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| √ Listening  Speaking  Reading  Grammar  Writing |
| **Topic: The Show** |

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| Instructor  **Jenny** | Level  **Upper Intermediate** | Students  **9 Students** | Length  **40 Minutes** |

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| Materials   * Visuals of a show, a maze, and a riddle * Vocabulary & Idiom worksheet (9 copies each) * Lyric worksheet (9 copies each) * Music video from “youtube” (The song of The Show by Lenka) * Blank sheet of paper (9papers each) * Wall chart( metaphor ) * White board, board markers & tape |

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| Aims   * Main: To help the students to develop their listening skills by learning a new English song. * Secondary: The students will learn new idiomatic expressions and vocabulary through the worksheet. They also can casually memorize those words by listening to the song. * Personal: I want to adjust my speaking pace to the level of the learners. |

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| Language Skills   * Speaking: Students will discuss and talk in groups. * Listening: Students will be able to understand the meaning of the lyrics * Writing: Students will write down lyrics while listening to the song. * Reading: Students will read worksheet and lyrics. |

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| Language Systems   * Lexis: vocabulary used in the worksheet * Discourse: group discussion * Phonology: idioms in the worksheet * Grammar: nothing to discuss * Functions: asking questions |

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| Assumptions   * Students will know the song “The Show”. * Students will learn new idioms and vocabulary. * Students will be able to write their own lyrics. |

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| Anticipated Problems and Solutions   * Some students might already know the song.   : After the main activity, they will have a chance to write their own lyrics. It will help them to feel new.   * The worksheet can be hard for some students.   : Students are allowed to work in pairs and groups. They can help each other to solve the problems. |

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| References   * Visuals of a show, a maze, and a riddle   : Naver image   * music video(video clip)   : youtube |

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| **Lead-In** | | | |
| Materials: nothing | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | T-S |  | Hello class! Did you have a good weekend? Do you like to listening to a song during your leisure time?  Tom, what is your favorite song?  Why you like it? Thank you for sharing.  Kirix, do you have a girlfriend? (yes) What kind of person is she like? What is her attraction to you? / (no) If you have a girlfriend, what kind of woman do you want to meet?  Thank you for sharing. |

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| **Pre-Activity** | | | |
| Materials: Board, Visuals of a show, a maze, and a sphinx, Idiom & Vocabulary worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  5min  3min | T-SS  S-S |  | (Eliciting) what is a plant that has a trunk and branches? (tree) Yes right. Let’s look at the picture.  (CCQ) (putting a picture of a show on the board)  Are all the people singers? (No)  (putting a picture of a show on the board)  Is this a party? (no)  Is this a show? (yes)  Great! Let’s see another picture here.  (putting a picture of a maze on the board)  Can you find the direction easily on this ways? (no) Is it hard to find the right way? (yes) writing down ‘maze’ on the board.  (putting a picture of a sphinx on the board)  Can you see this in China? (no)  Can you see this in Egypt?(yes)  Is it a totally human? (no)  Is it a totally an animal?(no)  Is it a half human and a half lion? (yes)  What is it called? (sphinx)  What is the sphinx famous for? (riddle)  Okay. So, today we’re going to listen to a song. Before we do that, I will give you the worksheet of idioms and vocabulary which are in the song. Please fill in the blanks by using the words in the word box. You will have 5minutes to complete the worksheet. You’re going to do this in pairs.  (ICQs) So, what do we do? (filling the blanks by using the words in the word box)  How much time do you have? (5minutes)  Are you working individually? (No)  Are you working in pairs? (yes)  (Explicit instruction) Please Don’t start until I say ‘begin’.  (Explicit ICQs) Are you going to start when you get the paper? (No)  Are you going to wait until I say ‘begin’? (Yes)  (hand out the worksheet)  Let’s begin!  (Discreetly monitoring the students. If they ask questions, answer them.)  2minutes… 1minute… 30seconds… 10seconds… Time’s up.  Okay. Let’s check the answers together.  (all students will have chances to share their answers) |

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| **Main Activity** | | | |
| Materials: Listening file of the song “Lemon Tree”, Lyrics Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  10min | T-SS  SS-SS  T-SS  SS-SS  T-SS |  | (creative grouping) Let’s say “Life /and/ Love”  (ss will take turns to say life and love)  Okay, Who said ‘life’? Please move over here. You guys are life team. Who said ‘and’? Please move over here. You guys are and team. Who said ‘love’? Love team, please, move over here.  (students will move their seats)  This time, I will hand out the lyrics worksheet. When you get the worksheet, you will see a few blanks. You are going to fill in the blanks by listening to the song. You will have only two chances to listen. Please discuss with your group members to find out the right answers for the blank.  (ICQs) So what are we doing? (filling out the blanks by listening to the song)  How many times can you listen? (2times)  Are you working in pairs? (No)  Are you working in groups? (Yes)  (Explicit instruction)  You and your group members are not allowed to discuss during the listening time. After the song ends, you can discuss.  (Explicit ICQs)  Are you allowed to discuss with your group members during the listening time? (No)  Are you allowed to discuss after the song ends? (Yes)  Great! (hand out the worksheet)  Does everyone get the worksheet? (Yes)  Okay. Let’s listen to the song of the Show.  (play the song)  Okay, now you have one minute to discuss with your group members.  (Discreetly monitoring the students while they’re discussing. Answer them if they have questions.)  30seconds... 10seconds… Time’s up  Now you have one more chance to listen. Are you ready? (Yes)  (play the song)  Okay! Again, you have one minute to discuss with your group members.  (Discreetly monitoring the students while they’re discussing. Answer them if they have questions.)  30seconds... 10seconds… Time’s up  Please, the person who is the tallest in the group come up to the front and write down the answers on the board.  Let’s check the answers together.  (Each group will take turns to share the answers) |

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| **Post Activity** | | | |
| Materials: Blank papers, wall chart | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | T-SS  SS-SS  T-SS |  | We can find some metaphor about life and love in this song.  Metaphor is a kind technic of expression  For example, life is a maze and love is a riddle in the song.  Why? Because? (ss: Because life is a….. and love is a…..)  This time, each group will make your own metaphor about life and love.  For example, life is a \_\_\_ and love is a \_\_\_\_\_(showing wall chart)  You will have 5minutes to discuss with your group members.  (ICQs)  So, what are we going to do? (making our own lyrics)  Do we change all lyrics in the song? (No)  Do we make your own metaphor in one sentence? (Yes)  How much time do you have? (5minutes)  Are you working in groups? (Yes)  (Explicit instruction) Please don’t start until I say ‘begin’.  (Explicit ICQs) Are you going to start when you get the paper? (No)  Are you going to wait until I say ‘begin’? (Yes)  (hand out the blank papers)  Now, let’s begin.  (Discreetly monitoring the students while they’re discussing. Answer them if they have questions.)  2minutes… 1minutes… 30seconds…10seconds…. Time’s up  Okay. Are you ready guys? (yes)  Please begin.  Please tell us your own metaphors, three groups. First, life team will go. Next how about and team? Last, how about love team?  Thank you for sharing.  I wasn’t able to find any errors in your expression.  Any questions? No question.  Thank you everyone for participating! |