



# Aula de inglés

REVISTA DE METODOLOGIA PRACTICA  
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## EDITORIAL

Nos llegan numerosas quejas sobre la irregular distribución de la revista. En algunos casos, cuando a las personas que indican que no la reciben se les pregunta si han renovado la suscripción, admiten que no lo han hecho o no lo recuerdan con seguridad. Es obvio que la distribuidora no envía las revistas a quien no renueva la suscripción. Os recordamos que el pequeño detalle de pagar la suscripción es imprescindible para recibir la revista. Ahora es el mejor momento de renovar para el curso 86-87.

Este verano se van a celebrar numerosos cursos para profesores de inglés. Esta ha sido la tónica de los últimos veranos. Sin embargo, ha sido escasa la difusión y la comunicación de la experiencia obtenida en estas ocasiones. Sería muy interesante, en algunos casos casi obligado pues este es el objetivo último de algunos curso, que los profesores que asistan este verano, se preocupen de divulgar esas experiencias ofreciendo cursillos similares para la mayoría del profesorado que no puede asistir a los cursos originales. Aula de Inglés se ofrece para publicar las aportaciones que consideréis de interés divulgar por medio de la revista.

Os deseamos un feliz verano a todos y esperamos seguir manteniendo vuestro interés el próximo curso.

Aula de Inglés publica tres números por curso  
Los artículos aparecen indistintamente en inglés o castellano.

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# «Once upon a tune,...»

How often have you been asked by your students to use this or that favourite pop song, instead of "Mister Monday" or "Cloudsongs"?

And how long have you spent racking your brains, trying to think of a way to present *their* song?

Most songs present some sort of story, so why not take advantage of this, well-spiced with some of your own inventiveness, as a story-telling and vocabulary-building exercise, providing your students with the song they asked for?

Here are two examples for you to try out before asking your students which song(s) they'd like you to use. These notes are *not* intended to be followed word for word but rather to guide you towards a type of exercise which my students have found very rewarding.

**SONG:** «Every breath you take» by The Police.

Story: The *true* story of Dr. Frankenstein's Monster.

Level: Post-elementary and above (i.e. after 100 hours of English).

Time: 50-60 minutes.

Preparation: New/key word cards (50 cm x 6 cm) and a handout with the same words jumbled up.

New/key words: breath, word, heart, smile, move, game, ache (verb), fake (verb), bond, baby, night, vow, without a trace, dream, long for (verb), keep crying, replace, plus any others you may consider necessary.

## STORY SKELETON

Dr. Frankenstein's experiments → perfect man  
 breath move walk speak  
 Father/son relationship develops → «Baby»  
 educates him  
 plays with him  
 talks to him  
 Experiment goes wrong → too strong → behaves badly  
 takes smiles → Dr afraid  
 Dr ties him up → breaks bonds and escapes  
 Dr loses his mind → nightmares → sees his face  
 One morning wakes up at his desk → he has written a poem

## PLAY SONG

## PROCEDURE

- BEGIN the class by asking students if they know the *true* story of Dr. Frankenstein's Monster. Elicit as much as you can in terms of physical description, writing the vocabulary on the blackboard. NOW ask them to make their own drawings of the monster. Have them compare these and then put on the classroom walls.
- TELL them the story<sup>1</sup> based on the above skeleton and the text of the song. Use the prepared cards as you tell it, putting them on the board as you introduce them. Use the key words in sentences from the text whenever possible in order to benefit from the repetitions when later listening to the song.
- WHEN you introduce the song give the class the list of new/key words and ask them to each one as they hear them in the song. The second time they listen to the song, have them number the words in the order in which they hear them.
- Distribute copies of the text and deal with any other problems of understanding.

- PUT the class into groups of 3/4 and ask them to write the story. Put the finished versions up on the classroom walls with their drawings.

One group of students in Granada (Spain) wrote this story (which I have not corrected):

Dr. Frankenstein was a lonely man. He wanted to make a robot very similar to a person and for this he took some parts of dead bodys, he tooked arms, legs, eyes and some others ones inside the body. The most important was the heart. He had to teach him to «breathe», to «move», to «smile», and every day he told the robot to say a new word and play games with him because the relationship was like that a father and a baby (...). The Dr tied him up but the monster broke the bonds and disappeared without a trace. The Dr was aching and longed for him, he kept crying all day because he couldn't replace his baby with anybody.

**SONG:** «Moonlight Shadow» by Mike Oldfield.

Story: A tragic love story.

Level: Post-elementary and above.

Time: 50-60 minutes.

Preparation: New/key word cards.

Word list should include: moonlight, shadow, worried, riddle(?), desperate, push through sorrow, silhouette, gun, a-hundred-and-five<sup>2</sup>, vision, pray, Heaven plus any others you may consider necessary.

## STORY SKELETON

Setting  
 Boy and Girl → walking  
 → talking  
 → telling jokes  
 Girl has a premonition → "sees" silhouette of a gun  
 They hear sirens/see flashing lights  
 Boy goes to investigate → Girl told to stay in trees  
 She hears 6 shots  
 Panics  
 Runs after Boy  
 Crowd → backs to the Girl → pushes through → can't  
 Knows Boy is on the other side of the crowd  
 Knows he is dead → Reaches the body  
 → Policeman talking on radio matter-of-fact  
 «a-hundred-and-five»<sup>2</sup>  
 Girl breaks down → prays  
 Weeks later having dreams/nightmares  
 Wakes up at 4 a.m. → moonlight shadows → vision of Boy  
 → talks to her  
 → says he will wait for her  
 Nightmares end  
 She will wait for him on the other side

## PROCEDURE

This time it's up to you!

<sup>1</sup> ACKNOWLEDGEMENT: The basic story-telling technique which I use is from Morgan & Rinvoluceri, *Once Upon a Time* (C.U.P.).

<sup>2</sup> «Police radio code for a murder by person or persons unknown» is the explanation I use for this.