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| **Task based Lesson Plan** | | | | |
| **TITLE** | You Belong With Me | | | |
| **INSTRUCTOR** | **LEVEL** | **STUDENTS** | **AGE GROUP** | **LENGTH** |
| Hanna (Hyun Hee Cho) | Intermediate | 8 | 10~13 ages | 20 min |

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| **MATERIALS** |
| * Sheets of lyrics of a song * Pencils to write their own songs * White board and board markers to elicit topic in the beginning * Short video and audio material (song) |

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| **AIMS** |
| * Students will develop listening and speaking skills by listening and repeating the song. * Students will practice useful phrases from songs. (ex: You belong with me. ) * Students will learn new vocabularies. (ex: bleachers) * Students will understand how to make rhymes. |

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| **LANGUAGE SKILLS** | |
| Speaking  Listening  Reading  Writing | Describing the story of the music video and singing the song  Listening to Ts ‘s instruction and the song.  Reading the lyrics.  Writing their own songs. |

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| **LANGUAGE SYSTEMS** | |
| Lexis  Phonology Grammar  Function Discourse | Words and spelling of words.  Correct pronunciation of the vocabulary words.  Present, future, and present progressive tense, and the subjunctive mood  Asking (eliciting) and giving information  Numbering the pictures in order (monster face is made.) |

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| **ASSUMPTIONS** |
| Students are familiar with:   * Speaking in English * Listening to English songs * Role-playing * Writing their songs with rhymes |

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| **ANTICIPATED ERRORS AND SOLUTIONS** |
| * Students might feel confused about new vocabularies   + By eliciting, let them guess the meanings by themselves first * It may take longer for students to finish the task than expected   + Adjust the time by giving time warning and giving homework * Activities may be over earlier than expected   + Make use of the SOS plan to let students practice more.   ex) Singing the song like a round song |

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| **REFERENCES** |
| Youtube : music video of *You Belong With Me* sung by Taylor Swift |

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| **Pre-task** | | | | |
| **Aims**  To help students be familiar with the topic prepared | | | **Materials**  Whiteboard, marker, background information | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 5min | Whole Class | Ss will tell words that rhyme with the given words on the white board. And Ss will watch the music video of “You belong with me” with the speaker off. And Ss will guess what the song is about. | | Elicit the art of making rhymes. Play the music video with the speaker off and ask them questions regarding the story of the video. Paraphrase their answers into the words used in the song. |
| **Notes**  Ts have to make sure what parts of the music video Ss find hard to describe with their own words. | | | | |

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| **Task Preparation** | | | | |
| **Aims**  To make Ss do their tasks well | | | **Materials**  Song, flash cards, worksheets | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 5min | Whole class | Students will watch the video again, this time, listening to the song as well. Next, they will listen again with the lyrics written on the screen. And then, they will listen again and fill in the blanks on the lyrics. They will try to find out meanings of new words. They will practice using the new words with flash cards. | | Teach new words to Ss by eliciting more. Check pronunciation.  Give out the first worksheet (lyrics with blanks) |
| **Notes**  Ts have to check that Ss understand instruction about worksheet (what they are going to do) | | | | |

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| **Task Realization** | | | | |
| **Aims**  To develop writing, speaking and listening skill by creating their own songs and singing in front of the class. | | | **Materials**  Song, the first worksheet (lyrics with blanks) | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 5min | Whole class | Students will practice making rhymes, singing out loud, and listening carefully. | | Tell students to change the words they wrote in the blanks and make sure that they rhyme with each other.  Instruct students to sing their own songs out loud with some actions.  Give them feedback. |
| **Notes**  Ts have to listen to Ss’s songs carefully and help them when they can’t find appropriate words. | | | | |

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| **Post Task** | | | | |
| **Aims**  To confirm how much they understand that topic | | | **Materials**  The second worksheet (cartoon with blank bubbles) | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 5min | Whole Class | Ss fill in the blank bubbles with the words from the song so that the cartoon describes the song appropriately. They role-play with their partners. | | Ts check Ss’s task moving around the class and give them feed-back after their performance. |
| **Notes**  While one team is doing presentation, Ts have to encourage them to play like movie stars and the others to listen carefully. | | | | |