

SONG ACTIVITY FACTORY

[011 - 22]



Teaching English With Songs: Musical World Tour

(Albania, Cameroon, Turkey & Uzbekistan)

Description

In this song-based activity, students TALK about the countries (Albania, Cameroon, Turkey & Uzbekistan), MATCH beautiful places to them, LISTEN to song extracts and MATCH them to their countries, READ the English translation of the Lyrics and CORRECT them, and for homework (optional), students SEARCH for more information prepare a PRESENTATION about one of the countries in the activity.

OBS: This lesson plan was made for **ONLINE TEACHING**, but it can be modified for face-to-face instruction, as well.

Language level: B1 above

Learner type: All ages

Skills: listening, reading, speaking and writing

Topic: countries, grammar correction

Grammar: possessive and adjective pronouns, verb tenses

Materials: Genial.ly presentation

Duration: about an hour

Downloadable materials: none



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STEP-BY-STEP LESSON PLAN

Step 1 (7 min)

Slide 01. Genially presentation [LINK](#). Ask students what they know about those countries. Ask them to say which country they'd like to visit and why.

Notes:

Cameroon: officially the Republic of Cameroon. It is a country in west-central Africa. The official languages of Cameroon are French and English, the song used in this activity is sung in the **Duala language**, a dialect cluster spoken by the Duala and Mungo peoples of Cameroon.

Turkey: officially the Republic of Turkey. It is a transcontinental

country located mainly in Anatolia in Western Asia, with a portion on the Balkans in Southeast Europe. The official language is **Turkish**, which is the most widely spoken Turkic language in the world.

Albania: officially the Republic of Albania. It is a country in Southeastern Europe. The official language of the country is **Albanian** which is spoken by the

vast majority of the country's population.

Uzbekistan: officially the Republic of Uzbekistan. It is a doubly landlocked country in Central Asia. **Uzbek** is a Turkic language that is the first official and only declared national language of Uzbekistan.

Step 2 (5 min)

Slide 02 with Pictures of beautiful places visited by tourists in those countries. Have students match them with the countries.

Later have them say if they've changed their ideas to which country they'd like to visit and why.

Answers; Albania (1: Grama Bay) Cameroon (3: Ekom Nkam Waterfalls) - Turkey (4: Köprülü Canyon) Uzbekistan (2: Samarkand)

Step 3 (10 min)

Slide 3 with song extracts.

Students listen to different extracts from the countries and say what the music made them feel. They match the songs and the countries. Ask them which one they liked best and why.

Answers: Albania: (2 singer: Era Istrefi **Song:** Bebe); Cameroon: (1 singer: Wes song: Alane) Turkey: (3 singer: Tarkan **song:** Simarik) Uzbekistan (4: singer: Gulsanam Mamazoitova **song:**Yona Yona)

Steps 4 - 7 (10 - 12 min)

Musical Grammar Pieces.

Show **slide 4**. Tell them that this is the English translation of the song extract they've heard. There are **3 mistakes** in it. Give them **2 minutes** to correct the THREE mistakes (individually in the main room)

But tell them not to give the answers now. They **must write them down to check later**.

Step 5

Show the **slide 5**, for song 2 And repeat step 4

Step 6

Show the slide 6, for song 3 And repeat step 4

Step 7

Show the slide 7, for song 4 And repeat step 4

Step 8 (10 min)

Divide students into small groups, and put them in **BREAKOUT ROOMS**. They are going to compare their answers and come to a final group decision on the corrections.

Step 9 (5 - 10 min)

Back to the main room. A student from each group (**the captain**) will send you (**privately**) the corrected sentences for the first extract in the **CHAT BOX**. Award points to the right corrections. Then, do the same with the other extracts. The group with more right corrections is the winner.

SEE ANSWERS ON THE NEXT PAGE.

Step 10 (optional HOMEWORK)

For **homework** you can have students choose one of the countries and prepare a presentation about them for a future class.

That's it for this week! I hope this activity is helpful and enjoyable!

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Happy teaching! :)

Márcia Bonfim

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ANSWERS (Musical grammar pieces)

Song 1:

Hear is a song (**here**)

The feeling in the music is so fine

For everyone dancing all along

A sound of joy **who** is so divine (**that**)

Come on and dance in a love song

All together, forever

Come on and dance in a love song

All together, forever

Join the world in a love song

People **is** singing, everyone loving free (**are**)

Song 02:

I see myself

I (**am**) falling for him (**am**, 'm)

But I know myself

With no one I act like I'm with you

Like night and day

Like notes in melody

That's how you **makes** me feel (**make**)

Like a dream, Up all night

With you I'm dancing

Your eyes are saying

"We're not going (**to**) be friends" (**to**)

Song 03:

Did we **learned** it this way

from our fathers? (**learn**)

We have been **look** like fools (**looking**)

to everyone

New customs have entered

the old village

Friends, we are in a fix.

You are a nutcracker

pulling a snake from its hole

mine big disgrace (**my**)

when I get hold of you ... (kiss, kiss)

Song 4:

I miss your eyes darling

Mine heart is in flames again

(**My**)

Make my heart happy and

Listen (**to**) my words just once (**to**)

I'm the one who loves you

The one who loves you the

one who misses you

Even if your love **drive** me

crazy (**drives**)

I'll be yours my whole life