



LA CORONA

Por Bryce Hedstrom
Parodia de la canción *La Llorona*

La letra para la canción original
se ve en la próxima página



- Am Dm**
1. Todos tienen miedo, Corona, *Everyone is afraid, Corona,*
Am E7
Virus no bienvenido. (bis) *Virus [that is] not welcome/unwelcome.*
Am G
Aquí estoy en casa, Corona, *Here I am at home, Corona,*
F E
Solo y aburrido. (bis) *Alone and bored.*
2. ¡Ay de mí! ¡Corona, Corona! *Woe is me! Corona, Corona!*
Corona de ayer y hoy; (bis) *Corona of yesterday and today*
Cada día me pregunto, Corona, *Every day I am wondering, Corona*
Si al futuro me voy. (bis) *If I am going to go on to the future.*
3. Dicen que no puedo salir, Corona, *They say that I can't go outside, Corona,*
Porque me puedo enfermar. (bis) *Because I may get sick*
Hay enfermos por todas partes, Corona, *There are sick people everywhere, Corona,*
Y más grande es su penar. (bis) *And greater is their suffering [than mine]*
4. ¡Ay de mí! ¡Corona, Corona! *Woe is me! Corona, Corona!*
Corona, no sé qué me pasa. (bis) *Corona, I don't know what is happening to me*
Pero aunque la vida me aburre, Corona, *But even though life is boring me, Corona*
No saldré de mi casa. (bis) *I won't go out of my house.*

INTRODUCING VOCABULARY & CHECKING FOR COMPREHENSION

Say these words and have students indicate with a gesture if they do not recognize them. *Hand to fist* is a good one—it indicates that they are hitting a wall. Remind students that in this class, it is those that show they do NOT understand that are the true heroes.

Use gestures to teach these phrases if students do not know them. Why? Gestures help students learn faster and retain more: http://www.livescience.com/health/070702_learn_gesture.html
James Asher figured this out years ago. See his book *Learning Another Language through Actions*.

Teaching phrases in chunks of three works well. Follow these steps:

- 1) Teach each phrase one at a time and have students do the corresponding action to show they understand. Point out connections to words that students may already know. Add some banter and questions if you can think of some on the spot.
- 2) Go on with the next expression until three have been introduced.
- 3) Then say all three expressions one after the other. Tell students to wait to do the actions until you say the last one before doing all three gestures in the order you said them. Coach students to make a mini-movie in their minds of the actions as they hear them. Repeat several times, mixing up the order each time.
- 4) When students seem confident with those three expressions, ask them to close their eyes. With students' eyes closed say the three phrases one after the other, as before. If some students hesitate, do the wrong action, do nothing or peek, then review those expressions and repeat the process.
- 5) When students have those three, go on to the next set of three.

Note that students will not acquire these expressions by doing the gestures. This is just an introduction. This just gets them into students' receptive vocabulary. Once students recognize these words, they need not do the gestures every time you say them.

tienen miedo	<i>they are afraid</i>	<i>Shake palms facing forward beside face, and open mouth as if screaming in terror</i>
bienvenido	<i>welcome</i>	<i>Extend hand as if welcoming someone in</i>
no bienvenido	<i>?</i>	<i>Check to be sure students infer meaning</i>
aburrido	<i>bored</i>	<i>Tip head and put one palm on the side of your face</i> <i>Students may know the rejoinder ¡Qué aburrido!</i>
<hr/>		
me pregunto	<i>I wonder, I ask myself</i>	<i>Put pointer finger beside chin</i> <i>Ask students if they recognize the noun pregunta</i>
puedo salir	<i>I can go out</i>	<i>Use two fingers as if walking out</i>
no puedo salir	<i>?</i>	<i>Check to be sure students infer meaning</i>
puedo enfermar	<i>I can get sick</i>	<i>Hold stomach and pretend to throw up</i>
<hr/>		
por todas partes	<i>everywhere</i>	<i>Point all around</i>
penar	<i>suffering</i>	<i>Hold head as if suffering</i> <i>Students may know the rejoinder ¡Qué pena!</i>
saldré	<i>I will go out</i>	<i>Use two fingers as if walking out (same as salir)</i>
no saldré	<i>?</i>	<i>Check to be sure students infer meaning</i>

HIGH FREQUENCY VOCABULARY

*High frequency language was used in writing the parody song so that students—even those at novice levels—could understand it. This language use models how to **shelter vocabulary, not grammar**, as Susan Gross used to say.*

*Even beginning students will recognize most of the words in this song, regardless of the grammar they have been exposed to up till now. The last line, for example, uses conjugations in the present subjunctive and the future, but students will be able to understand the meaning because they will likely recognize the base form of those verbs (**aburrirse** and **salir**).*

Nearly every verb in the parody version is high frequency and highly useful to students, especially beginners. Here are the 12 verbs used in the song. 8 of them are extremely high frequency, in the top 50 most used words in the Spanish language.

ser (#8)	<i>to be</i>
haber (#11)	<i>to have</i>
estar (#17)	<i>to be</i>
tener (#18)	<i>to have, to be</i>
poder (#27)	<i>to be able</i>
decir (#28)	<i>to say</i>
ir (#30)	<i>to go</i>
saber (#46)	<i>to know</i>
salir (#111)	<i>to go out</i>
preguntar (#323)	<i>to ask a question</i>
aburrir (#4024)	<i>to get bored</i>
enfermar (#4513)	<i>to get sick</i>

*The only two verbs in the song that are not high frequency are **enfermar** (to get sick) and **aburrir** (to get bored). These verbs may be familiar to students because being sick and being bored—even under normal circumstances—are prominent in the minds of students. They are even more so now, so they may be even more useful to learners during the Corona virus lock down.*

*Frequency numbers are from **A Frequency Dictionary of Spanish**, by Mark Davies, a must-have resource for all Spanish teachers. It is available in all other major languages as well.*



6/8 Key: C (Range: C-C) Medium Tempo

LA LLORONA

Traditional huapango-style song from Oaxaca, México



Chords: Am Dm Am E7 Am G F E

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|----|--|--|
| 1. | <p>Todos me dicen el negro, Llorona
 Negro, pero cariñoso. (bis)
 Yo soy como el chile verde, Llorona
 Picante, pero sabroso (bis)</p> | <p><i>Everyone calls me the black one, Llorona</i>
 <i>Black, but affectionate.</i> (repeat)
 <i>I am like the green chile, Llorona</i>
 <i>Spicy, but tasty.</i> (repeat)</p> |
| 2. | <p>¡Ay de mí! ¡Llorona, Llorona!
 Llorona de ayer y hoy; (bis)
 Ayer maravilla fui, Llorona,
 Y ahora ni la sombra soy. (bis)</p> | <p><i>Woe is me! Llorona, Llorona!</i>
 <i>Llorona of yesterday and today;</i> (repeat)
 <i>Yesterday a marvel I was, Llorona,</i>
 <i>And now not even a shadow am I.</i> (repeat)</p> |
| 3. | <p>Salías del templo un día, Llorona,
 Cuando al pasar yo te vi. (bis)
 Hermosa huipil llevabas, Llorona
 Que la Virgen yo te creí. (bis)</p> | <p><i>You were coming out of the temple one day, Llorona</i>
 <i>When upon passing by I saw you.</i> (repeat)
 <i>A beautiful huipil you were wearing, Llorona</i>
 <i>So that the Virgin I thought you were.</i> (repeat)</p> |
| 4. | <p>Dicen que no tengo duelo, Llorona,
 Porque no me ven llorar. (bis)
 Hay muertos que no hacen ruido, Llorona,
 Y más grande es su penar. (bis)</p> | <p><i>They say that I have no pain, Llorona,</i>
 <i>Because they do not see me crying.</i> (repeat)
 <i>There are dead who do not make noise, Llorona</i>
 <i>And greater is their suffering.</i> (repeat)</p> |
| 5. | <p>La pena y la que no es pena, Llorona,
 Todo es pena para mí; (bis)
 Ayer lloraba por verte, Llorona,
 Y hoy lloro porque te vi (bis)</p> | <p><i>Grief and that which is not grief, Llorona</i>
 <i>All is grief for me;</i> (repeat)
 <i>Yesterday I cried because of seeing you, Llorona,</i>
 <i>And today I cry because I saw you.</i> (repeat)</p> |
| 6. | <p>¡Ay de mí! ¡Llorona, Llorona!
 Llorona de azul celeste. (bis)
 Aunque la vida me cueste, Llorona,
 No dejaré de quererte. (bis)</p> | <p><i>Woe is me, Llorona, Llorona,</i>
 <i>Llorona of heavenly blue.</i> (repeat)
 <i>Although (my) life it may cost me, Llorona,</i>
 <i>I will not stop loving you.</i> (repeat)</p> |

This Mexican folk song might be loosely connected with the scary legend that is also known as **La Llorona** (The Weeping Woman), which is still told in Mexico and the Southwestern U.S. It could also just be a sad song about a lost love. The haunting melody and internal clues hint that it could have a connection with the legend (for example, the last line of the fourth verse). In the legend, the ghostly wailing of **La Llorona** is often heard after dark near rivers or other bodies of water. It is said that she is lamenting her lost children, which she drowned in a moment of grief and desperation. She now endlessly wanders the waterways crying and searching for them. For more on this fascinating folktale see **La Leyenda de La Llorona Embedded Reading** on brycehedstrom.com.

In popular folklore, the legendary **La Llorona** is also blamed for all sorts of evil mischief. It is said that she often lures young men to their death by first appearing as a beautiful maiden, and later revealing herself as a horrible grimacing skeleton. Those she does not murder, she either terrifies or worse, permanently enchants them so that for the rest of their lives they will ache to see her again—and a similar sentiment is conveyed in this song. Like most true folksongs, this one has many different versions and can be interpreted in different ways.