

IN CLASS	<ol style="list-style-type: none"> 1 Give out the list of possible songs and sample lines. 2 Tell the students briefly how to do the activity (say for example: <i>The director of the school was asked what he thought of the new students this year and he answered (sing), 'Yesterday, all my troubles seemed so far away, now it looks as though they're here to stay.'</i>). 3 Ask students to work in pairs. They look at the song lines, think of someone they would like to interview, and write questions to fit some of the lines. 4 When they have finished writing, they can perform the interview for the class.
VARIATION	With advanced-level classes working on literature, a more sophisticated task can be done. Students record their questions and then find and record portions of different pop songs as answers. A student in a literature class once did a highly successful interview of King Lear in which he answers 'You may be right, I may be crazy' (The Rolling Stones). This variation requires more preparation for the students and more time to carry out.
REMARKS	This activity is relatively easy to do if the students start with the answers (the lines from songs), then try to think of a suitable interviewee and suitable questions. If they start with questions, most students will find it too difficult to find song lines as answers (see Variation above).

4.5 Partial song dictation

LEVEL	Intermediate to advanced
TIME	15 minutes
AIM	To encourage students to create and predict.
PREPARATION	<ol style="list-style-type: none"> 1 Find a song which the class would enjoy but which is not known to them. 2 Prepare hand-outs of the lyrics (see the examples below).
IN CLASS	<ol style="list-style-type: none"> 1 Dictate the first few lines, or partial lines, and ask the students to complete the rest of the verse, either in rhyme or in prose. Tell them that they will be hearing the song later, but that they should write their own words first. 2 When they have finished, let them share what they have written with a partner. Then ask for volunteers to share what they have written with the whole class.

3 Hand out the lyrics and ask the students to compare the themes that they developed to the ones in the actual song.

4 Finally, play the song.

EXAMPLE

I'm the Great Pretender: Freddy Mercury

Partial text: Finish line 2 and write two more lines.

Oh, yes. I'm the great pretender

Pretending . . .

One student's version

Oh yes. I'm the great pretender

Pretending I understand

I smile and look interested

But I'm not here.

4.6 Mass distance dictation

LEVEL

All levels

TIME

10–15 minutes

AIM

To practise giving and receiving dictations, using selective listening and exaggerated pronunciation; to have fun.

PREPARATION

Prepare on slips of paper two sections of a song, labelled A and B. Prepare several songs. You will also need some adhesive or sticky tape.

IN CLASS

1 While the class is busy with another activity, stick the slips of paper up on the wall, either in a neighbouring classroom, in the corridor, or on the front wall of the classroom. (The greater the distance, the more the students have to exercise their short-term memory.)

2 Organize the class into pairs and explain that one member of each pair should take a pencil and go and select a song, write their name at the bottom of the paper, and then memorize as much as they can of the first few lines.

3 They then come back and dictate it to their partners, who write it down. The first students can go back to look at the songs several times until they have finished their part (A). To encourage selective listening (since many people will be speaking at the same time) and exaggerated pronunciation, I put the writers on one side of the room and I tell the dictating partners not to get any closer than about three metres to their partners.