|  |
| --- |
| ■ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: A song is named ‘Falling slowly’** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Anne Kim  (Hansol Kim) | Level:  intermediate | Students:  12 | Length:  50 min |

|  |
| --- |
| Materials:  Lyrics worksheet (12copies) – main activity  Let’s make sentences worksheet (12copies) – pre-activity  White board, board marker |

|  |
| --- |
| Aims:  Students can enjoy their class with a song  To learn present perfect and passive tense  To make sentences themselves using grammar what they learn in this class  Students can interact with their class mates through conversation |

|  |
| --- |
| Language Skills:  Listening : listening to teacher’s instruction and what others tell when they talk with each other  Reading : Reading the lyrics  Speaking : talking with others  Writhing : Filling in the blank and making their own sentences |

|  |
| --- |
| Language Systems:  Grammar : Present perfect  Discourse : Group discussion |

|  |
| --- |
| Assumptions:   1. Students already know :  * the teacher’s style of teaching * can speak only English in the class * how the class is set up run (there will be 4 student group at each table)  1. Some students have watched or known this movie. 2. Some students have heard this song or are familiar with it. |

|  |
| --- |
| Anticipated Errors and Solutions:  Students may not understand how to make a sentence   * give them some examples more than they are given   If time is not enough   * cut post-activity sharing short   If they finish their activity earlier than anticipated   * let them watch a movie scene relevant to the song they listened |

|  |
| --- |
| References:  <https://www.youtube.com/watch?v=SEWizzLbdGI> (song)  <https://www.youtube.com/watch?v=UZOHhQRopoI> (movie scene as a sos activity) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: white board, board marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole class | listening and answering to their teacher | “Hello, everyone. How was your weekend?”  “Was it good? You all had a nice weekend, great!”  “I usually listen to the music on the way to somewhere.”  “What about you? Do you listen to music like me? If not, when or where do you listen to the music?”  Give them some time to think.  Listen to the students’ answer.  (If there is not enough time, pick three or two of them up) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: Let’s make sentences worksheet, white board, board marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  2min  10min  2min | Whole class  Individual  Groups  Whole class | Students listen to the teacher’s instruction  Students start to make their sentences individually.  They are going to talk about what they made sentences. | “We are going to listen to a music. Before that, I will give you a hand-out each of you.  There are some grammar and you will make some sentences with them.”  “One of them is ‘present perfect tense’ and the other is ‘passive voice’.”  “You can see an example each of those tenses.”  Give them the worksheet 1.  “At first, look at your hand-out and have 2min to make your sentences with those tenses. And you are going to share yours and others. You can make a question using them then when you get a question, answer to it appropriately. So you have 10min for sharing with your group.”  CCQ  “Are you working alone?”  “How much time do you have to do all?”  “What are you supposed to do?”  “Will you just ask? Or will you ask and answer?”  “So, Let’s get started !”  Monitor discreetly. Answer students If they ask questions.  .  “If you’re done, share your own sentences and others.”  Monitor students again.  Let them finish their conversation.  Ask what they have got and listen them writing on the white board. So let them see how other students made sentences with those grammar they are given. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: lyrics worksheet, white board, board marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  10min  2min  3min | Whole class  Individual  In pairs  Whole class | Listen to the teacher’s instruction  Listen to the song and fill in the blank  Discuss on their tasks what they have done  Answer to teacher and listen to other students’ opinion | “Now I’m going to turn on the music. Can you guess what the song is? The song is sort of ost from a movie.”  Get students answer.  “It would be familiar with you. I guess some of you have heard this song”  “Here is another worksheet.”  Give them the worksheet 2.  “You listen to the song and fill in the blank until the song ends. It takes about 4min.”  Turn on the music.  After 4minutes, ask students  “Are you done with all blanks? I will give you one more chance to do all if you couldn’t.”  Turn it on again.  Ask them the same question  “Did you finish clearly? So, now talk about what you made it with your partner next to you.”    Monitor students walking around them  “Ok, let’s fill in the blank together”  “What the answer will be in first blank?”  .  .  .  “Yeah~! We did all! You did well.” |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: white board, board marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 13min | Whole class  Groups  Whole class | Listen the instruction | “Did you find any grammar doing previous activity? Yes, there were ‘present perfect’ and ‘passive voice’. I hope you noticed that.  “And this is final activity. I want you to share your any kinds of song that you have heard from any movies or dramas and impressed in your group”  “Also you can have other students listen to the song you picked.”    Walking around them and listen to what they picked. Can give some comments.  “What is the most interesting song you heard?”  Get some answers (If time is short, just pick 2 or 3 of them up)  “Did you enjoy today’s activities? I hopefully you guys enjoyed a lot.”  “You all did good job and have a nice day~!” |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials: a video clip from ‘you tube’ (just in case of having not enough time.) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4-6min | Whole class | Listen to the teacher and watch a video clip | “We have little more time to finish this class. So I will show you a video clip.”  “This is related to the song we learned today.”  Show students a video clip from ‘you tube’  “The scene is a famous in the movie ‘ONCE’.”  “I hope you enjoyed all activities today and thank you. Have a lovely day!” |

Worksheet 1

**Let’s make sentences**

**\*Make your own sentences with ‘present perfect tense’.**

(If you make a question, get the answer from others)

* Example: ‘I have studied up to now/lately/already. [have+p.p]

**\*Make your own sentences with ‘passive voice’.**

(If you make a question, get the answer from others)

* Example: ‘Houses are built.’ [be+p.p]

Worksheet 2

**Falling Slowly**

By. Glen Hansard & Marketa Irglova

\*Here is the lyrics of ‘Falling Slowly’ which is the OST of movie “Once”.

Listen carefully and try to fill in the blank.

|  |  |
| --- | --- |
| I don’t know you  But I want you  All the more for that  Words \_\_\_\_ \_\_\_\_\_\_\_me  And always fool me  And I can’t \_\_\_\_\_\_  And games that never amount  To more than they’re \_\_\_\_\_  Will play themselves out | Moods that take me and \_\_\_\_\_ \_\_  And I’m painted black  You \_\_\_\_ \_\_\_\_\_\_\_\_\_ enough  And warred \_\_\_\_ yourself  It’s time that you won  Take this sinking boat  And point it home  We\_\_\_ still \_\_\_ time  Raise your hopeful  Voice you had a choice  You\_\_\_\_\_\_\_\_\_\_\_\_ it now  \_\_\_\_\_\_\_ \_\_\_\_\_\_\_  Sing your melody  I will sing \_\_\_\_\_ |
| Take this sinking boat  And point it home  We’ve still got time  Raise your \_\_\_\_\_\_\_  Voice you have a choice  \_\_\_\_\_\_ \_\_\_\_ it now  Falling slowly  Eyes that know me  And I can’t go back |