

"Love my life" by Robbie Williams

Tether your soul to me
I will never let go completely
One day your hands will 1. _____
Strong enough to hold me
I might not be there for all your battles
But you'll 2. _____ them eventually
I'll pray that I'm giving you all that matters
So one day you'll 3. _____ to me

Chorus

I love my life

I am 4. _____

I am beautiful

I am 5. _____

I love my life

I am wonderful

I am 6. _____

I am me

I love my life

I am not my 7. _____

And God knows I've made a few

I started to 8. _____ the angels

And the answer they gave was you

I cannot promise there won't be sadness

I wish I could take it from you

But you'll 9. _____ the courage to face the madness

And sing it because it's true

Chorus

I love my life

Find the others

With hearts

Like yours

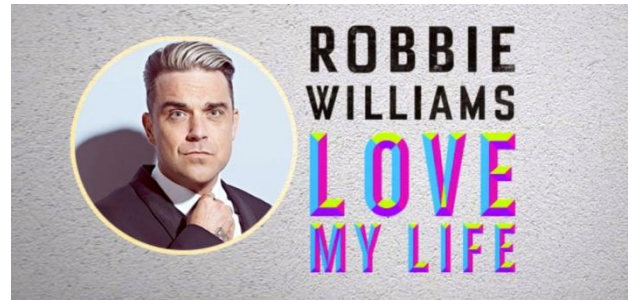
Run far, run 5. _____

I'm with you

I love my life ...(chorus)

And finally

I'm where I wanna be.



BEFORE LISTENING

1. Imagine someone asks you to define yourself using 5 adjectives (they can be positive or negative adjectives). Which adjectives would you choose? Discuss with your partner in class and see if he/she agrees. Have a look at this short video to find some useful vocabulary to do the task:

<https://www.youtube.com/watch?v=tZEE8c6cmLE>

You can use this vocabulary to introduce your ideas:



I think I am...

I don't agree with you/I agree with you.

In my opinion you're not../ you are...

WHILE LISTENING

2. Listen to the song and fill in the gaps with the missing words.

AFTER LISTENING

3. The words and expressions given can be found in the text. Can you guess their meanings? Relate numbers and letters to show the words' definitions:

a. Tether (verb)	(1) To communicate with God.
b. Matter (verb)	(2) To indicate that something will or will not be done.
c. Courage (noun)	(3) The state of being crazy.
d. Madness (noun)	(4) Tie something to another thing, join something to another thing.
e. Pray (verb)	(5) A person has this when he/she is very brave.
f. Promise (verb)	(6) Be important.

4. Have a look at these sentences from the song. What's the name of the underlined verbal tense? What do we use that verbal tense for?
- One day your hands will be strong enough to hold me.
 - I cannot promise there won't be sadness.

Check this link to find more information about this:

<http://www.ef.com/english-resources/english-grammar/simple-future-tense/>

5. Grammar practice: do the exercises you can find in these web pages. It's a good way of practicing future using will :

<https://www.ego4u.com/en/cram-up/grammar/future-1-will/exercises>

<http://www.eflnet.com/grammar/willnegative.php>

When you finish, click the button to check if you did them well.

6. What about practicing pronunciation? When the form will is contracted, sometimes it's difficult to pronounce. Check this webpage and practice repeating the sounds:

<http://www.macmillandictionary.com/dictionary/british/i-ll>

7. HOMEWORK

As we have practiced in this lesson, will + verb can be used to make predictions. So, your task now is to make some predictions...

Write one sentence expressing a prediction for each of the situations given. Give a reason to show why you decided that was the right prediction to make:

- Scientists – clone a dinosaur?
- Solar energy – used by everyone?
- Time travel – become possible?
- Google – disappear?
- Lynx – become extinct?
- Bomb – destroy the planet?



ANSWERS

Exercise 2:

1. Be
2. Win
3. Say
4. Powerful
5. Free
6. Magical
7. Mistakes
8. Question
9. Find

Exercise 3:

A4 B6 C5 D3 E1 F2

Exercise 4:

The underlined verbal tense is future simple. If the students follow the link provided, they'll access the uses and structure.

<http://www.ef.com/english-resources/english-grammar/simple-future-tense/>

LEVEL: second year ESO (Refuerzo de Inglés).

TOPIC: Psychological description.

SKILLS: listening, reading, speaking and writing.

GRAMMAR: simple future (will): uses and structure.

VOCABULARY: describing people psychologically.

TIMING: 1 session (+homework).

PROCEDURE:

1. Before listening to the song, the students will have to answer exercise 1 orally. There's a video they'll watch and this will help them to revise vocabulary used when we have to describe a person psychologically in English. After watching the video, in pairs, they'll have to describe themselves individually. Then they'll have to give their opinion about the individual description the other student has just made, to show if they think that description is right. The teacher will elicit some vocabulary from the students and will correct any pronunciation mistake present in their productions.
2. The teacher will introduce the song and the author to the students giving some important information about him. Then he/she will show the lyrics on the digital blackboard screen and the students will have to listen to the song and complete the lyrics with the missing words. They will listen to the song 2 times. After listening, the students can check their answers with their partners. Then, the correct answers will be shown on the digital blackboard by the teacher. Teacher and students will listen to the song for the last time; in this way the students can check the missing words and their pronunciation and they can sing the song if they want to do so.
3. The students will have to match words and expressions taken from the song with the definitions given. If necessary, the teacher will help the students to deduce and understand the different words.
4. The students will orally answer the questions given. The teacher will help the students to find a correct answer if they have problems to find it and he/she will briefly explain the uses and structure of this tense. He/she can show the information found in this web page on the digital blackboard as an aid:

<http://grammarofsentencesdanielavillamor.blogspot.com.es/2015/04/simple-future-futuro-simple.html>

5. Using the digital blackboard, the teacher will show the students the grammar exercises they will do in class. The teacher will ask for some voluntary students to come to the digital blackboard to do the exercises. The rest of the class will be paying attention and the exercises will be corrected online.
6. Individually, the students listen to and practice the correct pronunciation of future simple in English. The teacher will be listening and paying attention to the students' productions and helping them if necessary.
7. The teacher will explain the homework students will have to prepare for next class: a list of predictions based on given topics. They'll bring their predictions to next class and they'll be given to the teacher, who will individually correct the students' mistakes.