



Teaching With Songs:

MUSICAL GRAMMAR PIECES!

A Reading-Listening-Speaking Activity for extra GRAMMAR PRACTICE with SONGS!

WELCOME to the **SONG ACTIVITY FACTORY!**

Here is the place to be if you believe in the power of songs to teach English!

The place to find **Creativity, Inspiration, Teaching Ideas** and **Resources** to bring Musical **Innovation** to your English Language Teaching Practice!

Whether you teach English online or not, teaching with songs has a wider scope than you might think, and it does not only mean gap-fill!. Check my older posts and don't be afraid to try something new!

This week, the **Song Activity Factory** features:



MUSICAL GRAMMAR PIECES is an activity that contains short song lyrics extracts which students read and correct the grammar, and then collaborate in groups to reach a final decision about the correction.

Description:

Students **read** the lyrics extracts, **correct** them individually, **listen to** the extracts to check, **compare answers** in small **groups** and decide on the final corrected version for a group competition

This activity focuses on **verbs** (simple present, present continuous, passive voice, simple future) and **object pronouns**. (US)

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 and writing

Topic: grammar correction

Language: varied

Materials: genial.ly presentation and mp3 files

Duration: 45 min - 1 hour

Downloadable materials: instructions; [mp3 files](#)

FREE MATERIALS AND RESOURCES FOR THIS ACTIVITY:



Genial.ly presentation

mp3 files



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 songs and correct grammar mistakes in the lyrics.

Screen-share the slide with the first **MGP** (Musical Grammar Piece) with the grammar/spelling mistakes. [LINK PRESENTATION](#)

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.

ANSWERS:

MPG1 - Passenger - Sword from the stone

How **are** your Mum and Dad (is)
How's your Brother too
My folks are **holding** up (hold)
My sister's pulling through
And both the cats **say** hi (says)
I know they miss you too

MGP2 - Sam Feldt - Stronger (ft. Kesha)

I fight my way through the darkness
I battle hard, that's how I'm **made** (make)
And I may not **heal** from all these bruises (healing)
But I'll **be** better off this way (been)

MGP3 - Tate McRae - rubberband

Does it **make** me the criminal? (makes)
That I let you **go** (to)
That I broke **us** and left (we)
I hate that I never know
Why you're still so caught up in my head

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

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Happy teaching! :)

