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| **Listening**  Speaking  Reading  Grammar  Writing |
| **Topic:** If I had a million dollars |

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| Instructor: Kim (Minjeong Kim) | Level: Intermediate(Adult) | Students:  7 students | Length:  30 Minutes |

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| Materials: 1. Picture (Money & Paris Hilton)  2. Work sheet #1(new vocabulary, fill in the blanks) (7 copies)  3. Audio clip(Money-Lawson) & computer  4. Board and board markers |

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| Aims: 1. Main aim: Ss will be able to express their wishes and opinions and provide reasons  2. Secondary aim: Ss will be able to communicate with each other certain situations.  3. Personal aim: I want Ss to think about how to manage money when you are responsible for a great deal of money.(specifically $1,000,000) |

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| Language Skills: 1. Reading: Ss will read and understand the lyrics on the work sheet.  2. Listening: Ss will listen to Audio (Song lyrics)  3. Speaking: Ss will communicate and give their opinions with certain issues  4. Writing: Ss will fill in the blanks and write down what their partner said. |

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| Language Systems: 1. phonology: (Diamond, Material, World, Word, Yacht, Yawn)  2. Lexis: to plant seeds, to cruise on a yacht, millionaire, spend A on B, trust fund  3. Grammar: conditional sentences-if clause  4. Function: Expressing wishes, or imagining situations  5. Discourse: Speech/ Giving opinions |

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| Assumptions:1. Ss know how to communicate themselves.  2. Ss are aware of conditional sentences - if clause |

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| Anticipated Errors and Solutions: 1. In terms of errors, teacher will do monitoring and pick up Ss’ errors and write on a board. After activity they can fix error together.  2. If they have problems to make some sentences, teacher asks them to explain what they want to say in Simple English sentences.  3. Using mobile is possible only if they do want to know some vocabulary in time. |

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| References: <https://www.youtube.com/watch?v=VZur5oxb6QM> |

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| **Lead-In** | | | |
| Materials: none | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class | (Greetings, Talking about what they feel when they listen to songs) | Hello, everyone! It is a good day, isn’t it? Okay.  1. Brainstorming  CCQ  “ How do you feel when you are listening to a song?”  Students “Good~, feel better~”  “Yes. Music can make you feel so good.”  Have you heard of the music named Money by Lawson, the British band? (Students “Yes or no”) |

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| **Pre-Activity** | | | |
| Materials: Audio (Words), board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 mins | Whole  class | (Do pronunciation drill, Pronounce words better)  (Ss practice pronunciation. They pronunciation is getting better.) | Procedure  1. Warming up  Pronunciation drill  (Write 6 words on the board)  “Chris, would you read this word?”  “April, would you read this word?”  “Helen, would you read this word?”  “Gina, would you read this word?”  “Heejin, would you read this word?”  “Alicia, would you read this word?”  (Students read each vocabulary; Diamond, material, world, word, yacht, yawn)  They us listen native pronunciation.  (Play Audio files)  “Who can you pronounce like native? Ariel? Could you read these 6 words?”  (Student read 6 words)  “Let us listen and repeat”  (Students listen carefully and pronounce one word by one word)  “Okay let’s move on to the next activity.”  2. Prediction  Elicit & CCQ  (Showing the picture#1)  “Who is she?”  “Why she is famous?”  “Can money makes someone famous?”  “How much does it need to make someone famous like her?”  “What are you going to do if you have a lot of money?” |

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| **Main Activity** | | | |
| Materials: Audio(Money by Lawson), Worksheet#1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15 mins | individual & whole | (Listen and understand lyrics)  (Do dictation and answer the questions) | It is time to listen to the song money.  (Play the music)  Elicit  “Is this song about Money?” (Students “Yes~”)  “What is the singer going to do if the singer had money?” (Students “give every diamond rings, live like kings and queens, etc.”)  “Well done. Now we will do fun dictation!”  (Distribute work sheet)  (Play Audio again x 2)  “Are you done? Let us check what the singer would do if he had money. So any ideas?”  (Students answers)  Good job! |

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| **Post Activity** | | | |
| Materials: worksheet#1, | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8mins | team | (Students can communicate using conditional sentence – if clause)  (Students are aware of homework) | Model  “The song ‘Money’ is about a man’s imagination when he had money.  Have you had similar daydream? What would you do if you had a lot of money? For example, what if you are turned to be a millionaire today?  Let’s talk about it with partners”  (Make groups)  Instruction  “Before we begin, as you see the worksheet I gave, you will see this. ‘If I had money, we would be living like kings and queens’”  (Write down the sentence on the board)  “ This is conditional sentence. It is grammar term.“  CCQ  “Does this conditional sentence mean past?”  Students “No~ ”  “Does this mean present?”  Students answers “No~”  “ What about reality? Does this mean for real?”  Students answers “No~”  “No. this is imagination not a real situation.”  Demonstration  “Great. Ah, don’t forget you take notes what your partner said on the backside of the work sheet. You need to use conditional sentence. Because you are going to tell us what your partner said.  For example, I can say  “If my partner had a million dollars, she would open a trust fund. And he would also save some money for his senior life.”  Each one can say for 3 mins!  ICQ  “What do you need to do while your partner is talking?”  Students “Writing down on the back side of the sheet~”  “How long can you tell about your opinion?”  Students ” for 3 mins~”  Okay. Let us begin!  Monitoring  (Monitor Ss carefully and pick up some mistakes to write 5 errors on the board.)  (Give Ss time warning (2mins,5 mins)  Alright, times up! Now, let us tell what partner said one by one in short time.  (students brief their partner’s opinion using conditional sentences)  Feedback  “Who’s opinion was the most impressive?”  Student’s “ Kim~ April~ etc. ”  “ Okay, (pick one student) why do you think so?”  Students “ Because I haven’t thought about that for my entire life ~~”  “I see. Thanks for sharing your opinion.”  Wrap up  “Sharing your opinions is very important to intermediates.  Now on, you are able to talk about imagination with people using conditional sentence.  For example, you can say to your lover If I had money I would cook the most delicious cuisine for you.“  Error correction  “I have an important thing for you!  Those are 5 errors you made during this class. Fixing this errors and write down on A4 sheet is your homework! You need to submit the paper until tomorrow~”  ICQ  “How many errors do you have to fix?”  Students “ 5 errors~ ”  “Where do you write and when do you submit?”  Students “ A4~ until tomorrow~”  (Check class time- if teacher proceeds)  Good! Thanks for joining this class! I believe you can use if clause now!” |

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| **SOS Activity** | | | |
| Materials: work sheet#1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| (If needed) | Whole & team | (Find wrong grammar in the lyrics) | Instruction  “ Since we have a bit of spare time, let’s find something wrong.  The money is great song but there are something grammatically wrong..”  “Have you found I know you don’t ask for nothing?”  (Check if all Ss find it)  “Do you find anything wrong?”  Students ”For nothing is wrong~”  “Then what do you write there?”  Students “For anything~”  “Well done. Now make pair and find wrong grammar by team working”  (make pairs)  (Write clues on the board;  1. But you know I ain’t giving up ->  2. Saint Tropez on a yacht we’ll cruise ->  3. Bonus : If I’ve got you We’d have nothing in the world to lose -> )  (play the song and monitor students)  “Are you finished finding errors?”  Students “Yes~”    (Let students tell the answers)  1. But you know I ain’t giving up. -> But you know I’m not giving up.  2. Saint Tropez on a yacht we’ll cruise. -> We’ll cruise on a yacht in Saint Tropez.  3. Bonus : If I’ve got you, we’d have nothing in the world to lose. -> )  If I had you / I got you, we’d have nothing in the world to lose.  So, that is for today! Class is over. Don’t forget homework! |

**Worksheet#1**

**Money**

* **Lawson**

Imagine \_\_ money just \_\_\_\_\_\_\_ \_\_ trees

I would spend \_\_\_ \_\_\_\_\_ day \_\_\_\_\_\_\_\_\_\_ seeds

I wish that I could \_\_\_\_\_ you \_\_\_\_\_\_\_\_\_\_\_\_\_

And \_\_\_\_\_\_\_ you to the \_\_\_\_\_\_’s most beautiful things

I \_\_\_\_\_\_ you don’t ask for \_\_\_\_\_\_\_\_\_\_

You don’t want \_\_\_\_\_\_\_\_\_\_\_\_

But I want to \_\_\_\_\_\_\_ you heaven

And you know \_\_\_\_\_\_\_\_\_ I \_\_\_\_\_\_

I’d give you every \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_

Get that \_\_\_\_\_\_\_ house \_\_\_\_ \_\_\_\_ \_\_\_\_\_\_

We’d \_\_\_\_ \_\_\_\_\_\_\_\_ like Kings and Queens

If I \_\_\_\_ money, money, money

Give you every \_\_\_\_\_\_\_ of \_\_\_\_\_\_\_

Saint Tropez on a yacht we’ll cruise

We’d have nothing in the world to lose

If I had money, money, money

＊Saint Tropez : a town near Nice, France

**Worksheet#1 Answer sheet**

**Money**

* **Lawson**

Imagine if money just grew on trees

I would spend the whole day planting seeds

I wish that I could give you everything

And treat you to the world’s most beautiful things

I know you don’t ask for nothing

You don’t want material

But I want to show you heaven

And you know someday I will

I’d give you every diamond ring

Get that beach house by the sea

We’d be living like Kings and Queens

If I had money, money, money

Give you every pair of shoes

Saint Tropez on a yacht we’ll cruise

We’d have nothing in the world to lose

If I had money, money, money

＊Saint Tropez : a town near Nice, France