|  |
| --- |
| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Let’s talk about the** [**grammatical idiomatic expression**](http://endic.naver.com/enkrEntry.nhn?entryId=4647579914624cfdadb857ac789babd7&query=%EB%AC%B8%EB%B2%95%EC%A0%81+%ED%91%9C%ED%98%84) **“Can’t help ~ing”** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Esther Kim | Level:  **Intermediate** | Students:  **12** | Length:  **50 Minutes** |

|  |
| --- |
| Materials:   * YouTube Link- A short clip of the musical “All shook up”-the song * You Tue Link -The Voice | Blind auditions | Worldwide(Germany) * 12 copies of the song worksheet * 12 copies fill in the lank worksheet/Q&A worksheet * 12 copies blank sheets of paper * White board, board markers * Images of various musicals |

|  |
| --- |
| Aims:   * To develop listening skills through listening the song and catching any vocabularies and the grammatical idiomatic expression * To improve speaking skills through sharing their ideas. * To learn new vocabularies and practice them for creating more sentences * To be able to pick the sounds “Can’t help~ing” in real situations. |

|  |
| --- |
| Language Skills:   * Listening- the song the musical “All shook up”/ the German singer * Speaking- Sharing their ideas by using the idiomatic expression “Can’t help~ing” * Reading- Fill in the blank * Writing- Answer the questions. |

|  |
| --- |
| Language Systems:   * Phonology: sounds of “Can’t help~ing” from the song * Function: Somebody cannot deny to do something * Lexis : Vocabularies and expression from the song |

|  |
| --- |
| Assumptions:  -Students may not catch the grammatical idiomatic expression “Can’t help~ing”  -Students may like to watch various musicals  -Students can speak and write in English but sometimes may get confused by several words. |

|  |
| --- |
| Anticipated Errors and Solutions:   * Students may not be able to catch the expression “Can’t help~ing” from the song * Chunk the listening(Pause-Play-Paue-Play) * Students may miss a lot of words to fill in the blanks * 🡪 Let them listen to the song one more time and try to guess the words as much as they can before the answers are delivered. * Students may need more time to fill in the blanks an d their worksheets * 🡪 Let them listen to the song one more time and provide them extra 1-2minutes to create more ideas even though the teacher may cut the last two minutes at the end of class |

|  |
| --- |
| References:   * YouTube Link- A short clip of the musical “All shook up”-the song * <https://www.youtube.com/watch?v=yRC1fiLnXb8> * You Tue Link -The Voice | Blind auditions | Worldwide(Germany) * <https://www.youtube.com/watch?v=pJH7MvtrdnQ> * Google images from actual musical performances |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials:  -Multimedia equipment   * Images of various kinds of muscials * You Tube Song ( The voice by each country)/Can’t falling in love with you | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole class | Answer the questions  Share their personal experiences and feelings | Hello every one, how are you?  Do you like to see a musical or a play?  Have you even seen it?  What was it? How was it?  Are there any songs that that you still remember from the musical? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials:  -Multimedia equipment   * A musical song (All shook up)/Can’t falling in love with you   -White board, Printed Materials( blank sheets of paper), | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5  min | Whole  Class  Individually | Students watch the video clip.  Students randomly write down any words or sentences as fast as they can | Today, we will watch a short clip of musical “All shook up” and learn about a song that was wonderfully used for this musical. When you hear a song from the musical and try to listen to the lyrics  Shall we start?  Instruction  Watch a short clip of the musical, especially focus on listening to lyrics of the song. If you can catch any words or sentences, please write them down.  At this point, you don’t need to worry about the grammatical structure.  I will give you 4 minutes  Distribute a blank sheet of paper to each one in class.  Demonstration  When you hear “A wise man” or “Shall I”, write them down on your paper.  CCQ  How much time do you have?  Okay. Let’s see how many words you catch. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: Multimedia equipment   * A musical song (All shook up)/Can’t falling in love with you   White board, markers, Printed Materials( including filling in the blank work sheets, Q&A worksheet) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 20min | Whole class    Individually | 1. Students listen to the song carefully. 2. Students fill in the blanks | Now, I am going to play it one more time. For this time, you will fill in the blank.  Please listen to the song carefully and try to fill in the blank as much as you can.  Then, please answer to the questions on the worksheet.  Instruction  Distribute Fill in the blank worksheet and Q&A worksheet.  CCQ:  Is it clear enough?  How much time do you have?  Are you working alone?  You have 1 minute left!  Now, lets check the answer together. What is the answer for the first blank…?? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials:  White board, markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15min | Whole class | Students actively raise their hands up to answer the questions. | Free Production  Can you think about other examples by using “Can’t help~ ing?  Instruction  Imagine more sentences by using expression “Can’t help~ing”. Allow students to raise their hands up to answer the questions or randomly pick someone to share their ideas.  Every time student gives an example, write it down on the board.  Demonstration  Write down the expression “Can’t help ~ing” on the board  CCQ  What kinds of situation can we expect to use “Can’t help~ing”?  Feedback  Did you have fun today?  If you can, try to memorize the song. Or you can actually watch the whole musical “All shook up”!  Good job! I hope you enjoyed today’s lesson.  Tomorrow, we will start a new chapter  Thank you so much, guys! |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials: Multimedia equipment   * You Tube video (The Voice | Blind auditions | Worldwide(Germany)) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole class | Students listen to the song by a germen singer. | Now, I have another version of song. This singer is actually a germen singer. Lets listen to the his song and try to catch his accent or intonation if he does have.  Shall we? |

[](https://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi5iYme5oDTAhXMi7wKHblIA0kQjRwIBw&url=https%3A%2F%2Fwww.pinterest.com%2Fcbsineadblake%2Fall-shook-up-school-musical-2016%2F&psig=AFQjCNE0LWpFp-p0ZAc8Q1RlKsUaGSqouQ&ust=1491051608614107)

Images from actual musical performances [](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi9kbmw54DTAhXIybwKHdLKAYAQjRwIBw&url=http%3A%2F%2Fwww.capitoltheatre.com.au%2Faladdin%2F&bvm=bv.151325232,d.dGc&psig=AFQjCNG0581D3pcVYAVNsxdcJNWX8kUgJg&ust=1491051911344850)

**Fill in the blank work sheet**

Wise men say only fools \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

But I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_with you

Shall I stay

Would it be a sin

If I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with you

Like a river \_\_\_\_\_\_\_ surely to the sea

Darling so it goes

Some things are meant to be

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_take my whole life too

For I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_with you

Like a river \_\_\_\_\_\_\_ surely to the sea

Darling so it goes

Some things are meant to be

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_take my whole life too

For \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with you

For \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_with you

**Q& A Work Sheet**

**1) What is this story about?**

**2) what is an important sentence you think?**

**3) Are there any grammatical errors?**

**4)What does a singer want to show to the listener?**

**5)If you make a musical piece with this song, what kinds of musicals do you want to create? How?**

**And Why?**

Script (Lyrics of the song “I can’t help falling in love with you”)/

by Elvis Presley

**Wise men say only fools rush in**

**But I can't help falling in love with you**

**Shall I stay**

**Would it be a sin**

**If I can't help falling in love with you**

**Like a river flows surely to the sea**

**Darling so it goes**

**Some things are meant to be**

**Take my hand, take my whole life too**

**For I can't help falling in love with you**

**Like a river flows surely to the sea**

**Darling so it goes**

**Some things are meant to be**

**Take my hand, take my whole life too**

**For I can't help falling in love with you**

**For I can't help falling in love with you**