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| ★Lesson Plan Template Task Based Lesson (Listening) |
| **Title : “I’m ~ing… .”** |
| *Instructor* ***: Hailey*** | *Level****: Pre-intermediate*** | *Students****: 6*** | *Length****:40min***  |

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| **Materials**- mp3 file : A song titled “Lemon tree” *(Fool’s Garden)*- Worksheet #1 (6 copies each)- Picture cards- Computer, projector, speaker- Picture #1, #2- White Board & board marker |

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| **Aims & Goals**- Ss will be able to improve listen skill by listening to pop-song, teacher’s words (during the picture card game) and group mates’ words (during discussion).- Ss will be able to use the present progressive form especially , “I’m ~ing … .” by making some sentences. |

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| **Language Skills**- Listening : Ss will listen to the song titled “Lemon tree” by the mp3 file. Ss will listen to teacher’s words during the picture card game.- Reading : Ss will read the lyric on the worksheet #1.- Writing : Ss will write the lyric on the worksheet #1.- Speaking : Ss will talk with teacher about right answer of worksheet #1. Ss will compare to other classmates about what they heard while the song titled “Lemon tree” was playing. (based on worksheet #1) |
| **Language System**- Phonology : pronunciation “th” (e.g. nothing, another, everything)- Lexis : wonder, isolation- Function : Q&A, Discussing, Presentation- Grammar : making some sentences in the present progressive form (especially , “I’m ~ing … .”)- Discourse : Q&A (T-Ss), Comparing and discussion with group works. (S-S) |

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| **Assumptions**- Students can understand all of my words and make simple sentences.- Students are middle school students in pre-intermediate level.- Students already knew how to set up the class and run by a group of 6 students. (2groups)- Students lately learnt ‘the present progressive form’.- Students have never heard the song “Lemon tree”. |

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| **Anticipated Problems** | **Solution** |
| - If a computer doesn’t work and the mp3 file can’t be played, | → Teacher play the song by using T’s own cell phone & speaker. |
| - If a projector doesn’t work and teacher can’t show the pictures for eliciting, | → Teacher show the pictures by T’s i-pad. (T already downloaded them to T’s i-pad.) |
| - If students finish activity early, | → Teacher lets student sing the song together. |

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| references(picture#1)<http://food.ndtv.com/ingredient/lemon-701101>(picture#2)<http://anyasgarden.com/blog/ask-the-perfumer-32413-meyer-lemon-organoleptic-info-and-giveaway/meyer-lemon-tree-big/>(Lemon tree on worksheet#1)[http://1.bp.blogspot.com/ keDJ5k53HtI/TbkSq5CFNEI/AAAAAAAAACQ/Xcg9TiY0q1c/s1600/lemon\_tree.jpg](http://1.bp.blogspot.com/%20keDJ5k53HtI/TbkSq5CFNEI/AAAAAAAAACQ/Xcg9TiY0q1c/s1600/lemon_tree.jpg)(picture card#1) <http://hidrateh2o.com/2014/07/15/need-energy-drink-water/> |

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| **Lead - In** |
| Materials : None |
| Time | Set up | Student Activity and goals | Teacher talk (procedure) |
| 30sec | Whole class | Ss greet TSs answer freely(Ss : Yes!) | Greeting“Hello, everyone. How are you today?”“Thank you for your attendances. I hope all of you enjoy today’s class. Then, are you ready to start?”“Ok, good.” |

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| **Pre - activity** |
| Materials : Projector and computer for present Picture#1, Picture#2 White board , board marker |
| Time | Set up | Student Activity and goals | Teacher talk (procedure) |
| 2min2min | whole classwhole class | Ss answer the elicited QsSs see the picture #1Ss see the picture #2Ss listen to instructionSs answer the ICQ | **Eliciting**“Do you like fruits?”“What fruits do you like?”(Ss answer freely.)“Then, do you like lemon?”“Have you ever seen a lemon tree?”(Ss answer “yes, I have” or “No, I haven’t.)“Where did you see that?”“What color was it?”“Ok, great.” **Instruction**“I want to introduce one of my favorite pop-songs. Its title is “Lemon tree”. Today, you can learn how to use the present progressive form especially , “I’m ~ing … .” through this song.(Write “I’m ~ing… .” on the top of the white board)**ICQ**“Today, what will you learn about?”“Great.” |

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| **Main Activity** |
| Materials : Computer, Speaker, mp3 file(“Lemon tree”), Picture cards#1~#20 |
| Time | Set up | Student Activity and goals | Teacher talk (procedure) |
| 5min1min4min | whole classwhole classindividually | Ss listen to instructionSs answer the CCQ and ICQSs listen to the song and count the number of expression “I’m ~ing … .”(Ss : “13times”, “14times”, or “15times”) Ss listen to instructionSs answer the ICQSs listen to the song one more time and do their tasks | 1. Listening the song &Paying attending to “I’m ~ing… .” forms.**Instruction**“At first, I will play this music for you just once from start to finish. Then, you have to count how many time have you listened to expressions of ‘I’m ~ing.’ in this song. Count the number of it.”**CCQ**“What is the title of this song?”**ICQ**“How many times can you listen to it?”“What do you have to count?”“Ok, you understood well. Then let me play it.”(Play the song by computer)**monitoring**While the students are listening the song, stand behind the students and look around. If some students do not concentrate on the activity, tell them “Try to count.”After the music,“How many times you listened to expression ‘I’m ~ing…’ ?”“Good job, everybody. The answer is… ‘14times’!”**Instruction**“Now, I’ll play the music once again. This time, you have to listen carefully and fill in the blanks being careful ‘I’m ~ing … .’ forms.”“Do it yourself, not discuss each other.”I’ll ask you something to listen.**ICQ**“What are you going to do?”“Will you do it with your classmates?”(Distribute worksheet#1)“Are you ready to start?”“Do your best. Start!”(Play the song by computer) |

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| 1min30sec3min3min1min7min | whole classeach groupwhole classwhole classwhole class | Ss listen to instructionMaybe,(Ss : No./Not yet.)(Ss : Yes.)Ss answer the ICQSs compare their answers with group mates& discuss(Group activity)Ss check the answers and correctSs listen to how to do activitySs answer the ICQ(Ss : Ok, I see.)Ss choose the correct card | 2. Discussion &Checking the answers**Instruction**(After the music,)“Did you fill out all the blank spaces?”“Then, do you need group activity?”“Compare with tasks of other group mates. And find out what you missed. You can fill in the blanks together. I’ll give you 3minutes to discussion.”**ICQ**“What will you discuss about?”“With whom?” With me?”“How much time do you have for this activity?” “Start to discuss! Go, go, go!!”**Monitoring**While the students discuss, stand behind the students and whether they are doing activity appropriately or not. Ask students “Do you need any help?” If they need some help, help them to discuss actively.**Timing**1minute, 30seconds, 10seconds, and time’s up!“Ok, then, let’s check the answers together.”Tell Ss correct answers from blank 1 to blank 14. If some Ss want to know how to spell some words, write them on the board.(Ask Ss what they think first, and then notify correct answers)3. Playing the picture card game**Instruction**“Now, we are going to play the picture card game. I’ll tell you how to play it. I’ll show you two picture cards and speak a sentence to you then you have to choose a correct card corresponding teacher’s words and point it.”“Then, I’ll ask you something to listen.”**ICQ**“When I show you some picture cards, then what should you do?”**Demonstration**I’ll show you one example.(show 2 cards and read a sentence.And pick up a correct picture card.)“Great, are you ready?”(Show Ss 20 picture cards) |

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| **Post activity** |
| Materials : picture cards#1~#20 |
| Time | Set up | Student Activity and goals | Teacher talk (procedure) |
| 1min5min4min | whole classwhole classwhole class | Ss listen to how to do activitySs answer the ICQ & CCQSs make sentences corresponding each picture cards and speak them outSs tell their opinion with the class | (After the game,)“Well done, everyone.”“Now let’s speak out all of sentences. You should tell me what he or she doing. But, remember that you should make the sentences through only “I’m ~ing… .” forms. Do not say “He or she is ~ing… .”**ICQ**“What are you going to do?”**CCQ**(Pick up the picture card #1)“If I say “She is drinking water.” am I right?”“Then, what should I say?”“You listened very well. Good job.”(make Ss speak out the correct sentences showing all of picture cards)3. Feedback“You did a good job. That is the end of our lesson for now. After school, you’d better listen to the song “Lemon tree” and sing along it. I hope you enjoy it.”“I’ll give some questions to you.”“What do you think of today’s activity?”“Today, we learnt by mainly listening music. Did you enjoy it? What its advantages are?”“Then, what its disadvantages are?”“I’m pleased you enjoy today’s lesson. Thank you for your participation.” |

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| SOS Activity |
| Materials : Computer, speaker |
| Time | Set up | Student Activity | Teacher talk (procedure) |
|  | Whole class | Ss watch the video clip | **Instruction**“We have the rest time. So, let’s watch a music video clip of ‘Lemon tree’ on You tube.”(Play the video clip)<http://www.youtube.com/watch?v=bCDIt50hRDs> |

**picture#1**



picture#2



**Picture card#1**



[**http://hidrateh2o.com/2014/07/15/need-energy-drink-water/**](http://hidrateh2o.com/2014/07/15/need-energy-drink-water/)

**worksheet#1**

**name : ( )**

**♬ Fill in the blanks listening “Lemon tree” ♬**

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| I’m 1) here in the boring room It’s just yellow rainy Sunday afternoon I’m 2) my time I got nothing to do I’m 3) around I’m 4) for you But nothing ever happens and I wonder I’m 5) around in my car I’m 6) too fast I’m 7) too far I’d like to change my point of view I feel so lonely I’m 8) for you But nothing ever happens and I wonder I wonder how I wonder why Yesterday you told me about the blue blue sky And all that I can see is just yellow lemon-tree I’m 9) my head up and down I’m 10) turning turning turning turning around And all that I can see is just yellow lemon-tree Sing, dah da da da da dee da da...I’m 11) here I miss the power I’d like to go out taking a shower But there`s a heavy cloud inside my head I feel so tired Put myself into bed Where nothing ever happens and I wonder  | Isolation is not good for me Isolation I don`t want to sit on the lemon-tree I’m 12) around in the desert of joy Baby anyhow I`ll get another toy And everything will happen and you`ll wonder I wonder how I wonder why Yesterday you told meabout the blue blue sky And all that I can see is just yellow lemon-tree I’m 13) my head up and down I’m 14) turning turning turning http://1.bp.blogspot.com/-keDJ5k53HtI/TbkSq5CFNEI/AAAAAAAAACQ/Xcg9TiY0q1c/s1600/lemon_tree.jpgturning around And all that I can see is just yellow lemon-tree Yellow, wonder, wonder I wonder how I wonder why Yesterday you told me about the blue blue sky And all that I can see, and all that I can see, and all that I can see Is just a yellow lemon-tree |