Activities

Activity 1: Talk when the music stops
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Level: All

A lively mingle activity to get students moving and talking about various topics.
This is a great activity to:
 a) wake students up in the first lesson in the morning,
b) make students move e.g. during a double lesson, when concentration decreases or after sitting for hours,
c) encourage lazier or shyer students to speak.

Procedures:
1. Find a tape/CD with lively music.
2. Students divide into two groups which are the same size (with odd numbers the teacher joins with remote control) and form two concentric circles.
3. When the music starts, the outer circle moves clockwise, the inner circle anti-clockwise.
4. When the teacher stops the music after some time, students have to stop too and everybody faces a partner in the other circle.
5. The teacher calls out a topic which students have to discuss until the music starts again. The topic depends on the level of the class e.g. Elementary/pre-intermediate: weather, hobby, family, pets, holidays, school. Intermediate: neighbours, favourite invention, future ambitions, going out. Upper-intermediate/advanced: pollution, generation gap, beauty craze, alienation, politics.
6. When the teacher starts the music, students move on until it stops again (make sure new pairs are formed)

Activity 2: Pre-listening vocabulary story
Level: All

Procedures:
1. Take vocabulary from a song. Put eight or ten words at random on your black/white board. Students get up and ask each other what the words mean.
2. Put students into groups of 3 or 4 to write a quick story using the words.
3. Play the song. Students must shout STOP any time they hear one of the new vocabulary words. First student to shout correctly gets a point for their team.

Other ideas:
1. Speculation: Put the title of the song on the board. Have students in pairs make guesses about what the song is about and write them down on a piece
of paper. Then have students pass their papers a group to the left and have them read them. Students must guess if the other students guess is the same or different than theirs.

2. Pictures: Get a picture of the performers. Have students make up a story about them. (Or) get a picture that relates to the subject matter of the song. Students must guess about the song.

**Activity 3: Describing how music makes you feel**  
Level: All

Materials Needed:
1. CD/Tape Player.
2. Recordings of a variety of styles of music, such as: jazz, classical, show tunes, rap, etc.
3. Chart with different facial expressions that demonstrate different feelings, such as being: happy, sad, lonely, grumpy, angry, excited, etc. (for lower groups). The word that describes the feeling should be written under the picture on cards that can be removed. Brainstorm (more difficult words for higher levels).

Procedures:
1. Using the chart discuss the different types of feelings that people experience.
2. Discuss with the class that different types of music express different types of feelings. Some music sounds happy, some sounds sad, other music sounds angry, etc.
3. Remove the words that describe the feelings leaving up the pictures.
4. Distribute a piece of plain paper and have the students fold the paper into fourth. Have them number the boxes 1-4.
5. Play a short section of a piece of music-about 20-30 seconds. Have the students write down the word that describes the feeling they felt in box 1. Repeat the process three more times for boxes 2-4. You can play each section of music again and ask the class what their answers were and why they chose that feeling.

**Activity 4: Memories of things past**  
Level: Intermediate
Materials Needed: Musical openings, (see photocopy at the back).

**Activity 5: Musical Stamping**  
Level: Lower
Materials Needed:
1. Recording of song containing new target vocabulary.
2. Illustrations of target vocabulary pasted to large 8 1/2" X 11" cards. Illustrations may be hard drawn or clipped from magazines. It
is not advisable to introduce more than ten new vocabulary words, since this may overwhelm your learners.

3. Tape recorder or CD player.
4. Overhead projector and transparency of song lyrics.

Procedures:
1. Place lyrics on overhead projector. Go over the meaning of each song lyric. As you say each target vocabulary word, point to the corresponding illustration card.

2. Place cards on the floor in a circle. All cards should be placed face up so that they can be seen by all.

3. Enlist the assistance of approximately eight student volunteers. Assemble the students around the pictures. Explain that they should walk clockwise around the cards as they listen to the recording. When they hear one of the target vocabulary, they should race to place their foot on the card containing the illustration of that particular vocabulary word.

4. Play the music. The class, with the exception of the student volunteers, should sing along with the recording. They may refer to the lyrics which appear on the transparency. Press the stop or pause button immediately after one of the target vocabulary words is sung. The student volunteers will scurry as they place their toes on the correct illustration. The last students to do so will be "out."

5. Repeat the process described in 4 until one student remains in the game. Enlist a new group of volunteers, then continue quizzing students on the target vocabulary as described in 4 above. Keep adding members until you have tested the students' knowledge of the target vocabulary words several times.

Bibliography

Books
Musical Openings. Using Music in the Language Classroom
Pilgrims Longman Resource Book. David Cranmer & Clement Laroy

English Teaching Professional
A Musical Experience, Paola Vettorel, September 2007
Sing and the world sings with you, Andy Reed, November 2006

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