

# Writing for Oscar !

**FOCUS:** Writing

**AGE:** All

**LEVEL:** Intermediate and low advanced

## **MATERIALS**

1. Video/DVD of a recent movie.
2. A CD of soundtrack music. Search Amazon music for “movie soundtracks.”
3. CD player.

## **STEPS**

1. Discuss the important role played by music in the movies. Often we view movies, totally unaware of the way music heightens our emotions, adds intrigue, drama and suspense to a movie plot. Play a short clip from the movie to illustrate this point.
2. Divide class into small groups of three to four students.
3. Play a few seconds of the CD containing the movie soundtrack music.
4. Have groups brainstorm, then write a portion of a movie script that could go with the music they just heard. Play the CD soundtrack segment a few times while groups meet. Groups will need to determine the exact moment at which the music should be played in their particular script. Allow 30 to 45 minutes for groups to write their scripts.
5. Have groups take turns reading and acting out their movie scripts. The instructor or a member of the group should play the soundtrack segment at the time specified by the group.
6. Have the class vote on their favorite movie script writers. In fact, they can even have their own Academy Award ceremony complete with a home-made “Oscar” !

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# Silent Movies

**FOCUS:** Writing

**AGE:** All

**LEVEL:** Intermediate or low advanced

## MATERIALS

1. DVD of an age-appropriate musical (e.g., “High School Musical,” film version of a Broadway musical, Pop music video, opera).

## STEPS

1. Tell students that you will play a portion of a music video, yet without sound. Their task is to write song lyrics for the “silent” music video.
2. Organize students into small groups of 3 to 4 students.
3. Have student groups work on their original song lyrics. Play the video repeatedly without sound. This will allow students to synchronize their lyrics with the video. Keep playing the video segment (without sound) as many times as students need for you to play it.
4. Make certain to circulate so that students have an opportunity to ask your questions regarding their English grammar and vocabulary.
5. Have groups sing their lyrics for the class while the silent video is played.
6. Have the class vote to determine which group wrote the best music lyrics.

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# Half The Story

**FOCUS:** Writing

**AGE:** All

**LEVEL:** High beginning and low intermediate

## **MATERIALS**

1. Two CDs of songs which tells a story. Country western melodies are very good for this.
2. Handout of song # 2 lyrics (Do not include all of the song lyrics, only the first half. )
3. Transparency of the handout

## **STEPS**

1. Distribute the handouts of the first song. Show the transparency to the entire class. Make certain students comprehend unfamiliar vocabulary. Place any new vocabulary on a "Word Wall."
2. Play the CD while students read the lyrics. Afterwards, ask several comprehension questions to make certain that students fully understand the song. Play the song a second time.
3. Have the entire class collaborate as they decide how the story will end. Write each sentence on the blackboard or transparency. The class has now written the conclusion of the story.
4. Now that it is clear what is expected, repeat this process with the second song. Repeat steps 1 to 2, then for Step 3, ask pairs or groups of 3-4 students to write their own story endings.
5. Allow enough time for students to finish the task. This may require more than one class meeting. Circulate so that you can provide assistance and direction.
6. Have students share their stories with other pairs or groups.
7. After 15 minutes, ask volunteers to read their stories to the entire class. Also. ask students to tell you which groups wrote a particularly novel set of lyrics. Then ask those groups to perform.

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