

Spanish Classroom Activity



LYRICS & LEARNING



INTRODUCTION

Incorporating music into your regular lesson plan is a phenomenal way to keep your students engaged with grammar lessons, vocabulary lists, and cultural references! As a former teacher in Spain, Cassie loved to use music for listening activities or inspiration for writing prompts. Examining the lyrics to contemporary Spanish-language songs can easily tie into a unit from your textbook and enrich any lesson. Not only will everyone learn through an entertaining format, you may hear your students tell you they added some of these hits to their summer playlists!



ABOUT THE AUTHOR

After graduating from Denison University with a B.A. in Spanish, Cassie Fay relocated to Madrid, Spain where she began her career in education. She spent two years teaching ESL to 6th graders while earning her Masters in Teaching through the University of Alcalá de Henares. As a teacher, she values interactive, task-based and student-centered curriculum. As a lifelong learner, she believes travel is the best education!

CONTACT US

General Information

For group leaders or schools:
800-888-ACIS / info@acis.com

INFINITIVES

Volar - Alvaro Soler

This song doubles as a listening exercise and recognition of the tenses. Ask your class to highlight and translate the infinitives on a lyric sheet. Or, if you'd rather challenge them with a listening practice, blank out the infinitive words on a fill-in-the-lyrics. There's an example below, but feel free to modify based on your students' level (more/less words blocked out). This song is a great opportunity to talk about when to use infinitives and when to conjugate verbs if there are multiple verbs in the same sentence.

Ideas for the classroom:

- Print out a full lyric sheet and ask students to identify infinitive verbs by highlighting, underlining, or translating them.
- Acknowledge the irregular articles (feminine/masculine): la mano, las nubes. Also, talk about other frequently-used nouns that have irregular articles: la foto, el sistema, la radio, el sofa.
- Fill in the blanks below for a listening activity.
- Discuss the use of the word tiempo and its several meanings (weather, time, duration, beat, era) and how its use differs in Spanish. For example, you can't "save" time in Español.

1. Hoy me levanto sin _____ voy a dejarlo todo y luego yo pongo la mano en el aire, echo a _____ sin complicarme la vida a _____ y yo, yo quiero más, quiero más es como quiero _____ nada más, nada más ni un minuto que _____.

2. _____ con el viento y _____ que se para el tiempo, _____ el momento y las nubes ir persiguiendo, _____, pasarlo bien _____ por

las calles y _____ _____ con el viento y _____ que se para el tiempo y _____ que se para el tiempo.

3. Deja lo malo, para de _____ en que podría _____ si hoy empieza ya a _____ que el futuro está llamando a tu puerta así que aprovecha, haz como yo y di yo quiero más, quiero más es como quiero _____ nada más, nada más ni un minuto que _____.

4. _____ con el viento y _____ que se para el tiempo, _____ el momento y las nubes ir persiguiendo, _____, pasarlo bien _____ por las calles y _____ con el viento y _____ que se para el tiempo y _____ que se para el tiempo.

5. Y _____ como las casas quedan atrás desenfocado ya los árboles nos pasan alrededor quiero más, quiero más ni un minuto que _____.

6. _____ con el viento y _____ que se para el tiempo, _____ el momento y las nubes ir persiguiendo, _____, pasarlo bien _____ por las calles y _____ con el viento y _____ que se para el tiempo y _____ que se para el tiempo, _____, pasarlo bien _____ por las calles y _____ con el viento y _____ que se para el tiempo.

PRESENT TENSE & IRREGULARS

Yo Contigo, Tú Conmigo - Morat

This song was the summer anthem of 2017 for many *Hispano-hablantes* after its release as part of the soundtrack for *Despicable Me 3*, or *Mi Villano Favorito*. See if your beginners can recognize what the lyrics mean given context clues. They should be familiar with the commonly used verbs in the duet Morat (Colombia) and Alvaro Soler (Spain) sing throughout: *ser, saber, ir, ver, estar*.

Ideas for the classroom:

- Use as a brain break, a reward for working efficiently, or background music as students are filing into class.
- Talk about types of irregulars we see in the song:
 - **Commonly used:** ver, saber, ir, ser
 - **Stem-changing:** sentir, querer, morir, llegar
 - **C → zc change:** conocer, conducir, ofrecer, parecer
- Show the class examples of translations of (Netflix) shows and movie titles like “*Mi Villano Favorito*” and discuss how/if translations can affect the meaning.

AFFIRMATIVE INFORMAL COMMANDS

Madre Tierra - Chayanne

Oye. Mira. Recuerda. This chorus contains informal commands that students may also hear quite frequently in your Spanish class. Challenge your pupils by converting the commands to the negative informal, or formal affirmative/negative. Chayanne also sings “*Hay que + infinitive*” to express to have to do something which can be a twist on learning a different type of command.

Ideas for the classroom:

- Have students convert the commands into negative informal commands (Abre → no abras) and think of a scenario in which one of the affirmative/negative commands would be said. Por ejemplo: *No abras la ventana. Hay mil moscas fuera.*
- In groups, tell students to make a list of commands they’d hear in the classroom, on an airplane, during a family dinner, etc. Make it a competition by seeing which group creates the longest list in one minute.
- Talk about *hay que + infinitive* versus *debes + infinitive* and how they each differentiate from commands.

USING “GUSTAR”

Me Gustas Tu - Manu

This song is a great opportunity to explain the concept of “to be pleasing” and how it differs from “liking.” Because the object is being pleasing instead of being liked, the verb needs to be used in reverse, which is a wildly confusing concept for most beginners. Through repetition, this song sends a clear message of how to correctly use the verb *gustar*. And message received: Manu really likes us.

Ideas for the classroom:

- Blank out every word after “*me gusta*” to see if students can identify the nouns in a listening exercise, as we have below.
- Have students write their own stanza of what they like or what they don’t like as their ticket out the door.
- Open a discussion about when to use articles (masculine/feminine, singular/plural, and definite/indefinite), mention irregulars (*la mano, el programa*) and clarify why “*me gusta el avion*” would change to “*me gustan los aviones*”.

ME GUSTAS TU - MANU

Me gustan _____, me gustas tu.

Me gusta _____, me gustas tu.

Me gusta _____, me gustas tu.

Me gusta _____, me gustas tu.

Me gusta _____, me gustas tu.

Me gusta _____, me gustas tu.

¿Qué voy a hacer? Je ne sais pas

¿Qué voy a hacer? Je ne sais plus

¿Qué voy a hacer? Je suis perdu

¿Qué horas son, mi corazón?

Me gusta _____, me gustas tu.

Me gusta _____, me gustas tu.

Me gusta _____, me gustas tu.

Me gusta _____, me gustas tu.

Me gusta _____, me gustas tu.

Me gusta _____, me gustas tu.

Me gusta _____, me gustas tu.

Me gusta _____, me gustas tu.

¿Qué voy a hacer? Je ne sais pas

¿Qué voy a hacer? Je ne sais plus

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¿Qué horas son, mi corazón?

Me gusta _____, me gustas tu.

Me gusta _____, me gustas tu.

Me gusta _____, me gustas tu.

Me gusta _____, me gustas tu.

Me gusta _____ me gustas tu.

Me gusta _____, me gustas tu.

¿Qué voy a hacer? Je ne sais pas

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¿Qué horas son, mi corazón?

Me gusta _____, me gustas tu.

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Me gusta _____, me gustas tu.

Me gusta _____, me gustas tu.

¿Qué voy a hacer? Je ne sais pas

¿Qué voy a hacer? Je ne sais plus

¿Qué voy a hacer? Je suis perdu

¿Qué horas son, mi corazón?

PRONUNCIATION (“C” WHAT I MEAN)

El Arrepentido - Melendi ft Carlos Vives

Spanish star Roman Melendi and Carlos Vives, from Colombia, sing side by side, allowing students to differentiate between a Latino and a Castellano accent. The distinction between the two is most evident in Melendi’s pronunciation of the letters “Z” and “C” (Some would call it a lisp). In a single stanza, we hear Melendi’s C when he sings *desaparethen*. Carlos echoes with a Latino pronunciation when he sings *apareser*. Give your intermediate/ advanced level students a chance to guess which cantante has the Spanish accent.

Ideas for the classroom:

- Talk about the music video, the characters from each story, and what the blindfolds might represent.
- Compare the accents of Carlos and Melendi. The differences in their accents are most pronounced in the following lines:

Ay donde todos los miedos, Carlos

*Se **desaparecen***

Donde todas las tristezas se van

*Cuando me ven **aparecer***

- Use this song as a brainbreak or a reward for completing group work.

FUTURE TENSE

Vivir Mi Vida - Marc Anthony

Your students have almost certainly heard this hit before! But, did they know this hit is actually a cover of a French/Arabic bilingual song from an Algerian singer? Anthony’s remake, released in 2013, can best be used in the classroom as a conjugation exercise. Puerto Rican singer Marc Anthony sings in the future tense using the form *voy a + infinitive*. Use this energizing song to wake up your students, make them present, and practice the future tense.

Ideas for the classroom:

- Have students write the future tense of the verbs on the lyric sheet.

Voy a reír → reiré, reirás, reirá, reiremos, reiréis, reirán

Voy a bailar → _____

Voy a vivir → _____

- Ask students to write a stanza in the future tense (what they'll do this weekend, over the holiday, summer, tonight when they get home from school) and repeat the first activity with their chosen verbs.
- Read several fun facts or a short blurb about Marc Anthony in class. For homework, have the students bring in their own clues/paragraphs about their favorite artist and have the class guess which celebrity the student is describing.

COLLOQUIALISMS

Qué Difícil es Hablar el Español - Inténtalo Carito

The Ospino brothers, Juan Andres and Nicolas Ospina, wrote this hit in 2012. Their humorous lyrics and sweeping knowledge of Spanish colloquialisms earned them millions of views, despite their anonymity as a band. They've dedicated the song to "la diversidad cultural, la riqueza del lenguaje y las personas que intentaron hablar español alguna vez y no lo lograron." Therefore, you must listen to this song with your class because it's specifically dedicated to your students!

DIRECT OBJECT PRONOUNS

Aprender a Quererte - Morat

Hidden between the choruses, there are solid examples of frequently used direct object pronouns. DOPs/IOPs are often a difficult grammar concept for students to grasp. Hearing repetitive examples through lyrics helps young linguists learn these unfamiliar concepts through a more familiar/exciting approach. The song's meaning may change after viewing the music video, so incorporating this visual is a good idea if your class needs a break from lyric videos.

Ideas for the classroom:

- Recognize the direct object pronouns in the lyrics and discuss when they belong before/after the verb: *te escribo* vs. *voy a escribirte*.
- Ask students how the pronoun would change if the topic was an object (like a book, for example) instead of a person? Or a group of people?
- Watch the music video and open a discussion about its message and how it relates to their lives.

CULTURA LATINA

La Gozadera - Gente de Zona

Author's Note: One of my college professors played this song in a “*cubanidad*” class in which we discussed the process of transculturation between Havana and Miami, and it’s been a favorite ever since. Historically, music has played a huge role in cultural identity. Studying culture and music as a class can be an engaging academic experience for students. Just give *La Gozadera* listen to understand why “*el caribe somos tú y yo.*”

Ideas for the classroom:

- Break down Central and South American geography of the countries mentioned in the song using a map (Bonus points if students know capitals).
- Open a discussion about immigration, transcultural influences and why students think that *Gente de Zona* included Miami in their song.
- Mention the cultural references: *arroz con habichuela*, *tambora merenguera*, *la zandunga*. Perhaps even use this song to kick off a more in-depth project about Latin American countries.



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