

LEARNING ENGLISH THROUGH SONGS



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1. INTRODUCTION

This research work is to investigate the existing methods to learn English using music and song lyrics.

The objective of this work is to mainly affirm that the method of using music and song lyrics to learn a language is effective, and could even be considered better than the traditional method.

To do this, we will rely on two concepts, language and music.

Researching and comparing the relationship between these two concepts, we will determine the effectiveness of this method and whether to apply it or not while learning English.

We will also show the advantages and disadvantages of this method, and the difficulties that Spanish students find when learning English.

Understanding all the concepts mentioned above, along with the test which will take place later, we will find out if the use of this method is suitable to be used in schools as a tool for learning English.

THEORETICAL FRAMEWORK

2. MUSIC AND LANGUAGE

2.1. Music through history

If we study the relationship between music and language, looking back as we move into the history, we arrive to the prehistory.

2.1.1. Music in the Prehistory

Already at this early age music was part of human life, as we can see at the caves' drawings where we can differentiate people dancing.

Although the origin of music is unknown, due to the fact that music was played with instruments and therefore there are no records to prove it, we can deduce that appeared in a similar time to the emergence of language.

It is very likely that music was born spontaneously; it could have been born simply by the heightened language of a Homo Habilis imitating an animal and causing a sing, leading to develop it, creating from there, the discovery of music.

In other words, we could say that music was born of language development.

The next stop would be the Ancient Greece.

2.1.2. Music in the Ancient Greece

In Greek culture there were strong links between music and language. Music necessarily implied language for the ancient Greeks.

They considered the god Hermes as the transmitter of music to humans and the creator of the first musical instrument, the harp.

Plato, a very important philosopher of the ancient Greece, also agreed with that concept. He considered that a melody without words was *"Sign of a lack of true artistic taste"*

He once wrote that *"musical training is more powerful than any other instrument, because rhythm and harmony will find their way into the deepest parts of the soul (...) making the soul of who is well educated, elegant."*

But though Plato defends the relationship between music and language, he never wrote about it. So, in order to be able to understand the relationship between language and music, we must look at the Greek mythology.

The word music comes from the ancient Greek word *mousikas* that means *"from the muses"*.

The muses were considered the inspiration of the music according to Greek mythology; they also believed that music played an important role in developing linguistic genres. This is evidenced by what are considered to be the three basic elements of *mousikas*.

- Melody (intonation)
- Verse (words)
- Dance (body language)

2.2. Similarities and differences between language and music

First of all, we must keep in mind that both music and language are two unique features of the human species as well as the need of expressing ourselves and communicating with others.

At first glance, music and language seem two totally separate concepts: A person could never confuse *The Four Seasons of Da Vinci* with a political speech, but the truth is that they share a lot of similarities that characterize them.

2.2.1. Similarities

Both language and music:

- **Are unique features of human society**, although it has been proved that some animals have the ability to communicate with other beings of the same species, there is no proof that shows that their evolutionary system has been able to manage both concepts.
- **Both have a writing system**. Language has a written system and music has a notation system, but both require interpretation that can only be done by human beings.
- **Share the same transmission means**: the audio vocal.
- **Both share a Universal Grammar**: All the languages that exist are adapted to the Universal Grammar created by Noam Chomsky, as well as all the musical expressions are adapted to a Universal Musical Grammar.
- **Have been used mainly to communicate**. Both concepts have been used for human beings as a way to express themselves and communicate.
- **Share the same semantic aspect**. This was demonstrated by the experiment realized by the German *Stefan Koelsch*.

The experiment consisted in asking volunteers who had no musical training whatsoever to relate musical passages with adjectives.

The result of the experiment was that the volunteers used their semantic coherence to relate the passages.

To give an example, a piece by Strawinsky that can be classed as fervent or passionate was related with the adjective **red**.

- **Share the same logical aspect.** Both music and language use a succession of sounds that can be seen as “right” or “wrong”.

There are some words and sentences that make sense in some languages while some don't make any sense. The same happens with music; some sequences of notes sound well together and are logical while some are not.

- **Both activate the body's motor function.** The fact that people dances, nods, shakes or just moves to music is the proof that music activates the motor system. The same happens with language, when we are having a conversation is almost unavoidable to have body language or facial expressions.

However, they are still two different concepts and as such they have some differences.

So the question is, how are music and language different?

2.2.2. Differences

Well, one of the differences these two concepts have is the way that our brain processes and uses them.

To prove this theory, another experiment was done. In this experiment 20 volunteers were subjected to musical and spoken stimulation to see which parts of the brain were stimulated.

The results were that the stimulated zones of the brain were similar but the way the brain processed and carried the information was clearly different.

One of the scientists that helped with the experiment concluded that it's not possible to directly compare music and language because the brain carries spoken and musical stimulation in a different way.

Another difference is that music and language are processed by different hemispheres. The psychiatrist Anthony Storr quotes that *“Language is processed mainly by the left hemisphere while music is processed by the right hemisphere”*

2.3. Theory of Multiple Intelligences

Howard Gardner, professor at Harvard University, is known for having created the theory of multiple intelligences.

According to this theory, all human beings have a big amount of abilities that are marked by genetics. We are born with those abilities and their development is based on the personal characteristics of each person, the environment or the geographical situation. These abilities adopt the name of “intelligences”.

Gardner points out that there isn't just a single intelligence but every human being has a variety of intelligences that show the strengths and weaknesses that each person has. When Gardner defines intelligence as ability, he turns it into a skill that can be developed.

Each person has at least seven types of intelligence. These intelligences work together but in an autonomous way as each person develops a different type of intelligence.

2.3.1. The 7 Intelligences

There are 7 different intelligences according to this theory:

- **Musical intelligence:** Ability to express itself through musical forms.
- **Linguistic intelligence:** Ability to use words effectively to write or speak them.
- **Logic – Mathematic intelligence:** Ability to use numbers effectively and to reason properly using logical thinking.
- **Manual – Kinesthetic intelligence:** Ability to put together body and mind to achieve the improvement of a physical performance.

- **Intrapersonal intelligence:** Ability based on the self-understanding and the access to the self-emotional life and feelings.
- **Visual intelligence:** Ability to control aspects such as color, line, shape, form or space and the relationship between them.
- **Interpersonal intelligence:** Ability that allows to understand other people, it is based on the empathy and the interpersonal relationships.

These intelligences are not independent, but are related and work together to solve the problems that every person has on a daily basis.

For our research, we will focus on musical and linguistic intelligence.

2.3.2. Musical Intelligence

Let's begin with the musical intelligence. This type of intelligence also known as "good hearing", is the ability to understand or communicate ideas through music, either through compositions or playing.

An important fact about this type of intelligence is that even though is inborn, it needs to be developed to reach its maximum potential.

To put an example: If Mozart, which according to this theory was born with this type of intelligence, didn't develop it throughout his life, either composing music or playing instruments he wouldn't have been able to acquire the potential he had.

Many studies confirm that this type of intelligence is the first ability that human beings develop as even being inside the womb; babies are able to distinguish the sounds from the outside.

The persons who are born with musical intelligence often express themselves with songs and sounds and can easily identify them.

They also have the ability to differentiate different tones, rhythms and melodies as well as musical structures.

Learning and family environment also causes a big influence in this type of intelligence. Many pedagogues concluded that though lots of musicians didn't come from families

with musical abilities, the fact of having parents that supported them or warm and nice music teachers made them acquire the maximum potential of this intelligence.

Let's move to linguistic intelligence.

2.3.3. Linguistic Intelligence

This type of intelligence is based on the ability of using language effectively, either in an oral or written way.

Linguistic intelligence is not limited only to verbal language, it also includes the ability of communicating, being able to recognize sounds or symbols and associate them with a meaning.

With sounds we mean phonemes of different languages and with symbols we refer to different types of characters (Chinese writing, Russian, Korean...)

Persons with this type of intelligence:

- Have a big ability to use oral and written language.
- Link ideas with words.
- Learn new languages easily.
- Are sensible to different accents.
- Have a great taste for reading and have the ability to read fluently
- Express and understand complex meanings used to debate and persuade.

The persons that have this type of intelligence learn better reading, taking notes or through conferences and debates as they have a bigger ability to understand syntax and grammar structure.

This type of intelligence is usually found in poets, writers, political leaders, multilingual speakers...

John O' Connor, a researcher known for his studies about the impact that vocabulary has in people's live did a study where he concluded that there's a clear relationship between this type of intelligence and professional success.

An important part of his investigation was based in successful persons from different areas. He tried to link their success with different reasons such as gender, age, scholarship level, vocabulary level...

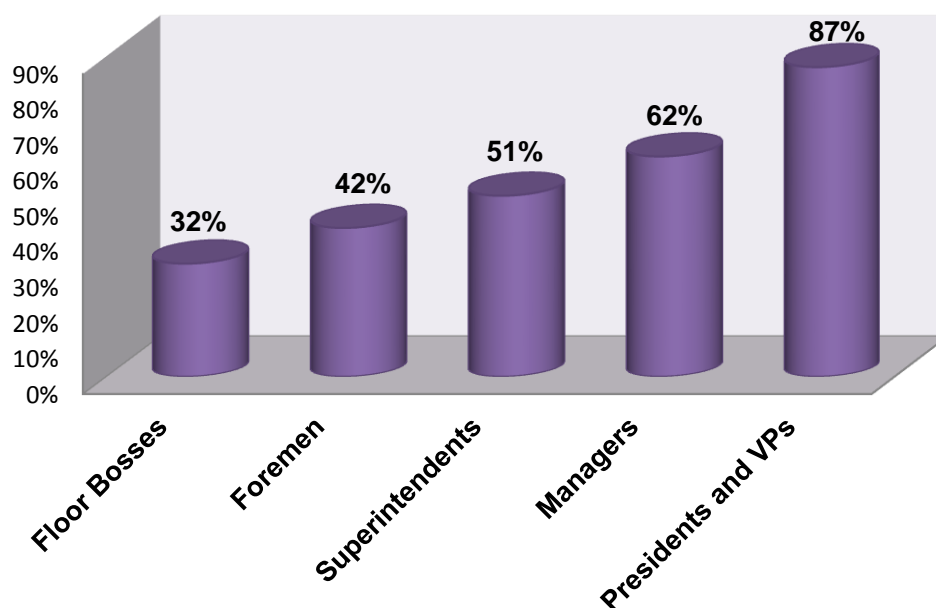
While researching about many different types of people, he always got the same results. It didn't matter which area he chose, he always found that vocabulary level is the best element to professional success.

His studies also show that general vocabulary comes before reaching success and not as a consequence of it.

Below we show a representative graphic of his study.

We can see that people from different professional areas that go from the lowest to the highest categories were used for this study.

The study consisted in testing their vocabulary level as well as other elements such as persuasion ability or the mastery of words.



We can clearly see that people from higher category areas had a better mastery of language and vocabulary as well as professional success.

2.3.4. Comparison between linguistic intelligence and musical intelligence

After researching about linguistic intelligence and musical intelligence individually we conclude that both intelligences are abilities that need to be developed or practiced.

According the creator of the theory, Howard Gardner, using song as a learning method of a foreign language like English can be a really effective way of learning because it helps to develop the two intelligences listed above, which for Gardner are really important influences in the education of any person.

As shown in previous examples, these types of intelligences influence on important factors such as professional success and are totally necessary to educate the citizens that our society needs.

3. MUSIC AS A LEARNING METHOD OF FOREIGN LANGUAGES

3.1. Why using songs as a learning tool to teach languages?

Using music as a learning tool can be very beneficial because it is not just a simple transfer of words, but it also carries the feelings and the emotion of the singer. This is evidenced by how sometimes without understanding the lyrics of a song; we can feel the message that is trying to send.

One way that can be used when learning a new foreign language are songs.

We can teach a lot of things using songs:

- **Vocabulary:** Songs are full of vocabulary that is really useful when learning English.

- **Grammar:** Songs have grammatical structures that can be also really useful.
- **Pronunciation:** Songs make the process of pronunciation easier as it focuses in sound system language. Students listen to the sounds of the words and repeat them.
- **Culture:** Songs are an essential part of culture, so when teaching with this method, culture can be taught as well.

As said above, songs provide grammar and vocabulary in a unique way, allow students to practice pronunciation and accent as well as being a fun alternative that reflects positively on the student motivation because songs are continuously present in our society.

The motivation when learning a new language is a very important factor as it influences the state of concentration and makes students memorize in a faster way the contents presented.

Due to its esthetic and rhythmic component, songs make the vocabulary and grammar that we learn when studying a new language to be absorbed in a more quickly and long-term way.

It's the phenomenon known as **earworm**¹ or "*song stuck in my head*". The key of this phenomenon is in the melody and the repetitive rhythm of the song. These two factors help the information to be more stable and accessible.

When we have a song "stuck in our head", the vocabulary of the song will remain in our memory due to rhythm that will help us remember it. Even after a long time, we will only need to hum that song that was stuck in our head to remember the vocabulary again.

3.2. **Music in schools**

Nowadays we are completely surrounded by music and songs: In cinemas, theatres, restaurants, at work, when we get in the car, even when we make a phone call. Music is everywhere.

¹ **Earworm:** An earworm is a catchy piece of music that continually repeats through a person's mind after it is no longer playing.

It seems though, that the only place where music is not that present is in schools.

How is that we all know how greatly music affects our mood and energy levels yet when we go to work or school we turn it off?

It seems that less and less music is taught in schools. The importance of music has decreased significantly in the last years to the point of being limited to an extremely basic education of one hour per week in primary schools.

And it's exactly at schools where it could be used the real potential of a song. The use of music in the classroom will make the process of learning much more interesting and less heavy for the students.

3.3. Learning Strategies

First of all, we must define what learning strategies are. Learning strategies are methods that are used to make the content the students learn to be accepted in the most effective way.

In other words, we could say that these strategies establish the methods that students need to learn a language that is not native correctly.

Learning strategies define the best resources to learn a new language and the way that have to be used.

We can divide them in different groups:

- **Direct Strategies:** Are those related to the second language directly and require a mental process. Grammar and vocabulary exercises would be a clear example of this type of strategy. We subdivide them in:
 - Memory Strategies: have the function of helping students store and retrieve the new information.
 1. Create mental associations.
 2. Associate images with sounds.
 3. Use physical response.

- Cognitive Strategies: allow the student to understand and process new information in different ways and by different means. These strategies show the importance of practice when learning a new language.
 1. Practice communicative contents.
 2. Codify and solve information.
 3. Analyze and reason the new information.
 4. Organize the information to be able to use it after.
- Compensative Strategies: allow students to use the language despite limitations in grammar or vocabulary knowledge. Compensate poor grammar or vocabulary knowledge.
 1. Guess the meanings
 2. Solve communication problems.
- **Indirect Strategies**: support and manipulate the language learning without directly involving the second language. We subdivide them in:
 - Metacognitive Strategies: allow the student to own learning process coordination and are helpful when the student is stressed by many "new things".
 1. Set what has to be learned.
 2. Evaluate the own learning, analyzing problems and looking for solutions.
 - Affective Strategies: Help students regulate their emotions and attitudes.
 1. Reduce anxiety.
 2. Cheer up.
 3. Control the emotions.
 - Social Strategies: Help students learn through interaction with others.

1. Ask for clarifications, verifications and repetitions.
2. Interact with native and not native speakers.
3. Empathize with others.

These learning strategies will help to maximize the learning and will allow the students to acquire study techniques that will help them assimilate the new language in the most natural way.

Using the learning strategies explained above have been created several teaching methods that use music as a learning method.

3.3.1. The Tomatis Method

Alfred Tomatis, ear, nose and throat specialist, created the method that takes his name after the investigations carried out in the 1950s about the importance of hearing in the process of information.

The creator of this theory puts much emphasis on the difference between listening and hearing. For him, those two concepts are completely different.

He considers that listening is a skill that depends on the will of the student. Hearing, however, is simply a body process of picking random sounds.

The Tomatis Method is a technique of sensory stimulation. According to this method, the musical sounds positively influence the development of skills such as listening and speaking.

This method has also been used in different areas such as the treatment of dyslexia or learning a foreign language.

How does it work?

This method is carried out through a hearing reeducation with a device called “*electronic ear*”. This device transmits classical music through hearing, exercising the muscles of the ear.

Furthermore, according to the creator, this instrument improves the accent, speech and memory of the students.

Once the hearing reeducation is over, students become familiar with the sounds of the language they are studying. With this method, a more effective learning is achieved, saving a lot of time.

Many centers have started using the Tomatis Method with very positive results, since students after several sessions, are able to play the sounds and intonation of the language they study and report feeling more confident talking in that language.

3.3.2. Suggestopedia

Suggestopedia is another method that uses music as a learning tool.

This method was created by the therapist Gregori Lozanov. It consists in learning using the student's conscious and unconscious.

In Bulgaria, the origin country of the therapist, this method is applied in elementary schools, with excellent results.

3.3.2.1. Principles

To assure learning, this method is based in three principles:

1. Create a nice and relaxing atmosphere

The student's environment must be tension-free.

For this phase, classical music is used because as in the last method this type of music relaxes and helps with the study of new contents.

2. Combine conscious and unconscious

For this phase we must not only look at the content that the student is about to learn, but it is necessary to look at the elements that surround the student as they are a very important influence.

Therefore, the atmosphere created in the previous phase guarantees a perfect environment.

3. Suggestive interaction

The last principle says that students have more capacity to learn from what they believe. Therefore, this method helps eliminate the psychological barriers that create fear and insecurity in students, making learning easier and more interactive.

Once a perfect atmosphere is created, we proceed to language learning.

3.3.2.2. Learning Phases

Suggestopedia has two different learning levels:

LEVEL 1

- All basic grammar structure is taught, consisting of about 2000 words.
- About 1500 words are learned actively.
- Another 1500 words are understood passively.
- Fluency in communication and verbal expression is acquired.

LEVEL 2

- Review the things learned in level 1.
- More complicated vocabulary is used.
- More complicated grammar structures are taught.
- Fluency improvement in speaking.

3.3.2.3. Advantages

The advantages of this method include:

- Creativity development.
- Increase in long-term memory.
- Acceleration of learning by 20%.
- Mejor capacidad de comunicación entre el profesor y el alumno.

3.3.3. Comparison between the Tomatis Method and Suggestopedia.

The first great similarity, in which we base our research, is that the two methods use music as a learning method.

Although this is not the only characteristic they share. They have other similarities:

- Both creators consider the relationship between the student and the teacher as a very important element when learning.
- Both methods use background music to stimulate learning unconsciously.
- Both methods consist of two stages of learning, the active stage in which the student comes in contact with the language he is learning and a passive stage in which music plays a very important role.
- Both methods combine verbal and visual elements.

4. TEACHING ENGLISH THROUGH SONGS

As discussed in the previous sections, music is very beneficial when studying a language.

In this section we will focus on the use of this technique as a method of learning English.

Let's start with the advantages.

4.1. Advantages

We all know how difficult learning a new language like English can be, mostly because of the fact that it is a Germanic language that differs greatly from languages like Spanish or Catalan, which are Romance languages.

That's why using songs can help us increase our motivation when facing the challenge presented by this new language.

Furthermore, it has been shown that the vocabulary found in song lyrics is used by **70%** on a daily basis.

Listening to a boring dialogue between two people for 4 minutes to introduce new vocabulary is much heavier than looking at the lyrics of the song that caught your attention on the radio.

Although the use of songs as a learning method has increased in recent decades, there are still teachers who refuse to accept this method because they consider it "not educational".

This is because education is usually associated with a boring and monotonous process. That's why songs that are a form of art and expression are considered as something entertaining rather than a learning tool.

Well, it can not be more wrong. Several studies have claimed that the same vocabulary is learned from listening to a story and listening to a song, with the difference that when listening to the song, the vocabulary remains in the memory of the student for much longer.

4.2. Difficulties when learning English

The difficulties that a person can find when learning English can vary greatly by the geographical origin of the student.

As discussed above, English is a Germanic language, therefore, a native German, an equally Germanic language, will have much less difficulty than a native Chinese or a native Spanish.

The mistakes made also vary in the same way. Though it is clear that the spelling, grammar, pronunciation and vocabulary of each language is different, the languages like German or Dutch that are from the same root as English have similar characteristics.

Therefore, the mistakes made by the native speakers of such languages will surely be less important than those made by a native Spanish or Catalan.

That is why we conclude that there is a direct relationship between the student's native language and the difficulty found when learning English.

Listening and speaking are more important than reading and writing as listening and speaking are used on a daily basis in case of living in an English speaking country.

Furthermore, understanding and mastering listening and speaking is more difficult as when reading a text, the student has more time to think and to remember the words he's seeing. However, when having a real conversation in English, the reaction time is much more limited and the student has just a few seconds to reply.

The first obstacle that Spanish native students find when learning English is pronunciation.

Unlike Spanish, where each letter has its own sound, English contains letters that have different sounds.

To put an example, the letter “a” in the word “bar” is not pronounced the same way as in the word “bare”.

Spanish students often have difficulty pronouncing the following concepts:

- Distinguish ways to pronounce the –s at the end of certain groups of words in the plural or third person.
The –s in the word “dolls” is pronounced with the sound /z/, but a native Spanish would pronounce it with the sound /s/.
- Distinguish ways of pronouncing –ed in the past tense.
In words like “loved” we pronounce the sound /d/ i in words like “stopped” we pronounce the sound /t/.
- Substitute ll for y.
The word “yellow” is pronounced with the sound /y/ but a native Spanish would pronounce it as “llelow” because it’s the nearest sound to Spanish.
- Substitute h for j.
The word “hope” is pronounced with the sound /h/ but a native Spanish would pronounce it as “jope” because h is silent in Spanish.
- Prefix words beginning with s- with a /ɛ/ sound; so, the name Steve would be pronounced for a native Spanish person as *Esteve* and strike would become *estrike*.

Another obstacle that native Spanish find when learning English are the differences in some grammatical and syntax structures.

A clear example would be the question markers. In the question “Do you want to go to the cinema?” a Spanish native would leave the “do” because in Spanish the question is “¿Quieres ir al cine?” without any auxiliary verb.

The same happens with the adjective – name structure. In English the adjective is placed before the name as we can see in “yellow car” but in Spanish it happens

completely the opposite, the adjective is placed after the name as we see in *"coche amarillo"*. Therefore, a native Spanish would say *"car yellow"*.

Sentences that are unclear or even absent in Spanish also represent a major challenge for Spanish speaking students. A clear example would be that once the form –ing is introduced to the students as a gerund, it's really difficult to be used as a noun or a verbal adjective.

"To exercise will make you healthier" would be used instead of *"Exercising will make you healthier"*

Using the lyrics of songs, we can easily solve these common mistakes due to the repetition and the catchy rhythm of the songs that will help to change these "Spanish" habits.

For example, with the song *"Do you love me"* by *The Countours* famous for being part of the movie *"Dirty Dancing"* we could fix the mistake of the auxiliary "do" as the sentence is repeated throughout the song.

As for the adjectives placement mistake, we could use the song **"Yellow Submarine"** by *The Beatles* where the correct structure of adjective – name is really clear.

4.3. Phonetic and phonological differences of English

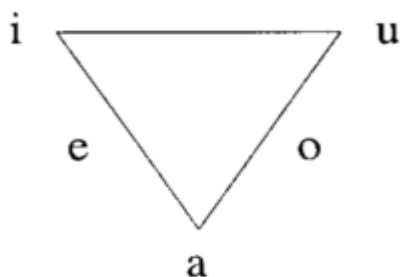
As discussed in the previous paragraph, one of the biggest difficulties that native Spanish students find when learning English is pronunciation.

This is because English has a great number of vowel phonemes, making a total of **12** which compared to the 5 Spanish phonemes, is a big difference.

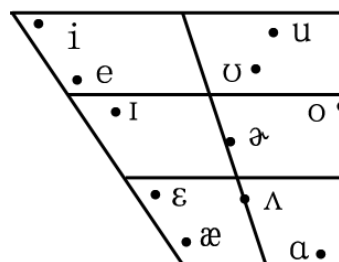
When studying a language with so many vowel differences it's normal that we find difficulty. The problem is that if these mistakes are not solved can lead to a bad language habit which in a long term may be impossible to fix.

Another vowel difference we found in English is the distinction between long and short vowels, non-existent in Spanish.

The following shows the vowel patterns of both languages:



SPANISH



ENGLISH

It is clearly observable that the Spanish vowel system is much simpler than the English system.

Let's move to the consonant system.

In English the final stop consonants are pronounced. A clear example would be verbs in past tense ending in -ed.

As shown in the previous paragraph, the Spanish natives have problems when pronouncing such verbs which can create a big communication problem because the receiver will ignore if the native Spanish is speaking in present or past.

It also distinguishes between the sound /b/ and sound /v/, which does not happen in Spanish, where only the sound /b/ is used.

All these differences in language are what lead us to make the common mistakes discussed in the previous paragraph.

We conclude repeating that using song lyrics these problems will be solved because while listening to the song, students unconsciously will imitate the pronunciation.

4.4. Criteria when choosing a song

Although using song in the classroom is a very good way of teaching English we must keep in mind that there's a big difficulty when choosing the right song to teach.

How to now which song is the most suitable?

Well, we need to take some things into consideration.

- First of all, we must know what the purpose of the song is. Depending on the concept that we want to teach we will choose a song or another.
- Then, we must keep in mind the age of the students. We can't use "*Ronald McDonald has a farm*" if we are trying to teach adults or teenagers.
- We should also know which part of the song we want to emphasize, whether it's the vocabulary, grammar or pronunciation.
- It has to be a catchy song. Boring songs will only create a bad atmosphere in class and will not achieve the result we are expecting.
- The student's opinion is also important when choosing a song; the teacher can ask the students what type of music they like to guarantee that the students will stay motivated and enjoy the song while learning with it.
- But though the student's opinion is important, the teacher must keep in mind that rap songs, too fast songs or song with too much slang are not suitable to teach.
- The teacher must try to find not only songs that talk about love, but songs that carry an interesting message that can be used as a discussion point after learning the concepts of the song.
- We can also use video resources like the music video of the song we want to use.

Many teachers think that music videos will distract the student from listening but the truth is that student that are not native English speakers find learning easier when combining listening and visual resources.

As seen above, not all songs are suitable as a learning method to use in a class. Songs with a too fast tempo that does not allow the students to catch the meaning of the lyrics as well as songs that carry a message with no substance or offensive messages are not suitable and should be avoided.

But if we follow the tips listed above, we can guarantee the motivating yet correct learning that we are trying to carry out.

4.5. Pop Music

Pop music genre was originated in the 1950's deriving from rock and roll. Over the decades, this genre of music has gone through several phases until reaching the pop music we know today.

It is one of the most influential and important genres in the music world.

This genre is characterized by commercial music with love themes, catchy rhythms and repetitive rhymes. That's why its use in learning English is the most appropriate.

Although pop music appeals largely to teenagers, nowadays people of all ages listen to it.

Songs like "*All you need is love*" or "*All My Loving*" by *The Beatles* are known worldwide. The lyrics may be unknown for some people but everyone has heard the rhythm in an ad or a television spoof.

Although the origin of pop music was in the U.S. and the UK, there are other non-Western areas such as Korea and Japan that have created a pop industry which has become worldwide.

A clear example is the case of *K-pop* and *J-pop*, abbreviation for *Korean Pop* and *Japanese Pop*.

These two genres of music are also used to learn a foreign language, as they have very simple grammar structures that allow students to adapt and learn easily.

Using this type of music we guarantee that students will not get bored with the songs chosen as there is a great variety and are often among the hits.

American pop led to British pop, creating worldwide groups such as *The Beatles*.

4.6. The Beatles

The Beatles is a pop band formed in the 1960's. They are considered to be the most popular group of all time. They have sold over a **billion** records.

In 1963 **Beatlemania**² began in the UK and spread the US and The Beatles songs became familiar across the world.

Their music and lyrics are so popular that are used as a method of learning English.

Although it was a band from the 60's, their songs also attract new generations, so both teacher and student will enjoy them.

Moreover, the songs of The Beatles are not only about love, but try a large number of issues creating a very large vocabulary.

Some teachers have shown that using songs from this band helps to learn English.

Paul McCartney's son, one of the band members, agrees with this theory. He once said:

"What a great way to learn any language — by learning through music. Music is a universal language that can bridge the traditional language barrier, and the music of the Beatles has always been a bridge of love and communication. I think this is great."

There are several people who have implemented the method of teaching English through Beatles songs, among them the professor from Cartagena, Juan Carrión.

4.7. The Lennon Method

Juan Carrion was one of the first Spanish teachers using songs as a method to learn English.

Before teaching English, he had taught Spanish to American soldiers at the base of Cartagena using zarzuelas.

When he started teaching English he began using The Beatles' songs, a group that captivated him and was also very famous. He named his method "*The Lennon Method*"

The teacher admits that he is passionate about music and quotes that *"If you used their songs when they were really successful, the interest of the students was amazing. Once they were not fashionable, they no longer served"*

² **Beatlemania:** Beatlemania is a term that originated during the 1960s to describe the intense fan frenzy directed toward British rock/pop band The Beatles during the early years of their success.

But the professor had an obstacle. To anticipate the hits of The Beatles, Carrion transcribed the songs while listening to them in the radio because at that time the lyrics were not in the back of the album and there was no means to find them online as we can do nowadays.

Carrion admits that transcribing the lyrics was a very complicated process even if you had the album.

So the teacher went to Almeria determined to meet his idol who happened to be shooting the movie *"Así Gané La Guerra"*

"You're late", Lennon told him at their first meeting. The meeting barely lasted half an hour but the musician loved the idea that children were learning English with their songs.

Carrión handed Lennon his students' notebooks with uncompleted texts of the songs so he could correct them and a request: *"I need to have the lyrics right after the album is released"*

And indeed, the professor's request was fulfilled since a year after when *Sergeant Pepper* was released, had the lyrics on the cover, as well as all their future albums.

Currently, at 82 years old, this retired teacher still gives occasional classes in his academy and admits he is still as passionate and captivated by the songs of his favorite band as he was before.

Result of this touching story, the writer Javier Adolfo has written the book *"Juan and John"* that narrates the musician stay in Almeria and its relationship with the teacher.

But this writer has not been the only one touched by the story, film director David Trueba has decided to bring the story of the teacher to the big screen with the film *"Vivir es fácil con los ojos cerrados"*.

PRACTICAL FRAMEWORK

5. HYPOTHESIS

5.1. General hypothesis

The main hypothesis of this work consists in proving that music and song lyrics are very useful and powerful when it comes to learning English.

Personally I consider this hypothesis very appropriate because, as has been reiterated several times in this work, learning English can be a very difficult task for some people. The simple fact of memorizing new vocabulary and grammar that are totally different to its own native language can be a great challenge that if it's not done, can lead to the abandonment of learning.

While using music, we create a non-monotonous learning and we encourage the student's motivation towards the language.

For this work, I did not want to focus on a specific genre of music because my hypothesis is based on music in general although that has been highlighted the genre of pop music over the others because of its importance and relevance in this method.

Aside from the basic hypothesis, I also wanted to make different other hypotheses to support and sustain the principal.

5.2. Practical hypothesis

The hypotheses regarding the two exercises given to the 11 students are based around different questions.

First is based on the motivation of the students as I believe that using the method of the music and song lyrics as a method of learning, the students' motivation is clearly affected.

The student is more concentrated and has more desire to learn. These factors obviously influence both academic results and progress in learning the language in a positive way.

Another question in which our hypothesis is based is how successful the song is in the moment is used to teach. I consider that, by using songs that have great success in the very moment of teaching, students are more responsive and proceed to do the exercises without great difficulty.

Lastly, the hypothesis is also based on the level of English that students have. This method works on all kinds of levels, but in cases where the students already have a minimum level of English, the method is more effective because it acts as an extra help

and allows students to activate long-term memory for things their subconscious already knew from the past.

In the last part of the hypothesis we highlight an element that greatly influences the learning of the students; the fact of going to an external school to learn English.

According to our hypothesis, students learn the vocabulary presented in the exercises more quickly and interactively using the method of music.

However, if we make them learn the same vocabulary used in the song using the traditional way, the motivation of the students will not be as high as before and therefore it is possible that the students tend to get bored which will lead them to not remember the vocabulary presented.

5.3. Website hypothesis

In the first part of the hypothesis we have relied on the fact that if we use the music and song lyrics as a learning method, students learn and memorize the concepts introduced by the teacher in a faster and more enjoyable way.

The second part of the hypothesis could be considered more than a hypothesis, a way to test all the things that have been introduced during this research.

It involves the creation of an interactive website based on the method of learning English using music and song lyrics.

With the creation of this site, what is intended is to induce the use of this method. It tries to let users know about the method and apply it when learning English.

6. FIELDWORK

6.1. Fieldwork Explanation

This work is based on a current issue that concerns thousands of people in our country as well as around the world. It is based on learning English.

This language is considered almost "universal" because it is known and spoken by people around the world. It should also be highlighted that due to the economic situation faced by many European countries the demand of learning English has increased greatly.

It is considered an essential language when looking for any type of work or even when traveling for pleasure.

Due to the importance of this language and the influence it has around the world, in this work we introduce a method that will make learning English language much easier.

It is a method that has had a great reputation and has created curiosity among scientists, that's why, over the last decades; there have been several studies on the influence of music and songs when learning English, all of them concluding that it is an effective method and acts positively on the students who use it.

Initially, before having any information about the subject, I had thought of simply build the research around the existing methods to learn English and compare them with the method that uses music and song lyrics.

I found it a convenient method although I felt that was very technical and had already been worked on, so I discarded the idea.

Well, using the theory of learning English through music and song lyrics as the basis of my search, I started trying to find current articles that talk about the subject.

It was then, when by chance while watching the news I heard the case of Juan Carrion, a retired teacher who has spent over 40 years using this method to teach English.

This article showed me that the hypothesis that I was trying to prove was definitely a hot topic used by real people and not simply in hypothetical cases.

After discovering the case of this teacher, I decided to completely discard my previous idea and give the work a modern and realistic approach, so that anyone who would read this work or would use the method introduced, would feel that the possibilities of learning English using this method are real and will make its learning much less complicated.

So I tried to contact Mr. Carrión or his school for an interview about his method. Unfortunately, none of them gave me an answer so I had to find another source of information.

I started doing a general search on the topic, without looking for anything in particular, just to know more about the use of this method. While surfing through all those sites I realized that although all of them were totally different, (even some of them were in different languages), agreed on one factor.

All the articles I had read and websites I had visited commented the theory of the intelligences created by Howard Gardner when using this method. Reading this theory, I realized that adding a scientific approach to the work, I would get to achieve the realistic approach I was looking for at first.

Besides of founding this theory really interesting and wanting to investigate it more deeply, the fact of giving the work a more "concrete" approach it would make the method more understandable because it would allow me to directly relate music and language and also it would make the work more stable because of the fact of being based on a scientific theory.

Once the method was explained and the relationship that existed between music and language was investigated, the concept I had of the method changed.

I noticed that instead of making surveys to try to demonstrate the utility of this method when learning English, it would be much better to try the method in the most direct way and observe the results that come out.

That's why I proceeded to create two workbooks as the ones used in schools to teach English, but with a particularity. These workbooks use the method of teaching English through songs.

To complement the creation of workbooks, I decided to add the creation of an interactive website where anyone who uses the method to learn English could join, download and complete the workbooks.

This site not only has that resource but includes other elements such as audio and video support so the person that visits the website with the intention of learning

English, feels totally immersed in this method and gets to see firsthand the effectiveness of music and songs when learning English.

6.2. Worksheet methodology

As has been mentioned in the explanation of the fieldwork, I proceeded to create two workbooks in order to guarantee that the method I was trying to prove was as realistic as possible.

To do this, I first decided the levels that were going to be used in the workbooks' creation. I decided the levels to be:

- **Basic Level:** for people with no knowledge or very elementary knowledge of English.
- **Intermediate Level:** As starting level for people with more knowledge who know the structure of English or as a second level for people who have already completed the basic level.

I decided that these levels would be the most appropriate since they cover the needs of most people trying to learn English.

Then let's proceed to see the elements that are taught on every level.

- **Basic Level:** At this level the most basic vocabulary and grammar is taught to allow the students to become familiar with the language as well as to acquire knowledge that will allow them to know the English structure.

VOCABULARY	
1. Alphabet, numbers and colors	Alphabet pronunciation, numbers from 1 to 10 and the most basic colors.
2. Days of the week	7 days of the week and translation.
3. Parts of the body	Elemental parts of the body.
4. Months and seasons	12 months and 4 seasons of the year.

5. Animals	Combination between farm and wild animals.
6. Family	Family members and connections.
7. Food and drinks	Meal times, fruits and basic drinks.
8. Transport	Basic means of transport
9. Jobs	Elemental occupations.
10. Weather	Weather and temperature.
11. Adjectives and opposites.	Basic adjectives and respective opposites.

GRAMMAR	
1. Verb to be	Main verb in affirmative, negative and interrogative sentences.
2. Present Simple	Basic sentences using verbs in present simple tense.
3. Auxiliary do	Auxiliary in affirmative, negative and interrogative sentences.
4. Past Simple	Basic sentences using regular and irregular verbs in past simple tense.
5. There is / There are	Basic sentences in singular and plural to difference between the two forms.
6. Present Continuous	Basic sentences with verbs in present continuous tense.
7. Comparative and Superlative	Basic sentences comparing different syllable adjectives and using the superlative form.
8. Past Continuous	Basic sentences with verbs in past continuous tense.

9. Have got	Have got in affirmative, negative and interrogative sentences.
10. Personal Pronouns	Basic sentences using object and subject personal pronouns.
11. Possessive Pronouns	Basic sentences using possessive pronouns.
12. Future Simple	Basic sentences with verbs in future simple tense.
13. Somebody / Anybody	Basic sentences using somebody, anybody, something and anything to difference between the forms.
14. Prepositions	Basic sentences using prepositions.
15. Present Perfect	Basic sentences with verbs in present perfect.
16. Imperatives	Basic sentences using the imperative form in negative and affirmative.

- **Intermediate Level:** At this level the idea is to slightly increase the vocabulary and focus mainly on more complex grammar.

VOCABULARY	
1. Parts of the body	More complex parts of the body such as elbow, cheek...
2. Feelings and Emotions	Basic moods and emotions used on a daily basis.
3. Food and drink	More complex foods, dishes and drinks such as beer, wine...

GRAMMAR

1. Past perfect continuous	Complete sentences using past perfect continuous tense.
2. 1 st Conditional	Sentences using the 1 st conditional in affirmative, negative and interrogative form.
3. 2 nd Conditional	Sentences using the 2 nd conditional in affirmative, negative and interrogative form.
4. 3 rd Conditional	Sentences using the 3 rd conditional in affirmative, negative and interrogative form.
5. Passive	Turn passive sentences into active sentences and vice versa.
6. Reported Speech	Turn direct speech into reported speech and vice versa.
7. Used To	Complete sentences using used to
8. Modals	Sentences using modals such as must, should, could...
9. Perfect Modals	Sentences using perfect modals such as could have, should have, must have...

After explaining the elements to be taught at each level, let's proceed to see the worksheets' structure.

All the worksheets have a table like the one below in the upper part of the sheet.

SONG	
BAND/SINGER	
ALBUM	
NATIONALITY	
LEVEL	
POINTS TO LEARN	

As seen above, the table contains information such as the song that is being worked on or the learning points so the students can consult the information whenever they need.

All the worksheets begin with an exercise that consists in filling the gaps of the song in the sheet. These gaps vary depending on the points that are trying to be taught.

For the basic level, we can find the words that go in the holes in a small table on top of the exercise.

For the intermediate level, the exercise is a little more complex and we cannot find that table on top of the exercise anymore. Instead, the students must guess the word using their listening skills while listening to the song.

Although the following exercises vary depending on the points that are trying to be taught they follow a structure that allows students to practice those points.

For the basic level, vocabulary exercises go with visual material such as photos or clues to help in the process of memorizing the words that the students are trying to learn. As for grammar, exercises consist in completing simple sentences with verb forms depending on what is trying to be taught.

For the intermediate level, the vocabulary becomes a little bit more complex, although it still contains the same visual support as in the past level. As for grammar, the exercises are more complicated, the sentences that are used are not as simple as before and the exercises don't ask to fill the gaps anymore. Instead, they may consist in transforming the sentences or answer questions.

The purpose of these workbooks is that students learn the same concepts they would learn in a traditional classroom, using the method of learning through music and song lyrics.

6.3. Practical methodology

To prove the hypothesis presented at the beginning of the practical part, it was necessary to perform a test.

It was attended by 11 students from IES Miquel Biada who

The test consisted in distributing a worksheet from one of the workbooks to each of the 11 students in the class, which contained a catchy song that was successful in that moment.

After hearing the song and having made the exercises, another worksheet from the same workbook was given to the students with the difference that this time, the song was a little less catchy, older and poorly known by the students

Because of the fact that my presence could interfere in the behavior of the students, I agreed with the teacher that I would remain at the end of the class, as someone who was repeating a test, so that students could act naturally and the results of the practice were as accurate as possible.

To perform the test, the following worksheets were selected.

SONG	The Fox
BAND/SINGER	Ylvis
ALBUM	The Fox
NATIONALITY	Norway
LEVEL	Beginner
POINTS TO LEARN	ANIMALS

1. Listen to the song and fill in the gaps

Duck	Mouse	Bird	Fox	Cat	Dog	Fish	Cow	Frog	Seal	Elephant
------	-------	------	-----	-----	-----	------	-----	------	------	----------

_____ goes woof
 _____ goes meow
 _____ goes tweet
 And _____ goes squeek

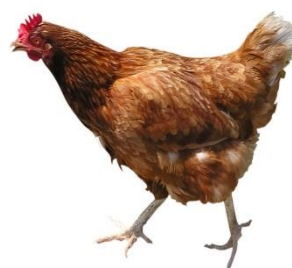
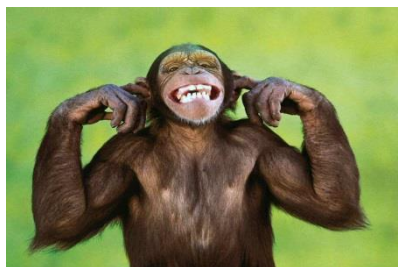
_____ goes moo
 _____ goes croak
 And the _____ goes toot

_____ say quack
 And _____ go blub
 And the _____ goes ow ow ow ow ow

But there's one sound
 That no one knows
 What does the _____ say?

2. Name the animals

Rabbit	Pig	Giraffe	Chicken	Monkey	Horse	Lion	Bear
--------	-----	---------	---------	--------	-------	------	------



SONG	Savoy Truffle
BAND/SINGER	The Beatles
ALBUM	The White Album
NATIONALITY	British
LEVEL	Beginner
POINTS TO LEARN	FOOD, DRINK AND MEALS

1. Listen to the song and fill in the gaps

Coffee Cherry Tangerine Apple Coconut Pineapple

Creme _____ and montelimat
A ginger sling with a _____ heart
A _____ dessert, yes, you know it's good news
But you'll have to have them all pulled out
After the Savoy truffle

Cool _____ cream and a nice _____ tart
I feel your taste all the time we're apart
_____ fudge really blows down those blues
But you'll have to have them all pulled out
After the Savoy truffle


You might not feel it now
But when the pain cuts through
You're going to know and how
The sweat is going to fill your head
When it becomes too much
You're going to shout aloud

But you'll have to have them all pulled out
After the Savoy truffle.


2. Complete the sentences with the words in the box


Lunch Milk Pear Dinner Soup Breakfast


a) I eat a  everyday.

b)  _____ is good for children.

c) I eat  on Mondays

d)  It's _____ time!

e)  (Pm) It's _____ time!

f)  (am) It's _____ time!

Both worksheets belong to the vocabulary taught in the beginner's workbook.

However, the first sheet of exercises belongs to a catchy song known by most students that was a big hit in the moment and the second sheet of exercises belongs to a song by the famous British group *The Beatles* that was less catchy and poorly known by the students.

Last but not least, the students also had to sing the songs after hearing them and completing the exercise as although singing can be a little bit embarrassing for the students at the beginning, it will allow the students to improve their pronunciation as well as it will lift the mood of the class.

After having done both of the worksheets, 3 questions the following questions were asked to the students.

- 1) Which one of the songs did you like the best?
- 2) Which one of the songs was easier to understand?
- 3) Have you heard any of the songs before?

According to the hypothesis presented above:

- Students should show more interest and find the exercises from the first sheet easier to do.
- Students who attend English classes at an external school should make fewer mistakes than the ones who just learn English in high school.
- The English teacher should notice a change in the attitude of students in comparison with the classes where the traditional method is used.

Having explained the methodology and process the test followed lets proceed to see what the test results were.

There were no students in the class that attend an external school to learn English.

As we can see in the attached worksheets in the annexes, the students made absolutely no mistakes in the worksheet that belonged to the first song, which as we've claimed before, was really popular among teenagers in that moment.

However, if we observe the second worksheet that belongs to the song that was poorly known by the students and was less catchy, we see that:

- 4 students made mistakes filling the gaps of the song: they confused words that are slightly similar such as “apple” and “pineapple” maybe due to the fact that the song had a boring rhythm which made the words a little bit more difficult to understand for the students.
- 4 more students made mistakes in the exercise that was below the song. It was not a grammar or a vocabulary mistake; the students had to fill in the gaps of 3 sentences looking at the picture that was at the beginning of each sentence. The mistake that the students made was that they misplaced the words, which we consider it was more a mistake due to the lack of concentration that the students experienced while listening to a song that didn’t stimulate them at all.

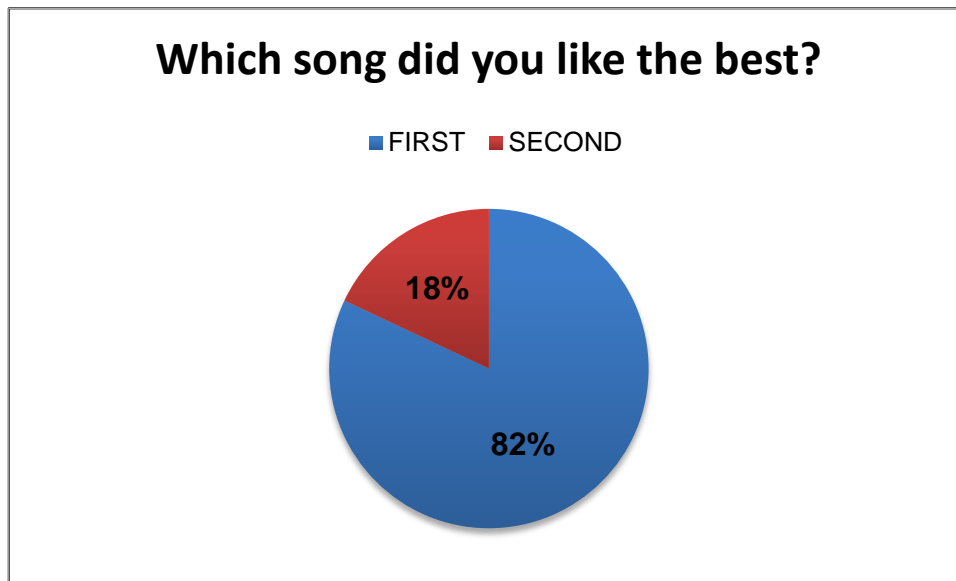
That means that the 73% of the class made mistakes while doing the second worksheet. But the particularity we find is that as we said before, the mistakes that the students made were not regular vocabulary or grammar mistakes but were mistakes that could have been avoided if the students would have been more concentrated and would have focused more on the exercises they were doing.

I must highlight that while being in the class I could clearly see the attitude of the students changing depending on the song. While listening to the first song the students were more motivated, were smiling while hearing the funny chorus the song had and some of them were even humming the song while filling the gaps. All of these reactions make the students to be more concentrated while doing the exercises as they receive positive stimulation that makes them enjoy what they’re doing.

However, during the second worksheet the students were quieter so anyone could say that they were more concentrated than during the first song, but this quietness is not something positive as it is due the boredom of the students towards the stimulation they’re receiving and the exercises they’re doing.

So we can see how important it is to use songs that are popular in the moment we’re using them and to use songs that have a good rhythm so they catch the attention of the students.

When the students had finished the exercises, we asked them 3 questions that they wrote down in the opposite part of the second worksheet. Let’s see the students’ answers:



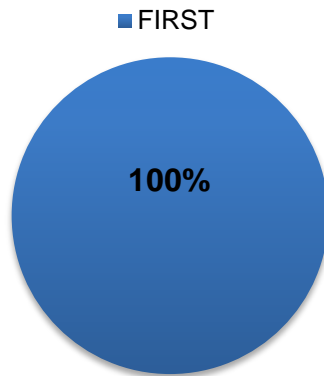
To the question *“Which song did you like the best?”* an **82%** of the students claimed that they preferred the first one as it was catchier, had a better rhythm and the lyrics were funnier. Only an **18%** of the students said that they preferred the second one.

According to the answers the students gave we can say that songs that are popular in the moment they’re used and songs that have a catchy rhythm and amusing lyrics are the most suitable ones when it comes to teach as it lifts the students’ mood and makes them enjoy the process of learning.

However, we must highlight the fact that this rule can change depending on the students. To put an example, this song worked the best because we were trying to teach teenagers, maybe if the students had 50 years old, who obviously have a different and older taste, they would have preferred the second one as it could have brought them memories.

In both situations, we must say that the song caused a positive stimulation because it was catchy and popular.

Which song was easier to understand?

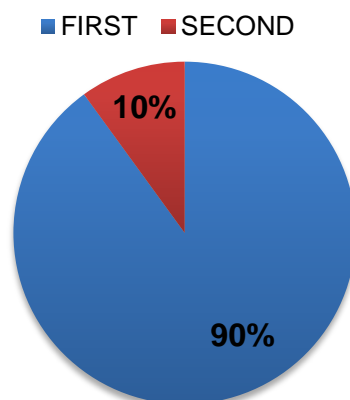


There is no doubt when it comes to this question; all 11 students claimed that the first song was easier to understand than the second song.

Once again, the rhythm of the songs plays an important role because it increases the curiosity of the students who want to know more about the song that they're listening to, and this makes their listening skills to also increase and help them understand the lyrics of the song in a better way.

The last question was, "Have you ever heard any of the songs before?"

Have you ever heard the songs before?



To this last question, we can clearly tell that the first song was very popular in that moment especially among teenagers, that's exactly why we see in the graphic above that 90% of the students, had heard the first song before doing that day's exercises.

This time are social networks who take the principal role as, almost all the students claimed that they had listened to the song because they some friend had posted it on Facebook, while surfing videos on YouTube, Twitter...

Only a 10% of the students had listened to the first song before doing the exercise so maybe that's why the students made no mistakes during the first song's exercises. What I mean to say is that maybe they got used to listen to the song and that's why once they heard it in class their mind remembered the rhythm and lyrics which allowed them to write them down correctly.

6.3.1. Practical Conclusion

After doing the test, we can definitely confirm that the hypothesis we introduced a few pages ago, were right.

The first hypothesis we introduced before doing the test was that songs that are popular in the moment of being used are more useful than those that are old and poorly known by the students. As we can see in the graphics above, the hypothesis is totally right. The students were clearly more amused during the first song of the practice and not only made no mistakes during the exercises but also personally claimed that they enjoyed the song while working.

The second hypothesis we introduced was that students who go to an external school to learn English make less mistakes than those who study English just in high school. As there were no students who went to an external school in the class, we couldn't see the results reflected in the graphics but according to the most part of English teachers, the marks of the students that attend an English academy are better simply because of the fact that they spend more hours learning new grammar, vocabulary and reviewing the things they're learning at school. Therefore, even if we couldn't show it in the results of the test we could say that if there were students who went to an English academy, they would have done fewer mistakes than those who just learn the language in the school.

Lastly, in the third hypothesis we claimed that the English teacher should see a positive difference in the students' attitude in comparison to the attitude they have while using the traditional method.

The English teacher, Marta Vidal claimed that *"The students are more concentrated and work better if they do the exercises using this method. When we use the traditional method, the students only care about the exercises being finished so I can see they've worked but they actually haven't learned anything. However, when we use the lyrics of the songs the students the mood of the class is less heavy and they remember the things they learn"*

The teacher thinks that this method is so positive that she herself uses it as a learning tool. As we can see in the worksheet attached in the annexes, after having finished the practice, the teacher used the same method to teach grammar with a song by John Lennon called "Mother".

Before starting the exercise the teacher explained what the song was about so the students could not only listen to the lyrics but also understand the feelings of the singer and what was he trying to say with the song.

The students hear the song twice, the first time they listen and fill in the gaps and the second time they check what they've written to see if it was right.

When the students had finished the exercise, the teacher read the song lyrics again and corrected the words that had to be in the gaps. While doing that, she explained what the singer was trying to mean with the sentences he wrote in that song.

In that case, as it was a song by John Lennon she explained that he was an orphan and that their parents never took care of him. So when the students saw the sentence, *"Mother, I needed you but you never needed me"* they related it to what the teacher had explained before.

She also explained the metaphors the song contained. To put an example, when she read the sentence *"I couldn't walk so I tried to run"* she explained that with *I couldn't walk* he tried to say that he couldn't move on with his life and with *I tried to run* he meant to say that he actually avoided the problems he had with drugs and alcohol.

This way, the students are more immersed in the context of the song and they remember the things that the teacher explains for a longer time.

6.4. Website Project

As has been commented in the fieldwork explanation section, I proceeded to the creation of an interactive website to complement the creation of the workbooks and to guarantee that the application of this method could be as realistic as possible.

To do this, an online program that allowed the creation of HTML5 web pages called Wix was used. Let's proceed to see the structure of the page.

The website contains 6 sections on the menu:

- **Home:** This is the main section, the first that appears when the website is loaded. We can see that it simply contains the main title "*Learn English through Songs*" and the learning method's slogan "*The easiest way of learning*".



- **Our programs:** As the name suggests, this section shows the two programs provided by this website. In this section we can see that the objectives of the program are presented as well as the facilities and resources that the site offers to facilitate the learning of English.

OUR PROGRAMS

If you're trying to learn English, our programs provide the most effective with the minimum effort.

Who doesn't love music?

That's what our method uses to teach English. You will be able to learn new vocabulary and grammar while listening to your favourite songs!



LISTEN TO YOUR FAVOURITE SONGS



WATCH THE MUSIC VIDEOS



COMMENT YOUR FAVOURITE
HITS ON OUR FORUM

Do all these things, **WHILE LEARNING ENGLISH**


It is important to mention that this section splits into two sub-sections

- **Beginner Program:** This sub-section introduces the resources that the program for beginners has, as well as the learning the structure and elements that have to be taught.


BEGINNER PROGRAM

Our beginners program is made for persons with a really basic or even no level of English.


THAT'S WHY WE INCLUDE




GRAMMAR AND VOCABULARY EXPLANATIONS



EXTRA VIDEO AND AUDIO SUPPORT



WORLDWIDE FORUM TO PROVIDE MORE HELP




PRINTABLE WORKSHEETS

So, what will you learn?

1 2 3

Our technology based in using songs as a learning tool will provide you a way to learn English effectively.

TRY OUR PROGRAM ➤



PROGRAM CONTENTS

VOCABULARY



GRAMMAR

 Verb TO BE	 Personal Pronouns	 Imperatives
 Present Simple	 Possessive Pronouns	 Present Perfect
 Auxiliary DO	 Comparatives and Superlatives	 Futur Simple
 Past Simple	 Past Continuous	 Somebody / Anybody
 There is - There are	 Have Got	 Prepositions
 Present Continuous		

- **Intermediate program:** in this section as well as in the previous one, the new level, the structure and the contents to be learned are presented.

INTERMEDIATE PROGRAM


Hello there, have you studied enough?

If you totally understood the sentence above, it means that maybe this program is the most suitable for you.

If you've already finished the beginner program, you will know exactly what this programs offer. If it's your first time you can click [here](#)

What will you learn now?

VOCABULARY










As you can see there isn't much vocabulary, that's because in this level you will focus more on learning grammar.

WHY?

Because we thought that you already have the basics and you'll vocabulary will extend just listening to the songs we've prepared in this level.

GRAMMAR

<ul style="list-style-type: none">  Modals  1st Conditional  2nd Conditional  3rd Conditional 	<ul style="list-style-type: none">  Present Perfect Continuous  Past Perfect Continuous  Use to
--	--

- **Songs:** In this section we can find the songs that students will need to complete the workbooks as well as a couple songs they can use as an extra help.

SONGS

Here you can find the songs you need to complete your worksheets.
Click in the buttons below to listen to the song.

BEGINNER SONGS


▶ Ylvis - The Fox Watch the MV on YouTube	▶ The Beatles - Drive My Car Watch the MV on YouTube
▶ The Cure - Friday I'm In Love Watch the MV on YouTube	▶ Taylor Swift - You Belong With Me Watch the MV on YouTube
▶ The Beatles - All Together Now Watch the MV on YouTube	▶ Bruno Mars - Just The Way You Are Watch the MV on YouTube
▶ Ray Stevens - I'm My Own Grandpa Watch the MV on YouTube	▶ The Beatles - Savoy Truffle Watch the MV on YouTube
▶ Gene Kelly - Singing in the Rain Watch the MV on YouTube	▶ Green Day - Wake Me Up When September Ends Watch the MV on YouTube

INTERMEDIATE SONGS


▶ The Beatles - Help! Watch the MV on YouTube	▶ Rihanna - California King Bed Watch the MV on YouTube
▶ Watch the MV on YouTube	▶ Bruno Mars - Count On Me Watch the MV on YouTube
▶ The Beatles - All You Need Is Love Watch the MV on YouTube	▶ The Beatles - Norwegian Wood Watch the MV on YouTube
▶ Adele - Chasing Pavements Watch the MV on YouTube	▶ ABBA - Before You Came Watch the MV on YouTube
▶ Baby Woodrose - Dandelion Watch the MV on YouTube	▶ Cocoon - On My Way Watch the MV on YouTube

HELPFUL SONGS

If you want to hear something different check this songs out, they will help you learn **extra vocabulary and grammar**.



The Beatles - Hello Goodbye

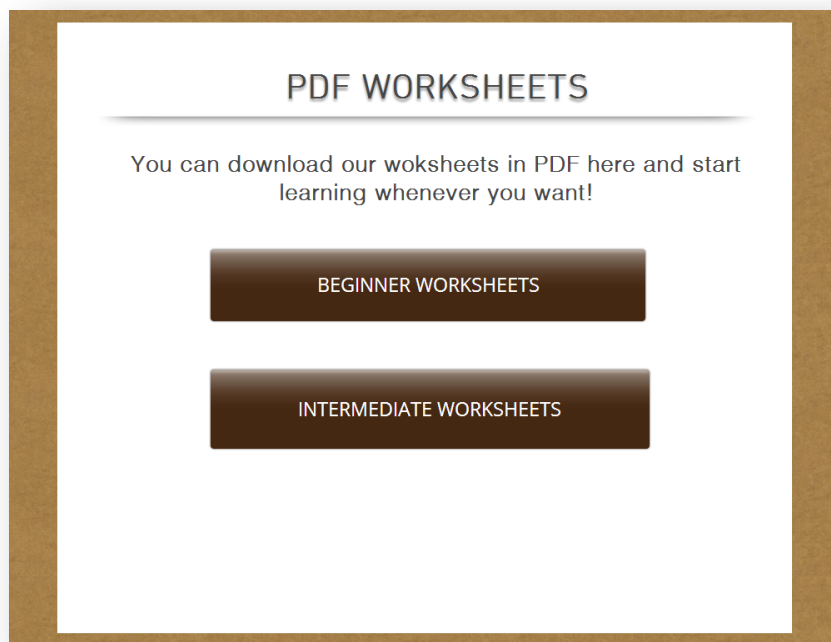


Adele - One and Only

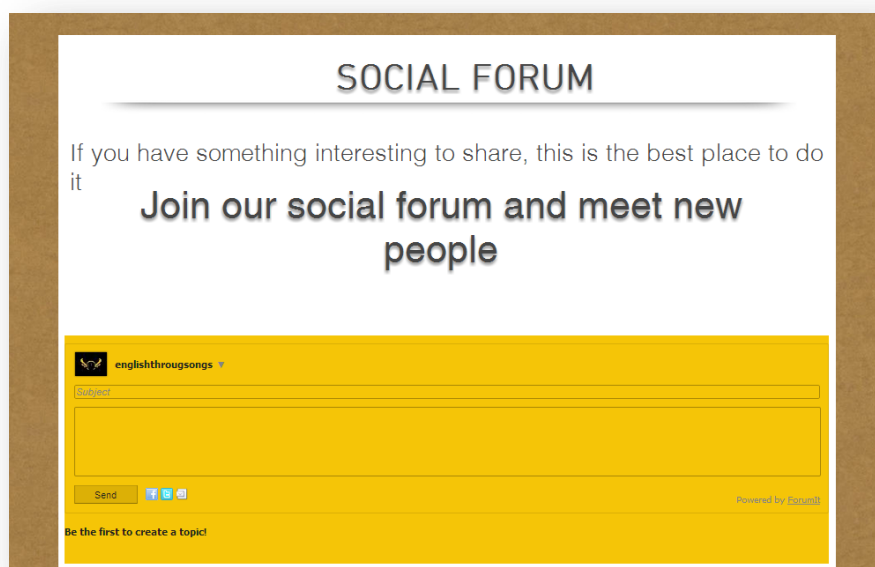
If you have doubts
or you want to
request any other
songs

CONTACT US HERE

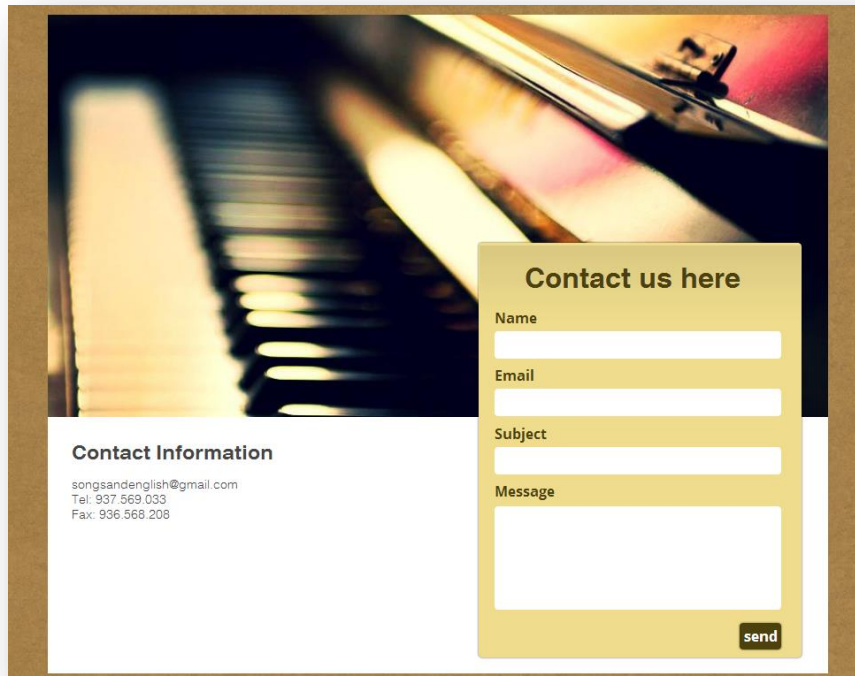
- **PDF Worksheets:** In this section, students will find the links to download the workbooks that will allow them to use the program.



- **Social Forum:** In this section, students will find a social forum that will allow them to communicate with other students who use the same method to exchange ideas, concerns, or interesting stories.



- **Contact us:** The last section we can find on the website contains a form that students can fill out to send a message in case of having any questions, complaints or just something to say.

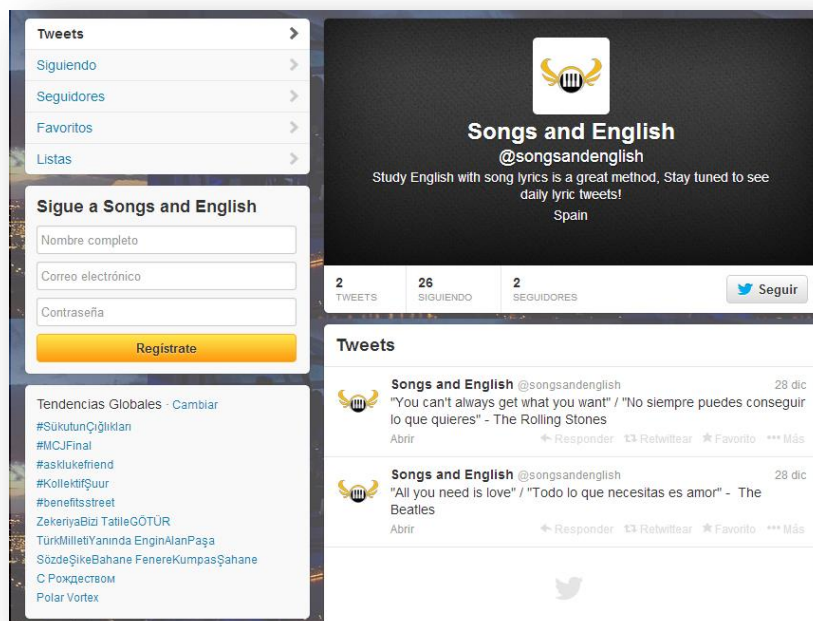


The image shows a contact form on a website. The background is a blurred image of a piano keyboard. The form is titled "Contact us here" and includes fields for Name, Email, Subject, and Message. A "send" button is at the bottom right of the form. To the left of the form, there is a section titled "Contact Information" with the following details:

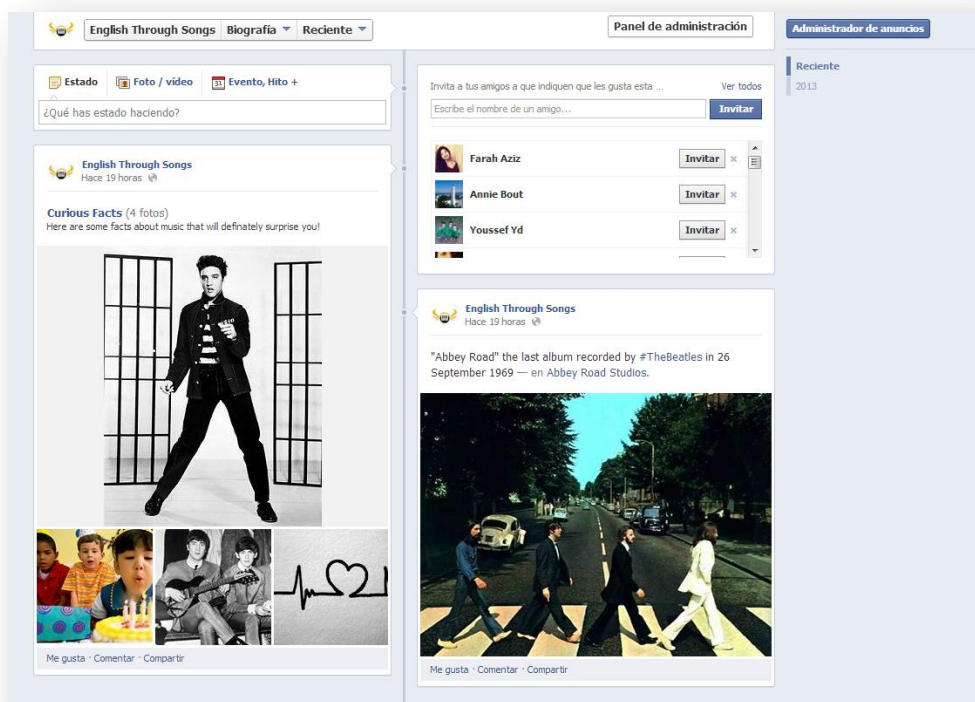
Contact Information
 songsandenglish@gmail.com
 Tel: 937.569.033
 Fax: 936.568.208

Lastly we must highlight the creation of accounts in 3 different social networks to spread both method and website.

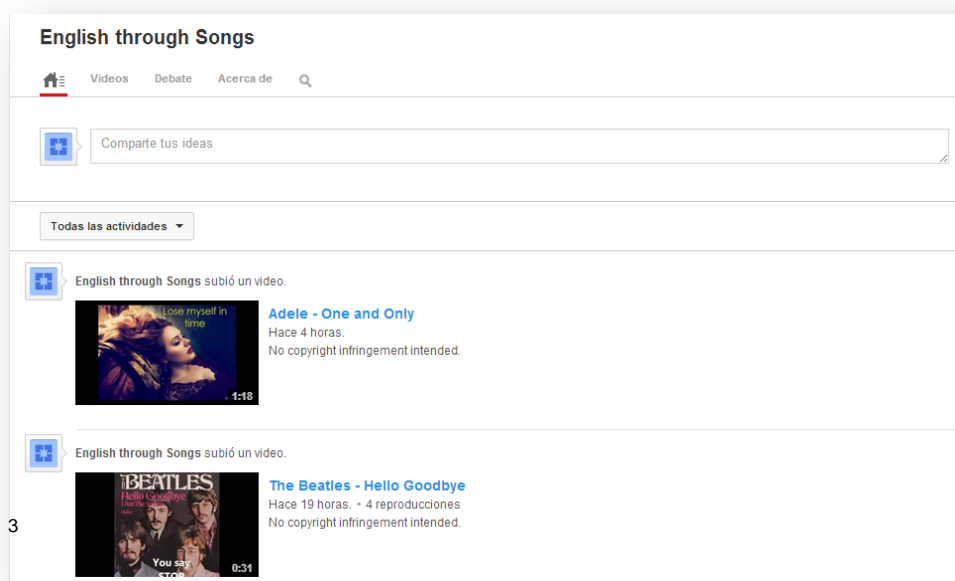
- **Twitter:** This account publishes tweets with translated pieces of song lyrics.



- **Facebook:** This account publishes website news, photos and even contains a section of unknown facts about the music.



- **YouTube:** In this account, subtitled music videos are posted regularly as an extra help for the students.



³ Pictures' Source: Own Source

The purpose of creating this website, as commented several times in the previous paragraphs is to immerse students who use this method in every possible mean and also as a way to make this method more known between the people.

7. CONCLUSION

The relationship between music and language

After investigating the advantages and disadvantages, we note that there is a clear relationship between music and language even though those are two very different concepts.

The fact of confirming the existence of the relationship between music and language is what allows us to state the usefulness and effectiveness of the method when it comes to learning English.

This connection between music and language is definitely what allows students to get to learn English in a faster and more amusing way.

The use of music and songs as a learning method

After the amount of evidence and information presented during this research we could definitely conclude that using music and song lyrics as a method of learning English is an effective and useful way that benefits positively the students who use it.

Although there are teachers in schools that use this method as a secondary way to teach, as explained earlier in this work, the role of music in schools is still quite underrated, a fact that causes many teachers to avoid using this method.

Enough examples and evidences have been shown in this work to conclude that the addition of this method in school programs when learning English would, without any doubt, be an innovation that would influence in a very positive way in learning the language and would also make the relationship between the teacher and the student easier.

As has been shown in the test carried out in this work, music not only makes the student motivation increase greatly but also allows students to enjoy while learning, a fact that sometimes many language teachers overlook.

Learning the contents introduced by the teacher is clearly important, but so is the sense of amusement that students feel towards that language.

What I mean is that if students have a positive view of the language they are studying, in a long-term way the concepts they've learned will remain their memory.

However, if students visualize the language they are trying to learn as a mandatory and necessary act but without any stimulation, they may be learn a larger amount of concepts, but they will not remain long in the students' memory.

That's why, this method influences in such a positive way. At first glance, it may seem that you are wasting time as using the method of learning English through songs will not make the students learn the necessary concepts to guarantee the mastery of the language, however, the opposite happens. Students get to learn a larger number of concepts using this method as well as improving their attention and learning.

Personal conclusion

According to my view, having to carry out this work has certainly been a great experience. Foreign languages are a topic that I find very interesting as well as music, which is why the process of making this work has been so amusing, as it is about the relation between those two concepts.

Although I really like the subject I was working on, I have to say that I thought it was going to be really difficult to carry on with the work because I didn't know how to focus what I was trying to say but eventually, while learning more about the method and recollecting information, my point of view changed and I didn't see the work as something that I needed to give out to get a score. I actually started working on it as if it was a hobby so that's what made me enjoy searching the information and learning more about the method.

While I was doing the website, I felt the same. I had the feeling I was doing something in my free time to help people improve English, which really motivated me to try to do my best so the persons that wanted to use the method could do it comfortably.

I would like to add that I personally learned English using song lyrics, movies and series. To this day, I still use this method to learn languages; not only English but languages that are totally different from my Spanish and Catalan like, for example, Korean language.

The fact that I learned languages using the method that I attempt to expose in this work, is what allows me to fully affirm its usefulness and effectiveness.

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9. ANNEXES

- A) BEGINNER WORKSHEETS
- B) INTERMEDIATE WORKSHEETS
- C) 11 ANIMALS WORKSHEETS. FIRST TEST.
- D) 11 FOOD AND DRINKS WORKSHEETS. SECOND TEST.
- E) "*OH MOTHER*" by John Lennon used by Marta Vidal in a regular class.



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BEGINNER WORKSHEETS

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SONG	All Together Now
BAND/SINGER	The Beatles
ALBUM	Yellow Submarine
NATIONALITY	British
LEVEL	Beginner
POINTS TO LEARN	INTRODUCTION TO THE ALPHABET, NUMBERS AND COLOURS

1. Listen to the song

One, two, three, four
Can I have a little more?
Five, six, seven, eight, nine, ten, I love you

A, B, C, D
Can I bring my friend to tea?
E, F, G, H, I, J, I love you

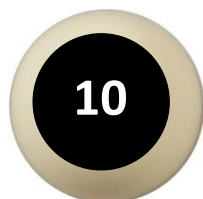
(Bom bom bom bomp bom) Sail the ship
(Bompa bom) Chop the tree
(Bompa bom) Skip the rope
(Bompa bom) Look at me

(All together now) All together now
(All together now) All together now
(All together now) All together now
(All together now) All together now

Black, white, green, red
Can I take my friend to bed?
Pink, brown, yellow, orange, blue, I love you

2. Match the following numbers with the correct word and write the colors

Four	Seven	One	Ten	Two	Five	Nine	Eight	Three	Six
Red	Purple	Yellow	Brown	Blue	Green	White	Pink	Black	Orange



SONG	Friday I'm In Love
BAND/SINGER	The Cure
ALBUM	Wish
NATIONALITY	British
LEVEL	Beginner
POINTS TO LEARN	DAYS OF THE WEEK

1. Listen to the song and fill in the gaps

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
---------------	----------------	------------------	-----------------	---------------	-----------------	---------------

I don't care if _____ is blue
 _____ is grey and _____ too
 _____ I don't care about you
 It's _____ I'm in love

_____ you can fall apart
 _____, _____ break my heart
 _____ doesn't even start
 It's _____ I'm in love

_____ wait
 And _____ always comes too late
 But _____ never hesitate...

I don't care if _____'s black
 _____, _____ heart attack
 _____ Never looking back
 It's _____ I'm in love

_____ you can hold your head
 _____, _____ stay in bed
 Or _____ watch the walls instead
 It's _____ I'm in love

_____ wait
 And _____ always comes too late
 But _____ never hesitate...

2. Match the days of the week with its translation

Wednesday
 Sunday
 Monday
 Saturday
 Friday
 Tuesday
 Monday

Divendres
 Dimarts
 Diumenge
 Dilluns
 Dimecres
 Dijous
 Dissabte

SONG	Just The Way You Are
BAND/SINGER	Bruno Mars
ALBUM	Doo-Wops & Hooligans
NATIONALITY	American
LEVEL	Beginner
POINTS TO LEARN	PARTS OF THE BODY

1. Listen to the song and fill in the gaps

Lips	Hair	Eyes
------	------	------

Oh, her _____, her _____ make the stars look like they're not shining
 Her _____, her _____ falls perfectly without her trying
 She's so beautiful
 And I tell her everyday

Yeah, I know, I know when I compliment her, she won't believe me
 And it's so, it's so sad to think that she don't see what I see
 But every time she asks me do I look okay?
 I say

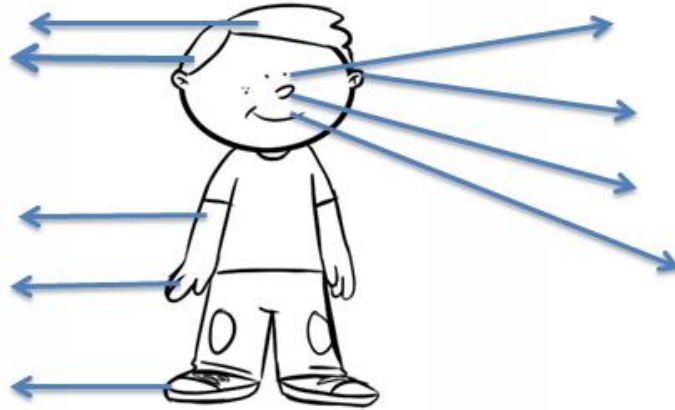
When I see your face
 There's not a thing that I would change
 'Cause you're amazing
 Just the way you are

And when you smile
 The whole world stops and stares for awhile
 'Cause girl, you're amazing
 Just the way you are

Her _____, her _____, I could kiss them all day if she'd let me
 Her laugh her laugh, she hates but I think it's so sexy
 She's so beautiful
 And I tell her everyday

2. Match the following numbers with the correct word and write the colors

Mouth	Eye	Hand	Arm	Leg	Finger	Ear	Hair	Head	Nose	Toes
-------	-----	------	-----	-----	--------	-----	------	------	------	------



SONG	Wake Me Up When September Ends
BAND/SINGER	Green Day
ALBUM	American Idiot
NATIONALITY	American
LEVEL	Beginner
POINTS TO LEARN	MONTHS AND SEASONS

1. Listen to the song and fill in the gaps

Spring September Summer

_____ has come and passed
The innocent can never last
wake me up when _____ ends

like my father's come to pass
seven years has gone so fast
wake me up when _____ ends

here comes the rain again
falling from the stars
drenched in my pain again
becoming who we are

as my memory rests
but never forgets what I lost
wake me up when _____ ends

_____ has come and passed
the innocent can never last
wake me up when _____ ends

ring out the bells again
like we did when _____ began
wake me up when _____ ends

2. Use the words in the box to name the months and seasons

Winter August April Summer December October Spring Autumn









SONG	The Fox
BAND/SINGER	Ylvis
ALBUM	The Fox
NATIONALITY	Norway
LEVEL	Beginner
POINTS TO LEARN	ANIMALS

1. Listen to the song and fill in the gaps

Duck Mouse Bird Fox Cat Dog Fish Cow Frog Seal Elephant

_____ goes woof
 _____ goes meow
 _____ goes tweet
 And _____ goes squeek

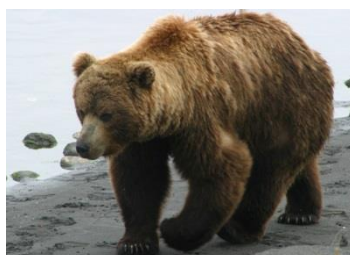
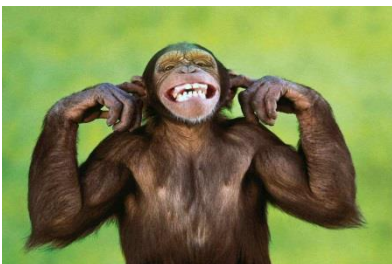
_____ goes moo
 _____ goes croak
 And the _____ goes toot

_____ say quack
 And _____ go blub
 And the _____ goes ow ow ow ow ow

But there's one sound
 That no one knows
 What does the _____ say?

2. Name the animals

Rabbit Pig Giraffe Chicken Monkey Horse Lion Bear



SONG	You Belong With Me
BAND/SINGER	Taylor Swift
ALBUM	Fearless
NATIONALITY	American
LEVEL	Beginner
POINTS TO LEARN	CLOTHES

1. Listen to the song and fill in the gaps

Jeans	T-Shirt	High Heels	Skirt	Sneakers
-------	---------	------------	-------	----------

You're on the phone with your girlfriend, she's upset
 She's going off about something that you said
 'Cause she doesn't get your humor like I do

I'm in my room; it's a typical Tuesday night
 I'm listening to the kind of music she doesn't like
 And she'll never know your story like I do

But she wears short _____, I wear _____
 She's Cheer Captain and I'm on the bleachers
 Dreaming about the day when you wake up and find
 That what you're looking for has been here the whole time
(CHORUS...)

Walking the streets with you and your worn-out _____
 I can't help thinking this is how it ought to be
 Laughing on a park bench, thinking to myself
 Hey, isn't this easy?

And you've got a smile that could light up this whole town
 I haven't seen it in a while since she brought you down
 You say you're fine, I know you better than that
 Hey, what are you doing with a girl like that?

She wears _____, I wear _____
 She's Cheer Captain and I'm on the bleachers
 Dreaming about the day when you wake up and find
 That what you're looking for has been here the whole time

2. Match the words in the box with the clothing pictures

Shirt	Dress	Socks	Jacket	Gloves
-------	-------	-------	--------	--------



SONG	Savoy Truffle
BAND/SINGER	The Beatles
ALBUM	The White Album
NATIONALITY	British
LEVEL	Beginner
POINTS TO LEARN	FOOD, DRINK AND MEALS

1. Listen to the song and fill in the gaps

Apple Tangerine Coffee Coconut Pineapple Cherry

Creme _____ and montelimat
A ginger sling with a _____ heart
A _____ dessert, yes, you know it's good news
But you'll have to have them all pulled out
After the Savoy truffle

Cool _____ cream and a nice _____ tart
I feel your taste all the time we're apart
_____ fudge really blows down those blues
But you'll have to have them all pulled out
After the Savoy truffle


You might not feel it now
But when the pain cuts through
You're going to know and how
The sweat is going to fill your head
When it becomes too much
You're going to shout aloud

But you'll have to have them all pulled out
After the Savoy truffle.


2. Complete the sentences with the words in the box


Lunch Milk Pear Dinner Soup Breakfast


a) I eat a  everyday.

b)  _____ is good for children.

c) I eat  on Mondays

d)  It's _____ time!

e)  (pm) It's _____ time!

f)  (am) It's _____ time

SONG	I'm My Own Grandpa
BAND/SINGER	Ray Stevens
ALBUM	Miscellaneous
NATIONALITY	American
LEVEL	Beginner
POINTS TO LEARN	FAMILY

1. Listen to the song and fill in the gaps

Father	Dad	Wife	Son	Daughter	Grandmother	Mother	Brother-in-law	Uncle	Grandchild	Son-in-law
--------	-----	------	-----	----------	-------------	--------	----------------	-------	------------	------------

Many, many years ago when I was twenty-three
I was married to a widow who was pretty as could be
This widow had a grown-up _____ who had hair of red
My _____ fell in love with her and soon they too were wed

This made my _____ my _____ and really changed my life
For now my _____ was my _____, 'cause she was my father's

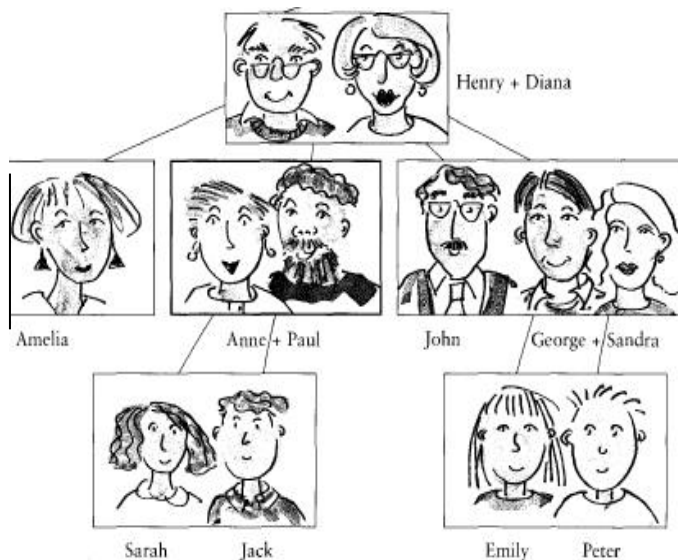
And to complicate the matter, even though it brought me joy
I soon became the father of a bouncing baby boy

My little baby then became a _____ to _____
And so became my _____, though it made me very sad
For if he were my uncle, then that also made him _____
Of the widow's grownup daughter, who was of course my _____

Father's wife then had a _____ who kept them on the run
And he became my _____, for he was my daughter's _____ My
_____ is now my _____ mother and it makes me blue
Because although she is my wife, she's my _____ too

2. Look at the genealogical tree and complete the sentences with the words in the box.

Father Wife Son Daughter Grandmother Mother Cousin Uncle Sister



- a) Diana is Sarah's _____
- b) Peter is George and Sandra's _____
- c) John is Emily's _____
- d) Anne is Paul's _____
- e) Amelia is George's _____
- f) Sandra is Jack's _____
- g) Emily is Sarah's _____
- h) Amelia is Henry's _____
- i) George is Peter's _____

SONG	Drive My Car
BAND/SINGER	The Beatles
ALBUM	Rubber Soul
NATIONALITY	British
LEVEL	Beginner
POINTS TO LEARN	TRANSPORTS

1. Listen to the song and fill in the gaps

Car Drive

Asked a girl what she wanted to be
 She said baby, can't you see
 I want to be famous, a star on the screen
 But you can do something in between

Baby you can _____ my _____
 Yes I'm going to be a star
 Baby you can _____ my _____
 And maybe I'll love you

I told that girl that my prospects were good
 she said baby, it's understood
 Working for peanuts is all very fine
 But I can show you a better time

Baby you can _____ my _____
 Yes I'm going to be a star
 Baby you can _____ my _____
 And maybe I'll love you.

2. Complete the sentences with the words in the box

On foot By bus By taxi By train

a) Paul goes to school _____



b) Helen goes to school _____



c) Sarah goes to work _____



d) George goes to work _____



SONG	Singing In The Rain
BAND/SINGER	Gene Kelly
ALBUM	Singing In The Rain
NATIONALITY	American
LEVEL	Beginner
POINTS TO LEARN	WEATHER

1. Listen to the song and fill in the gaps

Sun Stormy Rain Clouds

I'm singing in the _____
Just singing in the _____
What a glorious feeling
I'm happy again

I'm laughing at _____
So dark up above
The _____'s in my heart
And I'm ready for love

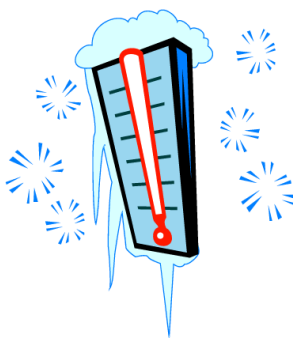
Let the _____ chase
Everyone from the place
Come on with the _____

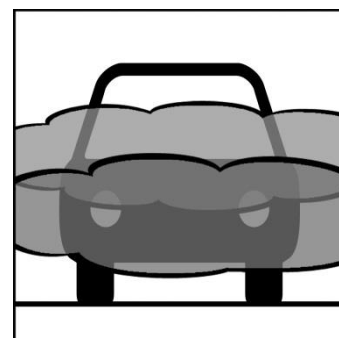
I've a smile on my face
I walk down the lane
With a happy refrain
Just singing,
Singing in the _____

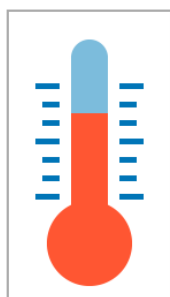
2. Write the names of the weather in the box under the pictures

Sunny Windy Warm Cold Snowy Foggy













SONG	Penny Lane
BAND/SINGER	The Beatles
ALBUM	Strawberry Fields Forever
NATIONALITY	British
LEVEL	Beginner
POINTS TO LEARN	JOBS

3. Listen to the song and fill in the gaps

Barber Barber Fireman Nurse

Go away from my window
Penny Lane there is a _____ showing photographs
Of every head he's had the pleasure to have known
And all the people that come and go
Stop and say hello

On the corner is a _____ with a motorcar
The little children laugh at him behind his back
And the _____ never wears a mac
In the pouring rain...
Very strange

Penny Lane is in my ears and in my eyes
There beneath the blue suburban skies
I sit, and meanwhile back

In Penny Lane there is a _____ with an hourglass
And in his pocket is a portrait of the Queen.
He likes to keep his fire engine clean
It's a clean machine

Penny Lane is in my ears and in my eyes
Four of fish and finger pies
In summer, meanwhile back

Behind the shelter in the middle of a roundabout
A pretty _____ is selling poppies from a tray
And though she feels as if she's in a play
She is anyway

4. Write the names of the jobs in the box under the pictures

Teacher Police Man Postman Dentist



SONG	It Ain't Me Babe
BAND/SINGER	Bob Dylan
ALBUM	Another Side Of Bob Dylan
NATIONALITY	American
LEVEL	Beginner
POINTS TO LEARN	ADJECTIVES AND OPPOSITES

1. Listen to the song and fill in the gaps

Wrong Weak Right Strong

Go away from my window
 Leave at your own chosen speed
 I'm not the one you want, babe
 I'm not the one you need

You say you're looking for someone
 Who's never _____ but always _____
 To protect you and defend you
 Whether you are _____ or _____
 Someone to open each and every door
 But it ain't me, babe
 No, no, no, it ain't me baby It ain't me you're looking for, babe.

Go lightly from the ledge, babe
 Go lightly on the ground
 I'm not the one you want, baby
 I will only let your down

2. Write the opposites of the adjectives you have down below

Bad Young Small Thin Sad Poor Clean

a) Good →



b) Rich →



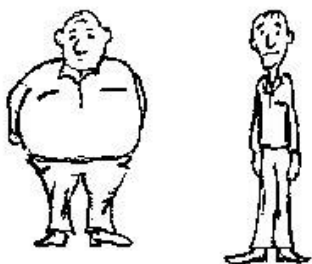
c) Happy →



d) Big →



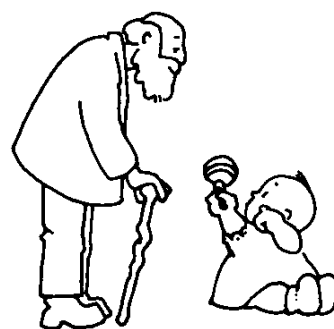
e) Fat →



e) Dirty →



f) Old →



SONG	We Are Young
BAND/SINGER	FUN
ALBUM	Some Nights
NATIONALITY	American
LEVEL	Beginner
POINTS TO LEARN	VERB TO BE

1. Listen to the song and fill in the gaps

Give me a second I
I need to get my story straight
My friends are in the bathroom
Getting higher than the Empire State

My lover _____ waiting for me
Just across the bar
My seats been taken by some sunglasses
Asking 'bout a scar

And I know I gave it to you months ago
I know _____ trying to forget
But between the drinks and subtle things
The holes in my apologies

You know _____ trying hard to take it back
So if by the time the bar closes
And you feel like falling down
I'll carry you home

Tonight
_____ young
So let's set the world on fire
We can burn brighter
Than the sun

2. Complete the sentences using the verb to be

- | | |
|-----------------------|-----------------------------|
| a) She ____ a teacher | d) He ____ a doctor |
| b) We ____ Spanish | e) I ____ fifteen years old |
| c) They ____ tall | f) You ____ a boy |

3. Complete the negative sentences using verb *to be*

- | | |
|------------------------|-------------------------|
| a) I _____ a boy | d) He _____ a policeman |
| b) We _____ French | e) They _____ old |
| c) She _____ a dentist | f) You _____ a student |

4. Complete the interrogative sentences using verb *to be*?

- | | |
|----------------------------------|----------------------|
| a) _____ she your sister? | c) _____ they short? |
| b) _____ you fourteen years old? | d) _____ I pretty? |

SONG	Wonderful tonight
BAND/SINGER	Eric Clapton
ALBUM	Slowhand
NATIONALITY	American
LEVEL	Beginner
POINTS TO LEARN	PRESENT SIMPLE

1. Listen to the song and fill in the gaps

Love	See	Brush	Turn	Help	Go	Realize	Ask	Tell	Turn	Say	Give	Look	Feel
------	-----	-------	------	------	----	---------	-----	------	------	-----	------	------	------

It's late in the evening; she's wondering what clothes to wear.
She'll put on her make-up and _____ her long blonde hair.

And then she _____ me, "Do I _____ all right?"

And I _____, "Yes, you _____ wonderful tonight."

We _____ to a party and everyone _____ to see

This beautiful lady that's walking around with me.

And then she _____ me, "Do you _____ all right?"

And I _____, "Yes, I _____ wonderful tonight."

I _____ wonderful because I _____

The love light in your eyes.

And the wonder of it all

Is that you just don't _____ how much I _____ you.

It's time to _____ home now and I've got an aching head,

So I _____ her the car keys and she _____ me to bed.

And then I _____ her, as I _____ out the light,

I _____, "My darling, you were wonderful tonight.

Oh my darling, you were wonderful tonight."

2. Complete the sentences with the present simple form of the verbs

a) I swim
He _____

d) I wash clothes
They _____

b) She plays volleyball
You _____

e) You open the door
She _____

c) We like movies
I _____

f) He buys a present
We _____

3. Complete the sentences with the present simple form of the verbs in brackets

- a) I _____ (play) with my cat
- b) They _____ (be) happy
- c) My brother _____ (be) nine years old
- d) She _____ (love) books
- e) We _____ (go) to bed at 9 o'clock
- f) Tom _____ (speak) five languages
- g) We _____ (be) from Spain
- h) She _____ (live) in France

SONG	Firework
BAND/SINGER	Katy Perry
ALBUM	Teenage Dream
NATIONALITY	American
LEVEL	Beginner
POINTS TO LEARN	DO AND DON'T

1. Listen to the song and fill in the gaps

_____ ever feel like a plastic bag?
 Drifting through the wind, wanting to start again?
 _____ ever feel, feel so paper thin
 Like a house of cards, one blow from caving in?

_____ ever feel already buried deep?
 Six feet under screams, but no one seems to hear a thing
 _____ know that there's still a chance for you
 'Cause there's a spark in you?

You just got to ignite the light and let it shine
 Just own the night like the 4th of July

'Cause baby, you're a firework
 Come on; show them what you're worth
 Make them go, oh, oh, oh
 As you shoot across the sky

2. Complete the sentences using the auxiliary **do**

- d) My mother likes cookies, but she _____ like chocolate
- e) _____ your brother play videogames?
- f) We eat pizza, but we _____ eat hamburgers
- g) What _____ they do on Saturdays?

3. Make the following sentences negative

- a) Jack likes to play baseball on Fridays

- b) We have to go to the hospital

c) She likes chocolate cake

d) My parents watch TV everyday

4. Make the following sentences positive

a) Zoe doesn't like to go to school

b) My brother doesn't work everyday

c) George and I don't want to go to the zoo

d) My father doesn't like basketball

5. Complete the interrogative sentences using the auxiliary *do* and answer them

a) ____ you speak Spanish?

Yes, _____

d) ____ Sarah want to live in Japan?

Yes, _____

b) ____ your brother like cars?

No, _____

e) ____ George and Matt like football?

No, _____

c) ____ rabbits eat fish?

No, _____

f) ____ I look pretty?

Yes, _____

SONG	Yellow Submarine
BAND/SINGER	The Beatles
ALBUM	Yellow Submarine
NATIONALITY	British
LEVEL	Beginner
POINTS TO LEARN	PAST SIMPLE

1. Listen to the song and fill in the gaps

Sailed Told Was Told Found Go

In the town where I _____ born,
 _____ a man who _____ to sea,
 And he _____ us of his life,
 In the land of submarines,

So we _____ on to the sun,
 Till we _____ the sea green,
 And we _____ beneath the waves,
 In our yellow submarine,

We all live in a yellow submarine,
 yellow submarine, yellow submarine,
 We all live in a yellow submarine,
 yellow submarine, yellow submarine.

And our friends are all aboard,
 Many more of them live next door,
 And the band begins to play.

We all live in a yellow submarine,
 yellow submarine, yellow submarine,
 We all live in a yellow submarine,
 yellow submarine, yellow submarine.

2. Complete the sentences with the past simple form of the verbs

a) I go to school
 He _____

d) I read a book
 They _____

b) She eats carrots
 You _____

e) You close the window
 She _____

c) We drink water
 I _____

f) He lives in Spain
 We _____

3. Complete the sentences with the past simple form of the verbs in brackets

- a) I _____ (meet) old friends there
- b) She _____ (be) sad
- c) Sarah and Peter _____ (be) home yesterday
- d) She _____ (travel) to Japan last year
- e) We _____ (listen) to the radio yesterday
- f) Tom _____ (play) the violin
- g) We _____ (see) a movie yesterday
- h) She _____ (live) in Germany last year

SONG	We Are The World
BAND/SINGER	Michael Jackson
ALBUM	We Are The World
NATIONALITY	American
LEVEL	Beginner
POINTS TO LEARN	THERE IS / THERE ARE

1. Listen to the song and fill in the gaps

There comes a time when we need a certain call
 When the world must come together as one
 _____ people dying
 And it's time to lend a hand to life
 The greatest gift of all

We can't go on pretending day by day
 That someone somehow will soon make a change
 We are all a part of Gods great big family
 And the truth, you know,
 Love is all we need

[Chorus]

We are the world, we are the children
 We are the ones who make a brighter day
 So let's start giving
 _____ a choice we're making
 We're saving our own lives
 It's true we'll make a better day
 Just you and me

2. Complete the sentences using *there is* or *there are*

- a) _____ a lot of traffic today
- b) _____ three pears on the table
- c) _____ a new girl in my class
- d) _____ children playing in the park.
- e) _____ a cat in my garden
- f) _____ many elephants in the zoo
- g) _____ a hospital near my school

3. Complete the sentences using the negative, affirmative or interrogative form of *there is* or *there are*

a) There is enough time to finish

Interrogative: _____

d) There isn't a taxi stop near myhouse

Affirmative: _____

b) There is a television in my room

Negative: _____

e) There aren't any hotels in my street

Interrogative: _____

c) Are there any animals in the house?

Affirmative: _____

f) Is there a chair in the bathroom?

Negative: _____

4. Complete the interrogative questions using *there is* or *there are* and answer them

a) _____ a blackboard in your class?

Yes, _____

b) _____ any penguins in Brazil?

No, _____

c) _____ a fridge in your bedroom?

No, _____

d) _____ any hospitals in your city?

Yes, _____

SONG	Tom's Diner
BAND/SINGER	Suzanne Vega
ALBUM	Solitude Standing
NATIONALITY	American
LEVEL	Beginner
POINTS TO LEARN	PRESENT CONTINUOUS

3. Listen to the song and fill in the gaps

Looking	Kissing	Watching	Turning	Sitting	Feeling	Shaking
Pretending	Waiting	Drinking	Looking			

I am _____
 In the morning
 At the diner
 On the corner

I am _____
 At the counter
 For the man
 To pour the coffee

And he fills it
 Only halfway
 And before
 I even argue

He is _____
 Out the window
 At somebody
 Coming in

"It is always
 Nice to see you"
 Says the man
 Behind the counter

To the woman
 Who has come in
 She is _____
 Her umbrella

I'm _____
 Not to see them
 And Instead
 I pour the milk

I open
 Up the paper

There's a story
 Of an actor

Who had died
 While he was _____

He was no one
 I had heard of

And I'm _____
 To the horoscope
 And _____
 For the funnies

When I'm _____

Someone _____ me
 And so
 I raise my head

4. Write the present continuous of the verbs in brackets

- a) Sarah _____ (go) to the cinema.
- b) My brother _____ (eat) cookies.
- c) George and Ryan _____ (watch) TV.
- d) Harry _____ (don't do) homework, he _____ (play) videogames.
- e) My mother and I _____ (cook) dinner.

5. Write the interrogative, negative or affirmative form of the following sentences using the present continuous

- | | |
|--|--|
| a) My parents swim
Affirmative: _____ | d) I dance ballet
Negative: _____ |
| b) You sleep
Interrogative: _____ | e) They meet friends
Affirmative: _____ |
| c) She have long hair
Negative: _____ | f) You have tea
Interrogative: _____ |

SONG	My Love
BAND/SINGER	Petula Clark
ALBUM	My Love
NATIONALITY	British
LEVEL	Beginner
POINTS TO LEARN	COMPARATIVES AND SUPERLATIVES

6. Listen to the song and fill in the gaps

Brighter Softer Deepest Wider Warmest Deeper Brightest Warmer

My love is _____ than the warmest sunshine
 _____ than a sigh
 My love is _____ than the _____ ocean
 _____ than the sky

My love is _____ than the _____ star
 That shines every night above
 And there is nothing in this world
 That can ever change my love

Something happened to my heart the day that I met you
 Something that I never felt before
 You are always on my mind, no matter what I do
 And every day it seems I want you more

My love is _____ than the _____ sunshine
 _____ than a sigh
 My love is _____ than the _____ ocean
 _____ than the sky

My love is _____ than the _____ star
 That shines every night above
 And there is nothing in this world
 That can ever change my love

7. Write the *comparative* and *superlative* form of the following adjectives

Adjective	Comparative	Superlative	Adjective	Comparative	Superlative
Good			Beautiful		
Tall			Bad		
Interesting			Short		
Long			Easy		
Far			Expensive		

8. Complete the sentences using the *comparative* form of the adjectives

a) Art / interesting / history

d) Car / cheap / bicycle

b) Tom / tall / Paul

e) Maria / popular / Sarah

c) Superman / strong / Batman

f) Maths / difficult / English

9. Complete the following sentences using the *superlative* form of the adjectives in brackets

a) It's _____ (happy) of my life

b) Kenya is _____ (hottest) country in the world

c) January is _____ (cold) month of the year

d) Lady Gaga is _____ (famous) singer in the world

e) Friday is _____ (good) day of the week

f) Monday is _____ (bad) day of the week

SONG	Jealous Guy
BAND/SINGER	John Lennon
ALBUM	Imagine
NATIONALITY	British
LEVEL	Beginner
POINTS TO LEARN	PAST CONTINUOUS

10. Listen to the song and fill in the gaps

Was shivering	Was trying	Was swallowing	Was dreaming	Was beating	Were trying	Was feeling
----------------------	-------------------	-----------------------	---------------------	--------------------	--------------------	--------------------

I _____ of the past,
 And my heart _____ fast.
 I began to lose control,
 I began to lose control.
 I didn't mean to hurt you.
 I'm sorry that I made you cry.
 Oh no, I didn't mean to hurt you.
 I'm just a jealous guy.

I _____ insecure you might not love me anymore.
 I _____ inside,
 I _____ inside.
 I didn't mean...

I _____ to catch your eyes,
 though that you _____ to hide.
 I _____ my pain,
 I _____ my pain.
 I didn't mean...

11. Complete the sentences with the past continuous form of the verbs

d) I go to work
 He _____

d) I eat cookies
 They _____

e) She wears boots
 You _____

e) You do your homework
 She _____

f) We have breakfast
 I _____

f) She plays volleyball
 We _____

12. Complete the sentences with the past continuous form of the verbs in brackets

- i) Carla _____ (sleep) at four o'clock
- j) She _____ (study) at three o'clock
- k) I _____ (play) videogames all morning
- l) My brother _____ (not clean) his room
- m) We _____ (have) coffee at five o'clock Tom _____ (play) the violin
- n) They _____ (eat) a pizza last night
- o) She _____ (read) a book

SONG	I Know How To Say
BAND/SINGER	3oh!3
ALBUM	Streets of Gold
NATIONALITY	Canadian
LEVEL	Beginner
POINTS TO LEARN	HAVE GOT

13. Listen to the song and fill in the gaps

Hello
 _____ a date in San Jose
 I _____ a flight that I _____ take tonight
 'Cause I _____ in Tokyo, Japan
 I _____ a cabin in Switzerland

I _____ a dinner in Rio de Janeiro
 Wake up next to pharaohs, all over in Cairo
 Sleeping' in, it's the weekend New Zealand
 Then it's back to CO to rock the show

I'm sorry but I have to go
 There's so many ladies that I know
 You can try to get me here to stay
 But you know that I'll be leaving here today

Whoa, I _____ now
 I really want to stay
 'Cause I know how to say

I'm always leaving' different time zones
 My home's where I roam
 I'm never going to stop, I'm a rolling stone
 'Cause I know how to say

Love in many different ways

14. Complete the sentences using *have to* or *has to*

- | | |
|----------------------------------|---|
| a) I _____ a nice room | e) Hannah _____ a lot of friends |
| b) Sarah _____ really curly hair | f) The sisters _____ nice clothes |
| c) That family _____ three cars | g) George and Sam _____ a beautiful smile |
| d) We _____ a problem | h) We _____ a small house |

15. Write interrogative, negative or affirmative sentences using *have got*

a) This dog / long hair

Affirmative: _____

e) She / a good job

Interrogative: _____

b) We / milk / in the fridge

Interrogative: _____

f) Maria / a red car

Negative: _____

c) My cousin / a lot of friends

Affirmative: _____

g) The bus / two doors

Interrogative: _____

d) They / a daughter

Negative: _____

h) Michael and Paul / my keys

Affirmative: _____

16. Complete and answer the following questions using *have got*

a) You / my books / ?

No, _____

e) She / straight hair / ?

Yes, _____

b) They / three dogs / ?

Yes, _____

f) The shop / nice clothes / ?

No, _____

c) My brother / an English friend / ?

Yes, _____

g) The baby / teeth / ?

No, _____

d) The policeman / a blue jacket / ?

No, _____

h) School / an office / ?

Yes, _____

SONG	Wrecking Ball
BAND/SINGER	Miley Cyrus
ALBUM	Bangerz
NATIONALITY	American
LEVEL	Beginner
POINTS TO LEARN	PERSONAL PRONOUNS

17. Listen to the song and fill in the gaps

I	You	We	It	Me
---	-----	----	----	----

___ clawed, ___ chained, our hearts in vain
 ___ jumped, never asking why
 ___ kissed, ___ fell under ___ spell
 A love no one could deny

Don't ___ ever say ___ just walked away
 ___ will always want ___
 ___ can't live a lie, running for my life
 ___ will always want ___

___ came in like a wrecking ball
 ___ never hit so hard in love
 All ___ wanted was to break your walls
 All ___ ever did was wreck ___
 Yeah, ___ wreck ___

___ put ___ high up in the sky
 And now, ___ are not coming down
 ___ slowly turned, ___ let me burn
 And now, ___ are ashes on the ground

Don't ___ ever say ___ just walked away
 ___ will always want ___
 ___ can't live a lie, running for my life
 ___ will always want ___

___ came in like a wrecking ball
 ___ never hit so hard in love
 All ___ wanted was to break your walls
 All ___ ever did was wreck ___

18. Replace the names in the sentences using *personal pronouns*

- a) Sarah lives in Barcelona → ____ lives in Barcelona
- b) Tom starts school at 8 o'clock → ____ starts school at 8 o'clock
- c) Paul and George play videogames → ____ play videogames
- d) My father and I like basketball → ____ like basketball
- e) The door is red → ____ red

19. Replace the names in the sentences using *personal pronouns*

- d) Give the keys to Sarah → Give ____ to ____
- e) Do you see Caroline? → Do you see ____ ?
- f) I walk my dog every day → I walk ____ everyday
- g) Come with David and I to the cinema → Come with ____
- h) You go to school with Jack and Harry → You go to school with ____

SONG	Cry Me Out
BAND/SINGER	Pixie Lott
ALBUM	Turn It Up
NATIONALITY	American
LEVEL	Beginner
POINTS TO LEARN	POSSESSIVE PRONOUNS

1. Listen to the song and fill in the gaps

I got _____ emails
 You just don't get females now, do you?
 What's in _____ heart
 Is not in _____ head, anyway

Mate, you're too late
 And you weren't worth the wait, now were you?
 It's out of _____ hands
 Since you blew _____ last chance when you played me

You'll have to cry me out
 You'll have to cry me out
 The tears that will fall mean nothing at all
 It's time to get over yourself

Baby, you ain't all that
 Baby, there's no way back
 You can keep talking'
 But baby, I'm walking' away

2. Complete the sentences using possessive pronouns

- f) That is _____ (me) book
- g) What is _____ (you) horoscope sign?
- h) Give me _____ (she) number, please
- i) _____ hair is black and short
- j) _____ (we) house is really big
- k) Josh and Stephan go to the cinema with _____ (they) parents

SONG	Magical Kisses
BAND/SINGER	Savage Garden
ALBUM	Savage Garden
NATIONALITY	Australian
LEVEL	Beginner
POINTS TO LEARN	FUTUR SIMPLE

1. Listen to the song and fill in the gaps

____be your dream
 ____ be your wish
 ____be your fantasy
 ____be your hope
 ____be your love

Be everything that you need
 ____love you more with every breath
 Truly madly deeply do
 ____be strong
 ____be faithful

Cause I'm counting on a new beginning
 A reason for living
 A deeper meaning, yeah
 I want to stand with you on a mountain
 I want to bathe with you in the sea

I want to lay like this forever until the sky falls down over me
 And when the stars are shining brightly in the velvet sky
 ____ make a wish, send it to heaven and make you want to cry
 The tears of joy for all the pleasure and the certainty
 That we're surrounded by the comfort and protection

2. Complete the sentences using the future simple form of the verbs in brackets

- a) Maria and Sarah _____ (help) you
 b) We _____ (buy) tickets for the concert

- c) Marcos _____ (cook) dinner tomorrow
- d) They _____ (be) home at ten o'clock
- e) We _____ (go) shopping on Sunday
- f) I _____ (not see) Bill
- g) She _____ (be) busy working
- h) Paul _____ (not go) to the cinema

3. Complete and answer the following sentences using the future simple tense

- a) You / go / to the cinema / tomorrow / ?
No, _____
- b) She / go / to Greece / next summer / ?
No, _____
- c) You / help / her / later / ?
Yes, _____
- d) They / send / the information / tomorrow / ?
No, _____
- e) He / call / me / ?
Yes, _____
- f) Obama /be/ the next president / ?
Yes, _____

4. Write negative, affirmative or interrogative sentences using the future simple tense

- a) John will finish school by five o'clock
Negative: _____
- b) Sarah will cook dinner for her family tonight
Interrogative: _____

c) Will my brother arrive tonight from China?

Affirmative: _____

d) I will see my friends tomorrow

Negative: _____

SONG	Somebody To Love
BAND/SINGER	Queen
ALBUM	A Day at the Races
NATIONALITY	British
LEVEL	Beginner
POINTS TO LEARN	SOMEBODY, ANYBODY, SOMETHING, ANYTHING

1. Listen to the song and fill in the gaps

Can _____ find me _____ to love
Ooh, each morning I get up I die a little

Can barely stand on my feet
Take a look in the mirror and cry
Lord what you're doing to me (yeah yeah)

I have spent all my years in believing you
But I just can't get no relief, Lord!

_____, ooh _____
Can _____ find me _____ to love?

Yeah
I work hard every day of my life
I work till I ache in my bones
At the end (at the end of the day)

I take home my hard earned pay all on my own
I get down on my knees

And I start to pray
Till the tears run down from my eyes
Lord _____, ooh _____
Can _____ find me _____ to love?

2. Complete the sentences using *something* or *anything*

- a) You have _____ in your hair
- b) I can't see _____ in the dark
- c) He said _____ stupid
- d) Dylan asked _____ to the teacher
- e) There isn't _____ in the fridge
- f) Did you buy _____?
- g) Sarah is hiding _____

3. Complete the sentences using *somebody* or *anybody*

- a) _____ is knocking, open the door
- b) There isn't _____ in the house
- c) _____ help me!
- d) _____ likes Tom
- e) _____ saw you with your friends yesterday

SONG	Mine
BAND/SINGER	Taylor Swift
ALBUM	Speak Now
NATIONALITY	American
LEVEL	Beginner
POINTS TO LEARN	POSSESSIVE ADJECTIVES AND POSSESSIVE PRONOUNS

1. Listen to the song and fill in the gaps

Mine	My	You
------	----	-----

You were in college, working part time, waiting tables
 Left a small town, never looked back
 I was a flight risk, with a fear of falling
 Wondering why we bother with love if it never lasts

I say, "Can you believe it?"
 As we're lying' on the couch
 The moment I could see it
 Yes, yes, I can see it now

You remember, we were sitting there, by the water
 You put ____ arm around me for the first time
 You made a rebel of a careless man's careful daughter
 You are the best thing that's ever been ____

Flash forward and we're taking on the world together
 And there's a drawer of ____ things at ____ place
 You learn ____ secrets and you figure out why I'm guarded
 You say we'll never make ____ parents' mistakes

But we got bills to pay
 We got nothing' figured out
 When it was hard to take
 Yes, yes, this is what I thought about

You remember, we were sitting there, by the water
 You put ____ arm around me for the first time
 You made a rebel of a careless man's careful daughter
 You are the best thing that's ever been ____

2. Replace the personal pronouns by possessive pronouns

- l) That book is (me) → That book is _____
- m) That blue car is (we) → That blue car is _____
- n) She broke _____ (me) glasses
- o) We are selling _____ (we) house
- p) This cat is (we) → This cat is _____
- q) The keys are (they) → The keys are _____
- r) _____ (she) computer is old
- s) _____ (he) telephone is new

3. Choose the correct word for each sentence

- a) This is a nice car. Is it (your / yours) ?
- b) This is not (my / mine) umbrella.
- c) Elena is going out with (his / her) friends tomorrow.
- d) Can we use (our / your) washing machine? (my / ours) is broken.

SONG	Lucy In The Sky With Diamonds
BAND/SINGER	The Beatles
ALBUM	Pepper's Lonely Hearts Club Band
NATIONALITY	British
LEVEL	Beginner
POINTS TO LEARN	PREPOSITIONS

1. Listen to the song and fill in the gaps

Over	As	At	Down	On	To	In	For	With	By	Of
------	----	----	------	----	----	----	-----	------	----	----

Picture yourself _____ a boat on a river,
 _____ tangerine trees and marmalade skies
 Somebody calls you, you answer quite slowly,
 A girl _____ kaleidoscope eyes.

Cellophane flowers _____ yellow and green,
 Towering _____ your head.
 Look _____ the girl with the sun in her eyes,
 And she's gone.

Lucy _____ the sky with diamonds
 Lucy _____ the sky with diamonds
 Lucy _____ the sky with diamonds
 Ahh...

Follow her _____ to a bridge _____ a fountain
 Where rocking horse people eat marshmallow pies,
 Everyone smiles _____ you drift past the flowers,
 That grow so incredibly high.

Newspaper taxis appear _____ the shore,
 Waiting _____ take you away.
 Climb _____ the back with your head _____ the clouds,
 And you're gone.

(Chorus...)

Picture yourself _____ a train in a station,
 With plasticine porters _____ looking glass ties,
 Suddenly someone is there _____ the turn style,
 The girl _____ the kaleidoscope eyes.

(Chorus...)

Ahh...That can ever change my love

2. Complete the sentences using the prepositions in the box

Over

As


At

Down


On



To




In


a)  The apple is _____ the plate

b)  The apple is _____ the cup

c)  The apple is _____ the cup

d)   The apple is _____ the cup

e)    The cup is _____ two apples

f)  The books are _____ the cup

g)   The dog is _____ the car

3. Complete the sentences using the *comparative* form of the adjectives

Over

As

At

Down

On

To

In

a) Do you live _____ your parents?

b) Monkeys live _____ the jungle

c) We watched TV _____ three hours

d) I have a garden _____ my house

e) Paul is _____ school right now

- f) Put the books _____ the table
- g) Submarines travel _____ water

SONG	I Still Haven't Found What I'm Looking For
BAND/SINGER	U2
ALBUM	The Joshua Tree
NATIONALITY	American
LEVEL	Beginner
POINTS TO LEARN	PRESENT PERFECT

1. Listen to the song and fill in the gaps

Have Crawled	Have run	Have held	Haven't found	Have climbed	Have kissed	Have spoken	Have Scaled
-----------------	----------	--------------	------------------	-----------------	----------------	----------------	-------------

I _____ the highest mountains
 I _____ through the fields
 Only to be with you
 Only to be with you
 I _____, I _____
 I _____ these city walls
 These city walls
 Only to be with you
 But I still _____
 What I'm looking for
 But I still _____
 What I'm looking for
 I _____ honey lips
 Felt the healing in her finger tips
 It burned like fire
 (I was)
 Burning inside her
 I _____ with the tongue of angels
 I _____ the hand of a devil
 It was warm in the night
 I was cold as a stone
 But I still _____
 What I'm looking for
 But I still _____
 What I'm looking for

2. Write affirmative or negative sentences using present perfect tense

a) He / lose / his telephone

d) Sarah / go / to bed

b) She / not finish / homework

e) They / be / to France

c) You / eat / five sandwiches!

f) I / not be / to China

3. Complete and answer the following sentences using the present perfect tense

g) You / have / be / to Japan?

No, _____

d) They / have / have / dinner?

No, _____

h) She / have / finish / her homework?

Yes, _____

e) You / have / see / my mother?

No, _____

i) George / have / eat / sushi?

Yes, _____

f) You / have / play / golf?

Yes, _____

SONG	Hey Jude
BAND/SINGER	The Beatles
ALBUM	Hey Jude
NATIONALITY	British
LEVEL	Beginner
POINTS TO LEARN	IMPERATIVES

1. Listen to the song and fill in the gaps

To go To let To make

Hey Jude, don't make it bad.
Take a sad song and make it better.
Remember _____ her into your heart,
Then you can start _____ it better.

Hey Jude, don't be afraid.
You were made _____ out and get her.
The minute you let her under your skin,
Then you begin _____ it better.

And anytime you feel the pain, hey Jude, refrain,
Don't carry the world upon your shoulders.
For well you know that it's a fool who plays it cool
By making his world a little colder.

Hey Jude, don't let me down.
You have found her, now go and get her.
Remember _____ her into your heart,
Then you can start _____ it better.

2. Complete the sentences using the verbs in the box

To give To clean To send To go

- a) _____ a letter to your grandmother c) _____ your bedroom
b) _____ the keys to your brother d) _____ to the cinema



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SONG	Help!
BAND/SINGER	The Beatles
ALBUM	Help!
NATIONALITY	British
LEVEL	Intermediate
POINTS TO LEARN	FEELINGS AND EMOTIONS

1. Listen to the song

Help, I need somebody
 Help, not just anybody
 Help, you know, I need someone
 Help

(When)

When I was younger, so much younger than today (I never needed)
 I never needed anybody's help in any way (now)
 But now these days are gone, I'm not so self-assured (and now I find)
 Now I find, I've changed my mind, I've opened up the doors

Help me if you can, I'm feeling down
 And I do appreciate you being around
 Help me get my feet back on the ground
 Won't you, please, please help me?

(Now)

And now my life has changed in, oh, so many ways (my independence)
 My independence seems to vanish in the haze (but)
 But every now and then I feel so insecure (I know that I)
 I know that I just need you like I've never done before

Help me if you can, I'm feeling down
 And I do appreciate you being around
 Help me get my feet back on the ground
 Won't you, please, please help me?

2. Answer the following questions about the song

a) What is the singer asking?

b) Why does he need help?

c) Did he need any help when he was younger?

3. Complete the sentences with the words in the box

Sad	In love	Sleepy	Scared	Tired
-----	---------	--------	--------	-------

a) Nicole seems to really like Jack. I think she is _____ with him.

b) I've been waiting for five hours and she still hasn't come, I'm _____ of waiting.

c) They only slept three hours last night, that's why they are _____ this morning.

d) I saw you crying before, are you _____ about something?

e) He can't watch horror movies because he gets _____

SONG	California King Bed
BAND/SINGER	Rihanna
ALBUM	Loud
NATIONALITY	American
LEVEL	Intermediate
POINTS TO LEARN	PARTS OF THE BODY II

1. Listen to the song and fill in the gaps

Lips Nose Eye Chest Heart Wrist Toe Finger Palm Arm Cheek

_____ to _____
 _____ to _____
 _____ to _____
 We were always just that close
 _____ to _____
 _____ to _____
 _____ that felt just like the inside of a rose
 So how come when I reach out my _____
 It feels like more than distance between us

In this California king bed
 Were 10000 miles apart
 I been California wishing on the stars
 For your _____ on me
 My California king
 _____ to _____
 _____ to _____
 Side by side
 You were sleeping next to me
 _____ in _____
 Dusk to dawn
 With the curtains drawn
 And a little last night on these sheets
 So how come when I reach out my _____
 It feels like more than distance between us.

2. Choose the correct answer for each question

A) My sister is sick. She has a sore _____

- a) Back
- b) Throat
- c) Stomach
- d) Head



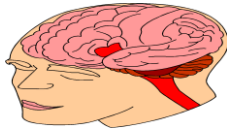
B) He hurt his _____ in a car accident

- a) Arm
- b) Shoulder
- c) Toe
- d) Leg



C) Use your _____ to solve the math problem

- a) Finger
- b) Mouth
- c) Brain
- d) Face



D) This girl has rosy _____

- a) Hair
- b) Cheeks
- c) Eyes
- d) Face



E) I have long _____

- a) Eyebrows
- b) Lips
- c) Ears
- d) Eyelashes



SONG	Dinner
BAND/SINGER	They Might be Giants
ALBUM	Apollo 18
NATIONALITY	American
LEVEL	Intermediate
POINTS TO LEARN	FOOD AND DRINKS II

1. Listen to the song and fill in the gaps.

I don't want a _____, I don't want a piece of
_____ brittle, I don't want a _____.

I don't want a _____ I don't want a _____ I wouldn't like (salivating dog)
A bag of _____ or a _____ or a

Cup of _____, _____, _____, or creamed _____ cause I'm

Waiting for the dinner bell to do the bell thing (waiting for the dinner bell)
Dinner bell dinner bell ring

Shoulder, bicep, elbow, arm
Forearm, thumb, wrist, knuckle, palm

Middle, pinky, index, ring
Dinner bell dinner bell ding

I don't know whether I'd rather be having a bottle of _____ (experimental dog)
I don't know whether I'd rather be having an _____.

I don't know whether I'd rather be having an order of _____ (salivating dog)
Or whether I'd rather be having a basket of _____

I don't know whether I'd rather be having some _____ or (good dog)
Saving my appetite 'cause I'm

Waiting for the dinner bell to do the bell thing (waiting for the dinner bell)
Dinner bell dinner bell ring

2. Complete the following sentences using the words in the box

Bitter	Fried	Sweet	Baked	Salty	Boiled
---------------	--------------	--------------	--------------	--------------	---------------

- a) When vegetables are cooked in water, we say they are _____ vegetables.
- b) When food is cooked in oil we say it's _____ food.
- c) When cakes are cooked in an oven we say they are _____.
- d) Lemons and limes have a _____ taste.
- e) Chocolate and cookies have a _____ taste.
- f) Chips and fries have a _____ taste

SONG	Since I've been Loving You
BAND/SINGER	Led Zeppelin
ALBUM	Led Zeppelin III
NATIONALITY	British
LEVEL	Intermediate
POINTS TO LEARN	PRESENT PERFECT CONTINUOUS

1. Listen to the song and underline the sentences in reported speech

Working from seven to eleven every night,
It really makes life a drag; I don't think that's right.

_____ the best of fools, I did what I could.
'Cause I love you, baby, how I love you, darling, how I love you, baby,
How I love you, girl, little girl.

But baby, since _____ you, I'm about to lose my worried mind,
oh, yeah.

Everybody trying to tell me that you didn't mean me no good.
_____, Lord, let me tell you; Let me tell you I really did the
best I could.

I've been working from seven to eleven every night; I said it kind of
makes my life a drag.
Lord, that ain't right...

Since _____, I'm about to lose my worried mind.

Said _____, my tears they fell like rain,
Don't you hear, don't you hear them falling,
Don't you hear, don't you hear them falling.

2. Complete the following sentences using the present perfect continuous of the verbs in brackets

- a) I'm really tired, I _____ (work) all day.
- b) Maria _____ (wait) for her boyfriend since 3 o'clock.
- c) Her eyes are red, she _____ (cry) all night.
- d) I _____ (read) this book for months.
- e) She _____ (use) the same perfume for years.

3. Complete the following questions using present perfect continuous and the answer them.

- a) The kitchen smells so good! _____ (you / cook)?
Yes, _____
- b) The table is full of books, _____ (you / study)?
No, _____
- c) How long _____ (David / waiting) for Andrea?
He _____ for 5 hours
- d) _____ (you/ sleep) all morning?
No, _____

2. Complete the following sentences using the right tense of the verb in brackets

- a) If I _____ (go) out tonight, I _____ (go) to the theater.
- b) If you _____ (come) back late, your mother _____ (be) angry.
- c) If Robert _____ (miss) the bus, he _____ (be) late for school.
- d) If Jonathan _____ (not come), Sarah and Jessica _____ (be) surprised.
- e) If we _____ (not go) to bed early, we _____ (be) tired tomorrow.
- f) If my parents _____ (go) on holiday this summer, they _____ (go) to France.

3. Choose the correct verb tenses for each sentence.

- a) If Maria goes to the birthday party, she _____ a present.
 - 1- Takes
 - 2- Take
 - 3- Will take
- b) If they practice a lot, they _____ to play the piano
 - 1- Have learnt
 - 2- Will learn
 - 3- Learn
- c) If he asks her, she _____ him
 - 1- Won't marry
 - 2- Marries
 - 3- Married
- d) I will eat something if I _____ hungry
 - 1- Will have
 - 2- Am
 - 3- Be

SONG	Dandelion
BAND/SINGER	Baby Woodrose
ALBUM	Third Eye Surgery
NATIONALITY	American
LEVEL	Intermediate
POINTS TO LEARN	2 nd CONDITIONAL

1. Listen to the song fill the gaps and underline the conditional sentences

If I _____ a younger man
I _____ you understand

If I _____ a grain of sand
I _____ right through your hands

If _____ a dandelion
I _____ all day and night

If _____ a butterfly
I _____ right through your mind

If _____ a piece of gum
I _____ beneath your tongue

If _____ a pile of dust
You _____ and pick me up

If _____ a Jesus freak
I _____ and kiss your heel

If _____ a wood rose seed
I _____ you how I feel

2. Complete the following sentence using the right tense of the verb in brackets

- a) If I _____ (be) you, I _____ (get) a new job.
- b) If Jake _____ (have) enough money, he _____ (buy) a house
- c) If Ethan _____ (win) the lottery, he _____ (travel) the world.
- d) If we _____ (live) in Mexico, we _____ (speak) Spanish.
- e) If Charlie _____ (not pass) the exam, he _____ (be) able to enter university.
- f) We _____ (come) to dinner if we _____ (have) time.

3. Choose the correct tense for each of the following sentences.

- a) If I were hungry, I _____ a sandwich
 - 1- Will make
 - 2- Make
 - 3- Would make
- b) If Adam _____ his homework every day, he would get better marks.
 - 1- Does
 - 2- Did
 - 3- Will do
- c) I would help her if she _____ me
 - 1- Asks
 - 2- Asked
 - 3- Would ask
- d) If I _____ her telephone number, I would call her
 - 1- Has
 - 2- Have
 - 3- Had

SONG	Shoulda, Woulda, Coulda
BAND/SINGER	Brian McKnight
ALBUM	U Turn
NATIONALITY	American
LEVEL	Intermediate
POINTS TO LEARN	3 RD CONDITIONAL

1. Listen to the song fill the gaps and underline the conditional sentences

Baby, can you put the bags down?
Just wait, hold on for a minute

I've got to say a couple things before you go
Even though I know that were finished

I don't want you to leave without knowing
Just where I'm coming' from, babe

I just want to say I made a big mistake
And now I got to face the fact that I

_____ a better man
The kind of man that you _____

_____ better off
If _____ right by you

I _____ this
I _____ that

But I know I _____ back
'Cause now it's just too late
I'm saying' _____, _____, _____, yeah

2. Write the right tense of the verbs in brackets, all of them must be in the passive

- a) If Brian _____ (not/be) late, he _____ (catch) the bus
- b) If I _____ (go) to University, I _____ (study) French
- c) I _____ (be) happier if I _____ (stay) home
- d) He _____ (call) me if he _____ (forget) my phone number
- e) They _____ (pass) the exam if they _____ (study) harder

3. Choose the best option for each of the following sentences.

- a) I wasn't thirsty, I didn't drink water
 - 4- If I was thirsty, I would drink water
 - 5- If I had been thirsty, I would've drunk water
 - 6- If I would have been thirsty, I drank water
- b) I didn't see Clara at the party, I wanted to speak to her about her vacation
 - 1- If I saw Clara at the party, I would've spoken to her
 - 2- If I had seen Clara at the party, I would've spoken to her
 - 3- If I would have seen Clara at the party, I would've spoken to her
- c) I am really hungry now. I didn't have any breakfast.
 - 1- If I had some breakfast, I wouldn't be hungry now.
 - 2- If I would had had some breakfast, I wouldn't be hungry now
 - 3- If I had had some breakfast, I wouldn't be hungry now

SONG	All you Need is Love
BAND/SINGER	The Beatles
ALBUM	Die Apokalyptischen Reiter
NATIONALITY	British
LEVEL	Intermediate
POINTS TO LEARN	PASSIVE

1. Listen to the song fill the following gaps

There's nothing you can do that _____
 Nothing you can sing that _____
 Nothing you can say but you can learn how to play the game
 It's easy

There's nothing you can make that _____
 No one you can save that _____
 Nothing you can do but you can learn how to be you in time
 It's easy

All you need is love
 All you need is love
 All you need is love, love
 Love is all you need

(Love, love, love)
 (Love, love, love)
 (Love, love, love)

All you need is love
 All you need is love
 All you need is love, love
 Love is all you need

There's nothing you can know that _____
 Nothing you can see that _____
 There's nowhere you can be that isn't where you're meant to be
 It's easy

All you need is love
 All you need is love
 All you need is love, love
 Love is all you need

2. Write the following sentences in passive voice.

a) Jack cleaned the bathroom

b) My father bought a new car

c) The teacher asked questions to the students

d) Everybody saw the accident yesterday

3. Write the following sentences in active voice

a) The bag was packed by her brother

b) The students were given 50 minutes for the test

c) The film was produced by Amenábar

d) The flight was cancelled because of the storm

4. Complete the following sentences using the passive form of the verbs in brackets. Use the Past Simple

a) This song _____ (not write) by John Lennon

b) When _____ (building /build)?

c) The building _____ (build) in 1852

d) Breakfast _____ (serve) every morning in my old school

SONG	Norwegian Wood
BAND/SINGER	The Beatles
ALBUM	Rubber Soul
NATIONALITY	British
LEVEL	Intermediate
POINTS TO LEARN	REPORTED SPEECH

1. Listen to the song and underline the sentences in reported speech

I once had a girl, or should I say, she once had me...
She showed me her room, isn't it good, Norwegian wood?

She asked me to stay and she told me to sit anywhere,
So I looked around and I noticed there wasn't a chair.

I sat on a rug, biding my time, drinking her wine
We talked until two and then she said, "It's time for bed"

She told me she worked in the morning and started to laugh.
I told her I didn't and crawled off to sleep in the bath

And when I awoke, I was alone, this bird had flown
So I lit a fire, isn't it good, Norwegian wood.

2. Change the following sentences into reported speech

f) "I watched a documentary about whales on TV yesterday" said John.

g) They asked her mother "Does she usually come home late from school"?

h) "He works in a bank near the post office" said Laura.

i) "Will the teacher check the homework tomorrow?" asked Maria.

j) "We will do our best in the exam tomorrow" Henry and Tiffany told me

SONG	Hurtful
BAND/SINGER	Erik Hassle
ALBUM	Hassle
NATIONALITY	Swedish
LEVEL	Intermediate
POINTS TO LEARN	USE TO

1. Listen to the song and fill in the gaps

_____ it off
 _____ the other way
 _____ them troubles for another day
 I kept my fingers crossed

_____ the blame
 I'd pull a sunshine story in a pouring rain
 The more I had to change I'd just stay the same

(The same, the same, I stayed the same)

You don't know what you got till you're missing it a lot
 I had to go throw it away
 I was wrong from the start from the bottom of my heart I apologize
 What I did to you was hurtful
 What I'm going through is hurtful

_____ my time
 _____ around the bush
 I'd rather give my ego another push
 _____ a fool

It was a foolish game I played
 And it's a fool's fate counting mistakes I've made
 Once I had it right it was all too late

2. Choose the correct form of the verbs in brackets.

“When I was 5 years old...”

- a) I used to (walk / walking) 15 minutes to school everyday
- b) My father used to (works / work) at a factory
- c) My grandparents used to (have been living / live) with us
- d) We used to (go / be going) to France every summer

3. Complete the sentences with things these people used to do in the past but don't do anymore now.

- a) Laura / get up / 8 o'clock / now / 9 o'clock

- b) She / swim / before school / now / after school

- c) Susan / go / Chinese school / now / Japanese school

- d) We / buy / cassettes / now / CD's

- e) David / live / Russia / now / India

SONG	On My Way
BAND/SINGER	Cocoon
ALBUM	My Friends All Died in a Plane Crash
NATIONALITY	French
LEVEL	Intermediate
POINTS TO LEARN	MODALS I

1. Listen to the song and underline the modals

If you feel like a liar
If you're about to leave me
If you can't sleep at night

If my bed songs upset you
And if my arms can't warm you
You just have to try

I am such a coward
I could win an award
You may not believe me
But it would be ok

Did you know you're still crying
Did you know that we all did
Is it paradise?

I'm just waiting for the day
That I will find a letter
On the bedroom door

I am such a coward
I could win an award
You may not believe me
But it would be ok

2. Write three things you could do when you were two years old

- 1)
- 2)
- 3)

3. Complete the sentences using *could* , *couldn't*

- a) _____ you stop doing that? It's annoying!
- b) I _____ finish such a large pizza alone.
- c) _____ you ask her to go out with me?
- d) In 1945, people _____ play video games.
- e) When I was young I _____ play the guitar, it was too difficult

4. Complete the sentences using one of the modals in brackets

- a) (Could / Might) you open the window, please?
- b) Listening to his accent I think he (can / could) be Spanish.
- c) The students (must / can't) speak during the exam.
- d) Take your coat, it (couldn't / may) snow tonight.

SONG	Chasing Pavements
BAND/SINGER	Adele
ALBUM	19
NATIONALITY	American
LEVEL	Intermediate
POINTS TO LEARN	SHOULD/ SHOULD'N'T

1. Listen to the song and fill the gaps

I've made up my mind, don't need to think it over

If I'm wrong I am right, don't need to look no further

This ain't lust, I know this is love

But if I tell the world, I'll never say enough

'Cause it was not said to you

And that's exactly what I need to do if I'd end up with you

_____ or _____ chasing pavements

Even if it leads nowhere?

Or would it be a waste even if I knew my place

_____ there?

_____ or _____ chasing pavements

Even if it leads nowhere?

2. Complete the following sentences using *should* or *shouldn't*

- a) Listen to that music! Our neighbors _____ play music that loud at this hour.
- b) They have a test tomorrow. They _____ go to the cinema. They _____ study instead.
- c) You _____ into my room without permission, you _____ knock before going in.
- d) You _____ leave now if you don't want to miss the bus.
- e) Sarah's face looks really pale and sick, I think she _____ visit a doctor.
- f) You _____ eat so much fast food, it's not good for your health, you _____ eat more vegetables instead.

3. Turn the following affirmative sentences into interrogative using *should* and *shouldn't* and answer them

- a) (What / do / if / I / have / a / headache / ?)

(You / go / visit / doctor)

- b) (What / do / if / I / be / thirsty / ?)

(You / drink / water)

- c) (When / I / call / mom / ?)

(You / call / her / tomorrow)

SONG	Before you came
BAND/SINGER	ABBA
ALBUM	The Singles: The First Ten Years
NATIONALITY	Sweden
LEVEL	Intermediate
POINTS TO LEARN	MUST HAVE

1. Listen to the song and underline the perfect modals

Must have left my house at eight, because I always do
My train, I'm certain, left the station just when it was due

I must have read the morning paper going into town
And having gotten through the editorial, no doubt I must have frowned

I must have made my desk around a quarter after nine
With letters to be read, and heaps of papers waiting to be signed

I must have gone to lunch at half past twelve or so
The usual place, the usual bunch

And still on top of this I'm pretty sure it must have rained
The day before you came

I must have lit my seventh cigarette at half past two
And at the time I never even noticed I was blue

I must have kept on dragging through the business of the day
Without really knowing anything, I hid a part of me away

At five I must have left, there's no exception to the rule
A matter of routine, I've done it ever since I finished school

The train back home again
Undoubtedly I must have read the evening paper then

Oh yes, I'm sure my life was well within it's usual frame
The day before you came

2. Rewrite the following sentences using *must have* or *must not have*

- 1) Jane looks happy because she has got a new job.

- 2) The chocolate cookies are gone because someone has eaten them.

- 3) Their garden looks great because they have spent a lot of time taking care of it.

3. Complete the sentences using *must have* or *must not have*

- a) I'm sure Jenna took your book by mistake
Jenna _____
- b) I'm sure she was too tired to go to the party
She _____
- c) The students aren't allowed to wear makeup to school
The students _____
- d) I'm sure he practiced a lot to be such a great dancer
He _____

SONG	It Could Have Been a Brilliant Career
BAND/SINGER	Belle & Sebastian
ALBUM	The Boy With The Arab Strap
NATIONALITY	Scotland
LEVEL	Intermediate
POINTS TO LEARN	COULD HAVE

1. Listen to the song and fill in the gaps

We were so close yet so far away
 I'd reach out, you'd be gone
 Moments that still talk my breath away
 There's so much more to life than loving you
 You don't need me, no...

I _____ all my life, on a street of broken dreams
 It _____ you my love (where are you now)
 Oh I...still wonder if you remember the night

Time washes over, memories
 I _____ back no more
 Change has forsaken, our promises
 There's someone else for you to hold again
 So please stop your crying

I _____ all my life, on a street of broken dreams
 It _____ you my love (where are you now)
 Oh I...still wonder if you remember the night

2. Match the following tables and create the correct sentences.

A	He could have been a doctor
B	I could have had better marks
C	He could have got that job
D	They could have gone to the concert
E	She could have learned to speak Dutch
F	They could have won the prize
G	I could have gone to the gym
H	You could have won the race

	If he hadn't been late to the interview
	If they had bought the tickets earlier
	If she had taken lessons
	If he had chosen medicine degree
	If you had ran faster
	If I hadn't been so lazy
	If they had applied for the contest
	If I had studied harder

3. Rewrite the sentences using *could have* or *couldn't have*

a) John is the one who stole the money.

b) If I have more time, I will travel around the world.

c) I can't speak Chinese even if I try.

4. Complete the sentences using one of the modals in brackets

a) (Could / Might) you open the window, please?

b) Listening to his accent I think he (can / could) be Spanish.

c) The students (must / can't) speak during the exam.

d) Take your coat, it (couldn't / may) snow tonight.

SONG	I Should Have Known
BAND/SINGER	Foo Fighters
ALBUM	Wasting Light
NATIONALITY	American
LEVEL	Intermediate
POINTS TO LEARN	SHOULD HAVE

1. Listen to the song and underline the perfect modals you find

I should have known that it would end this way
I should have known there was no other way
Didn't hear your warning
Damn my heart gone there

I should have known
Look at the shape you're in
I should have known
But I don't write in

One thing is for certain
As I'm standing here
I should have known

Lay your hands in mine
Heal me one last time
Though I cannot forgive you yet
No I cannot forgive you yet
To leave my heart in debt

I should have known
There was that side of you
I should have known
What was inside of you

Came without a warning
Caught me unaware
I should have known
I've been here before
I should have known

Don't want it anymore
One thing is for certain
I'm still standing here
I should have known

2. Write the things the singer says he should have known

- 1)
- 2)
- 3)
- 4)

3. Match the sentences

1.	My boyfriend broke up with me
2.	This TV show is really boring
3.	My hands are freezing
4.	I was really late for school today
5.	The food is too salty
6.	The dress Cindy is wearing doesn't suit her

	I shouldn't have gone to bed so late yesterday
	I shouldn't have put so much salt in it
	She should have chosen another color
	I should have worn gloves
	I should have been nicer to him
	I should have chosen another channel

