

SONG ACTIVITY FACTORY

[022 - 23]



Dictolyrics: Post Malone - Overdrive



DESCRIPTION:

This song-based **STEP-BY-STEP LESSON PLAN** for **ENGLISH** language **TEACHING** features the lyrics extract and music video for **Post Malone's Overdrive**. Students **WORK** with vocabulary words, **WRITE** down some lyrics dictated from a video, **WRITE** a final version of the lyrics in pairs and answer questions about it, **LISTEN** to the song and **WATCH** the music video.

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

Language level: B1+ and above

Learner type: All ages

Skills: Speaking, reading, listening, writing

Topic: self-acceptance

Materials: Genially presentation

Duration: Approximately 1 hour

Downloadable materials: none



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STEP-BY-STEP LESSON PLAN

Step 1 (5 MIN)

Slide 1 genially presentation [link](#). Quote: "**Stay real, stay you.**" ask students to say what they understand by this quote and if they agree or disagree with it and why.

Step 2 (10 - 15 min)

Tell your students that you are going to work with a song that is connected to the theme of the previous quote. However, they are going to do a vocab exercise first.

vocabulary - matching exercise slide 02

Students match the words with their meanings using the context from the example sentences.

Give them some time to do the exercise and then correct. Answers are in slide 3.

Exercise 2. (slide4)

Students write 3 sentences about the picture below using the words from exercise 1 (if you're doing this online, you can ask students to send you the sentences via chat box).

Have students read their sentences.

Step 3 (7 min)

Dictolyrics. Individual task

Tell your students that they are going to watch a video in which part of a song's lyrics are heard. And they have to write down what they understand. Emphasize that it's ok if they do not get all the words. However, it's important that they write what they get, even if it's just separate words in the sentence.

Do not tell them whose song it is yet.

video script:

I spend my nights on overdrive.

I live my life so overtired.

And there's nowhere I can hide.

Now I live my life on overdrive.

I could be more like him If that's cool with you.

I'd do anything to be cool to you, cool to you.

I live my life on overdrive.

I spend my nights so uninspired

There ain't no angels in this world so I live my life on overdrive.

I'd remove my tattoos If that's cool to you.

I'd do anything to be cool to you, cool to you, uh.

Note on **ain't**: It is not standard English and can mean: short form of am not, is not, are not, has not, or have not

Step 4 (5 min)

Ask students if they know what song it is. (do not tell them just yet!) Play the song extract (embedded in the blog post) so students can check their sentences and make changes. Ask them if they recognize the song now or the singer. (the singer is Post Malone and the song is "Overdrive") obs: do not correct their work now as they are going to do this in pairs.

Step 5 (5 min)

In pairs (breakout rooms), students compare their work and get to a conclusion on the final version.

Step 6 (7 MIN)

Get random students to write down the first line of the verse in the CHAT BOX. Have other students correct it. Do this for the other lines until you finish correcting the verse.

Step 7 (5 MIN)

In pairs (breakout rooms), students answer questions about the lyrics extract (slide7)

Step 8 (7 MIN)

Have the pairs share their answers and have a mini discussion

Step 9 (5 MIN)

Students watch the music video and comment on it to close the activity
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!