|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| TITLE | My favorite things | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Sun Hwang | | | | Lower Intermediate | 12~15 | 8 | 50 |
| MATERIALS | | | | | | | |
| My favorite things(music video), a computer and a projector, A4 papers, color pens, white board and markers, Copies of the cloze worksheet A(see attached), Worksheet B for changing lyrics(see attached) | | | | | | | |
| AIMS 1. | | To exercise their intensive listening skills by completing the cloze exercise of lyrics | | | | | |
| **2.** | | To practice speaking by expressing their favorites. | | | | | |
| 3. | | To create their own song by changing lyrics of their own. | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | Students will be listening to the song. | | | | |
| Speaking | | | Students will be talking about their favorites. | | | | |
| Reading | | | Students will be reading lyrics after listening to music a few times. | | | | |
| Writing | | | Students will be writing by changing lyrics and filling out the cloze exercise. | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | [ɪ] vs [ɪ:] e.g. [ɪ] for kittens/mittens/string/things/simply, [ɪ:] for cream/bee/these/feel | | | | |
| Lexis | | | Favorite, kittens, mittens, string, schnizel, | | | | |
| Grammar | | | An adjective is a describing word, the main [syntactic](https://en.wikipedia.org/wiki/Syntax) role of which is to [qualify](https://en.wikipedia.org/wiki/Grammatical_modifier) a [noun](https://en.wikipedia.org/wiki/Noun) or [noun phrase](https://en.wikipedia.org/wiki/Noun_phrase), giving more information about the object signified. | | | | |
| Discourse | | | When feeling sad, simply remember the favorite things and the you will feel better. | | | | |
| Functions | | | Suggesting, Describing | | | | |
| ASSUMPTIONS | | | | | | | |
| Students will know "The sound of the music", the movie. They may know the songs, "Do-Re-Mi" and "Edelweiss". But they may not know the song, "My favorite things".Students may not know and catch many words when they listen to this song once. | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| Student might not know about the adjectives. They will practice sorting the adjective word from the lyric.  Student may not be able to pick up words from the music. Chunk the music. | | | | | | | |
| REFERENCES | | | | | | | |
| https://www.youtube.com/watch?v=0IagRZBvLtwhttps://www.youtube.com/watch?v=jITsImZdlMQ https://www.youtube.com/watch?v=8bL2BCiFkTk | | | | | | | |
| NOTES | | | | | | | |
| Enter your Plan B, your Cut-off plan and your SOS activity here 1. Plan B : If the computer and the projector not working properly,  Teacher show the songs using the cell phone or sing songs by her/himself.  2. Cut-off plan : If too slow and lack of time, 1~2 groups perform their work, not all of group.  3. SOS plan : "Punctuation Pow"  To practice identifying ending punctuation(period, exclamation point, question mark).  The object of the game is to be the first player to get rid of all of your sentences.  Teacher draws a game board on the white board and students make sentences as many as possible.  Each player is dealt five sentences. Roll a dice and travel that many spots on the game board.  When you land on a punctuation mark, read your sentences and determine if one of those sentences should end in that punctuation. If you have a matching sentence, you can discard it from your hand.  If you land on a POW square, you must pick up an additional sentence.  The first player to get rid of all of their sentences is the winner. | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PRETASK TITLE | | | Think about your favorites. | | |
| AIMS | | | | MATERIALS | |
| To think about each persons' favorites shortly and talk to each other by grouping in pair. | | | | none | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 5 min | Pairs | Student will be asked what their favorite is. | | | Check if any group doesn't talk much.  Show the teacher's interest to the students. |
| Student will be asked when they feel good. | | |
| Student will be asked when they feel bad. | | |
| Student will talk to each other about what they have thought. | | |
| NOTES | | | | | |
| none | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TASK PREPARATION TITLE | | | My favorite things: a song from the movie "The sound of music" | | |
| AIMS | | | | MATERIALS | |
| To study vocabularies by listening to a English song To practicing pronouncing [ɪ] and [ɪ:] checking through now vocabularies. | | | | A computer and a projector. you-tube data. Handout A (See attached below) | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 10min | Whole class | Student will be asked if they have watched the movie "the sound of music" and known the song "my favorite things. | | | Play the song a few times.  Give Ss handout A (See attached below)  Check often if Ss are understanding  Check if they acknowledge [ɪ] and [ɪ:]. |
| Student will be listening the song by watching youtube. | | |
| Student will be asked if they pick up many words from the song and be asked to fill out the handout(A) which has some blanks of lyrics . | | |
| Student will be pronouncing the short and long vowel sounds of [ɪ] and [ɪ:]. | | |
| NOTES | | | | | |
| Do not put so much pressure to the student on practicing [ɪ] and [ɪ:]. They will practice them little by little and day by day with no stress. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TASK REALISATION TITLE | | | Create your own song. | | |
| AIMS | | | | MATERIALS | |
| To study the useful expressions by listening to a song. To practice creating their own English sentences by change lyrics of the song.  To practice speaking by introducing and performing their own song to the class. | | | | A4 papers and color pens. Handout B (See attached below) | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 10 min  10 min  5 min | Pairs  Pairs  Whole class | Students will be given handout(B) and asked to create their own "My favorite things" by changing some lyrics of the song.  Students will be asked to show and sing their own song to the class when finished.  Students will be listening to others' songs and asked to pick up the new lyrics. | | | Give Ss handout B (See attached below)  Play the songs of The sound of music while Ss are working on their project.  Check often if anyone have trouble to do the activity. |
| NOTES | | | | | |
| none | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| POST TASK TITLE | | | My favorites. | | |
| AIMS | | | | MATERIALS | |
| To express feeling by reviewing the song | | | | none | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 10 | Whole class | Students will be asked how they fell when they think about their favorites.  Students will be asked what's the most enjoyable part in today's class and why. | | | CCQ  ICQ |
| NOTES | | | | | |
| none | | | | | |

[Handout A] Raindrops on roses and whiskers on ,  
Bright copper kettles and warm woolen ,  
Brown paper packages tied up with ,  
These are a few of my things  
  
Cream colored ponies and crisp apple strudels  
Doorbells and sleigh bells and schnitzel with noodles  
Wild geese that fly with the moon on their wings  
These are a few of my things  
  
 in white dresses with   
Snowflakes that stay on my nose and eyelashes  
 that melt into springs  
These are a few of my things  
  
When the dog bites, when the bee stings  
When I'm feeling sad  
I simply remember my things  
And then I don't feel so bad

[Handout B] on and on ,  
Bright and warm woolen ,   
Brown paper packages tied up with strings  
These are a few of my favorite things  
  
 and ,  
Doorbells and sleigh bells and schnitzel with noodles  
Wild geese that fly with the moon on their wings  
These are a few of my favorite things  
  
Girls in white dresses with blue satin sashes  
Snowflakes that stay on my nose and eyelashes  
Silver white winters that melt into springs  
These are a few of my favorite things  
 ,   
 ,  
I simply remember my favorite things  
And then I don't feel so bad