



When Music Meets Literature: Wuthering Heights (Kate Bush vs Emily Bronte) A Magical Flashback Song-based Lesson Plan for ELT



WELCOME to the SONG ACTIVITY FACTORY!

The place to be if you **believe in the power of songs** to teach **ENGLISH!**

This week's song-based lesson plan was a request by **Elize Marais!** She needed an activity for this song, and in my research to prepare it, I've learned a lot of cool things about Wuthering Heights, both the novel and the song! **KATE BUSH** translated the essence of Catherine and Heathcliff's tragic love beautifully. This is a song from 1978 which I've always liked, but never realized that a **GHOST** was singing it! :O It made it even more special for me now, and I hope that **YOU** and your students enjoy it as much as I did preparing this lesson plan!!

Description:

This song-based activity **STEP-BY-STEP LESSON PLAN** for **ENGLISH** language **TEACHING** features the lyrics and music video for “**Wuthering Heights**” by **Kate Bush**. Students **TALK** about books and movies, **READ** a short text about the novel **Wuthering Heights by Emily Bronte** and do a true/ false exercise, **WATCH** a vocabulary video and do an exercise, **LISTEN** to the song and do an exercise with an interactive worksheet, **READ** comments about the song and the novel and **DISCUSS** with a partner, **READ** a letter written by Kate Bush and work with expressions (OPTIONAL), and **WATCH** the music video.

OBS: OBS: This lesson plan was made to be used for **ONLINE TEACHING**, but it can be modified for face-to-face instruction, as well.

Language level: B2

Learner type: All ages

Skills: speaking, reading, listening and writing

Topic: Books (Wuthering Heights) and Music,

Language/grammar: vocabulary, opinions, writing letters

Materials: Youtube videos, google slides and interactive worksheet

Duration: 1 hour - 1h 30 min

Downloadable materials: [Google Slides](#)

STEP-BY-STEP LESSON PLAN

Step 1 (5 min)

Warm up

Start by asking your students the following question: **What's better: a book or a movie? If a book has been made into a movie, which do you prefer to do first, see the movie or read the book?**

Why?

And have students share their answers, have them give you reasons and examples

Step 2 (10 min)

Tell your students that you're going to work with a song based on the famous novel by Emily Bronte, **Wuthering Heights**”.

Ask students what they know what the story is about.

Screen-share Slide 1.

Have them read a short text about the story and decide **if the sentences are TRUE or FALSE** according to the text.

“Wuthering Heights” tells of Heathcliff’s destructive love for Catherine Earnshaw (Cathy). Heathcliff is adopted by Catherine’s father, as a child. While they are growing up, Cathy and Heathcliff develop a strong friendship and a deep love. When Mr Earnshaw dies, though, Heathcliff is bullied by Catherine’s brother, Hindley, who makes him work as a servant. Because of this situation, Cathy refuses Heathcliff’s love, even though she loves him.

Heathcliff leaves the house, and years later, returns, looking like a rich gentleman. He then finds that Cathy is married to snobby and rich Edgar Linton, and feels betrayed and vengeful. The obsessive love Heathcliff and Cathy have for one another is intense and dramatic, and perhaps it is this love that destroys them both in the end. It is also a love that survives death, a love that continues beyond the grave.

- 1- Heathcliff and Mr Earnshaw's son are very good friends. ()
- 2- After Catherine's father dies, Heathcliff's life changes for the bad. ()
- 3- Edgar Linton bullies Heathcliff because he is a servant. ()
- 4- Catherine Earnshaw marries another man, even though she loves Heathcliff.()

Answers:

- 1- F (Hindley, Mr. Earnshaw's son, bullied Heathcliff)
- 2- T
- 3- F (Hindley bullied Heathcliff, not Edgar)
4. T.

Step 3 (5 min)

Some song facts.

Tell your students that you're going to work with a song, also titled ***Wuthering Heights*** written by **Kate Bush**. She was only 18 when she wrote the song, inspired by Emily Bronte's novel which was published more than a century before, in 1846. Bush shares the same birthday as the book's author, she also happens to be called the same as Bronte's most known character, Catherine. Her song was a huge success, with her being the first female performer to ever have a self-written number 1 hit in the U.K.

Step 4 (10 min)

Vocabulary video (2:25 min)

Before working with the lyrics, have your students watch a video with some vocabulary from the song. Play the vocabulary video 2x (or ask students to watch it in their devices)

<https://youtu.be/fwXkbteyMW0>

Words and phrases on the video: Moors - Wuthering Heights - temper - jealous, jealousy - grab - roam - fall through - pine - greedy

Screen-share slide 2 with the vocabulary exercise. Students fill in the gaps with the words from the video (they're not going to use all of them)

Vocabulary Exercise Answers

- 1- The young criminal tried to grab my purse on the street, but I ran away!
- 2- John must learn to control his temper. He made his sister cry when he shouted yesterday.
- 3- I felt sick with jealousy when I saw my girlfriend Mary talking to that new guy at school.
- 4- We went for a walk on the Moors in Yorkshire. It was cold and windy.
- 5- Mark's plans are going to fall through if he doesn't pay his debts with the bank.
- 6- I love to roam in the big park near my house on Sunday mornings.

Step 5 (10 min)

Interactive worksheet.

Share the link to the [interactive worksheet](#). Students listen to the song and click on the 4 incorrect words in verses and pre-choruses, and write the corrections in their designated spaces.

answers:

songactivityfactory.com

Verse 1: fall -
Pre chorus 1: lose

Verse 2: dark
Pre chorus 2: side

Step 6 (10 - 15 min)

Fan's comments.

Have students work in pairs (breakout rooms)

They have to read some comments about the song Wuthering Heights by Kate Bush, and the novel "Wuthering Heights" by Emily Bronte and say which one they like/agree with the most and why.

Which comment do you like the most and why? Talk to a partner.

1- This song is so beautiful. It's about this painful, impossible love that is shared by Cathy and Heathcliff. Cathy tries to possess him, but their love is bound for tragedy from the beginning, and she dies and haunts him till he joins her. It made me want to read the book too, and I failed the first time, but I made another attempt and really enjoyed it the second time. **by KFurber**

2- I think Kate wrote Wuthering Heights based on the ending of the novel. The part when Catherine Earnshaw comes back for Heathcliff's soul. I think I'm not sure, but Catherine dies and comes back as some kind of ghost, and breaks Heathcliff's window with her hands. She comes back for his soul so they can spend eternal life with each other. Wow, now that's possessive. **by wintery cappy**

3- The "Bad dreams in the night/they told me I was going to lose the fight/leave behind my Wuthering, Wuthering, Wuthering Heights" refers to a part where Cathy talks about a dream she had in which she died and went up to heaven, but she still wasn't happy, because she wasn't near Heathcliff. After getting married to a man she doesn't love, she constantly longs to return to Wuthering Heights (and Heathcliff)- but never does before she dies. **by last of the rock stars**

Optional step 7 (7 min)

Screen-share Slide 4.

Read this cute letter **Kate Bush wrote to a fan** who asked her for the lyrics to her song, and complete it with the expressions below:

best of luck - certainly - enjoy the album - it's no trouble - read the book - thrilled - writing to me

Dear David,

Thank you very much for _____ [1] - I'm _____ [2] that you want to know the words of my single, _____ [3] to write them for you and it _____ [4] won't cost you!

I'm glad you've _____ [5], I think it is so beautiful. I hope you _____ [6] _____ [7] with all that you're doing,

God bless,

Love Kate Bush xxx

Answers:

1- writing to me 2- thrilled 3- it's no trouble 4- certainly 5- read the book 6- enjoy the album.

7- Best of luck

Step 8 (5 - 7 min)

Music video.

Have students watch the music video and comment on it to close the activity

<https://www.youtube.com/watch?v=-1pMMle4hb4>

That's it for this week! I hope this activity is helpful and enjoyable!

SUBSCRIBE to SAF's [YOUTUBE CHANNEL!](#)

FOLLOW SAF on [TWITTER!](#)

Happy teaching! :)

Márcia Bonfim

[FACEBOOK](#)

[LINKEDIN](#)

