|  |
| --- |
| Listening Lesson Plan |

|  |
| --- |
| *Let’s listen to “Lucky”!* |
| **Instructor** |  **Level** | **Age Group** | **No of Ss** | **Length** |
| Heeyoon Moon | High- Intermediate | Adult | 12 | 50mins |

|  |
| --- |
| **Materials:*** Lyrics worksheet with blanks to fill in (12 copies)
* Youtube access so that Students listen to the song
* Picture of Jason Mraz
 |
| **Aims:** * To practice listening by listening to the song
* To practice writing by dictating the lyrics
* To practice speaking by discussing with group members
* To be able to catch known vocabulary by listening and writing
* To practice speaking by singing the song(at least mimicking)
* To develop listening skill naturally and to have fun by listening to famous song
 |
| **Language Skills:*** Listening : Listen to the music
* Reading : Read the lyrics (except for missing parts that students need to fill in)
* Speaking : Singing/Mimicking the song and discussion
* Writing : Dictation
 |
| **Language Systems:*** Lexis : Vocabulary used in the song
* Structure : worksheet to fill in and Students will realize how the sentences work
* Phonology : Students will focus on pronunciation by listening and singing the song
* Function : To understand the lyrics
 |
| **Assumptions:*** Students already know most of vocabulary of the lyrics
* Students will be able to discuss the topic of music and how they feel after they finish the activity.
 |
| **References:*** Youtube, Jason Mraz- Lucky
* Lyrics by Metrolyrics
 |

|  |
| --- |
| **Pretask**  |
| Materials: - |
| **Time** | **Set up** |  **Students** | **Teacher** |
| 5min | Whole Class | * Students will discuss favorite singers/songs/genre and why
 | * Ask guiding questions and elicit
 |
| **Notes:**Elicit the topic related to music. Try to make most of people can speak briefly. If no one answers, I would go first my favorite singer and song as a model.  |
| **Task Preparation**  |
| Materials : Picture of Jason Mraz, Youtube, Worksheet  |
| **Time** | **Set up** | **Students** | **Teacher** |
| 5min | Groups(3) | * Students will listen to the song only intro(until 19s) few times and guess what’s song title
* Students will guess who he is
 | * Play the intro few times
* Put the picture on the board to show the picture
 |
| 3min | Whole Class | * Students will come up singer’s name and title

.  | * Distribute worksheet and instruct to fill in the worksheet
 |
| **Notes:**If students cannot come up with title, do not give them title until they listen to the song few times. They can guess after they listen to the song few times. |
| **Task Realization** |
| Materials : Pen for writing down lyrics, worksheet, Youtube  |
| **Time** | **Set up** | **Students** | **Teacher** |
| 15min | Individually | * Students will listen to the full-version of song for the first time, listen to the song divide into the 2 sentences, and listen to song fully for the 3rd time while working on the worksheet.
 | * Play the song 3times
* Monitor
 |
| 5min | Whole Class | * Singing the song together with their worksheet while playing the song
 | * Sing together and monitor
 |
| **Notes:**Students can possibly work on their pronunciation as well while singing together. Even though they do not sing loudly, they can read the lyrics and compare their answers while listening to others’ singing. Monitoring is important while they are working on the worksheet. When 2nd time to play, I should give them time to write down and check what they wrote for the first time. If students need to listen more, I should replay the song divide into longer part. (2senteces to 5sentences) after they listen three times. I should not spend too much time on playing more because students may get be bored. (maximum of 5 times during the main activity including singing time) They have chance to write down and check their answers by themselves while they are singing.  |
| **Post Task**  |
| Materials : Worksheet, Youtube, Board  |
| **Time** | **Set up** | **Students**  | **Teacher** |
| 10min | Whole class | * Check the right lyrics while listening to song divide into about 2 or 3sentences.

.  | * Write down the spelling if students require, but eliciting the spelling from Students.
 |
| 4min | Whole Class | * Students will discuss what the general idea of song and how they feel ,and guess the title of song
 | * Elicit
* Close the lesson
 |
| **Notes:**Students will get the idea how they can work on their listening skill while listening to the music.  |

Jason Mraz - \_\_\_\_\_\_\_\_

\_\_ you \_\_\_\_ me,
I \_\_ \_\_\_\_\_ to you
\_\_\_\_\_ the water across \_\_ \_\_\_\_\_ blue \_\_\_\_\_\_
Under the open sky, oh my, \_\_\_\_ I'm \_\_\_\_\_\_\_
\_\_\_\_ I hear \_\_\_\_ in my \_\_\_\_\_\_
I \_\_\_\_ your \_\_\_\_\_ across the sea
I \_\_\_\_ you \_\_\_\_ \_\_\_\_\_ in my heart
You \_\_\_\_ it \_\_\_\_\_ when life \_\_\_\_ \_\_\_\_\_

I'm \_\_\_\_\_ I'm \_\_ \_\_\_\_\_ with my best friend
\_\_\_\_\_\_ to have been \_\_\_\_\_\_ I have been
\_\_\_\_\_\_ to be coming home \_\_\_\_\_

They don't know \_\_\_ \_\_\_\_ \_\_ \_\_\_\_\_
\_\_\_\_\_ \_\_\_ a love like this
\_\_\_\_\_ \_\_\_ we say \_\_\_\_\_\_
I wish \_\_ \_\_\_\_ one more kiss
I \_\_ \_\_\_\_\_ \_\_ you I promise you, I will

I \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_ to have been where I have been
\_\_\_\_\_ to be coming \_\_\_\_ \_\_\_\_\_

\_\_\_\_\_ \_\_\_\_\_\_ in love \_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_ to have stayed where we have stayed
\_\_\_\_\_ to be coming home \_\_\_\_\_\_

\_\_\_\_\_ so I'm sailing \_\_\_\_\_\_ the sea
To an island \_\_\_\_\_\_ we'll meet
You'll hear the music \_\_\_\_\_\_\_\_\_\_
I'll put \_ \_\_\_\_\_\_\_ in your hair
Though the \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ the trees
Move so pretty you're \_\_\_\_\_\_\_\_\_\_\_
As the world \_\_\_\_\_\_\_\_\_\_\_\_\_\_ round
You hold me \_\_\_\_\_\_\_\_\_\_\_ right now

I'm \_\_\_\_\_ I'm in love with my best friend
\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ where I have been
\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_ again

I'm \_\_\_\_ we're \_\_\_\_\_\_\_ in every way
\_\_\_\_\_\_ to have stayed where we have stayed
\_\_\_\_\_\_ to be coming home someday