

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras
Curso de Especialização em Inglês - Pós-Graduação

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WHERE WORDS FAIL, MUSIC SPEAKS

Belo Horizonte
2010

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Monografia de especialização apresentada ao Programa de Pós-Graduação – Curso de Especialização em Inglês da Universidade Federal de Minas Gerais como requisito parcial para obtenção do grau de Especialista em Inglês, na área de concentração Ensino de Língua Inglesa.

Orientadora: Profa. Dra. Andrea Machado de Almeida Mattos

Belo Horizonte
2010

M775w Monteiro, Cristina Correa.
Where words fail, music speaks [manuscrito] / Cristina Correa Monteiro. –
2010.
1 recurso online (28 f. : il., fots., color., p&b.) : pdf.
Orientadora: Ana Larissa Marciotto de Oliveira.
Monografia apresentada ao Curso de Especialização em Língua Inglesa da
Faculdade de Letras da UFMG.
Exigências do sistema: Adobe Acrobat Reader.

1. Língua inglesa – Métodos de ensino. 2. Língua inglesa – Estudo
ensino. I. Oliveira, Ana Larissa Marciotto de. II. Universidade Federal de Minas
Gerais. Faculdade de Letras. III. Título.

CDD : 420.7

UNIVERSIDADE FEDERAL DE MINAS GERAIS
CURSO DE ESPECIALIZAÇÃO EM INGLÊS/ PÓS-GRADUAÇÃO

Folha de Aprovação

“Where Words fail, music Speaks”

Cristina Correa Monteiro

Monografia submetida à banca examinadora designada pelo colegiado do curso de especialização em inglês, como requisito para obtenção do grau de especialista em Inglês, área de concentração ensino de língua Inglesa, aprovada em 17/04/2010, pela banca constituída pelos membros, Andrea Machado de Almeida Mattos e Míriam Lúcia dos Santos Jorge.

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RESUMO

Onde as palavras falham, a música fala é o título da unidade de um livro didático de Língua Inglesa para alunos do Ensino Fundamental II. Toda unidade é desenvolvida a partir do texto apresentado no gênero letra de música, que fala do amor romântico. A unidade é composta por atividades que contemplam as quatro habilidades da língua-leitura, produção escrita, produção oral e compreensão auditiva - bem como o estudo de estrutura gramatical, vocabulário, gênero textual e pronúncia, todas relacionadas ao tema da unidade. A habilidade de produção oral é apresentada na abertura da unidade, onde os alunos são convidados a compartilhar suas preferências em relação a tipos de música, bandas ou cantores, seguido pela atividade de compreensão auditiva que tem como recurso a música *"I say a little prayer for you"*, focada em vocabulário (verbs) e compreensão de informações específicas. A parte de leitura é desenvolvida a partir da letra da música, através de atividades de compreensão geral e compreensão detalhada do texto, bem como o estudo de estrutura do gênero textual em questão. As atividades de vocabulário são apresentadas em forma de palavra-cruzada, com definições de palavras que constam na letra da música. O estudo gramatical baseia-se nos diferentes usos do Futuro Simples, a partir de extratos da música, que são estudados, analisados e praticados em forma de exercícios escritos. O trabalho de pronúncia é desenvolvido a partir de diferentes sons de um mesmo conjunto de vogais. A habilidade de produção escrita requer da criação de uma paródia, em um trabalho de pares e grupos. Toda unidade é acompanhada de plano de aula detalhado com respostas das atividades e sugestões adicionais. A unidade é avaliada através de um teste escrito baseado no conteúdo da mesma, que também consta de chave de resposta.

Palavras chave: musica, letra, gênero, ritmo, vocabulário, gramática, futuro, pronúncia, produção escrita, paródia.

ABSTRACT

Where Words Fail, Music Speaks is the unit title of an English language textbook for elementary school students. Every unit is developed from the text presented in the lyrics genre, which is about romantic love. The unit is composed of activities that cover the four skills of language - reading, written production, oral production and listening comprehension - as well as the study of grammatical structure, vocabulary, text genre and pronunciation, all related to the unit theme. The oral production skill is presented at the beginning of the unit, where students are invited to share their preferences regarding types of music, bands or singers, followed by the listening comprehension activity that uses the song "I say a little prayer for you", focused on vocabulary (verbs) and understanding of specific information. The reading part is developed from the lyrics of the song, through activities of general comprehension and detailed comprehension of the text, as well as the study of the structure of the textual genre in question. Vocabulary activities are presented in the form of a crossword, with word definitions that appear in the lyrics. The grammatical study is based on the different uses of the Simple Future, from extracts from the music, which are studied, analyzed and practiced in the form of written exercises. The pronunciation work is developed from different sounds of the same set of vowels. The skill of written production requires the creation of a parody, in a work of pairs and groups. Each unit is accompanied by a detailed lesson plan with activity responses and additional suggestions. The unit is evaluated through a written test based on its content, which also includes an answer key.

Keywords: music, lyrics, genre, rhythm, vocabulary, grammar, future, pronunciation, written production, parody.

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UNIT: WHERE WORDS FAIL...MUSIC SPEAKS**TALKING**

1 - Talk to a partner asking/answering the questions below.

- Do you like music?
- What kind do you like best?
- What's your favorite band/singer?
- Do you wake up with music?
- Is there a kind of music you don't like? What is it? Why don't you like it?
- How often do you buy CDs?
- Which song is a hit nowadays in your country?
- Do you often read the lyrics of your favorite songs in English?
- Is there a piece of music which reminds you of something special?

2 - Share your partner's answers with the group.

LISTENING

1 - Listen to the first stanza of the song "*I SAY A LITTLE PRAYER*". Tick the activities mentioned in this part. 

- Brush the teeth
- Wake up
- Take off the dress
- Pray
- Choose clothes
- Put on make up
- Have coffee
- Comb hair

2 - Now listen to the whole song and circle the correct information in **bold**.

- a) The person is **breaking up / in love** with someone.
- b) Living without the partner would make the person **heartbroken / have a headache**.
- c) The person travels around the city by **bike / bus**.
- d) The person asks the partner to **believe in her love / answer her letters**.



Music is the wine that fills the cup of silence.
[Robert Fripp]

READING

1 - Read the lyrics for the song and check your answers on the previous activities.

2 - Now listen and sing!

I Say A Little Prayer

The moment I wake up,
before I put on my make up
I say a little prayer for you
While combing my hair now
And wondering which dress to wear now
I say a little prayer for you

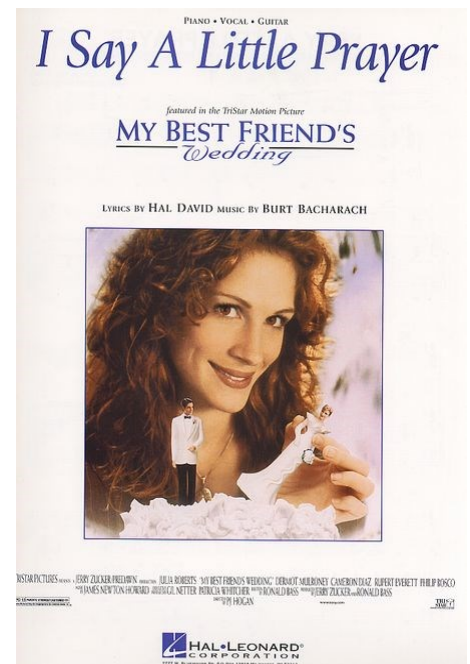
CHORUS

**Forever, and ever, you'll stay in my heart
And I will love you
forever and ever we never will part
Oh, how I love you
Together, forever that's how it must be
To live without you
Would only be heart break for me**

I run for the bus dear,
while riding I think of us, dear
I say a little prayer for you
At work I just take time,
and all through my coffee break time
I say a little prayer for you

My darling' believe me,
for me there is no one but you
Please love me too
I'm in love with you
Answer my prayer
Say you love me too
Why don't you answer my prayer, yeah
You know every day I say a little prayer
I say, I say, I say a little prayer

Song featured in the
movie "MY BEST
FRIEND'S WEDDING".
Music by BURT
BACHARACH Lyrics
by HAL DAVID



COMPREHENSION

3 - Cross the correct option. The song shows that:

- a) The partners are sure of each other's love.
- b) They have just broken up.
- c) The partner relies on Divine help to have their love requited.
- d) During the working time he/she manages to forget the partner.

4 - Find sentences in the lyrics which suggest the following:

a) A religious trait:

b) The couple will be always together.

c) A separation would cause suffering.

d) The person would like to confirm their partner's love:

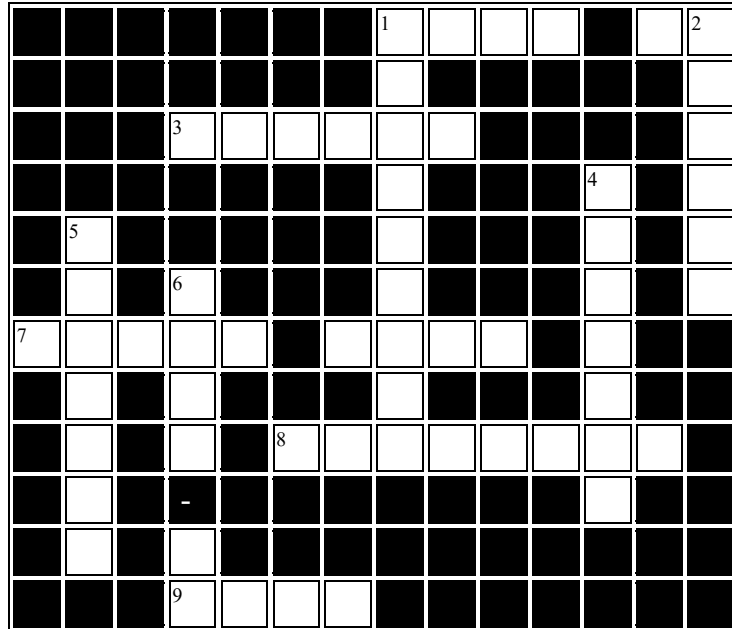
TIP: When you are listening to your favorite pieces of music in English...

- ➡ try to understand the lyrics,
- ➡ pay attention to cognate words,
- ➡ look new words up in a dictionary,
- ➡ be attentive to pronunciation,
- ➡ sing along!



VOCABULARY

1 - Read the definitions and complete the crossword using vocabulary from the lyrics on page 3.



Across

1. stop sleeping
3. traveling in a vehicle, especially as a passenger
7. a period of time when you stop what you are doing and rest, eat, etc
8. with each other; in a close relationship
9. leave each other

Down

1. thinking about something and trying to decide what you should do
2. words which you say to God giving thanks or asking for help
4. used to say that a particular situation or state will always exist
5. a way of addressing somebody that you love
6. substances used esp. by women to make their faces look more attractive



GRAMMAR

1 - These sentences were taken from the lyrics on page 3. Choose the correct option to complete the statement.

*...**you'll stay in my heart**
and **I will love you...***

The phrases in bold express:

- REQUEST
- PROMISE
- INSTANT DECISION
- PREDICTION
- OFFER

2 - Match these sentences to the other uses of WILL writing 1-4 in the circles above.

- 1) *Well, I'll have some apple pie for dessert.*
- 2) *Will you post the letter for me, please?*
- 3) *I'll carry the bags if you like.*
- 4) *It'll be windy tomorrow.*

3 - Complete the table:

SIMPLE FUTURE Promise, Request, Offer, Decision, Prediction	
Affirmative form You _____ stay in my heart.	Negative form It _____ rain tomorrow. (=won't)
Interrogative form _____ you see the movie with me?	Short answers Yes, I _____. / No, I _____. (=will not)



4 - Choose the verb from the box and complete the sentences with the future form.

- a) I think you _____ the performance tonight. It's pop music.
- b) Their band is really good. I'm sure they _____ the contest.
- c) I promise we _____ to the next concert. Today I'm not good.
- d) Let's hurry up because the theater _____ probably _____ crowded.
- e) I'm sure Kate _____ him that you borrowed the CD. It's his favorite.
- f) I know you are very busy today. I _____ you the tickets if you like.
- g) I'm exhausted. I _____ home and listen to music.
- h) _____ you _____ me as soon as you get there?

- enjoy
- call
- be
- win
- stay
- buy
- go
- not tell

PRONUNCIATION

1 - Look at the letters *ear* in each word. Are they pronounced /eə/, /ɑː/ or /ɪə/? Put the words in the correct column according to the example words.

heart wear dear

/eə/	/ɑː/	/ɪə/
<i>chair</i>	<i>car</i>	<i>ear</i>

2 - Add these words with different spelling in the columns above.

aunt	fair	here	beer	careful	Idea
laugh	start	serious	rare	there	father

3 - Listen to your teacher read the words and check your choices to 1 and 2 above.

WRITING

1 - What is a parody? Read this definition.

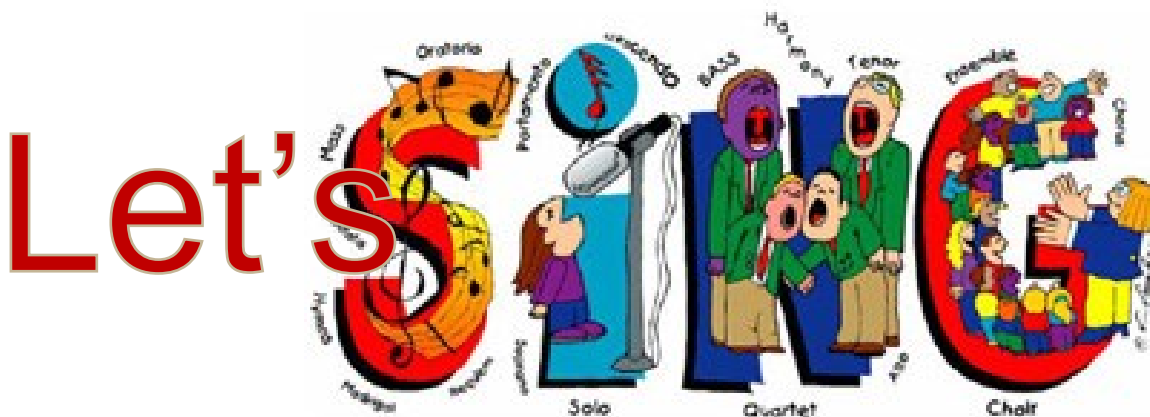


2 - Work in pairs and turn the original version of “*I say a little prayer*” into a parody. Make the necessary changes to adapt it and remember to use rhymes. Enjoy yourselves!

TIP: You can come up with a new title for the song. e.g. “*I sing a love song*” or “*I want to say goodbye*” etc...

3 - Exchange your text with another pair of students. You will read each other’s parodies and give suggestions. Make any necessary changes.

4 - Now it’s time to present your parody to the whole class.





Unit designed by *Cristina Correa Monteiro*

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- ✓ Holds a Certificate in Advanced English – University of Cambridge, 2004.
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- ✓ Has experience as an English teacher in regular schools and language centers.

LESSON PLAN

The Unit “*Where words fail, music speaks*” is designed to teenagers and young adults who have been exposed to, at least, 100 hour/classes. Thus, it demands students to be intermediate level proficient.

This Unit is organized into sections which cover all the learners’ abilities (writing, reading, comprehension and speaking). All the sections should be considered as parts of the whole, since all the activities and discussion revolve around the genre LYRICS.

The aim of this Unit is to enhance the learners’ communicative competence by challenging them to use new structures and presenting vocabulary which are important for interaction.

At the end of this Unit, students are supposed to:

- Get to know vocabulary on LYRICS;
- Use the future form (WILL) for different purposes;
- Practice the different pronunciations of the combination of letters ‘ear’, and other spellings with these same pronunciations.
- Recognize general characteristics of LYRICS;
- Work in pairs to parody a well-known song.

Talking

The activity introduces the theme of the Unit: Lyrics. The aim here is to get from students any information from their experience and preferences regarding music and give the teacher some impression of the role music plays in the students’ lives.

Warm up:

- Books closed. Put students in pairs. Give them three or four minutes to brainstorm words or expressions related to MUSIC. E.g. band, orchestra, musical instruments, lead singer, concert, sing solo etc. Elicit the words onto the board.
- Books open. Arouse students’ attention to the picture and discuss the title of the unit. Ask ‘How far do you agree with the title?’, ‘In which situations can music work better than words?’

1 - As a guideline, students follow the sequence of questions in order to keep the discussion in pairs. Walk around the classroom offering any help students may need with vocabulary etc.

Note: In small groups an open discussion may be more successful.

2 - Have students tell the group interesting or surprising points of their partner's answers.

Listening

Extra: Focus on the picture at the bottom of the page and check students' understanding of the analogy drawn between music and wine.

Ask students whether they have seen the movie "*My Best Friend's wedding*" or heard the song "*I say a little prayer*". The song was originally recorded by Aretha Franklin, and this is a recoding by Diana King. Tell them they are going to listen to part of the song to do activity 1.

1 - Read the instructions. Focus on the activities in the list and ask students which ones they don't know. Explain if necessary. Point out that they will listen to the first stanza at least twice.

Play the first stanza and then pause the CD. Play it again and check if students were able to do the task. Play it again if necessary.

Check answers:

wake up;

pray;

choose clothes;

put on make-up;

comb hair

2 - Read the instructions and focus on the words in bold. Tell students to concentrate on the task, trying to find the information they need while the whole song is played. Play the song twice. The answers will be checked while students do the Reading section.

Answers:

a) in love

b) heartbroken

- c) bus
- d) believe in her love

Reading

In this section students are presented the lyrics of the song.

1 - Give students time to read the lyrics and underline the sentences that gave them the answers to activity 2 above. Check:

- a. in love → Forever, and ever, you'll stay in my heart
- b. And I will love you
- c. heartbroken → To live without you
- d. Would only be heart break for me
- e. bus → I run for the bus dear,
- f. while riding
- g. believe in her love → My darling' believe me

Check any doubts concerning vocabulary.

2 - Play the song so that students can sing along following the lyrics.

3 - This activity focuses on general comprehension of the lyrics.

Give students time to read the options a-d. Elicit / clarify meaning of new vocabulary, e.g. *break up* (= end a relationship) and *requited* (= given in return). You may teach the expression “*requited / unrequited love*”.

Check answer: **c. The partner relies on Divine help to have their love requited.**

4 - Focus on the instructions. Elicit / explain the meaning of *trait* (= a particular characteristic) and *suffering* (= physical or mental pain).

Check answers:

- a. *I say a little prayer for you*
- b. *forever and ever we never will part*
- c. *To live without you would only be heart break for me*
- d. *Say you love me too*

Extra: Go through the **TIPS** in the speech bubble. Elicit from students whether they usually do what is suggested here or not. Motivate them to try the tips to improve their English.

Genre

Identifying different genres is a useful skill students are expected to develop in order to lead them to successful comprehension.

1 - Discuss the question with the group eliciting their reasons. Point out the advantages of listening to music in English and reading the lyrics:

- ✓ *You learn new words and expressions*
- ✓ *You listen to how words are pronounced*
- ✓ *You can use specific songs to learn grammar*
- ✓ *You can listen to it almost anywhere and at any time*
- ✓ *It is a very cheap way to improve your skills*

2 - Go through the instructions and the words in the box.

Point out that the statements characterize the genre lyrics.

Have students to guess the meaning of the unfamiliar words while they fill in the gaps. They should start from the words they know and leave the unknown ones to the end. Check answers:

- a) THOUGHTS
- b) LINES
- c) STANZAS
- d) INFORMAL
- e) RHYMING
- f) SOUND
- g) RHYTHM
- h) SINGER
- i) CONTRACTIONS

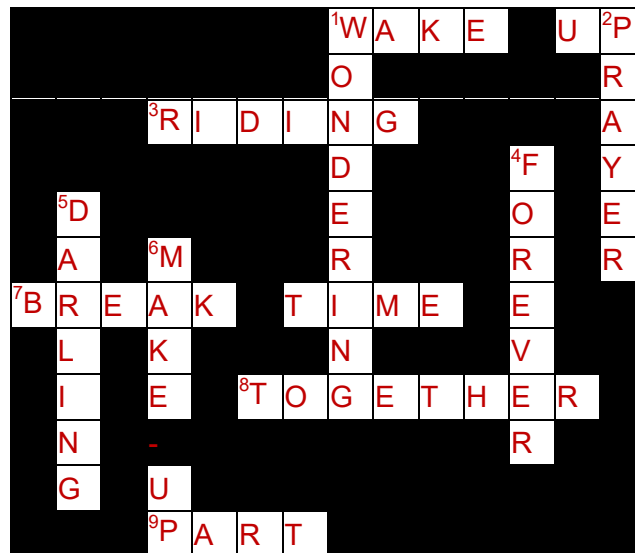
Elicit / clarify meaning of any words students guessed wrongly. Explain the difference between *rhyming* (adjective) and *rhythm* (noun).

Extra idea: Students refer back to the lyrics on page 3 to identify the characteristics listed in a-i.

Vocabulary

1 - All the words in this activity appeared in the lyrics. Give students a time limit (5 or 6 minutes) to find the words by solving the clues. When the time allowed for the task ends you say "Time's up!", so that students stop writing. You can prize the winner (the student with more correct guesses).

Check answers:



Grammar

FUTURE → WILL

1 - Focus on the instructions. Have students to understand form, meaning and usage of the sentences. Make sure they understand the options, especially *request* (= when you ask for something).

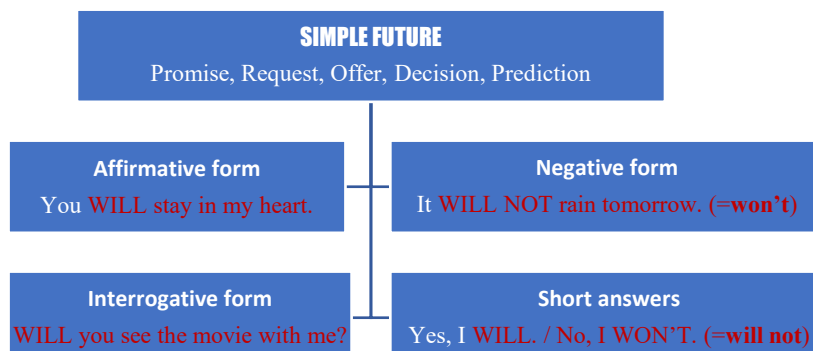
Check answer: ✓ PROMISE

2 - Explain that the future form **WILL** has all the different uses listed in activity 1. Go through the sentences and check students understand them to do the task.

Check answers:

2 REQUEST - ✓ PROMISE - 1 INSTANT DECISION - 4 PREDICTION - 3 OFFER

3 - According to what students learnt in activity 2, they complete the table showing the uses of the future form WILL.



4 - This exercise offers extra practice on the future form. Students work individually or in pairs. Check whether they have problems with vocabulary and help them while they do the task. If you prefer this activity can be used as homework.

Check answers:

- a) will enjoy
- b) will win
- c) will go
- d) will / be
- e) won't tell
- f) will buy
- g) will stay
- h) Will / call

Pronunciation

The aim of this exercise is to help students remember the different pronunciations of the combination of letters *ear*.

1 - Focus on the instructions and refer to the words used as sound examples in each column (*chair*, *car*, and *ear*).

As an open group, encourage students to say the words *heart*, *wear* and *dear* out loud to decide which sound they have.

Answers:

<i>/eə/</i>	<i>/ɑ:/</i>	<i>/ɪə/</i>
wear	heart	dear

2 - Get students' attention to the words with different spellings which have the same pronunciation as the ones in 1.

Now, individually, get students to put these words in the right column.

3 - Read the words out loud so that students may check their guesses.

Answers:

<i>/eə/</i>	<i>/ɑ:/</i>	<i>/ɪə/</i>
<u>fair</u>	<u>aunt</u>	<u>here</u>
<u>careful</u>	<u>laugh</u>	<u>beer</u>
<u>rare</u>	<u>start</u>	<u>idea</u>
<u>there</u>	<u>father</u>	<u>serious</u>

Writing

This writing task focuses on writing a parody.

1 - Focus on the definition of parody.

Elicit famous songs in their language which have been turned into parodies.

2 - Now focus on the task. We suggest that you set the writing for homework. If there is time, you may do it in class.

3 - Students will exchange their parodies with other pairs. Give them some minutes to read each other's' writing and suggest any changes to improve their final work.

4 - At this final point you may ask students permission to record their performance to the class. The recording can be shared with other groups in the school

References

→For the images:

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→For the crossword definitions:

- <http://www.oup.com/elt/catalogue/teachersites/oald7/?cc=global>

→For the song lyrics:

- <http://letras.terra.com.br/diana-king/75406/>

→Suggested videos:

- <http://www.youtube.com/watch?v=eTUKX7Ed2c8> – video for the song “I say a little prayer” with lyrics.
- <http://www.youtube.com/watch?v=OB RTPcQW2mo> – video for the song “I need you” by Marc Anthony – with scenes from the movie “My best friend’s wedding”

TEST – Unit “Where words fail, music speaks”

Name: _____	Grade: _____
Teacher: _____	Date: ____ / ____ /20____

Read the song lyrics.

<p>I Need You <i>Marc Anthony</i></p> <p>From the day that I met you, girl <input type="checkbox"/> I knew that your love would be Everything that I ever wanted in my life From the moment you spoke my name <input type="checkbox"/> I knew everything had changed Because of you I felt my life would be complete</p> <p>Oh baby I need you For the rest of my life Girl I need you (I really need, nobody but you) To make everything right Girl, I love you And I'll never deny that I need you (I really need, nobody but you)</p> <p>Nothing matters but you my love And only God above Could be the one to know exactly how I feel I could die in your arms right now Knowing that you, somehow, Would take my soul and keep it deep inside your heart</p>	<p>CHORUS</p> <p>Girl, your love to me feels just like magic When you smile, you have total control You have power like nothing I've felt before <input type="checkbox"/> I've let all of my feelings show Cause I want you to know that I need you (I really need, nobody but you)</p> <p>I need you For the rest of my <u>life</u> <input type="checkbox"/> Girl I need you (I really need, nobody but you) Say that you'll be my <u>wife</u> <input type="checkbox"/> Oh I... love you Won't you marry me, marry me I need you (I really need, nobody but you)</p>
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Source: <http://www.lyrics.com.br/>

1 - Look at the boxes in the lyrics and identify four important features which are typical of this genre. Write the letter in the box.

- a) Rhyming
- b) Verse
- c) Contraction
- d) Stanza

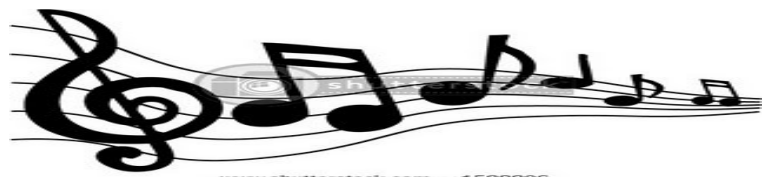


Image: <http://2.bp.blogspot.com/Fae5iQHEK6g/R-jMnfQOZkl/AAAAAAAAABwE/Lu2n-QICS-Q/s320/Notas+musicais.jpg>

2 - Read the sentences taken from the lyrics and choose the correct option.

- 1) *And I'll never deny that*
- 2) *I need you*
- 3) *Oh I... love you*
- 4) *Won't you marry me, marry me*
- 5) *When you smile, you have total control*
- 6) *You have power like nothing I've felt before*
- 7) *Nothing matters but you my love*

In which verse(s) does the singer...?

- a) make a request []
- b) make a promise []
- c) experience a new feeling []
- d) claims his partner is more important than everything else []

3 - The correct definition of the word **deny** in line 14 is:

- a) accuse someone of something
- b) say that something is not true
- c) suspect something
- d) state that someone is wrong

4 - The pronoun **it** in line 21 refers to:

- a) your heart
- b) God
- c) my soul
- d) your arms

5 - Grammar

Complete the sentences with the verbs in the Simple Future.

- 1) I'm really sorry. I _____ it again.
- 2) Don't worry! I _____ you with your project. I'm very good at drawing.
- 3) Read this book. It's my favorite. I'm sure you _____ it.
- 4) A: There's no milk. B: No problem, I _____ some.
- 5) _____ you _____ this documents for me?

**post - get – love
not do - help**

Now match each sentence to the corresponding use of future form by writing the numbers 1-5 in the boxes.

instant decision request offer prediction promise

TEST ANSWER KEY

1- (1 point each=4)

<p>I Need You <i>Marc Anthony</i></p> <p>From the day that I met you, girl <input type="checkbox"/></p> <p>I knew that your love would be</p> <p>Everything that I ever wanted in my life</p> <p>From the moment you spoke my name <input type="checkbox"/></p> <p>I knew everything had changed</p> <p>Because of you I felt my life would be complete</p> <p>Oh baby I need you For the rest of my life Girl I need you (I really need, nobody but you) To make everything right Girl, I love you And I'll never deny that I need you (I really need, nobody but you)</p> <p>Nothing matters but you my love And only God above Could be the one to know exactly how I feel I could die in your arms right now Knowing that you, somehow, Would take my soul and keep it deep inside your heart</p>	<p>CHORUS</p> <p>Girl, your love to me feels just like magic When you smile, you have total control You have power like nothing I've felt before <input type="checkbox"/></p> <p>I've let all of my feelings show Cause I want you to know that I need you (I really need, nobody but you)</p> <p>I need you <input type="checkbox"/></p> <p>For the rest of my <u>life</u> <input type="checkbox"/></p> <p>Girl I need you (I really need, nobody but you)</p> <p>Say that you'll be my <u>wife</u> <input type="checkbox"/></p> <p>Oh I... love you Won't you marry me, marry me I need you (I really need, nobody but you)</p>
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Source: <http://www.lyrics.com.br/>

2 - a. 2 b. 1 c. 3 d. 4 (1 point each=4)

3 - b (1 point)

4 - c (1 point)

5 - 1 - **won't do** or **will not do** 2 - **will help** or **'ll help** 3 - **will love** or **'ll love**4 - **will get** or **'ll get** 5 - **Will / post** (1 point each=5)instant decision 4 request 5 offer 2 prediction 3 promise 1
(1 point each=5)**NOTE:** When the teacher returns the tests after correction, he/she can show the video for the song "I need you". Source:<http://www.youtube.com/watch?v=OBRTpCQW2mo>

TEST DESIGN

Timing → approximately 60 minutes

Scoring → Each question is worth 1 point – the total grade is 20 points

Type of assessment - Formative and formal (the teacher can give feedback after it).

Theory - The students have to work with vocabulary and grammar points taught throughout the Unit, in contextualized sentences or text, associated with reading strategies. They are asked to build up sentences describing future actions.

Validity - High, since students have been prepared throughout the Unit to use vocabulary, considering all the characteristics of the genre, and use the future form (will) for different purposes.

Reliability - High, the answers in the exercises are direct or have just one possible answer.

Practicality - High, the multiple choice questions are very easy to manage and the grammar questions have only one possible answer. Scoring procedures are specified.

Authenticity - High, considering that the lyrics deal with common everyday language and is original.

Washback - Moderate, especially because the focus is not on grammar/ written production.