

Find romance in Romance languages with the song Besame mucho

Presentation of the activity using different versions of the song **Besame mucho**.

DESCRIPTION

GENERAL OBJECTIVES

Understand the overall meaning of texts written in different Romance languages (Spanish, French, Italian and Portuguese)
Improve the learner's ability to decipher

SPECIFIC OBJECTIVES

Identifying comprehension and intercomprehension strategies
Being able to say or sing love words in Romance languages

SPECIFICATIONS

Year of creation: 2019

Language of the activity sheet: English

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Intended scenario: in classroom

Skills: Reading, listening, and speaking (while singing)

Evaluation insights:

Reference-based evaluation: non

Reference-based levels: Awareness and training

The lesson stage: introduction to intercomprehension and/or training

Context of use: academic context

Age group/education level: 18 to 25 years old / undergraduate students

The activity code written/spoken: both

Source Languages: English or any Romance Language except for Spanish

Target Languages: French, Spanish, Italian, Portuguese

Time (personal work not included): 3h

One or many lessons: both could be applicable depends on the time of each lesson

Work processes: individually/in groups/ all together

Target skills: Reading, listening, and speaking (while singing)

Objective: identifying similarities among Romance Languages

Technical constraints:

- using loud speakers to listen to the songs
- using a video projector to show the slides (not necessary)

List of related files:

1. Poster-Compare two versions of the song Besame mucho.pdf
2. Besame mucho-french version.pdf <https://www.youtube.com/watch?v=2ZSADBhXBm4>
3. Besame mucho-spanish version.pdf https://www.youtube.com/watch?v=LLsg_Lk819s
4. Besame mucho-portuguese version.pdf <https://dai.ly/x3wxqca>
5. Besame mucho-italian version.pdf <https://youtu.be/zVoRYMkURmA>
6. Miriadi-Find-romance-Besame-mucho-Universitari_Z-ASAAD_B-MARIE.ppt

PHASE 1 INTRODUCTION TO THE TOPIC

(SLIDES 1 & 2)

The teacher asks to the students in which language they are able to say “I love you” and “Kiss me”.

The teacher doesn’t give the answers, they are going to discover that later.

The learners are invited to discuss whether they prefer saying and hearing love words in their own language or in another language.

PHASE 2 - THE SONG IN THE ORIGINAL LANGUAGE

(SLIDES 3 & 4)

The learners will listen to the song “Besame mucho” in Spanish, the original language.

Question: In which language is this song?

(SLIDE 5)

The teacher asks the learners to identify some of the words (highlighted in yellow).

The learners will have to find similar words in other Romance languages.

PHASE 3 – THE SONG IN OTHER ROMANCE LANGUAGES

IDENTIFYING THE LANGUAGES - COLLECTIVE WORK

The teacher shows selections of versions of Besame mucho in other languages.

He/she can ask which clues can help to identify the language

(SLIDE 6) ITALIAN AND FRENCH

(SLIDE 7) PORTUGUESE

IDENTIFYING SPECIFIC WORDS - INDIVIDUAL WORK

The teacher invites the learners to examine some specific words, to find similarities with other languages and to identify them.

(SLIDE 8) ITALIAN AND FRENCH

(SLIDE 9) PORTUGUESE

Exercise: Try to find the equivalent words in the different languages

(SLIDE 10) FILL IN THE BLANK

(SLIDES 11-12) ANSWERS

END OF THIS PHASE

(SLIDE 13) - ANSWERS TO THE FIRST QUESTION (HOW DO YOU SAY "I LOVE YOU")

PHASE 4 – GET DEEPER IN THE UNDERSTANDING OF THE DIFFERENT VERSIONS

COMPARISON OF VERSIONS, TWO BY TWO, IN SMALL GROUPS

(SLIDES 14 – 15 – 16 – 17)

The learners will be organized in small groups (the best would be to have 18 students) divided into groups of 3.

Each group will have to compare two languages.

The teacher will distribute a copie of the document called "*Poster-Compare two versions of the song Besame mucho.pdf*" (the best would be if it is printed in A3 format) with two copies of corresponding lyrics.

OBSERVATION, EXPLANATION AND ANALYSIS BETWEEN PEERS

(SLIDES 18-19)

This phase is inspired by the Jigsaw classroom (https://fr.wikipedia.org/wiki/Jigsaw_classroom)

The groups will reorganize themselves in order to bring a new vision on the works done. The idea is that in each new group, at each step (each poster), there will be someone who will have to explain what has been made and collect the observations of his/her peers.

PRODUCTION OF THE FINISHED POSTERS

(SLIDES 20)

PHASE 5 – REFLECTIVE ANALYSIS

(SLIDES 21)

PHASE 6 – LET'S SING!

(SLIDES 22)

An additional work could consist in having the student count the syllables of each line and see how they can fit to the music.