

Dialogues From Songs

FOCUS: Speaking

AGE: All

LEVEL: Beginning and intermediate

MATERIALS

1. CD of song, preferably a story song or a song which provokes mental images.
2. Song lyrics on projector or handout

STEPS

1. Teach key vocabulary words that are found in the song. Use flashcards or worksheets to allow for additional vocabulary practice.
2. Show lyrics on the overhead projector. Then play the CD. As students listen to the song, they can quietly read the song lyrics on the overhead or projector.
3. To make certain students fully comprehend the song's lyrics, go through the lyrics without the benefit of music. Occasionally pause, then ask comprehension questions. Play the song a second time.
4. Divide students into small groups of three or four. Have students discuss with their peers how they plan to represent the story in dialogue form. Once they have come to a consensus, they will then write dialogues that are based on the song. Encourage creative interpretation of these instructions. Student groups should then create their own props and rehearse their dialogues during the allotted time.
5. Have students take turns performing their dialogues for the class. This is a good preliminary activity for students who lack confidence speaking. As they gain confidence can perform this same activity without writing out the dialogue beforehand.

Complimentary materials from –



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Musical Discussion Circle

FOCUS: Speaking

AGE: All

LEVEL: Intermediate and Advanced

MATERIALS

1. A CD of a song that is on a topic of interest to students. For example, the song, "I heard it through the Grapevine" deals with the topic of gossip.
2. Handout of song lyrics
3. Transparency of song lyrics
4. A list of questions related to the topic. For example, the following questions could be used to engage students in a discussion on "gossip" :

- * Why do you believe people gossip ?
- * When have you regretted that you gossiped about another person ?
- * Have you ever heard gossip about yourself ?
- * What was it and how did it make you feel ?

STEPS

1. Organize students in groups of three or four. Distribute handouts of lyrics. Have groups discuss the meaning of the song lyrics. Have a group secretary record any questions regarding unfamiliar vocabulary, idioms, etc. which make the lyrics incomprehensible.
2. Now meet with the class. Project the lyrics on the overhead. Play the CD. Have students silently read the lyrics while listening to the song recording. Next ask students if there are any new or unfamiliar vocabulary, idioms, grammar, etc. Ask questions to check comprehension of song lyrics. Play the song again.
3. Organize students in two circles, one inside of the other. There should be an equal numbers of students in each circle so that all students can face a student in the other circle. Pose the first question. You may want to write it on the blackboard.

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Ask students to discuss their answers to the first question with their partners. Allow a few minutes for each member of the pair to answer the question. Then direct the outer circle of students rotate clockwise so that each student has a new partner. Students now discuss the same question with their new partner. Repeat the process of rotating and posing questions until all questions have been discussed with at least two partners.

4. Discuss the responses to the question with the larger group.

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Party Time

FOCUS: Speaking

AGE: All

LEVEL: Beginning and intermediate

MATERIALS

1. CD of song
2. Handouts of song lyrics
3. List of mini-dialogues that you created and which are based on song lyrics.

STEPS

1. Identify several sentence patterns that are found in the song lyrics. Create a two-line mini-dialogue for each pattern/routine. You may need to add a sentence in create this two-person dialogue. Make your mini-dialogue lines interesting and humorous.
2. Distribute handouts of song lyrics. Play the song recording as students read their lyrics. Discuss any unfamiliar vocabulary, verb idioms, etc.
3. Present one mini-dialogue to the class at a time. Write it on the blackboard. Make certain that students comprehend the meaning of each line. Have them practice saying the mini-dialogue lines in unison several times.
4. Have student pairs stand around the room as they might at a party.
5. Have students practice their two-line mini-dialogue with their partners. After rehearsing with their partner several times, they should find another partner, then continue practicing the mini-dialogue lines. Encourage students to change partners several times. Once a mini-dialogue has been rehearsed, encourage students to vary their mini-dialogue lines slightly.
6. Repeat Steps 1 to 4 for the remaining mini-dialogues.

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