

**Singlish!** (singing in English)

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## **Singlish (Learning English with Songs)**

### **Secondary**

Singlish is an easy and fun way to learn and improve your English language skills, through the music videos and the lyrics of your favourite songs.

Singlish also has a special Karaoke link that lets you sing and enjoy the full lyrics.

But above all, Singlish helps you train your ear to dramatically improve your capacity to recognize sounds and words of the English language in a very short time, training your brain almost unconsciously, whether you know the meaning of all the words or not.

Recent studies have shown that simple exposure to the sounds of another language sets up in our brain the structures and connections necessary for learning it.

In addition to that, music is a fun way to learn, and listening to different accents and pronunciations allows greater flexibility to test to your ability to recognize the different sound patterns of another language. This is very different from the typical listening exercises in language classes, where the pronunciation is too perfect, which is not entirely practical in a real environment.

Singlish is also a fun way to learn the lyrics of your favourite songs.

### **Teacher's Guide:**

The Teacher's Guide provides a step-by-step dossier to exploiting each song. Information is given on any preparation that is needed and the aim of each song is clarified.

The three lessons of each song cover the following:

- Vocabulary  
Introducing essential vocabulary and setting the theme of the song.  
Introducing the language and then providing activities for development and practice.
- Grammar  
The main grammar points are introduced and practised in a context that continues the theme of each song.  
A Grammar reference section at the end of the Guide provides learners with additional support.
- Real World  
Key functional language is introduced extending the theme of the song. Atypical spread will provide learners with a practical situation in which they can practise and personalise what they have learnt.

## **Preparation and Activities for every Song**

### **Creating the Atmosphere:**

1. Introduce the instrumental version (karaoke) first. If students become familiar with the sound of the music first, they will be more likely to understand the words.
2. Expose students to each song (original version in audio format) many days in a row and while they are working on the pre-listening activities. Within a few days, students will not be able to get the song out of their heads!

### **Pre-listening Activities:**

3. Give students the title of the song and ask them to predict words and phrases that they expect to hear while they are listening to the original audio track in the back.
4. Get students in pairs to predict the unknown words before playing each song.
5. Make a vocabulary list ahead of time. Go over the words once before you introduce the song.
6. Put random words from the song on the board and make your students try and write the "tale of the song".

### **While listening Activities:**

7. Invite the students to draw a picture or take a photograph to represent what they hear and then explain their pictures in small groups.
8. Add actions to enhance language acquisition and memory, like pantomime, physical actions, gestures, or any other kinaesthetic activity.
9. Play the song by verses and let your students repeat what they listen.
10. Put the students to mime the verbs from the song.

### **After listening Activities:**

11. Ask the students to brainstorm all of the words that they have heard and then listen again and check to see how many are correct.
12. Make a group wall display of the vocabulary theme of the song so that every team gets to know what the others have worked on, and so that all the contents are shared and put in common.
13. Provide opportunities for drama and acting out narratives.

14. Have the lines of the song on separate strips of paper and hand them out to make the students find their order.
15. Make the students translate the song in groups and then get them to check between themselves.
16. Invite the students to add verses of their own.

### **Duration of the Singlish Syllabus**

We suggest that the Teacher combines between three and five activities from the lists above (Pre, While and After-Listening) with every song included in the Repertoire. This way, Reading, Writing, Speaking and Listening Areas will be put into practise and covered, leading to a successful learning process. We also suggest to apply the activities of the songs left out, to the chosen ones to have a wider range of exercises to develop.

Following these proposals and depending on the planned time the Teacher may find the duration of two or three modules of forty-five / fifty minutes (or even a whole trimester) enough for the development of the activities for each song.

### **Singlish in the Music Class**

Working together with the Music Teacher is a plus when trying to obtain the most from your students with the Singlish Repertoire. Not only they will continue on listening and singing the songs proposed by the English Teacher, but they will also have the chance to rehearse and sing as we suggest:

1. The class can be divided in five groups of five students approximately;
2. Every team prepares one song to sing for the rest of the students;
3. And there might be one song from the Repertoire that can be sung by the whole class.

It is also possible to give the opportunity to those that feel like to play instruments, sing solos or duets and get to meet the songs from every corner possible.

At the top of every Song Exercise Page you may find the link to the Sheet Music / Score for the Teacher to follow and download to work it in Music class.

### **Singlish Monitor at your School**

When scheduled, the Singlish Monitor will come to your School to make your students put onstage all what they have worked and prepare a Stage Performance for everyone to watch and listen. The English and Music Teachers may choose between four and six songs from the Repertoire for their students to perform. This will be the perfect opportunity for them to show their artistic skills together with all the work they have done within the English Language itself.

On this day the Singlish Monitor may also propose some dynamic games or activities to trigger the students' engagement and willingness to interact and perform.

## The Story of my Life by One Direction

[https://www.youtube.com/watch?v=W-TE\\_Ys4iwM](https://www.youtube.com/watch?v=W-TE_Ys4iwM) Original Version

<https://www.youtube.com/watch?v=Jklo9SDf0Ys> Karaoke Version

Sheet Music

## Facts about One Direction



- ✓ The five members of One Direction are Harry Styles, Niall Horan, Louis Tomlinson, Liam Payne and Zayn Malik.
- ✓ Harry's full name is Harry Edward Styles.
- ✓ Liam's star sign is Virgo.  
Louis was born on Christmas Eve in 1991.
- ✓ Zayn was born in Bradford, England.
- ✓ Niall plays the guitar.
- ✓ As a band, One Direction's biggest inspiration is 'Take That'.
- ✓ Harry is the youngest member of One Direction.
- ✓ Louis' favourite film is Grease.
- ✓ Niall plays the guitar
- ✓ Liam's favourite sport is boxing.
- ✓ Louis has four sisters.
- ✓ Harry can speak French.

1. Now complete the following questions:

1. Where/Zayn/born?
2. What/Liam/star sign?
3. What/instrument/Niall/play?
4. Who/youngest/member?
5. What/language/Harry/speak?
6. How many/sisters/Louis?
7. Which/Liam/favourite/sport?
8. Which/biggest/inspiration?
9. When/Louis/born?

2. Now listen to the song and fill in the gaps for their song "The Story of my Life":

Written in these walls are the [1] \_\_\_\_\_  
that I can't explain I leave my heart open  
but it stays right here empty for days  
She told me in the [2] \_\_\_\_\_ she don't  
feel the same about us in her bones  
Seems to me that when I die these [3]  
\_\_\_\_\_ will be written on my stone  
And I'll be gone, gone tonight  
The ground beneath my feet is open wide  
The way that I been holding on too tight  
With nothing in [4] \_\_\_\_\_  
The story of my life  
I take her home  
I drive all night to [5] \_\_\_\_\_ her warm  
And time... is frozen (the story of, the story  
of)  
The story of my life  
I give her hope  
I spend her love  
Until she's broke  
Inside  
The story of my life (the story of, the story  
of)

Written on these walls are the [6]  
\_\_\_\_\_ that I can't change  
Leave my heart open but it stays right here  
in its cage  
I know that in the morning now I [7]  
\_\_\_\_\_ us in the light upon a hill  
Although I am broken, my heart is  
untamed, still  
And I'll be gone, gone tonight  
The fire beneath my [8] \_\_\_\_\_ is burning  
bright  
The way that I been holding on so tight  
With nothing in between

**Nota:**

**En les guies didàctiques que us descarregueu de la nostra web, només hi ha, a tall d'exemple, la fitxa d'una de les cançons que treballem en cada cicle.**

**Les guies didàctiques completes s'enviaran a les escoles que contractin l'activitat.**