

Listen Up !

FOCUS: Listening Comprehension

LEVEL: High beginner, intermediate and advanced

AGE: All

MATERIALS

1. A song recording. No more than 10 % of the vocabulary should be unfamiliar to your learners.
2. CD player.
3. Transparency of song lyrics
4. Paper containing song lyrics – Indicate on this page where you intend to pause the CD. Pause after one sentence/lyric or several sentences/lyrics, depending upon the students' linguistic level.

STEPS

1. Organize students into small groups of two to four students.
2. Play CD recording, then pause in the places that are indicated on your sheet. Wait for 2 minutes as the groups discuss the lyrics. Students will need to agree on the meaning of the song lyrics that they have just heard.
3. When time is up, ask one group representative to explain the meaning of the lyrics. Teams score a point if they correctly comprehended the lyrics.
4. (Optional) Project the lyrics. Show only the lyrics that were just heard on the recording. Point out any misinterpretations of the lyrics.
5. Repeat this Steps 2 to 4, each time with a different set of lyrics. This activity will provide students with multiple opportunities to practice their listening comprehension skills.
6. The team with the most points wins !

To make this exercise more challenging, or to allow greater opportunities to practice deriving meaning from context, use a song which contains a larger percentage of unfamiliar words.

Complimentary materials from –



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Listen To The Music

FOCUS: Listening Comprehension

AGE: All

LEVEL: Intermediate

MATERIALS

1. CD of a song that has lyrics that conjure up mental images.
2. CD player
3. Overhead projector
4. Handouts of lyrics
5. Transparency of song lyrics

STEPS

- 1, Place a copy of the song lyrics on a projector. Distribute handouts to students.
2. Go through the lyrics while students follow. Ask occasional questions to check for comprehension. Identify and explain unfamiliar vocabulary and verb idioms. Make a "Word Wall" of new vocabulary words or have students create flash cards for each of these unfamiliar words.
3. Place students in groups of 3-4.
4. Have groups stand around the periphery of the room. One group can stand at one o'clock, a second group at three o'clock, a third group at six o'clock, etc. Starting with the first group, assign each group a sentence or set of sentences that they will need to pantomime. Elementary level students can be assigned just one sentence, while more advanced learners can be given two or more sentences. You do not need to whisper or keep this information from other students.
5. Allow groups to decide how they will act out the lyrics they have been given. They should also be given time to rehearse what they will do.
6. After student groups have completed their tasks, have students stand around the room in the same sequence they were in originally.

(Continued)

Explain that you will play the CD and expect them to act out their lyrics. Students can consult the overhead projector lyrics so they know when it is their turn. They also need to perform during the allotted time and not “spill over” into the next group’s time.

7. Play the CD. When each group hears their lyrics, they act out their assigned lyrics. By doing this, they are demonstrating that they have comprehended the language in the lyrics. Do it a second time. Students may not have captured the idea the first time around.

Note: If you have a small class, then consider assigning more than one lyric to each group.

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Singing Telephone

FOCUS: Listening Comprehension

AGE: All

LEVEL: All

MATERIALS

1. CD of an age-appropriate “story-song,” a song which tells a story. Most of the vocabulary should be familiar to your students. If more than 10 % of the vocabulary words are unfamiliar, teach the vocabulary before continuing on with this activity
2. CD player.
3. Overhead projector
4. Handouts of lyrics
5. Transparency of song lyrics

STEPS

1. Organize students into groups of five students each. Have students take with them a paper and pencil, then move to the front of the room to form rows that face the blackboard.

Blackboard

X X X X X
X X X X X
X X X X X

2. Take one student from each row/group into a back room or outside. Play the recording of the “story song” for the students.

Once students have heard the recording, they return to the classroom then stand at the very end of their group’s row.

3. Now engage the students in an activity that is similar to the game, “Telephone.” First, ask the returning students to whisper a summary of the story-song to the person next to them. This person then whispers the story-song summary to the person next to them. This process continues until everyone in their row has heard the story.

(Continued)

Immediately after a student has recounted the story-song to their peer, he or she should write a summary. (This will provide students with an opportunity to write as well as speak.) The story should be conveyed in “telephone” fashion from one student to the next until all have heard the story.

4. Now call for student volunteers to share their story-song summaries with the larger group. You and the students will be amused as you listen to the renditions of the same song.

5. Finally, project the transparency containing the song lyrics and distribute the handouts. Now play the CD of the song, so everyone can hear the original story song. Play it a second time.

6. (Optional) Ask students to swap papers so they can read what others have written. An alternative is for students to turn in the written summary so the teacher can review it.

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