

# Musical Fill-in

**FOCUS:** Grammar

**AGE:** Adolescents and adults

**LEVEL:** All

## MATERIALS

1. CD of an age-appropriate song that has lyrics which contain several grammatical constructions that the students have studied.
2. Transparency of song lyrics
3. "Cloze" lyrics (for projector and handout). Instructions follow.

## STEPS

1. After identifying the song and song lyrics you plan to use, create "cloze" lyrics. To do this, create blanks that students will later fill in. For example, if your students have studied the present perfect and the song lyric reads, "I have always loved you.", your "cloze" lyric might look like this:

1. I have always \_\_\_\_\_ you.
2. You \_\_\_ stolen my heart.

loving	has
loved	seen
have	etc.

In order for your students to fill this in correctly, they must have mastered the grammatical rule. Do this for all grammatical forms that students have studied in the past. On this "cloze" sheet also include a list of the answers (e.g., loved) (These should be in random order.)

2. Distribute these "cloze" lyrics to all students. Have individuals, pairs or groups complete these sheets.
3. After 15 minutes, have groups swap their papers with other individuals, pairs or groups.
4. Have groups read some of their lyrics to the larger class. The teacher should gently correct any incorrectly formed sentences.
5. Finally, play the CD recording several times. Encourage students to sing along.

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# Future Songwriters

**FOCUS:** Grammar

**AGE:** fourth grade to adults

**LEVEL:** High Beginning and intermediate

## **MATERIALS**

1. CD of an age-appropriate song that has a frequently used grammatical rule. For example, “Hero” (Enrique Iglesias) is a good song for teaching Yes/No Questions using WOULD.
2. Transparency of song lyrics
3. Handout of song lyrics

## **STEPS**

1. Place song lyrics on projector, pointing out the target grammatical construction.
2. Review the song lyrics, asking students to tell you if any vocabulary is unfamiliar. Explain the meaning of these words.
3. Play the CD. Encourage students to sing along several times. Do this for several days. (Optional: Have students act out the song’s lyrics while the song is played.)
4. Organize students in small groups of 3 to 4. On the blackboard, write the lyrics that contain the target grammatical construction. Next, show students how they can change the meanings of these sentences by replacing words and phrases. For example, the song lyric “Would you like to dance if I asked you to dance?” could be modified so it reads, “Would you like to go to the concert with me ?” or “Would John like to study French?”
5. Ask student groups to similarly modify the song lyrics in order to create new sentences. After 15 minutes, have groups share their new sentences.
6. (Optional) Ask student groups to similarly modify the song lyrics in order to create new song lyrics. Have groups perform their songs. Vote on the best group of songwriters.

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# Gramusicals

**FOCUS:** Grammar

**AGE:** All

**LEVEL:** Beginning or intermediate

## **MATERIALS**

1. A recording of a song which contains examples of the grammar rule(s) which you wish to focus on. For example, if you wish to teach the Verb + Infinitive constructions, then Marc Anthony's hit, "I Need to Know" would be quite appropriate as the lyric, "I need to know." is repeated several times in the song.
2. A lyric sheet. Examples of the target grammar construction should be underlined.
3. CD player.
4. Video of a musical such as High School Musical, Annie, Westside Story, Cabaret, etc.
5. Props including hats, glasses, costume jewelry, etc.

## **STEPS**

1. Distribute lyric sheets to students. Go over the meanings of unfamiliar words. Particularly focus on clarifying the meaning of sentences that illustrate target grammar rule(s). Explain the target grammar rule(s) and how the lyric makes use of this grammatical rule. Encourage students to create their own write original sentences that contain the same grammatical rule.

Example:

Original Song Lyric: I need to know.

Variations: I need to grow  
Sue plans to drive to Utah for the weekend.

2. Play the song, encouraging students to sing along. Do this several times until students can confidently sing the song. Practice the song for several class meetings before continuing on to the next step.
3. Tell students that they are going to write short musicals. To inspire students, show them a short segment from the musical video. Organize students into small groups of three or four. Ask students to write a mini-musical containing the

(Continued)

targeted grammar construction. Their mini-musical should consist of both dialogue and song, yet not last more than a few minutes, and correctly use the targeted grammar constructions as many times as possible.

4. Give students the necessary time (e.g., 45 minutes to more than one class meeting) to work on their musicals. Encourage them to make use of items from your collection of hats, glasses, jewelry, etc. Circulate to answer questions and provide direction. Point out any inaccurate grammatical constructions.

5. At the end of this time, have groups perform. Have the class vote on the best mini-musical.

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