



NOW UNITED - FEEL IT NOW (MUSICAL DIALOGUE: a song-based Lesson Plan for ELT)

WELCOME to the SONG ACTIVITY FACTORY!

The place to be if you believe in the power of songs to teach ENGLISH!

This week's song-based lesson plan features **NOW UNITED** with **FEEL IT NOW!**



I hope that YOU and your students have lots of fun with the activities!!

Description:

This song-based **STEP-BY-STEP LESSON PLAN** for **ENGLISH** language **TEACHING** features the lyrics and music video for **FEEL IT NOW - NOW UNITED**. Students **WRITE** a dialogue for a video based on the lyrics of the song, **WORK** with an interactive worksheet, **LISTEN** to the song, **WATCH** the music video, and **WRITE** a paragraph/narrative for homework.

OBS: This lesson plan was made to be used 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

Topics: Getting out of home, having fun with music

Language: synonyms

Materials: Youtube video, genial.ly presentation, interactive worksheet

Duration: 1 hour

Downloadable materials: instructions

STEP-BY-STEP LESSON PLAN

Step 1 (3 min)

Show slide 1 with the 2 videos of people having a video call.

Have students describe them.

<https://view.genial.ly/5f5b7ccb96e6bf0d97cdc4f2/presentation-song-activity-52>

Step 2 (3 min)

Show the second slide with an extract from the song lyrics.

Students read. Help with the vocabulary.

Been in my room too long, it's time to break out
I need some music, won't you turn it up loud?
Been laying low and now it's time to break free
I just can't take it, need to shake it all week

Lift up your hands now, come on
We came to dance all night long
Let's have the time of our lives so we never regret
Let's get it started
Uno, dos, tres

Step 3 (12 min)

In pairs (breakout rooms), students make a dialogue between the two people in the video, using words and/or sentences from the lyrics extract. Give them 10 min.

Step 4 (5 min)

Back to the main room, students read their dialogues.

Step 5 (5 min)

Ask students if they recognize the song. If so, have them talk about it: the band, what the song is like, if it's fast or slow, happy or sad, etc

If they don't recognize the song, have them speculate on the music genre, if it's fast, slow, etc

Step 6 (5 min)

Students **listen** to the song and check their ideas. Have students say what they understood and thought of the song.

Step 7 (12 min)

Share the link to the [interactive worksheet](#).

Students read the lyrics and fill the gaps with the number of the correct group of SYNONYMS below:

1 Move up Stand up Lift up	2 Occasion Instant Moment	3 Feel Feeling Perception sensation	4 Dance Sway Cut a rug Get down	5 Escape Flee Run away Break free
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After choosing the correct group of words for that gap (any word can fit), students listen to the song and choose the words used in the song.

Answers:

A: 4 (get down) B: 3 (feeling) C: 5 (break free) D: 2 (moment) E: 1(stand up)

Step 8 (6 min)

Students watch the music video and comment on it to finish the activity.

<https://www.youtube.com/watch?v=jglAUjBw3qI>

Step 9 Homework

For homework, ask your students to **write a paragraph/narrative** saying what happens after that conversation they created in step 3.

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

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Happy teaching! :)

