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**INFORME FINAL DEL TRABAJO DE TITULACIÓN EN LA MODALIDAD  
PRESENCIAL**

**TEMA:**

**ENGLISH POP SONGS AS A STRATEGY FOR THE DEVELOPMENT OF  
LISTENING SKILLS IN SENIOR STUDENTS AT TEODORO GÓMEZ DE LA  
TORRE HIGH SCHOOL**

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## **DEDICATORY**

To my mother Anita, for teaching me to persevere and for being my example of effort and dedication.

To my friends, for their friendship and advice in the most difficult moments.

To myself, for not giving up, for getting this far, for believing in my abilities and for having overcome everything with tenacity.

And finally, to my siblings Alex and Alice, hoping that they will always seek to achieve their own dreams.

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## RESUMEN

La presente investigación se centró en mejorar la destreza auditiva de los alumnos de último año de bachillerato del Colegio Teodoro Gómez de la Torre durante el período académico 2023-2024, a través de estrategias basadas en canciones pop para el desarrollo de esta habilidad. Este esfuerzo contó con la colaboración de autoridades, docentes, estudiantes y personal administrativo de la institución. Este estudio se basó en una investigación descriptiva y empleó enfoques cuantitativos y cualitativos para la recopilación de datos, utilizando herramientas como entrevistas dirigidas a los docentes y encuestas aplicadas a los estudiantes. El objetivo principal fue analizar el impacto del uso de canciones pop en inglés como estrategia pedagógica para desarrollar la destreza auditiva en estudiantes de inglés e identificar las estrategias más efectivas y adecuadas para beneficiar su aprendizaje, proporcionando al mismo tiempo herramientas prácticas y útiles para los docentes de la institución educativa. Los hallazgos principales revelaron que el uso de canciones pop en inglés como recurso didáctico fomenta significativamente el desarrollo de la destreza auditiva, al captar el interés de los estudiantes y mejorar su comprensión del idioma inglés. A partir de los resultados obtenidos, se desarrolló un portafolio que incluye un índice de contenido, un manual de uso, una rúbrica, enlaces para acceder a su formato digital, una lista de canciones y hojas de trabajo organizadas por nivel de dificultad. Todo esto se presenta de manera accesible y fácil de utilizar, con el propósito de potenciar el aprendizaje auditivo en el idioma inglés.

**Palabras claves:** habilidad auditiva, estrategias, canciones pop, enseñanza-aprendizaje de inglés.

## ABSTRACT

This research focused on improving the listening skills of senior high school students at Teodoro Gómez de la Torre High School during the 2023-2024 academic year through strategies based on pop songs for the development of this ability. This effort was carried out with the collaboration of authorities, teachers, students, and administrative staff of the institution. The study was based on descriptive research and employed both quantitative and qualitative approaches for data collection, using tools such as interviews with teachers and surveys conducted with senior students. The primary objective was to analyze the impact of using English pop songs as a pedagogical strategy to develop students' listening skills and to identify the most effective and appropriate strategies to enhance their learning while simultaneously providing practical and useful tools for the teachers at the institution. The main findings revealed that using English pop songs as a teaching resource significantly fosters the development of listening skills by capturing students' interest and improving their understanding of the English language. Based on the results obtained, a portfolio was developed that includes a content index, a user manual, a rubric, links to access its digital format, a list of songs, and worksheets organized by difficulty level. All these materials are presented in an accessible and user-friendly manner, with the aim of enhancing the development of listening skills in the English language.

**Key words:** listening skills, strategies, pop songs, English teaching-learning.



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## **LIST OF ABBREVIATIONS**

**BGU** – Bachillerato General Unificado

**CEFR** – Common European Framework Reference

**CLIL** – Content and Language Integrated Learning

**CLT** – Communicative Language Teaching

**EF EPI** – Education First English Proficiency Index

**EFL** – English as a Foreign Language

**UTN** – Universidad Técnica del Norte

## INTRODUCTION

English proficiency is becoming more and more of a necessity. As education, businesses and social interactions increasingly rely on the ability to communicate in English, mastering this language has become essential for success in many fields. The demand for English speakers is not limited to native English-speaking countries but extends worldwide, making it a critical skill for individuals seeking to compete in an interconnected world. As a result, the importance of acquiring proficiency in English cannot be overstated, and it has become a key focus in educational systems around the world (Jambor, 2011).

Indeed, listening skills are crucial in learning any foreign language, as they enable learners to pick up the correct pronunciation, rhythm, and intonations of the language (San Lucas-Marcillo et al., 2021). In addition, through constant practice and involvement in the language it can help to significantly improve learners' comprehension and their ability to communicate comfortably with other people. In this regard, listening skill becomes a vital component in English language teaching, as listening comprehension is a basis for developing other language competences (Xu, 2011).

Integrating innovative methods into the teaching of listening can make a significant difference to students' learning. This can include the use of English music, because songs, being melodic and engaging, facilitate the retention of new words and help students become familiar with vocabulary used in real and meaningful contexts, which makes the lesson useful and attractive for students. For these reasons, the present research explores the use of pop songs in English as a strategy to improve listening skills.

### Background

Developing listening skills in English is essential due to their influence on acquiring input and enhancing other abilities such as speaking, reading, and writing. As Dash & Dash (2007) stated, "Listening is the first step in language learning, whether it is the child's mother tongue or an additional language. Before the child is able to speak, read or write in English, he must hear it". Strong listening skills not only encourage the learning of new vocabulary, but also allow students to adapt to a variety of communicative situations, both academic and professional.

English proficiency is now essential for job opportunities, worldwide information access, and international communication given the increasing globalized world in which we live.

Of course, English is a global language, they would say. You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu (Crystal, 2003, p.22)

Thus, learning English not only opens doors at the academic and professional level, but also promotes personal development and the ability to keep informed.

On the other hand, students in Ecuador face specific challenges in learning English. Sultra and Baharudin (2020) highlight that, "There some factors caused the students got any difficulty in learning English that cause low achievement in English language, one of it is the students' low

motivation to learn English that led to such as lack of students' language knowledge". This text indicates that, despite their interest in pop culture commonly in English, they often find learning the language boring and difficult due to traditional methods that lack dynamism and relevance to their interests. Moreover, students prefer more active classes with audiovisuals. The high number of students per class and the lack of motivation due to slow speeches by teachers are also demotivating factors (Méndez, 2019).

Pop songs in English offer an effective way to tackle learning difficulties (Summer, 2018). Although using music in education is not a novel concept, integrating it into classroom activities can reinvigorate the learning process by connecting with students' interests. For example, research by Afriyuninda and Oktaviani (2021) revealed that: "Based on the research findings above, the fifth statement showed that 97% of students agree that they like listening to English songs because it helps them improve their listening and pronunciation skills in a fun way" (p. 82). This demonstrates that incorporating English songs into language learning offers students an authentic and enjoyable approach to improving their language proficiency.

Consequently, this research focuses on identifying the teaching methods currently employed by educators to develop students' listening skills. Furthermore, the study reviews the theoretical foundations of listening comprehension and explores the role of music as a tool for language learning. It also examines how the incorporation of English pop songs can enhance these abilities, aiming to analyze their impact on students' listening comprehension. To support this approach, a portfolio of digital resources has been developed, integrating materials that combine visual and auditory elements. This alignment is intended to reduce cognitive load and optimize the learning process, ultimately improving students' ability to retain and process information effectively (Wong & Saunders, 2021).

## **PROBLEM**

In Ecuador, the teaching of English as a foreign language (EFL) faces various challenges, many of which are shared globally. Among these, inadequate teacher training, large class sizes, and limited resources in classrooms significantly hinder effective language learning. Studies have shown that many teachers lack sufficient preparation to use modern methodologies such as Communicative Language Teaching (CLT), which is widely promoted in theory but often poorly implemented in practice (Acosta & Cajas, 2018). Furthermore, students frequently struggle to connect with English due to the lack of contextualized content that resonates with their daily lives and culture, which further diminishes their motivation to learn.

Moreover, educational policies in Ecuador sometimes fail to address the specific needs of both students and teachers, resulting in disconnection between official goals and classroom realities. Research has highlighted the importance of incorporating information and communication technologies (ICTs) into language teaching to boost learner engagement and autonomy, yet teachers often lack the necessary training to effectively use these tools (Hjalmarsson, 2015). The lack of professional development, limited access to teaching resources, and the overwhelming focus on testing, rather than fostering actual language skills, continue to impede the advancement of EFL in Ecuador's public schools, impacting both students'

motivation and their ability to acquire the language effectively (Sevy-Biloon, Recino, & Muñoz, 2020).

The Ecuadorian curriculum, which emphasizes a constructivist approach (Ministerio de Educación del Ecuador, 2016), outlines the expected proficiency levels for students based on their grade or course. However, in practice, many provinces face significant challenges in various areas, leading to disparities in the quality of education. Additionally, the curriculum stipulates those English classes only receive three hours of instruction per week, which severely limits the ability of both teachers and students to achieve successful learning outcomes. This limited time, combined with other contextual challenges such as inadequate resources and class sizes, further exacerbates the difficulties in teaching and learning English effectively.

According to Xu (2011), one of the primary challenges English teachers encounter today is the ability to quickly and effectively capture students' attention. This is particularly significant when aiming to develop the four essential English skills, reading, writing, listening, and speaking. Among these, listening is especially important, as prioritizing other skills at its expense may result in challenges in the future (Xu, 2011).

English listening comprehension is a key area of concern at Teodoro Gómez de la Torre High School. While there are notable efforts to improve academic outcomes, there are still challenges in achieving greater proficiency in various subjects, particularly in English. Opportunities have been identified to enhance current teaching strategies and modernize instructional techniques, which could significantly increase exposure to authentic spoken English. These improvements are expected to contribute greatly to better language acquisition and the development of students' listening skills. Addressing these areas will be essential for advancing the quality of English language education at the institution.

### ***Research Question***

- ✓ How can pop songs in English improve listening skills in students from Teodoro Gómez de la Torre High school?
- ✓ What teaching strategies using pop songs can motivate students to practice listening more often?
- ✓ How do available resources impact on listening skills development?

### **JUSTIFICATION**

Listening skills are indispensable in English language acquisition. Learners cannot fully acquire other language skills, such as speaking, unless they have outstanding listening skills. It can be said that listening is the base for good communication, allowing students to understand and answer correctly in realistic situations. By emphasizing the development of listening skills through music, students increase their capacity to effectively hear spoken English, which improves their language proficiency levels (Xu, 2011).

Research indicates that incorporating music into English language learning provides several advantages. Music has a strong effect on learners' minds, capturing their attention and making the learning process both enjoyable and engaging. Additionally, English songs and

music-related activities are crucial for language development, as they expose students to authentic language use, including slang, while enhancing listening comprehension, pronunciation, and vocabulary. Consequently, pop songs are vital for learning English, allowing students to improve communication and other English skills by focusing on listening through music (Rieb & Cohen, 2020). Overall, using music in the classroom is an effective and engaging strategy for promoting English language acquisition.

Music plays a highly valuable role in the process of learning English, especially due to its psychological impact. As Pérez (2010) stated, “(...) Music is a discipline that not only reinforces such mentioned abilities but acts as a great motivational source that helps teachers to make the class enjoyable”. English music stands out for its ability to captivate students’ attention, creating a learning atmosphere that is both enjoyable and memorable. This motivational aspect of music enhances the overall learning experience, making it more engaging for students. When music is used in the language learning process, it increases cognitive skills like memory retention; consequently, students can create a deeper connection to the English language by utilizing the influence of music, making substantial learning.

Furthermore, incorporating English pop songs and music activities into the classroom becomes a requirement to acquire skills. Learners are exposed to actual pronunciation, vocabulary, and expressions through English songs, which helps them build a native knowledge of the language. For instance, a study in Colombia made by Morales (2007) concludes that “While listening to a song we can read the lyrics and clarify pronunciation skills, and we can write opinions or answer questions about our understanding of the songs”. Students increase their listening comprehension, pronunciation, and vocabulary acquisition by actively practicing with music, all of which are essential elements of English language fluency and accuracy. The grammar and the knowledge determined the proficiency and the vocabulary acquired as part of a dynamic process in listening skills (Mantilla & Guevara, 2019).

The advantages of adding music to English language learning transcend the classroom. In fact, a good way to boost teaching-learning process and change the unfavorable perspective of English subject is the use of new techniques and activities (Andrade, Barba & Bastidas, 2018). Therefore, musical activities in the classroom can help improve Teodoro Gómez de la Torre High School's English proficiency, making it highlight its language knowledge and its constantly advancing English skills. The community can perceive this beneficial improvement in English language proficiency by seeing students gain stimulating and immersive experiences centered on the target language, such as obtaining scholarships at multiple national and international universities, which in the future will improve people's educational and employment prospects.

Adolescents participating in activities involving English pop songs will gain significant benefits from this approach. These students will experience an enjoyable and effective method of language learning by incorporating music into their educational process. Additionally, they will develop an appreciation for music as a tool for acquiring language skills, enhancing their vocabulary usage while fostering a lasting passion for learning. Learners at a high school in Ibarra, such as Teodoro Gómez de la Torre High School, would benefit directly from this initiative by engaging in music-based English activities designed to suit their preferences and



learning needs. This targeted approach aims to provide students with a meaningful and impactful experience in acquiring the English language.

## **OBJECTIVES**

### **General objective**

- Determine the incidences of using English pop songs as a strategy to develop listening skills in Senior Students at Teodoro Gómez de la Torre High School

### **Specific objectives**

- Identify the instruction and content strategies that English teachers apply for the development of listening skills at Teodoro Gomez de la Torre High School.
- Investigate theoretical backgrounds acquired from research repositories in defense of the effectiveness of English pop songs in class.
- Design a digital portfolio with worksheets with the most effective pop songs to teach and categorized by difficulty level enhancing listening skills development.

## **IMPACTS**

### **Academic Impact**

In relation to improving the academic performance of English language learners in schools, this research presents a dynamic strategy to improve listening skills in English through music, specifically pop songs. This strategy could improve the teaching and acquisition of English by providing students with a solid basis in listening comprehension, which is essential for the development of other skills. It is hoped that by incorporating songs and musical activities into the curriculum, students will improve their skills, pronunciation and vocabulary, contributing to more complete and effective language acquisition.

### **Social Impact**

The social impact of this research is that high school seniors learn more about the English-speaking cultures, involving them in a very different culture than the one they are used to, thus opening the world for them to decide how to interact in the future with this environment making them aware of the wider world where they reside; since students can have easy access to many online resources that are useful to recognize the diversity and connection of many different communities.

### **Technological Impact**

Integrating technology into this approach is crucial, as it enables access to diverse musical resources and interactive activities. Digital platforms allow students to listen to music, explore lyrics, and engage in listening exercises, creating a more immersive and accessible learning

experience. This method not only updates teaching practices but also aligns with students' technological proficiency and comfort.

### **Direct and Indirect Impact**

The immediate impact of this research will be evident among the students and teachers of the Teodoro Gómez de la Torre Educational Unit in Ibarra, as they engage in musical activities tailored to their English proficiency level, aimed at improving their listening skills. On a broader scale, the research's influence will extend to the English-speaking community, as students' improved listening abilities will enable them to communicate more effectively and meaningfully with native English speakers. Additionally, by enhancing their listening and comprehension skills, students will be better prepared to take advantage of future educational and professional opportunities.

## CHAPTER I: THEORETICAL FRAMEWORK

This chapter aims to highlight the important information that supports this research “English Pop Songs as a Strategy for the Development of Listening Skills in Senior Students at Teodoro Gómez de la Torre High School”.

### 1.1. Language Teaching

Language teaching is a comprehensive process that encompasses various elements involved in teaching both communicative and linguistic skills in a foreign language. In English language instruction, this includes the development of speaking, listening, reading, and writing skills, as well as fostering an understanding of the context and culture in which the language is spoken. The methods and approaches for teaching languages, particularly in English classes, can differ significantly, ranging from traditional grammar-translation techniques to more contemporary methods such as communicative, task-based, and group project-based strategies like cooperative language learning (Nunan, 1991). Thus, teachers play an essential role in teaching English by fostering a supportive learning environment, offering constructive feedback, and addressing students' needs through diverse teaching strategies. In addition, language teaching focuses on using more recurrently different types of materials and resources to enhance the learning experience, such as textbooks, worksheets, technologies like presentations or videos, and realia.

#### 1.1.1. *Methods and approaches*

It is essential to recognize that when we discuss methods and approaches, we are dealing with a broad and intricate topic to separate, as various learning theories have been put into practice over time. Throughout history, each era has had its own method suited to the period, which has been studied by scholars and applied to students over the centuries. With the passage of time the methods and approach to teaching have been evolving and giving way to the fact that not only the mind has the main part in the study, but also the psychological and physical part of the student. Many of the topics have been related to each other, so it is very difficult to specify which method is right and wrong to use in the classroom, that is why giving clear definitions is extremely important for the study of methods and approaches (Vernaza, 2023).

#### **Methods and approaches related to the listening developing and comprehension.**

**Table 1**

*Methods and Approaches*

<b>Methods and Approaches</b>	
The Audio-lingual Method	The teacher in the Audio-Lingual Method emphasizes the use of techniques regarded as highly effective for teaching beginners, particularly in enhancing listening and speaking skills. This method is also known for incorporating visual aids, which have been shown to support more efficient and long-lasting learning,

	especially in vocabulary instruction (Demirezen, 2014).
Cognitive approach	This approach is mainly a theoretical framework and, as such, has not resulted in the creation of a specific teaching method with detailed classroom procedures and activities. Nevertheless, it highlights the importance of comprehension, particularly listening comprehension. Furthermore, mastery of vocabulary is deemed crucial, especially the expansion of passive vocabulary to support reading comprehension (Gülru Yüksel, 2014).
Desuggestopedia	In the Desuggestopedia method, music is used to create a relaxing atmosphere, which is thought to improve both the effectiveness and the extent of learning. The instructor in this approach emphasizes the emotional well-being of students, motivating them and helping them develop self-assurance. This, in turn, enables students to recognize their strengths, igniting their interest and potential, and ultimately increasing their drive to learn (Dikilitaş, 2014).
Total Physical Response	The chapter author discusses how the Total Physical Response (TPR) method aims to boost oral proficiency by engaging specific brain functions that assist in learning. Through the use of physical movements, students initially concentrate on enhancing listening comprehension, ultimately working toward fluency in speaking. This method prioritizes the development of listening skills as a core element of the language acquisition process (Gürsoy, 2014).

*Note 1.* Demirezen, M. (2014). The Audio-Lingual Method. En M. A. S. Nodoushan (Ed.), *Approaches and Principles in English as a Foreign Language Education* (pp. 222). Springer.

*Note 2.* Yüksel, G. (2014). Cognitive approach. En M. A. S. Nodoushan (Ed.), *Approaches and Principles in English as a Foreign Language Education* (pp. 222). Springer.

*Note 3.* Dikilitaş, K. (2014). Desuggestopedia. En M. A. S. Nodoushan (Ed.), *Approaches and Principles in English as a Foreign Language Education* (pp. 222). Springer.

*Note 4.* Gürsoy, E. (2014). Total Physical Response. En M. A. S. Nodoushan (Ed.), *Approaches and Principles in English as a Foreign Language Education* (pp. 222). Springer.

*Note 5.* Nodoushan, M. A. S. (Ed.). (2014). *Approaches and Principles in English as a Foreign Language Education*. Springer.

### ***1.1.2. Techniques***

Classroom techniques are specific tasks and exercises designed to support language learning, aligning with the objectives of a particular teaching method. These techniques are not restricted to one approach, as they often overlap and can be adapted to various learning environments. They can address a broad spectrum of students' academic needs through activities such as drills, dialogues, real-life materials (realia), and role-playing, among others (TEFL-Toolkit, 2021). Thus, it is the teacher's responsibility to apply these techniques effectively to avoid complications in the classroom. Proper implementation is crucial in developing methodology, didactics, and the overall teaching process. Moreover, when used correctly, techniques help students gain meaningful knowledge, allowing the teacher to achieve the lesson's objectives in a more efficient and positive way (Larsen-Freeman, 2000).

### ***1.1.3. Strategy***

The importance of the strategies lies in using them in the right place and context, an activity that does not bring any reality or approach to the language to the student will not be of benefit; therefore, before applying the teacher should look for the implications made before, the places where it has been successfully applied and the recommendations for the future that teachers, guides and researchers have made. It is also taken into account that, in the planning of a class and with respect to the method, techniques and strategies, all of them must be well carried out, by the same common path, they should not be different one from the other; what is wanted is that each strategy must be closely related to the others, nothing can be left aside and everything has an order.

Research in learning strategy (LS) instruction indicates that communication strategy instruction may also facilitate language learning. For more than a decade, there has been a growing interest in LS, including how to integrate strategy training in the language classroom. Learning strategies are specific actions, behaviors, and procedures involved in the process of learning. (Faucette, 2001, p.3).

To achieve better results in student learning, teachers must engage in continuous research and adapt to new approaches and techniques that benefit their students. This means that teaching strategies based on methods and techniques need to be thoroughly studied to ensure they are executed in an organized and accurate manner, providing students with meaningful knowledge. Continuous improvement and adaptation of teaching practices are essential for fostering an effective learning environment. In the same way and depending on the type of methodology to be applied in class, the strategies can be sought and studied by the students themselves in order to self-develop their knowledge. As Chamot refers (1998) in his teacher's guide:

In order to continue to be successful with learning tasks, students need to be aware of the strategies that led to their success. (...). The value of this type of self-knowledge is that it leads to reflection, to planning how to proceed with a learning task, to monitoring one's own performance on an ongoing basis, and to self-evaluation upon task completion. (p.3)

## **1.2. Language acquisition**

### ***1.2.1. English as a Foreign Language***

The most significant meetings hosted by political leaders, researchers, activists, and scientists often take place in English. This language has become incredibly influential in today's world, especially because communication is key in our interconnected society. English acts as a global communication tool, even in countries where it is not the native language, facilitating interactions among individuals such as businesspeople and tourists. Mastering the language opens up numerous opportunities, connecting individuals to a worldwide network and expanding one's horizons and knowledge (Broughton, Broughton, Brumfit, Pincas, & Wilde, 1978).

However, English is not only communication, but also development and advancement, the development of this new linguistic skill strengthens professionalism and competence. "People often want to know the best language to learn to grow ahead in life. Many think that learning English, the international language, is the best option. English is of course an excellent choice." (Ilyosovna, 2020, p.24). Learning English is crucial for academic advancement, as it is the primary language used by top universities worldwide, and many fields, such as engineering and medicine, increasingly rely on English. As such, both students and educators must set goals to enhance their language skills, ensuring that they improve over time and succeed in their academic and professional futures. This underscores the importance of mastering English for both general education and specialized disciplines.

### ***1.2.2. English as a Foreign Language in Ecuador***

The teaching of English as a Foreign Language (EFL) in Ecuador has evolved significantly, influenced by educational reforms and the growing importance of English globally. The practice began in 1912 and became a mandatory part of the curriculum by 1950 (Cifuentes, Contreras & Beltrán, 2019). In 2017, the Ministry of Education implemented a national EFL curriculum, emphasizing methods like Communicative Language Teaching (CLT) and Content and Language Integrated Learning (CLIL) to enhance student engagement. The revised curriculum now requires English from early grades, aiming for students to reach at least B1 proficiency by high school graduation (Barre-Parrales & Villafuerte-Holguín, 2021). Despite this, many teachers face challenges in meeting these standards due to differences in training and language proficiency (Barre-Parrales & Villafuerte-Holguín, 2021).

As Ecuador seeks to enhance its global competitiveness through tourism and business, the demand for English proficiency has risen sharply to be a globalized country. This general change generates additional pressure on educational institutions to improve their language programs and classes (Cifuentes, Contreras & Beltrán, 2019). Consequently, the integration of new cultural elements into English language education is essential for making learning more meaningful. Programs that connect language learning with real-world contexts can enhance student engagement and motivation (Barre-Parrales & Villafuerte-Holguín, 2021).

### 1.2.3. CEFR: The Common European Framework for Language Proficiency

The Common European Framework of Reference (CEFR) is a widely accepted system for evaluating English proficiency levels, outlining both the current and potential levels of language achievement. It classifies language skills into six levels, ranging from A1, the most basic, to C2, which denotes native-level mastery of the language. This reference recognizes two different aspects, the descriptive one where the level of English can be observed and the basic skills can be developed, such as productive and receptive skills; and the pedagogical aspect which has 3 different principles as said Mirici in 2014: “The CEFR is based on three main pedagogical principles. These are “autonomous learning,” “self-assessment” and “cultural diversity” and are viewed from a lifelong learning perspective” (p. 382); therefore, it can be understood that the Common European Framework of Reference does not only consider the language skills, but also your general knowledge and learning ability. As Tables 2, 3, and 4 taken from Mirici (2014) and Council of Europe's Common European Framework of Reference for Languages can demonstrate:

**Table 2.**

#### *CEFR Proficiency Levels*

<b>B</b>		<b>A</b>	
Independent User		Basic User	
<b>B1</b>	<b>B2</b>	<b>A1</b>	<b>A2</b>
(Threshold)	(Vantage)	(Breakthrough)	(Waystage)

*Note 6.* Retrieved from "Approaches and principles in English as a foreign language (EFL) education" by Mirici, Í. H., 2014. Chapter 22. The common European framework of reference for languages (CEFR) and the European language portfolio (ELP). <https://rm.coe.int/168045b15e>

### **CEFR Standards for Advanced Students in the Ecuadorian Educational Curriculum.**

The table below shows the CEFR listening level descriptors, reproduced exactly to ensure accuracy for this study's analysis of listening proficiency levels.

**Table 3.**

#### *Common Reference Levels: The Global Scale*

Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate Basic need.
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Note 7. Reproduced from “Common European Framework of Reference for Languages” by Council of Europe (CoE). 2003. Cambridge, England: Cambridge University Press. <https://rm.coe.int/168045b15e>

**Listening Comprehension Standards of the Common European Framework of Reference at the A2 Proficiency Level.**

**Table 4.**

*Self-Assessment Grid for Common Reference Levels*

Skills	A2
<b>Understanding    Listening</b>	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.

Note 8. Reproduced from “Common European Framework of Reference for Languages” by Council of Europe (CoE). 2003. Cambridge, English: Cambridge University Press. <https://rm.coe.int/168045b15e>

**1.3. Linguistic competence**

Linguistic competence refers to an individual's internal understanding of a language's rules and structures, including grammar, vocabulary, phonology, and orthography. This knowledge is crucial for both comprehending and producing language effectively. Language proficiency is often evaluated using descriptors such as “Range” and “Control.” “Range” assesses the variety and complexity of language used, while “Control” focuses on the accuracy of language use. It's crucial to differentiate between these two elements, as language proficiency encompasses more than just accuracy; it also involves the ability to use the language in diverse and complex contexts. Research indicates that linguistic competence includes not only theoretical understanding but also the practical skill to apply this knowledge in real-world scenarios (Council of Europe, 2020).

**1.3.1. Language skills**

**Productive skills.**

Speaking and writing are considered productive skills in language learning because they involve the ability to create language. In English language teaching, improving these skills is essential, as they enable students to communicate and write effectively. Known as active skills, they are vital for successful communication. In contrast to receptive skills, which focus on understanding language, productive skills require learners to actively generate language (Hossain, 2015).



### ***Speaking.***

Oral communication plays a crucial role in mastering English, as it facilitates the expression of ideas and feelings in various contexts, including work, study, and personal life. Effective speaking is essential for strengthening other language skills, helping with grammar, pronunciation, and vocabulary. Achieving proficiency in speaking goes beyond simply sharing information; it involves refining the subtleties of how language is used, giving speakers more control over its nuances. However, as Bahrani and Soltani stated in 2012: “Developing speaking proficiency requires more than simply just getting the language learners exposed to a pool of vocabulary or grammar descriptions” (p.29), many times where there is no established place of trust and support for students, and without effort and interest from guides or teachers, students may lose interest in wanting to develop this type of skill. Consequently, teachers have a big job in looking for different types of techniques and strategies to help students let go of their fear of speaking and expressing themselves accurately in the language, making speaking an indispensable skill for a student.

### ***Writing.***

Like speaking, writing belongs to the set of productive skills, which means that writing is a skill that also allows communication in different fields, it also requires the presence of grammar, clarity, and organization of ideas to be able to express efficiently. When writing, spelling, structure and research can be used, according to Brown and Hood (1989) the traditional steps to writing require preparation, drafting and revising, although the same author stresses that they do not necessarily go in that order and that there will be many times that a step will have to be redone several times to make any writing legible, comprehensive, and with all the proper use of punctuation, spaces and letters. The author also discusses that writing not only emphasizes the writer, but also the reader, the purpose, the content, and the situation. Thus, academically writing is a step that should not be skipped, the importance of writing well can build relationships and strengthen personal image (p. 6).

### **Receptive skills.**

What is understood by saying that these are receptive skills is that it means they receive information to understand and interpret, which would then involve producing. In a young child these skills, listening and reading are the first things they will apply and use to develop or improve the level of language that is imposed academically; likewise, more advanced students constantly need the support of reading and listening activities to advance and better understand the world around them. When learning English as a second language, all skills are interconnected and support one another. For instance, reading can enhance vocabulary and grammar for writing, while listening can improve pronunciation and speaking accuracy. However, despite their close connection, Al-Jawi (2010) pointed out that there are techniques applicable to both receptive skills, but there may also be differences in how each skill is processed and the methods used in the classroom. He emphasized the importance of distinguishing between the development of these skills and examining how teachers can implement various strategies to foster progress in each.

### ***Reading.***

Reading skills are essential for academic growth as reading fosters critical thinking and analytical skills, expands vocabulary, and improves memory retention. Within the development of this skill is reading comprehension where Syaifudin Latif (2023) stated that:

Reading comprehension is a complex process in which the reader interacts with the text and employs his/her previous knowledge, experience, and information to extract the significant information/important information, understand the intentions of the writer, and goes beyond what is written to guess at hidden, unstated or implied meaning on the text. (p. 486)

To assist students in mastering this essential skill, particularly for English language learners, it is crucial to develop various reading strategies. Techniques such as previewing, scanning, skimming, and inferring play a pivotal role in this process. These methods enable learners to identify main ideas, locate detailed information, extract specific facts, and formulate questions or deduce the context of an entire text effectively. Syaifudin Latif (2023) in his research he found, thanks to the use of these techniques, that:

Here is the contribution: The first, scanning technique helps students to identify important information in a text. The third, skimming technique helps the students to identify the gist of information in a text. Furthermore, to increase students' reading comprehension more significant, the lectures are suggested to train students in using scanning and skimming technique. Besides, the lecturers give any kind of texts in reading class. Furthermore, the lecturers always evaluate students' scores in reading subject. (p. 488)

Consequently, this type of skill will help in writing and in the development of other types of texts.

### ***Listening.***

Listening is essential for learning a language, involving both a receiver and a sender to transmit a message. Aspects such as attention, interpretation, understanding, and memory are fundamental to this receptive skill. Additionally, listening serves as a vital communication tool, with Schwartz (1998) noting that "It has been estimated that adults spend almost half of their communication time listening, and students may receive as much as 90 percent of their in-school information through listening to teachers and to each other" (p. 2). There are various factors that can interfere with the development of this skill, including emotional and physical limitations. As such, a lack of interest, knowledge, or understanding of a foreign language may hinder the retention of information.

Listening plays a key role from the very beginning of language learning, especially in children who have a heightened capacity to adapt and absorb new languages. This ability is attributed to children's distinct cognitive capacity compared to adults, as well as their natural environment, which aids in language immersion. This adaptability makes it easier for them to develop listening skills in various settings, thereby enhancing their language acquisition process (Galatro, 2023).

The use of various methodologies in the classroom, aimed at skill development, along with techniques designed to improve listening abilities, positions teachers as the primary source of support for students learning a second language. By providing activities based on relevant and engaging topics, teachers play a crucial role in fostering successful learning. Short recordings,

often made by native speakers, and songs have become essential tools for enhancing listening comprehension and pronunciation. According to the research done by Andrade, Barba & Bastidas (2018): The use of songs in class is not at all a new activity, in fact, the authors emphasize the relationship between music and language.

Listening is a vital skill for achieving fluency and effective communication in English. Teaching this skill to English language learners demands a blend of specific techniques and ongoing development, both academically and personally, from both the students and the instructors. For successful listening comprehension, it is crucial for teachers and students to collaborate in building the necessary skills and strategies.

### 1.3.2. Listening Descriptors

The following table presents the Common European Framework of Reference (CEFR) descriptors for the listening level. This information has been reproduced directly to ensure its fidelity to the original document, since the present study analyzes listening proficiency levels to ensure the accuracy of the analysis.

**Table 5.**

#### *Overall oral comprehension*

<b>A0</b>	At this level, a person can...
	<ol style="list-style-type: none"> <li>1. “understand short, very simple questions and statements, provided they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary.”</li> <li>2. “recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context.”</li> <li>3. “recognize numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar everyday context.”</li> </ol>
<b>A1</b>	At this level, a person can... <ol style="list-style-type: none"> <li>1. “follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.”</li> <li>2. “recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.”</li> </ol>
<b>A2</b>	At this level, a person can... <ol style="list-style-type: none"> <li>1. “understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly.”</li> <li>2. “can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.”</li> </ol>
<b>B1</b>	At this level, a person can... <ol style="list-style-type: none"> <li>1. “understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.”</li> </ol>

	2. “understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.”
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*Note 9.* Reproduced verbatim Council of Europe. (1989). CEFR listening descriptors [Table]. <https://cedrlevels.com/descriptors/listening/>

**Table 6.**

*Understanding conversation between other people*

<b>A1</b>	At this level, a person can...
	<ol style="list-style-type: none"> <li>1. “understand some expressions when people are discussing them, family, school, hobbies or surroundings, provided the delivery is slow and clear.”</li> <li>2. “understand words and short sentences in a simple conversation (e.g. between a customer and a salesperson in a shop), provided people communicate very slowly and very clearly.”</li> </ol>
<b>A2</b>	At this level, a person can...
	<ol style="list-style-type: none"> <li>1. “generally identify the topic of discussion around them when it is conducted slowly and clearly.”</li> <li>2. “recognize when people agree and disagree in a conversation conducted slowly and clearly.”</li> <li>3. “follow in outline short, simple social exchanges, conducted very slowly and clearly.”</li> </ol>
<b>B1</b>	At this level, a person can...
	<ol style="list-style-type: none"> <li>1. “follow much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety.”</li> <li>2. “generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety.”</li> </ol>

*Note 10.* Reproduced verbatim Council of Europe. (1989). CEFR listening descriptors [Table]. <https://cedrlevels.com/descriptors/listening/>

**Table 7.**

*Understanding short, pre-recorded media*

<b>A1</b>	At this level, a person can...
	<ol style="list-style-type: none"> <li>1. “understand instructions addressed carefully and slowly to them and follow short, simple directions.”</li> <li>2. “understand when someone tells them slowly and clearly where something is, provided the object is in the immediate environment.”</li> <li>3. “understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop.”</li> </ol>
<b>A2</b>	At this level, a person can...
	<ol style="list-style-type: none"> <li>1. “understand and follow a series of instructions for familiar everyday activities such as sports, cooking, etc., provided they are delivered slowly and clearly.”</li> <li>2. “understand straightforward announcements (e.g. of a cinema programmed or sports event, that a train has been delayed), provided the delivery is slow and clear.”</li> </ol>

	<ol style="list-style-type: none"> <li>3. “catch the main point in short, clear, simple messages and announcements.”</li> <li>4. “understand simple directions on how to get from X to Y, by foot or public transport.”</li> <li>5. “understand basic instructions on times, dates and numbers, etc., and on routine tasks and assignments to be carried out.”</li> </ol>
<b>B1</b>	At this level, a person can...
	<ol style="list-style-type: none"> <li>1. “understand simple technical information, such as operating instructions for everyday equipment.”</li> <li>2. “follow detailed directions.”</li> <li>3. “understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated with minimum interference from background noise.”</li> </ol>

*Note 11.* Reproduced verbatim Council of Europe. (1989). CEFR listening descriptors [Table]. <https://cedrlevels.com/descriptors/listening/>

**Table 8.**

*Understanding short, pre-recorded media*

<b>A1</b>	At this level, a person can...
	<ol style="list-style-type: none"> <li>1. “pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics, provided they are delivered very slowly and clearly.”</li> </ol>
<b>A2</b>	At this level, a person can...
	<ol style="list-style-type: none"> <li>1. “understand the most important information contained in short commercials concerning goods and services of interest (e.g. music, video games, travel).”</li> <li>2. “understand in an interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided they speak slowly and clearly.”</li> <li>3. “understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.”</li> <li>4. “extract important information from short broadcasts (e.g. the weather forecast, concert announcements, sports results), provided people talk clearly.”</li> <li>5. “understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.”</li> </ol>
<b>B1</b>	At this level, a person can...
	<ol style="list-style-type: none"> <li>1. “understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language.”</li> <li>2. “understand the main points of news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.”</li> <li>3. “understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the delivery is slow and clear.”</li> </ol>

*Note 12.* Reproduced verbatim Council of Europe. (1989). CEFR listening descriptors [Table]. <https://cedrlevels.com/descriptors/listening/>

**Table 9.***Watching TV, film and video*

<b>A1</b>	At this level, a person can...
	1. “recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.”
<b>A2</b>	At this level, a person can...
	1. “identify the main point of TV news items reporting events, accidents, etc. where the visuals support the commentary.”
	2. “follow a TV commercial or a trailer for or scene from a film, understanding what topic(s) are concerned, provided the images are a great help in understanding and the delivery is clear and relatively slow.”
	3. “follow changes of topic of factual TV news items, and form an idea of the main content.”
<b>B1</b>	At this level, a person can...
	1. “understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures and news reports when the delivery is relatively slow and clear.”
	2. “follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.”
	3. “catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.”

Note 13. Reproduced verbatim Council of Europe. (1989). CEFR listening descriptors [Table]. <https://cedrlevels.com/descriptors/listening/>

It is important to note that, although other studies may have overlapping descriptors, the present work takes the descriptors directly from the original CEFR document (Council of Europe, 1989), accessible at [<https://cefrlevels.com/descriptors/listening/>].

### ***1.3.3. Listening comprehension***

Initially, it can be said that listening skills and listening comprehension may be the same thing or the result of the same thing; however, this can be separated and studied a little further. Comprehension falls as the interpretation and understanding of some concept, and listening can be developed without having either. Listening can be said to serve as a result of extracting meaning (Richards, 2005).

Listening comprehension is a dynamic process that combines linguistic understanding with cognitive abilities to interpret and deduce meaning. It goes beyond merely hearing the language, requiring the capacity to assess and evaluate contextual cues. Effective comprehension depends on the listener's active engagement, using inferences and prior knowledge to thoroughly understand the discussion. For instance, understanding English necessitates knowledge of both British and American contexts, which may vary depending on the accent or situation. Developing

listening comprehension is essential when learning a new language, as it serves as the foundation for acquiring other necessary skills for language production (Xu, 2011).

#### ***1.3.4. The role of listening in the classroom***

Listening is essential in the classroom as it plays a significant role in facilitating meaningful learning and enhancing students' academic performance. It helps improve comprehension, as students who practice listening are better able to grasp content and identify key language concepts. This strengthens students' communication skills, enabling them to convey their thoughts more clearly to both teachers and peers. As a result, classroom collaboration is enhanced. Additionally, strong listening abilities foster increased engagement, empowering students to play a more active part in the learning experience (Cheung, 2010). Teachers to help students develop listening skills regulate the quantity and quality of student participation, as well as a teacher can provide feedback and reflection to an important participation within the classroom, and the teacher can resort to dynamic and recreational activities to develop the interest and maintain the concentration of students (Amaro & Amaro, 2022).

### **1.4. Impact of Pop songs**

The pop music genre, which took shape in its modern form during the mid-1950s in the United States and the United Kingdom, is characterized by its memorable rhythms and singable melodies. Pop songs typically have a repetitive structure, featuring choruses repeated multiple times alongside two or three verses. Additionally, they often range in length from two to five minutes, with lyrics that commonly explore themes of love and relationships (Tracks, 2023). They frequently have a nice rhythm, a danceable beat, and are written in a straightforward style with repeated choruses and hooks. Pop music is the most mainstream and commercially successful genre, creating the most singles, which are songs that sell a lot of copies and appear on the music charts (Joubert, 2020).

Incorporating English pop songs into the classroom is a highly effective way to inspire students and create an engaging learning environment. These songs can be valuable tools for teaching vocabulary, grammar, and pronunciation. Additionally, singing along allows students to enhance their language abilities while making the learning experience more enjoyable. Educators can design their own resources or utilize a variety of websites to find appropriate materials for their learners. However, it is essential for teachers to carefully review the lyrics and music videos beforehand to ensure they align with the educational needs and context (Afriyuninda & Oktaviani, 2021).

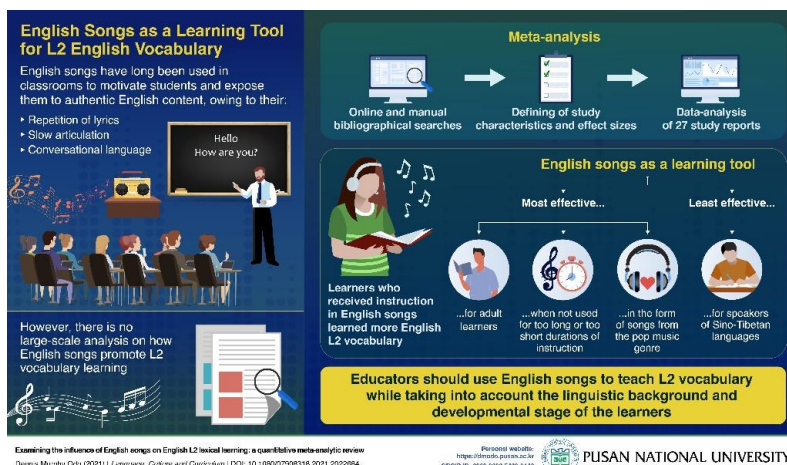
#### ***1.4.1. English pop songs as a strategy***

Using English pop songs as a method in language classrooms has proven to be an effective and engaging approach. Pop songs are widely appreciated by students learning English due to their accessibility, engaging nature, and authentic language use, making them an effective resource in EFL classrooms. Additionally, when selecting songs and designing activities or worksheets, it is essential to consider the students' linguistic proficiency and age group. Research

by Odo (2022) highlights those English songs can significantly enhance vocabulary learning by providing relatable and meaningful content. This contextualized approach enables students to acquire and retain new vocabulary more efficiently, as illustrated in the accompanying image.

**Figure 1.**

*English Songs as a Learning Tool for L2 English Vocabulary*



*Note 14.* The image used in this research was retrieved from "English Songs as a Learning Tool for L2 English Vocabulary" by Odo D. M. (2022), a photograph published by Pusan National University. The image can be accessed at the following URL: [https://www.pusan.ac.kr/\\_UPLOAD/IMAGE/Board/images/000028/PURCS\\_51\\_Infographic\\_final.png](https://www.pusan.ac.kr/_UPLOAD/IMAGE/Board/images/000028/PURCS_51_Infographic_final.png).

Even though English pop songs can bring a dynamic class and a different and fun way to learn, it is critical to choose appropriate songs, as some may use poor vocabulary, words not related with content or objective of a class or with phrases that denotes or alludes to any type of violence or issues related to it; consequently, teachers need to be careful to choose the perfect songs for their students.

**1.4.2. Influence of pop songs**

Music is vibrant, dynamic, and full of energy, with rhythm serving as its heartbeat. In this sense, songs can be seen as a living entity, with their own pulses and beats. Moreover, music is widely recognized as one of the most effective ways to capture the brain’s attention. Consequently, pop music and its songs hold great potential as engaging and impactful educational tools. As Llerena & Pástor (2016) stated “Music is an art through which human beings express their feelings and emotions using the songs in whose melodic, rhythmical, harmonica structure converges a combination of audible and not audible synchronized elements in such a way that be pleasant to ear” (p. 39). Therefore, pop songs, as a ludic strategy and activity, not only strengthens the English skills, but also serves as a wonderful motivator, assisting teachers in making the lesson in class entertaining.



### ***1.4.3. Pop songs to develop memory***

Memory plays a vital role in academic achievement, supporting English skills. An effective memory enhances the development of the mind, aiding comprehension and reasoning, which are crucial to the learning process. By focusing on exercising memory through music and pop songs, students are helped to excel academically and enrich their learning.

Listening to pop music can promote memory development in various ways. Research shows that music activates several regions of the brain, including those related to memory, cognition, speech, emotions, and reward. It engages both hemispheres of the brain simultaneously, which can enhance learning and memory retention. Additionally, music is closely linked to emotions and can serve as a powerful tool for recalling memories (Jäncke, 2008). This is why memorizing song lyrics is typically easier than memorizing other forms of information, as the brain seeks patterns to improve comprehension and recall. Furthermore, music can reduce stress, improve mood, allow for better and clearer thinking, and boost attentiveness, all of which are beneficial to memory and learning (Fabiny, 2015). Therefore, listening to pop songs can be a valuable tool for memory development and retention improving academic achievement in students.

It's important to consider that both the type of music and the context in which it's played can influence its effects on memory and learning. For instance, music with lyrics may disrupt working memory, while instrumental music has been found to support better concentration and focus (Lehmann & Seufert, 2017). Thus, it's important to choose appropriate music and use it in a way that enhances rather than distracts from learning, is not simply using music in class, it is using it to the advantage of the students, with activities focused solely on pop songs in English to develop a specific class topic or basic vocabulary.

### ***1.4.4. Pop songs to develop mental imagery***

In the lack of physical sensory experiences, mental imagery refers to sensory-like experiences. For example, people can hear music in their mind even though there is no external sound. Accurate definitions and understanding of these concepts are critical. In music education, the mental practice of a movement without the use of muscles, colloquially known as imagination, is considered. There exists a variety of views on mental imagery, bringing together definitions from experts in psychology, philosophy, musicology, music therapy and music education, resulting in a collection of interpretations of how the brain works without the need for physical stimulation. Therefore, music can provoke a wide range of mental images in various capacities, such as visual, kinesthetic, olfactory, gustatory, and tactile, where these forms can occur alone or together, giving rise to complex composite mental images. Although the importance of unconscious mental imagery in music is still being debated, it is obvious that mental imagery of different modalities is essential to the musical experience, underscoring the fundamental importance of implementing music-related mental imagery in a classroom (Küssner, Taruffi, & Floridou, 2022).

#### ***1.4.5. Using Songs in the EFL classroom***

Integrating songs into English as a Foreign Language (EFL) classrooms offers numerous advantages that can enhance the learning experience. Songs provide an enjoyable and engaging way to improve students' vocabulary, pronunciation, and grammar. They also create a positive and lively classroom environment, encouraging active participation and increasing student motivation. By incorporating songs, teachers can cater to different learning styles, making lessons more dynamic and less stressful. Songs featuring repetitive patterns and action verbs are particularly beneficial, as they aid in reinforcing language structures, making vocabulary retention easier (TEFLship, 2020).

Research on the use of songs in the EFL classroom shows their significant benefits, especially in terms of vocabulary acquisition and retention. Studies indicate that songs enhance incidental vocabulary learning, helping students improve their language skills. Listening to songs regularly, especially slow-beat ones, can positively affect vocabulary retention over time. In addition to language learning, songs contribute to a more positive classroom atmosphere, increasing student motivation and reducing stress. This creates a more enjoyable and effective learning experience. While some studies suggest that songs can improve oral production, others indicate that the impact on speaking skills may depend on factors such as students' level and interests (Johansson, 2021).

Songs are particularly useful for language learners because they contain common vocabulary, personal pronouns, and conversational language. The slower pace and pauses between phrases in songs make it easier for students to recognize and pronounce new words and grammar forms. Moreover, songs frequently repeat vocabulary and structures, offering additional practice without the monotony of traditional drills. The rhythmic features, stress, and intonation in songs help students develop oral expressiveness. This exposure to authentic language, cultural themes, and universal concepts allows students to practice speaking, listening, and writing in a meaningful and engaging context, both in and outside the classroom (Pratiwi, 2018).

Furthermore, students often find singing English songs to be the most enjoyable classroom activity, making it an effective motivational tool. Instrumental music can also help create a calming atmosphere, reducing stress and anxiety. By introducing songs into lessons, teachers provide a fun and creative way for students to engage with the language, improving fluency and confidence. In doing so, songs not only contribute to language development but also support emotional and social learning, fostering a well-rounded educational experience (Charos Uralova, Karimova & Qurbonova, 2021).

## CHAPTER II: METHODOLOGY

This chapter details the methodology adopted for this research. It explains the data collection methods, highlighting the tools utilized, such as interviews and surveys, the setting where these tools were applied, and the total number of participants included in the study.

### 2.1. Research Approach/ Type of Research

The primary goal of integrating qualitative and quantitative research components is to broaden and refine the findings of a study while supporting researchers in utilizing these approaches. Combining these methods allows for the collection of both numerical and non-numerical data, ensuring more accurate and comprehensive information. This mixed-method approach enables the generation of timely results, offering a clearer understanding of the impact observed within the study group throughout the research process (Brannen, 2017).

#### 2.1.1. *Qualitative research*

This approach explores into understanding human behavior and experiences through non-numerical data like words and images. As Busetto, Wick & Gumbinger said in 2020: “Research problems that can be approached particularly well using qualitative methods include assessing complex multi-component interventions or systems, addressing questions beyond “what works”, towards “what works for whom when, how and why”, and focusing on intervention improvement rather than accreditation” (p.2). It seeks to uncover the reasons behind events rather than just quantifying them, often conducted in natural settings to grasp the complexity of social, cultural, and psychological factors.

#### 2.1.2. *Quantitative research*

Conversely, quantitative research focuses on the analysis of numerical data to test theories and validate hypotheses. It involves the use of large sample groups and statistical tools to draw objective conclusions. “In this type of research, diverse numerical data are collected through various methods and then statistically analyzed to aggregate the data, compare them, or show relationships among the data. Quantitative research methods broadly include questionnaires, structured observations, and experiments” (Sreekumar, 2024). As a result, this research approach is designed to identify causal relationships and is commonly applied in fields such as education, pedagogy, and psychology.

### 2.2. Methods

This research will utilize both deductive and inductive methods. Deductive research begins with a theory, hypothesis, or general idea, which is then tested through observations and data collection. In this approach, the researcher starts with a broad concept and evaluates it with empirical evidence. On the other hand, inductive research involves gathering and analyzing data to form theories, concepts, or hypotheses. It typically starts with specific observations and moves toward broader generalizations or theoretical frameworks. As a result, inductive research is often followed by deductive research to either confirm or challenge the findings. This combined

approach helps structure the project more effectively and minimizes potential bias in the research process (Lahti, 1956).

### **2.3. Techniques and Instruments**

This research will utilize surveys and interviews as key data collection methods. These techniques are designed to ensure a precise and unbiased understanding of the subject matter, enabling researchers to analyze and interpret data effectively. Furthermore, these methods facilitate both immediate and long-term data evaluation, allowing for the generation of reliable and informed inferences.

#### ***2.3.1. Interview***

Interviews offer the opportunity to deeply explore the thoughts, opinions, and emotions of participants, in this case, the staff in charge of administration and teaching at the institution. They help to uncover the underlying reasons and processes behind certain behaviors.

Additionally, interviews produce in-depth, contextual data that offer a comprehensive understanding of the research topic. This method enables researchers to delve into complex issues that are not easily addressed by multiple-choice questions. Face-to-face interaction can build trust and create a comfortable environment, encouraging more honest and open responses, which are especially valuable for the study. Overall, interviews provide detailed insights, setting them apart from other data collection methods that may not capture the same level of depth (Schilling, 2013).

#### ***2.3.2. Survey***

The aim of a survey is to gather information from a large group of individuals within a relatively short timeframe, they are particularly useful for gathering quantitative data, which can then be rapidly analyzed using statistical methods to detect trends and patterns within the chosen population, which in this case is senior students. Using standardized questions ensures that all participants respond in the same manner, which makes it easier to compare the data collected. Additionally, surveys, particularly online ones, can be distributed and completed quickly, making participants more likely to provide honest responses, even about personal matters (Schilling, 2013).

To achieve a successful outcome, it is crucial for researchers to carefully select the most suitable research methods based on specific criteria. In this regard, surveys will offer clear guidelines for participant selection, data collection, and the use of various instruments. Surveys are widely used in social and psychological research because they are effective in describing and analyzing human behavior (Ponto, 2015).

### **2.4. Description of the study area / Study group**

The Teodoro Gómez de la Torre High School is located in the northern part of the country, in the province of Imbabura, specifically in the city of Ibarra, within the San Francisco district. The school is positioned at the intersection of Teodoro Gómez Avenue 3-101 and Pedro Vicente

Maldonado Street, offering educational programs from Elementary through High School levels. Currently, it employs 166 teachers and serves nearly 4,000 students. Part of the Sierra school system, the institution receives government support. It operates on two schedules: a morning session from 7:00 a.m. to 1:30 p.m. and an afternoon session from 1:30 p.m. to 6:00 p.m. The school provides a regular education program, which does not specifically cater to students with disabilities or special abilities. As one of the oldest schools in the city, it boasts a rich history of over 100 years in the educational sector.

## 2.5. Population & Sample

The study will take place at Teodoro Gómez de la Torre High School, which has 122 final-year students across three parallel classes. Additionally, the research involves the school director, the department head, and an English instructor, bringing the total number of participants to 125. Since the population exceeds 100, a large sample probability approach will be used. To calculate the sample size, a 95% confidence level ( $Z = 1.96$ ) is applied, with  $N$  representing the total population of 125. Based on this, the sample size ( $n$ ) is calculated to be 95, meaning that 31 students from each class will be randomly selected to participate in the surveys.

$$x = \frac{Z^2 \times N \times p \times q}{e^2(N - 1) + Z^2 \times p \times q}$$

$$x = \frac{1.96^2 \times 125 \times 0.5 \times 0.5}{(0.05)^2(128 - 1) + (1.96)^2 \times 0.5 \times 0.5}$$

$$x = \frac{3.84 \times 125 \times 0.5 \times 0.5}{(0.0025)(127) + 3.84 \times 0.5 \times 0.5}$$

$$x = \frac{120}{0.31 + 0.96}$$

$$x = \frac{120}{1.27}$$

$$x = 95 \text{ students}$$

## 2.6. Procedure

To initiate this research project, an extensive review of pertinent literature was conducted to create a strong theoretical framework for the study. Based on this theoretical framework, research instruments were designed, including a student survey and three interviews for the High school Principal, the Area Coordinator, and the English Teacher. The survey aimed to assess students' current listening skills and attitudes toward English language learning, while the interviews were intended to collect information on teaching methods and technological resources available at the school.

The research instruments were reviewed and validated by the assessor of this research to ensure their relevance and effectiveness in obtaining the research objectives (see Annex 1). Following validation, a formal request for permission was submitted to the rector of Teodoro

Gómez de la Torre High School from the Dean of the FECYT faculty (see Annex 2). The approval, including a signed consent form, was obtained, allowing the research to proceed (see Annex 3).

The data collection process was carried out in June 2024. An online survey was administered to senior-year students of Teodoro Gómez de la Torre using Microsoft Forms. Before participation, students received a consent message explaining the study's purpose to ensure they were fully informed (see Annex 4). Simultaneously, face-to-face interviews were conducted with the Principal, Area Coordinator, and English teacher. Each interview lasted around 5-10 minutes and addressed topics such as current teaching challenges, strategies being used, and the incorporation of dynamic methods to enhance listening skills. Participants were provided with a consent letter detailing the purpose of the study to ensure informed participation (see Annex 5).

The data collected were analyzed using both qualitative and quantitative methods. The qualitative data from the interviews were transcribed, organized, and analyzed through content analysis to identify key themes and insights that addressed the research questions. At the same time, the quantitative data from the surveys were compiled and analyzed to uncover trends and patterns.

The findings and discussions will be compiled in the following chapter, detailing the potential impact of proposed a strategy on improving English listening skills at Teodoro Gómez de la Torre High School and providing guidance for future implementation and evaluation.

## CHAPTER III: ANALYSIS OF RESULTS AND DISCUSSION

The following analysis presents the results of the instruments applied to the selected population, as outlined in the methodology chapter. This section includes two types of methods, each illustrated through different instruments. The first method consists of three interviews with the academic and administrative staff of the institution, addressing key issues related to the challenges and resources available for teaching the English language. The variety of responses respond to real situations within an educational unit and explored the importance of incorporating music into learning activities, highlighting their potential to enhance students' motivation and interest. The second consist of a survey made with the help of last-year high school students, where results effectively demonstrate their interests, experiences and opinions regarding with acquiring a new language and continuing to practice it. In the future, it is essential to further explore these approaches to ensure an adapted and motivating learning process.

### 3.1. Qualitative interpretation of the principal interview

#### 3.1.1. *Transcription of the interview*

**Question 1. According to the curriculum suggested by Ministry of Education, students must achieve a B1 or intermediate level of proficiency in English. What challenges do students at the institution typically encounter in achieving this objective?**

Firstly, the lack of motivation for the language cause mainly by the methodology that is applied. Planning is centered on the teacher and not on the students, so students hardly get encouraged to learn.

**Question 2. Do you think that this institution has the necessary resources to provide a high-quality foreign language class for effectively developing students' language skills?**

Unfortunately, we do not have the necessary resources to make classes more effective and generate more significant learning. Teachers do their best with the limited resources they have.

**Question 3. Based on your experience, do you think improving English at schools is advantageous for the students' future?**

Of course, since English is a universal language that will open doors in any professional field anywhere in the world.

**Question 4. Do you believe that the teaching and learning techniques at your institution positively promote students' emotional well-being while also fostering their academic growth?**

Partially. Some teachers apply active methods and make the learning process simple, effective and motivating. However, I think that there is a lot to do to achieve meaningful learning and develop emotional skills at the same time.

**Question 5. Would you encourage to use a guide that focuses on using songs to develop students' listening skills and promote English language learning?**

Of course. I would be delighted to have this material for my teachers as a tool to develop listening skills and promote English learning effectively.

### ***3.1.2. Analysis and interpretation***

The interview with the principal highlights key challenges in achieving B1 proficiency due to methodology centered on teachers rather than students, leading to a lack of motivation. Limited resources further hinder the delivery of high-quality foreign language classes, despite teachers' efforts. English is recognized as advantageous for students' future, emphasizing its universal value. While some methods promote emotional well-being and academic growth, there is a need for more comprehensive approaches to foster meaningful learning and emotional skills simultaneously. The use of songs to enhance listening skills and promote learning is viewed as an effective and innovative tool. Overall, the institution would benefit from adopting student-centered methodologies, improving resources, and integrating creative strategies like music to overcome challenges and achieve better learning outcomes.

## **3.2. Qualitative interpretation of the area coordinator interview**

### ***3.2.1. Transcription of the interview***

**Question 1. According to the curriculum suggested by Ministry of Education, students must achieve a B1 or Intermediate level of proficiency in English. What are the main challenges that students in the institution encounter in achieving this goal?**

Not having enough hours to study English. Too many students per class. Lack of motivation. They have to be disciplined.

**Question 2. Do you think that this institution has the necessary resources to provide a high-quality foreign language class for effectively developing students' language skills?**

The resources are limited. Like many other public institutions in the city the groups of students are big but classrooms small. Moreover, the digital resources in the institution need to be improved.

**Question 3. Do you believe that the teaching and learning techniques at your institution positively promotes students' emotional well-being while also fostering their academic growth?**

We as teachers must guarantee students well-being as well as their academic growth, and I'm pretty sure the techniques and teaching practices used in the institution aim to reach this goal.

**Question 4. In your opinion, what factors contribute to the difficulty of developing listening skills with students in an EFL classroom?**

Lack of time. Lack of resources.

**Question 5. Do you believe that incorporating music into listening activities makes the learning process more significant?**

Sure, but not only music, also videos, and more resources could be used.



**Question 6. Would you consider implementing a didactic guide that focuses on using songs to develop listening skills to promote English language development in students?**

Yes, but it depends on the kind of songs used with “clean” language and songs that students find interesting or popular.

**3.2.2. Analysis and interpretation**

The responses of the Area Coordinator reveal recurring challenges in achieving B1 proficiency, with lack of time, big groups, and limited resources being significant barriers. The large class sizes and insufficient digital resources hinder the delivery of high-quality language instruction. While teaching techniques aim to balance emotional well-being and academic growth, their effectiveness can vary. The difficulty in developing listening skills is tied to resource and time limitations, highlighting structural issues. Incorporating music and videos is seen as a valuable strategy to enhance listening activities, provided the materials are clean and engaging for students. Overall, addressing these challenges requires improving infrastructure, increasing study hours, and using creative tools like songs and videos tailored to students’ interests to make learning more meaningful and effective.

**3.3. Qualitative interpretation of the English teacher interview**

**3.3.1. Transcription of the interview**

**Question 1. In your opinion, what factors make it challenging to enhance students' listening skills in an EFL classroom?**

The first thing we have to take into account is that we are not native speakers of the English language. And consequently, everything we do in order to enhance our students' knowledge about all of the skills in the English language is going to be very rewardable in this case and if you try to enhance the listening skills, it's a good job you're going to have.

**Question 2. Do you believe that incorporating music into listening activities makes the learning process more meaningful?**

Yeah, of course, because some of our students, we have to take into account that we are working with teenagers or maybe with children. And all of them, even all of us, like music, especially music in English. And obviously, if you work with music in English, you are going to awaken your students' interest in order to learn another language, maybe in this case, English.

**Question 3. What resources and tools do you find most effective for developing listening skills in an EFL classroom?**

Well, for the English language, we have a lot of resources, especially for developing the listening skills. In this case, we are going to use maybe videos, maybe songs. Maybe we are going to have a kind of dialogues, conversations, all of them. Even we have a series, we have movies. All of them developed in English. And we are going to have a good result with this.

**Question 4. In your years of teaching, what specific benefits have you observed from using English music to improve students' listening skills in your English classroom?**

The students are going to get a better result when we use music in English. Because they like to sing. They like to repeat. Even they like to dance with English music, English songs. And in this case, they are going to have a special attraction to the English language.

**Question 5. What specific strategies do you implement in the classroom to effectively develop listening skills in English?**

Yeah, the strategies we use generally are, in this case, listening to some podcasts, to some dialogues, to some conversations. After listening to them, the students are going to repeat, reread, or they are going to make kind of acting or something like that with their classmates and their peers, and they are going to practice in both ways. Both. The students that are reading, the students that are listening, and in the other case, the students that are listening, and the other ones that are reading, maybe conversations.

**Question 6. Would you consider beneficial to use a didactic guide that focuses on using songs to develop listening skills to promote English language development in students?**

Yes. Every kind of material we use in order to have maybe a benefit for our students is going to be good for them. Because if you have a kind of guide, a kind of a book, or a kind of leaflet using songs, this is going to be a reward for, you know. Our students are going to appreciate in a very good grade that kind of help, because this is going to be a help for them. Naturally they are curious, and obviously they are going to have more interest in learning English if you use, in this case, the songs.

**3.3.2. Analysis and interpretation**

The interview analysis reveals that the English teacher emphasizes the importance of engaging and diverse strategies to improve listening skills in EFL classrooms. Factors like not being native speakers and working with children or teenagers underline the challenge but also the potential reward of enhancing listening abilities. Incorporating music, videos, dialogues, and podcasts is highlighted as highly effective, as these tools awaken interest and make learning meaningful. English music, in particular, fosters better results by encouraging students to sing, repeat, and connect emotionally with the language. Strategies like acting out conversations or peer practice ensure active engagement in both listening and speaking skills. A didactic guide using songs is seen as a valuable tool, sparking curiosity and interest while reinforcing language development. This approach enhances learning through creativity and interactive activities tailored to students' preferences.

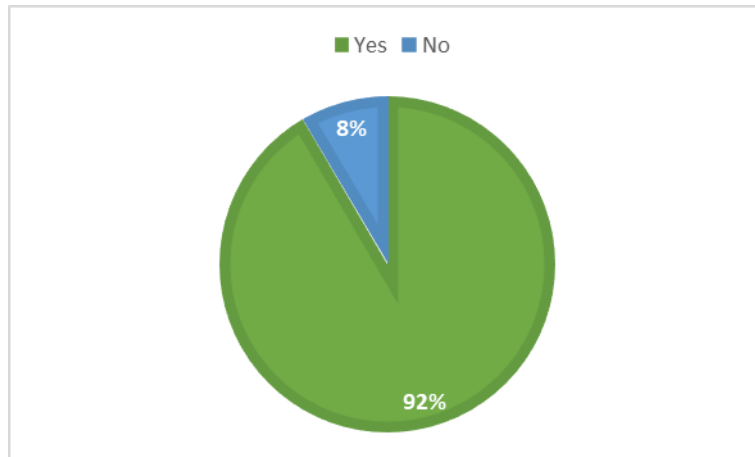
**3.4. Quantitative interpretation of survey**

**3.4.1. Results and analysis**

**Question 1. Do you think English is useful for your future?**

**Figure 2.**

*Question one*



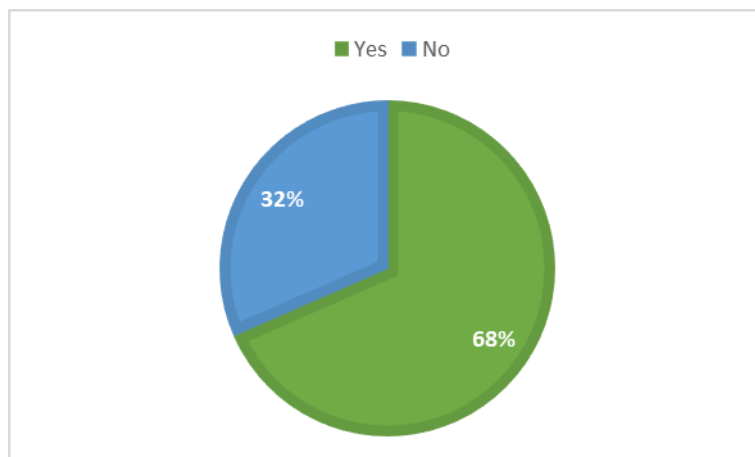
*Note 15.* Elaborated by the researcher. Source: Survey, May 2024.

The graph indicates that the majority of last-year high school students recognize the importance of English for their future. This demonstrates a general awareness of its role in professional and personal development. However, a small group of students does not share this perspective, which highlights the need to explore potential gaps in motivation or the perceived relevance of English in their context. Addressing these issues could be key to improving engagement and effectiveness in English education.

**Question 2. Have you found it hard to reach the B1 level required by the Ministry of Education's curriculum?**

**Figure 3.**

*Question two*



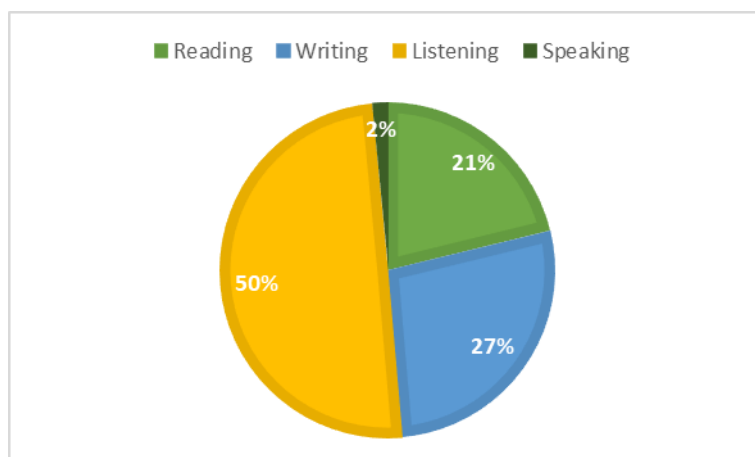
*Note 16.* Elaborated by the researcher. Source: Survey, May 2024.

The graph indicates that many students perceive reaching the B1 level as challenging, reflecting struggles with mastering English during high school. However, a smaller portion finds this level achievable, which may suggest the positive impact of effective teaching methods and available resources.

**Question 3. What skills do you find difficult to develop in English as a foreign language?**

**Figure 4.**

*Question three*



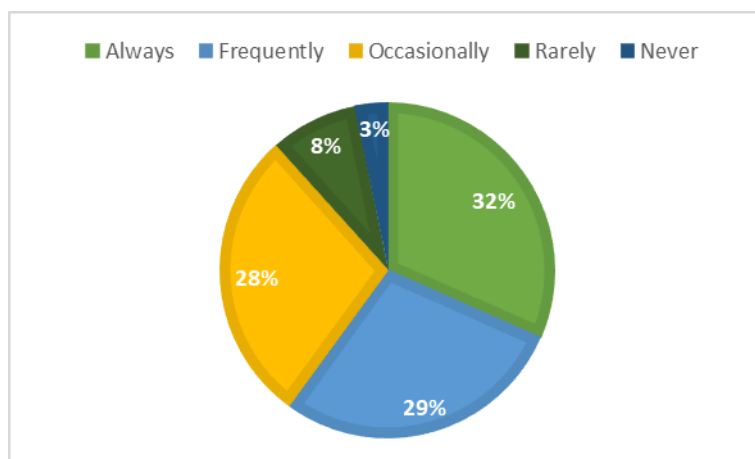
*Note 17.* Elaborated by the researcher. Source: Survey, May 2024.

The graph highlights listening as the most challenging skill for students, possibly due to the inadequacy of audio materials used in class. Reading and writing are also perceived as difficult by a significant number of students, pointing to potential gaps in practice or support. Pronunciation difficulties, while less common, still indicate a need for targeted attention.

**Question 4. How often do you listen to music in English?**

**Figure 5.**

*Question four*



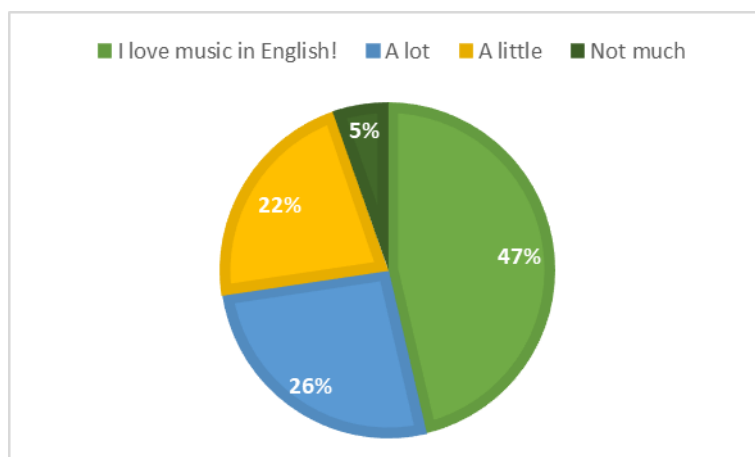
*Note 18.* Elaborated by the researcher. Source: Survey, May 2024.

The graph shows that the majority of students regularly listen to music in English, suggesting that this activity plays a significant role in their language exposure. Even those who do so occasionally demonstrate engagement, while a small minority rarely or never engage with English music.

**Question 5. How much do you enjoy listening to music in English?**

**Figure 6.**

*Question five*



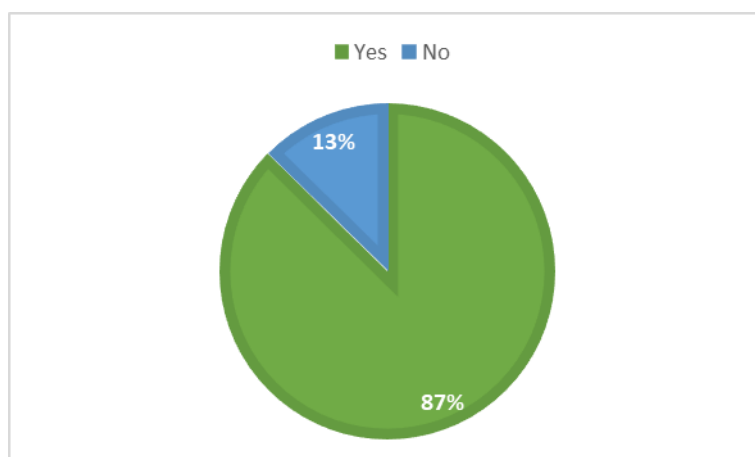
*Note 19.* Elaborated by the researcher. Source: Survey, May 2024.

Most students' express enjoyment of music in English, indicating its potential as a motivating and engaging resource in the classroom. A small group reports less interest, which may relate to personal preferences or limited exposure to appealing genres.

**Question 6. Can English music help you remember English words and phrases?**

**Figure 7.**

*Question six*



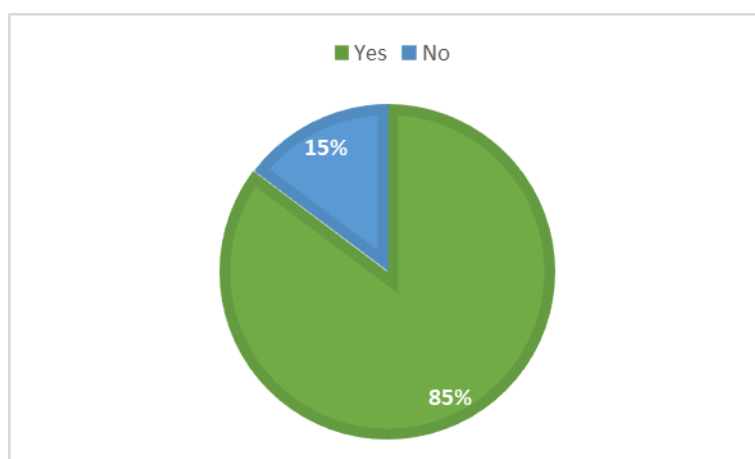
*Note 20.* Elaborated by the researcher. Source: Survey, May 2024.

The graph suggests a strong belief among students that music supports vocabulary retention and skill development. A minority remains skeptical, which could indicate a need for more varied or explicit integration of music in learning activities.

**Question 7. Would you like your English teacher to incorporate English songs in the classes?**

**Figure 8.**

*Question seven*



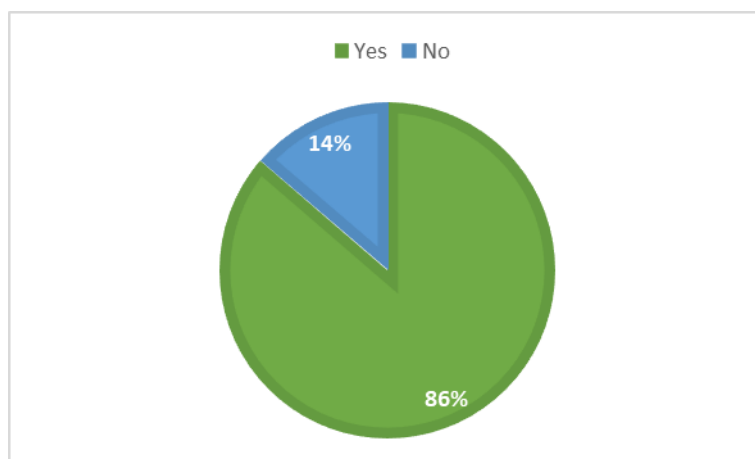
*Note 21.* Elaborated by the researcher. Source: Survey, May 2024.

The majority of students express enthusiasm for incorporating songs into lessons, demonstrating an interest in diversifying classroom activities. A small group opposes this idea, possibly due to different learning styles or preferences.

**Question 8. Do you believe that listening to music in class can help improve your listening skills?**

**Figure 9.**

*Question eight*



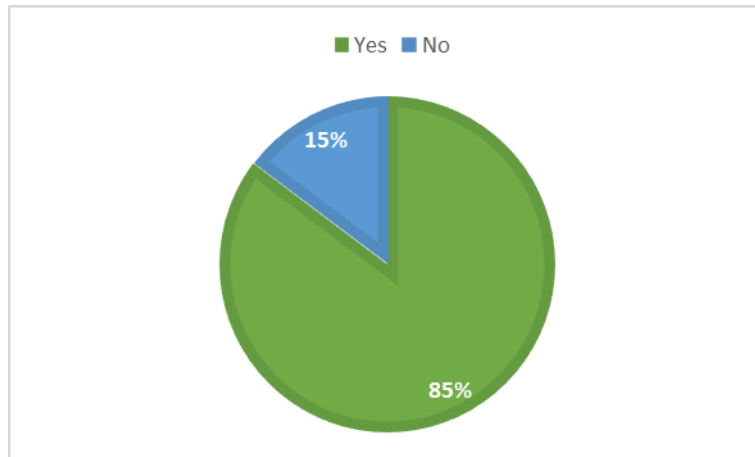
*Note 22.* Elaborated by the researcher. Source: Survey, May 2024.

Most students agree that listening to music in class enhances their listening skills, reinforcing the idea of music as an effective educational tool. Those who disagree may perceive music as less relevant for specific skill development.

**Question 9. Do you feel motivated to practice English when you listen to music?**

**Figure 10.**

*Question nine*



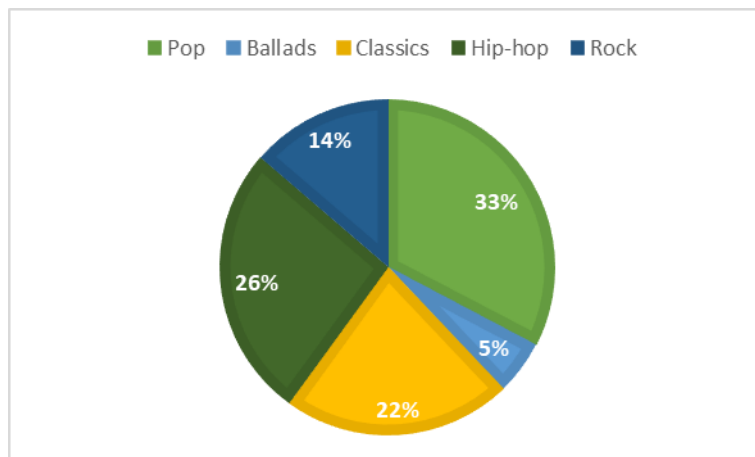
Note 23. Elaborated by the researcher. Source: Survey, May 2024.

The graph highlights the positive impact of music on student motivation, as most feel encouraged to practice English through this medium. A minority, however, reports no noticeable effect, which may be due to individual differences or external factors.

**Question 10. Which of these musical genres would you enjoy listening to into an English class?**

**Figure 11.**

*Question ten*



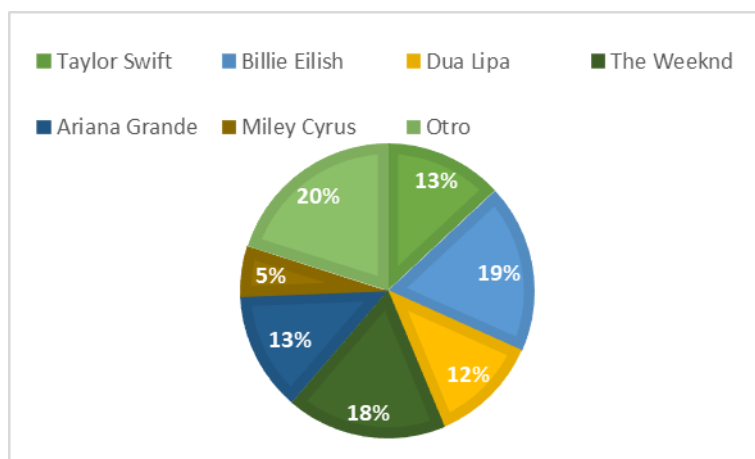
Note 24. Elaborated by the researcher. Source: Survey, May 2024.

Students show a clear preference for genres like pop, hip-hop, and classics, this can be a suggestion of how cultural aspects affects influence musical tastes. Teachers should consider these preferences when selecting music, ensuring it aligns with students' interests while also being appropriate for students in an educational context. These results demonstrate that music can enhance student engagement and create a more dynamic classroom experience.

**Question 11. Which of these famous singers are you familiar with?**

**Figure 12.**

*Question eleven*



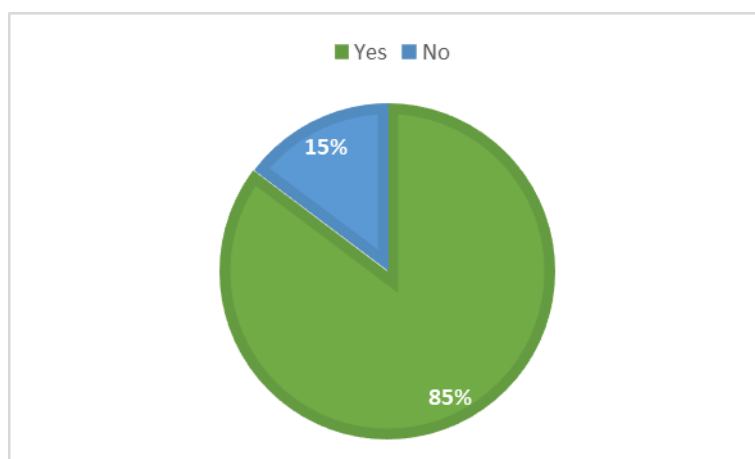
Note 25. Elaborated by the researcher. Source: Survey, May 2024.

The results reveal student interest in contemporary pop culture, with some artists standing out as favorites. These preferences can inform teacher choices to capture attention and enhance engagement during listening activities.

**Question 12. Have you ever searched for the lyrics of any song in English on your own? (If your answer is yes, write the name of the song)**

Figure 13.

Question twelve



Note 26. Elaborated by the researcher. Source: Survey, May 2024.

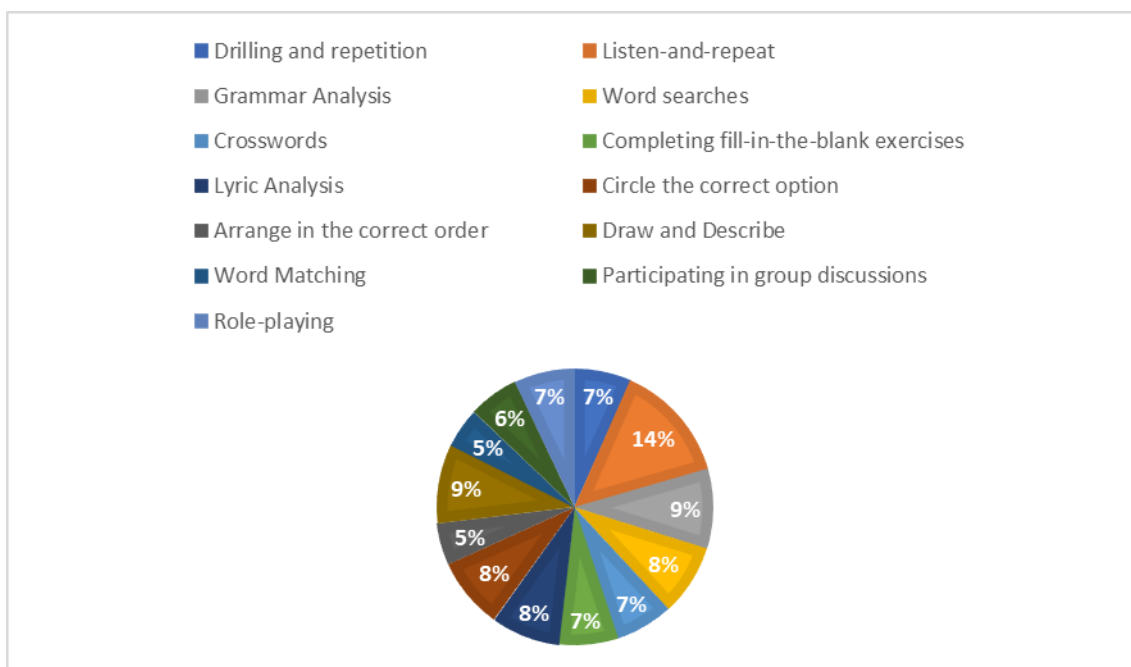
Most students show curiosity about understanding English lyrics, reflecting an intrinsic interest in engaging with the language. Those who do not search for lyrics may still enjoy music without prioritizing comprehension.

**Question 13. What type of activities do you prefer to work with in English class? Select only the five you prefer.**

Figure 14.

Question thirteen





Note 27. Elaborated by the researcher. Source: Survey, May 2024.

The graph suggests that listen-and-repeat activities are highly favored, while other options like grammar analysis and word searches also hold appeal. The diversity in preferences indicates a need for varied approaches to maintain student interest and engagement.

### 3.5. Discussion

The interview and the survey carried out show a considerable preference for using songs to improve listening skills. The qualitative data obtained through interviews with educators emphasizes the importance of incorporating interesting and modern methods into the English language curriculum.

Likewise, one of the most mentioned problems is a lack of student motivation, which is frequently caused by traditional, teacher-centered techniques. As Feng & Xiao (2024) said in their study related to the impact of students to learn: “Teachers' understanding of students' backgrounds and interests is crucial for enhancing motivation and learning outcomes. The study indicates that traditional, rigid teaching methods often fail to engage students, leading to higher resistance to new ideas and technologies”. Both the principal and the area coordinator discussed this matter, emphasizing the importance of resources that foster a more engaging and student-centered learning environment. They specifically pointed out the use of music, appears as an effective solution to this issue, giving a dynamic and culturally relevant instrument that attracts to the interests of students.

Moreover, the results of the survey show a strong interest in music between the students. Most students expressed a strong desire for their teachers to incorporate English songs into the classroom, believing it would help enhance their listening skills. This perspective is supported by the students' belief that listening to music in class contributes to improving their listening abilities. Simultaneously, teachers recognize the importance of integrating music into the classroom to support students' learning. As Campbell in 2022 stated, “Listening, singing,

playing, and dancing to music can lift or soothe the spirit, bring peace after moments of emotional turmoil, and reduce stress and anxiety— which can make children’s learning more efficient” (p.14). For instance, the English teacher interviewed stated that music enriches and engages students' learning experiences.

To conclude, incorporating English pop songs into the curriculum at Teodoro Gómez de la Torre High School appears to be a promising approach for enhancing students' listening skills. The strong interest shown by both students and teachers indicates that music can be a key factor in fostering a more engaging and effective language learning environment, transforming traditional classrooms into more dynamic and motivating spaces for students.

## CHAPTER IV: PROPOSAL

### 4.1. Introduction

The following proposal is the result of the work and ideas of the students from Teodoro Gómez de la Torre High School. It aims to improve their listening skills through the use of English pop songs, incorporating various exercises and activities tailored to different proficiency levels. This guide is based on various learning strategies and methods proven effective and preferred by the senior students of this institution. The guide will be a digital portfolio where you can find worksheets with songs categorized by level, along with a manual that includes a table of contents and a list of songs. Additionally, it will include a sheet with direct links and QR codes for a digital playlist on platforms like Spotify and YouTube.

### 4.2. Title of the proposal: Innovations in Listening Instruction: A Physical and Digital Portfolio of Musical Worksheets

#### 4.2.1. Objectives

##### General

- Improve students' English listening skills using a digital portfolio with worksheets based on pop songs and exercises suitable for different levels.

#### 4.2.2. Links

- **Website:** <https://songworksheets.my.canva.site/portfolio>
- **Spotify playlist:**  
<https://open.spotify.com/playlist/1GvNLO08DxBxPyHoBBbiEE?si=2DlhVWfGQuKfw3MWZiLFzg>
- **Worksheets:**
  - **A1:** [https://www.canva.com/design/DAGOhnoYK\\_s/KIEb-CWux69hpKtUFtGIW/edit?utm\\_content=DAGOhnoYK\\_s&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGOhnoYK_s/KIEb-CWux69hpKtUFtGIW/edit?utm_content=DAGOhnoYK_s&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)
  - **A2:**  
[https://www.canva.com/design/DAGOh3dgNrc/AnB3Q4wLBDNZphI7qqg5Bw/edit?utm\\_content=DAGOh3dgNrc&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGOh3dgNrc/AnB3Q4wLBDNZphI7qqg5Bw/edit?utm_content=DAGOh3dgNrc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)
  - **B1:** [https://www.canva.com/design/DAGOiOuqNs4/q2-f\\_nzcUxHPzT82Cz-nAw/edit?utm\\_content=DAGOiOuqNs4&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGOiOuqNs4/q2-f_nzcUxHPzT82Cz-nAw/edit?utm_content=DAGOiOuqNs4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

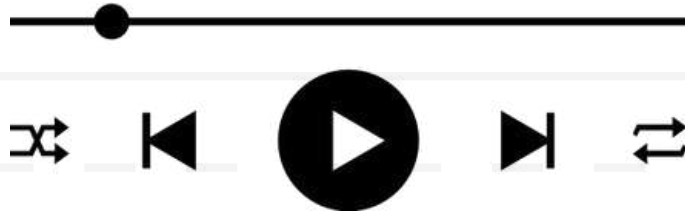
### 4.3. Portfolio



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

# *Innovations in* *Listening Instruction:*

## **A DIGITAL PORTFOLIO OF MUSICAL WORKSHEETS**



Author:

*Emily Correa*

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# Introduction

The following proposal is the result of the work and ideas of the students from Teodoro Gómez de la Torre High School. It aims to improve their listening skills through the use of English pop songs, incorporating various exercises and activities tailored to different proficiency levels. This guide is based on various learning strategies and methods proven effective and preferred by the senior students of this institution. The guide will be a digital portfolio where you can find worksheets with songs categorized by level, along with a manual that includes a table of contents and a list of songs. Additionally, it will include a sheet with direct links and QR codes for a digital playlist on platforms like Spotify and YouTube.

# Objective

## General

- Improve students' English listening skills using a digital portfolio with worksheets based on pop songs and exercises suitable for different levels.

# WELCOME

*Music has the power to transform the way we learn*

Welcome to this Digital Portfolio of Musical Worksheets, the portfolio that ensures your students are capable and well-listeners through a combination of music, lyrics, melodies, grammar, and strategies to develop learner capacities.

While developing this portfolio I spoke with teachers and ask students to identify their top priorities in the classroom and their teaching-learning techniques. This is how this project came out...

**Why music?** 

Music not only makes learning enjoyable, but it also taps into our brain's ability to retain information through rhythm, melody, and repetition. By working with songs, students develop essential language skills—such as vocabulary, grammar, and pronunciation—while experiencing authentic language use in a real-world context.

**How It Works** 


Each worksheet is designed to guide students through the listening process. Starting with a selected pop song, students engage in vocabulary exercises, comprehension questions, and activities that explore the lyrics and meaning. This approach not only enhances listening skills but also fosters engagement, making learning more interactive and enjoyable.

**I hope it will be useful and that both you and your students will like it very much!**




# Pictogram Index *(visual aids)*

Listen and Repeat 

Reflect about this and answer 

Fill-in-the-blank 

Reorganize the lines 

Draw what it describes 

Circle the correct option 

Select the correct option 


Find and correct mistakes 


Choose the correct synonym 

Rearrange the words 

Find the missing words of lyrics 

Categorize words 

Guess the word 

Add the words in the crossword 


Listen 

Highlight the adjectives 

Underline the verbs and circle the subjects 

Underline the words you heard best 

Follow the lyrics and sing! 

What do you think the song is about? 


Draw ..... 

Highlight the verbs 

Count the words 

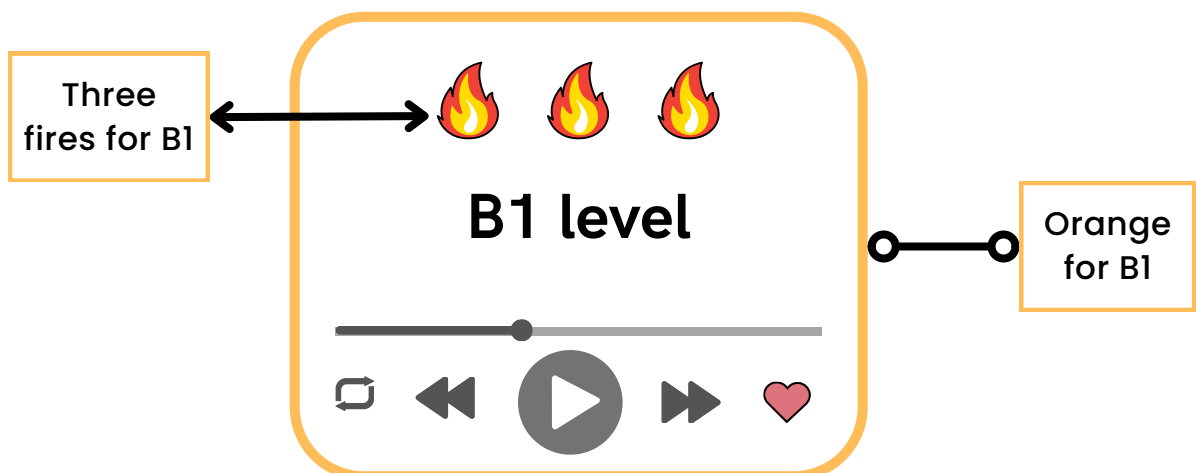
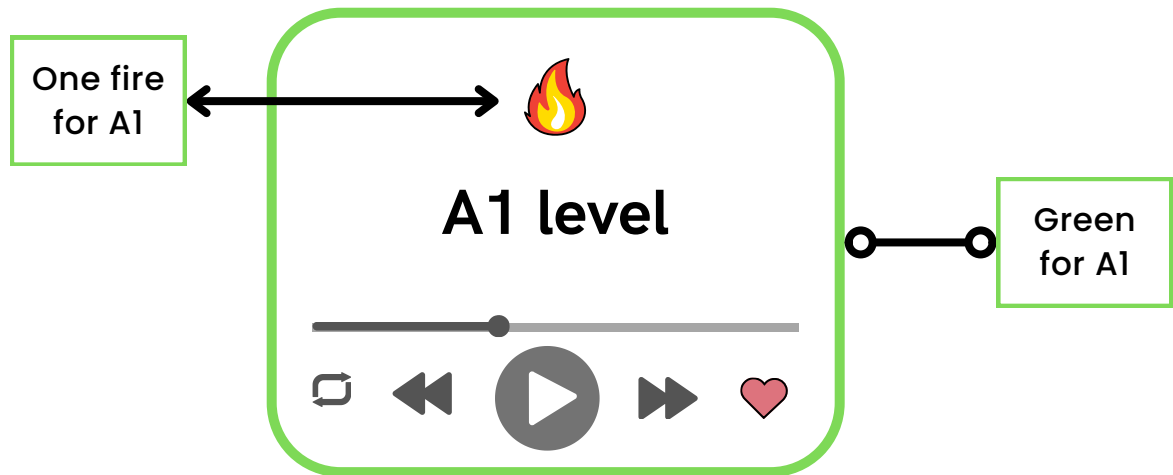
Write the words you don't understand 

Extra ~~word~~ out 

Write down the words you can hear 

# Difficult level indicators

*(visual aids)*



# What does a worksheet contain?


The worksheet is titled "Dreams" by Fleetwood Mac. It features a song cover image of the band members. The worksheet is divided into several sections:

- Visual color:** A label pointing to the green border of the worksheet.
- Name of the song:** A label pointing to the title "Dreams".
- Artist:** A label pointing to the name "Fleetwood Mac".
- Song cover:** A label pointing to the image of the band members.
- Difficult level:** A label pointing to a fire emoji icon.
- Reorganize the lines:** A section with a circular arrow icon and a list of lines from the song to be rearranged.
- Follow the lyrics and sing!:** A section with a person singing icon and the full lyrics of the song.
- Underline the words you heard best:** A section with a speaker icon and the lyrics for a listening exercise.
- Listen:** A section with a speaker icon and the lyrics for a listening exercise.
- Highlighted the verbs:** A section with a thumbs-up icon and the lyrics for a verb identification exercise.
- Guess the word:** A section with a person thinking icon and a word-guessing exercise.
- Did you know that...:** A section with a cartoon character icon and an interesting fact about the song.

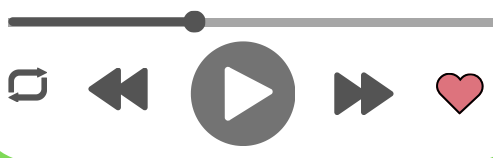
Labels at the bottom of the worksheet:

- Visual aid:** A label pointing to the "Guess the word" section.
- Exercise:** A label pointing to the "Guess the word" section.
- Interesting fact:** A label pointing to the "Did you know that..." section.


# Song content per level




**A1 level**  
25 songs




A1 level card featuring musical notation, the text "A1 level" and "25 songs", a progress bar, and playback controls (stop, previous, play, next, heart).




**A2 level**  
25 songs



A2 level card featuring musical notation, the text "A2 level" and "25 songs", a progress bar, and playback controls (stop, previous, play, next, heart).



**B1 level**  
25 songs



B1 level card featuring musical notation, the text "B1 level" and "25 songs", a progress bar, and playback controls (stop, previous, play, next, heart).

# Links

## Spotify



## Youtube

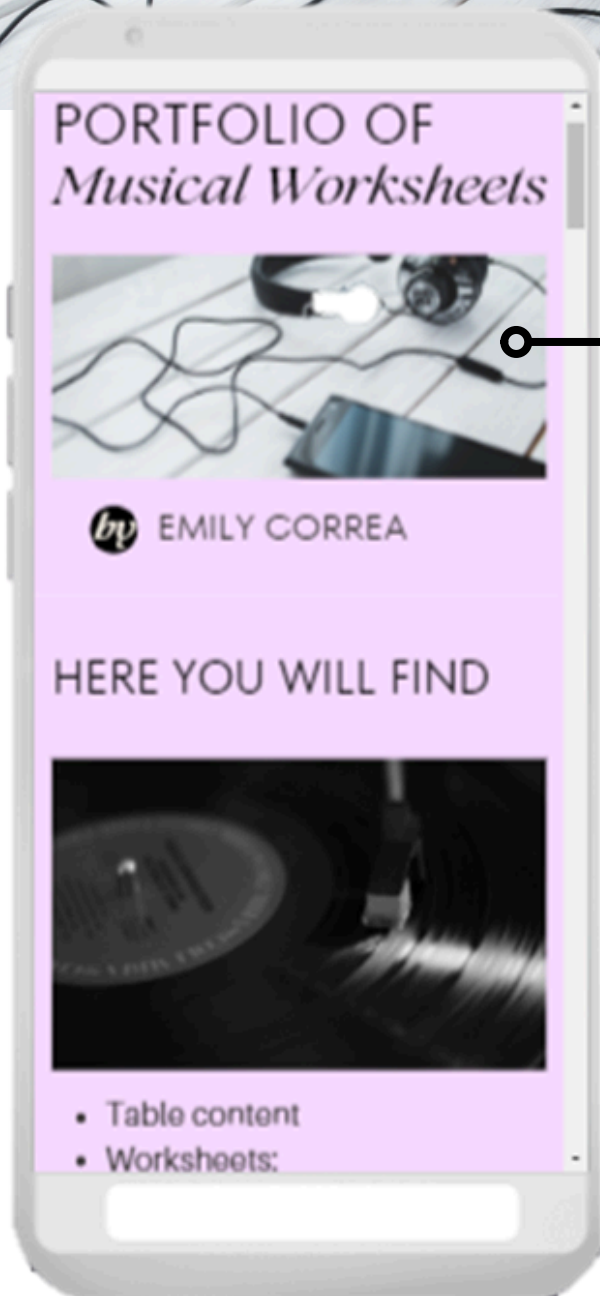


## Link to website

<https://songworksheets.my.canva.site/portfolio>



# Digital resource



Adaptable page for computers and phones

Accessible web page with direct links to all the proposed content for the convenience and efficiency of teachers.

# A1 level



## Content: 25 songs

- Hello, Goodbye - The Beatles
- Just the Way You Are - Bruno Mars
- Stand by Me - Ben E. King
- Fly Me to the Moon - Frank Sinatra
- And I Love Her - The Beatles
- Oh No! - Marina
- Butter - BTS
- Bye Bye Bye - \*NSYNC
- Hey Everybody! - 5 Seconds of Summer
- Smooth Criminal - Michael Jackson
- I Know - Drake Bell
- Let It Be - The Beatles
- Count on Me - Bruno Mars
- I'm Yours - Jason Mraz
- ABC - The Jackson 5
- Shake It Off - Taylor Swift
- Can't Help Falling in Love - Elvis Presley
- Dreams - Fleetwood Mac
- Top of the World - The Carpenters
- Yellow Submarine - The Beatles
- One Call Away - Charlie Puth
- Love Yourself - Justin Bieber
- Dance the Night - Dua Lipa
- Calm Down - Rema, Selena Gomez
- What is Love - Haddaway

Scan me for  
worksheets:







# Hello, Goodbye

## The Beatles



### Listen and Repeat



You say, "Yes", I say, "No"

You say, "Stop", and I say, "Go, go, go"

Oh no

You say, "Goodbye", and I say, "Hello, hello, hello"

I don't know why you say, "Goodbye", I say, "Hello, hello, hello"

I don't know why you say, "Goodbye", I say, "Hello" Do it three times more!

### Reflect about this and answer



You say, 'Yes', I say, 'No'

- Is this sentence about the past or the present? \_\_\_\_\_
- What is the verb in this sentence? \_\_\_\_\_

I don't know why you say, 'Goodbye'

- What word means "not"? (Hint: it's part of "don't") \_\_\_\_\_
- What is the question word in this sentence? \_\_\_\_\_

You say, 'Stop' and I say, 'Go'

- How many people are speaking in this sentence? \_\_\_\_\_
- What word connects the two parts of the sentence? \_\_\_\_\_

Compare your answers with your classmate.

### Fill-the-blank



- You say, "Yes", I say, "\_\_\_\_\_"
- You say, "Stop", and I say, "\_\_\_\_\_, go, go"
- I don't know why you say, "\_\_\_\_\_", I say, "Hello"
- I say, "High", you say, "\_\_\_\_\_"
- You say, "Why?" And I say, "I don't \_\_\_\_\_"

### Reorganize the lines



\_\_\_ You say, "Yes", I say, "No"

\_\_\_ I don't know why you say, "Goodbye", I say, "Hello, hello, hello"

\_\_\_ You say, "Stop", and I say, "Go, go, go"

\_\_\_ I don't know why you say, "Goodbye", I say, "Hello"

\_\_\_ You say, "Why?" And I say, "I don't know"

\_\_\_ I say, "High", you say, "Low"

\_\_\_ You say, "Goodbye", and I say, "Hello, hello, hello"

### Did you know that...



When Paul McCartney wrote the song, the main idea came from the simplicity of oppositions. According to him, the song is about contradictions and differences between people, such as "yes" and "no".





# Just the Way You Are

## Bruno Mars



### Draw what it describes

- Her eyes, her eyes  
Make the stars look like they're not shinin'
- Her hair, her hair  
Falls perfectly without her tryin'
- 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

1	2	3
4	5	6

### Circle the correct option

- When I see your \_\_\_\_\_
- There's not a \_\_\_\_\_ that I would change
- 'Cause you're \_\_\_\_\_
- Just the way you \_\_\_\_\_
- And when you \_\_\_\_\_
- The whole \_\_\_\_\_ stops and stares for a while
- 'Cause girl, you're \_\_\_\_\_
- Just the way you \_\_\_\_\_

- a) face      b) mouth      c) smile
- a) think      b) thing      c) tea
- a) amazing      b) awesome      c) amusing
- a) am      b) is      c) are
- a) smite      b) smile      c) style
- a) world      b) word      c) war
- a) amazing      b) awesome      c) amusing
- a) am      b) is      c) are

### Select the correct option

- a) Her mouth, her mouth
  - b) Her lips, her lips
- 
- a) I could hug them all day if she'd allow me
  - b) I could kiss them all day if she'd let me
- 
- a) Her laugh, her laugh
  - b) Her cry, her cry
- 
- a) She hates, but I think it's so sexy
  - b) She loves, but I think it's so attractive
- 
- a) She's so pretty and I tell her daily
  - b) She's so beautiful and I tell her everyday

- a) Oh, you forget, you forget
  - b) Oh, you know, you know
- 
- a) You know I'd never ask you to change
  - b) You know I'd never ask you to alter
- 
- a) If flawed's what you're seeking, then just stay the same
  - b) If perfect's what you're searchin' for, then just stay the same
- 
- a) So don't even bother askin' if you look okay
  - c) So don't even worry asking if you look great
- 
- a) You know I'll say
  - b) You know I'll shout



# Just the Way You Are

## Bruno Mars



### Circle the correct option

1. When I see your \_\_\_\_\_  
1.a) face      b) mouth      c) smile
2. There's not a \_\_\_\_\_ that I would change  
2.a) think      b) thing      c) tea
3. 'Cause you're \_\_\_\_\_  
3.a) amazing    b) awesome    c) amusing
4. Just the way you \_\_\_\_\_  
4.a) am          b) is          c) are
5. And when you \_\_\_\_\_  
5.a) smite      b) smile      c) style
6. The whole \_\_\_\_\_ stops and stares for a while  
6.a) world      b) word      c) war
7. 'Cause girl, you're \_\_\_\_\_  
7.a) amazing    b) awesome    c) amusing
8. Just the way you \_\_\_\_\_  
8.a) am          b) is          c) are

### Listen and Repeat

The way you are

The way you are

Girl, you're amazing

Just the way you are

### Fill-in-the-blank

- When I see your \_\_\_\_\_
- There's not a \_\_\_\_\_ that I would change
- 'Cause you're \_\_\_\_\_
- Just the way you \_\_\_\_\_
- And when you \_\_\_\_\_
- The whole \_\_\_\_\_ stops and stares for a while
- 'Cause girl, you're \_\_\_\_\_
- Just the way you \_\_\_\_\_

### Did you know that...



"Just the Way You Are" became an anthem of personal empowerment and self-acceptance, and has been used in self-esteem awareness campaigns and events promoting self-confidence.



# Stand By Me

Ben E. King



## Find and correct mistakes

- |   |          |
|---|----------|
| 1. When the night has came                  | 1. _____ |
| 2. And the ground is bright                 | 2. _____ |
| 3. And the moon is the only light we'll saw | 3. _____ |
| 4. No, I will not be scare                  | 4. _____ |
| 5. Oh, I won't afraid                       | 5. _____ |
| 6. Just as long as you stay                 | 6. _____ |
| 7. Stay by my side                          | 7. _____ |

## Listen and repeat

So darlin', darlin', stand by me

Oh, stand by me

Oh, stand

Stand by me, stand by me

## Choose the correct synonym

- |   |                 |             |             |
|---|-----------------|-------------|-------------|
| 1. If the sky that we <u>look</u> upon              | 1.a) ignore     | b) observe  | c) avoid    |
| 2. Should tumble and <u>fall</u>                    | 2.a) rise       | b) stand    | c) collapse |
| 3. Or the mountain should <u>crumble</u> to the sea | 3.a) strengthen | b) break    | c) build    |
| 4. I won't <u>cry</u> , I won't <u>cry</u> .        | 4.a) smile      | b) weep     | c) laugh    |
| 5. No, I won't <u>shed</u> a tear                   | 5.a) keep       | b) drop     | c) hold     |
| 6. Just as long as you <u>stand</u>                 | 6.a) remain     | b) collapse | c) fall     |

Stand by me

## Find the missing words of lyrics

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

And \_\_\_\_\_, \_\_\_\_\_, stand by me

Oh, stand by \_\_\_\_

Oh, stand \_\_\_\_\_

Stand \_\_\_\_ me, stand by me

Whenever you're in \_\_\_\_\_ won't you stand by me

Oh, \_\_\_\_\_ by me

\_\_\_\_\_ you stand by me



# Fly Me to the Moon

Frank Sinatra



## Draw what it describes

Fly me to the Moon  
Let me play among the stars  
Let me see what spring is like  
On Jupiter and Mars

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

## Rearrange the words

In other \_\_\_\_\_ dswro  
 Hold my \_\_\_\_\_ anhd  
 In \_\_\_\_\_ words hteor  
 Baby, \_\_\_\_\_ me isks

## Fill-in-the-blank

Fill my \_\_\_\_\_ with \_\_\_\_\_  
 And \_\_\_\_\_ me \_\_\_\_\_ forevermore  
 You \_\_\_\_\_ all I \_\_\_\_\_ for  
 All \_\_\_\_\_ worship and \_\_\_\_\_

## Rearrange the words

In \_\_\_\_\_ words oreth  
 \_\_\_\_\_, be true saelpe  
 \_\_\_\_\_ other words ni  
 I \_\_\_\_\_ you evol

## Find the missing words of lyrics

Fill my \_\_\_\_\_ with \_\_\_\_\_  
 And \_\_\_\_\_ me \_\_\_\_\_ forevermore  
 You \_\_\_\_\_ all I \_\_\_\_\_ for  
 All \_\_\_\_\_ worship and \_\_\_\_\_

### Did you know that...



This song became an unofficial anthem of NASA's space program in the 1960s. In fact, it was one of the songs that the Apollo 10 astronauts took into space on their 1969 mission to the Moon.

V	A	D	O	R	E	G
H	E	A	R	T	P	I
M	Z	R	L	O	N	G
S	S	A	S	O	N	G
I	E	R	L	Y	A	S
N	O	E	E	M	J	N
G	I	M	T	Z	P	E



# And I Love Her

## The Beatles



### Find and correct mistakes



- |                           |          |
|---------------------------|----------|
| 1. I gave her all my love | 1. _____ |
| 2. That's all I'll did    | 2. _____ |
| 3. And if you see my love | 3. _____ |
| 4. You'd love him to      | 4. _____ |
| 5. I loved her            | 5. _____ |

### Categorize words



She gives me everything  
And tenderly  
The kiss my lover brings  
She brings to me  
And I love her

#### Nouns:

- 1.
- 2.
- 3.

#### Verbs:

- 1.
- 2.
- 3.

### Guess the word



A l\_\_\_\_\_ like o\_\_\_\_\_

C\_\_\_\_\_ never d\_\_\_\_\_

As I\_\_\_\_\_ a\_\_\_ I

H\_\_\_\_\_ y\_\_\_\_\_ near me

### Reorganize the lines



- \_\_\_\_\_ I know this love of mine
- \_\_\_\_\_ Dark is the sky
- \_\_\_\_\_ Will never die
- \_\_\_\_\_ Bright are the stars that shine
- \_\_\_\_\_ And I love her

### Listen and repeat the verse when it is correctly ordered



#### Did you know that...



The song is written in a 3/4 time signature, which gives it a waltz-like feel and smoothness, setting it apart from many of the pop songs of the era. This musical style helped establish The Beatles as innovators in music composition and production.



# Oh no! Marina

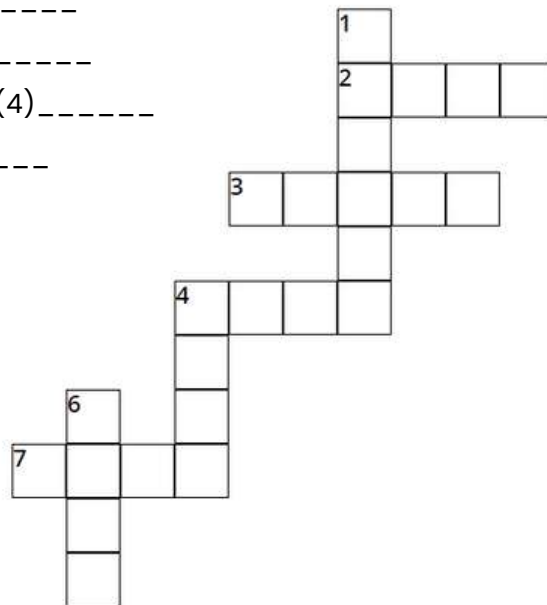


## Find and correct mistakes

- |                                     |          |
|-------------------------------------|----------|
| 1. Don't do loves, don't do friends | 1. _____ |
| 2. I'm only after succses           | 2. _____ |
| 3. Don't need a relashionship       | 3. _____ |
| 4. I'll never soften my grip        | 4. _____ |

## Add the words in the crossword

Don't want cash, don't want (6) \_\_\_\_\_  
 Want it (4) \_\_\_\_\_, want it (2) \_\_\_\_\_  
 Don't need (3) \_\_\_\_\_, don't need (4) \_\_\_\_\_  
 I just (7) \_\_\_\_\_ to make a (1) \_\_\_\_\_



## Listen

I just wanna change  
 I just wanna change  
 I just wanna change  
 I just wanna change  
 I just wanna change

## Reflect about this and answer

I know exactly what I want and who I want to be

- Is this sentence about the past or the present? \_\_\_\_\_
- What are the verbs in this sentence? \_\_\_\_\_

I know exactly why I walk and talk like a machine

- What word means "know"? \_\_\_\_\_
- What is the meaning of the word of "machine"? \_\_\_\_\_

I'm now becoming my own self-fulfilled prophecy

- How many people are speaking in this sentence? \_\_\_\_\_

Oh! Oh, no! Oh, no! Oh, no, oh!



# Oh no! Marina



## Find and correct mistakes



1. One track mind, one track heart
2. If I fail, I'll fall apart
3. Maybe it is all a test
4. 'Cause, I feel like I'm the worst
5. So I always act like I'm the best

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Fill-in-the-blank



If you \_\_\_\_\_ not very \_\_\_\_\_  
 Your possessions \_\_\_\_\_ possess \_\_\_\_\_  
 TV \_\_\_\_\_ me how to \_\_\_\_\_  
 Now \_\_\_\_\_ life has \_\_\_\_\_ appeal

## Listen

It has no appeal  
 It has no appeal  
 It has no appeal  
 It has no appeal  
 It has no appeal

## Listen and repeat



I know exactly what I want and who I want to be  
 I know exactly why I walk and talk like a machine  
 I'm now becoming my own self-fulfilled prophecy  
 Oh! Oh, no! Oh, no! Oh, no, oh! x2

I'm gonna live, I'm gonna fly  
 I'm gonna fail, I'm gonna die  
 I'm gonna live, I'm gonna fly  
 I'm gonna fail, gonna die, die, die, die

## Did you know that...



"Oh No!" by Marina and the Diamonds is that the song was originally written as a response to the criticisms and expectations of the music industry. Marina expressed that, early in her career, she felt pressured to fit into certain molds and standards of beauty that were expected of pop artists.

I know exactly what I want and who I want to be  
 I know exactly why I walk and talk like a machine  
 I'm now becoming my own self-fulfilled prophecy  
 Oh! Oh, no! Oh, no! Oh, no, oh! x2

Da-da-dum, da-da-dum. Da-da-da-da-da-dum  
 Da-da-dum, da-da-dum. Da-da-da-da-da-dum  
 Da-da-dum, da-da-dum. Da-da-da-da-da-dum  
 Oh! Oh, no! Oh, no! Oh, no, oh!



# Butter

BTS



## Draw what it describes

1. Smooth like butter, like a criminal undercover
2. Gon' pop like trouble breaking into your heart like that, ooh
3. Cool shade, stunner, yeah, I owe it all to my mother, uh
4. Hot like summer, yeah, I'm making you sweat like that (break it down)

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

## Fill-in-the-blank

Ooh, when I \_\_\_\_\_ in the \_\_\_\_\_  
 I'll melt \_\_\_\_\_ heart into \_\_\_\_\_  
 I \_\_\_\_\_ that \_\_\_\_\_ glow, so  
 Ooh (do the \_\_\_\_\_, like)

## Categorize words

A side step, right-left, to my beat  
 High like the moon, rock with me, baby  
 Know that I got that heat  
 Let me show you 'cause talk is cheap  
 Side step, right-left, to my beat  
 Get it, let it roll

### Nouns:

- 1.
- 2.
- 3.
- 4.

### Verbs:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## Rearrange the words

Smooth like butter, pull you in \_\_\_\_\_ (ekli) no other  
 Don't \_\_\_\_\_(edne) no Usher to remind me you \_\_\_\_\_ (tog) it bad  
 Ain't no \_\_\_\_\_(thore) that can sweep \_\_\_\_\_ (ouy) up like a robber  
 Straight up, I got ya \_\_\_\_\_ (iakgmn) you fall like that (\_\_\_\_\_ (erakb) it down)

### Did you know that...



The musical style of "Butter" is heavily influenced by 80's pop. The producers and songwriters wanted to create a light and fun song, with a catchy melody of disco and retro pop, but with a modern twist.





# Butter

## BTS



### Fill-in-the-blank

Ooh, when I \_\_\_\_\_ in the \_\_\_\_\_  
 I'll melt \_\_\_\_\_ heart into \_\_\_\_\_  
 I \_\_\_\_\_ that \_\_\_\_\_ glow, so  
 Ooh (do the boogie, \_\_\_\_\_)

### Find the missing words

A side step, \_\_\_\_\_-left, to my \_\_\_\_\_  
 High like the \_\_\_\_\_, rock with me, \_\_\_\_\_  
 \_\_\_\_\_ that I got that \_\_\_\_\_  
 Let me \_\_\_\_\_ you 'cause \_\_\_\_\_ is cheap  
 Side step, \_\_\_\_\_-left, to my \_\_\_\_\_  
 Get it, \_\_\_\_\_ it roll

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

### Underline the words you heard best

Ice on my wrist, I'm the nice guy  
 Got the right body and the right mind  
 Rolling up the party, got the right vibe  
 Smooth like (butter), hate us (love us)  
 Fresh boy, pull up and we lay low  
 All the players get moving when the bass low  
 Got ARMY right behind us when we say so  
 Let's go  
 Side step, right-left, to my beat (right-left, to my beat)  
 High like the moon, rock with me, baby  
 You know that I got that heat  
 Let me show you 'cause talk is cheap (you know that talk is cheap)  
 Side step, right-left, to my beat  
 Get it, let it roll

### Highlight the adjectives

Smooth like (butter), cool shade (stunner)  
 And you know we don't stop  
 Hot like (summer), ain't no (bummer)  
 You'll be like, "Oh, my God"  
 We gon' make you rock, and you say (yeah)  
 We gon' make you bounce, and you say (yeah)  
 Hotter, sweeter, cooler, butter  
 Get it, let it roll



# Bye Bye Bye

\*NYSNC



## Underline the verbs and circle the subjects



I'm doing this tonight. You're probably gonna start a fight  
 I know this can't be right. Hey baby come on  
 I loved you endlessly. When you weren't there for me.  
 So now it's time to leave and make it alone

## Fill-in-the-blank



I \_\_\_\_\_ that I can't \_\_\_\_\_ no more  
 It ain't no I \_\_\_\_\_  
 I want to \_\_\_\_\_ you out that \_\_\_\_\_  
 \_\_\_\_\_ bye bye bye

## Reorganize the lines



\_\_\_\_ You may hate me but it ain't no lie  
 \_\_\_\_ Don't want to be a fool for you  
 \_\_\_\_ Bye bye  
 \_\_\_\_ It might sound crazy but it ain't no lie  
 \_\_\_\_ Baby bye bye bye  
 \_\_\_\_ Just another player in your game for two  
 \_\_\_\_ I just want to tell you that I've had enough  
 \_\_\_\_ Don't really want to make it tough  
 \_\_\_\_ Baby bye bye bye

## Guess the word



You j\_\_\_\_\_ hit me with the t\_\_\_\_\_  
 Now girl you're m\_\_\_\_\_ than w\_\_\_\_\_ to  
 So g\_\_\_\_\_ me one good r\_\_\_\_\_  
 Baby c\_\_\_\_\_ on  
 I've l\_\_\_\_\_ for y\_\_\_\_\_ and me  
 And now I r\_\_\_\_\_ come to s\_\_\_\_\_  
 That l\_\_\_\_\_ would be much b\_\_\_\_\_ once you're g\_\_\_\_\_

## Did you know that...



"Bye Bye Bye Bye" by NSYNC returned to the Billboard charts in 2023, more than 20 years after its original release. This is due to its inclusion in the movie "Deadpool 3," where it appears in a key scene with Deadpool and Wolverine.



# Bye Bye Bye

\*NYSNC



## Fill-in-the-blank

I \_\_\_\_\_ that I can't \_\_\_\_\_ no more  
 It ain't no I \_\_\_\_\_  
 I want to \_\_\_\_\_ you out that \_\_\_\_\_  
 \_\_\_\_\_ bye bye bye

## Find and correct mistakes

- |  |          |
|--|----------|
| 1. Don't wanna be a fool of you                | 1. _____ |
| 2. Just anoter player in your game to two      | 2. _____ |
| 3. You may hate me but it isn't no lie         | 3. _____ |
| 4. Baby goodbye bye bye                        | 4. _____ |
| 5. Bye bye                                     | 5. _____ |
| 1. Don't really want to make it tuf            | 1. _____ |
| 2. I just want to tell you that Ive had enough | 2. _____ |
| 3. Mite sound crazy but it ain't no lie        | 3. _____ |
| 4. Baby goodbye bye bye                        | 4. _____ |

## Rearrange the words

I'm \_\_\_\_\_ (gngivi) up I know for \_\_\_\_\_ (erus)  
 I don't' want to be the \_\_\_\_\_ (aesron) for your \_\_\_\_\_ (ovel) no more  
 I'm checking out, I'm \_\_\_\_\_ (gnnsigi) off  
 I don't want to be the \_\_\_\_\_ (oserl), and I've had \_\_\_\_\_ (hguone)

## Underline the words you heard best

I don't want to be your fool in this game for two	Don't want to be a fool for you	Don't really want to make it tough
So I'm leaving you behind (Bye bye bye)	Just another player in your game for two	I just want to tell you that I've had enough
I don't want to make it tough (Make it tough)	I don't want to be your fool	It might sound crazy but it ain't no lie
But I've had enough	But it ain't no lie	Bye bye
And it ain't no lie	Baby bye bye bye	
	Bye bye	



# Hey Everybody!

5SOS



## Fill-in-the-blank

She maxed her \_\_\_\_\_ cards and don't got a \_\_\_\_\_  
She \_\_\_\_\_ the cards with all the \_\_\_\_\_ in her car  
It's not the \_\_\_\_\_ of the \_\_\_\_\_  
Yeah, we've all been there \_\_\_\_\_ and it \_\_\_\_\_ oh

## Underline the words you heard best

He's walking home cause he can't pay for the bus  
He needs a dollar but he ain't got enough  
It's not the end of the world  
Yeah, we've all been there before and it goes oh

## Find the missing words

Hey everybody, we don't \_\_\_\_\_ to \_\_\_\_\_ this way  
We can all get \_\_\_\_\_, yeah, we \_\_\_\_\_ all get paid  
So what you \_\_\_\_\_ everybody?  
Gotta live it up \_\_\_\_\_  
We can all \_\_\_\_\_ some, yeah, we can \_\_\_\_\_ get paid

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

### Did you know that...



The song sounds familiar? That's because it uses the main riff from Duran Duran's "Hungry Like the Wolf", a famous song from the 80s. The band asked for permission and received approval to use the iconic riff, which gives the song a nostalgic feel. Did you recognize it?



# Hey Everybody!

5SOS



## Draws what it describes

1. Don't have your rent and it's the first of the month
2. Your bank account has got insufficient funds
3. We can't afford to give up
4. We got to make out on luck and it goes

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

## Reorganize the lines

- \_\_\_\_ Everyone says that you'll just turn back around
- \_\_\_\_ Because they know
- \_\_\_\_ And what's ironic to me, the ones that don't ever leave
- \_\_\_\_ Work every weekend just to get out of town

## Follow the lyrics and sing!

Hey everybody, we don't have to live this way  
 We can all get some, yeah, we can all get paid  
 So what you say everybody?  
 Gotta live it up today  
 We can all get some, yeah, we can all get paid  
 Oh-oh-oh-oh

Hey everybody, we don't have to live this way  
 We can all get some, yeah, we can all get paid  
 So what you say everybody?  
 Gotta live it up today  
 We can all get some, yeah, we can all get paid  
 Oh-oh-oh-oh

## What do you think the song is about?

-----

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-----

-----

-----

-----



# Smooth Criminal

## Michael Jackson



### Find and correct mistakes



- |   |          |
|---|----------|
| 1. As he entered into the window        | 1. _____ |
| 2. It was a sound of a climax           | 2. _____ |
| 3. He came into her flat                | 3. _____ |
| 4. He left the bloodstains on the rug   | 4. _____ |
| 5. She ran beneath the table            | 5. _____ |
| 6. He could tell she was unable         | 6. _____ |
| 7. So she rushed into the bedroom       | 7. _____ |
| 8. She was struck down, it was her fate | 8. _____ |

### Listen

Annie, are you okay? So, Annie, are you okay? Are you okay, Annie?  
Annie, are you okay? So, Annie, are you okay? Are you okay, Annie?  
Annie, are you okay? So, Annie, are you okay? Are you okay, Annie?  
Annie, are you okay? So, Annie, are you okay? Are you okay, Annie?

### Categorize words

Annie, are you okay? Will you tell us that you're okay?  
There's a sound at the window that he struck you, a crescendo, Annie  
He came into your apartment, and left the bloodstains on the carpet  
Then you ran into the bedroom, you were struck down, it was your doom

#### Pronouns and nouns:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

#### Verbs:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

#### Did you know that...



In the song, Jackson repeatedly asks, "Annie, are you okay?" This name was inspired by the mannequins used to perform cardiopulmonary resuscitation (CPR), which are often called "Rescue Annie."



# Smooth Criminal

## Michael Jackson



### Listen and repeat

Annie, are you okay? So, Annie, are you okay? Are you okay, Annie?  
Annie, are you okay? So, Annie, are you okay? Are you okay, Annie?  
Annie, are you okay? So, Annie, are you okay? Are you okay, Annie?  
You've been hit by, you've been hit by, a smooth criminal Ow!

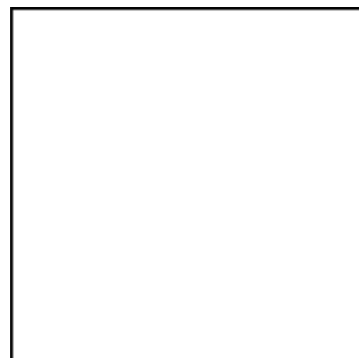
### Guess the word

So they c\_\_\_\_\_ in to the outway  
It was S\_\_\_\_\_, what a b\_\_\_\_\_ day  
Mouth-to-m\_\_\_\_\_ resuscitation  
Sounding h\_\_\_\_\_, intimidations

### Follow the lyrics and sing!

Annie, are you okay? So, Annie, are you okay? Are you okay, Annie?  
Annie, are you okay? So, Annie, are you okay? Are you okay, Annie?  
Annie, are you okay? So, Annie, are you okay? Are you okay, Annie?  
Annie, are you okay? So, Annie, are you okay? Are you okay, Annie?  
Annie, are you okay? Will you tell us that you're okay?  
There's a sound at the window that he struck you, a crescendo, Annie  
He came into your apartment, and left the bloodstains on the carpet  
And then you ran into the bedroom, you were struck down, it was your doom  
Annie, are you okay? So, Annie, are you okay? Are you okay, Annie?  
You've been hit by, you've been struck by, a smooth criminal  
Ow!

Draw the way you  
imagine Annie 







# I Know

## Drake Bell



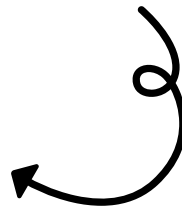
### Underline the words you heard best

All alone / Guess again / You've been known / To take the hand of any man  
Who will fill your fanta / See you there / A big mistake / You're the pride  
Of everything that comes around / This messed up town

### Reorganize the lines

\_\_\_\_ And I know, and I know  
\_\_\_\_ Know what we do (know what we do)  
\_\_\_\_ It's always better when you  
\_\_\_\_ Baby, give me a sign  
\_\_\_\_ Make up your mind  
\_\_\_\_ Find out we've been lying, cheating  
\_\_\_\_ You know  
\_\_\_\_ Darling, only a fool  
\_\_\_\_ It's always better when you know  
\_\_\_\_ Give me a reason  
\_\_\_\_ And I know, and I know  
\_\_\_\_ Couldn't see through us

### Follow the lyrics and sing!



### Rearrange the words

You know that it's \_\_\_\_\_ (rtue)  
The \_\_\_\_\_ (stghni) that you do  
I'm out of my \_\_\_\_\_ (idnm)  
In \_\_\_\_\_ (olve) with you

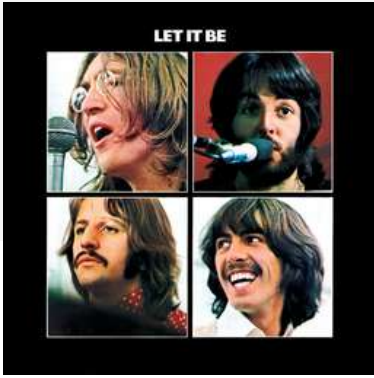
### Guess the word

Just b \_\_\_\_\_  
You're a f \_\_\_\_\_  
Doesn't m \_\_\_\_\_  
You've joined the b \_\_\_\_\_  
And f \_\_\_\_\_ a way  
To make them t \_\_\_\_\_ that  
You're a s \_\_\_\_\_  
Silly g \_\_\_\_\_  
Only I can fool the w \_\_\_\_\_  
It's plain to s \_\_\_\_\_  
'Cause you're just I \_\_\_\_\_ me

### Did you know that...

Before launching himself as a musician, Drake Bell was known for his role on the hit Nickelodeon series "Drake & Josh," which ran from 2004 to 2007. His character, Drake Parker, was a charismatic teenager with musical abilities.





# Let It Be

## The Beatles



### Fill-in-the-blank



When I \_\_\_\_\_ myself in times of \_\_\_\_\_, Mother Mary comes to me  
Speaking \_\_\_\_\_ of wisdom, let it \_\_\_\_\_  
And in my hour of \_\_\_\_\_ she is standing \_\_\_\_\_ in front of me  
Speaking \_\_\_\_\_ of wisdom, let it \_\_\_\_\_

### Listen

Let it be, let it be, let it be, let it be  
Whisper words of wisdom, let it be

### Underline the words you heard best

And when the broken hearted people living in the world agree  
There will be an answer, let it be  
For though they may be parted, there is still a chance that they will see  
There will be an answer, let it be

### Follow the lyrics and sing!



Let it be, let it be, let it be, let it be  
There will be an answer, let it be  
Let it be, let it be, let it be, let it be  
Whisper words of wisdom, let it be  
Let it be, let it be, let it be, let it be  
Whisper words of wisdom, let it be, be

### Reorganize the lines



\_\_\_\_ Speaking words of wisdom, let it be  
\_\_\_\_ I wake up to the sound of music,  
\_\_\_\_ And when the night is cloudy  
\_\_\_\_ Mother Mary comes to me  
\_\_\_\_ There is still a light that shines on me  
\_\_\_\_ Shinin' until tomorrow, let it be

### Did you know that...



The song was inspired by a dream McCartney had about his mother, who passed away when he was young. In the dream, she told him the phrase "Let It Be," which provided him with comfort during difficult times. In fact, it is McCartney's favorite anecdote and he tells it whenever he can.



# Count On Me

## Bruno Mars



### Circle the correct option

- If you ever find \_\_\_\_\_ stuck in the middle of the \_\_\_\_\_  
a) yourself      b) myself      c) himself
- I'll sail the \_\_\_\_\_ to find you  
a) saw      b) see      c) sea
- If you ever find yourself \_\_\_\_\_ in the dark and you can't \_\_\_\_\_  
a) world      b) words      c) want
- If you ever find yourself \_\_\_\_\_ in the dark and you can't \_\_\_\_\_  
a) love      b) lost      c) lose
- I'll be the \_\_\_\_\_ to guide you  
a) see      b) saw      c) seesaw
- I'll be the \_\_\_\_\_ to guide you  
a) live      b) light      c) lift

### Select the correct option

1. a) We'll find out what we're made of      2. a) When we're asked to stand by our friends in need  
b) We'll discover what we're made of      b) When we are called to help our friends in need

### Fill-in-the-blank

You can count on me like \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

I'll be there

And I know when I need it, I can count on you like \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

And you'll be there

'Cause that's what \_\_\_\_\_ are supposed to do, oh, yeah

Ooh-ooh-ooh-ooh Ooh-ooh-ooh-ooh, ooh, yeah, yeah

### Guess the word

If you tossin' and y\_\_\_\_\_ 're turnin' and you just can't fall a\_\_\_\_\_

I'll sing a s\_\_\_\_\_ beside you

And if you ever f\_\_\_\_\_ how much you r\_\_\_\_\_ mean to me

Every d\_\_\_\_\_ I will r\_\_\_\_\_ you, oh

### Select the correct option

1. a) We'll find out what we're made of      2. a) When we're asked to stand by our friends in need  
b) We'll discover what we're made of      b) When we are called to help our friends in need



# Count On Me

## Bruno Mars



### Fill-in-the-blank



You can count on me like \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

I'll be there

And I know when I need it, I can count on you like \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

And you'll be there

'Cause that's what \_\_\_\_\_ are supposed to do, oh, yeah

Ooh-ooh-ooh-ooh Ooh-ooh-ooh-ooh, ooh, yeah, yeah

### Highlight the verbs



You'll always have my shoulder when you cry

I'll never let go, never say goodbye

You know

### Follow the lyrics and sing!



You can count on me like one, two, three

I'll be there

And I know when I need it I can count on you like four, three, two

And you'll be there

'Cause that's what friends are supposed to do, oh, yeah

Ooh-ooh-ooh-ooh

Ooh-ooh-ooh-ooh, ooh

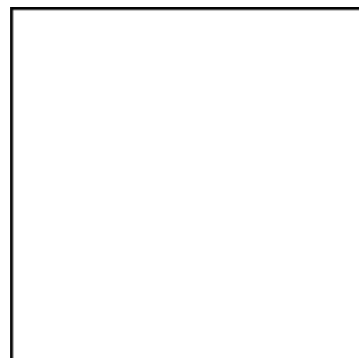
You can count on me 'cause I can count on you

### Did you know that...



The song stands out for its simple and repetitive structure, which makes it accessible and easy to remember. The music of "Count on Me" is written in a major key, which reinforces the feeling of optimism and tranquility.

### Draw your best friend



JASON MRAZ



WE SING. WE DANCE. WE STEAL THINGS.

# Lucky

## Jason Mraz



### Reorganize the lines



\_\_\_\_ I feel your whisper across the sea  
\_\_\_\_ Boy, I hear you in my dreams  
\_\_\_\_ Across the water across the deep blue ocean  
\_\_\_\_ You make it easier when life gets hard  
\_\_\_\_ Do you hear me? I'm talking to you  
\_\_\_\_ I keep you with me in my heart  
\_\_\_\_ Under the open sky, oh my, baby, I'm trying

### Rearrange the words



Lucky I'm in \_\_\_\_\_ (ovle) with my best \_\_\_\_\_ (fenidr)  
Lucky to \_\_\_\_\_ (avhe) been where I have \_\_\_\_\_ (eebn)  
Lucky to be \_\_\_\_\_ (ingcom) home again  
Ooh-ooh-ooh, ooh-ooh, ooh-ooh

### Choose the correct synonym



They don't <u>know</u> how long it takes	a) understand	b) ignore	c) forget
<u>Waiting</u> for a love like this	a) anticipating	b) acting	c) rushing
Every time we say <u>goodbye</u>	a) hello	b) hi	c) bye
I wish we had <u>one</u> more kiss	a) two	b) second	c) first
I'll wait for you, I <u>promise</u> you, I will	a) break	b) vow	c) deny

### Listen

I'm lucky I'm in love with my best friend  
Lucky to have been where I have been  
Lucky to be coming home again  
Lucky we're in love in every way  
Lucky to have stayed where we have stayed  
Lucky to be coming home someday

JASON MRAZ



WE SING. WE DANCE. WE STEAL THINGS.

# Lucky

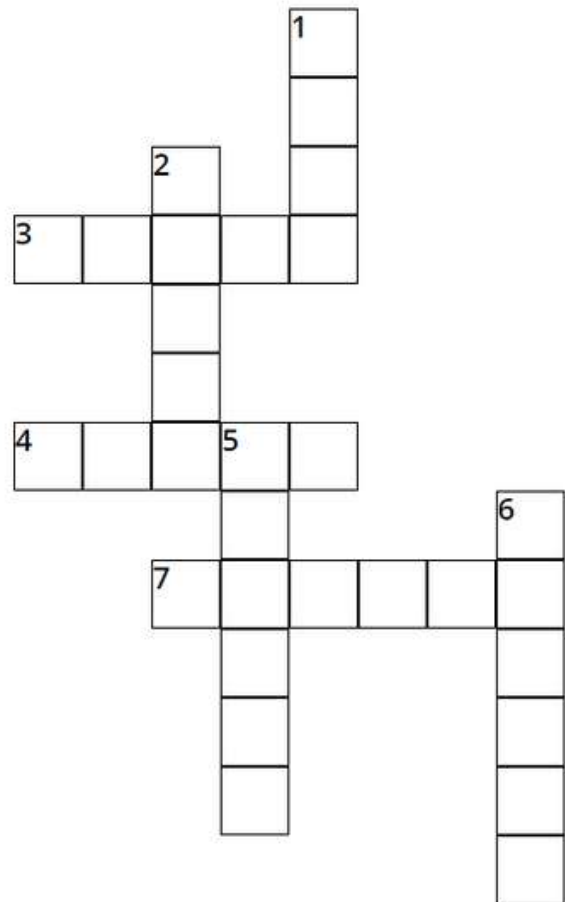
## Jason Mraz



### Add the words in the crossword

And so I'm sailing through the sea  
 To an (5)\_\_\_\_\_ where we'll meet  
 You'll hear the (4)\_\_\_\_\_ fill the air  
 I'll put a (7)\_\_\_\_\_ in your hair  
 Though the breezes, through the (2)\_\_\_\_\_

Move so (6)\_\_\_\_\_ you're all I see  
 As the (3)\_\_\_\_\_ keeps spinning round  
 You (1)\_\_\_\_\_ me right here right now



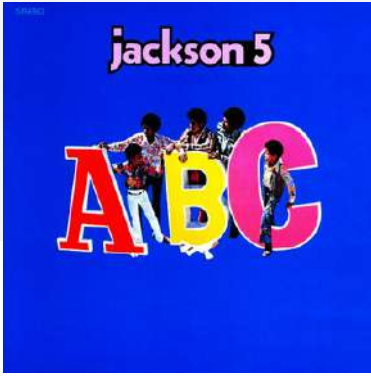
### Follow the lyrics and sing!

Lucky I'm in love with my best friend  
 Lucky to have been where I have been  
 Lucky to be coming home again  
 I'm lucky we're in love in every way  
 Lucky to have stayed where we have stayed  
 Lucky to be coming home someday

#### Did you know that...



Mraz recorded a Spanish version called "Suerte" with Mexican singer Ximena Sariñana. "Lucky" is a celebration of love that stems from a deep friendship. The lyrics describe the connection between two people who feel lucky to be together, even despite the physical distance that separates them.



# ABC

## Jackson 5



### Underline the words you heard best



You went to school to learn girl  
things you never knew before  
like "I" before "E" except after "C"  
and why 2 plus 2 makes 4  
now, now, now  
I'm gonna teach you, teach you, teach you  
all about love girl, all about love  
sit yourself down, take a seat  
all you gotta do is repeat after me

### Fill-in-the-blank



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, It's easy as  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, as simple as  
do re mi, A B C, 1 2 3  
baby \_\_\_\_\_ and \_\_\_\_\_ girl x2

### Highlight the verbs



Come on and love me just a little bit  
I'm gonna teach you how to sing it out  
come on, come on, come on  
let me tell you what it's all about  
reading, writing, arithmetic  
are the branches of the learning tree  
but without the roots of love everyday girl  
your education ain't complete  
teacher's gonna show you  
how to get an "A" (na, na, na, na, na, na)  
how to spell "me", "you", add the two  
listen to me baby that's all you got to do

### Fill-in-the-blank



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, It's easy as  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, as simple as  
do re mi, A B C, 1 2 3  
baby \_\_\_\_\_ and \_\_\_\_\_ girl  
A B C it's easy, it's like \_\_\_\_\_ up to 3  
singing \_\_\_\_\_ melodies  
that's how easy \_\_\_\_\_ can be  
singing \_\_\_\_\_ melodies  
1 2 3 baby you and me

### Listen



Sit down girl, I think I love ya'  
No, get up girl, show me what you can do  
Shake it, shake it baby, come on now  
Shake it, shake it baby, oooh, oooh  
Shake it, shake it baby, yeah  
1 2 3 baby, oooh oooh  
A B C baby, ah, ah  
do re mi baby, wow  
that's how easy love can be  
A B C it's easy, it's like counting up to 3  
singing simple melodies  
that's how easy love can be  
teacher's gonna teach you how to  
sing it out, sing it out, sing it out baby



# Shake It Off

## Taylor Swift



### Choose the correct synonym

I stay out too late

- a) tardy
- b) on time
- c) early

Got nothing in my brain

- a) everything
- b) something
- c) zero

That's what people say, mm-mm

- a) nobody
- b) no one
- c) crow

That's what people say, mm-mm

- a) listen
- b) speak
- c) silence

### Guess the word

I go on too many d\_\_\_\_\_

But I can't m\_\_\_\_\_ 'em stay

At least that's what p\_\_\_\_\_ say, mm-mm

That's what people s\_\_\_\_\_, mm-mm

### Reorganize the lines

\_\_\_\_ Sayin' it's gonna be alright

\_\_\_\_ It's like I got this music in my mind

\_\_\_\_ Can't stop, won't stop movin'

\_\_\_\_ But I keep cruisin'

### Count the words

'Cause the players gonna \_\_\_\_\_

And the haters gonna \_\_\_\_\_

Baby, I'm just gonna \_\_\_\_\_

I shake it off, I shake it off (hoo-hoo-hoo)

Heartbreakers gonna \_\_\_\_\_

And the fakers gonna \_\_\_\_\_

Baby, I'm just gonna \_\_\_\_\_

I shake it off, I shake it off (hoo-hoo-hoo)

How many?

Play

Hate

Shake

Break

Fake

Shake

### Select the correct option

a) I never miss a beat

a) And that's what they don't see, mm-mm

b) I never fall behind

b) And that's what they can't see, mm-mm

a) I'm quick on my feet

a) That's what they don't see, mm-mm

b) I'm lightnin' on my feet

b) That's what they can't see, mm-mm



# Shake It Off

## Taylor Swift



### Find the missing words



I'm dancin' on my \_\_\_\_\_

I \_\_\_\_\_ the moves up as I go

And that's what they \_\_\_\_\_ know, mm-mm

That's what they don't \_\_\_\_\_, mm-mm

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

### Reorganize the lines



\_\_\_\_\_ Sayin' it's gonna be alright

\_\_\_\_\_ It's like I got this music in my mind

\_\_\_\_\_ Can't stop, won't stop movin'

\_\_\_\_\_ But I keep cruisin'

### Follow the lyrics and sing!



"Cause the players gonna play, play, play, play, play

And the haters gonna hate, hate, hate, hate, hate

Baby, I'm just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off (hoo-hoo-hoo)

Heartbreakers gonna break, break, break, break, break

And the fakers gonna fake, fake, fake, fake, fake

Baby, I'm just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off (hoo-hoo-hoo) - (x4)

### Underline the words you heard best



Hey, hey, hey

Just think, while you've been gettin' down and out about the liars

And the dirty, dirty cheats of the world

You could've been gettin' down to this sick beat

My ex-man brought his new girlfriend

She's like, "Oh my God!" but I'm just gonna shake

And to the fella over there with the hella good hair

Won't you come on over, baby? We can shake, shake, shake

### Did you know that...



The song represented Taylor's transition from country to pop, highlighting the different dance styles in the video as a metaphor for her artistic evolution. Also, the closing scene features real Swifties who were brought in without knowing they were part of the project.





# Can't Help Falling in Love

## Elvis Presley



### Highlight the verbs



Wise men say  
Only fools, only fools rush in  
Oh, but I, but I, I can't help falling in love with you

### Rearrange the words

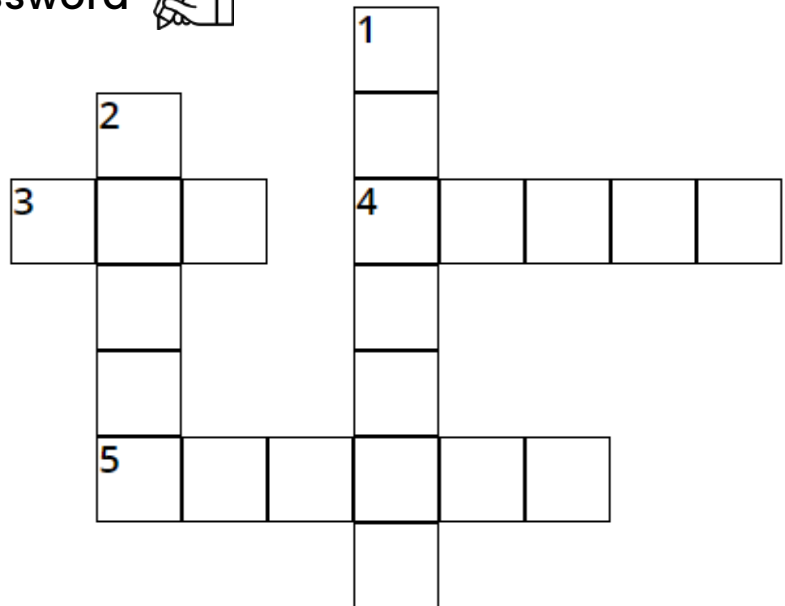


Shall I \_\_\_\_\_ (tsya)?  
Would it be, \_\_\_\_\_ (oludw) it be a sin?  
If I can't \_\_\_\_\_ (plhe) falling in love \_\_\_\_\_ (itwh) you

### Add the words in the crossword



Like a (4) \_\_\_\_\_ flows  
Surely to the (3) \_\_\_\_\_  
(1) \_\_\_\_\_, so it goes  
Some (5) \_\_\_\_\_, you know,  
are (2) \_\_\_\_\_ to be



### Listen

Take my hand  
Take my whole life too  
For I can't help falling in love with you  
For I can't help falling in love with you  
Yeah

### Did you know that...



Elvis himself considered "Can't Help Falling in Love" to be one of his favorite songs. It was also a favorite of Priscilla Presley. Tragically, "Can't Help Falling in Love" was the last song Elvis performed live, just weeks before his death in June 1977

### What do you think the song is about?



-----  
-----  
-----  
-----



# Dreams

## Fleetwood Mac



### Reorganize the lines

\_\_\_\_\_ To the sound of your loneliness  
\_\_\_\_\_ Play the way you feel it  
\_\_\_\_\_ Well, who am I to keep you down?  
\_\_\_\_\_ It's only right that you should  
\_\_\_\_\_ Now here you go again  
\_\_\_\_\_ You say you want your freedom  
\_\_\_\_\_ But listen carefully

### Listen

Like a heartbeat drives you mad  
In the stillness of remembering what you had  
And what you lost  
And what you had  
And what you lost

### Highlight the verbs

Oh, thunder only happens when it's rainin'  
Players only love you when they're playin'  
Say women, they will come and they will go  
When the rain washes you clean, you'll know  
You'll know

### Guess the word

Now here I go a \_\_\_\_\_  
I s \_\_\_\_\_ the crystal visions  
I keep my visions to m \_\_\_\_\_  
It's only me who w \_\_\_\_\_ to wrap around your d \_\_\_\_\_  
And h \_\_\_\_\_ you any dreams you'd l \_\_\_\_\_ to sell?  
Dreams of loneliness

### Follow the lyrics and sing!

Like a heartbeat drives you mad  
In the stillness of remembering what you had  
And what you lost  
And what you had  
And what you lost

### Underline the words you heard best

Thunder only happens when it's rainin'  
Players only love you when they're playin'  
Women, they will come and they will go  
When the rain washes you clean, you'll know  
Oh, thunder only happens when it's rainin'  
Players only love you when they're playin'  
Say women, they will come and they will go  
When the rain washes you clean, you'll know  
You'll know  
You will know  
Oh, you'll know

### Did you know that...

Stevie Nicks, lead singer of Fleetwood Mac, wrote "Dreams" in about 10 minutes while in a recording studio. "Dreams" is known for its smooth, melodic sound, combining elements of rock and pop, and features a distinctive drum beat and vocal harmonies.

A SONG FOR YOU



# Top of the World

## Carpenters



### Rearrange the words

Such a feelin's comin' \_\_\_\_\_ (vroe) me  
There is wonder in \_\_\_\_\_ (otms) every thing I see  
Not a cloud in the \_\_\_\_\_ (ksy), got the sun in my \_\_\_\_\_ (eesy)  
And I won't be surprised if it's a \_\_\_\_\_ (redma)

### Categorize words

Everything I want the world to be  
Is now comin' true especially for me  
And the reason is clear, it's because you are here  
You're the nearest thing to heaven that I've seen

**Pronouns and nouns:**

**Verbs:**

- |    |    |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |

### Underline the words you heard best

I'm on the top of the world lookin' down on creation  
And the only explanation I can find  
Is the love that I've found, ever since you've been around  
Your love's put me at the top of the world

### Fill-in-the-blank

\_\_\_\_\_ in the wind has learned my \_\_\_\_\_  
And it's tellin' me that \_\_\_\_\_ are not the \_\_\_\_\_  
In the leaves on the \_\_\_\_\_, and the \_\_\_\_\_ of the breeze  
There's a pleasing sense of \_\_\_\_\_ for me

### Highlight the verbs

There is only one wish on my mind  
When this day is through I hope that I will find  
That tomorrow will be, just the same for you and me  
All I need will be mine if you are here

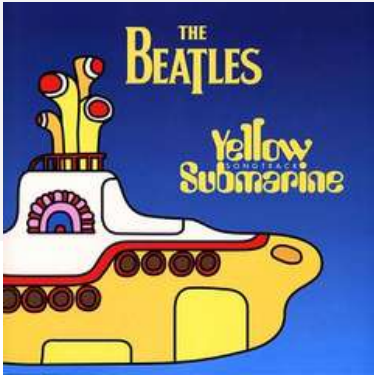
### Follow the lyrics and sing!

I'm on the top of the world lookin' down on creation / And the only explanation I can find  
Is the love that I've found, ever since you've been around / Your love's put me at the top of the world

### Did you know that...



This song sounds familiar? that's because it's part of the soundtrack for Shrek 2 (2004). In one memorable scene, the song accompanies a moment of happiness between the main characters, introducing the tune to a new generation and cementing its iconic status in pop culture.



# Yellow Submarine

## The Beatles



Did you know that...



The song was recorded with drummer Ringo Starr on lead vocals and became a classic that reflects the imagination and creativity of The Beatles during the psychedelic era.

### Draw what it describes

1. In the town where I was born / Lived a man who sailed to sea
2. And he told us of his life / In the land of submarines
3. So we sailed on to the sun / 'Til we found a sea of green
4. And we lived beneath the waves / In our yellow submarine

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

### Listen

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

### Reorganize the lines

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

### Listen

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

### Underline the words you heard best

Full steam ahead, Mister Boatswain, full steam ahead  
 Full steam ahead it is, Sergeant (Cut the cable, drop the  
 cable) Aye-aye, sir, aye-aye  
 Captain, captain

### Guess the word

As we live a l\_\_\_\_\_ of ease  
 Every o\_\_\_\_\_ of us  
 Has all we n\_\_\_\_\_  
 Sky of b\_\_\_\_\_  
 And sea of green  
 In our y\_\_\_\_\_  
 Submarine (submarine, aha)

### Follow the lyrics and sing!

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



# One Call Away

## Charlie Puth



### Listen

I'm only one call away  
I'll be there to save the day  
Superman got nothing on me  
I'm only one call away

### Fill-in-the-blank

Call me, \_\_\_\_\_, if you need a \_\_\_\_\_  
I just wanna \_\_\_\_\_ you \_\_\_\_\_  
C'mon, c'mon, c'mon  
Reaching out to you, so \_\_\_\_\_ a chance  
No matter \_\_\_\_\_ you go  
You know you're not \_\_\_\_\_

### Listen

I'm only one call away  
I'll be there to save the day  
Superman got nothing on me  
I'm only one call away

### Rearrange the words

Come \_\_\_\_\_ (laong) with me and don't be \_\_\_\_\_ (crdaes)  
I \_\_\_\_\_ (utjs) wanna set you \_\_\_\_\_ (efre)  
C'mon, c'mon, c'mon  
\_\_\_\_\_ (uyo) and me can \_\_\_\_\_ (akme) it anywhere  
For \_\_\_\_\_ (own), we can stay \_\_\_\_\_ (eehr) for a while  
Cause you \_\_\_\_\_ (owkn), I just wanna see you \_\_\_\_\_ (ilesm)  
No matter \_\_\_\_\_ (herew) you go  
You know you're not \_\_\_\_\_ (oanel)

### Listen

I'm only one call away  
I'll be there to save the day  
Superman got nothing on me  
I'm only one call away

### Reorganize the lines

\_\_\_\_\_ Now don't you worry, it won't be long  
\_\_\_\_\_ Just run into my arms  
\_\_\_\_\_ And when you're weak, I'll be strong  
\_\_\_\_\_ Darling, and when you feel like hope  
is gone  
\_\_\_\_\_ I'm gonna keep holding on

### Listen

I'm only one call away  
I'll be there to save the day  
Superman got nothing on me  
I'm only one, I'm only one call away x2



# Love Yourself

## Justin Bieber



### Underline the words you heard best

For all the times that you rained on my parade  
And all the clubs you get in using my name  
You think you broke my heart, oh, girl, for goodness sake  
You think I'm crying on my own, well, I ain't

### Guess the word

And I didn't wanna w\_\_\_\_\_ a s\_\_\_\_\_  
'Cause I didn't w\_\_\_\_\_ anyone t\_\_\_\_\_ I still care  
I \_\_\_\_\_, but you still hit my p\_\_\_\_\_ up

### Circle the correct option

And, baby, I've \_\_\_\_\_ movin' on      a) seen      b) been      c) bean  
And I \_\_\_\_\_ you should be somethin'      a) think      b) thing      c) blink  
I don't wanna hold \_\_\_\_\_      a) back      b) blank      c) pack  
\_\_\_\_\_ you should know that      a) baby      b) maybe      c) lady

### Reorganize the lines

\_\_\_\_ Didn't see what's going on, but now I know  
\_\_\_\_ And she likes everyone  
\_\_\_\_ I'm better sleeping on my own  
\_\_\_\_ My mama don't like you  
\_\_\_\_ And I never like to  
\_\_\_\_ And I've been so caught up in my job  
\_\_\_\_ Admit that I was wrong

### Highlight the verbs

'Cause if you like the way you look that much  
Oh, baby, you should go and love yourself  
And if you think that I'm still holdin' on to somethin'  
You should go and love yourself

### Did you know that...



If you hear two voices in the song, it's because the second voice in the background is the song's composer and artist, Ed Sheeran. In addition, "Love Yourself" became a huge hit not only because of its catchy melody, but also because of its powerful message.



# Love Yourself

## Justin Bieber



### Find and correct mistakes

- |  |          |
|--|----------|
| 1. When you took me that you hated my friends        | 1. _____ |
| 2. The only program was with you, and not them       | 2. _____ |
| 3. And every time you told me my companion was wrong | 3. _____ |
| 4. And tried to make me forget where I name from     | 4. _____ |

### Guess the word

And I didn't wanna w\_\_\_\_\_ a s\_\_\_\_\_

'Cause I didn't w\_\_\_\_\_ anyone t\_\_\_\_\_ I still care

I \_\_\_\_\_, but you still hit my p\_\_\_\_\_ up

### Circle the correct option

- |                                     |          |          |          |
|-------------------------------------|----------|----------|----------|
| And, baby, I've _____ movin' on     | a) seen  | b) been  | c) bean  |
| And I _____ you should be somethin' | a) think | b) thing | c) blink |
| I don't wanna hold _____            | a) back  | b) blank | c) pack  |
| _____ you should know that          | a) baby  | b) maybe | c) lady  |

### Reorganize the lines

- \_\_\_\_\_ Didn't see what's going on, but now I know
- \_\_\_\_\_ And she likes everyone
- \_\_\_\_\_ I'm better sleeping on my own
- \_\_\_\_\_ My mama don't like you
- \_\_\_\_\_ And I never like to
- \_\_\_\_\_ And I've been so caught up in my job
- \_\_\_\_\_ Admit that I was wrong

### Highlight the verbs

'Cause if you like the way you look that much

Oh, baby, you should go and love yourself

And if you think that I'm still holdin' on to somethin'

You should go and love yourself

### Listen

For all the times that you made me feel small

I fell in love, now I feel nothing at all

I never felt so low when I was vulnerable

Was I a fool to let you break down my walls?

'Cause if you like the way you look that much

Oh, baby, you should go and love yourself

And if you think that I'm still holdin' on to somethin'

You should go and love yourself

x2





# Dance the Night

## Dua Lipa



### Find the missing words

Baby, you can \_\_\_\_\_ me under the lights  
 Diamonds \_\_\_\_\_ my eyes  
 Turn the rhythm up, don't you \_\_\_\_\_ just  
 Come along for the \_\_\_\_\_?  
 Ooh, my \_\_\_\_\_ so tight  
 You can see my heartbeat \_\_\_\_\_  
 I can take the heat, baby, best \_\_\_\_\_  
 That's the \_\_\_\_\_ I shine

B	E	L	I	E	V	E	A
O	U	T	F	I	T	T	U
G	D	M	D	F	R	O	N
L	C	H	F	G	I	N	D
F	I	N	D	W	D	I	E
F	F	N	B	X	E	G	R
M	O	M	E	N	T	H	L
N	W	A	N	N	A	T	Q

### Categorize words

'Cause every romance shakes and it bends  
 Don't give a damn  
 When the night's here, I don't do tears  
 Baby, no chance  
 I could dance, I could dance, I could dance

#### Nouns:

- 1.
- 2.
- 3.
- 4.

#### Verbs:

- 1.
- 2.
- 3.
- 4.

### Circle the correct option

Watch me dance, dance the \_\_\_\_\_ away  
 My \_\_\_\_\_ could be burnin',  
 but you won't see it on my \_\_\_\_\_  
 Watch me dance, dance the \_\_\_\_\_ away (uh-huh)  
 I'll still \_\_\_\_\_ the party runnin',  
 not one hair out of \_\_\_\_\_

- |          |          |          |
|----------|----------|----------|
| a) night | b) light | c) fight |
| a) part  | b) heart | c) smart |
| a) face  | b) space | c) race  |
| a) night | b) light | c) fight |
| a) deep  | b) leap  | c) keep  |
| a) case  | b) place | c) grace |

### Fill-in-the-blank

Lately, I've been movin' \_\_\_\_\_ to the edge  
 Still be lookin' my \_\_\_\_\_  
 I stay on the \_\_\_\_\_, you can count on me  
 I ain't missin' no \_\_\_\_\_





# Dance the Night

## Dua Lipa



### Highlight the pronouns



'Cause every romance shakes and it bends  
Don't give a damn  
When the night's here, I don't do tears  
Baby, no chance  
I could dance, I could dance, I could dance

### Circle the correct option



Watch me dance, dance the \_\_\_\_\_ away  
My \_\_\_\_\_ could be burnin',  
but you won't see it on my \_\_\_\_\_  
Watch me dance, dance the \_\_\_\_\_ away (uh-huh)  
I'll still \_\_\_\_\_ the party runnin',  
not one hair out of \_\_\_\_\_

- |          |          |          |
|----------|----------|----------|
| a) night | b) light | c) fight |
| a) part  | b) heart | c) smart |
| a) face  | b) space | c) race  |
| a) night | b) light | c) fight |
| a) deep  | b) leap  | c) keep  |
| a) case  | b) place | c) grace |

### Fill-in-the-blank



When my \_\_\_\_\_ breaks (they never see it, never see it)  
When my \_\_\_\_\_ shakes (I feel alive, I feel alive)  
I don't \_\_\_\_\_ it safe (ooh)  
Don't you \_\_\_\_\_ about me? (Uh-huh)  
I could dance, I could dance, I could dance

### Underline the words you heard best



Even when the tears are flowin' like diamonds on my face  
I'll still keep the party goin', not one hair out of place (yes, I can)  
Even when the tears are flowin' like diamonds on my face (yes, I can, yes, I can)  
I'll still keep the party goin', not one hair out of place

### Listen



Watch me dance, dance the night away (uh-huh)	When my heart breaks (they never see it, never see it)
My heart could be burnin', but you won't see it on my face	When my world shakes (I feel alive, I feel alive)
Watch me dance, dance the night away (uh-huh)	I don't play it safe (ooh)
I'll still keep the party runnin', not one hair out of place	Don't you know about me? (Uh-huh)
	I could dance, I could dance, I could dance
	Dance the night

### Did you know that...



"Dance the Night" was released in 2023 as part of the Barbie movie soundtrack. The song captures the fun, festive spirit of the film, combining catchy beats and celebratory lyrics. Its disco-pop style fits perfectly with the vibrant Barbie theme.



# Calm Down

Rema, Selena gomez



## Listen

Baby, calm down, calm down / Girl, this your body e put my heart for lockdown  
 For lockdown, oh, lockdown / Girl, you sweet like Fanta, Fanta  
 If I tell you say I love you no dey form yanga, oh, yanga  
 No, tell me no, no, no, no, whoa-whoa, whoa-whoa / Oh-oh-oh-oh-oh-oh-oh-oh-oh-oh  
 Baby, come gimme your lo-lo-lo-lo-lo-lo-lo-lo-lo, whoa-whoa-whoa-whoa-whoa  
 You got me like whoa-whoa-whoa-whoa-whoa-whoa-whoa-whoa-whoa  
 Shawty, come gimme your lo-lo-lo-lo-lo-lo-lo-lo-lo-whoa-whoa-whoa-whoa-whoa, hmm

## Underline the words you heard best

I see this fine girl for my party, she wear yellow  
 Every other girl they dey do too much, but this girl mellow  
 Naim I dey find situation I go use take tell am hello  
 Finally I find way to talk to the girl but she no wan follow

## Reorganize the lines

\_\_\_ \_ \_ \_ Why you no wan' conform? Woah (hmm)  
 \_\_\_ \_ \_ \_ Then I start to feel her bum, bum (hmm)  
 \_\_\_ \_ \_ \_ Go dey gum her like chewing gum, woah  
 \_\_\_ \_ \_ \_ I know say she sabi pass that one, one (hmm)  
 \_\_\_ \_ \_ \_ Who you come dey form for? Woah (hmm)  
 \_\_\_ \_ \_ \_ But she feeling insecure, woah  
 \_\_\_ \_ \_ \_ But she dey gimme small, small, woah  
 \_\_\_ \_ \_ \_ 'Cause her friends go dey gum her like chewing gum, woah (hmm)

## Guess the word

Yeah, I know I I \_\_\_\_\_ shy but for you I get d \_\_\_\_\_ (oh)  
 And my h \_\_\_\_\_ make you cry when I'm m \_\_\_\_\_ around you (yeah)  
 Do it once, do it t \_\_\_\_\_ (do it twice)  
 I push back, you h \_\_\_\_\_ me tight  
 Get a taste for a n \_\_\_\_\_

### Did you know that...



The song combines elements of Afrobeats with pop, reflecting the growing popularity of African music around the world. This fusion has helped artists from different backgrounds to collaborate and experiment with new musical styles.



# Calm Down

Rema, Selena gomez



## Listen

Baby, show me you can calm down, calm down / Dance with me and take the lead now, lead now

Got you so high that you can't come down, come down / Don't you ask, you know you're allowed, allowed (oh, no)

When it's you I can't say no-o-o-o-o-o-o-o-o-o-o / Baby, give me lo-o-o-o-o-o-o-o-o-o-ve  
You got me like woah, woah, woah, woah, woah, woah, woah, woah, woah

Baby, come gimme your lo-lo-lo-lo-lo-lo-lo-lo-lo-o-o-o-o-love

## Underline the words you heard best

As I reach my house, I say make a rest small, oh, woah (make a rest small, oh, woah)

As me I wake up na she dey my mind, oh, woah (na she dey my mind, oh, woah)

Day one, day two, I no fit focus (I no fit focus)

Na so me I call am, say make we link up, woah (say make we link up, woah)

## Highlight the verbs

Got my hand on your heart now, I can feel it race

If I leave then you say you can never love again

Wanna give you it all but can't promise that I'll stay

And that's the risk you take (you take)

## Listen

Baby, calm down, calm down / Girl, this your body e put my heart for lockdown

For lockdown, oh, lockdown / Girl, you sweet like Fanta, Fanta

If I tell you say I love you no dey form yanga, oh, yanga

No, tell me no, no, no, no, whoa-whoa, whoa-whoa / Oh-oh-oh-oh-oh-oh-oh-oh-oh-oh

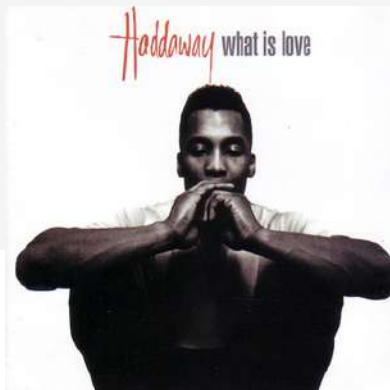
Baby, come gimme your lo-lo-lo-lo-lo-lo-lo-lo-lo, whoa-whoa-whoa-whoa-whoa

You got me like whoa-whoa-whoa-whoa-whoa-whoa-whoa-whoa-whoa

Shawty, come gimme your lo-lo-lo-lo-lo-lo-lo-lo-lo-whoa-whoa-whoa-whoa-whoa, hmm

## Write the words you don't understand

-----  
-----  
-----



# What is Love

## Haddaway



### Listen

What is love? / Oh, baby, don't hurt me  
Don't hurt me / No more  
Oh, baby, don't hurt me / Don't hurt me  
No more  
What is love? / Yeah / Oh, oh

### Listen

What is love? / Oh, baby, don't hurt me  
Don't hurt me / No more  
What is love? / Oh, baby, don't hurt me  
Don't hurt me / No more

### Listen

What is love? / Oh, baby, don't hurt me  
Don't hurt me / No more  
What is love? / Oh, baby, don't hurt me  
Don't hurt me / No more  
What is love? (Oh) / What is love? (Oh)  
What is love? / Oh, baby, don't hurt me  
Don't hurt me / No more  
Don't hurt me / Don't hurt me

### Rearrange the words

No, I don't \_\_\_\_\_ (nowk) why you're not  
(heert)  
I \_\_\_\_\_ (ievg) you my love, but you don't  
\_\_\_\_\_ (aerc)  
So what is \_\_\_\_\_ (ightr) and what is  
\_\_\_\_\_ (rwogn)?  
Give me a \_\_\_\_\_ (sing)

### Fill-in-the-blank

No, I don't know \_\_\_\_\_ can I do  
What \_\_\_\_\_ can I say? It's up to \_\_\_\_\_  
I know we're \_\_\_\_\_, just \_\_\_\_\_ and you  
I can't \_\_\_\_\_ on

### Reorganize the lines

\_\_\_\_ We are together, I need you forever  
\_\_\_\_ I want no other, no other lover  
\_\_\_\_ This is our life, our time  
\_\_\_\_ Is it love?

### Follow the lyrics and sing!

What is love? / Oh, baby, don't hurt me / Don't hurt me / No more  
What is love? / Oh, baby, don't hurt me / Don't hurt me / No more  
(Uh) oh, baby, don't hurt me / Don't hurt me / No more (uh)  
Oh, baby, don't hurt me / Don't hurt me / No more  
What is love?

# A1 level



## Rubric Evaluation

Correct Answers	Band Scores	Band Scores Descriptions
35-40	10	Excellent comprehension of the song. Identifies key words and phrases accurately. Recognizes basic grammar structures and frequent vocabulary with ease.
30-34	9	Good overall understanding. Misses a few details but follows the song's key points and vocabulary.
25-29	8	Good understanding but omits important details or makes minor errors. Understands the general context.
20-24	7	Basic understanding. Misses key information and sometimes misunderstands. Can recognize some key words.
15-19	6	Struggles to follow the song. Recognizes only simple words or phrases and misses most details.
10-14	5	Very limited comprehension. Can identify only a few words, but does not grasp sentences or meaning.
0-9	4 or below	Major difficulty understanding the song. Fails to recognize basic vocabulary or follow the overall meaning.

# A1 level



## Listening Descriptors

### Overall oral comprehension

A1	At this level, a person can...	<ul style="list-style-type: none"><li>• follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.</li><li>• recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.</li></ul>
----	--------------------------------	---

### Understanding short, pre-recorded media

A1	At this level, a person can...	<ul style="list-style-type: none"><li>• understand instructions addressed carefully and slowly to them and follow short, simple directions.</li><li>• understand when someone tells them slowly and clearly where something is, provided the object is in the immediate environment.</li><li>• understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop.</li></ul>
----	--------------------------------	---

Note. Data extracted from Council of Europe. (1989). CEFR listening descriptors [Table].

# A2 level



## Content: 25 songs

- Yesterday - The Beatles
- When I Was Your Man - Bruno Mars
- Just a Friend to You - Meghan Trainor
- Seven - Jungkook
- Ocean Eyes - Billie Eilish
- Chihiro - Billie Eilish
- Lovely - Billie Eilish, Khalid
- Feeling Good - Michael Bublé
- Summertime in Paris - Jaden
- Say Yes to Heaven - Lana Del Rey
- Do Do Do - Dansu
- All for Us - Labrinth, Zendaya
- Beautiful Things - Benson Boone
- There's Nothing Holding Me Back - Shawn Mendes
- Snowman - Sia
- Wake Me Up When September Ends - Green Day
- Riptide - Vance Joy
- Ho Hey - The Lumineers
- Somewhere Only We Know - Keane
- Clocks - Coldplay
- Try - Pink
- When I'm Sixty-Four - The Beatles
- Mama Said - Lukas Graham
- Die for You - The Weeknd, Ariana Grande
- Heaven - Niall Horan

Scan me for  
worksheets:





# Yesterday

## The Beatles



### Reorganize the lines



\_\_\_\_ Now it looks as though they're here to stay  
\_\_\_\_ Yesterday  
\_\_\_\_ Oh, I believe in yesterday  
\_\_\_\_ All my troubles seemed so far away

### Guess the word



Suddenly

I'm not half the m\_\_\_\_\_ I u\_\_\_\_\_ to be  
There's a s\_\_\_\_\_ hanging o\_\_\_\_\_ me  
Oh, y\_\_\_\_\_ came suddenly

### Find and correct mistakes



1. Why she had to gone? I don't know
2. She wouldn't see
3. I said something right, now I long
4. For today

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Circle the correct option



Yesterday

Love was such an easy game to \_\_\_\_\_  
Now I need a \_\_\_\_\_ to hide away  
Oh, I \_\_\_\_\_ in yesterday

- a) pray    b) play    c) cry  
a) place    b) trace    c) grace  
a) relieve    b) believe    c) perceive

### Fill-in-the-blank



Why she had to \_\_\_\_\_? I don't know  
She wouldn't \_\_\_\_\_  
I said something \_\_\_\_\_, now I long  
For \_\_\_\_\_

### Circle the correct option



Yesterday

Love was such an easy game to \_\_\_\_\_  
Now I need a \_\_\_\_\_ to hide away  
Oh, I \_\_\_\_\_ in yesterday

- a) pray    b) play    c) cry  
a) place    b) trace    c) grace  
a) relieve    b) believe    c) perceive

### Did you know that...



Paul McCartney says the song came to him in a dream. He woke up one morning with the complete melody in his head and, thinking he must have heard it somewhere else. Realizing it was original, he wrote the lyrics.





# Just a Friend to You

## Meghan Trainor



### Highlight the verbs



Why you gotta hug me like that  
Every time you see me?  
Why you always making me laugh  
I swear you're catching feelings  
I loved you from the start  
So it breaks my heart

### Extra word out



When you say that I'm just a friend to you  
Cause friends don't do all the things we do  
And everybody knows what you love me too  
I tryna be careful with the words I need use  
I'll say it is cause I'm dying to  
I'm so much more more  
Than just only a friend to you

### Circle the correct option



When there's other **people/place** around  
You never wanna **kiss/kill** me  
You tell me it's **too/two** late to hang out  
Then you **say/saw** you miss me  
And I loved you from the **start/star**  
So it **breaks/brings** my heart

### Extra ~~word~~ out



When you only say I'm just a friend to you  
'Cause friends course don't do the things we do  
And everybody knows that you love me too  
I tryna always be careful with the words I use  
I'll say it cause I'm dying to you  
I'm so much only more  
Than just a friend to you you

### Follow the lyrics and sing!



When you say I'm just a friend to you  
'Cause friends don't do the things we do  
And everybody knows you love me too  
And I tryna be careful with the words I use  
I'll say it cause I'm dying to  
I'm so much more  
Than just a friend to you  
A friend to you  
A friend to you  
A friend to you

### Did you know that...



"Just a Friend to You" is about the frustration and pain of being in a relationship where one person feels something deeper, while the other only sees a friendship. The song expresses the feeling of being "just a friend."



# Seven

Jungkook ft. Latto



## Reorganize the lines



\_\_\_\_\_ I take my hands and trace your lines  
 \_\_\_\_\_ Weight of the world on your shoulders  
 \_\_\_\_\_ I kiss your waist and ease your mind  
 \_\_\_\_\_ I must be favored to know ya

## Listen

It's the way that we can ride  
 It's the way that we can ride (oh-oh-oh-oh)  
 Think I met you in another life  
 So break me off another time (oh-oh-oh-oh)  
 You wrap around me and you give me life  
 And that's why night after night  
 I'll be lovin' you right

## Fill-in-the-blank



\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 (a week)  
 \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 \_\_\_\_\_/\_\_\_\_\_, seven days a week  
 Every \_\_\_\_\_, every \_\_\_\_\_, every \_\_\_\_\_  
 you know night \_\_\_\_\_ night  
 I'll be lovin' you right \_\_\_\_\_ days a week

## Rearrange the words



You love \_\_\_\_\_(hwne)  
 I jump \_\_\_\_\_(ithrg) in  
 \_\_\_\_\_(lal) of I'm offering  
 Show you what devotion is  
 Deeper than the \_\_\_\_\_(enoca) is

## Find the missing words of lyrics



Wind it \_\_\_\_\_, I'll take it \_\_\_\_\_  
 \_\_\_\_\_ you with that afterglow  
 \_\_\_\_\_ you \_\_\_\_\_ devotion is  
 \_\_\_\_\_ than the ocean is

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

### Did you know that...



"Seven" is one of the first songs released by Jungkook as a solo artist outside of BTS, generating great anticipation among his fans and the general public.



# Seven

Jungkook ft. Latto




## Listen

It's the way that we can ride  
 It's the way that we can ride (oh-oh-oh-oh)  
 Think I met you in another life  
 So break me off another time (oh-oh-oh-oh)  
 You wrap around me and you give me life  
 And that's why night after night  
 I'll be lovin' you right

## Fill-in-the-blank

-----  
 ----- (a week)  
 -----, seven days a week  
 Every -----, every -----, every -----, you know night ----- night  
 I'll be lovin' you right ----- days a week x2

## Listen

Write down the words you can hear 

to Big Latto rap

-----  
 -----

## Follow the lyrics and sing!

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday (a week)  
 Monday, Tuesday, Wednesday, Thursday, Friday, seven days a week  
 Every hour, every minute, every second, you know night after night  
 I'll be lovin' you right seven days a week

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday (a week)  
 Monday, Tuesday, Wednesday, Thursday, Friday, seven days a week  
 Every hour, every minute, every second, you know night after night  
 I'll be lovin' you right seven days a week



# Ocean Eyes

Billie Eilish



## Find and correct mistakes

I've been watch you for some time  
Can't stop staring at those big eyes  
Burning countries and napalm skies  
Fifteen flares inside this ocean eyes  
Your ocean mouth

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Underline the verbs and circle the subjects

No fair / You really know how to make me cry  
When you give me those ocean eyes  
I'm scared  
I've never fallen from quite this high  
Falling into your ocean eyes  
Those ocean eyes

## Extra ~~word~~ out

I've been run walking through a world gone blind  
Can't stop thinking of your pretty diamond mind  
Careful creature always made friends with time  
He left her lonely with a good diamond mind  
And those big ocean eyes

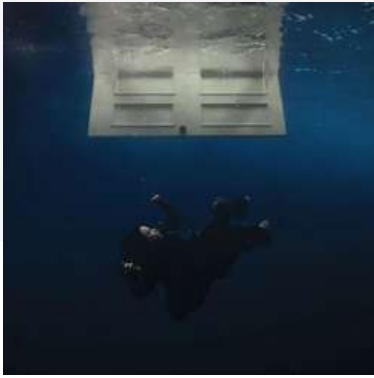
## Underline the nouns and circle the pronouns

No fair / You really know how to make me cry  
When you give me those ocean eyes  
I'm scared  
I've never fallen from quite this high  
Falling into your ocean eyes  
Those ocean eyes

## Follow the lyrics and sing!

### Did you know that...

"Ocean Eyes" was written by Finneas O'Connell, Billie Eilish's brother, when she was only 13 years old. The song was recorded in the bedroom of their family home, which makes it even more special and personal.



# Chihiro

## Billie Eilish



### Guess the word



To take my love a \_\_\_\_\_  
 When I c\_\_\_\_\_ back around, will I know what to say?  
 Said you won't forget my n\_\_\_\_\_  
 Not t\_\_\_\_\_, not t\_\_\_\_\_  
 Kinda s\_\_\_\_\_, feelin' sorrow  
 I got c\_\_\_\_\_ (yup), you could borrow (borrow)  
 When I c\_\_\_\_\_ back around, will I know what to say?  
 Not t\_\_\_\_\_, maybe t\_\_\_\_\_

### Reorganize the lines



\_\_\_\_ You told me it was war, said you'd show me  
 what's in store  
 \_\_\_\_ I know you said before you can't cope with any  
 more  
 \_\_\_\_ Open up the door, can you open up the door?  
 \_\_\_\_ I hope it's not for sure, can you open up the  
 door?

### Fill-in-the-blank



Did you \_\_\_\_\_ my \_\_\_\_\_ away from me? Me Me  
 Saw your \_\_\_\_\_ at the counter when I looked \_\_\_\_\_  
 Saw you turn \_\_\_\_\_, but it wasn't your \_\_\_\_\_  
 Said, "I need to be \_\_\_\_\_ now, I'm takin' a \_\_\_\_\_"  
 How \_\_\_\_\_ when I returned, you were \_\_\_\_\_ away?

### Underline the words you heard best



I don't, I don't know why I called / I don't know you at all  
 I don't know you / Not at all  
 I don't, I don't know why I called / I don't know you at all  
 I don't know you  
 Did you take my love away from me? Me  
 And that's when you found me

### Extra ~~word~~ out



I was waitin' in to the garden  
 Contemplatin', beg my your pardon  
 But there's a part of me of that recognizes  
 you  
 Do you feel it you too?  
 When you told me it was really serious  
 Were you really serious? Mm  
 They told me they were just only curious  
 Now it's so serious, hm

### Listen



### Circle the words you don't understand



Wringing my hands in my lap  
 And they tell me it's all been a trap  
 And you don't know if you'll make it back  
 I said, "No, don't say that" x3

### Did you know that...



The song is inspired by Chihiro, the main character in Studio Ghibli's film Spirited Away. In this song, Billie explores themes such as transformation, the search for identity and personal growth, central elements in the film's plot.



# Lovely

Billie Eilish, Khalid



## Find the missing words of lyrics

Thought I \_\_\_\_\_ a way  
Thought I found a \_\_\_\_\_ out (found)  
But you \_\_\_\_\_ go away (\_\_\_\_\_ go away)  
So I guess I gotta \_\_\_\_\_ now

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

## Highlight the verbs

Oh, I hope some day I'll make it out of here  
Even if it takes all night or a hundred years  
Need a place to hide, but I can't find one near  
Wanna feel alive, outside I can't fight my fear

## Listen and Repeat

Isn't it lovely, all alone?  
Heart made of glass, my mind of stone  
Tear me to pieces, skin to bone  
Hello, welcome home

## Did you know that...

"Lovely" addresses issues related to emotional struggle, depression and anxiety, but also conveys a sense of hope. The lyrics describe what it's like to feel trapped in sadness, but despite this, there is a desire to find a way out.

## Circle the correct option

Walkin' out of **town/two**  
Lookin' for a better **place/grace**  
Something's on my **mind/mine**  
**Always/forever** in my headspace

### Nouns and pronouns:

### Verbs:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_

## Categorize words

But I know someday I'll make it out of here  
Even if it takes all night or a hundred years  
Need a place to hide, but I can't find one near  
Wanna feel alive, outside I can't fight my fear

## Follow the lyrics and sing!

Isn't it lovely, all alone? / Heart made of glass, my mind of stone  
Tear me to pieces, skin to bone / Hello, welcome home



# Feeling Good

Michael Bublé



## Draw what it describes

1. Birds flying high, you know how I feel
2. Sun in the sky, you know how I feel
3. Breeze driftin' on by, you know how I feel

1	2	3
---	---	---

## Fill-in-the-blank

It's a \_\_\_\_\_ dawn  
 It's a new \_\_\_\_\_  
 It's a new \_\_\_\_\_ for me  
 And I'm feeling \_\_\_\_\_  
 I'm \_\_\_\_\_ good

## Circle the correct option

Fish in the **sea/see**, you know how I feel  
 River running **free/tree**, you know how I feel  
 Blossom **on/in** the tree, you know how I feel

## Reorganize the lines

\_\_\_\_ It's a new life for me  
 \_\_\_\_ And I'm feeling good  
 \_\_\_\_ It's a new day  
 \_\_\_\_ It's a new dawn

## Find and correct mistakes

1. Dragonfly out in the run
  2. You know why I mean, don't you know?
  3. Butterflies all havin' sun, you know what I mean
  4. Sleep in peace when lay is done, that's what I mean
  5. And this young world is a new world
  6. And a bold word for me
- Oh, for me

## Extra word out

Stars when you need shine  
 You know if how I feel  
 Scent of to the pine  
 You always know how I feel  
 Oh, freedom is big mine!  
 And I know how can I feel

## Listen

It's a new dawn  
 It's a new day  
 It's a new life x3  
 And I'm feeling good  
 I'm feeling good  
 I feel so good  
 I feel so good

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_





# Summertime in Paris

Jaden, WILLOW



## Guess the word



Summertime is meant to f\_\_\_\_\_ in love  
I could fall asleep or stare in your e\_\_\_\_\_  
You're right by my s\_\_\_\_\_  
Summertime is meant to f\_\_\_\_\_ in love  
I wrote you a poem for your s\_\_\_\_\_  
It's right by y\_\_\_\_\_ side

## Add the words in the crossword

Top off, when I'm not with you, I feel \_\_\_\_\_  
She likes my \_\_\_\_\_, she say I'm thoughtful  
Look, look, I \_\_\_\_\_ zonin' in the whip  
It's \_\_\_\_\_ of you I can exist, I swear  
I just don't \_\_\_\_\_ to get my heart broke  
This path is mine, I \_\_\_\_\_ (this path is mine)  
I'm asking for \_\_\_\_\_ love

## Guess the word



Summertime is meant to f\_\_\_\_\_ in love  
I could fall asleep or stare in your e\_\_\_\_\_  
You d\_\_\_\_\_ all night  
Summertime is meant to f\_\_\_\_\_ in love  
I wrote you a poem for your s\_\_\_\_\_  
It's right by y\_\_\_\_\_ side

## Listen

I hop out, ooh  
I don't wanna go home  
I hop out, ooh  
I don't wanna go home (so come on over)

## Did you know that...



Jaden and Willow Smith are siblings, and their collaboration on this song is a reflection of their close relationship. Both have spoken in interviews about how they inspire each other and how their family has influenced their music.





# Summertime in Paris

Jaden, WILLOW



## Underline the words you heard best

Summertime is meant to fall in love / Why won't you confess to all of us?

Drip drop on my neck, that's octopus / I ain't get those texts, you know what's up

Sorry, honest, you need to hear my side of the story / Let's talk, get low to highs, let 'em off

Sit at home, reading Vogue with a centerfold / Love is simple, it's all good 'til the crescendo

'Til they wake up and switch, we ain't playin' Nintendo

That's why when the sun sets I just stare at the window

## Guess the word

Summertime is meant to f\_\_\_\_\_ in love

I could fall asleep or stare in your e\_\_\_\_\_

We'll d\_\_\_\_\_ all night

Summertime is meant to f\_\_\_\_\_ in love

I wrote you a poem for your s\_\_\_\_\_

It's right by y\_\_\_\_\_ side

## Listen

Oh, only you, only you, only you

Yeah, you make my heart race, yeah

Yeah, you make my heart race, yeah

Oh, only you, only you, only you, oh

Yeah, you make my heart race, yeah

Keep me from my dark place, yeah, from my dark place

Now I got my own place

## Follow the lyrics and sing!

Summertime is meant to fall in love

I could fall asleep and stare in your eyes

We'll dance all night

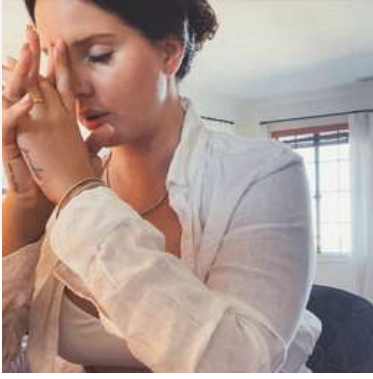
Summertime is meant to fall in love

I wrote you a poem for your surprise

It's right by your side

x2

And it's summertime



# Say Yes to Heaven

Lana del Rey



## Highlight the verbs



If you dance, I'll dance  
And if you don't, I'll dance anyway  
Give peace a chance  
Let the fear you have fall away

## Fill-in-the-blank



I've got my \_\_\_\_\_ on you  
I've got my \_\_\_\_\_ on you  
Say yes to \_\_\_\_\_  
Say yes to \_\_\_\_\_  
Say yes to \_\_\_\_\_  
Say yes to \_\_\_\_\_

## Select the correct option



If you **go/gone**, I'll stay  
You come back, I'll be **right/bright** here  
Like a barge at **sea/see**  
In the storm, I **stay/stand** clear

## Fill-in-the-blank



'Cause I've got my \_\_\_\_\_ on you  
I've got my \_\_\_\_\_ on you  
Say yes to \_\_\_\_\_  
Say yes to \_\_\_\_\_  
Say yes to \_\_\_\_\_  
Say yes to \_\_\_\_\_

## Rearrange the words



If you \_\_\_\_\_(ecdan), I'll dance  
I'll \_\_\_\_\_(tpeu) my red dress on, \_\_\_\_\_(teg) it on  
And if you \_\_\_\_\_(itghf), I'll fight  
It doesn't \_\_\_\_\_(termat) now, it's all gone

## Follow the lyrics and sing!

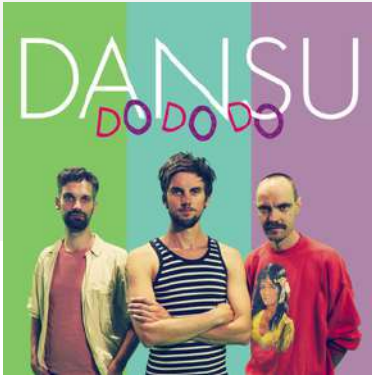


I've got my mind on you  
I got my mind on you  
Say yes to Heaven  
Say yes to me  
Say yes to Heaven  
Say yes to me  
I've got my eye on you  
I've got my eye on you, mm  
I've got my eye on you  
I've got my eye on you

## Did you know that...



This song has an interesting history: it was originally written in 2012 and circulated as a bootleg among fans. In 2022, a sped-up version went viral on TikTok, which helped launch its official version in 2023.



# Do Do Do

## Dansu



### Find and correct mistakes

1. There are a girl in the lobby of a cheap hotel
2. She's got her eye fixed on the floor
3. She are collecting pieces of the broken hearts
4. Of the peoples who were there before
5. And it's alright, everybody's on it own
6. Lying wide awake at night
7. And it's alright, be far away from home
8. Stuck between the neon light

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Fill-in-the-blank

- Do, do, do do you \_\_\_\_\_ me too?
- Spend some \_\_\_\_\_ sitting next to you?
- Do, do, do do you wonder \_\_\_\_\_?
- Is there \_\_\_\_\_ than meets?
- Is there more than meets the \_\_\_\_\_?

### Circle the words you don't understand

There is a boy in the corner of a coffee shop  
 He's got his eyes fixed on the screen  
 He's taking pictures of his empty cup like  
 It's the cover of a magazine  
 And it's alright, everybody's on their own  
 Pretending everything's fine  
 Yeah, it's alright that you're sleeping with your phone  
 The static makes you wonder why

### Reorganize the lines

- \_\_\_\_ Do, do, do do you wonder why?
- \_\_\_\_ Spend some time sitting next to you?
- \_\_\_\_ Is there more than meets?
- \_\_\_\_ Is there more than meets the eye?
- \_\_\_\_ Do, do, do do you want me too?

### Did you know that...



Dansu is a three-piece band from Amsterdam, known for their fusion of indie pop and electronic elements. This song reflects an introspective and melodic approach.



# All For Us

## Labrinth, Zendaya



### Listen

I'm taking it all for us  
I'm taking it all  
I'm taking it all for us  
I'm doing it all for love  
I'm doing it all  
I'm doing it all for love

### Fill-in-the-blank

No food in the \_\_\_\_\_ (famine, famine)  
\_\_\_\_\_ MIA (pockets hell-a empty)  
Momma \_\_\_\_\_ ends meet (ends meet)  
\_\_\_\_\_ like a slave (Mississippi, aye-aye)  
Daddy ain't at \_\_\_\_\_, no (father, father)  
Better be a \_\_\_\_\_ (Michael Corleone)  
Do it for \_\_\_\_\_ homegrown's (sisters, brothers)  
Do it \_\_\_\_\_ the clan (yeah, so tell 'em Labby)

### Reorganize the lines

\_\_\_\_ If it makes me a king  
\_\_\_\_ Mona Lisa's smile  
\_\_\_\_ Hell I'll do 25 to life  
\_\_\_\_ A star in your eyes  
\_\_\_\_ Just for your love, yeah  
\_\_\_\_ Give you the world

### Underline the words you heard best

My love is infinite, I'm giving it  
No need for prisoners  
Bitch please, hands up,  
this is a stick up 'cause I'm

### Listen

I'm, aye  
I'm taking it  
Aye-aye  
I'm taking it all for us  
Doing it all for love  
Aye-aye, aye-aye

### Circle the correct option

**Guess/stress** you figured my two  
times two  
Always equates to **one/two**  
Dreamers **are/is** selfish  
When it all comes **down/town** to it  
I hope one of you **come/came** back  
to remind me of who I **was/were**  
When I **go/went** disappearing  
Into **that/this** good night, good night,  
good night, good night, good night

### Listen and Repeat

I'm taking it all for us, all  
Doing it all for love  
And they all lived happily ever after  
And they all lived happily  
And they all lived  
And they all  
Grow up



# Beautiful Things

Benson Boone



## Guess the word



For a while t\_\_\_\_\_, it was rough  
But I\_\_\_\_\_, I've been doin' better  
Than the last four c\_\_\_\_\_ Decembers  
I recall

## Highlight the verbs



And I see my family every month  
I found a girl my parents love  
She'll come and stay the night  
And I think I might have it all

## Rearrange the words



And I thank \_\_\_\_\_(dog) every day  
For the girl He sent my \_\_\_\_\_ (ayw)  
But I know the \_\_\_\_\_(gthnis) He gives me  
He can take \_\_\_\_\_(aawy)

## Extra word out



And I hold you on every night  
And that's a feeling I wanna get always used to  
But there's no man as terrified it  
As the man who never stands to lose you

## Fill-in-the-blank



Oh, I hope I don't \_\_\_\_\_ you  
\_\_\_\_\_ stay  
I \_\_\_\_\_ you, I \_\_\_\_\_ you, oh God  
Don't \_\_\_\_\_  
These \_\_\_\_\_ things that I've got  
Please don't \_\_\_\_\_

## Underline the words you heard best



I found my mind, I'm feelin' sane  
It's been a while, but I'm finding my faith  
If everything's good and it's great  
Why do I sit and wait 'til it's gone?

## Reorganize the lines



\_\_\_\_\_I've got peace and I've got love  
\_\_\_\_\_But I'm up at night thinkin'  
\_\_\_\_\_I just might lose it all  
\_\_\_\_\_Oh, I'll tell ya, I know I've got enough

## Follow the lyrics and sing!



Please stay  
I want you, I need you, oh God  
Don't take  
These beautiful things that I've got

## Did you know that...



Benson Boone has commented that "Beautiful Things" was inspired by his own emotional journey, where he found peace and stability after going through difficult times.



# There's Nothing Holding Me Back

## Shawn Mendes



### Circle the correct option

I wanna **follow/yellow** where she goes  
I **think/thing** about her and she knows it  
I wanna let her take/took control  
'Cause **every/very** time that she gets close

### Extra word out

She pulls me in enough time to keep me guessin'  
And maybe I should saying stop and start confessin'  
Confessin', yeah

### Reorganize the lines

\_\_\_\_ Baby, there's nothing holdin' me back  
\_\_\_\_ Manipulate my decisions  
\_\_\_\_ You take me places that tear up my reputation  
\_\_\_\_ Oh, I've been shakin'  
\_\_\_\_ You take all my inhibitions  
\_\_\_\_ I love it when you go crazy  
\_\_\_\_ Baby, there's nothing holdin' me back

### Guess the word

She says that she's n\_\_\_\_\_ afraid  
Just picture e\_\_\_\_\_ naked  
She r\_\_\_\_\_ doesn't like to wait  
Not really i\_\_\_\_\_ hesitation

### Extra word out

She pulls me in enough time to keep me guessin'  
And maybe I should saying stop and start confessin'  
Confessin', yeah

### Follow the lyrics and sing!

Oh, I've been shakin' .....

### Fill-in-the-blank

'Cause if we \_\_\_\_\_ our minds  
and we \_\_\_\_\_ it way too far  
I know we'd be \_\_\_\_\_, I  
\_\_\_\_\_ we would be alright  
If you were by my \_\_\_\_\_ and we  
stumbled in the \_\_\_\_\_  
I know we'd be \_\_\_\_\_, I  
\_\_\_\_\_ we would be alright

### Follow the lyrics and sing!

Oh, I've been shakin' .....

### Write the words you don't understand

There's nothing holdin' me back  
I feel so free when you're with me, baby  
Baby, there's nothing holdin' me back

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### Did you know that...



The song was created with the intention of reflecting an intense, youthful energy. Shawn Mendes wanted it to have a fast and electrifying beat to complement the emotion and sense of liberation conveyed in the lyrics.



# Snowman

Sia



## Fill-in-the-blank

Don't \_\_\_\_\_, snowman, not in \_\_\_\_\_ of me  
Who'll catch your \_\_\_\_\_ if you can't catch me,  
\_\_\_\_\_?  
If you can't catch me, \_\_\_\_\_

## Reorganize the lines

\_\_\_\_ Can't hold me close, baby  
\_\_\_\_ A puddle of water can't hold me close, baby  
\_\_\_\_ Don't cry, snowman, don't leave me this way

## Highlight the verbs

I want you to know that I'm never leaving  
'Cause I'm Mrs. Snow, 'til death we'll be freezing  
Yeah, you are my home, my home for all seasons  
So come on, let's go

## Underline the words you heard best

Let's go below zero and hide from the sun  
I love you forever where we'll have some fun  
Yes, let's hit the North Pole and live happily  
Please, don't cry no tears now, it's Christmas, baby

## Listen

My snowman and me  
My snowman and me  
Baby

## Reorganize the lines

\_\_\_\_ Without legs to run, honey  
\_\_\_\_ Don't cry, snowman, don't you fear the sun  
\_\_\_\_ Who'll carry me without legs to run, honey?

## Guess the word

Don't cry, s\_\_\_\_\_, don't you shed a  
t\_\_\_\_\_  
Who'll hear my s\_\_\_\_\_ if you don't  
have e\_\_\_\_\_, baby?  
If you don't have e\_\_\_\_\_, baby

## Follow the lyrics and sing!

I want you to know that I'm never leaving  
'Cause I'm Mrs. Snow, 'til death we'll be  
freezing  
Yeah, you are my home, my home for all  
seasons  
So come on, let's go  
Let's go below zero and hide from the sun  
I love you forever where we'll have some  
fun  
Yes, let's hit the North Pole and live happily  
Please, don't cry no tears now, it's  
Christmas, baby  
My snowman and me  
My snowman and me  
Baby





# Wake Me Up When September Ends

Green Day



## Rearrange the words

\_\_\_\_\_ (musmer) has come and passed  
The innocent can \_\_\_\_\_ (rneve) last  
Wake me up \_\_\_\_\_ (nhwe) September ends

## Extra word out

Like my fathers come to the pass  
Seven years it has gone so fast  
Wake me up when the September ends

## Fill-in-the-blank

Here comes the \_\_\_\_\_ again  
\_\_\_\_\_ from the stars  
Drenched in my pain \_\_\_\_\_  
Becoming \_\_\_\_\_ we are

## Guess the word

As my m\_\_\_\_\_ rests  
But never forgets what I \_\_\_\_\_  
\_\_\_\_\_ up when September ends

## Rearrange the words

\_\_\_\_\_ (musmer) has come and passed  
The innocent can \_\_\_\_\_ (rneve) last  
Wake me up \_\_\_\_\_ (nhwe) September ends

## Reorganize the lines

\_\_\_\_ Wake me up when September ends  
\_\_\_\_ Ring out the bells again  
\_\_\_\_ Like we did when spring began

## Fill-in-the-blank

Here comes the \_\_\_\_\_ again  
\_\_\_\_\_ from the stars  
Drenched in my pain \_\_\_\_\_  
Becoming \_\_\_\_\_ we are

## Guess the word

As my m\_\_\_\_\_ rests  
But never forgets what I \_\_\_\_\_  
\_\_\_\_\_ up when September ends

## Rearrange the words

\_\_\_\_\_ (musmer) has come and passed  
The innocent can \_\_\_\_\_ (rneve) last  
Wake me up \_\_\_\_\_ (nhwe) September  
ends

## Follow the lyrics and sing!

Like my father's come to pass  
Twenty years has gone so fast  
Wake me up when September ends  
Wake me up when September ends  
Wake me up when September ends

## Did you know that...

This song is a deeply personal song written by vocalist Billie Joe Armstrong. The song's lyrics are inspired by Armstrong's experience following the death of his father in September 1982.





# Riptide

## Vance Joy



### Circle the correct option

I was **scared/tired** of dentists and the dark  
I was scared of pretty **girls/boys** and starting  
conversations  
Oh, all my friends are turning **green/blue**  
You're the magician's assistant in their  
**dream/cream**  
And they come unstuck

### Rearrange the words

Lady, running \_\_\_\_\_(wndo) to the riptide  
Taken away to the \_\_\_\_\_(rakd) side  
I wanna be your left-\_\_\_\_\_(dhna) man  
I \_\_\_\_\_(veol) you when you're singing that song  
And I \_\_\_\_\_(tog) a lump in my throat  
'Cause you're gonna \_\_\_\_\_(sgni) the words wrong

### Guess the word

There's this m\_\_\_\_\_ that I think you'll like  
This guy d\_\_\_\_\_ to quit his job and heads to  
New York City  
This cowboy's running from h\_\_\_\_\_  
And she's been l\_\_\_\_\_ on the highest shelf  
Ah-ooh-ooh-ooh, ah-ahh-oh  
And they come unstuck

### Rearrange the words

Lady, running \_\_\_\_\_(wndo) to the riptide  
Taken away to the \_\_\_\_\_(rakd) side  
I wanna be your left-\_\_\_\_\_(dhna) man  
I \_\_\_\_\_(veol) you when you're singing that song  
And I \_\_\_\_\_(tog) a lump in my throat  
'Cause you're gonna \_\_\_\_\_(sgni) the words wrong

### Extra word out

I just wanna know, I just wanna know  
If you're gonna stay, if you're gonna stay  
I just gotta know, I just gotta know  
I can't have it any, I can't have it any other way  
I swear she's destined for the screen image  
Closest thing to actress Michelle Pfeiffer that  
you've ever seen, oh

### Follow the lyrics and sing!

Lady, running down to the riptide  
Taken away to the dark side  
I wanna be your left-hand man  
I love you when you're singing that song  
And I got a lump in my throat  
'Cause you're gonna sing the words wrong  
x3



# Ho Hey

## The Lumineers



### Fill-in-the-blank

I've been \_\_\_\_\_ to do it right (hey)  
I've been \_\_\_\_\_ a lonely life (ho)  
I've been \_\_\_\_\_ here instead (hey)  
I've been sleepin' in my \_\_\_\_\_ (ho)  
Sleepin' in my bed (hey, ho)

### Guess the word

So show me f\_\_\_\_\_ (hey)  
All the b\_\_\_\_\_ that I will bleed (ho)  
I don't know where I b\_\_\_\_\_ (hey)  
I don't know w\_\_\_\_\_ I went wrong (ho)  
But I can write a song (hey)

### Rearrange the words

I \_\_\_\_\_ (oblnge) with you, you belong with me  
You're my \_\_\_\_\_ (hrtweseaet)  
I belong with \_\_\_\_\_ (uoy), you belong with \_\_\_\_\_ (em)  
You're my \_\_\_\_\_ (teswe) (ho, hey)

### Listen

I belong with you, you belong with me  
You're my sweetheart  
I belong with you, you belong with me  
You're my sweetheart

### Highlight the verbs

I don't think you're right for him (hey)  
Think of what it might have been if we (ho)  
Took a bus to Chinatown (hey)  
I'd be standin on Canal and Bowery (ho, hey)  
And she'd be standin next to me (ho, hey)

### Listen

Love, we need it now  
Let's hope for some  
'Cause oh, we're bleedin' out  
  
I belong with you, you belong with me  
You're my sweetheart  
I belong with you, you belong with me  
You're my sweet (ho, hey)  
(Ho, hey)



# Somewhere Only We Know

## Keane



### Find and correct mistakes

I walk across an empty land  
I knowed the pathway like the back of my hand  
I feeled the earth beneath my feet  
Sitted by the river and it made me complete

### Extra word out

Oh, you simple thing, where have been you gone?  
I'm getting old man, and I need something to in rely on  
So, tell me when if you're gonna let me in  
I'm getting tired, and I need to somewhere to begin

### Rearrange the words

I came across a fallen \_\_\_\_\_(rtee)  
I felt the branches of it \_\_\_\_\_(oingklo) at me  
Is this the place we used to \_\_\_\_\_(ovle)?  
Is this the place that I've \_\_\_\_\_(ebne)dreaming of?

### Guess the word

Oh, simple t\_\_\_\_\_, where have you gone?  
I'm getting old, and I need s\_\_\_\_\_ to rely on  
So, tell me w\_\_\_\_\_ you're gonna let me in  
I'm g\_\_\_\_\_ tired, and I need s\_\_\_\_\_ to begin

### Underline the words you heard best

And if you have a minute, why don't we go  
Talk about it somewhere only we know?  
This could be the end of everything  
So, why don't we go somewhere only we know?  
Somewhere only we know

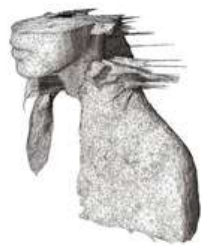
### Write the words you don't understand

Oh, simple thing, where have you gone?  
I'm getting old, and I need something to rely on  
So, tell me when you're gonna let me in  
I'm getting tired, and I need somewhere to begin

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### Listen

And if you have a minute, why don't we go  
Talk about it somewhere only we know?  
This could be the end of everything  
So, why don't we go?  
So, why don't we go?  
This could be the end of everything  
So, why don't we go somewhere only we know?  
Somewhere only we know  
Somewhere only we know



# Clocks

## Coldplay



### Find the missing words of lyrics

The \_\_\_\_\_ go out and I can't be saved  
 Tides that I tried to swim \_\_\_\_\_  
 \_\_\_\_\_ brought me down upon my knees  
 Oh, I beg, I \_\_\_\_\_ and plead  
 Singin' come out of \_\_\_\_\_ un said  
 Shoot an \_\_\_\_\_ off my head  
 And a \_\_\_\_\_ that can't be named  
 A tiger's \_\_\_\_\_ to be tamed, singin'

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

### Find and correct mistakes

Cursed missed opportunities  
 Am I a part of the cure  
 Singin' come out upon my seas  
 Gonna come back and take you home  
 I could not stop that you now know  
 Or am I part of the disease? Singin'  
 Confusion that never stops  
 Closing walls and ticking clocks

### Categorize words

And nothing else compares  
 Oh, no, nothing else compares  
 And nothing else compares

### Listen

Home, home, where I wanted to go  
 Home, home, where I wanted to go  
 Home, home, where I wanted to go  
 Home, home, where I wanted to go

### What do you think the song is about?

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 -----  
 -----  
 -----

**Noun:**

-----

**Verbs:**

-----

**Adjectives:**

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# Try Pink



Listen and Repeat 

## Underline the words you heard best

Ever wonder 'bout what he's doin'?  
How it all turned to lies?  
Sometimes I think that it's better  
To never ask why

## Count the words

Where there is desire, there is gonna be a flame  
Where there is a flame, someone's bound to get  
burned  
But just because it burns doesn't mean you're  
gonna die  
You've gotta get up and try, try, try  
Gotta get up and try, try, try  
Gotta get up and try, try, try

## Extra ~~word~~ out

Funny how of the heart can be deceiving  
More than just a couple in times  
Why you do we fall in love so easy  
Even when if it's not right?

## Highlight the verbs

Where there is desire, there is gonna be a flame  
Where there is a flame, someone's bound to get burned  
But just because it burns doesn't mean you're gonna die  
You've gotta get up and try, try, try  
Gotta get up and try, try, try  
You've gotta get up and try, try, try

## Write the words you don't understand

Ever worry that it might be ruined  
And does it make you wanna cry?  
When you're out there doing what you're  
doing  
Are you just getting by?  
Tell me, are you just getting by, by, by?

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## Follow the lyrics and sing!

Where there is desire, there is gonna be a  
flame  
Where there is a flame, someone's bound  
to get burned  
But just because it burns doesn't mean  
you're gonna die  
You've gotta get up and try, try, try  
Gotta get up and try, try, try  
Gotta get up and try, try, try



# When I'm Sixty Four

## The Beatles



### Fill-in-the-blank

\_\_\_\_\_ I get older losing my hair  
Many \_\_\_\_\_ from now  
Will you still be \_\_\_\_\_ me a Valentine  
Birthday greetings \_\_\_\_\_ of wine

### Find and correct mistakes

If I'd beened out till quarter to three  
Would you lock the doors  
Will you still needed me, will you still feeded me  
When I'm sixty-fourred

### Reorganize the lines

\_\_\_\_ I could stay with you  
\_\_\_\_ You'll be older too  
\_\_\_\_ And if you say the word

### Circle the correct option

I could be **handy/candy**, mending a fuse  
When your **lights/bites** have gone  
You can **knit/hit** a sweater by the fireside  
**Sunday/one day** mornings go for a ride  
Doing the **garden/pardon**, digging the weeds  
Who could **ask/task** for more  
Will you still need me, will you still feed me  
When I'm sixty-four

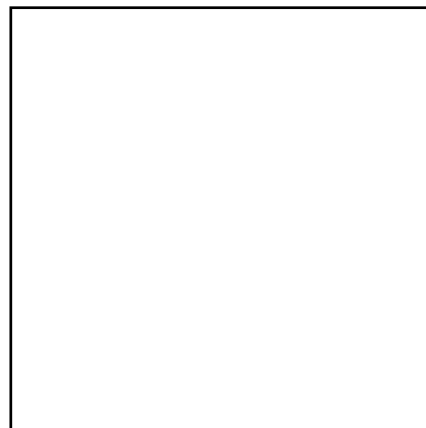
### Extra word out

Every sunny summer we can rent a cottage  
In the lovely Isle of Wight, if it's not too dear  
We shall scrimp and carefully save  
Happy grandchildren on your knee  
Vera, Chuck and funny Dave

### Guess the word

G\_\_\_\_\_ me a postcard, drop me a line  
Stating p\_\_\_\_\_ of view  
Indicate precisely what you mean to s\_\_\_\_\_  
Yours sincerely, wasting a\_\_\_\_\_  
Give me your a\_\_\_\_\_, fill in a form  
M\_\_\_\_\_ for evermore  
Will you still n\_\_\_\_\_ me, will you still feed me  
When I'm sixty-f\_\_\_\_\_

### Draw you when you will be sixty four





# Mama Said

## Lukas Graham



### Choose the correct synonym

- |   |               |             |               |
|---|---------------|-------------|---------------|
| When Mama said that it was <u>okay</u>              | a) fine       | b) wrong    | c) bad        |
| Mama said that it was quite <u>alright</u>          | a) hardly     | b) very     | c) barely     |
| Our kind of <u>people</u> had a bed for the night   | a) nice       | b) mean     | c) gentle     |
| And it was <u>okay</u>                              | a) decent     | b) evil     | c) nice       |
| Mama told us we were <u>good</u> kids               | a) adults     | b) children | c) teenagers  |
| And Daddy told us, "Never <u>listen</u> to the ones | a) kept       | b) said     | c) asked      |
| Pointing <u>nasty</u> fingers and making fun"       | a) ignoring   | b) showing  | c) indicating |
| 'Cause we were <u>good</u> kids                     | a) destroying | b) creating | c) breaking   |

### Rearrange the words

Remember \_\_\_\_\_ (ksani) both my mom and dad  
 Why we never \_\_\_\_\_ (evltear) to exotic lands  
 We only ever really \_\_\_\_\_ (tivisi) friends  
 Nothing to \_\_\_\_\_ (telt) when the summer ends  
 We never really went \_\_\_\_\_ (iygibn) clothes  
 Folks were \_\_\_\_\_ (sipgnap) on the stuff in plenty loads  
 New shoes once a \_\_\_\_\_ (rae) and then  
 Out to play ball so we could \_\_\_\_\_ (ruin) them

### Categorize words

When Mama said that it was okay	<b>Noun:</b>	<b>Verbs:</b>
Mama said that it was quite alright	_____	_____
Our kind of people had a bed for the night	_____	_____
And it was okay	_____	_____
Mama told us we were good kids	_____	_____
And Daddy told us, "Never listen to the ones	_____	_____
Pointing nasty fingers and making fun"	_____	_____
'Cause we were good kids	_____	_____






# Mama Said

## Lukas Graham




Underline the words you heard best 

Don't get me wrong I didn't have it bad  
I got enough loving from my mom and dad  
But I don't think they really understood  
When I said that I wanted the deal in Hollywood  
I told them I'll be singing on TV  
The other kids were calling me a wannabe  
The older kids, they started bugging me  
But now they're all standing right in front of me


Choose the correct synonym 

When Mama said that it was okay.  
Mama said that it was quite alright  
Our kind of people had a bed for the night  
And it was okay.  
Mama told us we were good kids  
And Daddy told us, "Never listen to the ones  
Pointing nasty fingers and making fun"  
'Cause we were good kids

- |               |             |               |
|---------------|-------------|---------------|
| a) fine       | b) wrong    | c) bad        |
| a) hardly     | b) very     | c) barely     |
| a) nice       | b) mean     | c) gentle     |
| a) decent     | b) evil     | c) nice       |
| a) adults     | b) children | c) teenagers  |
| a) kept       | b) said     | c) asked      |
| a) ignoring   | b) showing  | c) indicating |
| a) destroying | b) creating | c) breaking   |

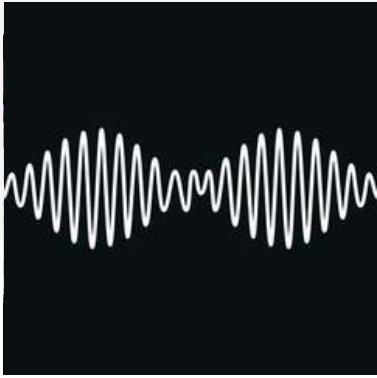
Guess the word 

I know which p\_\_\_\_\_ I'm from  
I know my h\_\_\_\_\_  
When I'm in d\_\_\_\_\_ and struggling  
That's where I g\_\_\_\_\_  
An old f\_\_\_\_\_ can give advice  
When n\_\_\_\_\_ friends only know a half story  
That's why I a\_\_\_\_\_ keep 'em tight  
And w\_\_\_\_\_ I'm okay  
I said I'm o\_\_\_\_\_  
You know what my mama s\_\_\_\_\_  
You know what she t\_\_\_\_\_ me?

What do you think the song is about? 

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# I Wanna Be Yours

## Arctic Monkeys



### Select the correct option

- I wanna be your vacuum cleaner/tuner
- Breathing in your dust/rust
- I wanna be your Ford/four Cortina
- I will never rust/dust

### Extra word out

- If you like your coffee really hot
- Let me be your favorite coffee pot
- You call the all shots, babe
- I just wanna be truly yours

### Rearrange the words

- Secrets \_\_\_\_\_ (stecre) I have held in my heart
- Are \_\_\_\_\_ (erhad) harder to hide than I thought
- Maybe \_\_\_\_\_ (ymbae) I just wanna be yours
- I \_\_\_\_\_ (i) wanna be yours, I wanna be yours

### Highlight the adjectives

- Let me be your leccy meter
- And I'll never run out
- Let me be the portable heater
- That you'll get cold without

### Write the words you don't understand

- Secrets I have held in my heart \_\_\_\_\_
- Are harder to hide than I thought \_\_\_\_\_
- Maybe I just wanna be yours \_\_\_\_\_
- I wanna be yours, I wanna be yours \_\_\_\_\_

### Write down the words you can hear

- I wanna be your setting lotion (wanna be) \_\_\_\_\_
- Hold your hair in deep devotion (How deep?) \_\_\_\_\_
- At least as deep as the Pacific Ocean \_\_\_\_\_
- Now I wanna be yours \_\_\_\_\_

### Follow the lyrics and sing!

- I wanna be your vacuum cleaner (wanna be yours)
- Breathing in your dust (wanna be yours)
- I wanna be your Ford Cortina (wanna be yours)
- I will never rust (wanna be yours)
- I just wanna be yours (wanna be yours)



# Die for You

The Weeknd & Ariana Grande



## Highlight the verbs



I'm findin' ways to articulate the feelin' I'm goin' through  
I just can't say I don't love you (yeah)  
'Cause I love you, yeah  
It's hard for me to communicate the thoughts that I hold  
But tonight I'm gon' let you know  
Let me tell the truth  
Baby, let me tell the truth, yeah

## Rearrange the words



You \_\_\_\_\_ (uoy) what I'm thinkin', see it in your eyes  
You \_\_\_\_\_ (hate) that you want me, hate it when you cry  
You're \_\_\_\_\_ (seardc) to be lonely, 'specially in the night  
I'm \_\_\_\_\_ (saredc) that I'll miss you, happens every time

## Highlight the adjectives



I don't want this feelin', I can't afford love  
I try to find a reason to pull us apart  
It ain't workin' 'cause you're perfect  
And I know that you're worth it  
I can't walk away, oh

## Guess the word



E\_\_\_\_\_ though we're goin' through it  
And it makes you feel a\_\_\_\_\_  
Just know that I w\_\_\_\_\_ die for you  
Baby, I would d\_\_\_\_\_ for you, yeah  
The distance and the t\_\_\_\_\_ between us  
It'll never c\_\_\_\_\_ my mind 'cause  
Baby, I w\_\_\_\_\_ die for you  
Baby, I would die for y\_\_\_\_\_, yeah



# Die for You

## The Weeknd



### Highlight the verbs



I'm findin' ways to stay concentrated on what I gotta do  
But, baby boy, it's so hard 'round you  
And, yes, I'm blamin' you  
And you know I can't fake it, now or never  
And you insinuat' that you think we might be better  
Better me and you  
Yeah, I know you do

### Rearrange the words



You \_\_\_\_\_ (uoy) what I'm thinkin', see it in your eyes  
You \_\_\_\_\_ (hate) that you want me, hate it when you cry  
It ain't workin' 'cause you're \_\_\_\_\_ (fpercte) (hmm)  
And I \_\_\_\_\_ (wnok) you deserve it / I can't \_\_\_\_\_ (aklw) away

### Listen and Repeat



Even though we're goin' through it  
And it makes you feel alone  
Just know that I would die for you (I would die for you)  
Baby, I would die for you, yeah  
The distance and the time between us  
It'll never change my mind 'cause  
Baby, I would die for you (I would die for you, uh)  
Baby, I would die for you, yeah (I would die for you)  
I would die for you, I would lie for you  
Keep it real with you, I would kill for you, my baby  
I'm just sayin', yeah  
I would die for you, I would lie for you  
Keep it real with you, I would kill for you, my baby  
Na-na-na, na-na-na, na-na-na  
Even though we're goin' through it (ooh)  
And it makes you feel alone (no, no)  
Just know that I would die for you (no)

Baby, I would die for you, yeah  
The distance and the time between us (ooh)  
It'll never change my mind 'cause (no, no)  
Baby, I would die for you (no)  
Baby, I would die for you, yeah (oh, babe)



# Heaven

Niall Horan



## Reorganize the lines

\_\_\_ Strange light revolves around you  
\_\_\_ You're made of somethin' new  
\_\_\_ Heaven can't hold a candle too  
\_\_\_ You float across the room  
\_\_\_ Your touch is made of something

## Fill-in-the-blank

Let's not get \_\_\_\_\_  
Let's just \_\_\_\_\_ the view  
It's hard to be a \_\_\_\_\_  
So much to put an \_\_\_\_\_ to  
But that's just \_\_\_\_\_ we do

## Rearrange the words

God only \_\_\_\_\_ (swonk) where this could go  
And even if our love starts to \_\_\_\_\_ (grow) outta control  
And you and me go up in \_\_\_\_\_ (smaelf)  
Heaven won't be the \_\_\_\_\_ (mesa)

## Circle the correct option

I'm **havin'/thinkin'** revelations  
You **dance/prance** across the floor  
Beyond **infatuation/fascination**  
How I obsessively **adore/store** you  
That's what I **do/does**

## Guess the word

I believe, I b\_\_\_\_\_, I could die in your k\_\_\_\_\_  
No, it \_\_\_\_\_ get, doesn't get b\_\_\_\_\_ than this

## Rearrange the words

God only \_\_\_\_\_ (swonk) where this could go  
And even if our love starts to \_\_\_\_\_ (grow) outta control  
And you and me go up in \_\_\_\_\_ (smaelf)  
Heaven won't be the \_\_\_\_\_ (mesa)

## Guess the word

I believe, I b\_\_\_\_\_, I could die in your k\_\_\_\_\_  
No, it \_\_\_\_\_ get, doesn't get b\_\_\_\_\_ than this

## Listen and Repeat

God only knows where this could go  
And even if our love starts to grow outta control  
And you and me go up in flames  
Heaven won't be the same

# A2 level

## Rubric Evaluation



Correct Answers	Band Scores	Band Scores Descriptions
35-40	10	Excellent understanding of the song. Easily identifies key details, complex phrases, and a variety of vocabulary. Can follow the full context and meaning.
30-34	9	Good comprehension with minor mistakes. Identifies most key points, with some missed details but a clear understanding of the message.
25-29	8	Solid understanding, but struggles with less common vocabulary or complex phrases. Still follows the main context.
20-24	7	Basic comprehension with some errors. Misses key details and has difficulty with more complex structures, but grasps the general idea.
15-19	6	Limited understanding. Recognizes familiar words and phrases but misses much of the song's meaning and context.
10-14	5	Very little comprehension. Only identifies isolated words or simple phrases, missing most of the content and message.
0-9	4 or below	Struggles to follow the song. Fails to recognize basic vocabulary or understand the context.

# A2 level

## Listening Descriptors



### Overall oral comprehension

A2

At this level,  
a person  
can...

- understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly.
- understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.

### Understanding short, pre-recorded media

A2

At this level,  
a person  
can...

- understand and follow a series of instructions for familiar everyday activities such as sports, cooking, etc., provided they are delivered slowly and clearly.
- understand straightforward announcements (e.g. of a cinema programme or sports event, that a train has been delayed), provided the delivery is slow and clear.
- catch the main point in short, clear, simple messages and announcements.
- understand simple directions on how to get from X to Y, by foot or public transport.
- understand basic instructions on times, dates and numbers, etc., and on routine tasks and assignments to be carried out.

Note. Data extracted from Council of Europe. (1989). CEFR listening descriptors [Table].

# B1 level



## Content: 25 songs

- I Wanna Be Yours - Arctic Monkeys
- Talking to the Moon - Bruno Mars
- Dynamite - BTS
- Heather - Conan Gray
- As It Was - Harry Styles
- When We Were Young - Adele
- Creep - Radiohead
- Ride - Twenty One Pilots
- Stolen Dance - Milky Chance
- Perfect - Ed Sheeran
- Somebody - Jungkook
- Saturn - SZA
- The Other Side - Ruelle
- We Can't Be Friends - Ariana Grande
- Young and Beautiful - Lana Del Rey
- Like You Do - Joji
- Everything I Wanted - Billie Eilish
- Anxiety - Julia Michaels
- Malibu - Miley Cyrus
- Die With a Smile - Lady Gaga
- Radioactive - Imagine Dragons
- Someone You Loved - Lewis Capaldi
- Shut Up My Moms Calling - Hotel Ugly
- Stay - Rihanna feat. Mikky Ekko
- Cruel Summer - Taylor Swift

Scan me for  
worksheets:





# Talking to the Moon

## Bruno Mars



### Circle the correct option

I know you're somewhere out **there/here**  
Somewhere **far/fur** away  
I want you **back/track**, I want you back  
My neighbors **think/thing** I'm crazy  
but they **don't/doesn't** understand  
You're **all/awl** I had, you're all I had

### Guess the word

At night, when the stars light up my r\_\_\_\_\_   
I sit by m\_\_\_\_\_   
Talking to the m\_\_\_\_\_   
Tryna get to y\_\_\_\_\_   
In hopes you're on the other s\_\_\_\_\_ talking to me too   
Or am I a f\_\_\_\_\_ who sits alone talking to the moon?

### Rearrange the words

I'm feelin' like I'm \_\_\_\_\_ (ofusma)   
the talk of the \_\_\_\_\_ (wton)   
They say I've gone \_\_\_\_\_ (dam), yeah, I've gone mad   
But they don't \_\_\_\_\_ (owkn) what I know   
'cause when the sun goes \_\_\_\_\_ (ownd)   
Someone's \_\_\_\_\_ (kltinga) back, yeah   
they're talking back, oh

### Guess the word

At night, when the stars light up my r\_\_\_\_\_   
I sit by m\_\_\_\_\_   
Talking to the m\_\_\_\_\_   
Tryna get to y\_\_\_\_\_   
In hopes you're on the other s\_\_\_\_\_ talking to me too   
Or am I a f\_\_\_\_\_ who sits alone talking to the moon?

### Follow the lyrics and sing!

Do you ever hear me calling?  
'Cause every night I'm talking to the moon  
Still tryna get to you  
In hopes you're on the other side talking to me too  
Or am I a fool who sits alone talking to the moon?  
Oh

### Did you know that...

"Talking to the Moon" has been one of the most requested songs at Bruno Mars concerts, highlighting how fans connect deeply with the song's message. In addition, the moon, as a symbol, has a long tradition in music, and Mars uses this image to represent distance, hope and loneliness.



BE

*like you are  
like you were in the front  
like you were in the back  
like you were in the middle  
like you were in the back*



# Dynamite

BTS



## Underline the verbs and circle the subjects

'Cause ah, ah, I'm in the stars tonight  
So watch me bring the fire and set the night alight  
Shoes on, get up in the morn'  
Cup of milk, let's rock and roll  
King Kong, kick the drum  
Rolling on like a Rolling Stone

## Fill-in-the-blank

Sing song when I'm \_\_\_\_\_ home  
\_\_\_\_\_ up to the top, LeBron  
Ding-dong, call me on my \_\_\_\_\_  
Ice tea and a \_\_\_\_\_ of ping pong

## Underline the words you heard best

This is gettin' heavy  
Can you hear the bass boom? I'm ready (woo-oo)  
Life is sweet as honey  
Yeah, this beat cha-ching like money

## Extra ~~word~~ out

Disco on overload  
I'm into that thing, I'm good to go  
I'm diamond, you know I glow up always  
Hey, so let's go on

## Find the missing words of lyrics

'Cause ah, ah, I'm in the stars \_\_\_\_\_  
So \_\_\_\_\_ me bring the fire and set the \_\_\_\_\_  
alight (hey)  
\_\_\_\_\_ through the \_\_\_\_\_ with a little funk  
and soul  
So I'ma light it up like \_\_\_\_\_, woah

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



# Dynamite

BTS



## Guess the word



Bring a f\_\_\_\_\_, j\_\_\_\_\_ the crowd

Whoever wanna c\_\_\_\_\_ along

Word up, talk the t\_\_\_\_\_

Just m\_\_\_\_\_ like we off the wall

## Circle the correct option



Day or **night/light**, the sky's alight

So we dance to the **break/broke** of dawn

Ladies and gentlemen, I **got/go** the medicine

So you should **keep/get** ya eyes on the ball, huh

## Underline the words you heard best

This is gettin' heavy

Can you hear the bass boom? I'm ready (woo-oo)

Life is sweet as honey

Yeah, this beat cha-ching like money

## Extra ~~word~~ out



Disco on overload

I'm into that thing, I'm good to go

I'm diamond, you know I glow up always

Hey, so let's go on

## Listen

'Cause ah, ah, I'm in the stars tonight

So watch me bring the fire and set the night alight (hey)

Shining through the city with a little funk and soul

So I'ma light it up like dynamite, woah

## Did you know that...



"Dynamite" by BTS is a pop-disco song released on August 21, 2020, and is notable for being their first all-English single. This song not only sought to connect with an international audience, but was also created as a message of hope during the COVID-19 pandemic.



# Heather

## Conan Gray



### Fill-in-the-blank

I still \_\_\_\_\_ the third of \_\_\_\_\_, me in your sweater

You said it looked \_\_\_\_\_ on me than it did \_\_\_\_\_

Only if you knew \_\_\_\_\_ much I \_\_\_\_\_ you

But I \_\_\_\_\_ your eyes as she \_\_\_\_\_ by

### Rearrange the words

What a sight for sore \_\_\_\_\_(eeys)

\_\_\_\_\_ (rthgbre) than the blue \_\_\_\_\_(yks)

She's \_\_\_\_\_(tog) you mesmerized while I (edi)

### Reorganize the lines

\_\_\_\_ You gave her your sweater, it's just polyester

\_\_\_\_ Why would you ever kiss me?

\_\_\_\_ But you like her better

\_\_\_\_ I'm not even half as pretty

\_\_\_\_ Wish I were Heather

### Highlight the verbs

Watch as she stands with her, holding your hand

Put your arm 'round her shoulder, now I'm getting colder

But how could I hate her? She's such an angel

But then again, kinda wish she were dead as she

### Rearrange the words

What a sight for sore \_\_\_\_\_(eeys)

\_\_\_\_\_ (rthgbre) than the blue \_\_\_\_\_(yks)

She's \_\_\_\_\_(tog) you mesmerized while I (edi)

### Reorganize the lines

\_\_\_\_ You gave her your sweater, it's just polyester

\_\_\_\_ Why would you ever kiss me?

\_\_\_\_ But you like her better

\_\_\_\_ I'm not even half as pretty

\_\_\_\_ Wish I were Heather

### Did you know that...



The popularity of the song has led to speculation about who the real "Heather" is, generating discussions among fans. Gray has found this amusing, emphasizing that the theme of the song does not focus on a specific person, but on the emotions we all experience.



# As It Was Harry Styles



## Reorganize the lines

\_\_\_\_\_ I want you to hold out the palm of your hand  
 \_\_\_\_\_ Seems you cannot be replaced  
 \_\_\_\_\_ Holdin' me back  
 \_\_\_\_\_ Nothin' to say  
 \_\_\_\_\_ Gravity's holdin' me back  
 \_\_\_\_\_ Why don't we leave it at that?  
 \_\_\_\_\_ When everything gets in the way  
 \_\_\_\_\_ And I'm the one who will stay, oh

## Underline the words you heard best

In this world, it's just us  
 You know it's not the same as it was  
 In this world, it's just us  
 You know it's not the same as it was  
 As it was, as it was  
 You know it's not the same

## Guess the word

A\_\_\_\_\_ the phone  
 "Harry, you're no g\_\_\_\_\_ alone  
 Why are you sittin' at home on the f\_\_\_\_\_?  
 What kind of p\_\_\_\_\_ are you on?"  
 Ringin' the b\_\_\_\_\_  
 And nobody's comin' to h\_\_\_\_\_  
 Your d\_\_\_\_\_ lives by himself  
 He just wants to know that you're w\_\_\_\_\_, oh

## Underline the words you heard best

In this world, it's just us  
 You know it's not the same as it was  
 In this world, it's just us  
 You know it's not the same as it was  
 As it was, as it was  
 You know it's not the same

## Write the words you don't understand

Go home, get ahead, light-speed internet  
 I don't wanna talk about the way that it was  
 Leave America, two kids follow her  
 I don't wanna talk about who's doin' it first

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 -----  
 -----  
 -----

## Follow the lyrics and sing!

As it was  
 You know it's not the same as it was  
 As it was, as it was

## Did you know that...

Harry has mentioned that it represents a shift in his life, influenced by the pandemic and personal changes, where he reflects on how things "aren't the same as they were." It also touches on loneliness, with fans interpreting some lyrics as references to his experiences with fame and relationships.



# When We Were Young

Adele



Underline the verbs and circle the subjects

Everybody loves the things you do  
From the way you talk  
To the way you move  
Everybody here is watching you  
'Cause you feel like home  
You're like a dream come true

**Categorize words**

But if by chance you're here alone  
Can I have a moment?  
Before I go?  
'Cause I've been by myself all night long  
Hoping you're someone I used to know

**Nouns and pronouns:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**Verbs:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**Guess the word**

You look like a m\_\_\_\_\_

You sound like a s\_\_\_\_\_

My God this r\_\_\_\_\_ me

of when we were y\_\_\_\_\_

Underline the words you heard best

Let me photograph you in this light  
In case it is the last time  
That we might be exactly like we were  
Before we realized  
We were scared of getting old  
It made us restless / It was just like a movie / It was just like a song

**Choose the correct synonym**

- |  |           |             |             |
|--|-----------|-------------|-------------|
| I was so <b>scared</b> to face my fears        | a) brave  | b) afraid   | c) fearless |
| <b>Nobody</b> told me that you'd be here       | a) no one | b) somebody | c) everyone |
| And I'd <b>swear</b> you moved overseas        | a) vow    | b) break    | c) deny     |
| That's what you <b>said</b> , when you left me | a) unsaid | b) told     | c) silent   |



# When We Were Young

Adele



## Guess the word



You still look like a m\_\_\_\_\_

You still sound like a s\_\_\_\_\_

My God, this r\_\_\_\_\_ me

of when we were y\_\_\_\_\_

## Underline the words you heard best

Let me photograph you in this light

In case it is the last time

That we might be exactly like we were

Before we realized

We were scared of getting old

It made us restless / It was just like a movie

It was just like a song

## Highlight the verbs

It's hard to win me back

Everything just takes me back

To when you were there

To when you were there

## Find and correct mistakes

1. And a parts of me keeps holding on
2. Just in cases it hasn't gone
3. I guesses I still care
4. Does you still care?

## Guess the word



It was just like a m\_\_\_\_\_

It was just like a s\_\_\_\_\_

My God, this r\_\_\_\_\_ me

of when we were y\_\_\_\_\_

## Follow the lyrics and sing!



Let me photograph you in this light

In case it is the last time

That we might be exactly like we were

Before we realized

We were sad of getting old

It made us restless

Oh I'm so mad I'm getting old

It makes me reckless

It was just like a movie

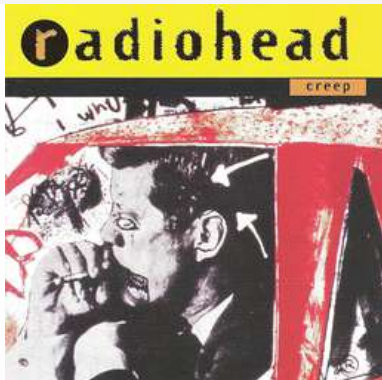
It was just like a song

When we were young

## Did you know that...



Adele considers this her favorite song from the album 25. She explained that the lyrics are inspired by an imaginary reunion where she reconnects with important people from her past, which makes her relive memories of her youth.



# Creep (Acoustic)

Radiohead



## Guess the word



When you were here b\_\_\_\_\_

Couldn't I\_\_\_\_\_ you in the eye

You're just like an a\_\_\_\_\_

Your skin m\_\_\_\_\_ me cry

You float like a f\_\_\_\_\_

In a b\_\_\_\_\_ world

I wish I was s\_\_\_\_\_

You're so v\_\_\_\_\_ special

## Add the words in the crossword



But I'm a 1\_\_\_\_\_

I'm a 2\_\_\_\_\_

What the hell am I 4\_\_\_\_\_ here?

I don't belong 3\_\_\_\_\_

## Highlight the adjectives



I don't care if it hurts

I wanna have control

I want a perfect body

I want a perfect soul

I want you to notice

When I'm not around

You're so very special

I wish I was special

## Listen



But I'm a creep

I'm a weirdo

What the hell am I doing here?

I don't belong here

## Fill-in-the-blank

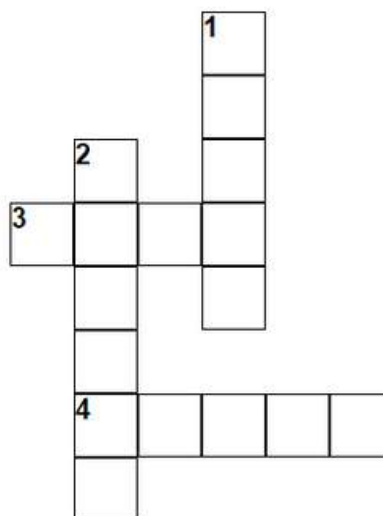


She's running out again

She's running out

She run, run, run, run

Run



## Listen



Whatever makes you happy

Whatever you want

You're so very special

I wish I was special

But I'm a creep

I'm a weirdo

What the Hell am I doing here?

I don't belong here


I don't belong here



# Ride

Twenty One Pilots



**Underline the verbs and circle the subjects** 

I just wanna stay in the sun where I find

I know it's hard sometimes

Pieces of peace in the sun's peace of mind

I know it's hard sometimes

Yeah, I think about the end just way too much

But it's fun to fantasize

On my enemies who wouldn't wish who I was

But it's fun to fantasize

**Follow the lyrics and sing!** 

Oh, oh, oh, oh


Oh, oh, oh, oh

I'm fallin' so I'm taking my time on my ride

Oh, oh, oh, oh

I'm fallin' so I'm taking my time on my ride

Takin' my time on my ride

**Underline the words you heard best** 

"I'd die for you" that's easy to say

We have a list of people that we would take

A bullet for them, a bullet for you

A bullet for everybody in this room

But I don't seem to see many bullets coming  
through

See many bullets coming through

Metaphorically, I'm the man

But literally, I don't know what I'd do





# Ride

Twenty One Pilots



## Extra word out

"I'd live for you" and that's really hard to do  
Even harder to say, when you absolutely know it's not true  
Even harder to write, when you definitely know that's a lie  
There were many people back home who tried talking to you  
But then you always ignore them still  
All these questions they're really for real, like  
"Who would you actually live for?"  
"Who would you definitely die for?"  
And "Would you ever possibly kill?"

## Listen

Oh, oh, oh, oh  
I'm fallin' so I'm taking my time on my ride  
Oh, oh, oh, oh  
I'm fallin' so I'm taking my time on my ride  
Takin' my time on my ride  
I've been thinking too much (Help me)  
I've been thinking too much (I've been thinking too  
much)  
I've been thinking too much

## What do you think the song is about?

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-----  
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# Stolen Dance

## Milky Chance



### Fill-in-the-blank

I want you by my \_\_\_\_\_  
So that I never feel alone \_\_\_\_\_  
They've \_\_\_\_\_ been so kind  
But now they've brought you \_\_\_\_\_ from me  
I hope they didn't get your \_\_\_\_\_  
Your \_\_\_\_\_ is too strong anyway  
We need to fetch back the \_\_\_\_\_  
They have \_\_\_\_\_ from us

### Reorganize the lines

Dancin' on  
You've never danced like this before  
Stoned in paradise  
And I want you  
We can bring it on the floor  
Doin' the boogie all night long  
Shouldn't talk about it  
We don't talk about it

### Circle the correct option

**Coldest/boldest** winter for me  
**No/know** Sun is shining anymore  
The **only/lonely** thing I feel is pain  
Caused **by/buy** absence of you  
**Suspense/pens** is controlling my mind  
**I/eye** cannot find the way out of here  
I **want/haunt** you by my side  
**So/sew** that I never feel alone again

### Find and correct mistakes

And I want you  
We cans bring it on the floor  
You've never danced like this beforee  
We don't talks about it  
Dancin' on  
Doin' the boogies all night long  
Stoned in paradises  
Shouldn't talks about it



# Perfect

## Ed Sheeran



### Find and correct mistakes

I founded a love, for me  
Darling, just dive right in and follow my leads  
Well, I found a girl, beautiful and sweetly  
Oh, I never knew you was the someone  
waiting for me

### Extra word out

'Cause we were just silly kids when we fell in love  
Not knowing really what it was  
I will not give you up this time, no  
But darling, just kiss me softly slow  
Your heart is all I truly own  
And in your bright eyes, you're holding mine

### Guess the word

Baby, I'm d\_\_\_\_\_ in the dark  
With you b\_\_\_\_\_ my arms  
Barefoot on the g\_\_\_\_\_  
Listening to our f\_\_\_\_\_ song  
When you s\_\_\_\_\_ you looked a mess  
I whispered underneath my b\_\_\_\_\_  
But you h\_\_\_\_\_ it  
Darling, you look p\_\_\_\_\_ tonight

### Rearrange the words

Well, I found a \_\_\_\_\_ (omenw),  
stronger than anyone I know  
She shares my \_\_\_\_\_ (msdear), I hope  
that someday I'll share her home  
I found a \_\_\_\_\_ (reolv), to carry more  
than just my secrets  
To carry love, to carry \_\_\_\_\_  
(dlnciethci) of our own

### Extra word out

We are still kids, but we're so in deep love  
Fighting against all the odds  
I know we'll be alright this very time  
Darling, just hold my soft hand  
Be my girl, I'll be your forever man  
I see my bright future in your eyes

### Follow the lyrics and sing!

Baby, I'm dancing in the dark  
With you between my arms  
Barefoot on the grass  
Listening to our favorite song  
When I saw you in that dress, looking so  
beautiful  
I don't deserve this  
Darling, you look perfect tonight  
Baby, I'm dancing in the dark  
With you between my arms  
Barefoot on the grass  
Listening to our favorite song  
I have faith in what I see  
Now I know I have met an angel in person  
And she looks perfect  
I don't deserve this  
You look perfect tonight



# Somebody

## Jungkook



### Fill-in-the-blank

Same back \_\_\_\_\_  
\_\_\_\_\_ lanes  
My \_\_\_\_\_ is racing  
I can drive \_\_\_\_\_ insane  
\_\_\_\_\_ 's cold  
And \_\_\_\_\_ 's strange  
Don't turn \_\_\_\_\_ and  
Act like you don't \_\_\_\_\_ the same

### Find and correct mistakes

Oh, oh, we both knows  
Say it again, say it again  
Like oh, oh, it's time to let go  
When you go out in the nights  
You're under the light  
Oh, I hoped you'd find somebody  
Hoped you'd find somebody to ride,  
somebody to dies  
Oh, I hoped you'd find somebody  
I hope you knows that somebody ain't me

### Underline the words you heard best

Came to terms  
Things have changed  
My heart can sense it  
I don't need you to explain  
Pull the cord, split the chain  
There's so much damage  
Going through the motions makes

### Find and correct mistakes

Oh, oh, we both knows  
Say it again, say it again  
Like oh, oh, it's time to let go  
When you go out in the nights  
You're under the light  
Oh, I hoped you'd find somebody  
Hoped you'd find somebody to ride,  
somebody to dies  
Oh, I hoped you'd find somebody  
I hope you knows that somebody ain't me



# Saturn

SZA



## Reflect about this and answer

If there's another universe / Please make some noise  
Give me a sign / This can't be life  
If there's a point to losing love / Repeating pain  
It's all the same / I hate this place

*Have you ever wanted to travel to Saturn for the same reasons as the singer?*

-----  
-----  
-----  
-----

## Find and correct mistakes

Stuck in this paradigms  
Don't believe in paradises  
This must be what Hell is likes  
There's got to be more, got to be more  
Sick of this head of mine  
Intrusive thoughts, they paralyze  
Nirvana's not as advertised  
There's got to be more, been here before

## Guess the word

Life's better on S\_\_\_\_\_

Got to b\_\_\_\_\_ this pattern

Of floating a\_\_\_\_\_

Find s\_\_\_\_\_ worth saving

It's all for the t\_\_\_\_\_

I a\_\_\_\_\_ say

## Listen

I'll be better on Saturn  
None of this matters  
Dreaming of Saturn, oh

## Extra word out

If karma's really truly real  
How am I still actually here?  
Just seems so incredibly unfair  
I could be wrong about though  
If there's a point to being really good  
Then where's my actual reward?  
The good die young and sadly poor  
I gave it all I honestly could

## Find and correct mistakes

Stuck in this paradigms  
Don't believe in paradises  
This must be what Hell is likes  
There's got to be more, got to be more  
Sick of this head of mine  
Intrusive thoughts, they paralyze  
Nirvana's not as advertised  
There's got to be more, been here before

## Follow the lyrics and sing!

Life's better on Saturn  
Got to break this pattern  
Of floating away  
Find something worth saving  
It's all for the taking  
I always say  
I'll be better on Saturn  
None of this matters  
Dreaming of Saturn, oh



# The Other Side

## Ruelle



### Reorganize the lines

\_\_\_\_ I don't want to lose part of me  
\_\_\_\_ I don't want to know who we are without each other  
\_\_\_\_ Will I recover?  
\_\_\_\_ It's just too hard  
\_\_\_\_ I don't want to leave here without you  
\_\_\_\_ That broken piece, let it go and unleash all the feelings

### Rearrange the words

Did we ever see it \_\_\_\_\_ (moncig)?  
Will we \_\_\_\_\_ (rvee) let it go?

### Extra ~~word~~ out

We are now buried in broken dreams  
We are knee-deep right without a plea  
I don't want to know how what it's like to live without you  
Don't want to know the dark other side of a world without you

### Circle the correct option

Is it **fair/fare**, or is it fate?  
No one **knows/nose**  
The stars choose their lovers, save my **soul/sole**  
It hurts just the **same/some**  
And I can't **tear/fear** myself away

### Rearrange the words

Did we ever see it \_\_\_\_\_ (moncig)?  
Will we \_\_\_\_\_ (rvee) let it go?

### Listen

We are buried in broken dreams  
We are knee-deep without a plea  
I don't want to know what it's like to live without you  
Don't want to know the other side of a world without you  
Can't live without you



# we can't be friends

Ariana Grande



## Fill-in-the-blank

I didn't think you'd \_\_\_\_\_ me  
 How \_\_\_\_\_ you ever even try?  
 I don't \_\_\_\_\_ tiptoe, but I don't wanna hide  
 But I don't wanna feed this monstrous \_\_\_\_\_  
 Just wanna let this \_\_\_\_\_ die  
 And I'll be \_\_\_\_\_

## Rearrange the words

We can't be \_\_\_\_\_ (dsenirf)  
 But I'd like to \_\_\_\_\_ (tsju) pretend  
 You cling to your \_\_\_\_\_ (spaper) and pens  
 Wait until you like me \_\_\_\_\_ (agen)

## Find and correct mistakes

Wait for my love  
 Love, I'll waiting for your love

## Underline the words you heard best

Me and my truth, we sit in silence  
 Baby girl, it's just me and you  
 'Cause I don't wanna argue, but I don't wanna bite  
 My tongue, yeah, I think I'd rather die  
 You got me misunderstood, but at least I look this  
 good

## Write the words you don't understand

We can't be friends	Wait for your love	_____
But I'd like to just pretend	Love, I'll wait for your love	_____
You cling to your papers and pens	I'll wait for your love	_____
Wait until you like me again	Love, I'll wait for your love	_____

## Highlight the verbs

Know that you made me  
 I don't like how you paint me, yet I'm still  
 here hanging  
 Not what you made me  
 It's something like a daydream  
 But I feel so seen in the night  
 So for now, it's only me  
 And maybe that's all I need

## Follow the lyrics and sing!

We can't be friends  
 But I'd like to just pretend  
 You cling to your papers and pens  
 Wait until you like me again  
 Wait for your love  
 Love, I'll wait for your love  
 I'll wait for your love  
 Love, I'll wait for your love  
 I'll wait for your love





# Young and Beautiful

## Lana del Rey



### Find and correct mistakes

I've seen the world, done it all, had my cakes now  
Diamonds, brilliant, and Bel Airs now  
Hot summer nights, mid-July  
When you and I was forever wild  
The crazy days, city lights  
The way you'd plays with me like a child

### Underline the words you heard best

Will you still love me when I'm no longer young and beautiful?  
Will you still love me when I got nothing but my aching soul?  
I know you will, I know you will, I know that you will  
Will you still love me when I'm no longer beautiful?

### Guess the word

I've seen the w\_\_\_\_\_, lit it up as my stage now  
Channeling a\_\_\_\_\_ in the new age now  
Hot s\_\_\_\_\_ days, rock and roll  
The w\_\_\_\_\_ you'd play for me at your show  
And all the ways I got to k\_\_\_\_\_  
Your pretty f\_\_\_\_\_ and electric soul

### Underline the verbs and circle the subjects

Will you still love me when I'm no longer young and beautiful?  
Will you still love me when I got nothing but my aching soul?  
I know you will, I know you will, I know that you will  
Will you still love me when I'm no longer beautiful?

### Highlight the adjectives

Dear Lord, when I get to Heaven  
Please let me bring my man  
When he comes, tell me that you'll let him in  
Father, tell me if you can  
All that grace, all that body  
All that face makes me wanna party  
He's my sun, he makes me shine like diamonds

### Listen and Repeat

Will you still love me when I'm no longer young and beautiful?  
Will you still love me when I got nothing but my aching soul?  
I know you will, I know you will, I know that you will  
Will you still love me when I'm no longer beautiful?





# Like You Do

Joji



## Fill-in-the-blank

Lately  
 I can't \_\_\_\_\_ but think that our roads might  
 take us down \_\_\_\_\_ phases  
 Don't wanna \_\_\_\_\_ the rhythm that  
 \_\_\_\_\_ got but I'm speechless  
 When everything's so \_\_\_\_\_, can it \_\_ aimless?  
 Painless?

## Circle the correct option

If you ever **go/went**  
 All the **songs/sings** that we like  
 Will **sound/bound** like bittersweet lullabies

## Find and correct mistakes

Llose in the blue  
 They don't loves me like you do  
 Those chills that I knows  
 They were nothing without you  
 And everybody else  
 They don't mattter now  
 You're the one I can't loose  
 No one loves me like you does

## Underline the verbs and circle the subjects

Since I met you  
 All the gloomy days just seem to shine a little more brightly  
 Consider what we've got 'cause I can never take you for granted  
 Is there another us on this whole planet?

## Listen and Repeat

If you ever go  
 All the songs that we like  
 Will sound like bittersweet lullabies

## Reorganize the lines

\_\_\_\_ They don't love me like you do  
 \_\_\_\_ They don't matter now  
 \_\_\_\_ No one loves me like you do  
 \_\_\_\_ Those chills that I knew  
 \_\_\_\_ You're the one I can't lose  
 \_\_\_\_ And everyone else  
 \_\_\_\_ Lost in the blue  
 \_\_\_\_ They were nothing without you  
 \_\_\_\_ No one loves me like you do

## Follow the lyrics and sing!

I don't wanna seem foolish  
 When I'm jumping into this  
 You're all that I see  
 Lost in the blue  
 They don't love me like you do  
 Those chills that I knew  
 They were nothing without you  
 And everyone else  
 They don't matter now  
 You're the one I can't lose  
 No one loves me like you do  
 No one loves me like you do



# everything i wanted

Billie Eilish



## Circle the correct option

I had a **dream/stream**  
I **got/get** everything I wanted  
Not **what/why** you'd think  
And if I'm **being/been** honest

## Extra word out

It really might've been a nightmare  
To anyone who might not care  
Thought I could definitely fly (fly)  
So I stepped off the Golden, suddenly mm  
Nobody ever cried (cried, cried, cried, cried)  
Nobody even really noticed  
I saw them actually standing right there  
Kinda thought they might actually care (might care,  
might care)

## Highlight the adjectives

I had a dream  
I got everything I wanted  
But when I wake up, I see  
You with me

## Underline the verbs and circle the subjects

I tried to scream  
But my head was underwater  
They called me weak  
Like I'm not just somebody's daughter

## Fill-in-the-blank

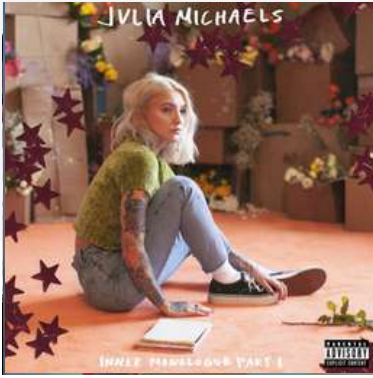
And you \_\_\_\_\_, "As long as I'm here  
No one can \_\_\_\_\_ you  
Don't wanna lie \_\_\_\_\_  
But you \_\_\_\_\_ learn to  
If I could \_\_\_\_\_  
The way that you see \_\_\_\_\_  
You wouldn't \_\_\_\_\_ why you hear  
They \_\_\_\_\_ deserve you"

## Listen

If I knew it all then would I do it again?  
Would I do it again?  
If they knew what they said would go  
straight to my head  
What would they say instead?  
If I knew it all then would I do it again?  
Would I do it again?  
If they knew what they said would go  
straight to my head  
What would they say instead?

## What do you think the song is about?

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# Anxiety

## Julia Michaels



### Fill-in-the-blank

My friends, they \_\_\_\_\_ take me to the movies  
I tell 'em to fuck off, I'm holding \_\_\_\_\_ with my depression  
And right when I \_\_\_\_\_ I've overcome it  
Anxiety starts kicking in to teach that s a \_\_\_\_\_  
Oh, I try my \_\_\_\_\_ just to be social  
I make all these plans with \_\_\_\_\_ and hope they call and cancel  
Then I overthink about the \_\_\_\_\_ I'm missing  
Now I'm \_\_\_\_\_ I was with 'em

### Reorganize the lines

\_\_\_\_ And I admit it, yeah  
\_\_\_\_ Feel like I'm always apologizing for feeling  
\_\_\_\_ And my exes all say that I'm hard to deal with  
\_\_\_\_ Like I'm out of my mind when I'm doing just fine

### Guess the word

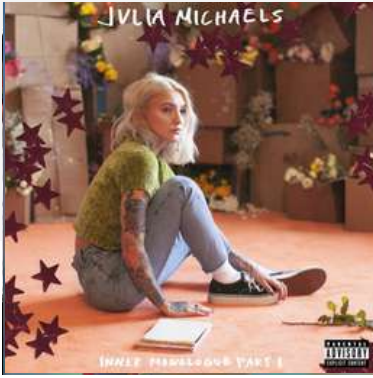
But all my f\_\_\_\_\_, they don't know what it's like, what it's like  
They don't u\_\_\_\_\_ why I can't sleep through the night  
I've been told that I could take s\_\_\_\_\_ to fix it  
Damn, I wish it, I wish it was that s\_\_\_\_\_, ah  
All my friends they don't know what it's l\_\_\_\_\_, what it's like

### Rearrange the words

\_\_\_\_\_ (walyas) wanted to be one of those people in the room  
That says \_\_\_\_\_ (tsonhigm) and everyone puts their hand up  
Like, "If you're \_\_\_\_\_ (das) put your hand up  
If you \_\_\_\_\_ (tahe) someone, put your hand up  
If you're \_\_\_\_\_ (recasd), put your hand up"

### Extra word out

Feel like I'm always suddenly apologizing for feeling  
Like I'm definitely out of my mind when I'm doing just fine  
And my previous exes all say that I'm hard to deal with  
And I admit it, honestly, it's true



# Anxiety

## Julia Michaels



### Guess the word



But all my f\_\_\_\_\_, they don't know what it's like, what it's like  
They don't u\_\_\_\_\_ why I can't sleep through the night  
I've been told that I could take s\_\_\_\_\_ to fix it  
Damn, I wish it, I wish it was that s\_\_\_\_\_, ah  
All my friends they don't know what it's l\_\_\_\_\_, what it's like

### Underline the words you heard best

I got all these thoughts, running through my mind  
All the damn time and I can't seem to shut it off  
I think I'm doing fine most of the time  
I think that I'm alright, but I can't seem to shut it off  
I got all these thoughts, running through my mind  
All the damn time and I can't seem to shut it off  
I think I'm doing fine most of the time  
I say that I'm alright, but I can't seem to shut it off  
Shut it, shut it, yeah

### Guess the word



But all my f\_\_\_\_\_, they don't know what it's like, what it's like  
They don't u\_\_\_\_\_ why I can't sleep through the night  
I've been told that I could take s\_\_\_\_\_ to fix it  
Damn, I wish it, I wish it was that s\_\_\_\_\_, ah  
All my friends they don't know what it's l\_\_\_\_\_, what it's like



# Malibu

## Miley Cyrus



### Fill-in-the-blank

I never c\_\_\_\_\_ to the beach or stood by the ocean

I never sat by the shore u\_\_\_\_\_ the sun with my f\_\_\_\_\_ in the sand

But y\_\_\_\_\_ brought me here and I'm h\_\_\_\_\_ that you did  
'Cause now I'm as f\_\_\_\_\_ as birds catching the wind

### Circle the correct option

I always thought I would **sink/sync**, so I never swam

I never went boatin', don't get how they are **floatin'/glowtin'**

And sometimes I get so of what I can't **understand/overstand**

### Listen and Repeat

But here I am

Next to you

The sky is more blue

In Malibu

Next to you

In Malibu

Next to you

### Select the correct option

We watched the sun go down / dawn as we were walking

I'd spend the rest of my life / life just standing here talking

You would explain the current / currant, as I just smile

Hoping I just stay the same / sane and nothing will change

And it'll be us / us, just for a while

Do we even exist? / assist

That's when I make the wish / fish

To swim away with the fish / wish



# Malibu

## Miley Cyrus



### Reorganize the lines

If three years ago you told me  
I'd be here writing this song  
Is it supposed to be this hot all summer long?  
I never would've believed you

### Listen and Repeat

But here I am  
Next to you  
The sky is more blue  
In Malibu  
Next to you  
In Malibu  
Next to you

### Follow the lyrics and sing!

We are just like the waves that flow back and forth  
Sometimes I feel like I'm drowning and you're there  
to save me  
And I wanna thank you with all of my heart  
It's a brand new start  
A dream come true  
In Malibu



# Die With a Smile

Bruno Mars & Lady Gaga



## Reorganize the lines

And I don't know what it all means  
Where you and I had to say goodbye  
But since I survived, I realized  
I just woke up from a dream

## Extra word out

Wherever you always go, that's where I'll follow  
Nobody's ever promised tomorrow  
So I'ma love you so every night like it's the last night  
Like it's the last beautiful night

## Guess the word

If the world was e\_\_\_\_\_, I'd wanna be next to you  
If the p\_\_\_\_\_ was over and our time on Earth was through  
I'd wanna hold you just for a w\_\_\_\_\_  
And die with a s\_\_\_\_\_  
If the world was e\_\_\_\_\_, I'd wanna be next to you

## Highlight the verbs

Ooh, lost  
Lost in the words that we scream  
I don't even wanna do this anymore  
'Cause you already know what you mean to me  
And our love is the only war worth fighting for

## Underline the words you heard best

Wherever you go, that's where I'll follow  
Nobody's promised tomorrow  
So I'ma love you every night like it's the last night  
Like it's the last night

## Follow the lyrics and sing!

If the world was ending, I'd wanna be  
next to you  
If the party was over and our time on  
Earth was through  
I'd wanna hold you just for a while  
And die with a smile  
If the world was ending, I'd wanna be  
next to you



# Radioactive

## Imagine Dragons



### Circle the correct option

I'm waking up to ash / cache and dust  
I wipe my brow / brow and I sweat my rust / rust  
I'm breathing in the chemicals / chemicals

### Find and correct mistakes

I'm breaking in, shapes up  
Then checking out on the prison buses  
This are it, the apocalypse, ooh

### Circle the correct option

I'm waking up / cup  
I feel it in my bones / phones  
Enough to make my system / spectrum blow  
Welcome to the new age / page, to the new age  
Welcome to the new age / page, to the new age

### Listen

Oh, oh, oh, oh  
I'm radioactive, radioactive

### Rearrange the words

I raise my flag and dye my clothes  
It's a revolution, I suppose  
We're painted red to fit right in, ooh

### Find and correct mistakes

I'm breaking in, shaping up  
Then checking out on the prison bus  
This is it, the apocalypse, ooh

### Circle the correct option

I'm waking up / cup  
I feel it in my bones / phones  
Enough to make my system / spectrum  
blow  
Welcome to the new age / page, to the  
new age  
Welcome to the new age / page, to the  
new age

### Listen

Oh, oh, oh, oh  
I'm radioactive, radioactive

### Fill-in-the-blank

All systems \_\_\_\_\_  
The \_\_\_\_\_ hasn't died  
Deep in my \_\_\_\_\_  
Straight from \_\_\_\_\_

### Circle the correct option

I'm waking up / cup  
I feel it in my bones / phones  
Enough to make my system / spectrum  
blow  
Welcome to the new age / page, to the  
new age  
Welcome to the new age / page, to the  
new age

Oh, oh, oh, oh  
I'm radioactive, radioactive





# Someone You Loved

Lewis Capaldi



## Guess the word



I'm going under and this time I fear there's no one to save me  
This all or nothing really got a way of driving me crazy  
I need somebody to heal  
Somebody to know  
Somebody to have  
Somebody to hold  
It's easy to say  
But it's never the same  
I guess I kinda liked the way you numbed all the pain

## Rearrange the words



Now the day bleeds  
Into nightfall  
And you're not here  
To get me through it all  
I let my guard down  
And then you pulled the rug  
I was getting kinda used to being someone you loved

## Categorize words



I'm going under and this time I fear there's no one to turn to  
This all or nothing way of loving got me sleeping without you  
Now, I need somebody to know  
Somebody to heal  
Somebody to have  
Just to know how it feels  
It's easy to say but it's never the same  
I guess I kinda liked the way you helped me escape



# Someone You Loved

Lewis Capaldi



## Highlight the adjectives



Now the day bleeds  
Into nightfall  
And you're not here  
To get me through it all  
I let my guard down  
And then you pulled the rug  
I was getting kinda used to being someone you loved

## Underline the verbs and circle the subjects



And I tend to close my eyes when it hurts sometimes  
I fall into your arms  
I'll be safe in your sound 'til I come back around

## Rearrange the words



Now the day bleeds  
Into nightfall  
And you're not here  
To get me through it all  
I let my guard down  
And then you pulled the rug  
I was getting kinda used to being someone you loved

## Listen

I let my guard down  
And then you pulled the rug  
I was getting kinda used to being someone you loved



# Use Somebody

## Kings of Leon



### Underline the words you heard best

I've been roamin' around, always lookin' down at all I see  
Painted faces fill the places I can't reach  
You know that I could use somebody  
You know that I could use somebody

### Highlight the verbs

Someone like you and all you know and how you speak  
Countless lovers under cover of the street  
You know that I could use somebody  
You know that I could use somebody

### Write the words you don't understand

Someone like you  
Off in the night, while you live it up, I'm off to sleep  
Wagin' wars to shape the poet and the beat  
I hope it's gonna make you notice  
I hope it's gonna make you notice

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### Extra ~~word~~ out

Someone like me always  
Somebody out there  
I'm ready to go now

### Follow the lyrics and sing!

Someone like you  
Somebody  
Someone like you  
Somebody  
Someone like you  
Somebody

### What do you think the song is about?

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-----  
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I've been roamin' around, always lookin' down at all I see



# Shut up My Moms Calling Hotel Ugly



## Fill-in-the-blank

I just want to r\_\_\_\_\_, I haven't seen you in a long time  
You got me feeling so l\_\_\_\_\_  
Even when you c\_\_\_\_\_ through, I can tell  
That it isn't you, so b\_\_\_\_\_ bring it in closely

## Reorganize the lines

'Baby come home, home (so baby won't you say somethin')  
I always find a way to say the wrong things  
But lately, you've been acting like you hardly know me  
I wish that we were laying in the same sheets  
Hate the way I love you but you're so sweet

## Select the correct option

I just want to rewind / remind, I haven't seen you in a long time  
You got me feeling so lonely / only  
Even when you come through / blue, I can tell  
That it isn't you / do, so baby bring it in closely / mostly

## Extra ~~word~~ out

Hate the way I love you but you're so very sweet  
I always find a way to say the completely wrong things  
I wish that we were really laying in the same sheets  
But lately, you've been acting like you barely know me

## Write down the words you can hear

I've only recently begun to fall  
I feel the need to go and waste it all  
I tried to numb away the pain  
I hope someone is watching me, watching me, watching me  
Baby come home, home (so baby won't you say somethin')

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# Stay

Rihanna, Mikky Ekko



## Reflect about this and answer

All along it was a fever  
A cold sweat, hot headed believer  
I threw my hands in the air, and said, "Show me something"  
He said, "If you dare, come a little closer"

*What do you think this paragraph is about?*

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## Extra word out

'Round and around and around and around we  
always go  
Oh, now tell me please now, tell me now, tell me now  
you know

## Write down the words you can hear

Not really sure how to feel about it  
Something in the way you move  
Makes me feel like I can't live without you  
It takes me all the way  
I want you to stay

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## Highlight the adjectives

It's not much of a life you're living  
It's not just something you take, it's given  
Round and around and around and around we go  
Oh, now tell me now, tell me now, tell me now you know

## Fill-in-the-blank

Not really \_\_\_\_\_ how to feel about it  
\_\_\_\_\_ in the way you move  
Makes me \_\_\_\_\_ like I can't live without you  
It takes me all the \_\_\_\_\_  
And I \_\_\_\_\_ you to stay

## Listen

Ooh, the reason I hold on  
Ooh, 'cause I need this hole gone  
Well, funny you're the broken one  
But I'm the only one who needed saving  
'Cause when you never see the light  
It's hard to know which one of us is caving  
Not really sure how to feel about it  
Something in the way you move  
Makes me feel like I can't live without you  
It takes me all the way  
I want you to stay  
Stay  
I want you to stay



# Cruel Summer

## Taylor Swift



### Fill-in-the-blank

Fever dream \_\_\_\_\_ in the quiet of the night  
You \_\_\_\_\_ that I caught it  
Bad, bad \_\_\_\_\_  
Shiny \_\_\_\_\_ with a price  
You \_\_\_\_\_ that I bought it

### Reorganize the lines

What doesn't kill me makes me want you more  
Killing me slow, out the window  
Devils roll the dice, angels roll their eyes  
I'm always waiting for you to be waiting below

### Guess the word

And it's new, the s\_\_\_\_\_ of your body  
It's blue, the f\_\_\_\_\_ I've got  
And it's ooh, whoa, oh  
It's a cruel s\_\_\_\_\_  
It's c\_\_\_\_\_, that's what I tell 'em  
No rules in breakable h\_\_\_\_\_  
But ooh, whoa oh  
It's a c\_\_\_\_\_ summer  
With you

### Find and correct mistakes

Hang your head lowly  
In the glow of the vending machine  
I'm not dying  
You say that we'll just screwed it up in these trying  
times  
We're not trying

### Reorganize the lines

And if I bleed, you'll be the last to know  
So cut the headlights, summer's a knife  
Devils roll the dice, angels roll their eyes  
I'm always waiting for you just to cut to  
the bone

### Listen

Oh, it's new, the shape of your body  
It's blue, the feeling I've got  
And it's ooh, whoa, oh  
It's a cruel summer  
It's cool, that's what I tell 'em  
No rules in breakable heaven  
But ooh, whoa, oh  
It's a cruel summer  
With you

### Fill-in-the-blank

I'm \_\_\_\_\_ in the back of the car  
And I cried like a \_\_\_\_\_ coming  
home from the bar (oh)  
\_\_\_\_\_, "I'm fine, " but it wasn't true  
I don't wanna keep \_\_\_\_\_  
just to keep you  
And I snuck in through the  
\_\_\_\_\_ gate



# Cruel Summer

## Taylor Swift



### Fill-in-the-blank

Every night that \_\_\_\_\_ just to seal my fate (oh)  
And I screamed for \_\_\_\_\_ it's worth  
"I love you," ain't that the worst \_\_\_\_\_ you ever  
heard?  
He looks up grinning like a \_\_\_\_\_

### Listen

Oh, it's new, the shape of your body  
It's blue, the feeling I've got  
And it's ooh, whoa, oh  
It's a cruel summer  
It's cool, that's what I tell 'em  
No rules in breakable heaven  
But ooh, whoa, oh  
It's a cruel summer  
With you

### Find and correct mistakes

I'm drunken in the back of the car  
And I cried like a baby coming home from the bar  
(oh)  
Said, "I'm fine," but it weren't true  
I don't wanna keep secrets just to keep you  
And I sneaked in through the garden gate  
Every night that summer just to seal my fate (oh)  
And I screamed for whatever it's worth  
"I love you," ain't that the worst thing you ever hear?  
(Yeah, yeah, yeah, yeah)

# B1 level



## Rubric Evaluation

Correct Answers	Band Scores	Band Scores Descriptions
35-40	10	Excellent comprehension. Understands detailed ideas, complex phrases, and nuanced vocabulary. Follows the entire message with minimal difficulty.
30-34	9	Very good understanding with few errors. Grasps most details and main ideas, though some complex phrases may be missed.
25-29	8	Good comprehension, but struggles with more advanced vocabulary or faster sections. Captures the main ideas and overall meaning.
20-24	7	Basic understanding with noticeable errors. Misses some key points and has difficulty with complex structures, but still follows the general context.
15-19	6	Limited comprehension. Recognizes common words and phrases but misses a significant portion of the meaning and finer details.
10-14	5	Very little comprehension. Identifies only simple words or basic phrases, missing most of the song's ideas.
0-9	4 or below	Major difficulty understanding. Fails to grasp even basic vocabulary or the general meaning of the song.



# B1 level

## Listening Descriptors



### Overall oral comprehension

B1	At this level, a person can...	<ul style="list-style-type: none"><li>• understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.</li><li>• understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.</li></ul>
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### Understanding short, pre-recorded media

B1	At this level, a person can...	<ul style="list-style-type: none"><li>• understand simple technical information, such as operating instructions for everyday equipment.</li><li>• follow detailed directions.</li><li>• understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated with minimum interference from background noise.</li></ul>
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Note. Data extracted from Council of Europe. (1989). CEFR listening descriptors [Table].

# ANSWER KEYS


## Hello, Goodbye The Beatles

Reflect about this and answer 

1. Present / Say
2. don't know / why
3. Two / and

Fill-the-blank 

- No
- Go
- Goodbye
- Low
- know

Reorganize the lines 

- 1
- 4
- 2
- 5
- 7
- 6
- 3

## Just the Way You Are Bruno Mars

Circle the correct option 

- a
- b
- a
- c
- b
- a
- a
- c

Select the correct option 

- b
- b
- a
- a
- b
- b
- a
- b
- a
- a

Circle the correct option 

- a
- b
- a
- c
- b
- a
- a
- c

Fill-in-the-blank 

- face
- thing
- amazing
- are
- smile
- world
- amazing
- are

# Stand By Me Ben E. King

Find and correct mistakes 

- 1.come
- 2.dark
- 3.see
- 4.afraid
- 5.be
- 6.stand
- 7.stand

Choose the correct synonym 

- 1.b
- 2.c
- 3.b
- 4.b
- 5.b
- 6.a

Find the missing words of lyrics 

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

# Fly Me to the Moon Frank Sinatra

Rearrange the words 

- words
- hand
- other
- kiss

Fill-in-the-blank 

- heart / song
- let / sing
- are / long
- I / adore

Rearrange the words 

- others
- please
- in
- love

Find the missing words of lyrics 

V	A	D	O	R	E	G
H	E	A	R	T	P	I
M	Z	R	L	O	N	G
S	S	A	S	O	N	G
I	E	R	L	Y	A	S
N	O	E	E	M	J	N
G	I	M	T	Z	P	E

# And I Love Her The Beatles

## Find and correct mistakes



- 1.give
- 2.do
- 3.saw
- 4.her
- 5.love

## Guess the word



- Love / ours  
 Could / die  
 long / as  
 Have / you

## Categorize words



### Nouns:

1. she
- 2.lover
- 3.her

### Verbs:

- 1.give
- 2.brings
- 3.love

## Reorganize the lines



- 3
- 2
- 4
- 1
- 5

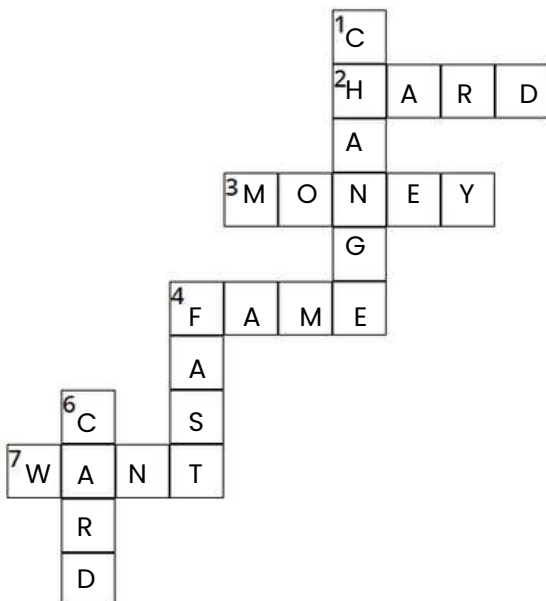
# Oh no! Marina

## Find and correct mistakes



- 1.love
- 2.success
- 3.relationship
- 4.\_

## Add the words in the crossword



## Reflect about this and answer



- Present / know, want, be  
 know / an apparatus using mechanical power  
 One

## Fill-in-the-blank



- are / careful  
 will / you  
 taught / feel  
 real / no

# Butter BTS

## Fill-in-the-blank



look / mirror

my / two

got / superstar

boogie

## Categorize words



### Nouns:

1. side

2. step

3. moon

4. baby

### Verbs:

1. like

2. know

3. let

4. show

5. is

6. get

## Find the missing words



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

## Rearrange the words



like

need / got

pther / you

making / break

## Highlight the adjectives



smooth

cool

hot

hotter

sweeter

cooler

# Bye Bye Bye \*NYSNC

## Underline the verbs and circle the subjects



**verbs:** doing / gonna / start / know / loved / weren't /  
leave / make

**subjects:** I / you / baby

## Fill-in-the-blank



know / take

lie

see / door

baby

## Reorganize the lines



3

1

5

8

4

2

7

6

9

## Guess the word



just / truth

more / welcome

give / reason

come

lived / you

really / see

life / better / gone

## Rearrange the words



giving / sure

reason / love

signing

loser / enough

## Find and correct mistakes



1. want

1. tough

2. another

2. i've

3. ain't

3. Might

4. goodbye

4. goodbye

# Hey Everybody! 5SOS

## Fill-in-the-blank



credit / job

pays / change

end / road

before / goes

## Reorganize the lines



2

4

3

1

## Find the missing words



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

# Smooth Criminal Michael Jackson

## Find and correct mistakes



- 1.came
- 2.crescendo
- 3.apartment
- 4.carpet
- 5.underneath
- 6.see
- 7.ran
- 8.doom

## Guess the word



- came  
Sunday / black  
mouth  
heartbeats

## Categorize words



### Pronouns and nouns:

- 1.you
- 2.us
- 3.he
- 4.it
- 5.Annie
- 6.carpet
- 7.window

### Verbs:

- 1.are
- 2.tell
- 3.struck
- 4.came
- 5.left
- 6.ran
- 7.were

# I Know Drake Bell

## Reorganize the lines



- 2
- 12
- 3
- 7
- 9
- 6
- 10
- 5
- 8
- 4
- 11

## Guess the word



- because  
fan  
mean  
band  
found  
think  
star  
girl  
world  
see  
like

## Rearrange the words



- true  
things  
mind  
love

# Let It Be The Beatles

Fill-in-the-blank 

find / trouble  
words / be  
darkness / right  
words / be

Reorganize the lines 

6  
4  
1  
5  
2  
3

# Count On Me Bruno Mars

Circle the correct option 


- a) yourself
- c) sea
- a) world
- b) lost
- a) see
- b) light

Fill-in-the-blank 

one, two, three  
four, three, two  
friends


Select the correct option 

- 1.a)
- 2.b)

Guess the word 

you / asleep  
song  
forget / really  
day / remind

# Lucky Jason Mraz

Reorganize the lines 

5  
4  
2  
7  
1  
6  
3

Rearrange the words 

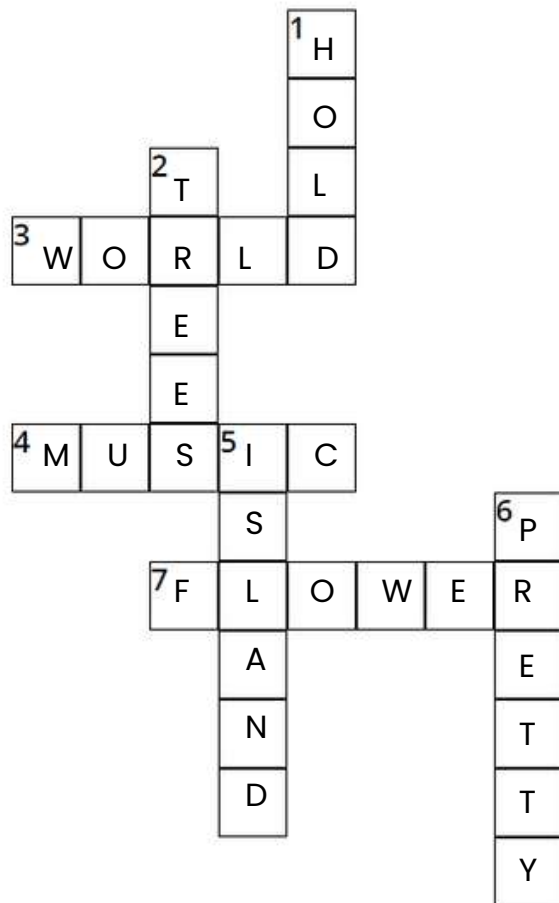
Love / friend  
have / been  
coming



## Choose the correct synonym

- a) understand
- a) anticipating
- c) bye
- c) first
- b) vow

## Add the words in the crossword



## ABC Jackson 5

### Fill-in-the-blank

A / B / C  
1 / 2 / 3  
you / me

### Fill-in-the-blank

A / B / C  
1 / 2 / 3  
you / me  
counting up  
simple  
love  
simple


### Highlight the verbs

love  
teach  
come  
tell  
reading  
writing  
are  
show  
get  
spell  
add  
listen

# Shake It Off Taylor Swift

Choose the correct synonym 

- a) tardy
- c) zero
- c) crow
- b) speak

Guess the word 

- dates
- make
- people
- say

Select the correct option 

- a) I never miss a beat
- b) I'm lightnin' on my feet
- a) And that's what they don't see, mm-mm
- a) That's what they don't see, mm-mm

Reorganize the lines 

- 4
- 3
- 2
- 1

Find the missing words 

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

# Can't Help Falling in Love Elvis Presley

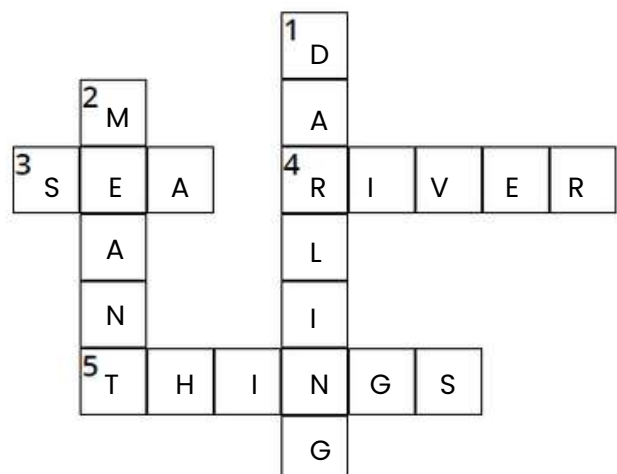
Highlight the verbs 

- say
- rush
- help / falling


Add the words in the crossword 

Rearrange the words 


- Stay
- would
- help / with



# Dreams Fleetwood Mac

Reorganize the lines 

7  
5  
3  
4  
1  
2  
6

Guess the word 

again  
see  
myself  
wants / dreams  
have / like


Highlight the verbs 

- happens
- is
- love
- say
- will come
- will go
- washes
- know

# Top of the World Carpenters

Rearrange the words 

over  
most  
shy / eyes  
dream

Fill-in-the-blank 

Something / name  
things / same  
trees / touch  
happiness

Categorize words 

**Pronouns and nouns:**

1. I
2. me
3. you
4. heaven

**Verbs:**

1. want
2. is
3. are
4. seen

Highlight the verbs 

is  
hope / will find  
will be  
need / will be / are

# Yellow Submarine The Beatles

Reorganize the lines



2  
3  
1

Guess the word



life  
one  
need  
blue  
yellow

# One Call Away Charlie Puth

Fill-in-the-blank



baby / friend  
give / love  
C'mon, c'mon, c'mon  
take  
where  
alone

Reorganize the lines



3  
5  
1  
4  
2

Rearrange the words



along / scared  
just / free  
you / make  
now / here  
know / smile  
where  
alone

# Love Yourself Justin Bieber

Guess the word



write / song  
want / thinking  
don't / phone

Circle the correct option



b) been  
a) think  
b) back  
b) maybe

## Reorganize the lines

- 6
- 2
- 7
- 1
- 3
- 5
- 4

## Highlight the verbs

- 'like / look
- go / love
- think / holdin'

## Find and correct mistakes

- 1. opinion
- 2. came



# Dance the Night Dua Lipa

## Find the missing words

B	E	L	I	E	V	E	A
O	U	T	F	I	T	T	U
G	D	M	D	F	R	O	N
L	C	H	F	G	I	N	D
F	I	N	D	W	D	I	E
F	F	N	B	X	E	G	R
M	O	M	E	N	T	H	L
N	W	A	N	N	A	T	Q

## Circle the correct option

- a) night
- b) heart
- a) face
- a) night
- c) keep
- b) place

## Fill-in-the-blank

- heart
- world
- play
- know

# Calm Down Rema, Selena gomez

## Reorganize the lines

- 2
- 3
- 8
- 5
- 1
- 6
- 4
- 7

## Highlight the verbs

- Got / feel
- leave / say / love
- give / promise / stay
- take

## Guess the word

- look / down / hips / moving
- twice / hold / night

# What is Love Haddaway


Rearrange the words 

know / there

give / care

right / wrong

sign


Fill-in-the-blank 

what

else / you

one / me

go

Reorganize the lines 

3

1

2

4

# ANSWER KEYS

## Yesterday The Beatles

Reorganize the lines



- 3
- 1
- 4
- 2

Guess the word



man / used  
shadow / over  
yesterday

Find and correct mistakes



1. go
2. say
3. wrong
4. yesterday

Fill-in-the-blank



go  
say  
wrong  
yesterday

Circle the correct option



- b) play
- a) place
- b) believe

## Just a Friend to You Meghan Trainor

Highlight the verbs



hug  
see  
making  
swear / 're / catching  
loved  
breaks

Extra word out



that  
all  
what  
need  
is  
more  
only

Circle the correct option




people  
kiss  
too  
say  
start  
breaks

Extra word out



only  
course

# Seven Jungkook ft. Latto

Reorganize the lines 

4  
1  
2  
3

Rearrange the words 

when  
right  
all  
ocean

Fill-in-the-blank 

Monday, Tuesday, Wednesday, Thursday, Friday  
Saturday, Sunday  
hour / minute / second / after  
seven

Find the missing words of lyrics

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

# Ocean Eyes Billie Eilish


Find and correct mistakes 

1. watching
2. -
3. cities
4. those
5. eyes

Extra word out 

run  
pretty  
always  
good  
big

# Chihiro Billie Eilish

Guess the word 

away  
come  
name  
today / tomorrow  
strange  
change  
come

Fill-in-the-blank 

take / love  
seat / away  
around / face  
alone / break  
come / away



Reorganize the lines 

- 3
- 2
- 1
- 4

Extra ~~word~~ out 

- to
- my
- of
- you
- really
- really
- just
- so

## Lovely Billie Eilish, Khalid

Find the missing words of lyrics 

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

Circle the correct option 

- town
- place
- mind
- always


## Feeling Good Michael Bubl 

Fill-in-the-blank 

- new
- day
- life
- good
- feeling

Circle the correct option 

- sea
- free
- on

Reorganize the lines 

- 3
- 4
- 2
- 1


Find and correct mistakes 

- 1.sun
- 2.what
- 3.fun
- 4.day
- 5.old


Extra ~~word~~ out 

- need
- if
- of
- always
- big
- can

# Summertime in Paris Jaden, WILLOW

Guess the word 

fall  
eyes  
side  
fall  
surprise  
your


Add the words in the crossword 

awful  
ideas  
was  
because  
want  
know  
your

# Say Yes to Heaven Lana del Rey

Fill-in-the-blank 

eye  
eye  
heaven  
me  
heaven  
me

Rearrange the words 

dance  
put/ get  
fight  
matter


Select the correct option 

go  
right  
sea  
stay


# Do Do Do Dansu

Find and correct mistakes 

1.is  
2.eyes  
3.is  
4.people  
5.their  
6.awake  
7.being  
8.lights


Fill-in-the-blank 

want  
time  
why  
more  
eye

Reorganize the lines 

3  
2  
4  
5  
1


# All For Us Labrinth, Zendaya

Fill-in-the-blank 

kitchen  
money  
making  
working  
home  
man  
my  
for


Circle the correct option 

guess  
one  
are  
down  
come  
was  
go  
that


Reorganize the lines 

5  
3  
4  
6  
1  
2

# Beautiful Things Benson Boone

Guess the word 


there  
lately  
cold

Fill-in-the-blank 

lose  
Please  
want / need  
take  
beautiful  
take

Rearrange the words 

God  
way  
things  
away

Reorganize the lines 

2  
3  
4  
1


Extra word out 

on  
always  
it  
never

# There's Nothing Holding Me Back

Circle the correct option 


follow  
think  
take  
every

Guess the word 


never  
everybody  
really  
into

Extra word out 

time  
saying

Fill-in-the-blank 

lost  
took  
alright  
know  
side  
dark  
alright  
know


Reorganize the lines 

7  
6  
5  
1  
3  
2  
4


# Snowman Sia

Fill-in-the-blank 


cry / front  
tears  
darling  
darling

Reorganize the lines 

3  
1  
2

Reorganize the lines 

3  
2  
1


Guess the word 

snowman / tear  
secrets / ears  
ears

# Wake Me Up When September Ends

Rearrange the words 


summer  
never  
when

Fill-in-the-blank 


rain  
falling  
again  
who

Extra word out 

the  
it  
the

Guess the word 

memory  
lost  
Wake me


Reorganize the lines 

3  
1  
2

## Riptide Vance Joy

Circle the correct option 

scared  
girls  
green  
dream

Guess the word 

movie  
decides  
himself  
living


Rearrange the words 

down  
dark  
hand  
love  
got  
sing

Extra word out 

know  
stay  
know  
any  
image  
actress


## Ho Hey The Lumineers

Fill-in-the-blank 

trying  
living  
sleeping  
bed

Rearrange the words 

belong  
sweetheart  
you / me  
sweet

Guess the word 

family  
blood  
belong  
where

# Somewhere Only We Know Keane

Find and correct mistakes 

walked

knew

felt

Sat

Extra ~~word~~ out 

you

in

if

to


Rearrange the words 

tree

looking

love

been

Guess the word 

thing

something

where

getting / somewhere

## Clocks Coldplay

Find the missing words of lyrics 

The \_\_\_\_\_ go out and I can't be saved

Tides that I tried to swim \_\_\_\_\_

\_\_\_\_\_ brought me down upon my knees

Oh, I beg, I \_\_\_\_\_ and plead

Singin' come out of \_\_\_\_\_ un said

Shoot an \_\_\_\_\_ off my head

And a \_\_\_\_\_ that can't be named

A tiger's \_\_\_\_\_ to be tamed, singin'

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

## Try Pink

Extra ~~word~~ out 


of

in

you

if


# When I'm Sixty Four The Beatles

Fill-in-the-blank 

when  
years  
sending  
bottle

Find and correct mistakes 

been  
door  
need / feed  
four

Reorganize the lines 


3  
1  
2

Circle the correct option 

handy  
lights  
knit  
sunday  
garden  
ask

Extra word out 

sunny  
lovely  
carefully  
happy  
funny

Guess the word 

give  
point  
say  
way  
answer  
mine  
need  
four

# Mama Said Lukas Graham

Choose the correct synonym 

a) fine  
b) very  
c) gentle  
c) nice  
b) children  
b) said  
b) showing  
b) creating

Rearrange the words 

asking

travel

visit


tell

buying

passing

year

ruin

Guess the word 

place

home

down

go

friend

new

always

why

okay

said

told

## I Wanna Be Yours Arctic Monkeys

Select the correct option 

cleaner

dust

Ford

rust

really

favorite

all

truly

Rearrange the words 

Secrets

harder

Maybe

I

## Die for You The Weeknd & Ariana Grande

Rearrange the words 

know

hate

scared

scared

Rearrange the words 

know

hate

perfect

know / walk



## Guess the word



even  
alone  
would  
die  
time  
change  
would  
you

# Heaven Niall Horan

## Reorganize the lines



1  
5  
4  
2  
3

## Circle the correct option



havin'  
dance  
infatuation  
adore  
do

## Fill-in-the-blank



complicated  
enjoy  
human  
answer  
what

## Guess the word



believe / kiss  
doesn't / better

## Rearrange the words



knows  
grow  
flames  
same

# ANSWER KEYS


## Talking to the Moon Bruno Mars

Circle the correct option 

there  
far  
back  
think  
don't  
all

Rearrange the words 

famous  
town  
mad  
know  
down  
talking

Guess the word 

room  
myself  
moon  
you  
side  
fool

## Dynamite BTS

Fill-in-the-blank 


walking  
jump  
phone  
game

Find the missing words of lyrics 

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

Extra word out 

on  
thing  
always  
on


Guess the word 

friend / join

come

talk

move

Circle the correct option 

night

break

got

keep

## Heather Conan Gray

Fill-in-the-blank 

remember / december

better / you

how / lied

watch / walks

Rearrange the words 

eyes

brighter / sky

got / die

Reorganize the lines 

3


1

4

2

5

## As It Was Harry Styles

Reorganize the lines 

3

7

1


5

2

4

6

8

Guess the word 

Answer

good

floor

pills


bell

help

daddy

well

## When We Were Young Adele

Guess the word 

movie

song

reminds

young

Choose the correct synonym 

b) afraid

a) no one


a) vow


b) told

## Find and correct mistakes

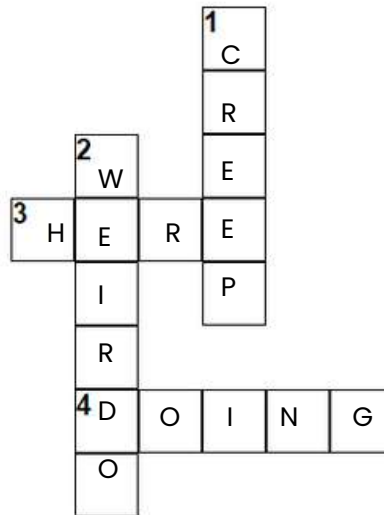
1. part
2. case
3. guess
4. Do

# Creep (Acoustic) Radiohead

Guess the word 

Add the words in the crossword 

- before
- look
- angel
- makes
- feather
- beautiful
- special
- very



# Ride Twenty One Pilots

Extra word out 

- really
- absolutely
- definitely
- many
- always
- really
- actually
- definitely
- possibly

# Stolen Dance Milky Chance

Fill-in-the-blank



side  
again  
always  
away  
mind  
heart  
time  
stolen

Circle the correct option



Coldest  
No  
only  
by  
Suspense  
I  
want  
So

Reorganize the lines



5  
3  
7  
1  
2  
6  
8  
4

Find and correct mistakes



you  
can  
before  
talk  
boogie  
paradise  
talk

# Perfect Ed Sheeran

Find and correct mistakes



found  
lead  
sweet  
were

Guess the word



dancing  
between  
grass  
favorite  
said  
breath  
heard  
perfect

Extra word out



silly  
really  
no  
But  
truly  
bright

## Rearrange the words

women  
dreams  
love  
children

## Extra word out

deep  
the  
very  
soft  
forever  
bright

# Somebody Jungkook

## Fill-in-the-blank

roads  
switching  
mind  
myself  
winter  
summer  
around  
feel

## Find and correct mistakes

know  
night  
lights  
hope  
Hope  
die  
hope  
know

# Saturn SZA

## Find and correct mistakes

paradigm  
paradise  
like


## Guess the word

Saturn  
break  
away  
something  
taking  
always

## Extra word out

truly  
actually  
incredibly  
about  
really  
actual  
sadly  
honestly

# The Other Side Ruelle

Reorganize the lines 

4  
1  
5  
2  
3  
6

Rearrange the words 

coming  
ever

Extra word out 

now  
right  
how  
dark

Circle the correct option 

fair  
knows  
soul  
same  
tear

# we can't be friends Ariana Grande

Fill-in-the-blank 

understand  
could  
wanna  
fire  
story  
alright

Rearrange the words 

friends  
just  
papers  
again


Find and correct mistakes 

your  
wait

# Young and Beautiful Lana del Rey

Find and correct mistakes 

cake  
Air  
were  
play

Guess the word 

world  
angels  
summer  
way  
know  
face

# Like You Do Joji

## Fill-in-the-blank

help  
different  
complicate  
we  
pure / be

## Circle the correct option

go  
songs  
sound

## Find and correct mistakes

lost  
love  
knew  
everyone  
matter  
lose  
do

## Reorganize the lines

2  
6  
8  
3  
7  
5  
1  
4  
9

# everything i wanted Billie Eilish

## Circle the correct option

dream  
got  
what  
being

## Extra ~~word~~ out

really  
not  
definitely  
suddenly  
ever  
really  
actually  
actually

## Fill-in-the-blank

said  
hurt  
here  
can  
change  
yourself  
wonder  
don't



# Anxiety Julia Michaels

## Fill-in-the-blank

wanna  
hands  
think  
lesson  
best  
friends  
things  
wishing

## Reorganize the lines

3  
1  
3  
2

## Guess the word

friends  
understand  
something  
simple  
like

## Rearrange the words

always  
something  
sad  
hate  
scared

## Extra word out

suddenly  
definitely  
previous  
honestly

# Malibu Miley Cyrus

## Fill-in-the-blank

came  
under  
feet  
you  
happy  
free

## Circle the correct option

sink  
floatin'  
understand


## Select the correct option

down  
life  
currents  
same  
us  
exist  
wish  
fish

## Reorganize the lines

3  
4  
1  
2


# Die With a Smile Bruno Mars & Lady Gaga

Reorganize the lines 

3  
2  
4  
1

Extra ~~word~~ out 

always  
ever  
so  
beautiful

Guess the word 

ending  
party  
while  
smile  
ending

# Radioactive Imagine Dragons

Circle the correct option 


lash  
brow / rust  
chemicals

Find and correct mistakes 

shaping  
bus  
is

Circle the correct option 

up  
bones  
system  
age  
age

Fill-in-the-blank 

go  
sun  
bones  
inside

# Use Somebody Kings of Leon

Extra ~~word~~ out 

always  
there  
to go


# Shut up My Moms Calling Hotel Ugly

Fill-in-the-blank 

rewind  
lonely  
come  
baby

Select the correct option 

rewind  
lonely  
through  
you / closely

Reorganize the lines 

'5  
2  
4  
3  
1


Extra ~~word~~ out 

're  
completely  
really  
barely

# Stay Rihanna, Mikky Ekko

Extra ~~word~~ out 

always  
please


Fill-in-the-blank 

sure  
something  
feel  
way  
want


# Cruel Summer Taylor Swift

Fill-in-the-blank 

high  
know  
boy  
toy  
know

Guess the word 


shape  
feeling  
summer  
cool  
heaven  
cruel

Reorganize the lines 

4  
1  
3  
2

Find and correct mistakes 

low  
screw


Reorganize the lines 

4

1

3

2

Fill-in-the-blank 

drunk

baby

said

secrets

garden

Fill-in-the-blank 

summer

whatever

thing

devil

Find and correct mistakes 

drunk

wasn't

snuck

scream

heard

## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Conclusions**

- Teachers show interest in using diverse methods, such as pop songs, collaborative learning, and interactive strategies, to encourage active student engagement. These approaches align with educational best practices, boosting student motivation and enhancing listening skills.
- The methodology used showed a positive impact of using music in learning, as students significantly improved their listening skills, which demonstrates the importance of including these strategies in education.
- The portfolio developed offers structured activities with pop songs, providing teachers with practical tools for the classroom; this resource is key to fostering listening skills and increasing students' interest in language learning.

### **5.2. Recommendations**

- Further research should explore how pop songs can enhance student engagement and improve English skills, particularly in listening. This will help evaluate their effectiveness and provide teachers with insights on integrating this method into their instructional strategies.
- It is advisable to incorporate music as a regular component in the national curriculum and in each English teacher's individual planning. Incorporating pop songs enhances student engagement, fosters cultural relevance, and boosts language acquisition through motivation.
- English teachers need to be encouraged to use the song portfolio to improve their educational environment and help their students feel that English is not grammar and theory, but a fun way of learning.

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## ANNEXES

### Annex 1. Approbation of research instruments



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT**  
**PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

Ibarra, 10 de mayo del 2024  
Magister

JOSÉ OBANDO  
DOCENTE

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto "English Pop Songs as a Strategy for the Development of Listening Skills in Senior Students at Teodoro Gómez de la Torre High School" Previo a la obtención del título de Licenciatura En Pedagogía De Los Idiomas para lo cual, se dignará encontrar adjunto las Entrevistas, el Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

A handwritten signature in black ink, appearing to read "Emily Correa".

Atentamente,

Emily Correa  
1004128755

<b>Fecha de envío para la evaluación del experto:</b>	15 de mayo del 2024
<b>Fecha de revisión del experto:</b>	Mayo 20, 2024

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

<b>INSTRUMENTO DE EVALUACIÓN CUALITATIVO</b>			
<b>ITEMS</b>	<b>CRITERIOS DE EVALUACIÓN</b>		
	<b>MUCHO</b>	<b>POCO</b>	<b>NADA</b>
Instrucción breve, clara y completa.		X	
Formulación clara de cada pregunta.		X	

Comprensión de cada pregunta.		X	
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido		X	
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			Consider revising
8	X			

9	X			
10	X			
11	X			
12	X			Consider revising
13	X			



Firmado electrónicamente por:  
**JOSE MIGUEL OBANDO**  
**ARROYO**

.....  
 Firma del Evaluador

C.C.: 1001512043

Apellidos y nombres completos	José Miguel Obando Arroyo
Título académico	Magister
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	jmobando@utn.edu.ec
Teléfono	0983865110

## Annex 2. A request to the principal asking for permission to apply research instruments.

REPÚBLICA DEL ECUADOR



**UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**DECANATO**



**Oficio nro. UTN-FECYT-D-2024-0094-O**  
Ibarra, 13 de mayo de 2024

**PARA: MSc. Sandra Hidalgo**  
**RECTORA DE LA UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE**

**ASUNTO: Trabajo de integración curricular Srta. Correa Pozo Emily Marley**

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle su autorización para que, la Señorita CORREA POZO EMILY MARLEY, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, ingrese a la Institución que Usted dirige, para obtener información y aplicar los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "ENGLISH POP SONGS AS A STRATEGY FOR THE DEVELOPMENT OF LISTENING SKILLS IN SENIOR STUDENTS AT TEODORO GÓMEZ DE LA TORRE HIGH SCHOOL".

Por su favorable atención, le agradezco.



Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE  
LUCIANO  
REVELO RUIZ  
MSc. José Revelo Ruiz  
**DECANO**

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por JOSE LUCIANO  
REVELO RUIZ  
Fecha: 2024.05.13  
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JRR/M. Báez.

**Annex 3. Approbation letter to do the research in the institution.**

**UNIVERSIDAD TÉCNICA DEL NORTE**  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**DECANATO**

**Oficio nro. UTN-FECYT-D-2024-0094-O**  
Ibarra, 13 de mayo de 2024

**PARA:** MSc. Sandra Hidalgo  
RECTORA DE LA UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE

**ASUNTO:** Trabajo de integración curricular Srta. Correa Pozo Emily Marley

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

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Por su favorable atención, le agradezco.


Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE  
LUCIANO  
REVELO RUIZ  
MSc. José Revelo Ruiz  
DECANO

Firmado digitalmente  
por JOSE LUCIANO  
REVELO RUIZ  
Fecha: 2024.05.13  
09:08:33 -05'00'

*Uto bno*  
- Srs. docentes  
- MSc. Crishan Ruiz  
COORDINADOR AREA  
INGLES.

*Favor coordinar y brindar apoyo para la aplicación de los instrumentos de recolección de información.*

13 MAYO 2024 

Página 1 de 1

Ciudadela Universitaria Barrio El Olivo  
Av.17 de Julio 5-21 y Gral. José María Córdova  
Ibarra-Ecuador  
Teléfono: (06) 2997-800 RUC: 1060001070001  
[www.utn.edu.ec](http://www.utn.edu.ec)

*13-5-2024*



## Annex 4. Consent letters

### Principal



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA  
Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigación, conducida por Emily Marley Correa Pozo estudiante de la carrera de Pedagogía De Los Idiomas Nacionales Y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es Determine the incidences of using English pop songs as a strategy to develop listening skills in Senior Students at Teodoro Gómez de la Torre High School.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

**Nombre del participante:** MSc. Sandra Hidalgo

**Cargo** Rectora de la Unidad Educativa Teodoro Gómez de la Torre

**Firma del participante**

**Nombre del investigador:** Emily Marley Correa Pozo

**Firma del investigador**



## Area English Coordinator Teacher



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigación, conducida por Emily Marley Correa Pozo estudiante de la carrera de Pedagogía De Los Idiomas Nacionales Y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es Determine the incidences of using English pop songs as a strategy to develop listening skills in Senior Students at Teodoro Gómez de la Torre High School.

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

**Nombre del participante:** MSc. Cristian Ruíz

**Cargo** Coordinador de área de la Unidad Educativa Teodoro Gómez de la Torre

**Firma del participante**

**Nombre del investigador:** Emily Marley Correa Pozo

**Firma del investigador**

## English Teacher



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA  
Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigación, conducida por Emily Marley Correa Pozo estudiante de la carrera de Pedagogía De Los Idiomas Nacionales Y Extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es Determine the incidences of using English pop songs as a strategy to develop listening skills in Senior Students at Teodoro Gómez de la Torre High School.

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

**Nombre del participante:** MSc. Fernando Narváez

**Cargo Docente de Inglés de la Unidad Educativa Teodoro Gómez de la Torre**

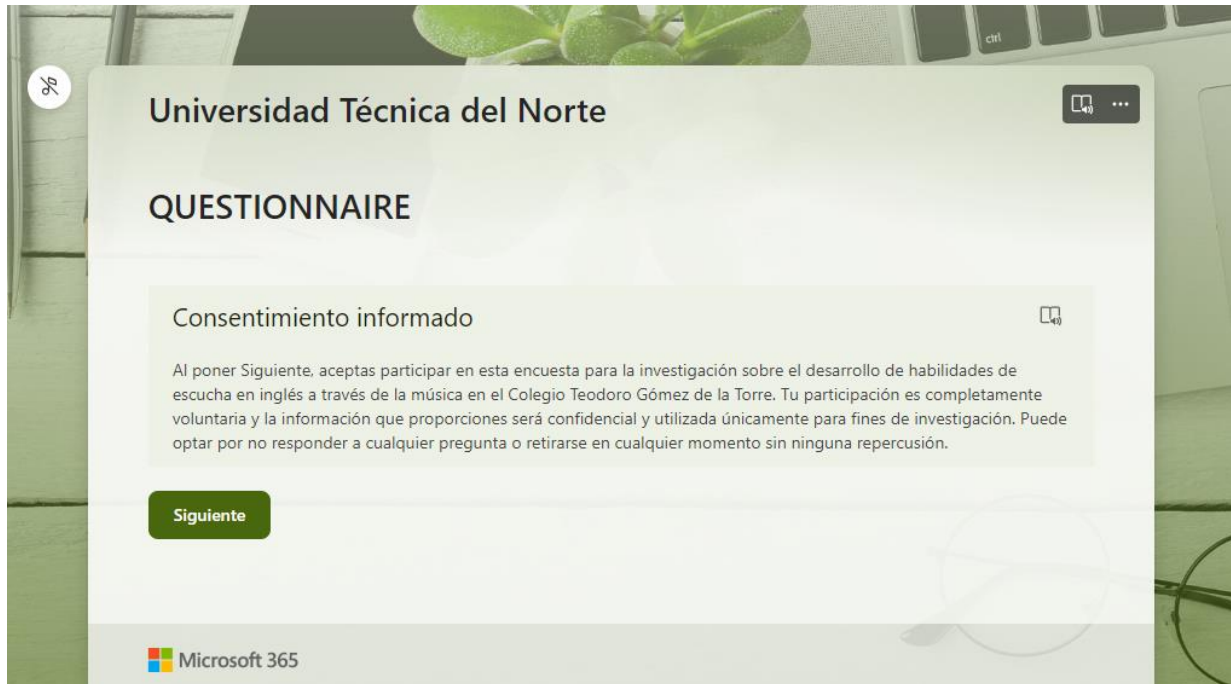
**Firma del participante**

**Nombre del investigador:** Emily Marley Correa Pozo

**Firma del investigador**

## Annex 5. Consent message

### Students



## Annex 6. Approval letter for the socialization of the proposal



UNIVERSIDAD TÉCNICA DEL NORTE  
Acreditada Resolución Nro. 173-SE-33-CACES-2020  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA  
DECANATO



Oficio nro. UTN-FECYT-D-2024-0139-O  
Ibarra, 14 de octubre de 2024

**PARA:** MSc. Sandra Hidalgo  
**RECTORA DE LA UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE**

**ASUNTO:** Trabajo de integración curricular Srta. Correa Pozo Emily Marley

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle su autorización para que se brinde las facilidades necesarias a la Srta. Correa Pozo Emily Marley, Estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "ENGLISH POP SONGS AS A STRATEGY FOR THE DEVELOPMENT OF LISTENING SKILLS IN SENIOR STUDENTS AT TEODORO GÓMEZ DE LA TORRE".

Por su favorable atención, le agradezco.

Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

Firmado digitalmente por  
JOSE LUCIANO REVELO RUIZ  
RUIZ  
Fecha: 2024.10.14  
16:53:30 -05'00'

MSc. José Revelo  
**DECANO DE LA FECYT**

JLRR/M. Báez

MSc. Maribel Espinoza  
COORDINADORA AREA

Favor coordinar el  
apoyo solicitado.



23 OCT. 2024



**Annex 7. Evidence of socialization in the institution**

