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| TITLE | “Everything at once” Song | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Sang Hee Kim | | | | Lower intermediate | 9 | 10 | 50 |
| MATERIALS | | | | | | | |
| - Listening CD&CD player  - Board & Board marker  - Work sheet ( 10 copies) | | | | | | | |
| AIMS1. | | Listen the pop song | | | | | |
| **2.** | | Practice pop song and learn the pop song | | | | | |
| 3. | | To improve student intensive listening skill by worksheet (fill in the blank) | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | Listen to the song several times | | | | |
| Speaking | | | Vocabulary worksheet, pop song | | | | |
| Reading | | | Practice pronunciation to the song | | | | |
| Writing | | | Draw and write down students dream | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | Sing a pop song together | | | | |
| Lexis | | | Vocabulary used in pop song | | | | |
| Grammar | | | Practice “a” and “an” | | | | |
| Discourse | | | Introduce “what want to be when they grow up” | | | | |
| Functions | | | Use new expression by listening and speaking | | | | |
| ASSUMPTIONS | | | | | | | |
| -Some sorts of the words and expressions  -The teacher’s style of teaching and the pace of the course  -How the class is set up and run  -Most of student interested in pop song | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| - Students may not know other vocabulary words throughout pop song  →Encourage students to guess from context  - Students may have difficulties and listening to the song  → Allow students more minutes and listen to the song second time | | | | | | | |
| REFERENCES | | | | | | | |
| <https://www.youtube.com/watch?v=_vN_j4HymmY> http://www.oxforddictionaries.com/definition/english/brave | | | | | | | |
| NOTES | | | | | | | |
| Plan B: We can watch song movie by beam projector if cd player does not work.Cut-off plan: Student don't finish worksheet on time give them homework.SOS: puzzle maker word search | | | | | | | |

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| PRETASK TITLE | | | My favorite music song and singer | | |
| AIMS | | | | MATERIALS | |
| Warmer | | | |  | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 4mins | Whole class | Greetings  Student will talk about favorite music song and singer | | | Make the student enjoy the class naturally. |
| NOTES | | | | | |
| Students suppose to listening carefully other friends. | | | | | |

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| TASK PREPARATION  TITLE | | | Listen pop song “Everything at once” | | |
| AIMS | | | | MATERIALS | |
| Encourage students to write down words they have heard. | | | | CD& CD player, work sheet ABoard & Board marker | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 3mins | Whole class | Students will listen to audio CD and students will write words as many as they can hear | | | Turn on the CD player  Hand-out worksheets |
| 5mins | Whole class | Students will listen to audio CD one more time and fix the words or write down more words | | | Monitoring |
| 5mins | Whole class | Students will say the words what they heard | | | Ask the student one by one the words what they heard and write down on the board |
| NOTES | | | | | |
| Students don’t have to understand every vocabulary on pop song.You may save it for later. | | | | | |

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| TASK REALISATION TITLE | | | Practice song “Everything at once” | | |
| AIMS | | | | MATERIALS | |
| Practice listening skillsLearn vocabulary used in the song | | | | CD& CD player, Work sheet B, C, D and Teacher’s work sheet. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 13mins | Whole class | Students will repeat the song each line twice  Students will listen chunk the sound( play-pause-play)  Students will study meaning of vocabularies twice without music | | | Turn on the radio |
| 10mins | Pair  Work | Students will match the idioms on the left with the correct meaning on the right with your pair. You have 10 minutes. | | | Hands work sheet E out to students  Monitoring  Give them time warning from 5min before the end of the activity. But if they need more time, give more minutes |
| NOTES | | | | | |
| Teacher should elicit the meaning of the unknown vocabulary from student rather than explain it straight away. | | | | | |

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| POST TASK TITLE | | | My dream | | |
| AIMS | | | | MATERIALS | |
| Practice writing skill | | | | Work sheet E | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 10min | Whole class | Students will draw their own dream,  and under the dream write down reason | | | Monitoring  Look around the students and let them know the time |
| NOTES | | | | | |
| If the students don’t finish the worksheet E, give them homework | | | | | |

**Work sheet A**

**-HOW MANY WORDS CAN YOU HEAR?**

**WORK SHEET B**

As sly a fox, as as an ox

As fast as a hare, as as a bear

As free as a bird, as neat as a word

As quite as a , as big as a hours

All I want to be, all I want to be oh

All I want to be is everything

As mean as a wolf, as sharp as an tooth

As as a bite, as dark as the night

As sweet as a song, as right as a wrong

As long as a road as ugly as a toad

As pretty as a picture hanging from a fixture

Strong likes a , Strong as I want to be

Bright as day, as light as play

As hard as nails, as grand as a whale

All I want to be, all I want to be oh

All I want to be is everything

Everything at once

Everything at once

Oh oh oh

Everything at once

As warm as the sun, as silly as fun

As cool as a tree, as scary as the sea

As hot as fire, cold as ice

Sweet as sugar and nice

As old as time, as straight as a line

As as a queen, as buzzed as a bee

As stealth as a tiger, Smooth as a glider

Pure as a , Pure as I want to be

All I want to be, all I want to be oh

All I want to be is everything

Everything at once

**WORK SHEET C**

**-ANSWER SHEET-**

As sly a fox, as strong as an ox

As fast as a hare, as brave as a bear

As free as a bird, as neat as a word

As quite as a mouse, as big as a hours

All I want to be, all I want to be oh

All I want to be is everything

As mean as a wolf, as sharp as an tooth

As deep as a bite, as dark as the night

As sweet as a song, as right as a wrong

As long as a road as ugly as a toad

As pretty as a picture hanging from a fixture

Strong like a family, Strong as I want to be

Bright as day, as light as play

As hard as nails, as grand as a whale

All I want to be, all I want to be oh

All I want to be is everything

Everything at once

Everything at once

Oh oh oh

Everything at once

As warm as the sun, as silly as fun

As cool as a tree, as scary as the sea

As hot as fire, cold as ice

Sweet as sugar and everything nice

As old as time, as straight as a line

As royal as a queen, as buzzed as a bee

As stealth as a tiger, Smooth as a glider

Pure as a melody, Pure as I want to be

All I want to be, all I want to be oh

All I want to be is everything

Everything at once

**WORK SHEET D**

**[Vocabulary]**

- Match the idioms on the left with the correct meaning on the right.

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| 1. strong |  | a. of or relating to a king, queen, or other sovereign |
| 2. deep | b. it is a small furry animal with a long tail |
| 3. family | c. a basic social unit consisting of parents and their children |
| 4. everything | d. musical sounds in agreeable arrangement |
| 5. brave | e. extending far down from the top or surface |
| 6. melody | f. having, showing, or able to exert great bodily or muscular power |
| 7. mouse | g. [ready](http://www.oxforddictionaries.com/definition/english/ready#ready__9) to face and [endure](http://www.oxforddictionaries.com/definition/english/endure#endure__2) danger or pain; showing [courage](http://www.oxforddictionaries.com/definition/english/courage#courage__2) |
| 8. royal | h. particular of an aggregate or total; all [예문닫기](javascript:void(0);) |

**WORK SHEET E**

**-DRAW YOUR DREAM**