



Universidad de Valladolid

ESCUELA DE EDUCACIÓN DE SORIA

Grado en Educación Primaria – Especialidad Lengua Extranjera
Inglés

TRABAJO FIN DE GRADO

***El uso de textos orales en lengua inglesa en
Educación Primaria***

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Resumen

El siguiente trabajo se trata de un proyecto de investigación donde se analizará el desarrollo de la comprensión auditiva y de la expresión oral, la enseñanza de habilidades orales, los tipos de recursos orales y las ventajas y desventajas del uso de canciones en el aula para la enseñanza del inglés como lengua extranjera, para finalmente crear una propuesta didáctica aplicable a un nivel en concreto de la Educación Primaria.

Finalmente, se llegará a la conclusión de la importancia de trabajar la expresión oral de manera creativa e interdisciplinar para su correcto desarrollo.

Palabras clave: expresión oral, motivación, creatividad, canción.

Abstract

This proposal is a research Project in which the development of the listening comprehension and the development of the oral expression will be analyzed in levels of Primary school. In it we will accomplish an analysis about the types of oral resources, the strengths and the weaknesses of the use of songs to teach English as well as the teaching of oral skills. Finally, a feasible proposal has been created which can be accomplished in an actual classroom of Primary school.

We can come to a conclusion that the real point is working with the oral expression in a creative and cross-cultural way in order to reach a meaningful learning process.

Keywords: oral expression, motivation, creativity, song.

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1. - INTRODUCTION AND REASONS BEHIND THE STUDY

As Benjamin Franklin said “tell me and I’ll forget, show me and I may remember, involve me and I’ll understand”. In this work the most important factor is the role of the students, they are the key element in the teaching/learning process and therefore the main characters of it. In this proposal the teacher is going to be the facilitating tool that provides students a knowledge that they will be able to experience and work.

The following paper is going to be about an activity that encourages student participation; in particular, this activity is a singing contest, like the famous TV contest “The Voice”. This proposal has an adaptable nature, namely, this proposal can be developed in all the levels in Primary Education, but in this case it will be developed in the sixth grade of Primary. The oral expression (speaking) is a basic linguistic skill that students should acquire during their schooling, and later they will use it for travelling or for finding a job in another country. We need the speaking for everything and nowadays along with the Chinese is the most spoken language, and using the English you can communicate with any people in any country.

The didactic proposal that I have designed has as ultimate objective to provide opportunities for them to use English orally with a meaning. In this way students can acquire knowledge and skills related to oral expression with a meaningful way and realize its usefulness.

This proposal is not going to be only delimited for the subject of English; this project wants to extend to more areas, as Music, Physical Education or Art, with the aim of achieving a multidisciplinary teaching proposal in which students acquire vocabulary while they are practising the speaking, listening, writing and the reading comprehension.

Thanks to the basic training of this Degree, it has been possible a brief tour of the different conceptions of the oral expression teaching. The teaching module of the Degree of Teacher in Primary Education has enabled my didactic proposal to establish a link with the contents of the Primary Education curriculum. These contents are one of

the bases through which the proposal has been designed. Besides of being an adaptable proposal at different levels, this is multidisciplinary where you can find contents of English, Music, Physical Education and Arts. Also, I have to say that the Practicum II has served me to develop a proposal of this type where the aim is that the students have an opportunity to express themselves orally.

I remember my English classes in Primary Education as no dynamic classes, the lessons weren't motivating and sometimes they were a little boring. And for this, I want to avoid the same thing to happen to my future students. I want to be a teacher who knows to motivate and look for the best techniques to stimulate the desire to learn English.

As teachers, the implementation of motivational strategies for teaching and learn foreign languages (English in this case) is necessary. This is the reason why I chose this activity of "The Voice" to promote among students speaking English. Since I believe that the only way for students to learn today is if they are motivated. They will learn much more if they are motivated and they see that the activities they are doing lead to a particular purpose, and if they like this final purpose, much better.

So, to understand the use of oral texts in the Primary Education classes, in the theoretical framework we'll discuss the development of the listening comprehension and oral expression, and for that I have relied in the theories and opinions that many teachers of this topic have collected, I will develop too the different types of oral text that exist and the weaknesses and the advantages about using these oral resources in Primary Education. Also, I will say the pros and cons of using songs to teach English (because I use them in my practical proposal).

Later in the practical part of this work, I will propose a creative activity (it is actually a Didactic Project), in this case a singing contest, to work the speaking in the 6th grade of Primary Education using different materials and resources and encouraging the groupwork, motivating the students with songs they like and working the oral expression in an interdisciplinary way.

Nowadays in our country the English and American music forms part of everyday life for all young people from early age on, thanks to its development in the media and on the Internet. In this sense I consider that the love for the music and the

desire to know what it is saying (the desire to understand the lyrics) can be a motivational factor both to learn and to teach a foreign language (English); and I say this based on personal experience. Today's students are crazy with music groups like One Direction, Auryrn, etc., and with singers like Pharrell Williams, Katy Perry, Lady Gaga, Myley Cyrus, etc. And when I was younger it was the same with groups like Spice Girls, Back Street Boys, Rolling Stones, etc.

This project will be completed with the general conclusions that I have extracted from each of the parts that make it up, as well as personal assessment about what has given to me personally.

1.1. – MEANING AND CONNECTION WITH THE CONTENTS OF THE DEGREE OF TEACHER IN PRIMARY

The Degree of Education has general competences to be acquired at the end of it and they must be reflected in the Final Project Work. These competences are specified in the document “Guide of the Final Project Work of Education”. The following are some of these competences that we have to acquire:

We have to know the curricular areas of the Primary Education, the interdisciplinary relationship between them, the evaluation standards and the procedures of the teaching/ learning process. Furthermore, we have to design, plan and evaluate that teaching process with other teachers and individually; and we have to design and regulate too the learning spaces in diverse contexts that encourage the gender equality, the equity and the respect for human rights.

If we talk about the contexts, we have to remember that we are going to deal with situations in language learning in multicultural and multilingual contexts and promote the coexistence in the classroom and beyond that, solve discipline problems and contribute to the peaceful resolution of conflicts. Encourage and value the effort, perseverance and self-discipline in students.

The collaboration with different sectors of the educational community and the social environment and the assumption of the educational dimension of the teaching profession and promote democratic education for active citizenship is another competence.

We (the teachers) have to keep a critical and autonomous relationship with respect to the knowledge, values and relationship. We have to maintain too an individual and collective responsibility in attaining of a sustainable future for the pupils.

The last competence that I want to remark is that we have to reflect on classroom practices to innovate and improve teaching. We have to acquire habits and skills for independent and cooperative learning to promote it among students.

2. - OBJECTIVES

My fundamental objective is:

“The teaching of a foreign language (namely English) for the Primary Education, through the use of oral resources, specify: the design a proposal for teaching the oral skill successfully.

The following objectives are going to be the general objectives that I contemplate for my Final Work, not the objectives of the Practical Proposal (without distinction of the adaptive nature of the proposal).

2.1. – SPECIFIC OBJECTIVES

- Perform group activities encouraging the cooperation, the solidarity and the respect.
- Promote and improve speaking and listening skills.
- Develop positive attitudes in the presentation of oral texts caring the intonation and the pronunciation.
- Develop oral communication activities in order to improve the interaction between students and to facilitate the implementation of communication strategies in the classroom.
- Emphasize the direct relationship that exists between the listening and speaking.

3. - THEORETICAL FRAMEWORK

3.1. – DEVELOPMENT OF LISTENING COMPREHENSION

To talk about the speaking comprehension, we have to talk over the listening comprehension. It is clear that one person first has to listen, to later be able to produce. That is, the first thing to do is to understand the message, understand what they are saying to later reply (produce).

But, do the children develop the listening comprehension as the adults do? This is a topic that we will discuss later in the 3.3 point.

Not much is known about how we listen, although there are plenty of theories as well as empirical studies about this topic, therefore, I think what we need is a definition of listening, because listening and hearing is not the same thing. For that, we will use the definition of Neisser (1976: 27), he defines the listening as a “temporally extended activity” where the listener “continuously develops more or less specific readiness (anticipation) for what will come next” (p. 27). And we can define hearing as the sensorial ability to achieve the perception of the sound. So, we can say that the difference between hearing and listening is in the intention. We could say that listening is something that we do intentionally, while hearing is something that happens independently of our will. For that, we can hear even if we do not want.

It should be mentioned that in this field there is an additional distinction to be made between “listening as a means to another end”, to improve speaking, and “listening as an end in itself”. This additional distinction was made by Morley (1972: 20-46) and he said we focus on the first statement, leaving aside the second statement. About this statement we can say that many steps are in order to produce competent listeners; it is worth mentioning the various stages of Morley (1972) Richards (1983), and Munley (1983) suggests activities for discouraging word-by-word listening and another writer celebrities who propose to employ authentic materials in implementing listening comprehension training at all levels. They claim that the “real” materials are more culturally rich and interesting; they say these materials provide the learner with more cues such as redundancy.

But if we talk about the developmental stages for listening, we have to talk about Rivers (1981) and Taylor (1981), because both have published a list of these. First will appear Rivers developmental stages, and later I will continue with the stages of Taylor.

Rivers was an Australian writer and academic, who worked at Harvard University and wrote about teaching languages. She emphasizes that activities should be given at all levels for all stages, and these are her developmental stages:

- 1- Stage 1: Identification.
- 2- Stage 2: Identification and selection without retention (no question is made, it is listening for pleasure).
- 3- Stage 3: Identification and guided selection with short-term retention.
- 4- Stage 4: Identification and selection with long-term retention.

On the other hand, we have the developmental stages of the American educator and educational administrator, Taylor (1981), who suggests the appropriate techniques and contents for each developmental stage of listening. His stages are:

- 1- Stage 1: Stream of sound (the comprehension of the contents doesn't exist).
- 2- Stage 2: Isolated word recognition within the stream (there is a minimal comprehension and this is of general content).
- 3- Stage 3: Phrase/formula recognition (marginal comprehension).
- 4- Stage 4: Cause/sentence recognition (minimally functional comprehension of content).
- 5- Stage 5: Extended speech recognition (general comprehension of unedited speech) (Taylor 1981).

In general, several authors (River and Temperley 1978, McDowell 1984, McDowell and Stevens 1982 and Rixon 1981) propose models of listening comprehension process with few differences between them, being the base of the model the following scheme:

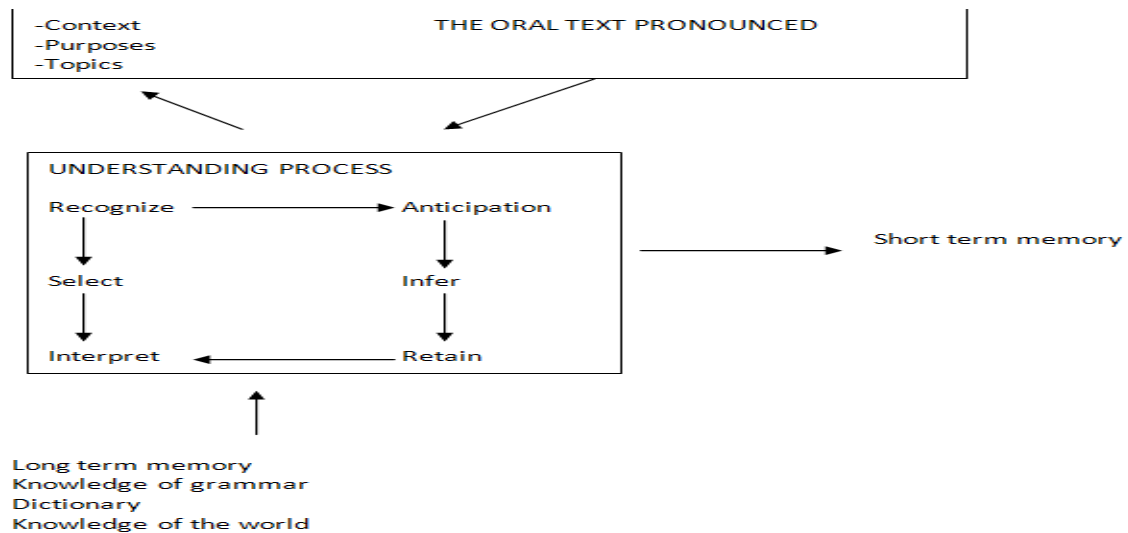


Figure 1 Scheme of the listening comprehension Rivers and Temperley (1978)

Byrnes (1980) mentions the issue of first language acquisition and research ascertained that comprehension comes before production in a child’s first and second language. Children learning a second language on a natural setting often have a long prespeaking period.

The oral understanding (listening comprehension) of these oral texts develops interactively between the participants and their surroundings. Lynch (1997; 385) has distinguished “three different levels of interaction in the process of listening: a cognitive interaction between the knowledge sources, the context and the lexical knowledge, a behavioral and social interaction when we participate in a face to face conversation”. Naughton (2004; 108) said that “the development of the oral comprehension has in one hand a social and interactive dimension and in the other hand another dimension which is individual and psychological”.

3.2. – DEVELOPMENT OF ORAL EXPRESSION

It is clear that there are many factors that may be involved in the development of oral expression (the age, the previous knowledge, the activities, the environment, etc). And many are also the scholars who have spoken about this issue and have proposed several models of language learning, for example: Spolsky (1981), Van Patten (2003), Terrell and Krashen (1977). About these writers I will speak in this section.

I will start with Terrell and Krashen and their Natural Approach method. Terrell was an education theorist and Krashen is a linguist and an educational researcher, furthermore he is professor emeritus at the University of Southern California.

These two teachers were the ones who developed the Natural Approach method. They published in 1983 the book of *The Natural Approach*, which says that the language output is not forced; it is allowed to emerge spontaneously. The objective of the natural approach is to develop the communicative skills and it is intended to be used with beginning learners.

Terrell's view is that some degree of conscious grammar study can be beneficial. The syllabus focuses on activities and he divides these activities in four areas: context activities, activities which focus on personalizing language, games, and problem solution activities.

Terrell outlines three basic principles of the approach, which contrast with the five hypotheses of the Krashen's model. The following are the basic principles of the Terrell's approach:

- Focus of instruction is on communication rather than its form.
- Speech production comes slowly and is never forced.
- Early speech goes through natural stages.

Terrell thought that some conscious learning of grammar rules can be beneficial. Lessons in the natural approach focus on understanding messages in the foreign language, and he barely gives any importance to the error correction. Terrell sees that learners go through three stages in their acquisition of speech:

1. Comprehension: this process was called "binding" and he focuses on student's vocabulary knowledge.
2. Early speech: In this stage, students answer simple questions using simple words or filling charts.
3. Emergence speech: makes reference to activities in which students take part and they require more advanced language. For example: role games.

As I said before, Krashen made five hypotheses in his model which contrast with Terrell's three basic principles, and are:

- Acquisition-learning hypothesis: this hypothesis says that there is a separation between conscious learning and subconscious acquisition of language, and that acquisition can lead to fluent language use.
- The monitor hypothesis: it's not exactly so, it means that unconscious language has to go through the filter of consciousness to produce meaningful output.
- The input hypothesis: language is acquired by exposure to comprehensible input at a level a little higher than the learner can understand, because the effort to learn appears and the student begins to relate concepts.
- The natural order hypothesis: where learners must be relaxed and open to learning for acquiring the language.

On the other hand we have the research of role of personal factors in language learning of Spolsky (1989) and Van Patten's research which exposes that three essential processes are involved in processing to the next level of oral proficiency. These are the (Van Patten, 2003, p. 3) essential processes:

1. Input processing: involves attending to comprehensible messages in the target language and making new links between form and meaning.
2. System change: appears when the learner makes changes in the interlanguage to include a new meaning-form.
3. Output processing.

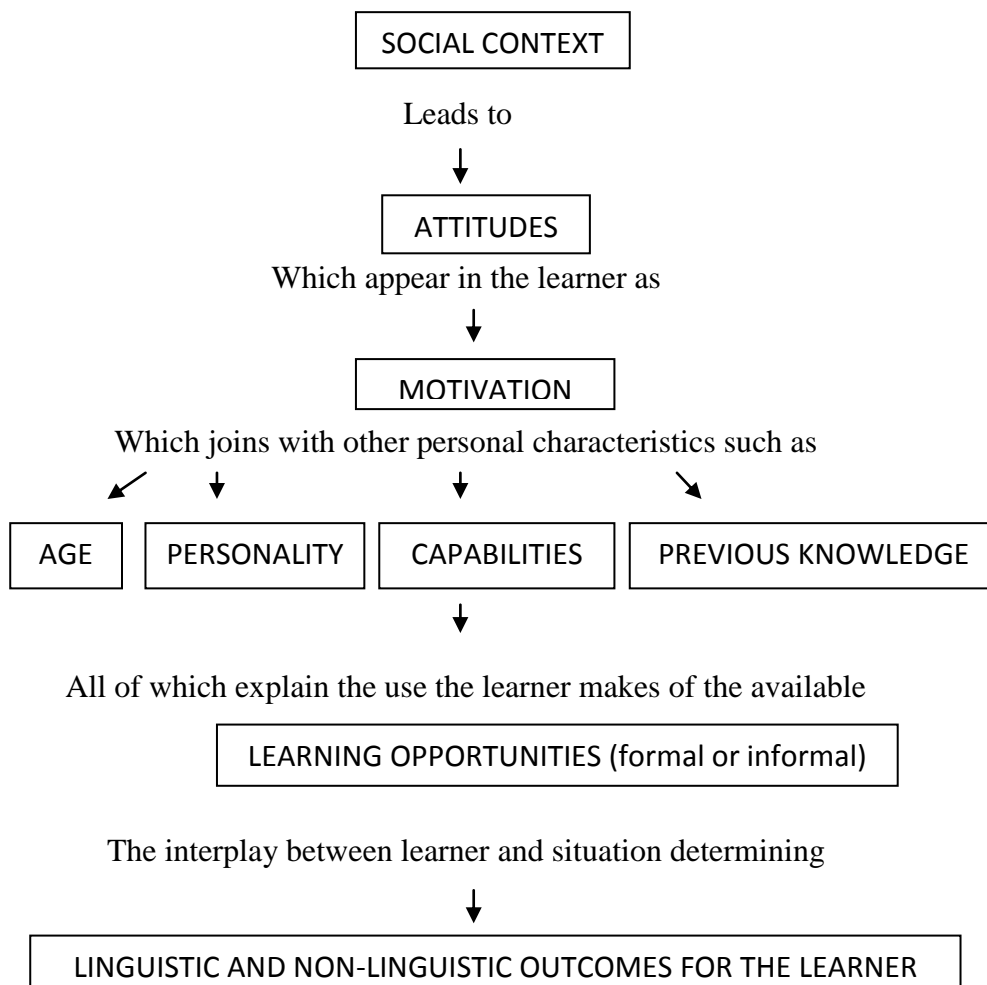
If we talk about Spolsky, I must say that he sees the social context as the factor creating attitudes which appear in the learners as motivation.

When we are going to study or learn a new language, and we travel to a new country (where that language is spoken) Spolsky says that we need to consider two essential aspects of that country, and are the culture and the language. In the language Spolsky finds two factors that hinder learning and are: language shock (that refers to the fear of appearing comic, infantile or ridiculous when you use the new language) and culture shock (that is the anxiety resulting from confusion that appears when you enter in a new culture and discourages the effort necessary to be bilingual).

Regarding the motivation, Spolsky (1989) thought that the motivation was the combination of the desire to achieve, the personal effort, the favorable attitudes towards the language and the own goal of learning. And about the capabilities Spolsky

distinguish three important language learning abilities about the listening (the ability to discriminate the sounds of a new language, the ability to generalize about the structure of the new language and finally the ability to remember its words), but we have to understand that the speaking and the listening always are connected, it cannot exist speaking (the language) without the listening (the comprehension).

Figure 2 A model of Language learning (Spolsky 1989)



3.3. – TEACHING ORAL SKILLS

We know that the foreign language acquisition process includes oral and written communication but listening situations are more common than the others. Mendelson (1994; 9) and Rivers (1981) said that adults spend 40-50% of their communication time listening, 25-30% speaking, 11-16% reading, and only about 9% writing.

It is clear that the listener remains more passive when s/he is receiving input than when s/he produces it. “The listener must develop a mental activity when s/he

processes the input, interprets it and tries to add it to understand their mindset” (Morley, 2001; 72).

The main aim of the teaching oral skills is the efficiency in the communication. The students must be made themselves understood. The learners will express themselves using a good and rich vocabulary, a good grammar and good pronunciation of the words and they have to respect the communication and social rules that apply in each communication situation.

It is of particular interest to consider the hypothesis of the comprehensive input and the frequency of Krashen (1985) and the interactive hypothesis of Long (1983) to appreciate the importance of this skill in the language teaching-learning process. For the development of this skill the oral and audiovisual resources have a very important role. To deal with the process of the oral comprehension in the classroom we have to take into account several factors: we have to consider the purpose of the listening and we do not have to forget the relation between the oral comprehension and the memory.

If we speak a little of oral resources like songs, videos, recordings, etc., the using of this is a common teaching resource used by teacher for the feedback (Byrnes, 1980). Nowadays the access to oral resources as the audio, provides to the students the opportunity of listening to something again and again, to pronounce, repeat the sounds, etc., to be improving the listening and the speaking.

Another oral resource is the video, and in this case it is an audiovisual resource. Some researchers ensure that the video allows students to witness the dynamic of interaction (Van Patten, Williams, 2007).

But, how we can help our students in the development of oral skills and the acquisition of oral fluency? First of all many teachers (Van Patten, 2007 and Byrnes, 1980) said that the first step to achieve the oral fluency in the student was the creation of an English-speaking environment. Here, the pupils will start speaking in English and the obtaining of this habit will improve automatically the oral fluency of them.

These authors note that the environment that the teacher creates is primordial in the development of both aspects. The teacher must to create activities that attract the attention of the pupils and nowadays the oral resources make it. The students must be motivated and they have to see that what they are doing have a meaning.

3.4. - TYPES OF ORAL RESOURCES

Before talking about the types of oral resources, we must have clear what is an oral resource; so, we could define the oral resource as everything that in class comes through the spoken word. Thus, it can be said that all resources that involve talking, are oral resources. So, we can consider all the resources except the video without the audio and the classes in which students read without speaking.

The following is a list of the types of oral and visual resources with which we can work in the classroom:

- Maps.
- Slides.
- Videos.
- Movies.
- Songs.
- Recordings.
- Texts.

It is important to consider that the introduction of media and teaching resources in learning context should be a real change and innovation in the educational background. To make this possible, it is a primary requirement that teachers have to analyze and evaluate the means to select the most appropriate and coherent with its proposed educational background. The criteria that should be considered for the selection of teaching aids can be specified with four indicators, and are:

- Visibility: from the perspective of the students.
- Clarity: to develop on understanding of what you what to convey.
- Simplicity: in the application.
- Control: following the learning.

These should be used according to the specific purpose of each of them, adapting the most appropriate for the moment, and in others it may be replaced by easier to prepare or more affordable one for any activity to be performed. Regardless of the criteria used for classification, the purposes of these resources are:

- Support the teaching activities.

- Facilitate the achievement of the objective.
- Achieve pleasant conditions during the teaching activities.

It has become clear that there are many oral resources, and in this case, I focused my practical proposal on the songs and on the video, I am going to use a lot of songs and one video for that. Thus in the next chapter I explain the strengths and the weaknesses of the use of songs to teach English.

3.5. - STRENGTHS AND WEAKNESSES OF THE USE OF SONGS TO TEACH ENGLISH

Following the positive arguments that Ruiz de Calatrava (2008) and Griffe (1992) show, some of the advantages we find when we use songs in the English classroom are these:

The songs encourage the creativity of the students and while their creativity is encouraged the students participation and communication between them increase, reducing the role of the teacher. Besides that, some cultural aspects of the foreign language are introduced. The song can also be used as a text, i.e., in the same way that a story, a poem, an article, a novel, etc, and they create a positive environment in the classroom (they relax the students, create a fun atmosphere to work and provide security for those students who feel more insecure).

This is a different resource, not as the textbook and the activities that are normally used for teaching language. That fact (that we change from the book to a song), allows students to focus and to have interest for the new and innovative activity. Summarizing, the song provides variety in the pedagogical practice of foreign language class. But we do not have to forget that we have to achieve some contents and objectives, so we can use the song to complete the education program, to make a stop in special occasions like Christmas or even to work different skills, for example:

- a. Conversation class: can be used to discuss its form, content and stimulate the debate like it is done with the Poetry or other written speeches.
- b. Vocabulary class: the songs are mainly suitable for the vocabulary introduction because they create a context.

- c. Grammar class: in the songs the grammatical structures are used in a natural context that helps to understand it use.
- d. Pronunciation class: tones, rhythms and accents of the music propitiate learning pronunciation.

With the aid of the songs the psychological distance between teacher and student is reduced because they have a great emotional charge, make students feel identified and they open to the teacher showing their feelings.

Furthermore the songs create interest in students; since it is a fact those new generations have grown up in an environment of musical globalization in which current pop figures are part of the students' lives. This can be a connection point with the world that serves to motivate the student, his/her interest and participation in the class, the language and learning.

To finish with the strengths that Ruiz de Calatrava (2008) and Griffle (1992) show to us, they suggest that the song is beneficial to teach English for its linguistic and cultural input. The linguistic input refers to the deep relationship that exists between rhythm and speech. Being sensitive to the rhythm is the basic and necessary first step to learning a language and what better to expose students to the rhythm through music. Talking about the cultural input, they say that the music is the connection of the time and space that is produced, so the songs are very suitable for using as historical reflections. Each song is a culture capsule and is full of social information, so bringing a song to class is like bringing a piece of culture.

For his part, the Professor Lynch (2004) has exposed nine reasons why it is beneficial to learn a foreign language through songs. Professor Lynch said that the songs often contain authentic language, and also the grammar and cultural aspects can be introduced into the songs. Furthermore songs can be obtained very easily and you can select them to meet needs and interest of the students. With the songs, the pupils can see a wide range of accents.

The songs are short, so they allowed us to use although the time that we have is few and the lyrics can be based on some of the situations that surround us in our daily lives. To finish with the strengths it is known that students consider the songs fun.

On the other hand, there are also certain weaknesses and limitations regarding the use of songs in teaching/learning of foreign languages, for example:

- Sometimes, certain structures are abbreviated, making it difficult to understand the content by the students:

I wanna... instead of *I want to*

- Regarding translation of songs, some very catchy tunes that are in a foreign language, lose the charm when translated into the mother tongue because sometimes, the lyrics of the songs are not as attractive when the true meaning is known.
- Another disadvantage is that if we have limited time, we can not please all musical tastes of our students, as some of the songs are interesting for some, may be too boring for others.

4. - PRACTICAL PROPOSAL

4.1. - CONTEXT

At Argia Ikastola, a private school in Tudela (Navarre), the English subject is worked through projects, so, I am going to make a project. In this way, I will not break the way of working that students have.

To introduce the Project I had an arrangement with my school coordinator and I will develop it during two weeks' time and if we see that the pupils have a proper attitude, it will be longer and I will extend the time. The title of the project is "The Voice", and like in the TV program, students have to sing certain songs.

This project is thought to work out with pupils of the 6th year of Primary. I have chosen this year because the pupils of this class have a higher level of English, what allows me to develop more and more difficult activities.

They will choose the songs that they will have to sing after. They must fill in a grid and give it to me to let me know which ones they like.

The class of the 6th year has 17 students. Eleven of them are boys and the rest are girls, so there are eleven boys and six girls. No student has any difficulties and one of them comes from Colombia.

Regarding the classroom, I will use the English class (it's very big and it has a blackboard, a computer with loud-speakers and a CD player) and for the day of the TV show I will use the multipurpose room of the ground floor.

In my opinion it is a very interesting project, through a motivating way (because the songs have been chosen by them) the students will work out the four skills (listening, reading, speaking and writing) to perform this facet to the next year, because in the Secondary Obligatory Education, they will need a good level in this aspects, so through this project, I will try to improve them.

4.2. - OBJECTIVES

The main aim I pretend to get with this project is the students learn English in a different way, through a more motivating methodology. I will try to make them to improve the speaking, the listening and the oral skills while they are having fun..

The Didactic Objectives of this project are:

- Obtain precise information from written text to fulfil a task.
- Participate actively in oral group discussions about the topic by previous knowledge brainstorming.
- Use English as the communication language in the classroom.
- Improve their pronunciation, their accent when they speak to do so with relative ease, improve their fluency.

4.3. - CONTENTS

LINGUISTIC CONTENTS

- Vocabulary.
- Nouns (me, you, she/her, they).
- Adjectives.
- Verbs.
- Phonology.
- Abbreviations.

- Pronunciation (of all the songs).

THEMATIC CONTENTS

- Love.
- Friendship.
- Money.
- Equality.
- Fears.
- The happiness.

CROSS-CURRICULAR THEMES

- Health education: when we do choreography, we will be doing exercise.
- Education for peace: helping each other.
- Music: singing and dancing.

4.4. - METHODOLOGY

I have decided to use a flexible and active methodology, where children will be the main character and the teacher will only speak as a guide and to correct big pronunciation mistake, because, when they hear the song they will hear the pronunciation of the words they do not know. So if all goes as I hope, they will correct themselves, and if it isn't like I hope, I will just correct them.

This contest will take place in the English classroom, but I have spoken with the Music teacher and they are going to use any class of Music to work in this project and I have spoken with the Arts teacher too and he told me I can use his classes to make the microphones and all the material we need in the performance.

This performance will be developed in three groups of four students and one group of five students. We will work this project in small groups; I think it is going to be better in that way, because they can speak between them but without doing noises and that is what would happen if we worked in big groups.

These groups will not be randomized. The previous week before the beginning of the Project I will give them a grid where they have to fill some questions about their

musical tastes, so, the groups will be made up of students who have the same or similar music tastes. I do this because in the final task they will have to sing one song and I think that it will be better if they sing a song they like.

Another aspect to consider is the motivation. To get interest from the pupils we will work the listening and the speaking through an original proposal such as a television contest, where the pupils will work the abilities of the oral expression continuously in a funnier way. Kids will get improved the speaking and listening through the spoken word and simultaneously improve other skills.

To try to motivate even more the students, they are going to choose the songs with which we will work in the classes. I will give them a sheet of paper with questions they have to answer about their musical tastes. This fact will motivate them more, I think, because they will hear music they like.

At the time of working, it is intended that the child learns by doing, that is, students will be learning (improving their speaking and listening) while they are performing the activities. The students are the only the main character in the Project.

The proposal will take place in the second term, after the Carnival Holidays, taking advantage that the children have already acquired much of the content. The project will take approximately two weeks.

Furthermore, these performances are going to be used by the pupils on the Grandparents Day, the 31st of May. The Grandparents Day is a festival where all the grandparents that may come to Ikastola, come to see their grandchild doing a performance. All the courses from all education stages prepare a dance or a performance during two week and they represent for the Grandparents that day. At the end of all the performances there is a snack for all the grandparents and the pupils.

4.5. - ACTIVITY

Description of my proposal

Why a TV contest like “The Voice”?

The practical proposal we will do, it is going to be a singing “competition” for several reasons: In the first place it is a creative resource through which oral expression will work in an interdisciplinary way, by addressing the various subjects of the

curriculum. In the second place, the development of this kind of competition will be a “bridge” through which students will improve their knowledge about the British culture.

To develop our main aim: the improving of the speaking and the listening skills of the students, this type of resource is very interesting, as the students may practise and listen to different types of speech through games, songs, videos, etc. To develop this activity we will encourage teamwork, cooperation, respect for the others and creativity of the students.

4.6. - TIMING

This project will be taught during the two weeks just after the Carnival Holidays. That is because I think the pupils will come back to the school full of energy and that is the proper moment to improve their listening and their speaking. And also, in these holidays I will have time to prepare most of the activities we will do in the project.

In this way, I will need 8 sessions or classes where through various listening and speaking tasks I will try to reach the main objective I have set at the beginning of this Project.

I will need 8 lessons (two weeks), but, in the next four lessons after finishing the project, we will sing the songs. I mean, the students will get inside another project, but in the final 20 minutes of each lesson they will sing the four songs of the project, to learn them and to practise the intonation, pronunciation, etc.

This Project will finish in March, so, to remember the lyrics and to continue practising the pronunciation until the Grandparents Day arrives, the students are going to use 30 minutes of Fridays English classes to sing the songs and practise the vocabulary and the pronunciation.

All sessions are 50 minutes long, so we have to use the time, we have to work hard. This is the calendar where I have marked with happy faces when we are going to develop the sessions of the Project, with X the classes that we will use after we finish the project and with H the day of the contest:

MARCH 2014









MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
					1	2
3	4	5	6	7	8	9
CARNIVAL HOLIDAY						
10	11 	12 	13 	14 	15	16
17	18 	19 	20 	21 	22	23
24 X	25 X	26 X	27 X	28 X	29	30
31 H						

Figure 2 Calendar of when I will do my project

4.7. – SESSIONS/CLASSES

Session 1

DESCRIPTION:

We have classes of 50 minutes, so, in the first 10 minutes, I am going to explain the new project and I will answer all the doubts around that.

After the explanation they will sit in four groups (I will say them the groups using the method I have said before). Before starting working, we will start talking about what they know about the singer of the song “Part of me” (Katy Perry). I will bring some information to tell them if they do not know anything.

Later, I will give to them some specific vocabulary that appears in the song to understand it better. We will talk about what they think that the vocabulary can mean. And we will repeat aloud to hear their pronunciation of those words. The following will be the vocabulary that I will give to them: *part of me, take away from me, brake my soul, ´cause, drained me down, chewed me up, split me down.*

They will listen to the song “Part of me” from Katy Perry three times while they try to fill in (individually) all the gaps.

<https://www.youtube.com/watch?v=uuwfgXD8qV8>

When we finish hearing the song, in groups they will have 5 minutes to discuss and to try to correct or put in common all the gaps, to facilitate this work, I will put again the song to talk and interact with each other, and when those five minutes finished, we will correct the gaps in a big group. They will have to underline the words that they do not know and one of each group will go to the blackboard to write those words. Later in pairs, I will say them one word and the meaning, and the pair have to try to represent or to define the word to their classmates, and the classmates have to guess what word they are defining or representing. Even if they do not underline any word I will say them some words to check they have understood everything.

Later all of us will pronounce the words that are in the blackboard and the pupils are going to write the words in their notebooks (they will start making their glossaries).
Annex 1.

To finish with the class I will ask the pupils to tell me what this song is about, to check that they have understood everything. The last 4 minutes, all together will sing the song.

OBJECTIVES:

This is a very easy song for this year, but I think it is very interesting to start with this because they will have fun, and their listening and speaking will be start improving (the aim objective of the project). Trough this song they will learn too much vocabulary and I think that it is good to start with an easy songs these type of classes, in this way the students will see that they know more English than they thought and they will be more motivated for the next class or the next activity. It is a very popular song, and with the representations, they will learn the vocabulary in an active way.

Session 2

DESCRIPTION:

With the activity of the trailer of Shrek, I want to grasp their attention from the beginning of the class, from the first minute to give the 100% of their potential in class. Shrek is a famous film that all students have seen, whereupon, they will have fun while they do the activity. First of all, I will put the trailer of the film in the computer because the song that they will hear later is the soundtrack of the film.

<https://www.youtube.com/watch?v=jYeizdBwvY4> Trailer

After we see the trailer of the film, I will ask to the students what they think the song will be about, and what themes do they think that the song will use.

To start with the first activity, they are going to sit in the same groups of the first day (and these groups will be for all the activities including the last activity of the project “The Voice” as I explained before)

<http://www.youtube.com/watch?v=QUypt2nvorM> Song.

That day, we will hear the song once, while they try to understand everything in the song (for students understand all the trailer, I will represent to them the keywords that I think that it can help them to understand it, while I am doing that, they have to write the meaning of the words in English). After that, I will give them the activity, one paper where they have to cut order and stick all the song. We will hear the song twice now, and they have to order the song putting one number on the top of each grid. Later they have to cut the paragraphs from the lines and put in order in another paper. Before pasting the cuttings we will correct the order of these and later they may stick them.

To continue with this song, we will hear and sing the song all together. This song uses many abbreviations, so we will see these and we will say the meaning of all these.

I will ask to the pupils if they understand all the words that appear in the song, and if they do not understand all, they will have to copy in their glossaries with the translation that I give to them, and we will repeat to know how the pronunciation of those words is.

To finish with this activity (song) I will ask to the students how is about the song, I will ask if they can say to me a resume of the song, the theme of this.

After that, we will continue with the second activity. It's another song and "Safe and sound" is its name, and it is from the group Capital Cities.

<https://www.youtube.com/watch?v=47dtFZ8CFo8>

In this case, they will not going to do fill in gaps activity, in this case, I will give to them all the song, and they have to underline with one color the nouns, with another color the verbs and with another different color the adjectives. Before this work, I will give to the students an explanation about what is noun, a verb and a adjective. After that, one pupil will go to the blackboard and s/he will draw 3 columns (one column for each aspect). Later we will start correcting the nouns, adjectives and the verbs of the song, and one pupil will write in the blackboard the correct answers.

It's normal if students want to see the trailer of Shrek again, so if we have time, we will see it. As long as they have worked well and have had a good compartment.

Annex 2.

OBJECTIVES:

The main objective always will be that students learn new vocabulary and improve their speaking and listening while they are having fun. I think that the song is fast for this course, but I have chosen the words that they can hear clearly. The objective with these two activities is that their ears get used to situations like the trailer, conversations between people, because that is how usually speak in English the people from that countries and in a similar way they will should do in the final project of “The Voice”.

I have putted the trailer first because I consider it more interesting, more attractive to the students and especially more richer in vocabulary and closer to the activity, in this way, I will contextualize the song and I will have their attention from the beginning of the class.

With the activity of nouns, verbs and adjectives they will see and learn the difference between them and they will learn many of them.

Session 3

DESCRIPTION:

Like in the Shrek’s activity, with this one I want to capture all the attention of the pupils from the beginning and with this song of Imagine Dragons “Demons” (they are a new music band but in a short time they have achieved many followers), I think I will get their attention.

At the beginning of the activity I will ask for the pupils to tell me how they think that the song will be about, what thematic genres will touch this song and I will write the ideas that they say on the blackboard.

I will put the official music video in the computer and first of all, they only have to hear the song, and try to understand all that the song is saying.

https://www.youtube.com/watch?v=mWRsgZuwf_8

While they are listening to the song, I will write (in a disorganized way) in the blackboard some lines of the song, and when the song finishes I will explain the activity that we are going to do. The name is Jumbled lines, and the students should listen to the song and sorting them according to the logic of the song. I will write some verses that will not appear in the song that have similar pronunciation to the verses that appear. This activity is similar to the Shrek's activity, but now, they do not have to cut and paste. We will hear the song 3 times more, and later we will correct the activity all together.

When we finish with this activity, I will give to the students the song, and all together will start reading and understanding what the song is saying, when we understand it, we will sing the song. After that, I will start talking about the fears (because the song works with this theme) and I want that after I finish talking about the fears (my fears) students will start talking about their fears, and all together we will try to help that partner to overcome their fears.

OBJECTIVES:

I think that is a very interesting activity. They must be attentive to what the song is saying and trying to listen when the song says the verses that I wrote on the blackboard. So, with this activity, they will improve too much their listening. Furthermore, with the verses that will not appear, they will learn vocabulary and also the pronunciation of some words that they do not know, so in the same activity they will improve their speaking knowing how they have to pronounce some words.

With that final activity I want them to express themselves. And I will hear their speaking and how they speak in English. I will be able to evaluate how they do.

Session 4

DESCRIPTION:

Good Charlotte is a band they write in the questionnaires, so I will use it for the improvement of their listening, writing and speaking. “Lifestyles of the rich and famous” is the song I have chosen.

We will start speaking about what they think of the life of the rich and the famous people. I will say some questions as if they think that they waste their money in nonsense things, etc. After the social circle we will hear the song.

This song is a bit quick for this year, but the gaps they have to fill in are words that they can hear perfectly.

https://www.youtube.com/watch?v=y-jC3H_8Dk4

Like in the previous activities, we will hear the songs three times; we will correct the gaps and write in the blackboard the words that they don't understand.

To practice the vocabulary I will give to them a Quiz (with words that I think that they will not know), where the definitions of some words will appear. Individually they have to try to resolve the Quiz. Later, we will correct the Quiz together, and we will sing the song without music, only with the aid of our claps (with the claps we will work the rhythm and the intonation).

To finish with the class, we will talk about what the song is saying, I will ask to them if they are agree with the lyrics of the song or not and why.

OBJECTIVES:

With this activity I seek:

- Students become accustomed to speaking in English.
- I want the students to use the English as the communication language in the classroom.
- To participate actively in oral group discussion about any topic.
- To reflect and apply language rules.
- All students control the question marks, the operation of these and when we use each one of these.

I expect all students to participate in this actively in this activity. I want all students fell important in the class.

Session 5

DESCRIPTION:

Now we are in the second and final week of the Project and we are going to start with the songs that they are going to sing in the final task. They will sing all the songs that we work on the Project, but the following will be in small groups and the songs that we have worked, will be sung in a big group. That day is the turn of two songs of the same group. “Happily” and “Strong” are going to be the songs from the One Direction’s band. I have to remember that the songs have been chosen by them, and two groups have chosen that two songs from One Direction (Annex 5).

That week we are going to have a similar dynamic that we had the previous week. First of all we will go to the computers room and there we will search information about the music band, for that job, we will have 15 minutes and I will give them a grid with the headings of the information they have to look for.

When the time is over we will go to the class and the two groups will explain to us something about the band. All the components of the groups have to speak, because I am going to be recording them with a video camera. When they finish with the explanation we will talk about the title of the songs. What do they think these songs will be about? What genre do they think these songs will use?

We will start with the song of “Happily”, we are going to hear it three times and while it is sounding they have to fill in the gaps and underline the words that they do not understand. After that they will put in common (among the group) the gaps and the underlined words and we will correct the gaps together. Annex 4.

<https://www.youtube.com/watch?v=JzgTAyHc6PY>

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

We will hear both songs, and the pupils have to fill in the gaps. Later they have to underline the nouns, verbs and the adjectives. We will correct the gaps all together and we will write in the blackboard in three columns the three aspects that I say. When we are finished with this activity, we will revise the vocabulary of both songs.

I will write some lines of the songs in the blackboard and the learners have to give to me the translation of those lines and they have to repeat the line with a good pronunciation.

OBJECTIVES:

With this activity we will try to achieve the main objective of the Project “the improvement of the listening and speaking of the students” and in this way, with songs that are chosen by them, they are going to achieve the aim while they are having a good time, the learning will be meaningful.

I record the pupils to show them the last day of the project, so see themselves, and to show how they speak in English. I think they will see their mistakes in a funny way like it is the video.

With the activity of search information and show it to the partners, I want them to lose the same that students of this ages have to speak in public.

Session 6

DESCRIPTION:

That day we will work with the son “Happy” from Pharrell Williams. That is the song of “Despicable Me” or “Gru my favourite villain 2”. It is a very entertaining movie and the song is very cheerful.

<https://www.youtube.com/watch?v=CEN9I8jJ0Nk>

Like with the songs of “Happily” and “Stronger” this song has been chosen by another group, and as we did with the other songs, we are going to go to the computers room to search information about the singer, in this case, Pharrel Williams. We will have other 15 minutes to find something about the singer and later we will go back to the English classroom.

After that activity and while we are in the English classroom, we will talk about what thing or things make/s us happy and why.

Later, the group who chose the song will explain to the rest of the class something about the singer and if another group will have any other information, they may say. I will record again the explanation.

After that we will hear the song three times while they fill in the gaps and underline the word that they do not know. I will give to them a paper in which it will be 3 columns. One of them will be for the words that they do not know and is written in the blackboard, another column will be for the definitions and the last one for the antonyms. The last two columns will be full and they only have to fill in the column of the word trying to link the word with the definition and the antonym.

To finish with the class we will talk about the meaning of the song and they will have to say to me if they are agree with the words of the singer or not.

OBJECTIVES:

With this activity we will try to achieve the main objective of the Project “the improvement of the listening and speaking of the students” and in this way, with songs that are chosen by them, they are going to achieve the aim while they are having a good time, the learning will be meaningful.

I record the pupils to show them the last day of the project, so see themselves, and to show how they speak in English. I think they will see their mistakes in a funny way like it is the video.

With the activity of search information and show it to the partners, I want them to lose the same that students of this ages have to speak in public.

Session 7

DESCRIPTION:

As the previous days, that day we will work with another song, this time it is about one song of Avicii, and its name is “Hey Brother” and it is the song of the last group.

<https://www.youtube.com/watch?v=YxIiPLVR6NA>

We will go again to the computers room and they will search information about this Deejay (DJ), as I did the previous days I will give them the grid. After fifteen minutes we will go up to the class and the group who chose the song will explain to the others the information that they have collected while I record their actuation. If someone has something more interesting s/he could say.

The next activity will be the listening of the song, again three times while they do the same like in the other activities but a little different. I will stop the song in the gap and I will give them 4 options that I will write in the blackboard and they have to vote for the correct option. After we finish with all the gaps, we will correct them. They have to underline the unknown words to later put in common and write the words in the blackboard. The activity will finish with the copying of the unknown words in their glossaries and finishing the glossary.

We will finish the class talking about what is for them the friendship. And they must to represent in groups performances where they have to represent something where we see that they are talking about the real friendship.

OBJECTIVES:

With this activity we will try to achieve the main objective of the Project “the improvement of the listening and speaking of the students” and in this way, with songs that are chosen by them, they are going to achieve the aim while they are having a good time, the learning will be meaningful.

I record the pupils to show them the last day of the project, so see themselves, and to show how they speak in English. I think they will see their mistakes in a funny way like it is the video.

With the activity of search information and show it to the partners, I want them to lose the same that students of this ages have to speak in public.

Session 8

DESCRIPTION:

This is going to be last class related with the Project before the Final Task. That day we will go to the 6th year classroom (their class) to see there the recordings and to test the songs.

First, we will start reviewing all the vocabulary (the pronunciation), I will say all the words and they have to repeat after me. Later we will sing all together the four songs and later the groups will sing their songs one by one taking care in the pronunciation of them. I will ask them for the meaning of the songs, I want to know what the son is saying and they have to tell to me.

To finish with the activity I will put in the whiteboard their recordings and all together will try to find mistakes, always in a good atmosphere, without allowing that any student has contempt towards another partner for doing it better or badly.

Finally I will explain them in what the final task will consist, what we will do, when, where, etc., and they will go to invite the students from the 4th and the 5th year.

OBJECTIVES:

In this activity we will review the vocabulary and I will see if they work well in their houses the vocabulary or not, if they have been paying attention in the classes or not. In that way I will be able to asses if they have done something in these two weeks or not.

With the activity where they have to say to me the meaning of the song I want them to express what they think about it, I want them to talk and this is what I am going to achieve with this activity and with the activity where they have to sing the songs.

Finally with the last activity I want to see that they show respect for the other, I want to see that they do not laugh if one partner does well or not. And I want them to do self-criticism of their work.

Session 9 → FINAL TASK

As I said before and I have put in the timetable, the “TV contest” will be the last hour of the class of the 31st of March and they will have 20 minutes of all the English classes of the previous week to practise the song and the vocabulary. I said too that to the final task the students from the 4th and 5th year will come, plus the teachers that have free hour. I will film them give them a CD with this performance at the end of the year. The performance will be in the multipurpose room from the ground floor.

Three students of the 5th year will be the judges and the performance will last 50 minutes. In the performance, the students of the 6th year will sing all the songs that they learn during the project. The songs that they sing in the first week will be sang all together.

When we finish with this group performance, we will start with the contest. The students will be in the back part of the multipurpose room, ahead of them will be the judges and in front of the judges, the stage. Behind the stage is going to be two curtains where the groups will hide.

The groups will go out one by one to sing their songs and the judges must put notes from 1 to 10, where 1 is going to be the lowest note and 10 the highest. The 4th and 5th students that are behind the judge may clap at the final of each song or when they want, but always respecting the groups who is singing.

When all the groups will finish their performance and the judge have given their scores the group who win the TV contest will repeat the performance. After that all the groups will come out to the stage, they will salute the attendees and we will end the performance.

4.8. - ATENTION TO DIVERSITY

When I spoke with the English teacher, he told me that there was not a student with difficulties.

But, in case of being in a classroom where there are students with any type of problem. The fact that the whole proposal is to work as a group will allow all students to participate performing a task or another, learning other colleagues, etc.

If we had some pupil who needs aid with something I (the teacher) will help him and if these difficulties will be continuous, I will put the pupil in one group where he feel more comfortable and he could develop all his skills, always under the watchful eye of the teacher.

4.9. - MATERIAL RESOURCES

- Sheet with the activities I give to them.
- Coloured construction paper.
- Pencil and rubber.
- Pens.
- Paintings.
- Notebook.
- Computer with internet.
- Blackboard.
- Chalks.
- Speakers.
- Dictionaries.
- Microphones.

4.10. - EVALUATION

The evaluation is one of the most important processes in a program, project or didactic unit, and it must be understood as a basic element of the curriculum, as well as the contents. The evaluation standards that will be developed in this year are the Decree 183/1983 of Education and Culture Department, for establishing the curriculum of Primary Education in Navarre and which is related to our educational proposal, and are:

1. Maintain daily and familiar conversations in English of any topic.
2. Understand the gist and identify specific information in oral texts that are presented in different formats.
3. Interpret and understand written texts to obtain global information.
4. Use basic structures of the English including aspects of rhythm, intonation and accentuation.
5. Use some strategies for learning to learn.
6. Value the English as an instrument of communication with other people.

The evaluation it is going to be educational (formative) and continuous during the project, and in this case I am going to use only the observation as an evaluation instrument, and evaluation grid where I'll write notes to remember if they worked hard, if they didn't work well, if they used the English to communicate among them, if they have a correct behaviour towards their schoolmates and me, and of course a grid with this aspects that they have to respect in the contest day.

To finish with the evaluation I will give them a questionnaire where they are going to evaluate the project and their own work.

5. - CONCLUSION

As I explained in this work the students have to be motivated on learning and one way to do this is that they see the results of their effort in an immediate way. That is why the proposal of the TV contest has been submitted. In this task, students will see the results of their short-term learning. With this proposal, I intended that students see the usefulness of this skill and work performing a creative activity as is the TV contest.

Teachers need to be aware that speaking and listening is learned using it and making mistakes, so the students have to use it without fear of being wrong or corrected. In the cycles of Primary Education, the interaction is a basis aspect in the learning of any skill. Why do not we spend more time with it in the classroom? The task of the project of "The Voice" want to fix this lack of interaction between students, giving them the opportunity to talk with each other without being carefully observed and corrected by the teacher. The communication process among the students is in a relaxed tone, which allows the students to feel calm and secure.

As I said, the practical proposal was made by me in one class, and I have to say that the results of the Project were excellent. The pupils improve too much their speaking but they did not have the same improvement in their listening ability.

I have to say that the pupils were very happy with this Project, they said to me that somehow they had lost the shame to speak in English and they wanted to do another project like this the next year in the first course of Secondary Education.

I think that the way to teach correctly is touching topics that the students like, among the music, the videogames, etc.

6. - BIBLIOGRAPHY

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ANNEXES

Annex 1

Jon

PART OF ME

KATY PERRY

Days like this I want to drive away
Pack my bags and watch your **shadow** fade

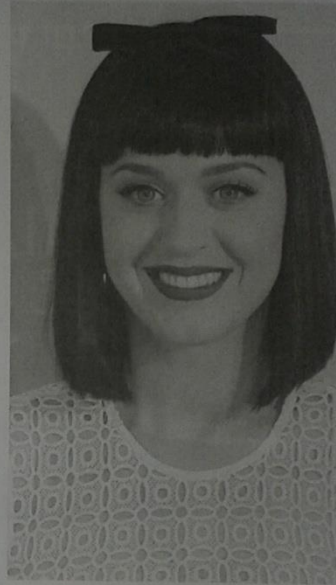
You **chewed** me up and spit me out
Like I was poison in your mouth
You took my light, you **drained** me down
That was better, this is now
Now look at me

This is the part of me
That you never gonna ever take away a few me
This is the part of me
That you never gonna ever take away four me
Throw sticks and the stones
Throw your bombs and **blows**
But you're not gonna break my soul
This is the part of me
That you never gonna ever take away four me

I just wanna throw my phone away
Find out who is really there for me

'Cause you **ripped** me off
Your love was cheap
Was always **tearing** at the seams
I fell deep and you let me down
But that was better, this is now
Now look at me

This is the part of me
That you never gonna ever take away four me
This is the part of me
That you never gonna ever take away four me
Throw sticks and the stones
Throw your bombs and blows
But you're not gonna break my soul
This is the part of me
That you never gonna ever take away four me



Now look at me I'm sparkling
A fire work a dancing ~~fire~~ *flame*
You won't ever put me out again
I'm glowing oh, oh
So you can keep the diamond ~~fire~~ *ring*
It don't mean nothing anyway
In fact you can keep everything
Excepted for me

This is the part of me
That you never gonna ever take away ~~from~~ *✓* me
This is the part of me
That you never gonna ever take away ~~from~~ *✓* me
Throw sticks and the stones
Throw your bombs and blows
But you're not gonna break my soul
This is the part of me
That you never gonna ever take away ~~from~~ *✓* me (x2)

Annex 2

Jon

ACCIDENTALLY IN LOVE

COUNTING CROWS

1. Sort the track cutting the stanzas. Then, stick them in another sheet.

Well baby I surrender to the strawberry ice cream
Never ever end of all this love
Well I didn't mean to do it 6
But there's no escaping your love

Come on, come on 9
Jump a little higher
Come on, come on
If you feel a little lighter
Come on, come on
We were once upon a time in love

So I said I'm a snowball running
Running down into the spring that's coming all this love
Melting under blue skies melting out 5
Sunlight shimmering love

Come on, come on 11
Spin a little tighter
Come on, come on
And the world's a little brighter
Come on, come on
Just get yourself inside her
Love...I'm in love

Come on, come on 8
Move a little closer
Come on, come on
I want to hear you whisper
Come on, come on
Settle down inside my love

Come on, come on 4
Turn a little faster
Come on, come on
The world will follow after
Come on, come on
Cause everybody's after love

We're accidentally in love
Accidentally in love (x7)
Accidentally 10
I'm in love, I'm in love,
I'm in love, I'm in love,
I'm in love, I'm in love,
Accidentally (x 2)

Think about it every time I think about it
Can't stop thinking 'bout it 2
How much longer will it take to cure this

So she said what's the problem baby
What's the problem? I don't know
Well maybe I'm in love (love) 1

Just to cure it cause I can't ignore it if it's
love (love) 3
Makes me wanna turn around and face
me but I don't know nothing 'bout love

These lines of lightning
Mean we're never alone,
Never alone, no, no 7

Don

ACCIDENTALLY IN LOVE

COUNTING CROWS

Stick here the sheets.

So she said what's the problem baby
What's the problem? I don't know
Well maybe I'm in love (love) **1**

Think about it every time I think about it
Can't stop thinking 'bout it **2**
How much longer will it take to cure this

Just to cure it cause I can't ignore it if it's
love (love) **3**
Makes me wanna turn around and face
me but I don't know nothing 'bout love

Come on, come on **4**
Turn a little faster
Come on, come on
The world will follow after
Come on, come on
Cause everybody's after love

So I said I'm a snowball running
Running down into the spring that's coming all this love
Melting under blue skies melting out
Sunlight shimmering love **5**

Well baby I surrender to the strawberry ice cream
Never ever end of all this love
Well I didn't mean to do it **6**
But there's no escaping your love

These lines of lightning
Mean we're never alone,
Never alone, no, no **7**

Come on, come on **8**
Move a little closer
Come on, come on
I want to hear you whisper
Come on, come on
Settle down inside my love

Come on, come on **11**
Spin a little tighter
Come on, come on
And the world's a little brighter
Come on, come on
Just get yourself inside her
Love ...I'm in love



Come on, come on **9**
Jump a little higher
Come on, come on
If you feel a little lighter
Come on, come on
We were once upon a time in love

We're accidentally in love
Accidentally in love (x7)
Accidentally **10**
I'm in love, I'm in love,
I'm in love, I'm in love,
I'm in love, I'm in love,
Accidentally (x 2)

Annex 3

LIFESTYLES OF THE RICH AND FAMOUS

BY GOOD CHARLOTTE

Always I see it on TV

Or read it in the magazine

Celebrities who want sympathy

All they do is piss and moan

Inside the Rolling Stone

Talkin' about how hard life can be



I'd like to see them spend a week

Livin' live out on the street

I don't think they would survive

If they could spend a day or two walking in someone else's shoes

I think they'd stumble and they'd fall

they would fall....(fall)

Lifestyles of the rich and the Famous famous

They're always complaining

Always complaining

If money is such a problem

Well they've got mansions

Think we should rob them

Well did you know when you are famous you could kill your wife

And there is no such thing as 25 to life

As long as you've got the cash, to pay for Cochran

And did you know if you were caught and you were smokin' crack

McDonalds wouldn't even wanna take you back

You could always just run for mayor of DC

I'd like to see them spend a week

Livin' live out on the street

I don't think would survive

If they could spend a day or two

Walking in someone else's shoes

I think they'd stumble and they'd fall

They would fall

Lifestyles of the rich and the famous

They're always complaining

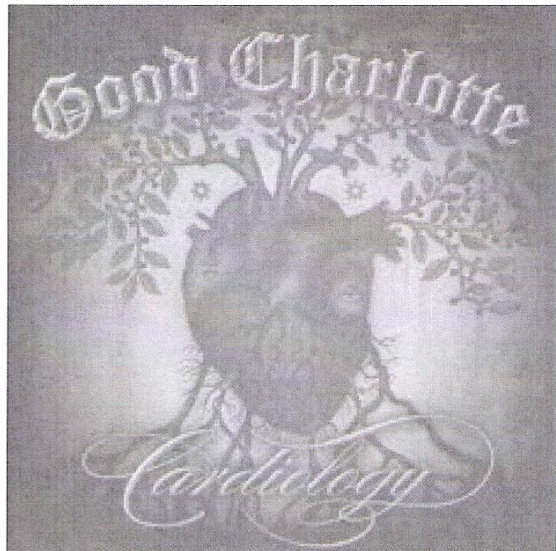
Always complaining

If money is such a problem

Well they've got problems

Think we should rob them

(Fall)



Lifestyles of the rich and the famous

They're always complaining

Always complaining

If money is such a problem

They've got so many problems

Think I could solve them

Lifestyles of the rich and famous

We'll take your clothes, cash, cars and homes just stop complaining

Lifestyles of the rich and famous...

Lifestyles of the rich and famous...

Lifestyles of the rich and famous...

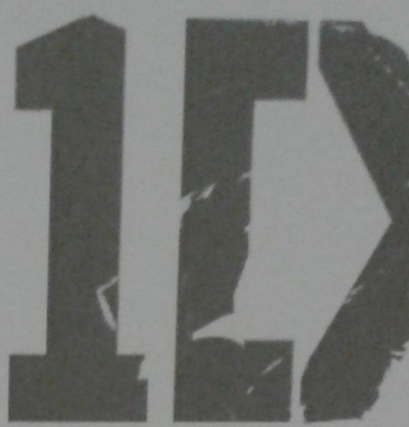
Annex 4

HAPPILY
ONE DIRECTION

You don't understand, you don't understand
What do you do to me when you ^{old} ~~hold~~ his hand
We were meant to be but a test of faith
Made it so we had walk ^{age} ~~ago~~
Cause we're on fire, we are on fire
We're on fire, we are on fire
We're on fire now

I don't care what the people say when we're ^{together} ~~together~~
You know I wanna be the one who holds you when you sleep
I just want it to be you and I forever
I know you wanna leave so come on, baby be with me so happily
It's 4am and I know that you're with him
I wonder if he knows that I touched your ^{skin} ~~skin~~
And if he feels my traces in your hair
I'm sorry love but I don't really care
Cause we're on fire, we are on fire
We're on fire, we are on fire
We're on fire now
Yeah we're on fire, we are on fire
We're on fire now

I don't care what the people say when we're together
You know I wanna be the one who holds you when you sleep
I just want it to be you and I forever
I know you wanna leave so come on, baby be with me so happily
So happily



One, two, three, four

Oh, oh, oh

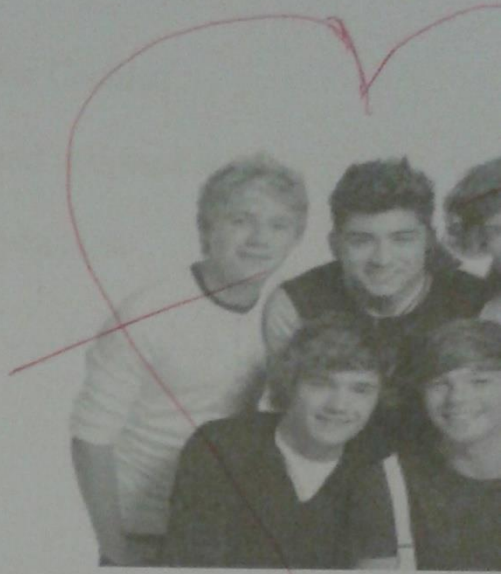
We're on fire now

Oh, oh, oh

We're on fire now

Oh, oh, oh

We're on fire now



I don't care what the people say when we're together

You know I wanna be the one who holds you when you sleep

I just want it to be you and I forever

I know you wanna leave so come on, baby be with me so happily

I don't care what the people say when we're together

You know I wanna be the one who holds you when you sleep

I just want it to be you and I forever

I know you wanna leave so come on, baby be with me so happily

Carlos

STRONG
ONE DIRECTION

My hands, your hands

Tight up like two sips tips

Drifting, weightless

Waves try to break it

I'd do everything to self save it

why is it so hard to save it?

My heart, your heart

Sit tight like bookends

pages between us written with no ends

So many words we're not saying

Don't want to wait till it's gone

You make me strongly

I'm sorry if I say "I need you"

But I don't care I'm not scare of love

Cause when I'm not with you I'm weaker

Is that so wrong? Is it so wrong?

That you make me strong

Think of how much love that's been wasted

People always trying to escape it

Move on to stop their heart breaking

But there's nothing I'm running running from

You make me strong

I'm sorry if I say "I need you"

But I don't care I'm not scare of love

Cause when I'm not with you I'm weaker



Is that so wrong? Is it so wrong?

So baby hold on, to my hearth

Need you to keep me from falling apart

I'll always hold on

Cause you make me strong

I'm sorry if I say "I need you"

But I don't care I'm not scare of love

Cause when I'm not with you I'm weaker

Is that so wrong? Is it so wrong?

I'm sorry if I say "I need you"

But I don't care I'm not scare of love

Cause when I'm not with you I'm weaker

Is that so wrong? Is it so wrong?

That you make me strong

I'm sorry if I say "I need you"

But I don't care I'm not scare of love

Cause when I'm not with you I'm weaker

Is that so wrong? Is it so wrong?

That you make me strong

Annex 5

fine

HAPPY

PARREL WILLIAMS

It might seem Clay what I'm about to say

Sunshine she's here, you can take a break

I'm hot air ^{balloon} balloon that could go to space

With the air, like I don't care baby by the way

Because I'm happy

Clap along if you feel like a room without a roof

Because I'm happy

Clap along if you feel like happiness is the truth

Because I'm happy

Clap along if you know what happiness is to you

Because I'm happy

Clap along if you feel like that's what you want to do

Here come bad news talking this and that

Yeah, but give me all you got, don't hold it back

Yeah, well I should probably warn you I'll be just fine

Yeah, no offense to you don't waste your time, here's why

Because I'm happy

Clap along if you feel like a room without a roof

Because I'm happy

Clap along if you feel like happiness is the truth

Because I'm happy

Clap along if you know what happiness is to you

Because I'm happy

Clap along if you feel like that's what you want to do

Hey, come on



Bring me down, can't nothing

Bring me down your love is too high

Bring me down, can't nothing

Bring me down, I said (x2)

Because I'm happy

Clap along if you feel like a room without a roof

Because I'm happy

Clap along if you feel like happiness is the truth

Because I'm happy

Clap along if you know what happiness is to you

Because I'm happy

Clap along if you feel like that's what you want to do (x2)

Hey, come on

Bring me down, can't nothing

Bring me down your love is too high

Bring me down, can't nothing

Bring me down, I said

Because I'm happy

Clap along if you feel like a room without a roof

Because I'm happy

Clap along if you feel like happiness is the truth

Because I'm happy

Clap along if you know what happiness is to you

Because I'm happy

Clap along if you feel like that's what you want to do (x2)



Annex 6

HEY BROTHER

AVICII

Hey brother, there's an endless road to re-discover

Hey sister, know the water's ^xsweet but blood is ^xthicker

Oh if the sky comes falling down, for you

There's nothing in this world I wouldn't do

Hey brother, do you still believe in one another

Hey sister, do you still believe in love and wonder

Oh if the sky comes falling down, for you

There's nothing in this world I wouldn't do

What if I'm far from home?

Oh brother I will hear you call

What if I lose it all?

Oh sister I will help you out

Oh if the sky comes falling down, for you

There's nothing in this world I wouldn't do

Hey brother, there's an endless road to re-discover

Hey sister, do you still believe in love I wonder

Oh if the sky comes falling down, for you

There's nothing in this world I wouldn't do

What if I'm far from home ?

Oh brother I will hear you call

What if I lose it all?

Oh sister I will help you out

Oh if the sky comes falling down, for you

There's nothing in this world I wouldn't do

