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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: Hello sung by Adele** |

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| **Instructor:** Gianna Chung | **Level:** Upper Intermediate | **Students:** 17 | **Length:****40 Minutes** |

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| **Materials:*** Listening material (mp3 file of Adele’s Hello, mp3 player for teacher’s desktop, speaker)
* 17 copies of vocabulary & idiom matching worksheet (Appendix1)
* Simple wall chart for demonstrating the idiom matching (Appendix4)
* 17 copies of filling blanks worksheet (Appendix3)
* 17 blank papers for writing apology letters
* Wall chart for answers for matching idioms (Appendix5)
* Wall chart of the lyrics with blanks (covered with 9 blank papers)
* Board & board markers
* My own apology letter
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| **Aims:*** Main aim: Ss are expected to improve their listening skills and get new expressions through a famous song.
* Secondary aim: Ss are also expected to improve their writing and speaking skills by writing a letter and talking about it.
* Personal aim: I will try hard to manage the time efficiently so that the Ss will learn as much as possible in the given time.
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| **Language Skills:*** Listening: listening to a prepared song
* Reading: words, idioms, and definitions written on the worksheet
* Writing: filling in the blanks on the worksheet, writing an apology letter
* Speaking: comparing answers with partners, talking about apology letters
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| **Language Systems:*** Lexis: Ss will learn vocabularies and idioms appeared on the song
* Function: apology
* Phonology: Ss will practice ‘r’ sound of the word ‘sorry’
* Discourse: Ss will talk about personal experience and feeling
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| **Assumptions:**Students already know:* the teacher’s style and pace of teaching
* some words and expressions
* most of the students have some experiences that they felt sorry for somebody
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| **Anticipated Problems and Solutions:*** Students may not know some vocabularies or idioms of the song🡪 Explain them by using easier words and encourage the Ss to guess the meaning🡪 If explanation doesn’t work, tell the meaning of the word to the SS and let them to make examples using it.
* Students may need more time to work on the vocabulary & idiom worksheet🡪 If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answers instead of comparing the answers with partners
* If time is short,🡪 Cut post-activity writing short and pick only 1-2 students to read their apology letters
* If students finish their tasks earlier than anticipated,🡪 Ask as many students as possible to their apology letters and talk about the reasons.
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| **References:*** <http://darsyche.blog.me/220603634624> for lyrics
* <http://dictionary.cambridge.org/dictionary/english> for vocabularies & idioms
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| **Lead-In** |
| Materials: No need |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | T-Ss | GreetingAnswering | Hello everyone!!How are you feeling today?**Question**Rosa, have you traveled alone?**Follow-up**If so, how did you feel? And what did you like the most? If not, do you want to travel alone some day? Where do you want to go and why?**Question**Jenny, what is your ideal man?**Follow-up** Why are those characteristics so import for you?Have you ever met that type of a man?When I find that person, I’ll call you Jenny. |

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| **Pre-Activity** |
| Materials: * 17 copies of vocabulary & idiom matching worksheet (Appendix1)
* Simple wall chart for demonstration (Appendix4)
* Wall chart for answers for matching idioms (Appendix5)
* Board & board marker
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| Time | Set Up | Student Activity | Teacher Talk |
| 7min | T-WCTT-ST-SsT-WCT-SsS-S | Answering to the questionsMatching a word with its correct meaningComparing the answers with partners | **Eliciting**What do you do when you are sorry for having done something that has caused problems or unhappiness for them? = apologize(Write “apologize” on the board)**CCQ**When you give a birthday present to your friend, do you apologize? = NoWhen you are late for an appointment, do you apologize? = Yes**Demonstration**(Put the prepared sample wall chart for an idiom matching on the board. Draw a line to link a word to its meaning. Refer to the “Appendix4”)**Instruction**I’ll give this worksheet to everybody. Link a word or idiom on the left side to the correct meaning of it on the right side by drawing a line. You will have 4 minutes to do this and you will work individually.**ICQ’s**What are you going to do? = We will link each word to its meaning.Are you working in groups? = NoHow much time do you have? = 4 minutes**Explicit instruction**Don’t touch the paper before I say turn it over.**Explicit ICQ’s**Can you turn over the paper before I say turn it over? = No**Run**(Distribute the worksheets for Ss to see back of the papers. Refer to the “Appendix1”.)Turn it over and begin.(Monitor Ss discreetly. If they ask questions, answer it quietly)**Timing**1min, 30sec, 10sec, time’s up!!(Set 8 pairs with two students each and, for the last pair, 3 students. Call the student’s name of each pair out loud)Compare your answers with your partner. (Give Ss 1-2 minutes and put the wall chart of correct answers on the board. Refer to the “Appendix5”) |

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| **Main Activity** |
| Materials: * 17 copies of filling the blank worksheet
* MP3 file of Adele’s Hello
* MP3 player set on the teacher’s desktop
* Wall chart of the lyrics with 9 blanks (covered with rectangular shape of blank papers, Appendix3)
* Board and 8 markers
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| Time | Set Up | Student Activity | Teacher Talk |
| 10min5min5min | TT-WCT-ST-SsS-ST-SsSsTT-SsS-S | Answering to the questionsListeningFilling the blanks on the worksheetComparing the answers with partners and discussing to find a correct answersAnswering to the questionsWritingAnswering to the questionsSinging each part  | **Demonstration**(Put the wall chart with lyrics and play the music. Fill the blank which is not supposed to be filled by a student. Refer to the “Appendix2”)**Instruction**I’ll hand out this worksheet to each of you and play a music twice. What you have to do is to fill in the blanks of the worksheet. **ICQ**What are you going to do? = We are going to fill in the blanks.How many times are you going to listen? = TwiceAre you going to work individually? = Yes**Explicit instruction**Don’t touch the paper before I say turn it over.**Explicit ICQ**Can you turn over the paper before I say turn it over? = NoAre you going to start when I say turn it over? = Yes**Run**(Distribute the worksheets with lyrics for Ss to see back of the papers. Refer to the “Appendix3”.)Turn it over and listen to the music carefully.(Play the music twice until the phrase I set)Compare your answers with your partner and decide what the answers will be in pairs.(Give Ss 2-3 minutes to discuss. The lyrics are already divided into 8 parts and blank papers are attached to cover the answers. Refer to the “Appendix2”)**Instruction**(Set a part for each pair out loud)Who is taller in your pair? The taller person, please come out and fill in your part.**ICQ’s**Please say your part. (point out each pair in turn)Who will come out? = the taller person(The taller person from each pair come up to the board and fill the blanks)**Demonstration**(Play the music and sing the first part)**Instruction**When I start to play the music, please sing your part with your partner out loud. Be cautions with the ‘r’ sound of ‘sorry’.Please repeat after me “sorry”.**ICQ’s**What are you going to do? = We will sing our part.Are you sing the song individually? = No**Run**(Play the music. When each pair sing their part, detach the paper so that Ss can see the correct answers) |

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| **Post Activity** |
| Materials: * My own apology letter (Appendix6)
* 17 blank papers for apology letters
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| Time | Set Up | Student Activity | Teacher Talk |
| 10min | T-SsT-SSsT-Ss | Answering to the questionsWriting an apology letterRead a letter | **Demonstration**(Read my own apology letter first. Refer to the “Appendix6”)**Instruction**I will hand out these blank papers to you.What I want you to do is to write an apology letter to a person who you want to say “I’m sorry” to.I will give you 5 minutes.**ICQ’s**What are you going to do? = We will write an apology letter.How much time do you have? = 5 minutes.Are you working in pairs? = No**Explicit instruction**Don’t start to write before I say begin.**Explicit ICQ**Are you going to write before I say begin? = No**Run**(Distribute the blank papers.)Now, begin!(Monitor Ss discreetly. Check Ss are doing well. If a student ask a question, answer it quietly.)**Timing**1min, 30sec, 10sec, time’s up!!(Pick 2-3 students considering the time and get them to read the letter out loud.)(If there is some time left, let the Ss discuss other’s letters somehow).I appreciate your participation today. I was touched by your letters so much. I am sure that the other students also wrote great letters. |
| **SOS Activities**  |
| Materials:  |
| Time | Set Up | Student Activity | Teacher Talk |
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**(Appendix 1)**

**“Link the word or idiom on the left side to the right meaning on the right side with a line”**

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| 1. as much as, or more then, a number of amount
 |
| 1. to be extremely successful and admired by a large number of people
 |
| 1. to make or become well again, especially after a cut or other injury
 |
| 1. to make someone very unhappy
 |
| 1. to examine or look at something in a careful or detailed way
 |
| 1. to ask yourself questions or express a wish to know about something
 |
| 1. done or experienced in the past, but no longer done or experienced
 |
| 1. to imagine something that you would like to happen
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| 1. go over
 |
| 1. wonder
 |
| 1. dream
 |
| 1. used to
 |
| 1. World falls at your feet
 |
| 1. at least
 |
| 1. tear apart
 |
| 1. heal
 |

**(Appendix 2)**

**Hello sung by Adele**

(part 1)

Hello, it's me

I was wondering if after all these years you'd like to meet

(part 2)

To go over everything

They say that time's supposed to heal ya

But I ain't done much healing

(part 3)

Hello, can you hear me?

I'm in California dreaming about who we used to be

When we were younger and free

(part 4)

I've forgotten how it felt before the world fell at our feet

There's such a difference between us

And a million miles

(part 5)

Hello from the other side

I must've called a thousand times

(part 6)

to tell you I'm sorry, for everything that I've done

But when I call you never seem to be home

(part 7)

Hello from the outside

At least I can say that I've tried

(part 8)

to tell you I'm sorry, for breaking your heart

But it don't matter, it clearly doesn't tear you apart anymore

**(Appendix 3)**

 **“Listen carefully and fill in the blanks”**

(part 1)

Hello, it's me

I was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if after all these years \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(part 2)

To \_\_\_\_\_\_\_\_\_\_\_\_\_ everything

They say that time's \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

But I ain't done much healing

(part 3)

Hello, can you hear me?

I'm in California dreaming about who we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When we were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(part 4)

I've forgotten how it felt before \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There's such a difference between us

And a million miles

(part 5)

Hello from the other side

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a thousand times

(part 6)

to tell you I'm sorry, for everything \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

But when I call you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(part 7)

Hello from the outside

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I can say that I've tried

(part 8)

to tell you I'm sorry, for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

But it don't matter, it clearly doesn't \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ anymore

**(Appendix 4)**

**“Link the word or idiom on the left side to the right meaning on the right side with a line” - Demonstration**

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| 1. after
 |
| 1. everything
 |
| 1. hear
 |

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| 1. all things
 |
| 1. to receive or become of a sound using your ears
 |
| 1. following in time, place, or order
 |

**(Appendix 5)**

**Answers for idiom matching**

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| 1. as much as, or more then, a number of amount
 |
| 1. to be extremely successful and admired by a large number of people
 |
| 1. to make or become well again, especially after a cut or other injury
 |
| 1. to make someone very unhappy
 |
| 1. to examine or look at something in a careful or detailed way
 |
| 1. to ask yourself questions or express a wish to know about something
 |
| 1. done or experienced in the past, but no longer done or experienced
 |
| 1. to imagine something that you would like to happen
 |

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| 1. go over
 |
| 1. wonder
 |
| 1. dream
 |
| 1. used to
 |
| 1. World falls at your feet
 |
| 1. at least
 |
| 1. tear apart
 |
| 1. heal
 |

**(Appendix 6)**

**Apology letter**

Dear mom,

I am really sorry that I cannot call you that often.

I know that you are always thinking and worrying about me.

But I’d like to say that there is nothing you have to worry about.

I promise that I will try to call you more often.

So please take care of yourself and be happy all the time.

I love you so much.

kisses from Gianna