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| **Name: Jongpil Date: 22 Jul 2011 Length of lesson: 40****Topic (or Title): Learning British English though a movie clip (Love Actually)** |
| **Class Profile:** There are fourteen advanced level adult English learners. Mixed ages. L1 language is Korean. Everyone is here earning their TESOL certification. Only 1 of them is familiar with British accent. | **Lesson Fit (Target Language):** This is the Listening lesson which consists of a short movie clip from Love Actually. The dialogues in it contain British accent and as a result the students will have a chance to be exposed to British English. |
| **Materials:**  Board, markers, worksheets, Notebook, ProjectorCD player if the projector is not available |
| **Main Aim:** To give students a chance of listening to British English by watching a movie clip form Love Actually**Secondary Aims:** To enable students to utilize learned expressions by filling out the worksheets, creating situations and doing role-playing**Personal Aims:** I want to reduce my TTT and give instructions in a clearer way by using CCQ and ICQ techniques |
| **Anticipated Problems**Students might not understand some lexical words related to today’s lesson.Students might have trouble creating situations using the learned lexis Activities might take too long than I expected.Activities might end earlier than I expectedProjector does not work

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| **Language Skills:**- Listening: Ss will listen to the teacher’s instructions, their classmates’ speaking and the movie clip- Speaking: Ss will practice their speaking by repeating the dialogues and creating situations- Reading: Ss will read the dialogues from the movie clip after filling out the work sheets.-Writing: Ss will be filling out the work sheets and creating own short dialogues using the learned lexis  |

 | **Solutions:** JP will elicit the meaning of the words from students in advance and give an explanationJP will let the students work in pairs and monitor them to see if they need any help. JP will give time warning to the students.JP will skip some stepsJP will use SOS activities JP will use a CD player**Assumptions:**- Ss are interested in British accent- Ss are advanced enough to create dialogues themselves- Ss are used to filling out the work sheets.- Ss already know past perfect form tense

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| **Language Systems:**- Phonology: none to discuss- Lexis: swap, have a poke around, apart from, on the right track- Grammar: subjunctive past perfect- Function: How to use subjunctive past perfect-Discourse: None to discuss |

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| **References**Love Actually, DVDLove actually, script bookhttp://en.wikipedia.org/wiki/Love\_Actually |
| **Time****Interaction****3 Min****T-Whole Class** **or T-WC****3 Min****T-WC****4 Min****T-WC****8 Min****T-S****4 Min****T-S****6 Min****S-S****3 Min****S-S****3 Min****T-WC****4 Min****S-S****2 Min****T-WC****5 min****T-WC** | **Stage****Lead-in****(Pre-Activity)****Pre-teach** **(Main-Activity)****Controlled Practice****Controlled Practice****Free practice****Free Practice****Correction slot****(Post-activity)****Free practice****Feedback****(SOS-activity)****Controlled Practice** | **Objective****To activate the Ss schemata. Ss will grasp today’s lesson topic.** **Eliciting: Teacher will elicit some lexis.****Ss will understand the explicit meaning of lexis****Ss will understand subjunctive past perfect****Ss will become familiar with the target language by watching a movie clip repeatedly (2 or 3 times)****Ss will fill out the dialogues in the work sheet****Ss will compare their answers and practice it in pairs****Ss in pairs will create a short dialogue using the lexis learned today in pairs****Ss will read out their dialogues** **Teacher will error correct****Ss will review subjunctive past perfect****Teacher will provide feedback****Eliciting: Teacher will elicit****some British words and****pronunciation** | **Procedure****Greetings****Ask Ss if they have ever seen any British movie.****JP will try to elicit “Love actually” by asking questions.**What is this movie? It is about Christmas, family and love.You can see a lot of couples and families in this movie.Hugh Grant, Colin Firth, …**JP will ask students if they remember Juliet and Mark in the movie and let them describe their characters in the movie****JP will draw out some lexis from Ss by using CCQ**Swap, have a poke around, apart from, on the right track**JP will give physical demonstrations (swap, have a poke around) and some examples of sentences of the lexis**I am finished apart from the last questionYour guess seems on the right track**.****JP will write a subjunctive past perfect sentence and ask students about the meaning of it.** ‘I could have done it if you had helped me!’**JP will use CCQ to confirm students’ understanding**Did “I” finish the work? (No)Why was “I” not able to finish the work?(because ‘you’ did not help ‘I’)**JP will give the work sheets to the students****Students will watch the video clip at first****Then, students will fill in the blanks at second watch****If necessary, repeat the video clip for the students.****ICQ**What will you do with the work sheet? (filling in the blanks)When are you filling in the blanks? (at second watch)Are you doing it in groups? (no, individually)**Time warning if necessary****JP will ask students to compare their answers and practice the dialogue in pairs****ICQ**Are we doing it individually? (no, in pairs)How many minutes do you have? (3 min)**JP will ask students to create 4-sentence dialogue using the lexis learned today in pairs.****JP will monitor and manage time** **ICQ**How many sentences will you create? (4)Which vocabulary will you use? (The ones we learned today)How many minutes do you have? (5 minutes)**Time warning if necessary****Each pair read out the dialogue they created for the class.****JP will remember incorrect sentences and correct them at the end****Ask students to come up with one sentence using subjunctive past perfect based on their experience****Ss will read out the sentence****ICQ**How many sentences? (just 1)How many minutes do you have? (1 min)What kind of grammar will you use? (subjunctive past perfect)**JP will write down the sentences on the board and make corrections if necessary****JP will explain about the purpose of today’s lesson and review the lexis one more time and ask the class if they have any more questions.****End of class****JP will give students a sheet with words and let them guess how to pronounce and what the meanings are.****JP will use CCQ to help students guess the meanings**It means ‘get away’This is where a lot of people liveYou use this term when something is unreliable and dishonest |

**Movie Script (around 2 minutes)**

Juliet: J, Mark: M

J: Banofee pie?

M: No, thanks

J: Thank Got. It would have broken my heart if you’d said ‘yes’

M: O right. Well, lucky you

J: Can I come in?

M: Ah – yeh – I’m a bit busy but...

J: I was just passing and thought we might check that video thing out. I thought I might be able to swap it for some pie or maybe... Munchies?

M: Actually I was being serious, I don’t know where it is. I’ll have a poke around tonight, and then...

J: Mark, can I say something?

M: Yes

J: I know you’re Peter’s best friend. And I know you’ve never particularly warmed to me. Don’t argue. We’ve never got friendly. But I just wanted to say I hope it could change. I’m nice. I really am. Apart from my terrible taste in pie. It would be great if we could be friends.

M: Absolutely, absolutely.

J: Great

M: It doesn’t mean we’ll be able to find the video though. I had a real search when you first called and couldn’t find any trace of it. So...

J: There’s one here that says ‘Peter and Juliet’s wedding’ Do you think we might be on the right track?

M: Ah, yes, well, wow, that could be it.

J: Do you mind if I just...

M: I’ve probably taped over it... almost everything has episodes of West Wing on it now.

J: O bingo. That’s lovely. Well done you!

J: That’s gorgeous. Thank you so much, Mark, this is exactly what I was hoping for. I look quite pretty

**Students’ work sheet - 1 (filling in the blanks)**

Juliet: J, Mark: M

J: Banofee pie?

M: No, thanks

J: Thank Got. It would have \_\_\_\_\_ my heart if you’d said ‘yes’

M: O right. Well, lucky you

J: Can I come in?

M: Ah – yeh – I’m a bit busy but...

J: I was just passing and thought we might check that video thing out. I thought I might be able to \_\_\_\_ it for some pie or maybe... Munchies?

M: Actually I was \_\_\_\_\_ serious, I don’t know where it is. I’ll have a \_\_\_\_ around tonight, and then...

J: Mark, can I say something?

M: Yes

J: I know you’re Peter’s best friend. And I know you’ve never \_\_\_\_\_\_\_\_\_\_\_\_ warmed to me. Don’t argue. We’ve never got friendly. But I just wanted to say I hope it could change. I’m nice. I really am. \_\_\_\_\_ \_\_\_\_ my terrible taste in pie. It would be great if we could be friends.

M: Absolutely, absolutely.

J: Great

M: It doesn’t mean we’ll be able to find the video though. I had a real search when you first called and couldn’t find any \_\_\_\_\_ of it. So...

J: There’s one here that says ‘Peter and Juliet’s wedding’ Do you think we might be \_\_ \_\_\_ \_\_\_\_\_ \_\_\_\_?

M: Ah, yes, well, wow, that could be it.

J: Do you mind if I just...

M: I’ve probably taped over it... almost everything has episodes of West Wing on it now.

J: O bingo. That’s lovely. Well \_\_\_\_ you!

J: That’s gorgeous. Thank you so much, Mark, this is exactly what I was hoping for. I look quite pretty

**British words and pronunciations**

Bottle [bɑ́tl] VS [bɔ́tl]

Half [hӕf] VS [hɑ:f]

Car [kɑ:r] VS [kɑ:]

Bugger off

Dodgy

Underground (subway)

Flat (apartment)

Ground floor (first floor)

Father Christmas (Santa Claus)

**Students’ work sheet - 2 (SOS activity)**

Pronunciations -

Bottle

Half

Car

Words -

Bugger off

Dodgy

Underground (subway)

Flat (apartment)

Ground floor (first floor)

Father Christmas (Santa Claus)

**Visual aids – Movie poster**

**Visual aids – A movie clip (DVD)**

**Audial aids for an unexpected situation – Audio CD**