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| TEMPLATE FOR LISTENING LESSON PLANTASK-BASED APPROACH (TBL) | | | | | | | |
| TITLE | Shooting Star | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| SOPHIE KIM | | | | INTERMEDIATE | ADULTS | 6 | 50 mins. |
| MATERIALS | | | | | | | |
| * 8 pieces of lyrics papers, including spare one. * 8 pieces of discussing worksheets, to integrate 4 basic language skills at once.. * Flash cards, including English expression or idioms. * CD (or audio file for music) * CD Player or computer * A speaker, to hear and listen to the music. * White board (for explaining grammar in the content) * 3 different colors of board marker, to distinguish or organize the content that is important. | | | | | | | |
| AIMS 1. | | Students will have a clear understanding of the lyrics which is given in the class through presenting new vocabulary, some certain words by repetition and drilling. | | | | | |
| **2.** | | Students will have a clear understanding the use of auxiliary verb (can) when they complete the worksheet accompany this lesson. | | | | | |
| 3. | | Students will distinguish between English /l/ and /r/ sounds when they hear the words ‘love’ and ‘round’ by listening to music several times. | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | Listening to the music in the video clips, shooting star-Owl City | | | | |
| Speaking | | | Discussing a topic of ‘light’ and ‘a shooting star’. | | | | |
| Reading | | | Reading the content of lyrics of ‘shooting star’. | | | | |
| Writing | | | Practicing the use of auxiliary verb by the worksheet, making a sentence | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | Students will concentrate on the different pronunciation between /l/ and /r/, love and round through listening to the music. | | | | |
| Lexis | | | Students will concentrate on the essential words that we are using in daily lives, especially from Monday to Friday. | | | | |
| Grammar | | | Students will concentrate the auxiliary verb for the key grammar points (e.g “All these heavy thoughts will try to weigh you down but not this time.” Or “All his gravity will try to pull you down but not his time.”) | | | | |
| Discourse | | | Students will focus on practicing how to make the dialog or story that has relationship between sentences through imagination, shorting star. | | | | |
| Functions | | | Students will be learnt the use of the expression of their feeling by the words which is in the lyrics. | | | | |
| ASSUMPTIONS Students as adult learners already have a background knowledge of using English. | | | | | | | |
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| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS Students might not put the infinitive verb after using auxiliary verb.   * Teacher will explain the feature of the auxiliary verb and hand out the worksheets to reduce grammatical errors. Moreover, she/he will check the questions that are solved by students. If there are errors, Students will be received correct answers for that. Furthermore, educator would convey some positive feedback for their mistakes in an effective way. | | | | | | | |
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| REFERENCES  1. <http://www.englishgrammarsecrets.com/can/menu.php> 2. <https://www.youtube.com/watch?v=Uq8Dgcy4MDY> | | | | | | | |
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| NOTES  * For plan B or covering the unexpected situation, teacher needs to prepare some activities using the flash cards by one of teaching methods, eliciting. * For plan B or covering the unexpected situation, teacher needs to prepare some activities like Ice-breaking and warming-up for getting to know peers in the class deeply and reviewing the contents that have learnt previously. | | | | | | | |
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| PRETASK TITLE | | |  | | |
| AIMS | | | | MATERIALS | |
| Presenting a new vocabulary and grammar to understand the lyrics fully. | | | | * Flash cards, including English expression or idioms. * White board (for explaining grammar in the content)  3 different color of board markers (to distinguish or organize the content that is important) | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5mins | class | Sharing their past experiences in a pair or group | | | Introducing about shooting star and ask them the experiences of seeing the shooting star. |
| 5mins | class | Acquiring the certain words by concept check question. | | | Presenting a new vocabulary |
| 5mins | class | Understanding the rule of auxiliary verb. | | | Explaining the rule of auxiliary verb. |
| 5mins | class | Distinguishing the sound of /l/ and /r/ by following teacher’s accurate pronunciation. | | | Speaking up the two words, love and round. |
| NOTES | | | | | |
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| TASK PREPARATION TITLE | | |  | | |
| AIMS | | | | MATERIALS | |
| Understanding the content of lyrics clearly. | | | | 8 pieces of lyrics papers, including spare one. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5 mins. | Class | Watching the video clip. | | | Showing the video clip to students. |
| 5mins. | Class | Listening to the music, focusing on the lyrics | | | Keep playing music. |
| 5mins | Class | Trying to understand of the lyrics based on learning of new words and grammar rules | | | Monitoring. |
| 5mins | Class | Asking questions about the part of misunderstanding. | | | Helping students to understand content as being a involver. |
| NOTES | | | | | |
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| TASK REALISATION TITLE | | |  | | |
| AIMS | | | | MATERIALS | |
| Practicing listening to music and understanding the content of the lyrics as listening spontaneously. | | | | * CD Player or computer * A speaker, to hear and listen to the music. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5mins | class | Sing the lyrics with watching video clip. | | | Playing the video clip  with visual aid. |
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| NOTES | | | | | |
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| POST TASK TITLE | | |  | | |
| AIMS | | | | MATERIALS | |
| Comprehension of all the tasks | | | |  | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5 | class | Solving the question or worksheet as listening to the music  to get relaxed and fun. | | | Handing out a piece of question sheet. |
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| NOTES | | | | | |
| Homework for the rest of their working | | | | | |

**Shooting Star – Owl City**

Close your tired eyes, relaxing them

Count from 1 to 10 and open them

All these heavy thoughts will try to weight you down

But not this time

Way up in the air, you’re finally free

And you can stay up there, right next to me

All this gravity will try to pull you down

But not this time

When the sun goes down, and the lights burn out

Then it’s time for you to shine brighter than the shooting star

So shine no matter where you are

Fill the darkest night with a brilliant light

‘Cause it’s time for you to shine, brighter than a shooting star

So shine no matter where you are tonight

Gazing through my eyes, when the fire starts

And fan the flame so hot, it melt out hearts

All the pouring rain will try to put it out

But not his time

Let your colours burn, and brightly burst

Into a million sparks

But all dispersed and illuminated a world

That’ll try to bring you down

But not this time

When the sun goes down, and the lights burn out

Then it’s time for you to shine brighter than the shooting star

So shine no matter where you are

Fill the darkest night with a brilliant light

‘Cause it’s time for you to shine, brighter than a shooting star

So shine no matter where you are tonight

Brighter than a shooting star

So shine no matter where you are

A thousand heartbeats beat in time

It makes this dark planet come alive

So when the lights flicker out tonight, you gotta shine

When the sun goes down, and the lights burn out

Then it’s time for you to shine brighter than the shooting star

So shine no matter where you are

Fill the darkest night with a brilliant light

‘Cause it’s time for you to shine, brighter than a shooting star

So shine no matter where you are tonight

Brighter than a shooting star

So shine no matter where you are

Brighter than a shooting star

So shine no matter where you are

**Discussing worksheet**

Name:

Class:

Brainstorm the words that are related to the ‘light’ or ‘a shooting star’ and make s story with your partner and presenting it (role-playing)

\*There must be one or two sentences, including the rule of auxiliary verb.