

Lesson Plan 20

Trainee's name: Gonzalez Salso Mariana	Tel. number:	Date:	Class number: 34
Level: pre intermediate	Time: 60 minutes	Coursebook:	Topic: urban tribes

Objectives: that sts are able to:

- Reflect upon appearances and prejudice.
- acquire new vocabulary related to urban tribes
- describe tribes with the target vocabulary

TIME	OBJECTIVES	ACTIVITIES	LANGUAGE						MATERIALS	INT. PATTERN	ANT. PROBLEMS
			G	V	R	L	S	W			
5	<ul style="list-style-type: none"> - get engaged in the topic. - become enthusiastic. - identify the singer. 	The teacher asks students to close their eyes. She plays a song (Complicated) from Avril Lavigne without saying her name. She asks students if they know who the singer is. And general questions about her, such as the types of songs she writes, if they like her or not, other names of songs, etc.					x		Song	Whole class	- some students may find it boring
10	<ul style="list-style-type: none"> - listen for specific information. - interpret the lyrics. - analyze the lyrics. - express their viewpoint on the topic. 	<p>After this, the teacher hands out the lyrics from the song "Skater boy" without some words in the first stanzas. Students listen to the song and they complete.</p> <p>After they listen to the song, the teacher asks them: What is the main conflict? Why does the writer says: <i>"Can't make it anymore obvious?, But all of her friends stuck up their nose.</i></p> <p><i>There is more than meets the eye".</i></p> <p>Do you think that her friends are prejudging him? Do they match as a couple? Why/why not?</p>				x	x	See Appendix 1	Whole class	- student may need to use the dictionary to know the meaning of There is more than meets the eye	

	<ul style="list-style-type: none"> - activate prior knowledge. - express their ideas and thoughts about urban tribes - share ideas about prejudice. 	<p>After students have commented on the love story from the song, the teacher asks students what other urban tribes they are familiar with. She also asks them "What do you think when you meet some of them in the street. So their clothes tell you something about their personality? She show students a poster with some tribes. She asks what they think of each of them and to describe their style</p>				x		Appendix 2: poster	Whole class	- they may use Spanish to describe the tribes.
15	<ul style="list-style-type: none"> - incorporate new vocabulary to their previous knowledge. - be independent learners. 	<p>The teacher asks students to open their books on page 46, where they have to match the pictures with the tribes. After this, students can use the dictionary to match the words that describe each tribe with the pictures (exercise 2 a) Students can work in pairs. The activity is checked orally.</p>		x				Appendix 3: Student's book.	Pair work	- there may not be enough dictionaries for all students in the classroom.
15	<ul style="list-style-type: none"> - interpret definitions. - practice the new vocabulary 	<p>Then, the teacher asks students to complete a crossword where they have the definition of the words from their books and they have to find out which word it is. They can also work in pairs to complete the crossword. Students can keep on using the dictionary.</p>		x				Appendix 4: crossword	Pair work	
	<ul style="list-style-type: none"> - put into practice the learned vocabulary. - work cooperatively 	<p>As a final task, students have to make groups according to the tribes they have found out in their crosswords. They have to create a poster describing their tribe and adding any piece of information they want to add. Then, they present the posters to other groups.</p>		x			x	Student's posters.	Group work	- they may need to know more vocabulary. They may need Spanish and English dictionaries to look words up in the dictionary incase they want to add more information about the tribes.

APPENDIX 1

LISTEN TO THE SONG AND COMPLETE STANZAS 2 , 3 AND 4.

He was a boy she was a girl
can I make it anymore obvious?

**He was a _____, she did _____
What more can I say?**

**He wanted her, she'd never tell
secretly she wanted him as well
but all of her friends, stuck up their nose
they had a problem with his _____ clothes.**

**He was a _____ boy,
she said see you later boy
he wasn't good enough for her
she had a pretty face
but her head was up in a space
she needed to come back down to earth**

Five years from now, she sits at home
Feeding the baby she's all alone

She turns on T.V., guess who she sees
Skater boy rocking up MTV

She calls up her friends, they already know

And they've all got tickets to see his show

she tags along, and stands in the crowd
Looks up at the man that she turned down

He was a skater boy
She said see ya later boy
He wasn't good enough for her
Now he's a superstar
Slammin on his guitar
Does your pretty face see what he's worth?

He was a skater boy
She said see ya later boy
He wasn't good enough for her
Now he's a superstar
Slammin on his guitar
Does your pretty face see what he's worth?

Sorry girl, but you missed out
Well tough luck that boy's mine now

We are more than just good friends
This is how the story ends

Too bad that you couldn't see

See the man that boy could be

There is more than meets the eye
I see the soul that is inside

He's just a boy and I'm just a girl
can I make it anymore obvious?

We are in love, haven't you heard?
How we rock each others world!

im with the skaterboy
I said see ya later boy
I'll be backstage after the show
I'll be at the studio
Singing the song we wrote
About a girl you used to know.

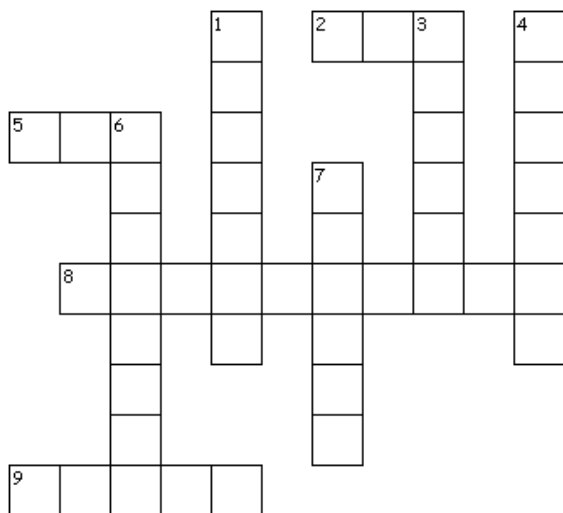
Im with a skaterboy
I said see ya later boy
I'll be backstage after the show
I'll be at the studio
Singing the song we wrote
About the girl you used to know.

APPENDIX 2



Urban tribes: Vocabulary

1. READ THE CLUES AND FIND THE WORDS RELATED TO FASHION TRIBES!



Across

2. a substance used to change the colour of something
 5. a soft flat hat which has a curved part sticking out at the front, often worn as part of a uniform
 8. a hairstyle in which the hair hangs in long thick twisted pieces
 9. hanging loosely because of being too big or having been stretched

Down

1. a sometimes brightly coloured hairstyle, often worn in punk fashion, in which the hair is removed from the sides of the head and a central strip is made to point out from the head
 3. of a national or racial group of people
 4. a substance that is burnt to produce a sweet smell, especially as part of a religious ceremony
 6. a hole made in the body for wearing jewellery, or the process of making such a hole
 7. a valuable shiny white metal that is used for making utensils (= knives, spoons, etc.), jewellery, coins and decorative objects

2. FIND THE LETTERS IN BOLD. WHICH TRIBE IS IT?

KEY:
 2 DYE
 5 CAP
 7 SILVER

8 DREADLOCKS
 9 BAGGY
 1 MOHICAN

3 ETHNIC
 4 INCENSE
 6 PIERCING

(In order to make students have different tribes (hippy, pink, goth, rasta, skater, emo, flogger, clubber), the teacher is going to highlight some letter in the clues. To make students decipher the work “punk” the teacher will write in bold some letters for students to find out what tribe is)

Example: HIP**P**Y

Across

- 2. a substance used to change the colour of something
- 5. a soft flat hat which has a curved part sticking out at the front, often worn as part of a uniform
- 8. a hairstyle in which the hair hangs in long thick twisted pieces
- 9. hanging loosely because of being too big or having been stretched

Down

- 1. a sometimes brightly coloured hairstyle, often worn in punk fashion, in which the hair is removed from the sides of the head and a central strip is made to point out from the head
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Match fashion tribes (1-7) and photos (a-g).

Vocabulary

baggy jeans - skater

baggy jeans baseball caps black clothes body piercing
 denim jackets dreadlocks dyed hair ethnic clothes
 incense sticks long hair mohicans sandals
 silver jewellery tattoos tight jeans tight T-shirts trainers

Which fashion tribes do you associate with the following? Some items can go with more than one fashion tribe.

What type of music do you associate with these fashion tribes?

46

después de eso...

