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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic:** What is Love? |

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| Instructor:Alice | Level:Intermediate(Adult) | Students:**11students** | Length:**30 Minutes** |

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| Materials:♦ Vocabulary & Idiom worksheet(11 copies)♦ Pictures of “Love”♦White board and board markers♦ Gap fill worksheet(11 copies)♦A piece of paper and a pen (for each group)♦ Computer and projector to show a Music video |

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| Aims:♦ Main aim: Ss will improve their listening skills through listening a song about love and interacting with other Ss.♦ Secondary aim: Ss will have their own definition of love and will share their opinion with each other.♦Personal aim: I want to reduce commentaries and give more SST and improve eliciting. |

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| Language Skills:♦ Reading: Ss will read a vocabulary & idiom worksheet.♦ Listening: Ss will listen to a song about love, and other Student’s opinion about love.♦ Speaking: Ss will compare answers in groups and speak their own definition of love.♦ Writing: Ss will take notes on details (dictation) and make some sentences about love.  |

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| Language Systems:♦Phonology:/Fool/,/full/,/Pool/.♦Lexis: New vocabulary and idioms used in the song.♦Function: Giving opinion.♦Grammar: Preposition ‘like’, types of sentence structures.♦Discourse: Discussion. |

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| Assumptions:Students already know:-How the class is set up and run.-The teacher’s style of teaching and the pace of the course.- All the students are adult and have knowledge of Love. |

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| Anticipated Errors and Solutions:♦ Students may not be able to follow easily.🡪 Follow the task-feedback circle.♦Students may not be able to fill the blank at the first time.🡪Ss will listen to the song again and chunk the listening.♦Students may need more time to work on the worksheet.🡪Give students extra time to work |

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| References:♦English definition from:[http://dictionary.reference.com/browse/permission, http://endic.naver.com/](http://dictionary.reference.com/browse/permission%2C%20http%3A//endic.naver.com/) ♦Listening file:http://www.youtube.com/watch?v=pAbBPiYEzS0 ♦Visual aid(pictures): http://kin.search.naver.com |

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| **Lead-In** |
| Materials: None |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | WholeClass | Answering teacher’s questions | Hello everyone! How are you today?Have you ever watched romantic movie?What was the most romantic movie?What does the romantic film tell us?  |

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| **Pre-Activity** |
| Materials: Board, Board makers, Visual Aid, Worksheet #1  |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min5min4min | WholeClassWholeClass | Answers elicited questionsStudents begin writing down.Students check answersAnd learn the vocabulary and idioms | Procedure:1. Brainstorming

 Elicit the word ”Love” (Show the students visual aid-pictures which are related with “Love” )What can you feel when you see these pictures?What do these pictures have in common?What do these pictures tell us?ModelWrite the topic “Love” on the board.CCQCan you see and touch the Love?Can you feel it?Does your heart beat faster when you are in love?1. Vocabulary & Idioms

 Instruction I will give you a worksheet of vocabulary and idioms. Work individually. First, you read each questions carefully, and then find the right answers. Second, you read the definition in each rows, then find the appropriate word from the word box below and write in the empty box next to the definitions. You have 5 minutes to do this. (Distribute the worksheet #1)“Please do not start before I say start” DemonstrationLook at #1...Choose appropriate sentence.ICQAre you working in groups?How much time do you have?For first part, what will you do? Will you find correct answers? How about second part? What do you write in the empty box?“Now start”MonitoringMonitor discreetly. Answer students if they ask questionsGive time warning: 30 seconds left.Be flexible with time. Give 1 more minute if they need it.“Time’s up”Check answersLet’s check the answers together.-ask students and let the students tell the correct answers -Go through the questions one by one-Elicit the meanings from students-Explain the meaning if necessary |

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| **Main Activity** |
| Materials: Computer & projector , Worksheet #2 |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min4min4min | Whole Class | follow the instructionsListeningCheck answers.Sing together | Procedure:Instruction Fist, Listen the song “Love is you”,and then Fill in the blanks Second, sing the songDemonstration to fill one blank.ICQWhat do you do while listening the song? - fill in the blanksWhat will you do after filling the blanks?-Sing together(Distribute the work sheet)(Listen the song)Monitor discreetly.Check answers of blanks “Let’s check the answers together”- let the students tell the correct answers -wrap up and error correction Phonology:/Fool/,/full/,/Pool/.Grammar: Preposition ‘like’, types of sentence structures.Sing the song along together. |

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| **Post Activity** |
| Materials: A piece of paper and a pen |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min2min2min | GroupGroupWholeClass | Students begin discussing about definition of love.Students think about their definition of loveStudent’s speechAnswers elicited questions of today’s lessonError correction | 1. Production( speaking & writing)

Instruction“In the song, there were many definition of love.” “Now, we are going to have discussion in three groups (A, B, C). 4 people will be one group. For last group(c), there will be 3 people”. “In each of group, choose a person to take notes and another person to report to the class”. “Let’s make our own definition of love by using preposition ‘Like’ ”. “One person should make one definition of love in each group”. “So there will be 11 different definitions of love”. “You have about 3 minutes to discuss”.DemonstrationFor example, Love is like energy because it makes me stronger….ICQDo you choose one person to take notes?Do you choose one person to report?What will you discuss about?“Now begin”MonitoringMonitor discreetly. Help students when they need helps.Discussion“Let’s talk about the definition of love”. “The reporter in A group tells us the definition of love first”. Speak loudly and clearly. Other students pay attention the reports.” ( reporters in group B,C will speech next )1. Conclude lesson

Elicit today’s vocabulary and Idioms for students and Wrap up the grammar and Phonology:/Fool/,/full/,/Pool/.Grammar: Preposition ‘like’, types of sentence structures“You all did really great!! please try to understand the new vocabularies and idioms that we learn today”“See you tomorrow” |

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| **SOS Activity** |
| Materials: A piece of paper and a pen |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min2min2min | GroupGroupWholeClass | Students begin discussing about two questions.Students think about two questionsStudent’s speech | 1. Production( speaking & writing)

Instruction “Now, we are going to have discussion in three groups (A, B, C). 4 people will be one group. For last group(c), there will be 3 people”. “In each of group, choose a person to take notes and another person to report to the class”.“There are two questions.1. What you won’t do for someone who you truly love?
2. What will you do for someone who you truly love?

Please, Answer each question. One question has 3 different answers. “You have about 3 minutes to discuss”.DemonstrationFor example, for first question, I will never lieICQDo you choose one person to take notes?Do you choose one person to report?What will you discuss about?How many answers will be made in each question?“Now begin”MonitoringMonitor discreetly. Help students when they need helps.Discussion“Let’s talk about the definition of love”. “The reporter in A group tells us the definition of love first”. Speak loudly and clearly. Other students pay attention the reports.” ( reporters in group B,C will speech next ) |

◈ Visual aid (Pictures)





◈Worksheet #1

**Matching the Definition**

**★Read the questions and choose correct answer.**

1. **Choose the appropriate sentence which has the same meaning with “Never mind”.**
2. **Don’t worry about it**
3. **Never say good bye**
4. **You can say that again**
5. **You are not alone**
6. **Choose the appropriate idiom which has the same meaning with “Lean on”.**
7. **Depend on**
8. **Lay on**
9. **Put on**
10. **Take on**
11. **Choose the appropriate word which has the same meaning with “ Definition”**
12. **Description**
13. **Evidence**
14. **Reason**
15. **Data**
16. **Choose the correct explanation about “Philosopher”**
17. A **philosopher** is a person with an extensive knowledge of Philosophy
18. A **philosopher** is a person with an extensive knowledge of Biology
19. A **philosopher** is a person with an extensive knowledge of Chemistry
20. A **philosopher** is a person with an extensive knowledge of Physics

**★ Read the definitions and write the appropriate word and idiom from the box**

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|  | **Definition** | **Word/Idiom** |
| **1** | Feeling of fear or embarrassment that make it difficult for you to behave naturally |  |
| **2** | Authorization granted to do something |  |
| **3** | Something that is provided by or relates to a god or goddess. |  |
| **4** | A situation is urgent and action must be taken  |  |

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| Word / Idiom box  | When the chips are down, Inhibition, Divine, Permission |

◈Worksheet #2 (Gap fill)

**Love Is You**

**-Chrisette Michele**

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| What's your **definition** of it?How's it make you feel?Tell me what **you’d say** that truly makes it real.Kings and queens, **philosophers** have tried so hard to find.Tell me what it means to you, dear,**NEVER MIND**.Love is kind when the world is **cold**.Love stays strongwhen the **fight gets old**.Love is a shoulder **to lean on**,Love is you.Love's like the waterwhen the well runs dry,**Quench** my **thirst,** keep me alive.Just need **one sip**, baby,Love is you.. .Is it possible there is a kiss that's so **divine**?Or am I just **a fool**?Is it all in my mind?Is there something **chemical**;A scientist might say?Well, love must be drugto make me feel this way. | Cuz love is my **permission**to be who I amNo **imbibitions****Cuz** you understand.Freedom to breathe, Oh baby,Love is you.Love’s like a kisswhen the sun **goes down**.**Holds** me tight when no one's around.Love's what I **wanna hold** on to,Love is you…Love is kind, it makes me stronger.I don't have to look no longer.You're the one I’d **cling to**,Love is youWhen the **chips are down**,Love will stick around.I'm so glad I found, love is you.As much as I’ve tried to clarifyLove's **quite simple**, it’s just my guy.A perfect definitionLove is you… |