**Title:** A Dream Vacation  

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**Proficiency level:**  

___ X ___ Beginning _____ Intermediate _____ Advanced  

**Grade level:**  

Adults  

**Purpose of the activity:** The learner will be able to practice the Simple past by listening to a song about a dream vacation. There is use of the Simple Past in the song.  

**Type of activity:**  

° Group work  
° Whole class listening  
° Classroom setting  

**Objective:** learners will listen to a song for gist (identifying what the song is about) and specific information (correcting deliberate mistakes)  

**Duration:** 1 hour 30 minutes  

**Materials and technology:**  

Whiteboard and markers; Madonna’s song La isla bonita DVD; DVD player; samba music audio CD; crossword puzzle worksheet; La Isla Bonita worksheet.  

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**RE-LISTENING ACTIVITIES**  

These activities aim to prepare learners linguistically, topically, and psychologically for the listening.  

1. **IRREGULAR VERB GAME**  

Learners have learned the simple past forms of regular and irregular verbs in a previous lesson.  

- Split the class into 2 groups.  
- Write the numbers 1 through 12 on slips of paper. Fold the pieces of paper and put them on the desk.  
- The group members stand up.  
- The chart below is posted on the wall.
A student from Group 1 picks up a piece of paper and unfolds it. The members of the group have to write the Simple Past of the verb corresponding to the number and use it in a sentence. If they give the Simple Past and use it in a sentence, they earn 1 point for the correct simple past and 2 points for the correct sentence. The two groups take turns playing until they finish all the verbs. In the end, the teacher, having kept the score, announces the winning team.

2. VOCABULARY: CROSSWORD PUZZLE (20 minutes)

The following activity aims to introduce the learners to key vocabulary in the song. 
- Class is split into 4 groups.
- The students in each group are handed out sheets of the crossword puzzle below.

VERTICALLY

1. John never worries about problems. He has no __________ in this world.

5. I really want to visit the Bahamas. I __________ to be there.
6. Hundreds of stars are shining in the _________.

HORIZONTALLY

2. __________ is a light or moderate wind.

3. San Pedro is an ___________. It is completely surrounded by water.

4. This beach is still in its natural state. It is a _____ beach.

6. If you get too close to bees, they may _________ you.

DIAGONALLY

7. A __________ is a large area of land that has very little water and very few plants growing on it. It is a very hot place.

8. A ______________ is a soft gentle song sung to make a child go to sleep.

Teacher writes the missing words on the board to make it easier for students to discover the answers:
- island
- sting
- lullaby
- breeze
- long
- wild
- cares
- sky

Key to crossword puzzle

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Teacher corrects the activity with the whole class.

3. LISTENING A: A DREAM VACATION
This activity is topically related to Madonna’s song.
Classroom is dimly lit.

- Students close their eyes, listen to the teacher and to samba music in the background.

Teacher: Please keep your eyes closed. Now you are on a very, very beautiful island. It's the most beautiful island in the world. You're on the beach. Eyes closed, you're lying on the warm sand, basking in the sun, and listening to a band playing music. Oh, what a warm day! What a feeling! You can hear waves breaking on the shore. You can hear people laughing, running, and splashing water on each other. It's all music to your ears. All of a sudden, some icy cold water is splashed on your face. Open your eyes. Back to reality!

WHILE-LISTENING ACTIVITIES

1. LISTENING FOR GIST: La Isla Bonita

Teacher: Listen and watch and tell me what you think the song is about. After listening and watching, students tell the teacher what they think the song is about.

Please see picture below:

2. LISTENING AND ERROR CORRECTION:

Students are handed out sheets of the song lyrics with mistakes. They watch and listen to the song and correct the mistakes. Teacher presses the pause button after each mistake to allow students to correct it.
La Isla Bonita Worksheet

Last night I **dream** of San Pedro
Just like I'd never gone, I **know** the song
A young girl with eyes like the desert
It all feels **like** yesterday, **not far away**

Chorus:

Tropical the island **bees**
All of nature **wide** and free
This is where I **love** to be
La isla bonita
And when the samba **plays**
The sun would set so high
Ring through my ears and **string** my eyes
Your Spanish **passer-by**

I **fall** in love with San Pedro
Warm wind carried on the sea, he **calls** to me
Te dije te amo
I **pray** that the days would last
They **go** so fast

(chorus)

I want to be where the sun warms the **spy**
When it's time for siesta you can watch them **go by**
Beautiful faces, no **cars** in this world
Where a girl loves a boy, and a boy loves a girl

Last night I **dream** of San Pedro
It all seems like yesterday, **not far away**

(chorus twice)

La la la la la la la
Te dije te amo
La la la la la la la
El dije que te ama

Having listened to the song and corrected the second while-listening activity, students are asked what the song is about again. Now, they understand the song better.

La Isla Bonita Lyrics

Last night I dreamt of San Pedro
Just like I'd never gone, I knew the song
A young girl with eyes like the desert
It all feels like yesterday, not far away

Chorus
Tropical the island breeze
All of nature wild and free
This is where I long to be
La isla bonita
And when the samba played
The sun would set so high
Ring through my ears and sting my eyes
Your Spanish lullaby

I fell in love with San Pedro
Warm wind carried on the sea, he called to me
Te dije te amo
I prayed that the days would last
They went so fast

(chorus)

I want to be where the sun warms the sky
When it's time for siesta you can watch them go by
Beautiful faces, no cares in this world
Where a girl loves a boy, and a boy loves a girl

Last night I dreamt of San Pedro
It all seems like yesterday, not far away

(chorus twice)

La la la la la la la
Te dije te amo
La la la la la la la
El dije que te ama

-Students stand up to watch and listen to the song for a third time and sing along in chorus.
-Students resume their seats.

POST-LISTENING ACTIVITIES

1. SPEAKING:

- Class is split into 2 groups.
- The students in each group tell each other about:
  a) the island where they were when they were closing their eyes and listening to the teacher.
  b) the music they listened to in their dream.
They also should tell their partners if their dream was similar to or different from Madonna's dream in the song.
When they have finished, the members of each group vote for the most interesting dream vacation. The members of each group tell the members of the other group about the dream vacation they voted for.
Provide students with a model.
Example:
When I was closing my eyes and listening to the teacher, I dreamt I was on a very, very beautiful island in the Caribbean Sea. I had a lot of fun. I ........

2. COLLABORATIVE WRITING:

The members of each group put their heads together to write a summary of the song. There is a secretary in each of the two groups who is responsible for writing their group’s summary of the song. The teacher should monitor the students’ work. When the students have finished, they post their summary on the wall so that the other group members can read it.