



Learning English with We Are the Champions by Queen Lesson Plan

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Abstract

Why listen to songs in an English class? And why listen to *We Are the Champions* by Queen? The answer is because we can use song lyrics to improve listening skills, pronunciation, accent, spelling, expand student vocabulary, work on items of grammar and inspire students at the same time. The activity will show how songs are beneficial, meaningful, authentic, encouraging and motivating. They can spark interest in learners of all ages.

The activity will show how to create an enjoyable and anxiety-free environment by generating fun warm-up, main and follow-up activities.

The activity will discuss how several aspects of a language can be addressed and recycled in songs. In order to do that, a methodology will be introduced on how to get lyrics ready for a gap fill activity to do with students as main activity in order to create interest and learning.

The activity will also discuss some results based on experience with students of different levels of English as well as with teenagers, university students, young adults and adults. It will also show how songs can be used as a relaxing and fun activity at the end of the lesson, on special occasions and so on.

Keywords: *listening skills, pronunciation, accent, meaningful, motivating, inspiring.*

Introduction

The following lesson plan is about listening to *We Are the Champions* by Queen and teach English language skills with it.

The activities consist of a warm up activity, gap-fills and a follow up activity.

There are several aspects of a language that can be addressed and recycled in songs. The purpose of the lesson plan is to focus on some language points such as language components, vocabulary, pronunciation, accent, spelling, metaphors and sayings.

Songs and activities have been tested in class for several years with students of different levels of English as well as with teenagers, university students, young adults and adults. The activities have always proved to be enjoyable and successful.

Songs are beneficial for various reasons in English classes: they are meaningful, authentic (students learn best when they are exposed to real-life contexts; Paul, 1996: 6), easily available and suitable for different levels of language learners, they generate interest, they are encouraging, inspiring and motivating. A number of studies conducted in the field of ESL learning show that motivation is crucial to successful ESL learning (Andrew, 2003). Songs can make you fall in love with a language. They are a flexible input tool. They make the learning of new words and structures more natural and long lasting.

Furthermore, songs assist learners in developing their vocabulary and provide meaningful contexts for teaching it because they deal with relevant topics and include forms and functions that can reinforce common themes and structures that are being covered in the language program (Abbott, 2002).

The activity can be easily done remotely by using an online telecommunication application that specializes in providing video chat and voice call between computers, tablets, and mobile devices over the internet such as Skype, Microsoft Teams, Zoom or Google classroom.

The activity can be also done as self-study.

Instructions

Topics

Fighting and winning

Methodology



Humanistic approach and learner centred

Activity Type

Listening

Language Focus

Grammar, vocabulary, pronunciation, accent, spelling, metaphors and sayings.

Needs Analysis

What can be done to help students develop listening skills?

They can listen to songs and focus on their lyrics in order to get familiar with new words, expand their vocabulary and work on the pronunciation of the words they come across in the lyrics. In order to do that they will listen to songs and do a gap-fill activity at the same time.

Target students

Middle school, high school and university students, young adults, adults.

Skills

Listening

Purpose

At the end of the activity, students will expand their vocabulary, improved their listening, pronunciation, accent and spelling skills. They will also focus on some items of grammar.

Materials

Video, lyrics, smartphone where they can use a monolingual/bilingual dictionary or a paper monolingual/bilingual dictionary.

Time

About 30 minutes.

According to the time the teacher has, he/she will only listen to the song without doing the warm-up or follow-up activity.

Before class

Get a list of ten amazing facts about the song / singer or music group. Have them on a word file so that you can show it on a screen or share it in a video call application while teaching remotely.

Get lyrics ready for a gap-fill activity by taking out words you want students to focus on such as irregular past simple of verbs, words students often mispronounce, phrasal verbs, most commonly misspelled words, non-standard and informal English such as *gonna* and *wanna*, comparatives, superlatives, modal verbs, words which are part of a saying so that you and the students can focus on it and so on.

How to get lyrics ready

What follows is how and why I have selected and taken out some words from the lyrics:

1. Paid

Why have I taken it out?

Because, I wanted students to focus on irregular verbs and so on *paid* which is the irregular verb of *pay*.

2. A few

Why have I taken it out?

Because students often struggle remembering the meaning of *a few*. When we come across it in the lyrics, I give students the translation and then tell them, for example, the difference between *a few* and *many*.



3. Friends

Why have I taken it out?

Because *friends* is one of the most mispronounced words by English learners. When we come across it in the lyrics we can work on pronunciation.

4. Keep on fighting

Why have I taken it out?

Because I want to motivate and inspire people. I want to tell them to work hard and never give up.

5. Brought

Why have I taken it out?

Because, I wanted students to focus on irregular verbs and so on *brought* which is the irregular verb of *bring*.

6. Roses

Why have I taken it out?

Because it is part of the idiom *Bed of roses*. Students can learn a new idiom from the lyrics of the song.

7. Cruise

Why have I taken it out?

Because *cruise* is one of the most mispronounced words by English learners. When we come across it in the lyrics we can work on pronunciation.

8. Challenge

Why have I taken it out?

Because I want to motivate students by telling them not to be afraid of accepting and facing challenges.

9. Lose

Why have I taken it out?

Because I want to share with students the fact that in life sometimes we win, other times we lose.

Procedure

Provide students with the lyrics you have prepared before class. Play the video of the song. Students listen to the song twice. The first time they try to fill in the blanks while the second time the teacher will pause the song just after the gap to be filled and check whether students have understood the missing word or not

All the activities are conducted in the target language which is English.

Warm-up activity

Some amazing facts about the song / singer or music group.

Main activity

Gap filling activity. Students fill in the blanks while listening to the song twice. They get a feedback from the teacher when they listen to the song for the second time.

Follow-up activity

Crossword or word search. Students find hidden words in a crossword or word search. Most of the hidden words are the ones that have been removed from the lyrics so that students can recycle the vocabulary they have worked on in the gap-fill activity.

Conclusion

Songs are valued because of their linguistic, pedagogical and entertaining features. Listening to songs and focusing on their lyrics affects the learning process and help develop many aspects of the language. It can be motivating for students because they get to finally know what their favourite singer or music group say and mean in a song.



Creating an atmosphere in which students understand that making mistakes is a vital part of the learning process encourages them to take risks and promotes their self-confidence. The most vivid memories are related to significant situations. The learning process is facilitated in lessons that can be remembered for the meaning of the input offered. Furthermore songs are effective tools for both short and long-term memory stimulation.

Queen_We Are the Champions

I've my dues
Time time
I've done my sentence
..... committed no crime
And bad
I've made a
I've had my share of sand kicked in my face
But I've come

**We are the champions, my,
And we'll on 'til the end
We are the champions
We are the champions
No time for
'Cause we are the champions of the**

I've taken my bows
And my curtain calls
You've me fame and fortune and that goes with it
I thank you

But it's been no bed of,
No pleasure
I consider it a before the whole human race
And I ain't gonna

**We are the champions, my,
And we'll on 'til the end
We are the champions
We are the champions
No time for
'Cause we are the champions of the**

**We are the champions, my friends,
And we'll on 'til the end.
We are the champions.
We are the champions.
No time for
'Cause we are the champions**

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