ, ξ = x (ksi) O, ο = o (omicron) Π, π = p (pi) P, ρ = r (ro) Σ, σ, ς = s (sigma) T, τ = t (taf) Υ, υ = i (ipsilon) Φ, φ = f (fi) X, χ = h (he) Ψ, ψ = ps (psi) Ω, ω = o (omega)

Activity 2

Read the following Greek words

<ul style="list-style-type: none">• τραπέζι• παράθυρο• πόρτα• δωμάτιο• μαθητής• καθηγητής	<ul style="list-style-type: none">• καλημέρα• καληνύχτα• θάλασσα• νερό• ήλιος• γη
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Activity 3

Read the Greek words and match with their definitions

<ol style="list-style-type: none">1. φιλοσοφία2. αεροπλάνο3. δημοκρατία4. ιστορία5. βιολογία6. κόσμος7. κωμωδία	<ol style="list-style-type: none">a) geographyb) spherec) metaphord) technologye) geneticsf) cosmosg) galaxy
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<p>8. ανατομία</p> <p>9. αρχιτέκτονας</p> <p>10. λογική</p> <p>11. μεταφορά</p> <p>12. σφαίρα</p> <p>13. γεωγραφία</p> <p>14. Ευρώπη</p> <p>15. οξυγόνο</p> <p>16. συμμετρία</p> <p>17. θέατρο</p> <p>18. ψυχολογία</p> <p>19. οικονομία</p> <p>20. γενετική</p> <p>21. ελικοπτερο</p> <p>22. τεχνολογία</p> <p>23. άτομο</p> <p>24. γαλαξίας</p> <p>25. διάλογος</p> <p>26. ηλεκτρικός</p> <p>27. ακαδημία</p>	<p>h) theater</p> <p>i) electric</p> <p>j) symmetry</p> <p>k) airplane</p> <p>l) democracy</p> <p>m) Europe</p> <p>n) oxygen</p> <p>o) biology</p> <p>p) academy</p> <p>q) helicopter</p> <p>r) psychology</p> <p>s) dialogue</p> <p>t) atom</p> <p>u) architect</p> <p>v) history</p> <p>w) comedy</p> <p>x) anatomy</p> <p>y) economy</p> <p>z) philosophy</p> <p>aa) logic</p>
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Part 2

Activity 1

Study the vocabulary

- άμμος (amos)= sand
- άσπρο (aspro) = white
- όνομα (onoma) = name
- καρδιά (kardia) = heart
- νερό (nero) = water
- ζωή (zoi) = life
- μεσημέρι (mesimeri) = midday

Listen to the songs and identify the words you have studied

Ασπρη – Denial

https://www.youtube.com/watch?v=gHOpgJFc5rw&list=RDgHOpgJFc5rw&start_radio=1

Στο περιγιάλι το κρυφό (sto perigiali to krifo)
κι άσπρο σαν περιστέρι (ki aspro san peristeri)
διγιάσαμε το μεσημέρι (dinasame to mesimeri)
μα το νερό γλυφό (ma to nero glifo)

Πάνω στην άμμο την ξανθή (pang stin amo tin ksanthi)
γράψαμε το όνομά της (grapsame t'onoma tis)
ωραία που φύσηξε ο Μπάτης (orea pou fisikse o batis)
και σβήστηκε η γραφή (ke svistike i grafi)

Με τι καρδιά με τι πνοή (me ti kardia me ti pnoi)
τι πόθους και τι πάθος (ti pothous ke ti pathos)
πήραμε τη ζωή μας λάθος (pirame ti zoi mas lathos)
κι αλλάξαμε ζωή (ki alaksame zoi)

At the hidden shore
and white like a dove
we got thirsty at noon
but the water [was] brackish.

On the golden sand
we wrote her name
Tenderly the sea's wind blew
and the writing was erased.

With what heart, with what breath,
what desires and what passion
we led our lives; mistake!
and we changed life.

Songwriters: Theodorakis Mikis / Seferis Giorgos (Literature Nobel Prize 1963)

Activity 2

Listen to the song and fill in the missing words

sto perigiali to krifo

ki san peristeri

dipsasame to

ma to glifo

pano stin tin ksanthi

grapsame t' tis

orea pou fisikse o batis

ke svistike i grafi

me ti me ti pnoi

ti pothous ke ti pathos

pirame ti mas lathos

ki alaksame

Part 3

Activity 1

Study the following Greek words

- ήλιος (ilios) = sun
- βουνό (vouno) = mountain
- σπίτι (spiti) = house
- ηφαίστειο (ifestio) = volcano
- λευκός (lefkos) = white
- χέρι (heri) = hand
- κεραυνός (keravnos) = thunder

Listen to the following song and identify the words you have studied.

[Της δικαιοσύνης Ήλιε Nontré- Notional Sun of Justice](https://www.youtube.com/watch?v=nigrIPIVDeY)

<https://www.youtube.com/watch?v=nigrIPIVDeY>

Της δικαιοσύνης ήλιε νοητέ (tis dikeosinis ilie noite)
και μυρσίνη εσύ δοξαστική (ke mirsini esi doksastiki)
Μη παρακαλώ σας μη (mi parakalo sas mi)
μη λησμονάτε τη χώρα μου (mi lismonate ti hora mou)

Αετόμορφα έχει τα ψηλά βουνά (aetomorfa ehi ta psila vouna)
στα ηφαίστεια κλήματα σειρά (sta ifestia klimata sirá)
Και τα σπίτια πιο λευκά (ke ta spítia pio lefka)
στου γλαυκού το γειτόνεμα! (stou glafkou to gitonema)

Τα πικρά μου χέρια με τον κεραυνό (ta pikra mou heria me ton keravno)
τα γυρίζω πίσω απ' τον καιρό (ta girizo piso ap' ton kero)
Τους παλιούς μου φίλους καλώ (tous palious mou filous kalo)
με φοβέρες και μ' αίματα (me foveres ke m' emata)

Της δικαιοσύνης ήλιε νοιτέ (tis dikeosimis ilie noite)
και μυρσίνη εσύ δοξαστική (ke mirsini esi doksastiki)
Μη παρακαλώ σας μη (mi parakalo sas mi)
μη λησμονάτε τη χώρα μου (mi lismonate ti hora mou)

Notional Sun of Justice
and you, myrtle glorifying,
don't, I beg you, don't
forget my country!

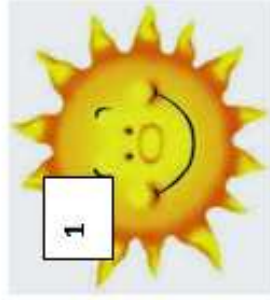
It has eagle-shaped mountains,
lines of vines on volcanoes,
and the houses are more white
in the neighborhood of azure!

My bitter hands with the thunder
I turn them behind the time,
I call my old friends
with threats and blood!

Notional Sun of Justice
and you, myrtle glorifying,
don't, I beg you, don't
forget my country!

Activity 2

Match the pictures with the words



- a) κεραυνός
- b) βουνό
- c) σπίτι
- d) χέρι

- e) ήλιος
- f) ηφαίστειο
- g) λευκός

Part 4

Learning to count in Greek

Τα παιδιά του Πειραιά – The guys of Piraeus

<https://www.youtube.com/watch?v=YCFXGanTx4A>

Απ' το παράθυρό μου στέλνω (ap' to parathiro mou stelno)
ένα δύο και τρία και τέσσερα φίλιά (ena ke dio ke tria ke tesera filia)
που φτάνουν στο λιμάνι (pou ftanoun sto limani)
ένα και δύο και τρία και τέσσερα πουλιά. (ena ke dio ke tria ke tesera poulia)

Πώς ήθελα να είχα ένα και δύο (pos ithela na iha ena ke dio)
και τρία και τέσσερα παιδιά (ke tria ke tesera pedia)
που σαν θα μεγαλώσουν όλα (pou san tha megalosoun ola)
θα γίνουν λεβέντες για χάρη του Πειραιά. (tha ginoun leventes gia hari toy Pirea)

Όσο κι αν ψάξω, δεν βρίσκω άλλο λιμάνι (oso ki an psakso den vrisko alo limani)
τρελή να μ' έχει κάνει, όσο τον Πειραιά. (treli na m'ehi kani oso ton Pirea)
Που όταν βραδιάζει, τραγούδια μ' αραδιάζει (pou otan vradiazι tragoudia m' aradiazι)
και τις πενιές του αλλάζει, γεμίζει από παιδιά. (ke tis penies tou alazi gemizi apo paidia)

Από την πόρτα μου σαν βγω (apo tin porta mou san vgo)
δεν υπάρχει κανείς που να μην τον αγαπώ (den iparhi kanis po una mion ton agapo)
και σαν το βράδυ κοιμηθώ, ξέρω πως (ke san to brdi kimitho ksero pos)
ξέρω πως, πως θα τον ονειρευτώ. (ksero pos pos tha ton onirefto)

Πετράδια βάζω στο λαμό, και μια χά- (petrdia vazo sto lemo ke mia ha)
και μια χά-, και μια χάντρα φυλακτό (ke mia ha ke mia hantra filakto)
γιατί τα βράδια καρτερώ, στο λιμάνι σαν βγω (giati ta vradia kartero sto limani san vgo)
κάποιον άγνωστο να βρω. (kapiou agnosto na vro)

Όσο κι αν ψάξω, δεν βρίσκω άλλο λιμάνι (oso ki an psakso den vrisko alo limani)
τρελή να μ' έχει κάνει, όσο τον Πειραιά. (treli na m' ehi kani osg ton Pireia)
Που όταν βραδιάζει, τραγουδιά μ' αραδιάζει (pou otan vardiazι tragoudia m' aradiazι)
και τις πενιές του αλλάζει, γεμίζει από παιδιά. (ke tis penies tou alazi gemizi apo pedia)

From my window I send
one, and two, and three and four kisses
which reach the harbor
one, and two, and three and four birds.

How I would like to have one, and two
and three, and four children
who, when they grow up,
will become fine young men for the sake of Piraeus.

No matter how much I search, I can't find another harbour,
to make me crazy, the way Piraeus does.
where, when it gets dark, it sings to me

and changes pick strokes, fills up with children.

As I go out of my door
There is nobody who I don't love
As I fall asleep in evening,
I know that I will dream of him.

Jewels I put around my neck and a bead amulet,
because in the evenings I wait,
when I go out to the harbour
to find a stranger.

Songwriter: Hatzidakis Manos (Music Oscar 1961)

Activity 1

Read the numbers in Greek and observe the pattern

1 (ena)
2 (dio)
3 (tria)
4 (tesera)
5 (pente)
6 (exi)
7 (epta)
8 (okto)
9 (enea)
10 (deka)

11 (enteka)
12 (dodeka)
13 (dekatria= deka + tria)
14
15
16
17
18
19
20 (ikosi)
30 (trianta)
40 (saranta)
50 (peninta)

Activity 2

Say the numbers in Greek

12
42
21
26
35
57

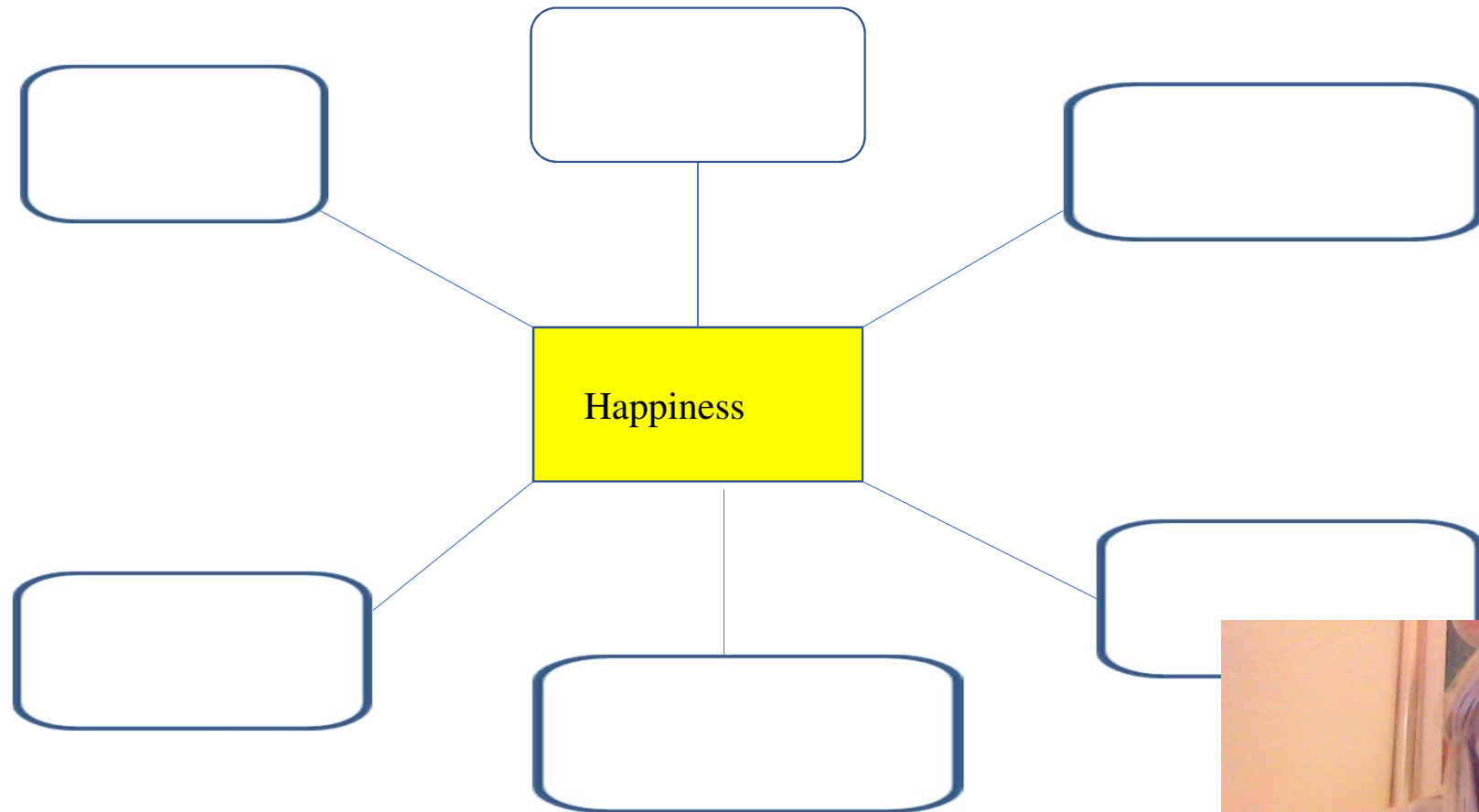
48
10
17
19
53

ITALY

Can't Stop the Feeling by Justin Timberlake

<https://www.youtube.com/watch?v=ru0K8uYEZWw>

- 1. What makes you feel happy? Write some ideas on the mind map below. Then, share your ideas with your classmates



2. You are going to listen to the song **Can't Stop the Feeling**, by **Justin Timberlake**. But, first, read an excerpt of a review of the song. Check (✓) the correct words to complete the sentences about it

"After years of waiting for Justin Timberlake to return to his roots, the boy band member turned solo artist on the music scene. Even better, he's bringing you the perfect anthem to start your day with. His latest single, 'Can't Stop The Feeling,' was released Friday, May 6, and it's hard to stop the smiling (and grooving) after just one listen. Aside from the song's catchy beat, Timberlake's 'Can't Stop The Feeling' lyrics will flood you with feelings of joy, good times, and pure sunlight. And, no, I'm seriously not exaggerating."

a. The review is _____.

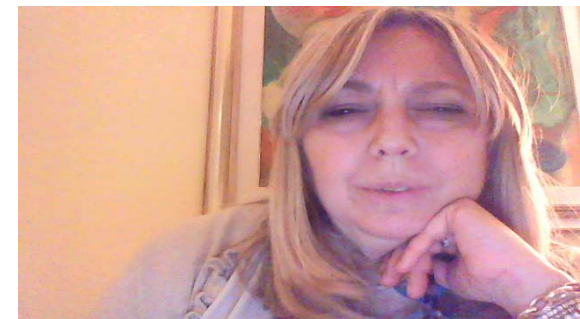
☐ positive ☐ negative ☐ neutral

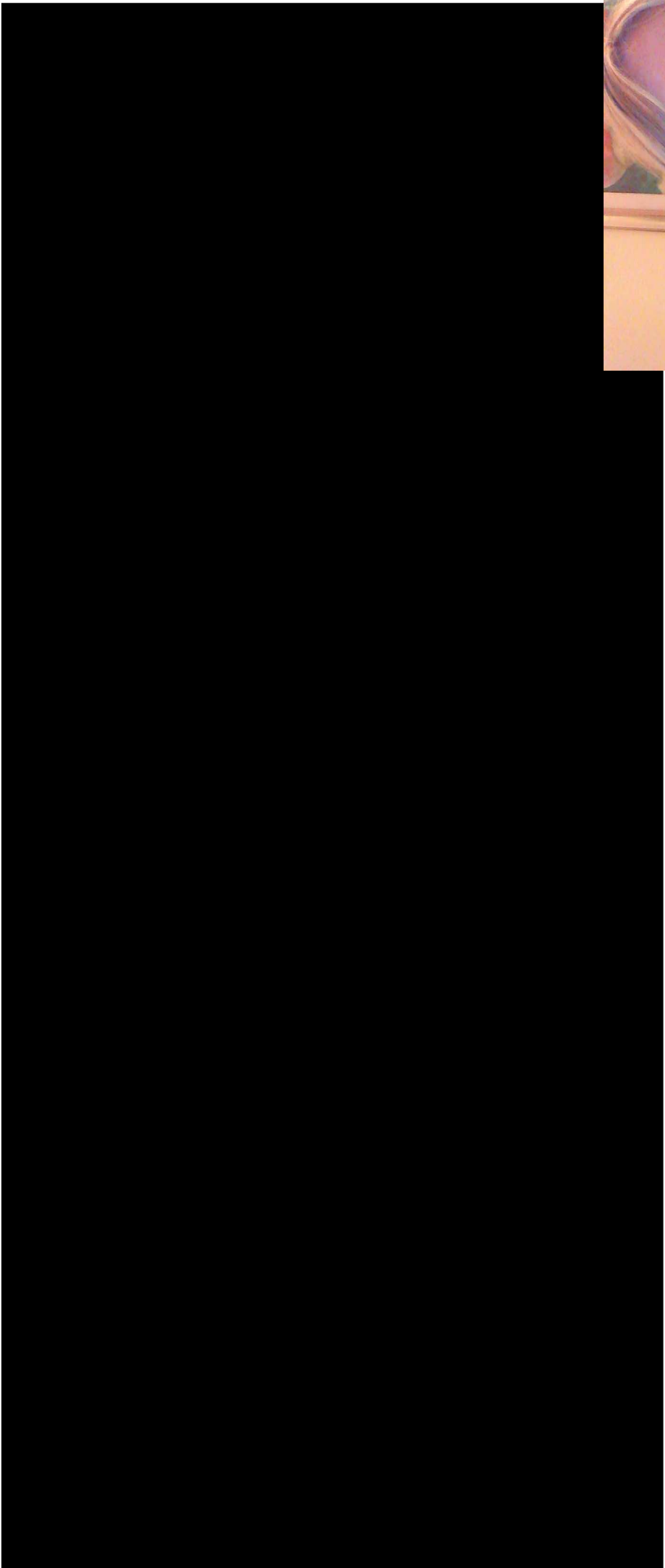
a. According to the review, Can't Stop the Feeling is a great song to _____.

☐ return to your roots ☐ smile and groove ☐ start the day

c. The reviewer says that Timberlake's song inspires _____ feelings.

☐ positive ☐ negative ☐ neutral





Can't Stop the Feeling by Justin Timberlake

3. Complete the lines with words from the box (not all of them will be used). Pay attention to the rhymes. Then, listen to the song and check your answers.

Close fast near off on phenomenally place zone

- a. "I got this feeling inside my bones It goes electric, wavy when I turn it _____. All through my city, all through my home We're flying up, no ceiling, when we're in our _____"
- b. "I got that sunshine in my pocket Got that good soul in my feet I feel that hot blood in my body when it drops, ooh I can't take my eyes up off it, moving so _____."
- c. "And under the lights when everything goes
Nowhere to hide when I'm getting you _____."



4. Listen to the song again. How does the song make you feel? Take notes while listening





1. Watch the video and put the places back in order.
Then write the name of the jobs.
At the end of the video, write the names of the people dancing.

N°	Places	People (jobs)	Names
___	barber shop	___	___
___	car wash stand	___	___
___	coffee shop	___	___
___	___	___	___
___	donut shop	___	___
___	garage	___	___
___	garden	___	___
___	garden center	___	___
___	in the street	___	___
___	laundromat (where people wash their clothes)	___	___
___	next to a truck	___	___
___	next to a car	___	___
___	business center	___	___
___	supermarket	___	___
___	swimming pool	___	___
___	TV shop	___	___

Jobs/status :
 boy
 hairdresser/barber
 shop assistant
 waiter


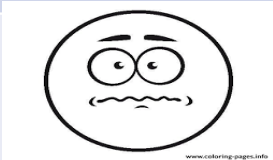





customer (= client)
 lady
 shop assistant
 waitress

florist
 mechanic
 truck driver

Find the jobs in the grid :

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



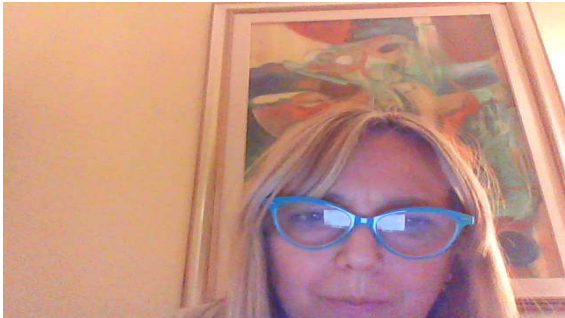
FEELINGS OR EMOTIONS		I FELT THIS WAY WHEN
	HAPPY	
	SCARED	
	UPSET	
	SURPRISED	
	BORED	
	CONFUSED	
	ANGRY	



Video quiz questions

- 1)
Fill the gap: I got this _____ inside my _____
- 2)
Put the words in order: electric, When It on turn goes I wavy it
- 3)
Fill the gap: All through my _____ All through my _____
- 4)
Fill the gap: We're flying up, no ceiling, _____ we in our _____
- 5) **In my body when it**
draps
drops
drop
- 6)
Fill the gap: Moving _____ phenomenally
- 7)
Put the words in order: Under lights goes the when everything

- 8)
Put the words in order: Nowhere when getting hide to close I'm you
- 9)
Put the words in order: know move you well already we When
- 10)
Put the words in order: you dance when you dance dance but can see I Nothing
- 11)
Put the words in order: dance shouldn't I All do But things dance dance you those
- 12)
Fill the gap: So _____ dancing
- 13)
Fill the gap: I _____ stop the _____
- 14)
Put the words in order: Ooh, something it's magical
- 15)
Put the words in order: in blood, air, the It's it's rushing in my on it's
- 16) *t the words in order:* so my When no high, in ceiling, fly I'm I zone



SPAIN

A TASK-BASED APPROACH

In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages.



PRE-TASK

I introduce the topic “Teaching English Through A Spanish Song” and give the students clear instructions on what they will have to do at the task stage and I help the students to recall some language that may be useful for the task and some material. The teacher is guide who accompany the students and help them.



GROUP FORMATION

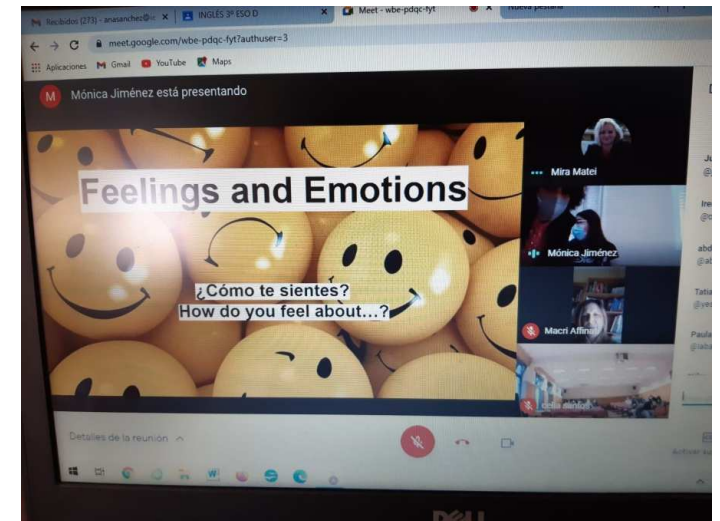
The students complete a task in cooperative groups using the language resources and ICT material such as CLASSROOM and Google Presentation that they have as I monitor and offer encouragement.

We decided to use Rosalia's songs, and divided the class into eight groups. Each group has a task to complete.



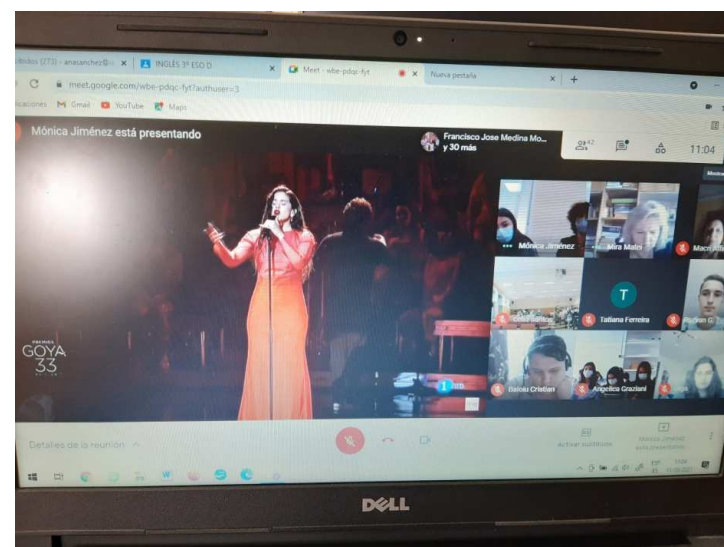
PLANNING

Students prepare a short oral or written report to tell the class what happened during their task. They then practise what they are going to say in their groups. Meanwhile I am available for the students to ask for advice to clear up any language questions they may have.



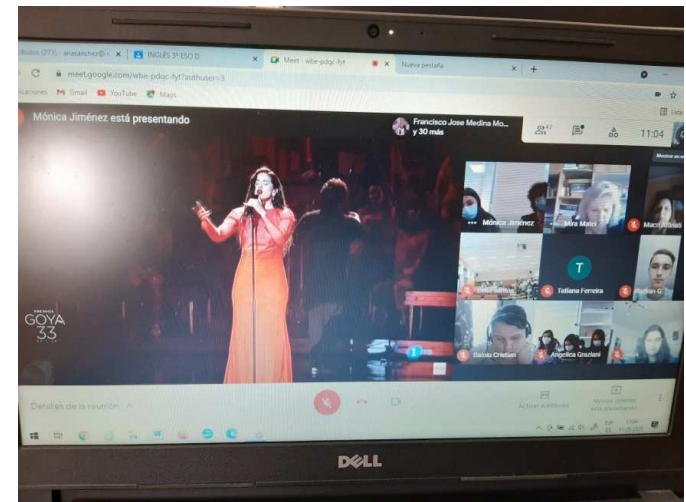
Analysis

Then I highlights relevant parts from their tasks for the students to analyse. I can also highlight the written and oral language that the students used and their mistakes for error correction.



Practice

Finally, I select language areas to practise based upon the needs of the students and what emerged from the task. The students then do practice activities to increase their confidence and make a note of useful language.



La Rosalía



Her music:

-Rosalía mixes traditional flamenco with copla and modern styles such as pop, trap, hip hop, electronic music and experimental music, and can be categorised as new.



The original group “Los Chunguitos”

Chunguitos are a Spanish gypsy group of **rumba**. It's formed by three brothers: Enrique, Juan and Jose Salazar. After the death of Enrique, his cousin Manuel Salazar joined the group. However, some years later the group didn't have success. So, Juan and José continued their musical career by the name of “Hermanos Salazar”.



A woman with long dark hair, wearing a bright orange-red top, is singing into a microphone. Her eyes are closed, and her mouth is open in a full note. The background is a light gray with several thin, flowing red lines that create a sense of movement. A large, faint, light gray oval shape is centered behind the text.

Si me das a elegir
<if you let me choose>

<https://www.youtube.com/watch?v=32d1bq-kG5c>

If you let me choose between you and richness with that greatness that comes with it. Oh, love, I'd stay with you.

If you let me choose between you and glory. So that history talks about me throughout the ages. Oh, love, I'd stay with you.



GRAMMAR

Si me das a elegir entre tú y la riqueza con esa grandeza que lleva consigo, ay amor, me quedo contigo.

Si me das a elegir entre tú y la gloria para que hable la historia de mí por los siglos, ay amor, me quedo contigo.

- It contains conditional form of the verbs ; "if you..." = **spanish**. si tú...

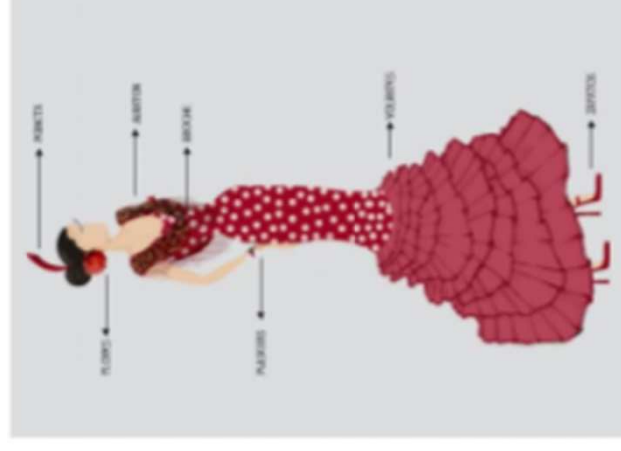
At first, this paragraph pretends to show you that **L**❤**VE** is above all

Vestido de Flamenca

Is the traditional dress of this celebration. Normally have spots and flounces, it could be red or of many different colors.

Also have pieces that complete the dress :

- Peineta (comb)
- Flores (flowers)
- Mantón (shawl)
- Broche (clasp)
- Pulseras (bracelet)
- Zapatos de tacón (high heel)



https://www.youtube.com/watch?v=p_4coiRG_BI

***In the chorus
Rosalia sings:***

Pienso en tu mirá, tu mirá, clavá, es una bala en el
pecho

Pienso en tu mirá, tu mirá, clavá, es una bala en el pe'
Pienso en tu mirá, tu mirá, clavá, es una bala en el
pecho

Pienso en tu mirá, tu mirá, clavá, es una bala en el pe'
Pienso en tu mirá, tu mirá, clavá, es una bala en el
pecho

Pienso en tu mirá, tu mirá, clavá, es una bala en el
(Pienso en tu mirá, pienso en tu mirá)

Pienso en tu mirá, tu mirá, clavá, es una bala en el
pecho

Pienso en tu mirá
Pienso en tu mirá

Mira'



***That literally means: I
think of your gaze, your
gaze, nailed, is a bullet
in the chest.***



***Mira' is a easy way to
"mirada" that means "look"***

Translate the song: <https://www.youtube.com/watch?v=Ragu30xKMB0>

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