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| TITLE | Christina Tesol 115 WD | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Christina Digre | | | | Middle Level | Age | 10~15 | 50 Min |
| MATERIALS Work sheet of my own and for students.  Disney movie clip.  Flash cards or pictures of the cartoon. | | | | | | | |
| AIMS1. | | Develop listening skills | | | | | |
| **2.** | | Teach how to listen and understand without the students feeling it is studying. | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | Listening and watching a movie clip from disney and listen to different accents. | | | | |
| Speaking | | | They will be talking about the topic of the story. | | | | |
| Reading | | | They will be reading the script I give them. | | | | |
| Writing | | | They will be filling out a worksheet I make for them. | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | They will be distinguishing "p" and "F" and "Th" | | | | |
| Lexis | | | They will be focus on the word " impecable, hairball, Quiver" | | | | |
| Grammar | | | "I was" , "wasn't" , wouldn't " I will teach the when to use past tense in a sentence. | | | | |
| Discourse | | | Listen to different accents and nuance. | | | | |
| Functions | | | Let students get use to listening to a normal speed in a english conversation. | | | | |
| ASSUMPTIONS | | | | | | | |
| They know the cartoon is about a small lion. | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| They won't be able to hear the difference of the accents and won't be able to follow the speed. Repeat the clip and show them by mouth the difference of the accent | | | | | | | |
| REFERENCES | | | | | | | |
| https://www.youtube.com/watch?v=US3Z0o6DVgg&list=PLN6JnAmEPTV8Yp9nQtU0GK\_PBC-35\_wpb&index=1 | | | | | | | |
| NOTES | | | | | | | |
| Show them a movie clip , talk about the topic and make a short script of what they think will happen next. | | | | | | | |

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| PRETASK TITLE | | | Listening to video | | |
| AIMS | | | | MATERIALS | |
| Advance Listening skills | | | | Short video script | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 30 min | groups | Listen to the video and fill out the blanks. talk about the topic and make a short script of their own. | | | Watch for miss spellings. make sure they don't go off the aim of the topic |
| 15 min | individual | make a list of what they think about the script | | | give them ideas |
| 15 min | individual | read out loud their thoughts to the class | | | give students feedback |
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| NOTES | | | | | |
| Make sure students understand the video. http://www.englishisapieceofcake.com/listening-lesson-plan.html .  http://www.englishisapieceofcake.com/support-files/awesome-facts.pdf\*-- | | | | | |

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| TASK PREPARATION TITLE | | | Use the movie "Tangled" | | |
| AIMS | | | | MATERIALS | |
| Understanding meanings of sentences | | | | Movie "Tangled" , Worksheet | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 30 min | Whole class | Watch the movie | | | Turn on the movie  Make sure the the song isn't too loud |
| 10 min | group | Talk about the story, talk about what they think | | | After hearing what they think give them 5 min break |
| 30 min | Whole class | They will fill in the blanks from the work sheet I will give them. | | | Give them an idea  And feedback |
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| NOTES | | | | | |
| http://www.waygook.org/index.php/topic,58245.0.html | | | | | |

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| TASK REALISATION TITLE | | | What kind of English songs do you like? | | |
| AIMS | | | | MATERIALS | |
| Improve there listening level | | | | List of English songs, Script of Lyrics. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5 min | Whole class | Listen to a song | | | Turn on the song  Make sure it's not to loud |
| 10 min | Whole class | Read out loud the lyric script | | | Check on pronunciation. |
| 30 min | groups | Talk about what they think about the song. And talk about a song they like and make a list. (One song for each group) | | | Find the song that is on the list |
| 10 min | Whole class | Listen to the songs they picked out. Write what they can hear in the song. Talk about why they like the song(group) | | | Give feedback on the songs. |
| NOTES | | | | | |
| Find songs on YouTube. Make a lyric script before class. | | | | | |

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| POST TASK TITLE | | | Review Movie and songs | | |
| AIMS | | | | MATERIALS | |
| See how much the students improved. | | | | The pre - movies and songs I used in the class | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 45 min | Whole class | Pick one movie we went over before. Watch the movie non- stop. | | | Make sure I have the movie ready. |
| 15 min | group | Work in groups to make a list of what they remember and what they hear. | | | Give ideas , notes from the pre-class |
| 10 min | group | Group captain tells class their list. | | | Give feedback |
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| NOTES | | | | | |
| Put the lists of what the students made and file it up. Make sure to give good feedback so they ubderstand. | | | | | |

Paste worksheets, handouts and lesson materials here

1. Lion king .

[The Lion King - Scar and Mufasa - YouTube](https://www.youtube.com/watch?v=US3Z0o6DVgg&list=PLN6JnAmEPTV8Yp9nQtU0GK_PBC-35_wpb&index=1) ( Click while pressing "Ctrl" )

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| **Scar:** | ( Fill in the Blank )  {Light sigh. The mouse is under his paw.} What do *you* want? |
| **Zazu:** | I'm here to announce that King Mufasa is on his way. {bows} ...So you'd *better* have a good excuse for missing the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . |

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| **Scar:** | [Oh now look, Zazu you've made me lose my lunch.](http://www.lionking.org/sounds/WAV/YouveMadeMeLoseMyLunch.wav) |
| **Zazu:** | Hah! You'll lose more than that when the King gets through with you. He's as mad as a  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . |
| **Scar:** | Oooh... I quiver with *\_\_\_ .* |

{On "FEAR" Scar crouches down and is baring his teeth at Zazu.}

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| **Zazu:** | Now Scar, don't look at me that way... HELP! |

{Scar quickly pounces on the bird, catching him in his mouth.}

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| **Mufasa:** | Scar! ... |
| **Scar:** | Mm-hmm? |
| **Mufasa:** | \_\_\_\_\_\_\_\_\_\_ . |
| **Zazu:** | *\_\_\_\_\_\_\_\_\_ timing you majasty.* |

{Scar spits the bird out, covered with saliva}

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| **Zazu:** | Eyyccch. |
| **Scar:** | [Why! If it isn't my big brother](http://www.lionking.org/imgarchive/Act_1/ScarAndMufasa.jpg) descending from on high to mingle with the \_\_\_\_\_\_\_\_\_. |
| **Mufasa:** | Sarabi and I didn't see you at the \_\_\_\_\_\_\_\_\_\_ of Simba. |
| **Scar:** | That was *today?* Oh, I feel simply *awful*. |

{He turns and start scraping his claws on the rock wall. Zazu cringes at the sound.}

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| **Scar:** | ...Must have slipped my mind. |
| **Zazu:** | Yes, well, as slippery as your mind is, as the king's brother, *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .* |

{Scar clicks his teeth at Zazu, who has flown near his face. Zazu takes cover behind Mufasa's foreleg. Scar bends down to speak to him.}

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| **Scar:** | Well, I *was* first in line... until the little*\_\_\_\_\_\_\_\_ was born.* |
| **Mufasa:** | {Lowering his head and meeting Scar eye to eye} [That "hairball" is my son..](http://www.lionking.org/sounds/WAV/ThatHairballIsMySon.wav)  \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_ . |
| **Scar:** | \_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . |

{Scar turns away and starts to exit}

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| **Mufasa:** | Don't turn your back on *me*, Scar. |
| **Scar:** | Oh, no, Mufasa. Perhaps YOU shouldn't turn YOUR back on me. |
| **Mufasa:** | Is that a *\_\_\_\_\_\_\_\_ ?* |
| **Scar:** | Temper, temper. I wouldn't *dream* of challenging you. |
| **Zazu:** | \_\_\_ ! why not ? |
| **Scar:** | Well, as far as brains go, I got the lion's share. But, when it comes to *brute strength*...I'm afraid I'm at the shallow end of the gene pool. |

{Exit Scar}

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| **Zazu:** | [There's one in every family, sire...](http://www.lionking.org/sounds/WAV/TheresOneInEveryFamily.wav) *Two* in mine, actually.  And they always manage to ruin \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . |
| **Mufasa:** | What am I going to do with him? |
| **Zazu:** | [He'd make a very handsome](http://www.lionking.org/sounds/WAV/HedMakeAVeryHandsomeThrowRug.wav) \_\_\_\_\_\_\_\_ . |
| **Mufasa:** | Zazu! |
| **Zazu:** | And just think! Whenever he gets dirty, you could take \_\_\_ out and \_\_\_\_ him. |

2.<https://www.youtube.com/ad_companion?ad_video_id=El-jsAzYlVA&adformat=2_2_1&render=video_wall_companion> ( Click on while pressing CTRL )

3. Provide Movie by DVD.

[http://www.waygook.org/index.php/topic,81888.msg509897.html#msg509897](http://www.waygook.org/index.php/topic,81888.msg509897.html)

(Click on while pressing Ctrl )

[TangledRapunzel Worksheet.doc](TangledRapunzel%20Worksheet.doc) (Click on while pressing Ctrl )

4 . <https://www.youtube.com/ad_companion?ad_video_id=xeAJL33Vl8Q&adformat=2_2_1&render=video_wall_companion>

5 . Use all the links and sheets over.

I used http://www.waygook.org/index.php for my main planning.

he mouse r

uns away from Scar}