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| **Topic: Tie a Yellow Ribbon ‘Round the Oak Tree** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Jihye Kang** | **Intermediate** | **adults** | **13** | **25 minutes** |
| **Materials:**   * **Picture** * **Audio ; Tie a Yellow Ribbon ‘Round the Oak Tree** * **13 copies of the practice worksheet** * **13 copies of the discussion worksheet** * **White board and board markers** | | | | |
| **Aims:**   * **SWBAT predict the topic and subject from eliciting and work sheet** * **SWBAT predict the substance from the music and presenting one student to read** * **SWBAT clearly understand the substance from the group work** * **SWBAT acquire using of tense** * **SWBAT imagine and think the situation that can happen** * **SWBAT practice using the various tense as writing.** * **SWBAT share their own ideas with group members.** * **SWBAT share speaking and listening ability by sharing ideas in a group and presenting each other’s opinion.** * **SWBAT think what they learned as CCQs at the closing** | | | | |
| **Language Skills:**   * **Reading: reading worksheets to answer questions** * **Listening: listening to teacher’s explanation, instructions, classmates’ ideas and the song** * **Speaking: practice activities, sharing ideas and presentation** * **Writing: answering worksheets, activities and doing homework** | | | | |
| **Language Systems:**   * **Lexis: new vocabulary words in the discussion worksheets** * **Grammar: use of various tense(present perfect, present and past tense)** * **Discourse: sharing and discussing ideas from writing letter** * **Function: imagine the new situation and giving ideas** | | | | |
| **Assumptions:**   * **Students might already have learned the usage of various tense before** * **Students might already have heard about the song and story** * **Some students might have writing letter** * **Students might know the teacher style of teaching and the pace of the course** * **Students might know how the class is set up and run ( pair work or group work)** | | | | |
| **Anticipated Errors and Solutions:**   * **Students might have difficulty in understanding the meaning** * **Teacher provides more examples and explanation** * **Students might have hard time to write imagination letter** * **Teacher gives the students some idea** * **If students need more time to finish their activity** * **Be flexible with the time as giving students more time to finish their activity and cut off the time of post activity** * **If students finish their tasks earlier than anticipated** * **Give students more time on final activity** | | | | |
| **References:**   * **Richard.C (2014, October 7). The history of the yellow. Retrieved Dec 06, 2015, from**   **http://www.bbc.com/news/uk-29521449**   * **LyricsMode** [**www.lyricsmode.com**](http://www.lyricsmode.com) **Retrieved Dec 06, 2015, from http://www.lyricsmode.com/lyrics/t/tony\_orlando/tie\_a\_yellow\_ribbon.html** | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:**  **- SWBAT predict the topic and subject** | | | **Materials:**  **- A Oak tree Poster**  **- Audio ; Tie a Yellow Ribbon ‘Round the Oak Tree**  **- board, Marker**  **- 13 copies of blank paper** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2minutes**  **3minutes** | **Board**  **Audio** | **Whole class**  **Answer to teacher’s questions.**  **Listening the music and individual work** | | **Hello, everyone.**  **How are you today?**  **[Eliciting]**  **Do you know what is meaning of yellow ribbon?**  **It is a symbol of missing someone who in the war or prison and hoping them safe returning to home.**  **So, today we are going to learn about a famous song.**  **The title is “Tie a Yellow Ribbon ‘Round the Oak Tree”.**  **Have you ever heard this song before?**  **Ok, It is a very interesting story and real story. This song is about prisoner.**  **Before we hear the song, I will give you the paper. There are 7 blanks.**  **Please check the right, While listen the music!**  **[CCQs]**  **While listen the music, What are you going to do?**  **Ok, here we go!**  **[After start music, draw the timeline table on the board]** |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:**  **- SWBAT predict the substance from the music and presenting one student to read**  **- SWBAT clearly understand the substance from the group work**  **- SWBAT acquire using of tense.** | | | **Materials:**  **- 13 copies of work sheet**  **- Board, Marker** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2minutes**  **3minutes**  **5minutes** |  | **Whole class**  **Pick one student**  **Teacher explanation**  **Pair work** | | **Did you fill in the all blanks?**  **[Presentation]**  **Ok who is going to read out loud all lyric?**  **Please read what you wrote slowly.**  **[After student read]**  **Good job!**  **Did you guys select the same answer as John?**  **The blanks are about-? Tense! Right?**  **Look at this timeline. [using board]**  **Have + present perfect**  **Be + PP**   * **I’ve been done my time** * **It’s been 3 long years**   **Past tense**   * **If you received my letter**   **Present tense, Present progressive**   * **I’m coming home**   **------l----------------l--------------l-------**  **Past have+pp present**  **Refer to the song,**  **He is been in the prison for 3 years. But He is done his time at now! So it is finished now from 3 years ago. Have P.P is present perfect tense. So it is from past to now.**  **And he wrote a letter to his wife when he was in the prison. So here, he wrote the letter. And now, he is in the bus to go home. Right?**  **[CCQs]**  **Where is the man now?**  **How long term was he in the prison?**  **Ok, I’ll give the paper. You have 3 tasks in there. We are doing as pair work with seating next you.**  **[Instruction]**  **At first, connect to the line from picture to timeline in chronological order.**  **Second, summarize the story with your partner and write down on the paper.**  **Third, you have 5 T/F questions in the paper. Pick the right one.**  **Then we will share what you are done.**  **Ok, you have 4 minutes.**  **[CCQs]**  **How many things you have to be done in the paper?**  **How much time do you have?**  **Do you work alone?**  **Ok, start!**  **Monitor discreetly. Answer students if they ask questions.**  **[After 4 minutes]**  **Would you like to need more time?**   * **If so, give 30 seconds.**   **Ok, now we are going to share what you did. Just one group I’ll give the chance to present.**  **Who is going to volunteer?**  **[One team present]** |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:**   * **SWBAT imagine and think the situation that can happen** * **SWBAT practice using the various tense as writing.** * **SWBAT share their own ideas with group members.** * **SWBAT share speaking and listening ability by sharing ideas in a group and presenting each other’s opinion.** | | | **Materials:**   * **13 copies of the discussion worksheet** * **White board and board markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1 minute**  **4minutes**  **2minutes** | **Whole class** | **Group work**  **discussion**  **Ss presentation** | | **[Instruction]**  **Ok! You guys did a very good job!**  **And now, We are going to imagine about something didn’t mention in the song.**  **You are going to be the wife.**  **When you receive the letter (If you still want me, please tie a yellow ribbon round the oak tree) from the man, you decided I’ll do that! Tie a hundred yellow ribbons round the oak tree! So write the reply letter. You will give the letter to man after he arrived. Please write the letter as using the various tense.**  **We are going to do as group work.**  **Make 4 groups. 3 persons in each group.**  **You have 4 minutes**  **[CCQs]**  **What are you going to do?**  **How much time do you have?**  **Let’s started.**  **Monitor discreetly. Answer students if they ask questions.**  **[After 4 minutes]**  **Do you need more time?**   * **If so, give 30 seconds.**   **Did you write the letter as a good wife?**  **Ok, who would you like to share the letter?** |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**   * **SWBAT think what they learned** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2minutes** |  |  | | **Closing**  **Today, we practice to read from famous song and get some tips for using of tense.**  **If I say,**  **I’ve done my reading lesson.**  **I did my reading lesson.**  **Which one is better? Right!**  **Ok! Did you guys enjoy the class?**  **(Check the error correction**  **– ole pronunciation)**  **Homework**  **Imagine the letter that the man gave to wife. Then write down on the paper and share next class. Use various tense!**  **Ok, good job today.**  **See you next class.** |
| **Notes:** | | | | |

**Tie a Yellow Ribbon ‘Round the Oak Tree**

|  |  |
| --- | --- |
| I'm coming home | 나는 감옥에서 형기를 마치고 |
| I've done my time | 집으로 돌아가는 중이에요. |
| Now I've got to know | 내가 가질 수 있는 것과 없는 것을 |
| what is and isn't mine | 이제 나는 알아야만 해요. |
|  |  |
| If you received my letter | 내가 곧 자유의 몸이 되리라는 |
| telling you I'd soon be free | 나의 편지를 만일 당신이 받았다면, |
| Then you'll know just what to do | 당신은 무엇을 해야할 지를  알 거에요. |
| If you still want me, | 만일 당신이 아직도 나를 원하면, |
| if you still want me | 나를 원하면, |
| \*\* | \*\* |
| Oh tie a yellow ribbon | 오, 노란 리본을 묶어 놓으세요. |
| 'round the ole oak tree | 그 오랜된 참나무에요. |
| It's been three long years | 3년이란 긴 세월이었지요. |
| Do ya still want me? | 아직도 당신은 날 원하나요? |
| If I don't see a ribbon | 만일 내가 그 오래된 참나무에 |
| 'round the ole oak tree | 노란 리본을 못 본다면, |
| I'll stay on the bus, | 나는 그대로 버스에 남아, |
| forget about us | 우리관계를 잊겠어요 |
| Put the blame on me | 모든 비난을 내게 하세요. |
| If I don't see a yellow ribbon | 만일 내가 그 오래된 참나무에 |
| 'round the ole oak tree | 노란 리본을 못 본다면, |
|  |  |
| Bus driver, please look for me | 버스 기사여, 제발 내대신 보아주세요. |
| Cause I couldn't bear | 왜냐하면, 나는 내가 보아야할 것이 |
| to see what I might see | 무엇인지 알 수 없어 견딜 수 없어요. |
|  |  |
| I'm really still in prison | 나는 아직 감옥에 있는거나 같아요. |
| And my love, she holds the key | 내 사랑, 그녀가 열쇠를 갖고 있어요 |
| A simple yellow ribbon's | 그것은 나를 자유롭게할 |
| what I need to set me free | 간단한 노란 리본 하나죠. |
| I wrote and told her please | 나는 그녀에게 부탁하는 편지를 썻어요. |
| \*\*{Repeat} | \*\*{반복} |
|  |  |
| Now the whole damned bus is cheering | 이제 버스안에 환성이 나오고 |
| And I can't believe I see | 나는 내가 본 것을 믿을 수 없었어요. |
| A hundred yellow ribbons | 그 오래된 참나무에 묶여있는 |
| 'round the ole oak tree | 백개의 노란 리본들이죠. |
| I'm coming home, mmm, mmm | 나는 집으로 돌아가고 있어요, 음,음 |
|  |  |
| Tie a ribbon 'round the ole oak tree |  |

**Practice Worksheet #1**

I'm comin' home,

a. came / b. coming / c. come / d. going

I've d ne my time

a. did / b. do / c. done / d. doing

Now I've g ot to know what is and isn't mine  
 a. got / b. gotten / c. given / d. get

If you received my letter telling you I'd soon be free  
 a. receive / b. have received / c. will receive / d. received

Then you 'll know just what to do  
 a. you will / b. you are / c. you all / d. you don’t

If you still want me, if you still want me

Whoa, tie a yellow ribbon round the ole oak tree  
It's been three long years, do you still want me?  
If I don't see a ribbon round the ole oak tree  
I'll stay on the bus, forget about us, put the blame on me  
If I don't see a yellow ribbon round the ole oak tree

Bus driver, please look for me  
'Cause I couldn't bear to see what I might see  
I'm really still in prison and my love, she holds the key  
A simple yellow ribbon's what I need to set me free  
And I wrote and told her please

a. write and tell / b. have written and told / c. wrote and told

Whoa, tie a yellow ribbon round the ole oak tree  
It's be en three long years, do you still want me?  
 a. be / b. being / c. been / d. a

If I don't see a ribbon round the ole oak tree  
I'll stay on the bus, forget about us, put the blame on me  
If I don't see a yellow ribbon round the ole oak tree

Now the whole damned bus is cheerin'  
And I can't believe I see

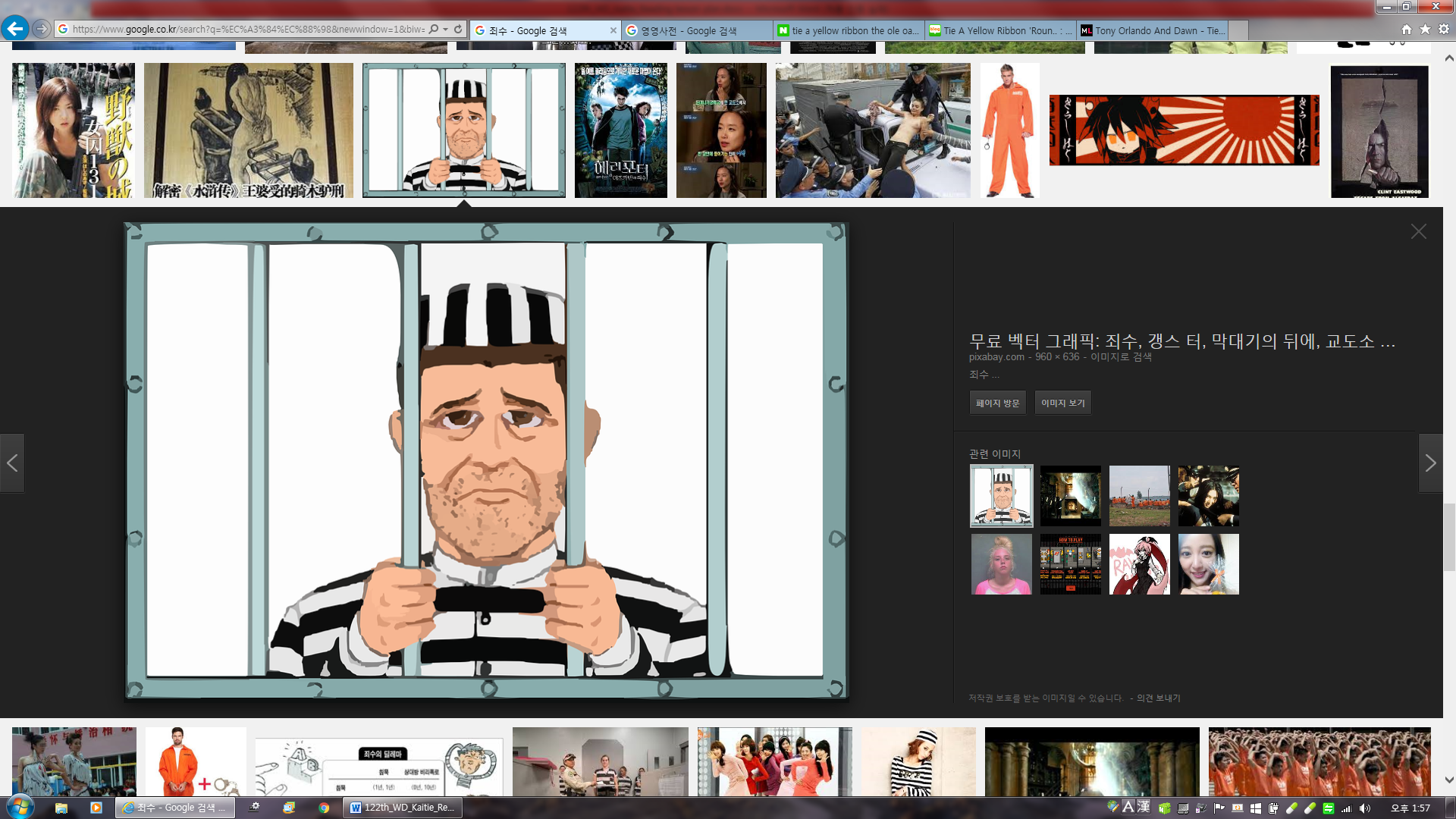
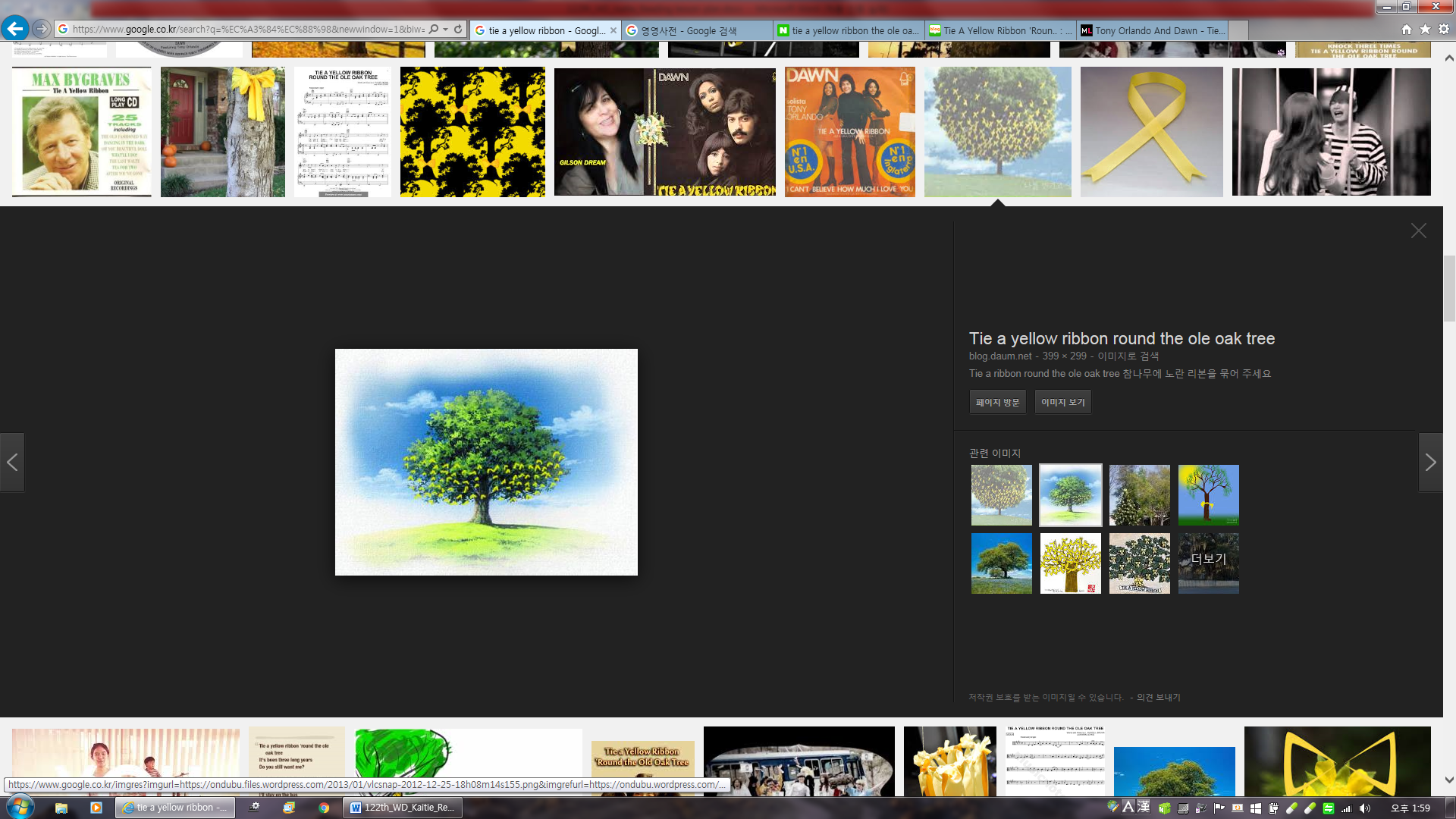
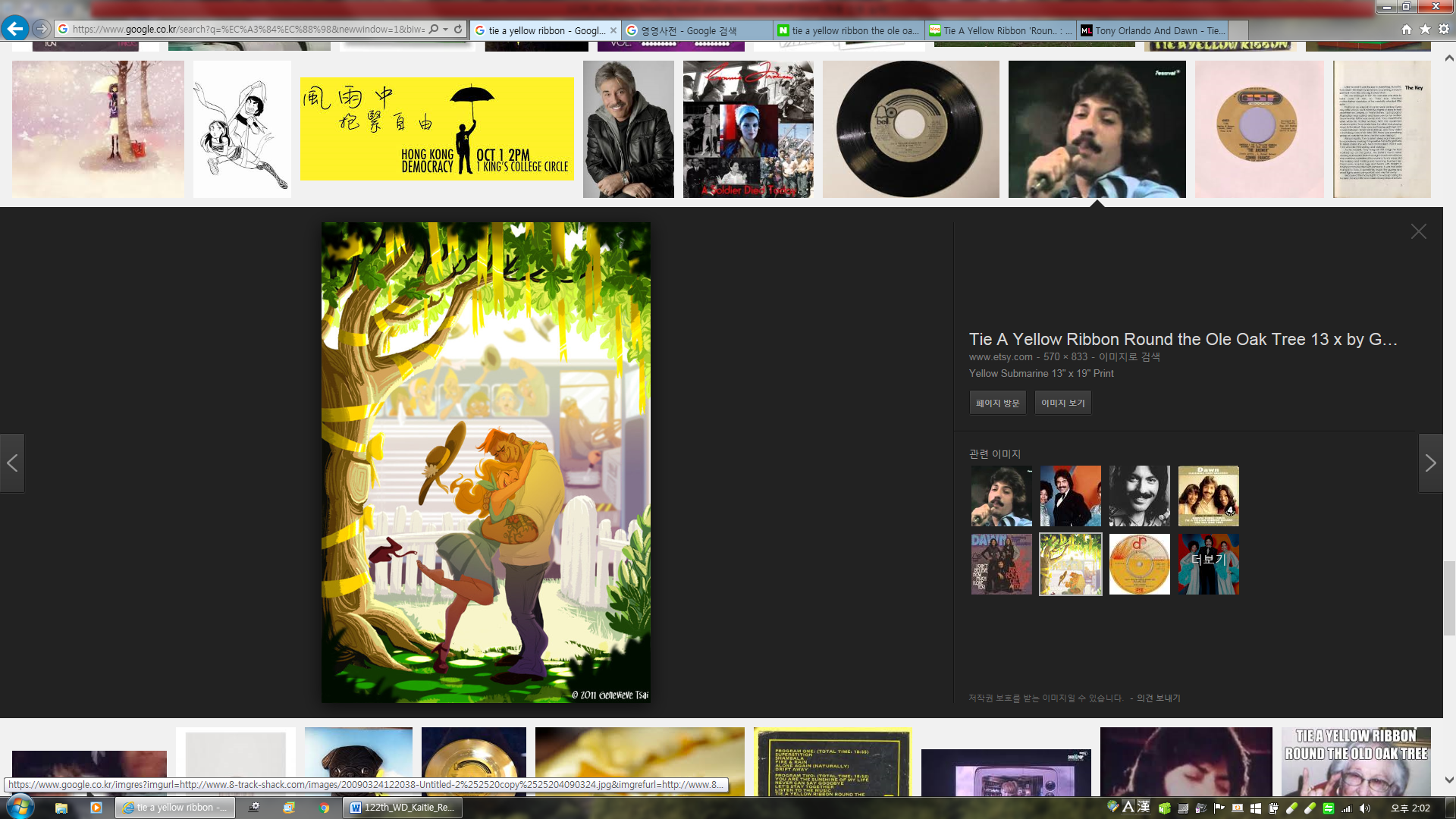
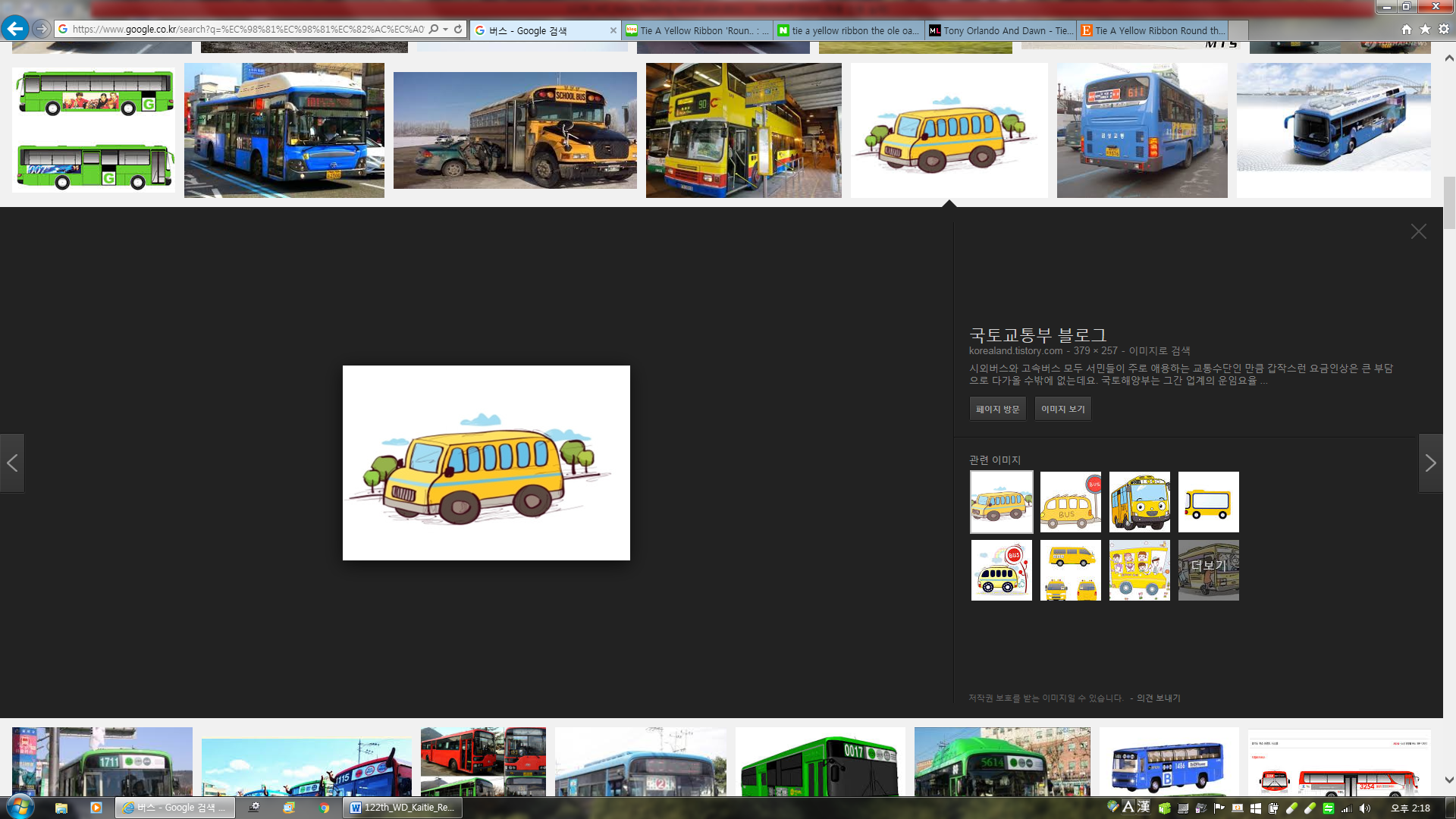
A hundred yellow ribbons round the ole oak tree  
I'm comin' home

**Practice Worksheet #2**

**1. Refer to the worksheet #1, Connect the lines(picture to timeline table) in chronological order.**

**l---------l-----------l-----------l-------------l------------l**

**3 years ago NOW**

**2. Summarize the story. Please use various tense.**

**3. Comprehensive Questions (T/F) Check or Circle the right one**

A. She couldn’t read the letter from her husband ( True / False )

B. A ribbon is tied around the oak tree ( True / False )

C. She didn’t forgive her husband ( True / False )

D. It is a tragic story ( True / False )

E. He is blaming her because she never met him when he has been in the

prison ( True / False )

**Practice Worksheet #3**

**Write letter…**

**Dear. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**From.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**