



## POST-TEACHING GUIDE

### *How to Write the Perfect Pop Song*

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This teachers' guide is intended to give you ideas for helping your students reinforce vocabulary, grammar, and functions after the CLIL-Based Workshop.

#### Conversation Tables

Create conversation tables, assigning a set of questions and having students rotate after 5 minutes of conversation. Themes can be based on any topic regarding music in English.

#### Lyric Board

Ask each student to write one of their favourite lyrics on a strip of paper. Fold these, put them into a hat, and draw out one. Split the class into several smaller groups. Have them write the lyric on the top of the page. The students must then come up with another lyric from a different song that starts with a word from the previous lyric. **Example:** *You make me feel **like** a teenage dream, **Like** a virgin, touched for the very **first** time, The **first** time, ever I saw your face, etc.* Award points for the most amount of lyrics collected/best English.

#### Song Journal

Have the students keep a song journal where they analyse their feelings before and after listening to certain songs. They can create lists of songs categorised by the emotion that is evoked when they are listening. Keep the journals anonymous and have the students sit in a circle and pass the journal around the circle so the other students can read their peers' entries. After swapping their song journals, pair students up as 'music buddies' for the week. Assign them different English songs for the week and encourage them to share their thoughts through journal entries and in-class discussion.

#### Song Title Dialogues

Brainstorm English song titles with the students, writing up as many as possible on the board/a poster and adding some titles if the students don't generate enough on their own. Then, in small groups, have students use the titles to create short dialogues. They can modify the titles slightly and add a few lines, but for the most part the dialogue should consist of only the titles. After checking their dialogues, have them take turns performing them for the class.

#### Songwriting

Choose a popular song with which the students will all be familiar. Blank out every second line of the song. For example:

*You're insecure, don't know what for,*

\_\_\_\_\_.

*Don't need make-up to cover up,*

\_\_\_\_\_.

In groups of 5-6, ask the students to complete the songs with new lyrics. Stress that every second line must rhyme with the previous line in this format: AABCCDD. The students can use the computer/their phones to Google rhymes to certain words if they're having difficulty. As an extension, play the instrumental of that song from Youtube and ask the groups to perform their 'updated' songs.

#### Example song:

*You're insecure, don't know what for (A),  
**You're making me and my friends so very bored (A).***

*Don't need make-up to cover up (B),  
**It's quite difficult to just make it up (B)!***

#### Video Tasks

Have students work in small groups to write music videos based on songs they

like or songs they write. As homework, they should act out the scripts and record them on video. Have them bring the final result to class to show the other students. Ask questions about each video afterwards.

## Further Resources

- <http://cloud.acle.it/teacher-cloud/>
- ACLE Teachers' Community (Facebook)