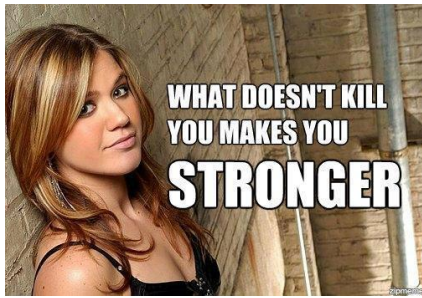


**"What doesn't kill you makes you stronger" by Kelly Clarkson**

You know the bed feels 1. \_\_\_\_\_  
Sleeping here alone  
You know I dream in color  
And do the things I want



You think you got the best of me  
Think you've had the last laugh  
Bet you think that everything 2. \_\_\_\_\_ is gone  
Think you left me broken down  
Think that I'd come running back  
Baby you don't know me, cause you're dead 3. \_\_\_\_\_

What doesn't kill you makes you 4. \_\_\_\_\_  
Stand a little 5. \_\_\_\_\_  
Doesn't mean I'm lonely when I'm alone  
What doesn't kill you makes a fighter  
Footsteps even 6. \_\_\_\_\_  
Doesn't mean I'm over cause you're gone

What doesn't kill you makes you 4. \_\_\_\_\_, 4. \_\_\_\_\_  
Just me, myself and I  
What doesn't kill you makes you 4. \_\_\_\_\_  
Stand a little 5. \_\_\_\_\_  
Doesn't mean I'm lonely when I'm alone

You heard that I was starting over with someone 7. \_\_\_\_\_  
They told you I was moving on, over you

You didn't think that I'd come back  
I'd come back swinging  
You try to break me, but you see

What doesn't kill you makes you 4. \_\_\_\_\_  
Stand a little 5. \_\_\_\_\_  
Doesn't mean I'm lonely when I'm alone  
What doesn't kill you makes a fighter  
Footsteps even 6. \_\_\_\_\_  
Doesn't mean I'm over cause you're gone

What doesn't kill you makes you 4. \_\_\_\_\_, 4. \_\_\_\_\_  
Just me, myself and I

What doesn't kill you makes you 4. \_\_\_\_\_

Stand a little 5. \_\_\_\_\_

Doesn't mean I'm lonely when I'm alone

Thanks to you I got a new 8. \_\_\_\_\_ started

Thanks to you I'm not the 9. \_\_\_\_\_ hearted

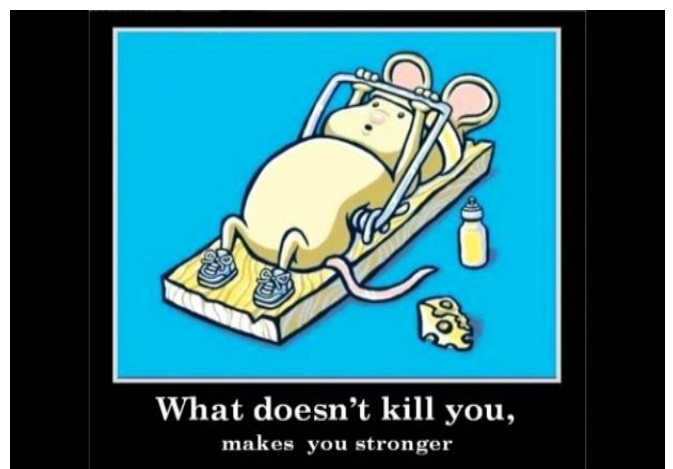
Thanks to you I'm finally thinking about me

You know in the end the day you left was just my 10. \_\_\_\_\_

In the end... (chorus repeated)

### BEFORE LISTENING

1. How can you translate into Spanish the sentence "What doesn't kill you makes you stronger"? What do you think it implies? Do you think facing problems can make you a stronger person in the long run? Do you think being brave and facing problems is necessary or important?



### WHILE LISTENING

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



## AFTER LISTENING

3. Some adjectives shown in the chart are used in the text; they are used in comparative form. Can you complete the chart with the comparative form of all the adjectives given?

<b>Adjective</b>	<b>Comparative form of the adjective</b>
Warm	<i>warmer</i>
Strong	<i>stronger</i>
Interesting	
Clever	
Old	
Thin	
Big	
Good	
Funny	
Noisy	

For more practice using adjectives in comparative form, go to:

<http://www.agendaweb.org/exercises/grammar/comparison/comparison-write-2>

<http://www.agendaweb.org/exercises/grammar/comparison/comparison-write-3>

After you've done the exercises, you can click the check button to see if your answers were right.

4. "What doesn't kill you makes you stronger" is an English proverb. A proverb is something people usually say when they want to express some useful thought or something which is known and accepted by many people. Can you think of some proverbs in Spanish? Check this chart and join the English proverb and the Spanish equivalent. Sometimes the translation is not literal, be careful!

<b>Spanish "refrán"</b>	<b>English proverb</b>
1. A diario una manzana es cosa sana.	a. As soon as one goes out the window, another comes in the door.
2. Cada uno en su casa, y Dios en la de todos.	b. Give a dog a bad name (and hang it).

3. A rey muerto, rey puesto.	c. Where there's smoke, there's fire.
4. Cría fama y échate a dormir.	d. What the boss says goes.
5. Errar es humano, perdonar divino.	e. An apple a day keeps the doctor away.
6. Donde hay patrón, no manda marinero.	f. To err is human, to forgive divine.
7. Donde hay humo, hay calor.	g. Each to his own and God watching over everyone.

5. Have a look at all the proverbs in the web page:

<http://cogweb.ucla.edu/Discourse/Proverbs/Spanish-English.html>

Which of them do you like best? Why?

## 6. HOMEWORK

Complete the story with the adjectives given in the comparative form and choose from exercise 4 which proverb is a valid conclusion to the story.

My best friend Mary is 1. (fit) \_\_\_\_\_ than me. She goes to the gym every day and she eats 2. (health) \_\_\_\_\_ than I do. Last year, I don't remember her being ill for a single day, not even a cold! When we do exercise during P.E. class, she can run 3. (fast) \_\_\_\_\_ than most of the boys in the class. If you have a look at the snacks she eats between meals, you'll see the food she eats is 4. (beneficial) \_\_\_\_\_ for her health than the food the rest of the class eats; she is not especially fond of chocolate, she prefers fruits instead.



## ANSWERS

Exercise 2:

1. Warmer
2. Good
3. Wrong
4. Stronger
5. Taller
6. Lighter
7. New
8. Thing
9. Broken
10. Beginning

Exercise 3:

<b>Adjective</b>	<b>Comparative form of the adjective</b>
Warm	warmer
Strong	stronger
Interesting	More interesting
Clever	Cleverer
Old	Older
Thin	Thinner
Big	Bigger
Good	Better
Funny	Funnier
Noisy	Noisier

Exercise 4:

1. E 2. G 3. A 4. B 5. F 6. D 7. C

Exercise 5:

Student's opinion.

Exercise 6:

1. Fitter
2. Healthier
3. Faster
4. More beneficial

Conclusion: An apple a day keeps the doctor away.

**LEVEL:** second year ESO, refuerzo de inglés.

**TOPIC:** English proverbs.

**SKILLS:** listening, reading, speaking and writing.

**GRAMMAR:** Comparative form in adjectives.

**VOCABULARY:** English proverbs.

**TIMING:** 1 session (+homework).

**PROCEDURE:**

1. Before listening to the song, the students will have to answer exercise 1 orally. They'll have to give their opinion about the question posed and the teacher will elicit some vocabulary from them and will correct any pronunciation mistake present in their productions. They'll have to say what they see in the picture included in the exercise and why they think that picture has been included here.

2. The teacher will introduce the song and the author to the students giving some important information about her. 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 complete the chart individually and after 1 minute the exercise will be corrected in class; one student will go to the blackboard and he/she will write the correct solutions. Then, the students will have 5 minutes to do the online exercises proposed and correct them online individually. The teacher will be answering all the questions the students might have about adjectives in comparative form.

4. The teacher will explain what a proverb is. She/he will give some examples in English and their equivalents in Spanish. Now, in pairs, the students will have 3 minutes to relate the Spanish proverbs given and their English equivalents. The exercise will be corrected in class by 2 volunteer students.

5. The webpage given will be shown on the digital blackboard:

<http://cogweb.ucla.edu/Discourse/Proverbs/Spanish-English.html>

In pairs, the students will have 5 minutes to decide which of the proverbs shown is their favorite and why. After 5 minutes, the teacher will ask some students in the class to tell the rest about their decision.

6. The teacher will explain the homework students will have to prepare for next class. This homework will be given to the teacher and the teacher will correct each student's individual work.