

How To Engage English Language Students With Songs? Try this!



DESCRIPTION:

This STEP-BY-STEP LESSON PLAN for ENGLISH language TEACHING features the song "Nothing to Declare" by MGMT and its impactful music video. Students **DISCUSS** overcoming obstacles, **ANALYZE** and **DRAW** parallels between photos and the song's message, **READ** narratives with missing words, in pairs, **GUESS** the words that complete the sentences, **LISTEN** to an audio to confirm, **READ** and **CORRECT** the lyrics, and **COLLABORATE** in **GROUPS** to nail down the correct answers in a friendly competition.

OBS: This lesson plan was made for ONLINE TEACHING, but it can be modified for face-to-face instruction, as well.

Language level: B1

Learner type: All ages

Skills: listening, writing, speaking, reading

Topic: Overcoming personal challenges

Materials: Genially [presentation](#), [worksheet.pdf/editable pdf](#) worksheet

Duration: about 1 hour



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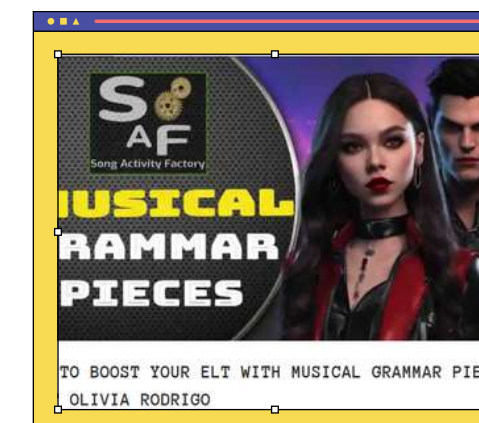
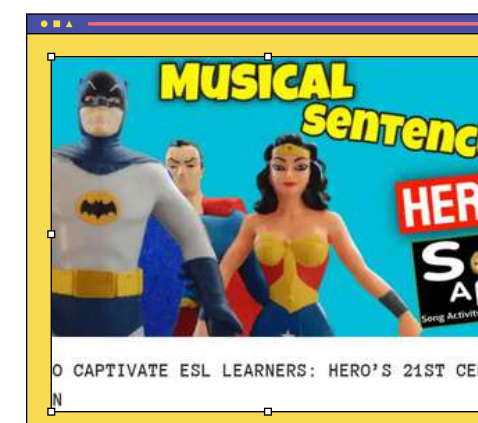
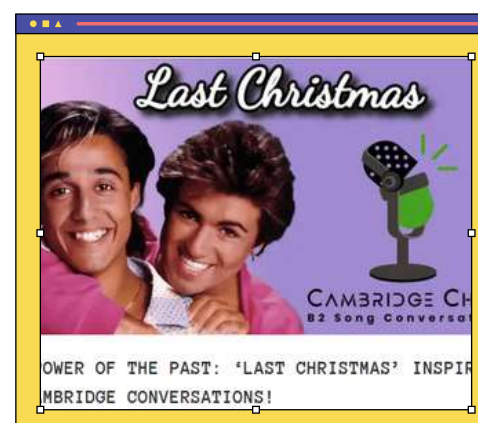


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INSTRUCTIONS

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STEP-BY-STEP LESSON PLAN

Step 1 (5 min)

Genially presentation slide 01 [LINK](#)

Ask your students: What kind of challenges do people sometimes have to overcome in life? Have students answer and explain their ideas.

Step 2 (5 min)

Slide 2. People overcoming challenges in different situations (photos)

Have several students describe the pictures.

Ask: What obstacles are they overcoming?

How do you overcome challenges in your life?

Note. You can use this slide to have some extra practice for Cambridge English: First and First For Schools Speaking Paper part 2, by having students choose 2 pictures and compare them.

Step 3 (7 min)

Slide 3. Students read about 4 people talking about their challenges

Each text has a word missing. In pairs (breakout rooms), have students come up with a word that fits the gaps and also answer the question: What do these stories have in common?

Step 4 (5 min)

The pairs share their ideas. Do not give the answers, just have a mini discussion and ask other students if they agree or disagree and why.

Step 5 (3 min)

Slide 4. Play the audio for students to check.

Students listen to the 4 people and check their answers

Ask students, "Which person's story did you like best? Why?"

Answers and tapescript:

"My name is Lucas. I can't hear. But I learned sign language and it changed my life. Now, I make **beautiful** pictures that tell stories without sound. I show people that you don't need to hear to understand the world."

"I'm Ava. I use a wheelchair, It doesn't **stop** me, though. I race in my wheelchair and travel to new places. My wheelchair lets me go everywhere I want. It helps me be free."

"Hello, I'm Ethan. I lost my sight, but my ears got better. I love music and play the **piano**. I feel the music in a special way and share this with everyone."

"My name is Sofia. Moving and talking are hard for me. But I never give up. I use **computers** to talk to people. I help others like me. I believe we all can do great things."

Step 6 (7 min)

Lyrics Worksheet. Grammar correction: verb tenses.

Individually, have students correct the 6 errors in the verb tenses. Glve them some time to do it, but do not correct it now.

Note. There is a normal pdf worksheet and also an editable pdf worksheet your students can download and complete the exercise by typing directly on it. See the links in the description.

Step 7 (7 min)

Group Competition. Divide students into small groups (breakout rooms) to compare their answers and come to a final conclusion about the right corrections.. Have students choose a captain to send you the answers via check box in the next step.

Step 8 (5 min)

As the captains send you the groups' answers, award points to each right one. (but do not tell them who won yet!)

Ask students if they recognize the song and/or singer.

Play the song for students to check. The group with more points is the winner!

AUDIO [LINK](#)

answers:

Corrections (1, 2):

THERE IS NOTHING TO REPLY

I CAN SEE IT FLOATING

Corrections (3, 4):

I'M HOLDING

THEN I END UP

Corrections (5, 6):

ALL THE DOCUMENTS ARE THERE

I CAN TELL THE PEARL'S...

Step 9 (5 min)

Ask student what they think the music video for the song could be like. have them speculate based on the lyrics and everything they've discussed so far.

Step 10 (5 - 7 min)

Play the music video for them to check their ideas VIDEO [LINK](#)

The music video is sure to catch their attention and I'm sure you can use the questions below to end the class on a high note capturing their impressions and thoughts:

Ask some or all of the questions below.

"Was the video like what you thought it would be? What was the same or different?"

"How did the story in the video help you understand the song better?"

"What did you feel when you watched the girl's story in the video?"

"How did the video make you think differently about people with disabilities?"

"Which part of the video did you remember most, and why did it stand out to you?"

That's it for this week! I hope this activity is helpful and enjoyable!

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Happy teaching! :)

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