

MUSICAL GRAMMAR PIECES

Tom Grennan - Someone I Used to Know



DESCRIPTION:

In this song-based lesson plan featuring "Someone I Used To Know" by Tom Grennan, students READ the lyrics extracts, CORRECT them individually, LISTEN to the extracts to check their corrections, COMPARE answers in small groups and DECIDE on the final corrected version for a group 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 : speaking, listening, reading and writing

Topic: grammar correction; VERBS (simple present, present continuous, modals, plural nouns, pronouns, possessive adjectives)

Materials : genial.ly presentation

Duration: 45 min - 1 hour

Downloadable Materials: none



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STEP-BY-STEP LESSON PLAN

Step 1 (5 min)

Ask them what their favorite kind of music is, etc. Tell your students that in this class they are going to work with a song and correct grammar mistakes in the lyrics.

Screen-share the slide from the GENIALLY presentation ([LINK](#)) with the first MGP (Musical Grammar Piece) with the grammar mistakes.

Step 2 (3 min)

Give 2 minutes for the students to correct the THREE mistakes (individually in the main room) But tell them not to give the answers now.

Step 3 (5 min)

Screen-share the second lyrics extract. And repeat step 2

Step 4 (5 min)

Screen-share the third lyrics extract. And repeat step 2

Step 5 (10 - 15 min)

PLAY the lyrics extracts so they can check their work. Play the extracts 2 or 3 times.

Step 6 (10 min)

Divide students into small groups, and put them in **BREAKOUT ROOMS**. They are going to compare their answers and come to a final group decision on the corrections.

Step 7 (5 - 10 min)

Back to the main room. A student from each group (the captain) will send you (privately) the corrected sentences for the first extract in the CHAT BOX. Award points to the right corrections. Then, do the same with the other extracts. The group with more right corrections is the winner!

SEE ANSWER KEY on the next page.

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

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Happy teaching! :)

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Are your students **ENGAGED** and **EAGER** to **LEARN ENGLISH?**

Or just bored and unmotivated?

Do you **use songs creatively** in your class?

Or just the same old gap fill worksheet?

Do you want to be **more creative** in your teaching?

Would you like to use songs in a **meaningful** way and grab your **students' attention?**

Click [HERE](#) to know how!

ANSWER KEY

MGP 01

*I kept our photographs, but somehow they **don't** look the same (doesn't)
Like all the memories that we made
Your silence **speaks** so loud, am I supposed to stand and wait? (speak)
'Cause I'm done with all the **games** you play (game)*

MGP 02

*And now I'm running through the dark and I don't **see** the way (sees)
Caught in the crossfire of you and I, no one to blame
Still, I don't know why **this** is how it goes (these)
Your colours have been shown
Now standing right in front of **me** is someone I used to know (my)*

MGP 03

*So do you ever **stop** to think and try to call me up? (stopped)
Oh, I don't think I'm **asking** for much (ask)
'Cause I refuse to beg, but I wish that you could see me cry
It **weighs** so heavy on my shoulders (weigh)*