


Lesson Plan 18

Trainee's name: Gonzalez Salso Mariana	Tel. number:	Date:	Class number:
Course: elementary (adolescents)	Time: 60 minutes	Coursebook: For teens 3	Topic: Sounds 

Objectives: that sts are able to:

- Learn about The Beatles
- learn sounds
- write a love story.

TIME	OBJECTIVES	ACTIVITIES	LANGUAGE						MATERIALS	INT. PATTERN	ANT. PROBLEMS
			G	V	R	L	S	W			
10	- learn about the Beatles. - become enthusiastic about the topic.	Students work in pairs. They are asked to find information about the Beatles to answer some questions: <i>Who were the Beatles?</i> <i>When were they famous? Where?</i> <i>What famous song can you mention?</i> <i>What was the topic of their songs?</i> <i>What happened to the band and its members?</i> Students share information orally.			x				questions	Pair work	- some of them may have no idea about the group and no interest in knowing about them.
10	- understand the meaning of the song.	The teacher tells students that they are going to listen to the song they have on their books "She loves you" They listen to answer the question: <i>Who is talking to whom? Choose the correct options:</i> <i>a girl who hurt a boy's feelings.</i> <i>A married couple.</i> <i>A girl who left a boy.</i>				x			Song: She loves you, for teens 3, page 36	Individual work	

15	<ul style="list-style-type: none"> - learn some aspects of pronunciation. - identify sounds according to the rhythm. 	<p>Students listen to the song again, but this time they have to complete the blanks with the missing words the book provides.</p> <p>After they complete the blanks, they have to answer the following questions:</p> <p><i>What do the words rhyme with?</i></p> <p><i>Complete the list:</i></p> <p>Say----- →</p> <p>Glad----- →</p> <p>Know----- →</p> <p>Kind----- →</p> <p>Too----- →</p>		x			x			Individual work	
10	<ul style="list-style-type: none"> - understand the spelling to sound rules. - apply the rules to find out more words with the same sounds. 	<p>After this, the teacher explains spelling to sound rules of the sounds.</p> <p>The teacher makes students articulate the sounds so that they can produce them.</p> <p>Then, they have to complete the list with more words.</p>		x			x		Appendix 1. spelling to sound rules	Whole class	
15	<ul style="list-style-type: none"> - apply the words to create a love story. - be creative 	<p>As a follow up activity, students have to use all the words from the list to write a possible love story from the song.</p> <p>Students can exchange papers for peer correction.</p>		x				x		Individual work	

Song 1

She loves you

(LENNON/McCARTNEY)

1 Fill in the blanks with rhyming words.
There are extra words.

- too • kind • this • say • glad
- her • happy • knows • that

She loves you, yeah, yeah, yeah
 She loves you, yeah, yeah, yeah
 She loves you, yeah, yeah, yeah, yeah

You think you lost your love,
 Well, I saw her yesterday.
 It's you she's thinking of.
 And she told me what to _____
 She says she loves you
 And you know that can't be bad.
 Yes, she loves you
 And you know you should be _____

She said you hurt her so
 she almost lost her mind.
 And now she says she _____
 You're not the hurting _____

She says she loves you
 And you know that can't be bad.
 Yes, she loves you
 And you know you should be _____

She loves you, yeah, yeah, yeah
 She loves you, yeah, yeah, yeah

And with a love like _____
 You know you should be glad.

You know it's up to you,
 I think it's only fair,
 pride can hurt you, _____
 Apologize to _____
 Because she loves you
 And you know that can't be bad.
 Yes, she loves you
 And you know you should be _____






She loves you, yeah, yeah, yeah
 She loves you, yeah, yeah, yeah
 And with a love like _____
 You know you should be glad.

2  Listen and check.

3 Look for information and answer the questions.

- 1 When did *The Beatles* record this song?
- 2 Did it come out first in Britain or in USA?
- 3 What other songs are there in this album?

APPENDIX 1

	usual spelling	⚠ but also
 train	a* name make ai rain paint ay play day	break steak great eight they grey
 cat	a thanks flat black Japan have stamp	
 phone	o* home drove old don't oa road toast	slow low
 bike	i* nine twice y my why igh high night	buy
 boot	oo school food u* June use ew new flew	do fruit juice shoe

Lesson Plan 18

Trainee's name: Gonzalez Salso Mariana	Tel. number:	Date:	Class number:
Course: intermediate (adults)	Time: 90 minutes	Coursebook: New English file	Topic: Heroes/Adjectives Song "Holding out for a hero" Bonnie Tyler

Objectives: that sts are able to:

-write about their own heroes/leaders

TIME	OBJECTIVES	ACTIVITIES	LANGUAGE						MATERIALS	INT. PATTERN	ANT. PROBLEMS
			G	V	R	L	S	W			
15	<ul style="list-style-type: none"> - become engaged in the topic. - guess who the singer is. - have fun. 	<p>The teacher plays the song "Total Eclypse of the heart" and asks students: "Do you remember this song? Who sings it? Do you know anything about her?"</p> <p>She provides the name of the singer if students don't remember it and she also mentions/writes down on the board some other names of her songs. (Back in my arms, Driving me crazy, Faster than the speed of nights, get out of my head)</p> <p>She then asks: What may be the main theme in her songs?</p>					x		song "Total Eclypse of the heart"	Whole class	- some younger students may not know her
15	<ul style="list-style-type: none"> - listen for specific information. - interpret the song. - share their ideas with the rest of the students 	<p>Students watch and listen to the song. They fill in the blanks with the missing adjectives. Then, they check orally.</p> <p>The teacher asks: what's her perfect hero like? What characteristics would your perfect hero have? Make a list of adjectives (students can talk about politicians, singers, scientists,etc)</p>		x		x	x		Song: "Holding out for a hero" Bonnie Tyler	Individual work. Discussion : whole class	

15	<ul style="list-style-type: none"> - learn how the magazine works. - get ideas of how the "heroes" are described 	<p>The teacher asks students to go to www.time.com</p> <p>She tells them that the time magazine creates time100 every year, a list of the most influential people in the world: scientists, thinkers, leaders and revolutionaries, etc</p> <p>Students click on "best & worst lists". They go to "video world leaders" to see how it works.</p> <p>The idea is that student get models about how to write about someone they consider as a hero</p>				x		www.time.com	Individual work	- there may be some students who do not know how to use the computer or how to navigate through internet
30	<ul style="list-style-type: none"> - create their own list of heroes. - make use of adjectives. 	<p>After they have watched the video, they type: www.time.com/time/2006/time100/.</p> <p>There they find a list with name to have ideas for the writing.</p> <p>In pairs, students create "time 10", a list which can include artists, builders, leaders, etc either national or international people.</p> <p>They can create a PowerPoint presentation or if they do not feel comfortable they just prepare a presentation or poster</p>					x	www.time.com/time/2006/time100/	Pair work	

- a Listen to the song and fill the gaps with the missing adjectives (one of them is a comparative and one is a superlative).
- b Read the lyrics with the glossary. Match the **highlighted** words to their definitions.
- _____ very bad weather with heavy rain, etc.
 - _____ air that is moving fast
 - _____ the loud noise that you hear during a storm
 - _____ a bright flash of light that appears in the sky during a storm
 - _____ a large amount of water (from a river, the sea, or heavy rain)

Holding out for a hero

Where have all the ¹g _____ men gone
and where are all the Gods?
Where's the streetwise Hercules
to fight the rising odds?
Isn't there a ²w _____ knight upon a fiery steed?
³L _____ at night I toss and I turn and I dream of what I need.

I need a hero
I'm holding out for a hero till the end of the night.
He's got to be ⁴s _____ and he's got to be ⁵f _____
and he's got to be ⁶f _____ from the fight.
I need a hero
I'm holding out for a hero till the morning light.
He's got to be ⁷s _____ and it's got to be ⁸s _____
And he's got to be ⁹i _____ than life
¹⁰l _____ than life.

Somewhere after midnight
In my ¹⁰w _____ fantasy
Somewhere just beyond my reach
There's someone reaching back for me.
Racing on the **thunder** and rising with the heat
It's gonna **to** take a Superman to sweep me off my feet.

I need a hero, etc.
Up where the mountains meet the heavens above
Out where the **lightning** splits the sea
I could swear there is someone somewhere watching me.
Through the **wind** and the chill and the rain
and the **storm** and the **flood**
I can feel his approach like a fire in the blood.
I need a hero, etc.



Glossary

- streetwise = a person who can look after himself
- rising odds = the opposition, people who are against us
- fiery steed = a wild horse
- toss and turn = move, in bed
- I'm holding out for = I'm waiting for
- beyond my reach = too far away for me to touch
- reaching back for me = trying to take my hand
- it's gonna take a Superman = he'll have to be a Superman
- to sweep me off my feet = for me to fall in love with him
- chill = cold
- his approach = he's coming nearer

Song facts

Holding out for a hero was written for Bonnie Tyler in 1982 by Jim Steinman and Dean Pitchford. Steinman also wrote all of Meat Loaf's hits as well as *Total eclipse of the heart* for Tyler. A version by Jennifer Saunders was the theme song to the 2004 film *Shrek 2*.