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Appendix 1: Students' written evaluations+ coding

Students	Evaluation	Positives	Negatives
S1	<p>- English lessons were more fun when starting with song. When working with the lyrics of the song.- I focused more on its meaning and its message. When I listen to the song outside the classroom I don't pay so much attention on these.</p> <p>- It was nice to work in the lessons with something so familiar (songs that I know and the music in general) and not only with the text from the coursebook.</p> <p>- The atmosphere in the classroom was friendlier; I was looking forward to the lessons.</p>	<ul style="list-style-type: none"> - fun - learn to pay attention to the lyrics - familiarity with the songs - friendly atmosphere - unusual activities - looking forward to the lesson 	
S2	<p>- I like the activities with songs but I didn't like the songs themselves. - - There was no stress, we only listen to the songs, wrote something down or moved around a bit.</p> <p>- I liked sitting in the circle, it's better for talking and it's somehow different.</p>	<ul style="list-style-type: none"> - no stress 	<ul style="list-style-type: none"> - badly chosen songs
S3	<p>- I liked the song activities, it was relaxing and fun for me. Old-school songs were fine and I also liked that we could choose the songs ourselves.</p> <p>- What I liked the most was variability of activities, however creating(?) words was quite difficult.</p>	<ul style="list-style-type: none"> - relaxing activities - fun - participation in choosing of the song - variability of activities with songs 	<ul style="list-style-type: none"> - difficult tasks
S4	<p>- I think that the lessons were fun and educational. It is a new form of learning for me.</p> <p>- It is more interesting that listening to the recordings that we are used to.</p> <p>- I personally think that the lyrics were useful, because</p>	<ul style="list-style-type: none"> - fun - educational - more interesting than song activities in coursebooks - learn new words 	

	there are lots of words that we didn't know.		
S5	<ul style="list-style-type: none"> - It was fun. We perform activities where we weren't sitting and weren't bored and the time of the lesson passed quickly. - We listened to the songs that we know, not to the ones from the course book. 	<ul style="list-style-type: none"> - fun - amusing - familiarity with the songs 	
S6	<ul style="list-style-type: none"> - It was pleasant experience, interesting diversification of the English lessons. - I don't think it is the most effective way of learning but I learnt something and in addition to it, it was fun. - I appreciate friendly atmosphere because it strengthens the will to study and it positively motivates. 	<ul style="list-style-type: none"> - pleasant experience - unusual - fun - friendly atmosphere - will strengthening - positively motivating 	- ineffective method
S7	<ul style="list-style-type: none"> - All the song activities were very enjoyable and relaxing, I liked the friendly approach of the teacher, sitting in circle and delightful atmosphere. - We could choose the songs ourselves and I consider music as natural form of learning and when working with music, the lessons are not misery and that should be the basis of teaching. - Our musical intelligence is developed and that distinguishes our diverse skills, creativity and the individual experience and opinion is encouraged. - Maybe it would be better to include grammatically more demanding tasks. -Thanks for enjoyable experience and for showing us new perspectives and pedagogical methods which are very much needed in our system of education full of drills and memorizing. 	<ul style="list-style-type: none"> - enjoyable activities - relaxing activities - friendly approach - delightful atmosphere - participation in choosing of the songs - encouragement of individuality - unusual activities 	- tasks were not demanding
S8	I like the activities with	- positive change	

	<p>songs very much, I think it was a positive change for normal school day when there is normally nothing positive.</p> <ul style="list-style-type: none"> - I liked the overall relaxed atmosphere in the class - Almost all the songs were well chosen, I liked almost all of them, the activities were mostly fun - the group work and physical activities were interesting 	<ul style="list-style-type: none"> - relaxing atmosphere - fun - interesting group work - interesting physical activities 	
S9	<ul style="list-style-type: none"> - I liked all the activities, some more, some less, most of them were easier than I expected and all of them were fun. - The atmosphere was relaxed and we weren't afraid. - It made me happy that the songs were familiar and I knew a lot of them and I listened to the rest at home. 	<ul style="list-style-type: none"> - fun - relaxing atmosphere - familiarity with the songs - inspiration for further listening at home 	
S10	<ul style="list-style-type: none"> - The activities were great; I really liked learning through songs. - The lesson was more relaxing and easy-going and the atmosphere in the classroom was friendlier. - I found learning through games as one of the best and most acceptable ways of learning. - I knew most of the songs and therefore enjoyed them more. 	<ul style="list-style-type: none"> - relaxing atmosphere - friendly atmosphere - familiarity with the songs - enjoyable activities 	

Appendix 2: Interviews + coding

Interview	Answers	Codes
<u>Interview nb. 1 (S1 + S2)</u>	<p>Q1: S1 – I'll start. S2 – Go ahead. S1 – I'd say it's mainly because it's something that is familiar for us and that we weren't just working with some kind of text or exercise where we had to fill in the missing words, but it had some real meaning. S2 – I liked how active we were, not just listened and wrote something and also that we could move around the classroom.</p>	<ul style="list-style-type: none"> - familiar activity - activity with a real meaning - moving around
	<p>Q2: S1 – I enjoyed the physical ones when we had to stand in the order according to what we heard. S2 – I enjoyed the physical ones, but also the ones when we were working in groups and analyzing songs from different aspects. S1 – Normally, we just sit in the lessons and listen, so that was more fun and also normally we get the whole text and just fill in the words but with some song activities we only got a part of the text and had to pay attention the whole time. S2 – Yeah, that we were focused during the whole song, but then with some song that I didn't know before, it was quite difficult</p>	<ul style="list-style-type: none"> -physical activity - group work - paying attention the whole lesson - difficult with unknown songs
	<p>Q3: S2 – During a normal lesson? It's tense. S1 – During song activities it's more relaxing than during normal activities. I think it could also be because you were here and you are closer to our age.</p>	<p>During the usual activities: -tense atmosphere</p> <p>During the song activities: - relaxing atmosphere</p>
	<p>Q4: S2 – We weren't afraid to say something.</p>	-loss of fear to speak
	<p>Q5: S1 – When it was some kind of happy song then I think it also put us in the positive mood. So yeah, the positive emotions were there, for sure. S2 – Yeah sure, there were some songs that I was singing for the rest of the day. S1 – I enjoyed it a lot.</p>	-positive song generated positive feelings

<p><u>Interview</u> <u>nb. 2 (S2</u> <u>+ S3)</u></p>	<p>Q1: S3: For example, the physical activities that we were doing at the end, those I liked, we don't do that normally at all... when u gave us pieces of paper and we had to catch specific words, and then stand accordingly. Then, sitting in the circle, we don't normally do that, the atmosphere was quite pleasant. Or when we had to correct the lyrics or line up with the phrases, that's not an usual activity either. S4: So, I think that it was more interesting than the normal recordings that are always the same, always the same situation... and we are young and we also like listening to music, it's a good way of learning. S3: Sometimes, I look up the lyrics of the song on the internet when don't understand them and so this was quite similar. And I liked that we could chose a song ourselves.</p>	<ul style="list-style-type: none"> -physical activities - sitting in the circle - correcting the lyrics - lining up with the phrases - interesting - participation in choosing of the songs
	<p>Q2: S4: I also think the songs were very well chosen. I liked Skater boy the most when we had to fill in the words or when we had to make up phrases and fill them in.</p>	<ul style="list-style-type: none"> - well-chosen songs - creating lyrics
	<p>Q3: S3: Very often we do something that we already know and we don't learn anything new, or couple new words and then some exams and stress ... When we were listening to songs I liked it a lot, it was very cool, it maybe depends a lot on the choice because when we sometimes worked with the songs before, they were not very good and are not even originals ... and when they are positive it contributes to the positive atmosphere. S4: With song activities the atmosphere was a bit more relaxed, because normally we get vocabulary and grammar – as the preparation for maturitaexam already.</p>	<p>During the usual activities:</p> <ul style="list-style-type: none"> - not learning anything new - stressful <p>During the song activities:</p> <ul style="list-style-type: none"> - positive song – positive atmosphere - relaxing atmosphere
	<p>Q4: S3 – I liked it a lot.</p>	
	<p>Q5: S3 –Yeah for sure, good mood is very important for learning and it evokes good emotions.</p>	<ul style="list-style-type: none"> -positive emotions

	S4 – I had positive emotions as well.	
<u>Interview nb. 3 (S5 + S6)</u>	Q1: S5 – For example that these weren't the songs from the coursebook that we normally listen to and it wasn't boring. S6 – It was definitely more relaxing and more creative and diverse. And that was positive.	-amusing - relaxing activity - creative activity - diverse activities
	Q2: S6 - Physical activities and filling in the missing words. S5 – I agree, filling in was good but a bit worse was correcting the text and it more difficult, or when we were doing that physical activity that we were jumping in the queue during the song, so when everyone was running I couldn't hear anything from the song. S6 – I like the group work activity as well.	- physical activity - filling in the missing words - group work
	Q3: S5 – Everyone's just sitting quietly. And with songs it was relaxing ... S6 – Friendlier	During the usual activities: - quietly sitting During the song activities: - relaxing atmosphere - friendly atmosphere
	Q4: -	
	Q5: S6 – It was relaxing experience, enjoyable, relaxing. For sure it is unusual in school, unusual matter. S5 – Relaxing	- relaxing atmosphere - enjoyable
	<u>Interview nb. 4 (S7 + S8)</u>	Q1: S8 – It's more creative way of working, more creative way of learning. On the other hand, I don't know if it's very effective but it's definitely pleasant. S7 – I think that it's easier to remember if one has something connected with something – with the song, or with the positive mood. But it's true, sometimes we can do more demanding tasks.
Q2: S8 – I liked the ones when we were moving around, that were more active, better than when we normally just sit behind the desks.		-moving around - taking pictures - group work

	S7 – I liked taking pictures that are connected with the song, also the group work.	
	Q3: -	
	Q4: S8 – It’s definitely more relaxing. For me it’s a big change comparing with the lessons we normally have. Especially, when it was the sixth hour of the day, I was happy that it was finally something enjoyable. S7 – It’s fine to sit in the circle, it’s something different that we normally do, I think we employ another means of perception and musical intelligence, it’s better for remembering.	During the song activities: - relaxing atmosphere - enjoyable atmosphere - sitting in the circle - employing other perceptions of learning - better retention
	Q5: S8 – Mainly with the songs I knew before and the ones that were more positive. And then, there was one I didn’t like, I don’t know which one it was ... Why does it always rain on me ... S7 – Yeah, and also after the lesson ended, the song is still in my head and because of that it’s better for remembering. So it goes for couple more hours, but that’s maybe with the songs that we already know. And also, I think it’s better that we understand them more now, when we didn’t understand them before. So even though we knew them, we didn’t understand them that much. I think it’s great, it’s a new approach, I like it, I think there should be different styles of teaching involve. S8 – those styles should definitely be combined, but maybe this one doesn’t teach as much as drill. I would like them to be combined. It’s definitely good to have it mixed. S7 – I think, we can learn more through drill, but the amount of remembered depends on the associations. So when we do drill, we learn it, but when we connected what we learn with something, it stays in the memory. Then there is the proportion – how much is learned and how much is actually remembered.	- positive and known songs - positive emotions - song activities should be combined with drills and other teaching methods
<u>Interview nb. 5 (S9 + S10)</u>	Q1: S9 – They were funnier S10 – More relaxed, the atmosphere was	- funny activities - relaxing activities - creative activities

	<p>better, we were more familiar with it. S9 – It was more creative, the music and physical activity are more attractive for us than never-ending memorization of words.</p>	<ul style="list-style-type: none"> - appealing activity - physical activity
	<p>Q2: S9 – Creating our own lyrics and Lego house. And when we were queuing up. S10 – For me it, I liked the activity when I liked the song. But I liked most of them very much. S9 – I also liked when we were looking for the meaning, vocabulary and grammar. S10 – Yeah, that was great</p>	<ul style="list-style-type: none"> - creating the lyrics - physical activity - analyzing song from different angles
	<p>Q3: S9 – In normal lessons it's very formal and we don't try hard. It's more passive. There is the authority that is very strict. S10 – The lessons aren't flexible. We have to follow some structure over and over again. I'd prefer some other activities, like group activities. Sitting in the circle is great because people can see each other and talk. S9 – and also some projects would be great or some writing assignments, even though I wouldn't like to do them, but we will always have to write something in English. S10 – Or some games for improvising</p>	<p>During the usual activities:</p> <ul style="list-style-type: none"> - formal atmosphere - not trying hard - passivity - strict - inflexibility <p>During the song activities:</p> <ul style="list-style-type: none"> - sitting in the circle
	<p>Q4: S9 – We feel better and more relaxed, we are more eager to work. S10 – And we are not afraid to say something, if we make mistake no one's going to interfere. S9 – When we had those couple hours together, I was looking forward to them. S10 – Yeah and when we went to lessons afterwards we were in very good mood like – Yeah, we just had English and we listened to songs. S9 – We were really looking forward to it, that it was going to be fun.</p>	<p>During the song activities:</p> <ul style="list-style-type: none"> - relaxing atmosphere - loss of fear to speak - loss of fear of making mistakes - exciting
	<p>Q5: S10 – But we just said it. Haha. Maybe we also had some good memories of the songs, like Skaterboy. It got me. It was great. My childhood. And some old ones, I thought I</p>	<ul style="list-style-type: none"> - songs evoking nice memories

	<p>didn't know them but when they started I realized I do. Classics. And this one as well. I've heard it before more times. S9 – I think the old song, 90's have better lyrics than today's music. Like Rebecca Black, we wouldn't learn anything. S10 – I don't even know that one. S9 – You aren't missing much.</p>	
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Appendix 3: Worksheet – Lego House

Song Lego House

1. Think of a concept of a "lego house". What can it metaphorically represent? Share your ideas with the class.
2. Form three groups. Each group has a different task:
 - a. grammar – the group is responsible for identification and interpretation of grammar structures, tenses, punctuation, ...
 - b. vocabulary – the group is responsible for identification and interpretation of the choice of words in the song (slang, collocations, ...)
 - c. meaning – the group is responsible for interpretation of the meaning of the song
3. Listen to the song and take notes according to your task. Do not read the lyrics yet.
4. Discuss your findings in the group.
5. Listen again, you can read the lyrics now. Complete your notes.

Lego house

I'm gonna pick up the pieces
And build a Lego house
If things go wrong we can knock it down

My three words have two meanings
But there's one thing on my mind
It's all for you

And it's dark in a cold December, but I've got you to
keep me warm
If you're broken I will mend ya and keep you
sheltered from the storm that's raging on, now

Chorus:

I'm out of touch, I'm out of love
I'll pick you up when you're getting down
And out of all these things I've done, I think I love you
better now
I'm out of sight, I'm out of mind
I'll do it all for you in time
And out of all these things I've done, I think I love you
better now, now

I'm gonna paint you by numbers and colour you in

If things go right we can frame it and put you on a
wall
And it's so hard to say it but I've been here before
Now I'll surrender up my heart and swap it for yours

I'm out of touch, I'm out of love
I'll pick you up when you're getting down
And out of all these things I've done, I think I love you
better now
I'm out of sight, I'm out of mind
I'll do it all for you in time
And out of all these things I've done, I think I love you
better now

Don't hold me down, I think the braces are breaking
and it's more than I can take

And it's dark in a cold December, but I've got you to
keep me warm
If you're broken I will mend ya and keep you
sheltered from the storm that's raging on, now

Repeat chorus

And out of all these things I've done, I will love you
better now

Notes:

6. Present your findings to the rest of the class.
7. After the presentations are completed you can object to the statements of your classmates. If you wish to do so, you have to prepare valid argumentations.

Appendix 4: Worksheet–Rasmus Faber

Song Rasmus Faber

1. What is your favorite music style? Write them all on the board. For each of the style, think of its typical features and representatives.
2. You are going to listen to three different songs. Look at the pictures and guess what the music style of each of the singers is.
3. Listen to the parts of the songs. Take notes about music styles and features of each one.

Everytime we

Seems like we're coming to an end
I no longer can pretend
I thought that I can forget the pain
that you caused me
the time that you hurt me
and I believe when you say you regret it
but sorry I just cannot forget it
The memory is still so fresh
and it hurts me whenever you touch me
The way you used to touch me
don't feel the same
I know you want to start this over again
But what you did I recall
it's in my mind
heart-broken you can't fix it
and it hurts me
everytime we
and it hurts me everytime we
I try to hold it within a seal
I know you wanna carry on
The life only lasts for a minute
and then I wanna be alone
You wanna start this all over
and hold me like you used to

but I can't look at the you the same
cuz it hurts me whenever I see you

Never figure out

There is something I can never figure out
But I can't say what it is exactly
I don't try to ask you if you feel the same
There are things that words and numbers can't explain
some way
There is something I can never figure out
and I don't know how to for a question
Why those some things there are wrong
and others right
is the shadow just a simple lack of light
some way

Everything is alright

You said you've lost your faith
the world is filled with hate
God turned his face away
When liars seek their prayer

You think that you're a freak,
you cry yourself to sleep
I say your mind is deep
and everything is alright
alright baby
you say you're falling ill
you have no strength of will
each day it's all the same
we play this pointless game
you say don't even start
so tired of that remarks
I say you're looking smart
and everything is alright
alright babe
you say there is no sense
in all this false pretense
life's just a tragic play
that we rehearse each day
you say I make you sad
that we've lost what we had
I say let's call a cab
and everything's alright
alright babe
you say I cannot see,
we're different you and me
I never understand
when you would need a hand
you say I break your heart
then I pick up the parts
and then the music starts

1.



2.



3.



Notes:

4. Present your guesses and support them with your argumentation.

5. Compare your results with the correct answers.

6. You are going to listen to the third song again. Listen and underline all the phrasal verbs that you know.

Everything is alright

You say you've lost your faith
the world is filled with hate
God turned his face away
When liars seek their prayer
You think that you're a freak,
you cry yourself to sleep
I say your mind is deep
and everything is alright
alright baby
you say you're falling ill
you have no strength of will
each day is all the same
we play this pointless game
you say don't even start
so tired of that remarks
I say you're looking smart

and everything is alright
alright babe
you say there is no sense
in all this false pretense
life's just a tragic play
that we rehearse each day
you say I make you sad
that we've lost what we had
I say let's call a cab
and everything's alright
alright babe
you say I cannot see,
we're different you and me
I never understand
when you would need a hand
you say I break your heart
then I pick up the parts
and then the music starts

Phrasal verbs:

7. Share your list of phrasal verbs with your partner and present all of them with their meanings to the rest of the class.

8. Use the phrasal words in short dialogues with your partner

Answers: 1-Everything is alright/2-Everytime we/3-Never figure out

Appendix 5: Worksheet – Upside Down

Song Upside Down

1. Have you ever felt upside down? When? What was it like? Share your experience with the rest of the class
2. You are going to get one word from the song. Check if you understand the meaning.
3. Stand up and move to the front of the class or wherever there is enough space to move around. Form a line with your classmates.
4. You are going to listen to the song. Your word will appear in the song more times. As soon as you hear it, jump to the first place of the line.

words:

sell	tell	story	sorry	town
crown	moon	spoon	willow	pillow

Upside Down

Did you see me on the moon?
 When the wind blew a hole in the cloud?
 Did you wave me with a spoon?
 Think I saw you, think I might

All the stars were under your pillow
 There's no rhyme for what's more than words
 We were kissing under a willow
 I would stand there forever, I would

Buy me a miracle, sell me a story
 Tell - tell me, why you're upside down?
 It's not that difficult to say I'm sorry
 Every princess should wear a crown
 This won't be physical
 At first sight
 Though you know we're both from the same town
 It's like a miracle, alright
 It's like a miracle, when you're upside down

When you're upside down

When you're upside down
 When you're upside down

Did you see me on the moon?
 When the wind blew a hole in the cloud?
 Did you wave me with a spoon?
 Think I saw you, think I might
 And the stars on your pillow
 And they shine when you are upside down

Chorus
 Without a crown

It's like a miracle, baby
 When you're upside down

It's like a miracle, baby
 When you're upside down
 When you're upside down
 When you're upside down

5. Take the complete lyric now. Highlight your word and repeat the task 4 with the lyrics to check if you performed the previous task correctly.
6. Was it hard to catch your word? Why? Share your ideas with the rest of the class.

Appendix 6: Worksheet – Hard Sun

Song Hard Sun

1. Have you seen the film *Into the Wild*? If so, share your feelings about it with the rest of the class.
2. Work in pairs. You are going to get a blank poster. While listening to the song, one of you is going to write down all the key words from the song and the other one is going to sketch the ideas and images that the song evokes.

Hard Sun

When I walk beside her
I am the better man
when I look to leave her
I always stagger back again
Once I built an ivory tower
so I could worship from above
when I climb down to be set free
she took me in again

Chorus

There's a big
a big hard sun
beating on the big people
in the big hard world
When she comes to greet me
she is mercy at my feet
I see her inner charm
she just throws it back at me
Once I dug an early grave
to find a better land
she just smiled and laughed at me
and took her rules back again

Chorus

Once I stood to lose her
and I saw what I had done
bowed down and threw away the hours
of her garden and her sun
So I tried to want her
I turned to see her weep
40 days and 40 nights
and it's still coming down on me
Chorus

3. Correlate the images with the notes.
4. Listen to the song again and complete your lyrics and notes.
5. Your poster is the base of your project. You are going to be taking photographs based on your images and notes.
6. Plan the process of taking photographs with your partner. They should reflect the meaning and the mood of the song. Bring them to the class in one week for presentation.

Appendix 7: Worksheet – Stereo Hearts

1. Have you gotten a mixed tape? Form who? On what occasion? Share your experience with the class.
2. You are going to get one phrase from the song. Do you understand all the words?
3. Stand up and move to the front of the class or wherever there is enough space to move around. Form a line with your classmates.
4. You are going to listen to the song. Your phrase will appear in the song only once. As soon as you hear it, jump to the first place of the line.

Phrases:

If I was just another dusty record on the shelfe ,would you blow me off and play me like everybody else
If I ask you to scratch my back, could you manage that, like it read well, check it Travie, I can handle that
Furthermore, I apologize for any skipping track, It's just the last girl that played me left a couple cracks
I used to used to used to used to, now I'm over that, cause holding grudges over love is ancient artifacts
If I could only find a note to make you understand, I'd sing it softly in your ear and grab you by the hand
Just Keep it stuck inside your head, like your favorite tune, and know my heart is a stereo that only plays for you
If I was an old school, fifty pound boombox, would you hold me on your shoulder, wherever you walk
Appreciate every mixtape your friends make, you never know we come and go like we're on the interstate
I think finally found a note to make you understand, If you can hear it, sing along and take me by the hands
Keep myself inside your head, like your favorite tune, and know my heart is a stereo that only plays for you

Stereo Hearts

My heart's a stereo
 It beats for you, so listen close
 Hear my thoughts in every note
 Make me your radio
 Turn me up when you feel low
 This melody was meant for you
 Just sing along to my stereo

If I was just another dusty record on the shelfe
 Would you blow me off and play me like everybody else
 If I ask you to scratch my back, could you manage that
 Like it read well, check it Travie, I can handle that
 Furthermore, I apologize for any skipping tracks
 It's just the last girl that played me left a couple cracks
 I used to used to used to used to, now I'm over that
 Cause holding grudges over love is ancient artifacts
 If I could only find a note to make you understand
 I'd sing it softly in your ear and grab you by the hand
 Just Keep it stuck inside your head, like your favorite tune
 And know my heart is a stereo that only plays for you

[Chorus]

Oh ohohohTo my stereo
 Oh ohohohSo sing along to my stereo

Oh ohohohSo sing along to my stereo

If I was an old school, fifty pound boombox
 Would you hold me on your shoulder, wherever you walk
 Would you turn my volume up before of the cops
 And crank it higher everytime they told you to stop
 And all I ask is that you don't get mad at me
 When you have to purchase mad D batteries
 Appreciate every mixtape your friends make
 You never know we come and go like we're on the interstate
 I think finally found a note to make you understand
 If you can hear it, sing along and take me by the hands
 Keep myself inside your head, like your favorite tune
 And know my heart is a stereo that only plays for you

[Chorus]

Oh ohohohTo my stereo
 Oh ohohohSo sing along to my stereo

I only pray you never leave me behind
 Because good music can be so hard to find
 I take your head and hold it closer to mine
 Thought love was dead, but now you're changing my mind

[Chorus]

Oh ohohohTo my stereo

5. Take the complete lyric now. Highlight your word and stand in the same line to check if you performed the previous task correctly. You can rap along – try to keep the same rhythm as the singer has.
6. Think of the meaning of your phrase. Present it to the rest of the class.

Appendix 8: Worksheet – The Lazy Song

1. What do you think about the statement: "Laziness is nothing more than the habit of resting before you get tired"? Do you agree or not? Share your ideas with the class.
2. Listen to the song and underline unknown words.
3. Guess their meaning and check it with your teacher.

"Laziness is nothing more than the habit of resting before you get tired."

"The Lazy Song"

Today I don't feel like doing anything
I just wannalay in my bed
Don't feel like picking up my phone
So leave a message at the tone
'Cause today I swear I'm not doing anything.

Uh!
I'm gonna kick my feet up
Then stare at the fan
Turn the TV on, throw my hand in my pants
Nobody's gonna tell me I can't

I'll be lounging on the couch,
Just chillin' in my snuggie
Click to MTV, so they can teach me how to dougie
'Cause in my castle I'm the freaking man

Oh, yes I said it
I said it
I said it 'cause I can

Today I don't feel like doing anything
I just wannalay in my bed
Don't feel like picking up my phone
So leave a message at the tone
'Cause today I swear I'm not doing anything

Nothing at all!
Ooh, hoo, ooh, hoo, ooh, ooh-oo
Nothing at all
Ooh, hoo, ooh, hoo, ooh, ooh-oo

Tomorrow I'll wake up, do some P90X
Meet a really nice girl, have some really nice sex

And she's gonna scream out: 'This is Great' (Oh my God, this is great)
Yeah

I might mess around, get my college degree
I bet my old man will be so proud of me
But sorry pops, you'll just have to wait
Haha

Oh, yes I said it
I said it
I said it 'cause I can

Today I don't feel like doing anything
I just wannalay in my bed
Don't feel like picking up my phone
So leave a message at the tone
'Cause today I swear I'm not doing anything

No, I ain't gonna comb my hair
'Cause I ain't going anywhere
No, no, no, no, no, no, no, no, no, no
I'll just strut in my birthday suit
And let everything hang loose
Yeah, yeah, yeah, yeah, yeah, yeah, yeah, yeah,
yeah, yeah

Ooh
Today I don't feel like doing anything
I just wannalay in my bed
Don't feel like picking up my phone
So leave a message at the tone
'Cause today I swear I'm not doing anything

Nothing at all
Nothing at all
Nothing at all

4. Look at the following incomplete lyrics. Fill in the gaps with your own words. Try to keep the rhymes and make it funny.

My Lazy Song

Today I don't feel like doing anything
 I just wanna
 Don't feel like
 So leave a message at the tone
 Cause today I swear
 I'm not doing anything

Uh, I'm gonna
 and
 Turn the TV on,

 Nobody's gonna tell me I can't

I'll be lying on the couch just

Click to
 cause in my castle I'm the freakin man

Yes i said it
 I said it
 I said it cause I can

Today I don't feel like doing anything
 I just wanna
 Don't feel like
 So leave a message at the tone
 Cause today I swear I'm not doing anything...

2 x (Nothing at all)
 Whohoo, whohoo

(Nothing at all)
 Whohoo, whohoo

Tomorrow I wake up.....

 I might mess around
 and get my
 I bet my old man will be so proud of me,
 but sorry pops you just have to wait

Ooooh
 Yes i said it
 I said it
 I said it cuz I can

Chorus

No I ain't gonna
 Cause I ain't going anywhere
 No, no, no, no, no, no, no, no, no, no, no!

I'll just strut in my
 And let everything hang loose
 Yeah, Yeah, Yeah, Yeah, Yeah, Yeah, Yeah, Yeah,
 YeahYeah!

Chorus

(Nothing at all)
 Whohoo, whohoo
 (Nothing at all)
 Whohoo, whohoo
 (Nothing at all)

5. Share your lyrics with the rest of the class.
 6. What is the best way to overcome laziness? Share your ideas and vote for the best tip.

Appendix 9: Worksheet – Skater Boy

5
B Song **Sk8er Boi**

New English File Teacher's Book Intermediate
Photocopiable © Oxford University Press 2006

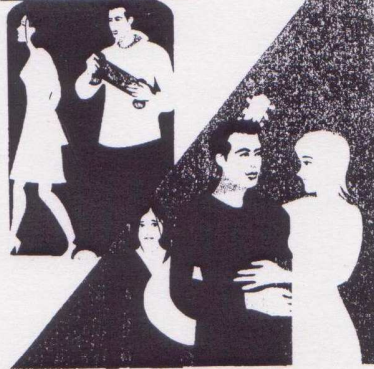
a Listen and complete the song with *a, the* or *-*.

b What do you think the moral of the song is?

Sk8er Boi

He was ¹ _____ boy, she was ² _____ girl
Can I make it any more obvious?
He was ³ _____ punk, she did ⁴ _____ ballet
What more can I say?
He wanted her, she'd never tell
Secretly she wanted him as well
But all of her friends just stuck up their nose
They had ⁵ _____ problem with his baggy clothes.
He was ⁶ _____ skater boy
She said 'See you later boy'
He wasn't good enough for her
She had ⁷ _____ pretty face
But her head was up in ⁸ _____ space
She needed to come back down to ⁹ _____ earth.

BALLET SCHOOL



Five years from now, she sits at ¹⁰ _____ home
Feeding ¹¹ _____ baby, she's all alone
She turns on TV. Guess who she sees?
Skater boy rocking up MTV.
She calls up her friends, they already know
And they've all got tickets to see his show
She tags along, but stands in ¹² _____ crowd
Looks up at ¹³ _____ man that she turned down.

He was ¹⁴ _____ skater boy
She said, 'See you later boy'
He wasn't good enough for her
Now he's ¹⁵ _____ superstar
Slamming on his guitar
Does your pretty face see what he's worth? (Repeat)
Sorry girl but you missed out
Well tough luck, that boy's ¹⁶ _____ mine now
We are more than just ¹⁷ _____ good friends
This is how ¹⁸ _____ story ends.
Too bad that you couldn't see,
See ¹⁹ _____ man that boy could be
There is more than meets ²⁰ _____ eye
I see ²¹ _____ soul that is inside.
He's just ²² _____ boy, and I'm just ²³ _____ girl
Can I make it any more obvious?
We are in love, haven't you heard
How we rock each other's world?
I'm with ²⁴ _____ skater boy, I said see ya later boy
I'll be back stage after ²⁵ _____ show,
I'll be at ²⁶ _____ studio
singing ²⁷ _____ song we wrote
about ²⁸ _____ girl you used to know. (Repeat)

Glossary

- stuck up their nose = thought they were superior
- baggy = very loose, not tight
- rocking up = playing loud music
- tags along = goes with her friends
- she turned down = she said 'no' (to him)
- slamming on his guitar = playing his guitar loudly
- missed out = lost your opportunity
- tough luck = bad luck
- rock each other's world = make each other happy
- back stage = the place behind where the musicians play

Song facts

Sk8er Boi was originally recorded by Avril Lavigne in 2002. Some people say that the song is autobiographical (she was the skater boy!). The song was a worldwide hit.

Appendix 10: Worksheet – We are family

1
C Song **We are family**

New English File Teacher's Book Intermediate
Photocopiable © Oxford University Press 2006

- a** Listen to the song. Are the words in bold right or wrong?
Put a tick (✓) or a cross (X) in column A.
- b** Listen again and correct the wrong words in column B.

We are family

	A	B
Everyone can see we're friends	1	_____
As we walk on by	2	_____
And we flock just like birds of a feather	3	_____
I won't say no lie	4	_____
All of the women around us they say, 'Can they be that friendly '	5	_____
Just let me state for the record	6	_____
We're giving money in a family dose	7	_____
	8	_____
We are family		
I got all my sisters with me		
We are family		
Get up everybody, sing		
We are family, etc.		
Living life is great and we've just begun	9	_____
To get our share of this world's delights	10	_____
High hopes we have for the summer	11	_____
And our goal's in sight	12	_____
No, we don't get sad	13	_____
Here's what we call our golden rule:	14	_____
Have faith in you and the work you do	15	_____
You won't go down , oh-no	16	_____
This is our family jewel	17	_____
We are family, etc.		

Glossary

I got (informal) = I've got
 flock like birds of a feather = stay together, like birds of the same species
 state for the record – say so that everybody knows it
 dose – the amount of a medicine you have to take
 delights = nice things
 our goal = what we are trying to do
 jewel – a valuable stone, e.g. a diamond

Song facts

The song was originally recorded in 1979 by Sister Sledge, four sisters whose surname was Sledge. The writers of the song (Bernard Edwards and Nile Rodgers) got the idea for the song from seeing how well the four sisters got on with each other.

We are family was a worldwide hit and became an anthem for women's groups, sports teams, and political parties.



Appendix 11: Worksheet – Manic Monday

module 5 Success _____

Song

Manic Monday


1 Work in pairs. How do you typically feel at the following times?

- Friday afternoon
- Saturday evening
- Sunday morning
- Monday morning

Which is your favourite/least favourite day of the week? Why?

2 **TS.8** Complete the gaps in the song with the words and phrases in the box. Then listen and check.

aeroplane dream fun day made Monday (x2) nine paid run day stream Sunday there time train wear



Six o'clock already
 I was just in the middle of a (a) _____
 I was kissin' Valentino
 By a crystal blue Italian (b) _____
 But I can't be late
 'Cause then I guess I just won't get (c) _____
 These are the days
 When you wish your bed was already (d) _____

It's just another manic (e) _____
 I wish it was (f) _____
 'Cause that's my (g) _____
 My I don't have to (h) _____
 It's just another manic (i) _____

Have to catch an early (j) _____
 Got to be at work by (k) _____
 And if I had an (l) _____
 I still couldn't make it on (m) _____
 'Cause it takes me so long
 Just to figure out what I'm gonna (n) _____
 Blame it on the train
 But the boss is already (o) _____

CHORUS

3 Discuss the following questions in small groups.

- What excuses is she going to make to her boss?
- Why is it important that she isn't late?
- Why is the song called 'Manic Monday'? Are your Mondays usually manic? Why?

STUDY...


Improving your spoken fluency

1 Here are some tips for improving your spoken fluency when doing the tasks in each module.


- Before the task, spend a few minutes thinking about what you are going to say and how you're going to say it. Try whispering to yourself to build fluency.
- Don't write every word of what you're going to say. Just make some short notes to help you.
- Check phrases with your teacher that you're not sure about, or if there is a better way to say something.
- When you're speaking, don't stop if you think you've made a mistake. Carry on speaking!
- After the speaking task, ask your teacher about the good points and the mistakes in what you said. He/She will give you feedback on the important mistakes you made.

2 Tick the things you do already and underline the things you would like to try.

BEFORE...



AFTER...



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CUNNINGHAM, S., MOOR, P. *New Cutting Edge Intermediate, student's book*. Essex: Longman, 2007. ISBN 0582825172.p. 58

Appendix 12: Worksheet – Out of Reach

module 12 Dilemmas

Song
Out of Reach

1 a Look at the photo. What difficult decision do you think the woman has made? What do you think the letter says?

b You are going to listen to a song called *Out of Reach*. Check the words and phrases in the box in your mini-dictionary. Do you expect this to be a happy or a sad song?

bruised keeping busy swept away we were meant to be
out of reach to be over someone/something

2 a Read the words of the song. In the lines written in red, there is one word missing. Can you guess what it is?

b **T12.6** Listen and check.

3 Add some words or phrases from the song to the categories below. Do you think the song is mainly optimistic or mainly pessimistic?

Words/Phrases connected with sadness	feel like a fool
Words/Phrases connected with happiness	

Pronunciation

1 **T12.7** The words below are from the song. Put them into pairs according to the vowel sound in bold. Then listen and check.
okay bruised far fool see heart
mind pain reach confused sign you

2 Practise saying the words, paying attention to the vowel sound.

Out of Reach


Knew the signs, wasn't right
I was stupid a while
Swept away by you
And now I feel a fool
So confused, my heart's bruised
Was I loved by you?

Out of reach, so far
I never had heart
Out of reach, couldn't see
We were meant to be

Catch myself from despair
I could drown if I stay
Keeping busy every day
I know I will be
But I was so confused, my heart's bruised
Was I loved by you?

CHORUS
So much, so much pain
Takes a while to regain what is lost inside
And I that in time, you'll be out of my mind
And I'll be over you
But now I'm so confused, my heart's bruised
Was I loved by you?

Out of reach, so far
You never your heart
In my reach, I can see
There's a life there for me



CUNNINGHAM, S., MOOR, P. *New Cutting Edge Intermediate, student's book*. Essex: Longman, 2007. ISBN 0582825172.p. 130

Appendix 13: Worksheet – California Dreaming

Extra ideas Units 1–3

Song

- It's winter. It's cold and grey. It's raining, and you're feeling miserable. Close your eyes. Imagine you're somewhere warmer, somewhere you'd rather be. *Where are you? Who are you with? What are you doing?* Open your eyes and tell the class about your dream.
- What's the connection between these words?
 - church, preacher, knees, pray
 - sun, California, L.A. (Los Angeles)
- You are going to listen to a song called 'California Dreamin'. Answer the questions.
 - Do you think the singer is in his home town?
 - How is he feeling?
- Look at the song and choose the best word in *italics> to fill each gap. Remember that songs usually rhyme!*
Listen and check.
- Discuss these questions with your partner.
 - Why does the preacher like the cold?
 - The singer says 'If I didn't tell her, I could leave today.' What do you think he means? What do you think is the story behind the song?

California Dreamin'

All the leaves are (1) *brown/green*
 And the sky is (2) *blue/grey*
 I've been for a (3) *walk/run*
 On a winter's (4) *night/day*
 I'd be safe and (5) *warm/hot*
 If I was in L.A.

California dreamin'
 On such a winter's (6) *night/day*
 (7) *Stopped/Walked* into a church
 I (8) *passed/noticed* along the way
 Well I got (9) *up/down* on my knees
 And I began to (10) *sing/pray*
 You know the preacher likes the (11) *heat/cold*
 He knows I'm gonna (12) *stay/leave*

California dreamin'
 On such a winter's (13) *night/day*

All the leaves are (14) *brown/green*
 And the sky is (15) *blue/grey*
 I've been for a (16) *walk/run*
 On a winter's (17) *night/day*
 If I didn't tell her
 I could leave today

California dreamin'
 On such a winter's (18) *night/day*

Poem

- Read the poem. Use your dictionary to look up new words and phrases.
- Find examples of present active and passive forms.
- Learn the poem by heart.

A MAN IS MADE

A man is made
 Of flesh and blood
 Of eyes and bones and water.
 The very same things make his son
 As those that make
 His daughter.

A tree is made
 Of leaf and sap,
 Of bark and fruit and berries.
 It keeps a bird's nest
 In its boughs
 And blackbirds eat the cherries.

A table's made
 Of naked wood
 Planed as smooth as milk. I wonder
 If tables ever dream of sun,
 Of wind, and rain, and thunder?

And when man takes
 His axe and strikes
 And sets the sawdust flying –
 Is it a table being born?
 Or just a tree that's dying?



Appendix 14: Worksheet – Why does it always rain on me

Extra ideas Units 4–6

Song

1 Are you optimistic or pessimistic? Complete the questionnaire for you. Then ask and answer the questions with a partner.

Check your answers in the key. Are you optimistic or pessimistic? Can you think of a day when everything went wrong? Tell your partner about it.

	YOU	YOUR PARTNER
1 I'm usually lucky.		
2 Everything I do always goes wrong.		
3 I always say, things can only get better.		
4 If I go to the beach, it's usually cloudy.		
5 You don't know if you can do something until you try.		
6 I often feel sorry for myself.		
7 I get depressed when things go wrong.		
8 I always look on the bright side.		
9 I give up easily.		
10 There's always a light at the end of the tunnel.		

0–4 points: You are very pessimistic. Life can't be that bad.
 5–8 points: You are quite pessimistic. Cheer up!
 9–17 points: You are quite an optimistic person. Life's good!
 18–20 points: You are very optimistic. Every day is sunny.

1 True: 2 points Not true: 0 points
 2 True: 0 points Not true: 2 points
 3 True: 2 points Not true: 0 points
 4 True: 0 points Not true: 2 points
 5 True: 2 points Not true: 0 points
 6 True: 0 points Not true: 2 points
 7 True: 0 points Not true: 2 points
 8 True: 2 points Not true: 0 points
 9 True: 0 points Not true: 2 points
 10 True: 2 points Not true: 0 points

QUESTIONNAIRE KEY

- You are going to listen to a song called "Why does it always rain on me?" Listen and answer the questions.
 - Is the singer feeling optimistic or pessimistic?
 - Why do you think he feels this way? Have a guess.
- Look at the song and choose the best word in *italics* to fill in each gap. Listen and check.
- Can you explain these lines? Discuss them with your partner.
 - Why does it always rain on me?
 - I'm seeing a tunnel at the end of all these lights.
 - Is it because I lied when I was 17?
- Read what some people have said about the singer and the song. Which do you agree with?

I think it's a very sad, serious song. Perhaps his girlfriend has left, and he's feeling terrible.

I think it's supposed to be funny. We shouldn't feel sorry for him – we should tell him to stop moaning!

I think he should stop feeling sorry for himself. We all have bad days when nothing goes right.

Young people often feel the world's against them. I think it's a cry for help.

He seems so depressed. I really feel sorry for him.

How would you describe the singer's feelings and what do you think the song is about?

Why does it always rain on me?

I can't: (1) *be awake / sleep* tonight
 Everybody's saying everything's alright
 Still I can't: (2) *close / open* my eyes
 I'm seeing a tunnel at the end of all
 (3) *this darkness / these lights*

(4) *Sunny / Rainy* days
 Where have you gone?
 I get the: (5) *typical / strangest* feeling you belong

Why does it always rain on me?
 Is it because I: (6) *lied / told the truth* when I was 17?
 Why does it always rain on me?
 Even when the sun is: (7) *behind the clouds / shining*
 I can't avoid the: (8) *lightning / crying*

Oh, where did the: (9) *grey / blue* skies go?
 And why is it raining so?
 It's so: (10) *warm / cold*

Repeat:

SOARS, J., SOARS, L. *New Headway: Intermediate, student's book*. Oxford: Oxforduniversity press, 2003. ISBN-139780194387507. 160 p.

Appendix 15: Students' agreement with recording during interview

(The original contains signatures of all ten students who participated in the research)

