



Song Challenge: Comparatives + Second Conditional Practice with “House With No Mirrors - Sasha Sloan” [Song-based LP 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 **SASHA SLOAN’s** great song **HOUSE WITH NO MIRRORS!**

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



Description:

This song-based activity **STEP-BY-STEP LESSON PLAN** for **ENGLISH** language **TEACHING** features the lyrics and music video for “**HOUSE WITH NO MIRRORS**” by **SASHA SLOAN**. Students **TALK** about mirrors and their importance, **IDENTIFY** comparative adjectives in songs in a group competition, in pairs, **WRITE** endings to sentences in the Second Conditional, **COMPARE** their ideas with the song, **FILL IN** gaps in the lyrics with the **COMPARATIVE** forms of adjectives and **SECOND CONDITIONAL** verbs, **WATCH** the music video, and **WRITE AN EMAIL** to the singer (homework).

OBS: **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: B2

Learner type: All ages

Skills: speaking, reading, listening and writing

Topic: Mirrors and self-image

Language/grammar: comparatives and second conditional

Materials: Youtube video or vimeo video and mp3 files

Duration: 1 hour

Downloadable materials: instructions; [song extracts mp3](#)

STEP-BY-STEP LESSON PLAN

Step 1 (5 min)

Ask your students if they like mirrors and how important mirrors are in their lives.

Step 2 (15 min)

Do a quick review of the **comparative adjectives**. Have some students give you examples. Write them on the board.

Song Challenge: Comparatives

INSTRUCTIONS:

1- Divide students into pairs or trios (it can also be done individually, depending on the number of students), and tell them they are going to listen to various extracts of songs that have COMPARATIVES.

2-Tell them they have 3 chances to try to identify the comparatives in the song extract. Then, play the first extract (it's recorded 3 times in a roll) and they write down the answer for song 1.

[Song extracts mp3](#)

<https://youtu.be/OXZH7v7JJOc>

<https://vimeo.com/454762012>

3- Check what the teams wrote down (you can use the chat feature of the application you're using with your online students. ex: in-meeting chat in zoom , and ask them to use it to send you the answers. Assign points. (1 for each right answer, if there is more than 1 comparative adjective in the recording)

4- Repeat 2, 3, 4 for the next song extracts. The team with more points, in the end, is the winner!

ANSWERS

SONG 1

Ava Max - Who's Laughing Now

What goes around, comes around
Don't ya know that I'm **stronger**?
Don't ya see me in all black?
Don't ya cry like a baby
Ha-ha-ha-ha, ha-ha-ha
Who's laughing now?

SONG 2

Charlie Puth - Hard on Yourself Ft. Blackbear

Girl, when you look in a mirror
I hope you see what I see **clearer**,
yeah
All that I want you to know
Is that you're perfect the way that you
are

SONG 3

The Vamps - Married In Vegas

For better or for worse
I feel right and high
Even if it's just tonight or the rest of
my life

SONG 4

Lil Baby - The Bigger Picture

It's **bigger** than black and white
It's a problem with the whole way of
life
It can't change overnight
But we gotta start somewhere

SONG 5

Ty Dolla Sign - Ego Death

All that talk don't work, now, who you
think you talkin' to nerd? (Nerd)
But w-w-w-w-wait, it get worse
(Worse)
Wait, it-wait, it-wait, it been bad (Bad)

SONG 6

Usher - I Cry

But it ain't getting **better**
'Cause you can't be blind with eyes
wide open

SONG 7

Jason Mraz - Look For The Good

Look for the good
Look for the good
Life sure would be **sweeter** if
everybody would

Step 4 (10 min)

In pairs/groups (breakout rooms) students agree on a word or sentence ending to finish the following sentences (write them on the board):

If I lived in a house with no mirrors,

- a. I would...
- b. I'd be...
- c. my skin would be...
- d. I probably wouldn't...

Step 5 (5 min)

Back to the main room, students share their sentences via chat box.

Step 6 (5 - 7min)

Play the song for them to compare the ideas in their sentences to the idea of the song.

<https://www.youtube.com/watch?v=xfGyS4xeG3w>

Step 7 (7 min)

Interactive worksheet

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

Students have to:

- 1- Complete the gaps in the VERSES with the COMPARATIVE forms of the adjectives in parentheses
- 2- Complete the gaps in the CHORUS with the SECOND CONDITIONAL form of the verbs in parentheses, then listen to the song and check.

To check their answers, students have to click **FINISH!!** And then **CHECK MY RESULTS**.

Answers: 1. Cooler 2. Smarter 3. Better.. Lived 4. Didn't talk 5. 'D dream/ would dream 6. There was/ there were 7. Didn't pick 8. Would be 9. Lived 11. Louder 12. better

Step 8 (7 min)

Play the music video and have them comment on it.

Step 9 - homework

Have them WRITE AN EMAIL to the singer with **3 questions about the song** and a **comment about it, saying if they liked it or not and why**.

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

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Happy teaching! :)

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