

SONG ACTIVITY FACTORY

[025 - 2023]



DESCRIPTION:

In this dynamic song-based lesson plan, students engage with the song "**I'll Be**" by **Colbie Caillat feat. Sheryl Crow**. They **discuss** what makes a song great, **analyze** its lyrics, **identify** comparative adjectives, **recognize** frequency adverbs, complete lyrics using the **WILL future**, **speculate** about a potential music video, and conclude with a **music video viewing**, fostering language skills through music, critical thinking, and creativity.

Language level: B1

Learner type: All ages

Skills: listening, speaking, reading, writing

Topic: commitment and reliability, friendship

Grammar: Simple future, frequency adverbs

Materials: genially presentation, Youtube video

Duration: 45 - 60 min



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STEP-BY-STEP LESSON PLAN

Step 1 (5 min)

Ask your students to tell you what makes a good song. Is it the rhythm, the singer/ band or the message?

Ask students to share their opinions and ask them to tell you their favorite songs and why they like them.

Step 2 (7 min)

Tell your students that you are going to show them the first line from a song.

[\[GENIALLY PRESENTATION LINK\]](#) **Slide 01** has the first line. Have a student read it. Ask students to say what they think the song is going to be about based on the first line.

Show **slide 02**, and do the same. Have different students give their opinions, and also predict what the other lines are going to be. do this for the first 4 lines of the song (slides 1-4).

After the line 4 in **slide 04**, ask students what kind of song they think it is: fast, slow, happy, sad, music genre, etc. and why.

Step 3 (5 min)

slide 05 has the verse 1 and the audio for verses 1 and 2. there's a listening exercise here for students to identify a comparative adjective in the extract.

Before playing it, check if students remember comparative adjectives by having them give you examples, and write them on the board.

answer (brighter).

verse 1:
Low, when you're feelin' low
And you just don't know where to run to
And broke, if your heart's been broke*
And you feel like you're all alone

verse 2:
Listen to a
comparative adjective in verse 2!
Can you identify it?

Musical Lines 01 - Verses 1/2 - teachin...
Listen to verses 1 and 2.
Can you identify a comparative adjective in verse 2?

Step 4 (7 min)

Slide 06 has another listening exercise, this time, students have to identify frequency adverbs in it. Also, they have to count how many times each one is sung.

answer: always (4) never (2)

I'm **never** gonna let you down, **always** gonna build you up
When you're feelin' lost, I will **always** find you, love
Never gonna walk away, **always** gonna have your back
And if nothin' else, you can **always** count on that
When you need me, I will be here
I'll be here, I'll be here, I'll be here

Chorus:
What **frequency adverbs** can you identify in the chorus?
How many times does she sing each one?

Musical Lines 01 - Chorus - teach...
Listen to the chorus.
What frequency adverbs can you identify in it?
How many times does she sing each?

Step 5 (10 min)

Share your screen with the lyrics exercise in slides 07 - 09 Students have to fill the gaps with the verbs in parentheses using **WILL./ WON'T**

Go slide by slide and give time for students to write down their answers in the chat (if you're doing this online).

Step 6 (7 min)

Ask students what they think the music video for this song could be like. Have students share their ideas.

Step 7 (5 -7 min)

Play the music video for students to check their ideas. Then, have them comment on it to finish the activity. music video [LINK](#)

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!