

<b>Objectives:</b> Students will be able to . . .	Sing, understand and explain to a partner the song: “To Dream the Impossible Dream” Write 5 sentences using infinitives to describe their hopes and dreams. Talk about how music can reduce stress
<b>Strands</b>	Reading, Listening, Speaking
<b>Standards</b>	L2.3b Understand specific grammatical structures L3.4d Focus on units of meaning rather than individual words R1.3c Compare and contrast information in text
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Review the grammatical structures for infinitives using the verbs: <b>need, want, have, like</b>. Discuss the different in meaning between the words. Write 7 sentences on the board using these verbs and infinitives. Students identify the grammatical structures: S-V-I-O. Distribute Worksheet 1 (10 sentences find the errors) to practice this grammar. Students fix the errors individually then discuss as a group.</li> <li>2. Distribute the lyric sheet to the song. Go through the lyrics line by line – identify the infinitives, prefixes and suffix structures, metaphors, etc. (Make sure students have a copy of the goggle translator page to help with meaning also distribute dictionaries.)</li> <li>3. Play the recording of Luther Van Dross’s version of the song. Students follow the words. Describe the original play “The Man of La Mancha” and Don Quixote’s quest for love and adventure. Draw parallels with students in their lives. What things are they striving for? What motivates them? Do they agree with Don Quixote’s position to strive to his death to reach the goal? What goals are possible? Is there an impossible goal? Cultivate conversation and discussion. Play the song again as students sing the song. Ask students what lines are their favorite lines. Discuss the aspects of inspiration in this song. Listen to the crescendo in the music.</li> <li>4. Ask students to write sentences describing their hopes and dreams using infinitives.</li> <li>5. Using a Round Robin format, students circulate their writing passing it to their right. Students read the pages that are distributed to them out loud, at the teacher’s signal students stop reading and pass the papers to the right. The objective here is for students to see and read other student writing and have the opportunity to practice reading aloud (even though no one is listening and the everyone is reading something different loudly at the same time). This exercise in and of itself is laughable and fun for them. Teachers claps after 30 second of oral reading saying: Stop, Pass the Paper, Read. . .</li> <li>6. Next day, distribute the Cloze activity. Students fill in the missing words to the song. Listen and sing with the song again. Use the instruments.</li> <li>7. Show the you-tube video of “The Impossible Dream – Man of LaMancha”.</li> <li>8. Discuss how songs can inspire, encourage, lift our spirit.</li> </ol>

<b>Materials</b>	<ul style="list-style-type: none"> <li>-Hand Out of Infinitives to Correct</li> <li>-Impossible Dream Lyric Sheet</li> <li>-Translation sheet of the Song</li> <li>-Cloze activity of the song</li> <li>-Recording of Luther VanDross’s version of “The Impossible Dream”</li> <li>-Recording of Tom Jones’s version of “The Impossible Dream”</li> </ul>
<b>Assessment Activities</b>	<p>This song is a bit slow, students must be intermediate level English. The students writing will assess their grammatical understanding.</p>
<b>Wrap-up Activities Reflection</b>	<p>The low level students were lost in this exercise. The lyrics were too much for them. The solid Level 2 students and above loved this. One student said, “I love this song”, another said, “This song is me.” They really got into the discussion on inspiration and struggling. This is a song they can relate to personally. The discussion of whether the striving is worth it was very powerful. “You can not give up”, “You continue”</p>