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| Lesson Plan – Listening |

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| **Title – Because of you** |

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| Instructor:  Jessie | Level:  1) | # of Students  11 | Length  40 minutes |

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| **Materials:**  - Because of you mp3; 2:23  - 11 blank pieces of paper  - colored markers/ crayons  - Lyrics and discussion worksheets (11 each)  - board, eraser, chalk  -New vocabulaury of the lyrics and definitions of the lyrics |

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| **Aims:**  Main Aim: Students will improve their listening by drawing pictures of the things discussed in the song, “Because of you”  Secondary Aim: Students will distinguish individual words in the song by filling in the blanks in the worksheet.  Personal Aim: I want to reduce my TTT and increase STT.  I want to improve my ICQ’s.  I want to adjust my speaking speed to the level of the learners. |

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| **Language Skills:**  - Listening: Students will listen to the song “Because of you”  - Speaking: Students will discuss about the lyrics of the song  - Reading: Students will read the lyrics sheet and learn a new song in the process.  - Writing: Students will write about what they hear for the SOS activity |

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| **Language Systems:**  - Phonology: None to discuss  - Lexis: stray, not only –but ,lean on,  - Grammar: should have known  - Function: describing various situations |

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| **Assumptions:**  Students already know:  -how to contribute to a mind map on the board  -how to give their ideas on the meaning of a quote  -various musical genres  -how to discuss their ideas with a partner  -how to interpret nonstandard accents |

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| **Anticipated Errors and Solutions:**  - Students have a hard time understanding the singing.  Play the recording a few times and have the students discuss with each other.  - The lesson finishes early.  If it’s five minutes: do SOS activity A  If it’s ten minutes: do SOS activity B  If it’s fifteen minutes: do SOS activities A and B  - Students have no idea of the meaning of the quote  Ask what the relationship between listening and speaking is  -Students don’t know what the word ‘genre’ means  6)  -Students don’t know what ‘to keep you from feeling wonderful’ means.  Elicit ideas from Students. Explain that ‘stop’ or ‘prevent’ can be used for ‘keep’  -Students say the sentence too loud  Model whispering again  -Students have difficulty understanding the ‘Confused Sentence’ for the SOS activity  Give a hint and say that it is 8 words long. Write eight spaces on the board. |

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| **References:**  **-** <http://www.stlyrics.com/lyrics/coldfeetmoresongs/whatawonderfulworld.htm> (lyrics)  - <http://www.eslcafe.com/idea/index.cgi?display:1159922545-7417.txt> (activity)  - What a Wonderful World [Jazz Time], best of; 1995 (song)  <http://www.anotherblessedday.com/sitebuildercontent/sitebuilderpictures/abdfront.jpg> (blessed day picture)  <http://i222.photobucket.com/albums/dd152/magosi/Native%20American/NativeAmericanBlessedDay2LL.jpg> (native blessed day)  - <http://farm4.static.flickr.com/3079/2880644733_655a29e20b.jpg> (sacred night)  <http://aminus3.s3.amazonaws.com/image/g0004/u00003039/i00070677/832d84ac1d950c502a91d1d0c32bfdb4_large.jpg> (sacred night picture)  <http://www.englishforums.com/English/ALittleConfusingSentence/ggqdm/post.htm> (SOS 1)  - <http://iteslj.org/Lessons/Fujioka-2Games.html> (SOS 2) | | | | |
| **Lead-in** | | | |
| Materials: two fake a smile and so much misery phrase paper | | | |
| Time  1 minute  6 minutes | Set up  Whole Class  3 groups of three. | **Procedure** Write the quote on the board: *"We were given two ears but only one mouth, because listening is twice as hard as talking."*  **Greeting:**  Briefly greet students: “Hello class!”  **Eliciting and Prediction:**  Elicit the meaning of the quote from the students. Mention that listening is often overlooked.  Write “fake a smile” and “so much misery” on the board with a mind map. Elicit a few ideas of meaning for each. You will take 5 minutes to discuss ideas with your group. The youngest person will write down your ideas.  **ICQ’s:** Will you be working individually? =No  What will you be doing? = Eliciting  Who will be taking notes?= Youngest  Begin the activity. Monitor the groups and give a time warning.  Elicit. |

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| **Pre-activity** | | |
| Materials: Chalkboard, chalk | | |
| Time  8 Min. | Set up  Whole Class | **Listening for the main idea**  **Procedure** Mind-map: musical genres. Elicit genres/ characteristics from Ss. Write their ideas on the board.  **Instructions** 1) Instruct Ss to listen to the mp3 and try to identify which genre the music playing matches. 2) Give two reasons why you chose that genre.  **ICQs** 1) What will you do while listening?  (trying to identify the genre among the ones that we brainstormed)  2) What will you do besides choosing the genre? (Give reasons for choosing that genre)  3) How many reasons will you give? (two) |
| **Main activity** | | |
| Materials: 9) | | |

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| Time  10 minutes  2 minutes  5 minutes  1 minute | Set up  Individual  Ss will do the worksheet.  Ss board their answers. | **Procedure:** Place speakers and iPod on the table and play the song “Because of you”   1. Ask Ss what genre they chose for the song. Elicit some reasons why they chose that genre. 2. Pass out 11 pieces of paper to the Ss. 3. Place markers within reach of all Ss.   **Listening for details**  **Instruction:** You will listen to the song two more times. This time you will draw what you hear in the song. You will use the blank paper, markers and crayons to make your picture.  **Demonstration:** For example, I listened to the song and drew this picture. Your pictures might be different.  **ICQs:** 1) How many times will you listen to the song? (2 times)  2) What will you do while listening? (drawing a picture of what we hear)  3) What will you use to draw with?  (markers and colored crayons)  **Begin activity. Monitor. Help Ss as needed.**  Activity finishes.  Ss compare their pictures with each other and elicit some ideas from a few students.  **Procedure:** Show Ss the lyrics worksheet.  Procedure Ss board their answers as groups to see who got all the right answers. |

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| **Post-Activity** | | |
| Materials: discussion worksheet | | |
| Time  7 minutes | Set-up  S-S discussion | **Procedure:** As a whole class 1,2,3,4). Write question #1-4 on the board. What your number is your question.  **Instruction:** You will answer and discuss your questions with your partner. The person with the larger shoe size will write down your answers.  **ICQs** 1) What are you doing? (discussing questions with our partner)  2) Who will write down the answers? (the person with the larger shoe size)  3) Who are you working with? (they point to their partner)  Monitor students. Give a time warning.  Elicit groups to give their ideas for questions 2, 3, and 4.  **Goodbye to Ss** Great job today. See you tomorrow |

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| **SOS activities** |
| Materials: blank pieces of paper, iPod sound program, mp3 player |

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| Time  A) Confusing Sentence  5 minutes  B) What is that sound  10 Minutes | Set up  Whole class  Individual | **Procedure**  **Instructions:** Ask the students to listen to the sentence that their classmates tell them. They will then tell the person on their right the sentence. Tell them that the person on the right will start.  The last person will write the sentence that they heard on the board.  Tell the 1st student the sentence: “I try my hardest just to forget everything because of you”  **Demonstration:** Model whispering with one student. Show them how to call the next S up.  **CCQs:** 1) Who will speak first? (S on my right)  2) How loud will you speak? (whispering)  3) What will the last person do? (write the sentence on the board.)  **Instructions:** 1) Give Ss a blank piece of paper  2) Ask students to close their eyes and listen to what they hear.  3) Have them open their eyes and elicit a few things that they heard.  4) Emphasize: 3 minutes and writing down at least 7 sentences.  **Demonstration:** Have students close their eyes and play a horn. Ask them to open their eyes and write down what they heard. Show students your paper which says, “I heard a horn honking.” Write the sentence on the board. Play another sound and elicit. Write this sentence on the board.  **CCQs:** 1) What are you doing? (listening)  2) How long will you be listening for? (3 minutes)  3) How many sentences will you write (at least seven)  Play some sounds from the iPod program. Elicit from Ss some sentences. Write on the board. |

Song Lyrics

I will not make the same mistakes that you did

I will not let myself

Cause my heart so much misery

I will not break the way you did

You fell so hard

I learned the hard way

To never let it get that far

Because of you

I learned to play on the safe side

So I don’t get hurt

Because of you

I find it hard to trust not only me

But everyone around me

Because of you

I am afraid

I lose my way

And it’s not too long before you point it out

I cannot cry

I’m forced to fake a smile a laugh

Everyday of my life

My heart can’t possibly break when it wasn’t even

Whole to start with

Because of you I never stray too far from the side walk

Because of you

I learned to play on the safe side

So I don’t get hurt

Because of you

I find it hard to trust not only me but everyone around me

Because of you

I am afraid I watched you die

I heard you cry every night in your sleep

I was so young

You should have known better than to lean on me

You never thought of anyone else

You just saw your pain

And now I cry in the middle of the night

For the same damn thing

Because of you

I never stray too far from the side walk

Because of you

I learned to play on the safe side

So I don’t get hurt

Because of you

I try my hardest just to forget everything

Because of you

I don’t know how to let anyone else in

Because of you

I’m ashamed of my life because it’s empty

Because of you

I am afraid Because of you

**Worksheet of lyrics**

**I**  not make the same

I let myself

Cause my so much misery

I will not the way you did

You fell so

I way

To never let it get

Because of you

I never too far from the

Because of you

I play on the safe

So I don’t get

Because of you

I find to not only me

But everyone me

Because of you

I am

I lose my

And it’s not too long before you

I cannot cry

Because I know in your eyes

I’m to a smile a

Everyday of my life

My heart can’t possibly break when it wasn’t

Because of you

I never too far from the

Because of you

I learned to play on the safe

So I don’t get

Because of you

I find not only me but everyone

Because of you

I am

I watched you die

I heard you cry every night in your sleep

I was so young

You should have known to me

You never thought of else

You just saw your

And now I cry in of the night

For the same damn thing

Because of you

I never too far from the side

Because of you

I learned to play on the

So I don’t get

Because of you

I try my just to forget everything

Because of you

I don’t know

Because of you

I’m my life because it’s

Because of you

I am Because of you

Because of you