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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Everybody wanna…/ I wanna…** |

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| Instructor:  **Hayang Lee** | Level:  **High Beginner** | Students:  **10** | Length:  **50 Minutes** |

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| Materials:  - Fill in the blank worksheet/ Q&A worksheet (10 copies)  - Lyrics of the song worksheet (10 copies)  - YouTube Link – the song/ Lead-in video  - White board, board markers  - Multimedia equipment  - Photos, images relevant to vocabulary and expression from lyrics of the song  - Flash card for pair activity ( 5 sets) |

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| Aims:  - To practice listening to song and catching its story  - To learn vocabulary and expression for describing what somebody want to do  - To be able to pick up the sounds of *‘want to’* in real conversation through the song  - To practice speaking by Question and Answer activity in pairs |

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| Language Skills:  - Reading: Fill in the blank worksheet  - Listening: song titled ‘Live your Life – MIKA’  - Speaking: prediction, communication in pairs  - Writing: dictation on the worksheet |

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| Language Systems:  - Phonology: sounds of ‘*want to’* from the song(authentic conversation)  - Function: delivery of what somebody want to do  - Structure: usage of *‘to Infinitive’* |

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| Assumptions:  Students already know:  - the teacher’s style of teaching and the pace of the course  - how the class is set up and run |

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| Anticipated Errors and Solutions:  - Students may not be able to follow the song easily  → Follow the task-feedback circle: let them listen to song again until they catch things  - Students may not be able to pick up details from the listening  → Chunk the listening (pause-play-pause-play)  - If each of activities take longer time or its time is short  → ask only 2~3 students to share their answer or opinion  - If students finish their task earlier than anticipated  → ask as many students as possible to share their answer or opinion  - Some weaker students might hide behind to attend the class and the stronger might dominant  → set tables and seats in horseshoe before the class starts |

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| References:  - 「TWO GUYS TRIP IN ITALIA」 (<https://youtu.be/78RM9Uf724M>)  - 「Live Your Life - MIKA」 (<https://youtu.be/96MPYQDscio>) |

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| **Lead-In** | | | |
| Materials:  - Multimedia equipment  - YouTube video 「TWO GUYS TRIP IN ITALIA」  - Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min  (3min) | Whole Class  Whole Class | Answer the questions.  Watch the video.  Say whatever they come up with. | Q. Does anybody plan to go travel?  Q. Where do you want to go?  Q. Have you ever been in Italy?  Here is a video I want to show you.  Q. How did they look like?  Q. How did the background song sound like? How do you feel?  Today, we will listen to this song titled ‘Live Your Life- MIKA’.  Then try to understand what the lyrics say and also catch the sounds of ‘want to’ in real communication through this lyrics. |

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| **Pre-Activity** | | | |
| Materials:  - Multimedia equipment  - YouTube song 「Live Your Life - MIKA」  - Images relevant to lyrics of the song | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min | Whole class  Whole class | Listen to part A of song.  Tell key words and choose images on the screen.  Listen to part B of song.  Tell their opinion.  . | **Part A** (0:00~0:38)  - Show up various images on the screen  Instruction  Listen to song with focusing on catching key words to understand story.  Then tick off multiple images relevant to them.  Part A will repeated for 5 times.  CCQ  - How many times you have for listening?    - Write down what students answer on the board  - Remove the image that not chosen  - Elicit the meaning of words from students  - Explain the meaning if necessary  **Part B** (0:38~0:58)  Instruction  At this time, you have only 2 times to listen. At first, capture only one expression that comes out the most. And later, count how many times it comes out.  CCQ  How many times you have for listening?  What are the two things you have to find out?  - Write down students’ answer on the board  - Elicit the function of expression from students  - Issue correct answer and direct students to main expression*(everybody wanna)* |

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| **Main Activity** | | | |
| Materials:  - Multimedia equipment  - YouTube song 「Live Your Life - MIKA」  - Images relevant to lyrics of the song  - Fill in the blank worksheet / Q&A worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 20min | Individually | Dictate and fill in the blank.  Answer the Question. | - Distribute Fill in the blank worksheet and Q&A worksheet  **Part A-1** (0:00~0:18)  Instruction  Each line of song will be repeated for 5 times. Dictate lyrics the way you listen in the blank.  - Check answers  - Demonstrate vocabulary with images  - Explain structure if necessary  - Let students listen Part A-1 without stopping  \* Do all stuff above for next **Part A-2**(0:20~0:38), **Part B-1**(0:38~0:48)and **Part B-2**(0:48~0:58) |

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| **Post Activity** | | | |
| Materials:  - Flash cards for pair activity  - Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10min |  | Make a pair and practice using expression with flash cards.  Share the sentences standing up. | **Free Production**  - Give other examples on the board such as ‘I wanna~/ she wanna/ he wanna~’, ‘Do you wanna’, etc.  - Distribute 5 sets of flash cards to each pair team.  Instruction  Practice using expression *‘everybody wanna’* from Part B with a partner next to you. You can apply it to other examples on the board.  Choose one of picture in flash cards and use variety of wards to complete a sentence.  - Share students’ sentences with flash cards  - Take 2~3 volunteers if running out of time.  **Conclude lesson**  Give homework  Practice to sing a song.  We’re not singer. Just enjoy. Let’s sing a song a long all together at the next class.  Good job today. Have a great day. Bye! |