

MachinEVO 2014: Group 1 Lesson Plan

Level: Elementary / Pre-intermediate

Delivery mode: classroom

THE LESSON	
Background of the lesson	Before this lesson the class should have done work on use of past tenses in narrative (past simple and past continuous)
Aim/s of the lesson	By the end of the lesson, learners will have practiced speaking about a narrative and will have used words to sequence to narrative. They will have practiced using past tenses in narrative using spoken and written language. They will also have practiced listening.
Materials / Input	<ul style="list-style-type: none"> • Machinima “A Day in the Life of ... “ (either as mpeg4 file or YouTube online version) • Student worksheets • (optional - make sets of cards for Ex 2) • (produce a SMARTboard version of materials)
Use of IT/AV support	<ul style="list-style-type: none"> • Equipment to show film: Projector + Smartboard (or laptops / tablets etc.)

Stages and objectives	Timing & Interaction	Procedure
A Pre-viewing		
1. Warmer - discussion To prepare for story, engage Ss, and personalize.	T > Class Then Ss <-> Ss 5 + 5 mins	<ul style="list-style-type: none"> • T introduces topic of playing piano – asks class who can play; is it easy?; did they lessons?; how do you become good? • T does this with one (or two Ss) as model then Ss talk about any instrument they might have learned / be learning to play. (Exercise 1 on w/sheet)
2. Introducing characters and scenes <ul style="list-style-type: none"> • To check / introduce vocab and also to prepare for viewing 	T > class Ss < - > Ss 10 - 12 mins	Using (Smart)board and w/sheet <ul style="list-style-type: none"> • T introduces characters – checks Ss understand, models pronunciation. • T introduces the five places (scenes) in the clip. • Ss in pairs or small groups – T asks group to decide who appears in which scene.

B While viewing		
3. View x1 without sound <ul style="list-style-type: none"> To check Ex 2. To practice speaking and to use connectors (first, then next) and speculate. 	Ss Ss < - > Ss 10 mins	<ul style="list-style-type: none"> Ss view the whole clip without sound and have to put the scene in the correct order and also which characters appear in them. Ss then try to guess what happens in the story (T could show some verbs on board to help).
4. View x2 with sound <ul style="list-style-type: none"> To confirm Ss predictions – and practice listening skills – overall gist. understanding 	Ss Ss < - > Ss 10 min	<ul style="list-style-type: none"> Ss view clip with sound – then compare it with their predictions Ss – do Ex 3 on w/sheet – comprehension questions – working together to complete
5. View x3 with sound	Ss Ss < - > Ss T > Class 10 min	<ul style="list-style-type: none"> Ss view film, check Ex 3 T feedback on answers – checks class understands the story.
C After viewing – follow up tasks		
6. Writing a summary <ul style="list-style-type: none"> To practice past tenses and linking words/phrases 	Ss < - > Ss	<ul style="list-style-type: none"> Students write a guided summary of the film clip, Ex 4 on w/sheet,
7. Telling a story <ul style="list-style-type: none"> Further practice in using narrative tenses and linking phrases 	Ss < - > Ss	<ul style="list-style-type: none"> Students tell each a story they have read or know, or something that happened to them, Ex 5. Homework can be to write it up.

Anticipated problems and possible solutions	<ol style="list-style-type: none"> Unknown vocabulary: introduce in stage 1 Pronunciation of key items: check and model in stage 1 Story and concepts within – T to include check questions in feedback stage 5 Use of tenses in stage 6 – refer to grammar notes from previous lesson and recap.
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Characters

- Scene 1: pianist as young boy; white fairy
Scene 2: pianist as young boy; two mermaids
Scene 3: pianist as adolescent (teenager); graffiti artist (thug); green fairy
Scene 4: pianist as young man; green fairy; gypsy fortune teller; fiddler
Scene 5: pianist as old man (then recall of all characters)

Narrative script and scenes (voiceover)

Scene 1: Snow

It all began on a winter morning. The FIRST thing I remember I was in my parent's house. I woke up wondering where I was. I sat up for a while. I was all alone. THEN I looked up at the clock on the wall. It was foggy and cold outside, but I saw a shadow on the snow-covered lawn. SO, I went out to see what was there and, amazing! there was a grand piano. It was calling to me. I walked around it THEN slowly sat down on the piano stool. I had never played the piano before, but the piano was helping me. I felt so very, very happy.

Scene 2: (Scen1, part 2): Snow + fairy

SUDDENLY, a strange lady appeared next to the piano. She floated over it. She was singing and humming. I wasn't afraid. She looked friendly and she was smiling. She told me that I played the piano well and asked me if I knew the tune she was singing. I did, and magically I was able to play it. It gave me such a feeling of joy and power.

Scene 3: Deep Blue

AFTER THAT, like magic, I was suddenly 15. I was still playing the piano, but this time I was under the sea. I had become tired of practicing for so many hours each day and was about to quit playing forever, but playing in this enchanted place was quite different: I felt so good and calm. ALL OF A SUDDEN, two beautiful mermaids appeared. It was the first time I saw* them and I was amazed. They were singing beautifully and invited me to dance with them. I didn't know what to do. Should I dance with them or should I keep playing the piano? But under the sea I felt like one of them.** One of the mermaids began to speak, she explained that I had a choice, I could work hard and become a wonderful pianist or I could play games all day long and waste my life. I played quietly for a long time thinking as I played. FINALLY, I was so tired that I fell asleep in the seaweed.

Scene 4: Lost Souls

Later on I woke up in a dark, sad place. I felt angry. I saw a man painting something on a wall in a rundown alleyway. The piano was in the middle of the road, but I didn't want to play it. I was curious. I wanted to live a life that did not involve 8 hours a day of playing the piano. I talked to the man who was painting the wall. He was friendly and gave me some beer. It was good and made me forget my anger. I drank a lot, too much. THEN, BANG I was in a trash bin and felt so depressed with a bad headache. JUST AS I was about to decide to quit music forever - Whooooosh, a fairy appeared and talked to my friend. THEN she came to me and said, "Do not give up, I will help you... Do not give up."

Scene 5: Gypsy Camp

NEXT, I was 25, with the fairy in a gypsy camp, and the sky was dark and misty. THEN the fairy walked over to a gypsy in a red dress. I followed, and the gypsy invited me into her tent. She told my fortune--I could not believe it! she said I was going to be very, very happy. AFTER THAT, the fortune teller invited a friend to play with me and the fairy and the gypsy danced WHILE I played the piano and another gypsy played the violin.

Scene 6: Notre Dame Organ (Paris 1900)

SEVERAL YEARS LATER, when I was much older, I found myself playing somewhere else. It was neither under the sea, nor in the Gypsy camp. Also, I was playing something even more wonderful than a piano. This was far beyond my biggest dreams - even more amazing than what the gypsy had told me. I was playing a great church organ, not a piano. It was enormous, and I was playing it in Notre Dame Cathedral, in Paris. I was playing and many people were listening with great pleasure as I played. The old gypsy lady had been correct. I was born to play ...