



TEACHING WITH SONGS: MUSICAL NEIGHBORHOOD, AN ELT SONG-BASED LESSON PLAN FEAT OFENBACH!

WELCOME to the **SONG ACTIVITY FACTORY!**

Here is the place to be if you believe in the power of songs to teach English!
This week's song-based lesson plan features the song "**Wasted Love**" by **Ofenbach**!

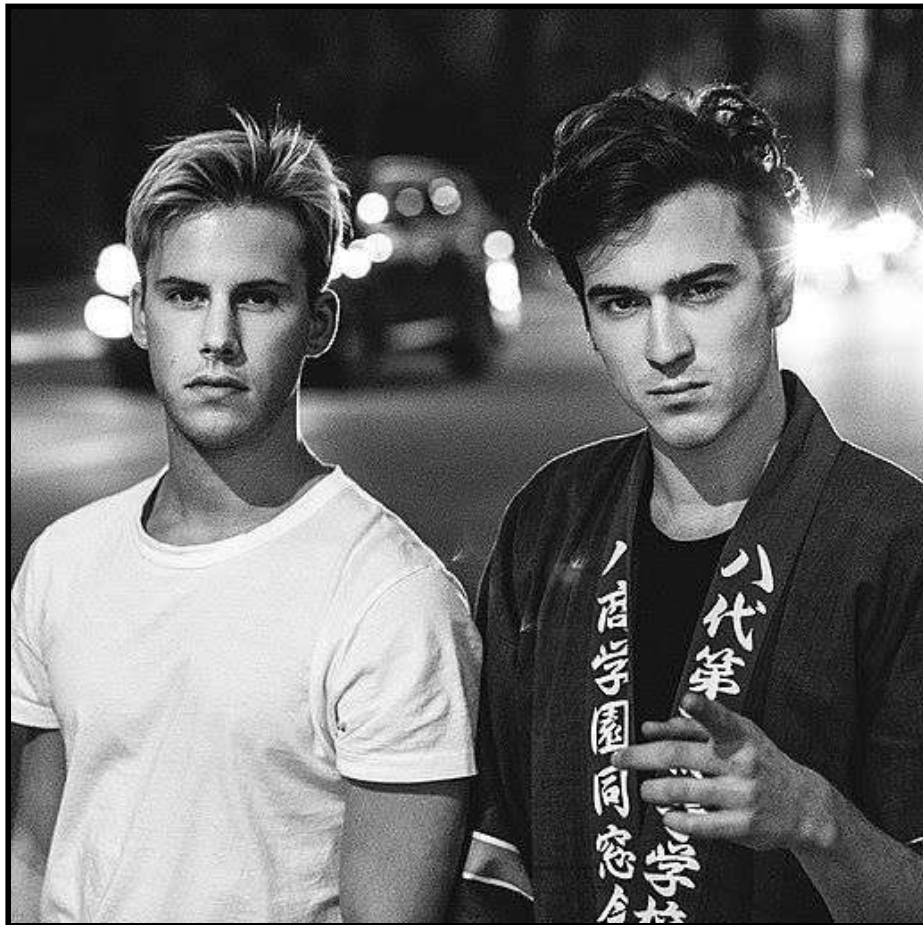


Photo by Ofenbach

Description:

This song-based **STEP-BY-STEP LESSON PLAN** for **ENGLISH** language **TEACHING** features the lyrics for "**Wasted Love**" by **Ofenbach**. Students **TALK** about where they live, **DESCRIBE** neighborhoods and compare photos, **LISTEN** to the song and match it to one of the pictures, **IMAGINE** and **DESCRIBE** what the people who live in the neighborhoods look like, **READ** The lyrics, and **WRITE** a story (Cambridge English: First for schools Style) for homework.

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

Language level: B2

Learner type: All ages

Skills: speaking, reading, listening and writing

Topic: Neighborhoods, lifestyles, relationships

Language/grammar: describing, comparing, writing stories

Materials: Collaborative Google doc, genia.ly presentation

Duration: 1 hour - 1h 30 min

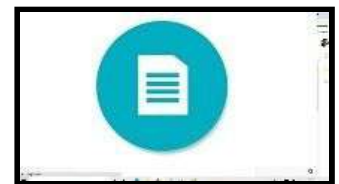
Download your free teaching resources:: instructions; [Collaborative Google doc](#) (for you to make a copy you can edit)

FREE MATERIALS AND RESOURCES FOR THIS ACTIVITY:



Genial.ly Pres.

Collab. Google doc



STEP-BY-STEP LESSON PLAN

Step 1 (5 min)

Warm up questions.

Do you like where you live now? Why (not)? Is it a quiet or a noisy neighborhood?

Step 2 (7 min)

Photos of neighborhoods. Use [THIS](#) Genial.ly Presentation

Screen-share the pictures of the three neighborhoods. Have students describe them.

How do they imagine the people who live there?

Ask students to talk about the places and compare them. What might be some good and bad things about living in those neighborhoods?

Would they like to live in one of these places? Why (not)?



Step 3 (7 min)

Song: first listening.

Tell your students that you are going to play a song that one person that lives in one of the neighborhoods likes a lot. Their task is to imagine where the person who likes the song lives: picture 1, 2 or 3?.

Play the song and have students write down the number of the picture and why.

<https://www.youtube.com/watch?v=XzLGcLw3cHc>

Step 4 (5 min)

Have students share their answers in the chat box.

Count how many votes each picture had, and ask students to explain their choices.

Step 5 (10 min)

Working in pairs (breakout rooms), have students choose one neighborhood and describe the person who lives in it with the help of the following questions (have them write their description in a doc or notepad for the next step):

- 1- what does he/she look like?
- 2- What's his/her name?
- 3- How old is she/he?
- 4- what's his/her occupation?
- 5- is he/she happy? Why (not)?

Step 6 (10 min)

Share the [LINK](#) to the collaborative google doc. Have the pairs paste their descriptions under the picture they chose. Have the pairs present their residents.

Step 7 (10 min)

Screen-share the lyrics of the song and play it again. Help students with the vocabulary.

Ask your students what they thought of the song and if the message really connects to the person and the neighborhood they chose in the previous steps.

[Intro]

Lo-lo-lo-love
Lo-lo-lo-love
Lo-lo-lo-lo-lo-love

[Verse 1]

So outspoken, you don't even notice
Every word you say gets right under
my skin
Out of focus, but your heart is open
Always trying, but I feel like giving in

[Pre-Chorus]

Keep breaking hearts to pieces, I know
I'm beyond the reason I'm afraid you're
getting over us

[Chorus]

Wasted love, don't give up
While you're tryna save us
Am I trying not to
Get wasted, love, wake me up
Oh, tell me I'm dreaming and say this
ain't another wasted love

[Post-Chorus]

Lo-lo-lo-love
Lo-lo-lo-love
Lo-lo-lo-lo-lo-love
Wasted love
Lo-lo-lo-love
Lo-lo-lo-love
Lo-lo-lo-lo-lo-love

[Verse 2]

My emotions, overflowing oceans
Takes me to the point I can't control
myself
If I knew how to find the words I'd tell
you
I admit that sometimes I could use
your help

Repeat **[Pre-Chorus]**

Repeat **[Chorus]**

Repeat **[Post-Chorus]**

[Outro]

Wasted love
Wasted love

Step 8 Homework (or in class, if you have time!)

Students write a story in which the person from neighborhood 1 meets a person from neighborhood 2 or 3. How does this meeting happen? Where are they? How does it end?

Start with the sentence: "If I knew how to find the words I'd tell you." said the man looking sad.

Include:

- 1- good news
- 2- one line from the lyrics

Write 140 - 190 words

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

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Happy teaching! :)

