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| **Lesson plan**  **Materials needed:**  Personal Computer, digital projector, screen, loudspeakers, links, downloads, video clips from the Internet.  **Aims:**  to prοvide learners with relevant and authentic listening input  to cater for multi-sensory learning  **Skills:**  mainly focus on listening  integrated skills: speaking-writing  **Class arrangement:**  individual work, pairs and groups  **Class Level:**  A2 to B2  **Procedure:**  **Pre - listening**  *The teacher introduces the topic*  **Task 1.**  **a.** *Students**brainstorm.*  **b.** *Students discuss their lists in pairs.*  **Task 2.**  **a.** *Students read the lyrics in pairs checking if any of their words occur in the lyrics.*  **b.** *Students read the lyrics in pairs trying to fill in the gaps.*  **While –listening**  *The teacher provides the listening input.*  **Task 3.** *Students listen and fill in the missing words.*  **Post- listening**  **Task 4.**  **a.** *Students scan the text and, in pairs, discuss which words create antiwar imagery.*  **b.** *They discuss in order to suggest any other possible heading for classification.*  **Task 5.**  *Students discuss in groups which art form is more effective in conveying an antiwar message and keep*  *brief notes in order to present their ideas to class.*  **While- viewing**  *The teacher provides viewing input.*  **Task 6.**   1. *Students watch the video clip. (“What a Wonderful World” Louis Armstrong) and jot down how the song* 2. *makes them feel.*   **After-viewing**   1. *Students discuss which of the two songs had a stronger effect and why.* 2. *Discuss effectiveness of video imagery.*   **Homework Assignment**  *The teacher divides the class in groups and assigns a different task to each one. Students choose according*  *to preference provided all of the differentiated activities have been assigned to at least one group.*  **Task 7.** *Students write a paragraph describing how they would design a video clip for “Zombie”.*  **Task 8.** *Students write an article comparing “Guernica” to “Zombie”. They can use their notes in Task 5.*  ***Task 9.*** *Students make a picture/drawing inspired by the title of either song.(“Zombie” or*  *“What a Wonderful World”)*  **Οbjectives Skills Time**  ***Task 1.***  *To activate knowledge and generate language. note-taking, speaking 5’*  ***Task 2.***  *To arouse interest and form expectations. reading for gist 7’*  *To facilitate listening.*  ***Task 3.***  *To listen for specific information. listening 5’*  ***Task 4.***  *To ensure understanding of the input. scanning writing 10’*  ***Task 5.***  *To turn input into output. speaking, note- taking 8’*  *To promote communicative and collaborative learning.*  ***Task 6.***  *To relax and enjoy the video. listening, speaking 5’*  *To encourage critical thinking*  ***HOMEWORK***  ***Task 7.***  *To turn the input into output. writing*  *To promote creativity*  ***Task 8.***  *To encourage critical thought writing*  ***Task 9.***  *To encourage creative production speaking* |
| **WORKSHEET (to be given to students)**  **Task 1.**  ***a. Read the title of the song and write down 10 words that you associate with it.***  ***b. In pairs, compare your lists with your partner***.  ………………………………………………………………………………………………  ……………………………………………………………………………………………………  **"Zombie" By The Cranberries** Another head hangs 1.\_\_\_\_\_\_\_\_,  s slowly taken.  And the violence caused such 2.\_\_\_\_\_\_\_\_,  Who are we mistaken?   But you see, it's not me, it's not my family.  In your head, in your head they are 3.\_\_\_\_\_\_\_\_,  With their 4.\_\_\_\_\_\_\_\_\_ and their bombs,  And their bombs and their guns.  In your head, in your head, they are 5.\_\_\_\_\_\_\_\_\_\_\_...   In your head, in your head,  Zombie, zombie, zombie,  Hey, hey, hey. What's in your head,  In your head,  Zombie, zombie, zombie?  Hey, hey, hey, hey, oh, dou, dou, dou, dou, dou...   Another mother's breakin',  6.\_\_\_\_\_\_\_\_\_ is taking over.  When the vi'lence causes silence,  We must be 7.\_\_\_\_\_\_\_\_\_.   It's the same old theme since 8.\_\_\_\_\_\_\_\_\_\_.  In your head, in your head they're still 9.\_\_\_\_\_\_\_\_\_\_\_\_,  With their tanks and their bombs,  And their bombs and their guns.  In your head, in your head, they are 10.\_\_\_\_\_\_\_\_\_\_\_...   In your head, in your head,  Zombie, zombie, zombie,  Hey, hey, hey. What's in your head,  In your head,  Zombie, zombie, zombie?  Hey, hey, hey, hey, oh, oh, oh,  Oh, oh, oh, oh, hey, oh, ya, ya-a...  **Task 2.**  ***In pairs,***  ***a. read the lyrics of the song and discuss if any words from your lists were included in it.***  ***b. try to guess the missing words.***  **Task 3.**  ***Now, listen to the song and check your answers.***  **Task 4.**   1. ***In pairs, scan the text and underline as many words as you can that create antiwar imagery.*** 2. ***Which war do you think the song refers to? How do you know?***   **Task 5.**  ***In groups of four, compare Picasso’s “Guernica” to The Cranberries “Zombie”. Which of the two art forms do***  ***you think is stronger in sending an antiwar message. Why? Keep notes and report back to class.***  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  **Task 6.**   1. ***Watch the video clip of Louis Armstrong’s “What a Wonderful World”. Keep notes of how it makes***   ***you feel***  <http://www.youtube.com/watch?v=m5TwT69i1lU&list=AL94UKMTqg-9Bi-_xgvrCUtUlWdKgbKKgi&index=2>   1. ***In pairs, discuss which of the two songs had a stronger effect on you? Why?*** 2. ***Do you think that a video clip can change the way we feel?***     **HOMEWORK**  ***Work in Groups. Choose one of the following tasks.***  **Task 7.**  ***Write a paragraph describing how you would design a video clip for “Zombie”.***  **Task 8.**  **Using your notes in Task 5 write an article comparing Picasso’s “Guernica” to The Cranberries’ “Zombie”.**  **Task 9.**  ***Illustrate the song! Make a picture/drawing inspired by the title of either of the two songs and present it***  ***to class.*** |