

Let's build a playlist for the classroom!

Language assistant name: Natalia Burgues Durán

Name of your school: Our Lady's Bower Secondary School

Language: Spanish

Name of the song: "Mincho Bar", by Buitres.

Theme of the song: A lover's longing for his beloved and the time they shared together.

Year group(s) you can use it with: 1st year and 2nd year (levels A1 to B1, adapting tasks)

How you would use it:

I used the fragment below with a group of third-year students to review vocabulary related to time (months of the year, seasons and parts of the day), as well as negating actions in Spanish (no puedo/quiero).

*A veces **Marzo** trae resacas
Hoy **no puedo** despertar
Quiero que lleves este amor bien lejos
Donde nadie, nadie
Lo pueda encontrar.*

*Sometimes, March comes with hangovers
I can't wake up today
I wish you would take this love far away
Where nobody, nobody
can ever find it.*

***Abril, otoño, atardecer.**
Café en el Mincho **a las seis.***

*April, autumn, dawn...
Coffee at Mincho, at six.*

Link to the song:

<https://www.youtube.com/watch?v=AWIQ96gWgLM>

(00:56 to 1:35)

Here is a Kahoot game in which I included this exercise among other video fragments:

<https://create.kahoot.it/share/repaso-general/a790d62b-25dd-4f8f-a79d-43056ad2d25b>

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Language: Spanish

Name of the song: “*Y nos dieron las diez*”, by Joaquín Sabina.

Theme of the song: An itinerant musician's lament for the loss of a summer love.

Year group(s) you can use it with: 3rd year

How you would use it:

I used the fragment below with a group of third-year students to review vocabulary related to time (months of the year, seasons and parts of the day), plus the time-related verbs “durar” and “tardar” (“to last” and “to take” [a given amount of time]). I also used the title of the song to introduce a popular Spanish way of referring to having taken too long to do something (“*nos dieron las diez*” or “*nos dieron las tantas*”).

El verano acabó

Summer ended.

El otoño duró lo que tarda en llegar el
invierno.

*Autumn lasted what it takes for winter to
come.*

Link to the song:

<https://www.youtube.com/watch?v=J3OtzDWBwOo>

(02:40 to 02:50)

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Name of the songs:

“¿Dónde están los ladrones?”, by Shakira

“¿Y cómo es él?”, by Marc Anthony

“Eres tú”, by Mocedades

Theme of the songs: Shakira's song is a strong criticism of political corruption; José Luis Perales's (interpreted by Marc Anthony) is a father's romantic advice to a daughter who is starting her first grown-up romantic relationship; and the one by Mocedades is a declaration of love. This last song of the three used to be played at weddings in the early 70's when the song became extremely popular throughout the Spanish-speaking world. For a while, it was actually turned into a religious praise and sung at Mass for the Virgin Mary. Since I am teaching at a Catholic school, the girls found it interesting when I told them that this was one of the songs we sang at my Holy Communion.

Year group(s) you can use it with: 1st year and 2nd year

How you would use them:

My first-year groups were studying the personal pronouns in Spanish, followed by the verbs “*ser*” and “*estar*” in the present simple tense, while the second-years were reviewing question words. I used short fragments of the songs for them to focus on recognizing these words in context. All these fragments are really useful because they repeat the words needed many times. After the students had worked on the vocabulary in their classroom manuals, I played the songs and asked them to write the forms of “*ser*” and “*estar*” they heard (first year), and a list of the question words (second year).

Shakira's "¿Dónde están los ladrones?"

¿ Dónde están los ladrones?	Where are the thieves?
¿ Dónde está el asesino?	Where is the murderer?
Quizá allá, revolcándose	Perhaps frolicking there,
En el patio del vecino.	In the neighbour's backyard.
¿Y qué pasa si son ellos ?	So, what if it's them?
¿Y qué pasa si soy yo ?	What if it's myself?

Link to the song:

<https://www.youtube.com/watch?v=TO7Q0MCkigU> (0:49 to 1:12)

José Luis Perales's "¿Y cómo es él?"

¿Y cómo es él?	So, how is he?
¿ En qué lugar se enamoró de ti?	Where did he fall in love with you?
¿De dónde es?	Where is he from?
¿A qué dedica el tiempo libre?	What does he do in his free time?
Pregúntale	Ask him why he stole a piece of my life.
Por qué ha robado un trozo de mi vida.	
Es un ladrón, que me ha robado todo.	He's a thief, who has taken everything from me.

Link to the song:

https://www.youtube.com/watch?v=nS-rnG_DGHA (0:36 to 1:58)

Mocedades – "Eres tú"

Toda mi esperanza eres tú, eres tú	All of my hope, you are, you are
Como lluvia fresca en mis manos eres	Like fresh rain in my hands
Como fuerte brisa eres tú, eres tú	Like a full breeze you are, you are
Así, así, eres tú.	Like that, like that, you are.
Eres tú	You are
como el agua de mi fuente	like the water in my fountain
Eres tú	You are
el fuego de mi hogar	the fire in my home
Eres tú,	You are
como el fuego de mi hoguera	Like the fire in my hearth
Eres tú,	You are
el trigo de mi pan	The wheat to my bread.

<https://www.youtube.com/watch?v=naAC37W42ro> (0:40 1:50)