

55 Ideas for Adopting Songs' Lyrics and Using Them in the Classroom

LISTENING

1. Listen to the song and complete the lyrics. (gap fill, empty spaces; the task needs to have a point -> be it prepositions or vocabulary or whatever)
2. Listen to the song and complete the song with the following words. (put them into a box)
3. Listen to the song and write the correct words on the lines. The first letter of each word is already given.
4. Listen to the song. There is one extra word in each line. Cross it out.
5. Listen to the song. Are the words in bold right or wrong? Put a tick or a cross in column A. Listen again and correct words in column B.
6. Listen to the song. Encircle one of the correct words in italics. (give them some extra words, where, for example, two are wrong and one is correct)
7. Listen to the song and put its verses into the correct order. (it is best to have them cut into pieces)

READING

8. Read the song and complete the empty lines. On the right, there are words in italics that are the opposites of the correct words. Try to correct them. (*hello – goodbye*).
9. Read the song with a dictionary. Which line means ... ? (Give them some definitions of some words and they have to find them in the song.)
10. Find all the verbs in the song. Are they regular or irregular? What's the Past Simple and the Past Participle form of the irregular ones? How do you pronounce them?
11. Find the antonyms to the following words in the song. (*night* - _____)
12. Insert *a*, *an* or zero article into the lyrics of the song.
13. Find examples of the following tenses in the song and write them on the line. (e.g. Present Simple)
14. Underline personal pronouns in the sentences. (*I love her.*)
15. Form adverbs out of the following adjectives in brackets. (*The dog is barking _____ - loud*)
16. Read the lyrics of the song and complete the chart. Find five examples of each category. (nouns, adjectives, infinitives, Past Simple, ...)
17. Read the short story and complete it with the following words (either you give them the words from the song or not).
18. Find an article in the newspaper (can be an online newspaper) talking about »the song theme«. Read the article, find the meaning of new words and write a short summary of the article. What do you think about it?

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19. What do you know about the singer's life? Find out some facts about her/him and present them to the class. (project work)
20. Match the words with the definitions. (Give them new words from the song as well as their definitions/meanings/explanations; they match A and B columns).
21. Connect the antonyms. (*beautiful – ugly*)
22. Match the words and phrases from the song with the grammatically correct ones. (*I wanna be free. - I want to be free*)

SPEAKING

23. Have students think about the title of the song, in groups or pairs. Find a picture that relates to the subject of the song and have students make guesses about it.
24. Have students ask each other questions about the song (about the words, about the topics or about the characters in the song).
25. Who is the singer/the group of the song you have heard?
26. Where does the singer come from? What do you know about this country?
27. What motifs does he/she express with his/her song?
28. Which slang words are used in the song?
29. Do you like the song? Why/why not?
30. What is your opinion of the song?

WRITING

31. Answer the following questions. (make up some questions about the song theme)
32. Write down as many words as you can that include the base from *rain* (find one word that is connected to the song) as you can remember. Give a Slovene translation.
33. Translate the following phrases (*to fall in love*) or sentences into English/Slovene.
34. Match the following synonyms. (*get on well with each other – have a good relationship*; one is from the song, the other can be provided by the teacher)
35. Complete the sentences with the following phrases. (put the phrases from the song into a box and then prepare the sentences)
36. Explain the following words in English. (*love*)
37. Form questions for the underlined words. (*She slept in her room.*)
38. Write down the plural of the following nouns (nouns should be from the song).

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39. Make the following sentences negative. (*I looked into your eyes*).
40. Use the following words in your own sentences. (*tears*)
41. Complete the chart with all three forms of the verbs. (irregular verbs)
42. Complete the chart. Comparison of adjectives. Form sentences.
43. Write a short story using the following words (from the song) below.
44. Imagine you are a reporter writing an interview with a person who "...song theme". Write the interview.
45. What would you suggest to a friend facing the same problems as the singer? Write down a short dialogue.
46. Write a letter to your friend in London. Introduce yourself, talk about the reasons why you like the group/the singer's music. Invite him/her to Slovenia, because it is a very interesting country.
47. Imagine that you have visited ... (the country mentioned in the song or the country the singer/the group is from). Share your adventure with your school friend. (a diary from ...)
48. Write a short story about your friend who has just "fallen in love" (or something else, depends on the song theme). He is talking about his experience.
49. Express your opinion about the song in an essay.
50. Write a letter (or an email) to your special friend discussing this theme.
51. Cut the song in half. Students predict the other half.
52. Students add verses of their own. Good songs for this are *Imagine* and *Man Gave Names To All The Animals* by Bob Dylan.
53. Write a letter to the main character of the song or the singer.
54. Rewrite the song as a story.
55. Write a story which began before the events in the song and led to them, or write a story of what happened after the events in the song.