



Dua lipa, David Guetta & More! Listening Song Activity for English Language Teaching

DESCRIPTION:

These are quick and fun Listening Activities to break the pace of your English language teaching classes and give students a breath of fresh air while at the same time, reviewing some grammar points like the Simple Past Tense, Simple Present, Comparatives, adjectives, relative pronouns etc.

This is the GRAMMACLIP CHALLENGE featuring the songs and music video extracts for “Houdini” by Dua Lipa, “When We Were Young” by David Guetta feat. Kim Petras and “Intrusive Thoughts” by Natalie Jane! The challenges are divided by level of difficulty. Choose the most appropriate for your students and ENJOY!

HAPPY TEACHING!



How To Play The GrammarClip Challenges:

Step 1.

Divide students into pairs or trios, and tell them they are going to watch/listen to various video clips of a song and in each one, they have to listen to different things and write them down on a blank sheet of paper. (or on the chat box, if you're teaching online. in this case, tell them to send you the answers privately!)

Step 2.

Before playing each clip, say what you want the students to listen to and make sure they know it. In order to do that ask them if they can give you examples of the vocab words/grammar structures they must listen to.

Step 3.

Tell them they have 3 chances to try to get the right word. Then, play the first clip 3 times and they write down the answer for number 1.

Step 4.

Check what the teams wrote down and assign points. (1 for each right word, if there is more than 1 word in the clip)

Step 5.

Repeat steps 2, 3, 4 for the next clips. The team with more points, in the end, is the winner!

GrammarClip David Guetta, Dua LiPa. PDF INSTRUCTIONS -

Answers: GrammarClip Challenge 01

Basic (easy): WATCH THE CLIP BELOW AND IDENTIFY at least 3 verbs in the Simple Present affirmative (Excluding the verb to be): (see, blow, come, tell, need, go)

Intermediate (medium): WATCH THE CLIP BELOW AND IDENTIFY 3 verbs in imperative form + 1 comparative adjective e + 1 question in the present continuous. (don't let, Come in, tell me, catch me; closer; are you reading my lips?)

Advanced (hard): WATCH THE CLIP BELOW AND IDENTIFY 2 verbs in the Present continuous + 4 verbs in the imperative form and answer the question: What does the singer compare the passing of time to? (time is passing, are you reading my lips; don't let, Come in, tell me, catch me. She compares the passing of time to a "solar Eclipse")

(ANSWERS and lyrics key in the pdf instructions)

Time **is passin'** like a solar eclipse

See you watchin' and you **blow** me a kiss

It's your moment, baby, *don't let* it slip

Come in closer, **are you readin'** my lips?

[Chorus]

They say I **come** and I **go**

Tell me all the ways you **need** me

I'm not here for long

Catch me or I **go** Houdini

Answers GrammarClip Challenge 02

Basic (easy): WATCH THE CLIP BELOW AND IDENTIFY at least 2 adjectives + 1 verb to be present: (young, wonderful, colorful, beautiful, simple, innocent, infinite, different; It's, isn't it)

Intermediate (medium): WATCH THE CLIP BELOW AND IDENTIFY at least 4 adjectives + at least 2 verbs in the Simple Past (young, wonderful, colorful, beautiful, simple, innocent, infinite, different; were, was, seemed)

Advanced (hard): WATCH THE CLIP BELOW AND IDENTIFY 8 adjectives + 3 verbs in the Simple Past + 1 tag question young, wonderful, colorful, beautiful, simple, innocent, infinite, different; were, was, seemed; it's so different, isn't it?)

(ANSWERS and lyrics key in the pdf instructions)

When we were **young**, it seemed that life was so **wonderful**

A **colorful** miracle

Remember how everything **was** so **beautiful**?

Whoa, when we **were** young, it **seemed** that life **was** so **simple** then

So **innocent**, **infinite**

Look at us now, *it's so* **different**, *isn't it?*

Answers GrammarClip Challenge 03

Basic (easy): WATCH THE CLIP BELOW AND IDENTIFY 1 adverb of frequency + 1 part of the body: (always; heart)

Intermediate (medium): WATCH THE CLIP BELOW AND IDENTIFY 1 part of the body + 1 verb in the present continuous + at least 1 adjective (heart; I'm (always) leaving; damaged, empty-handed, down)

GrammarClip David Guetta, Dua LiPa. PDF INSTRUCTIONS -

Advanced (hard): WATCH THE CLIP BELOW AND IDENTIFY 1 relative pronoun 2 adjectives + answer the question: How is the singer feeling in the clip? justify your answer with words from the lyrics (that; damaged, empty-handed, down;)

down

I'm always leaving empty-handed

No one wants a heart that's **damaged**

Only know what love that lets me down, down, down



Conclusion

If you're excited to delve deeper into the world of song-based teaching and elevate your educational approach, I have a special invitation for you. 🎉📧

Introducing **"10 Song Activity Ideas for ELT"** – your ultimate guide to crafting memorable, music-infused English lessons that your students will love! 🎸💡

This transformative eBook is packed with creative, practical, and easy-to-implement activities tailored specifically for ELT professionals who recognize the powerful impact of music in education. Each activity includes step-by-step instructions, real-world examples, and bonus materials to help you seamlessly incorporate these ideas into your teaching practice. 📖✨

Imagine having a toolkit of innovative, song-based activities at your disposal, ready to engage and inspire your students at any time. With **"10 Song Activity Ideas for ELT,"** you'll be able to:

🎤 Captivate your students with engaging, music-driven lessons that they'll remember for weeks.

🧠 Help your learners develop essential language skills and 21st-century competencies through the magic of songs.

🌐 Connect your students with the rich tapestry of English-language culture and idioms.

👉 Transform your classroom into a hub of creativity, collaboration, and joy.



Are you ready to embark on this exciting new chapter in your teaching journey? Click [here](#) to discover the magic of **"10 Song Activity Ideas for ELT"** and unlock a world of possibilities for your English lessons. Trust me, your students will thank you! 🙌💖

Let's keep the music playing and the learning thriving. Together, we can create a global community of ESL teachers who harness the power of songs to inspire, educate, and empower. 🎵