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| **Reading Lesson Plan: Dandruff linked to Global Warming** |

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| **Instructor**Sunny | **Level**Intermediate | **Number of students**10 | **Length**30 minutes |

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| **Materials**-Materials: Worksheet 1,2 and 3-Pictures representing dandruff and global warming-A White board and pens |

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| **Aims**-Main aim: To enable students to improve in reading skills through the lesson relating global warming and dandruff issues-Secondary aim: To enable students to comprehend meanings in the article, by various discussion and questions-Personal aim: I want to have good eliciting to give clear idea to students |

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| **Language Skills**-Listening: Students will be listening to other students’ discussion-Speaking: Students will be speaking in discussion or sharing ideas with classes-Reading: Students will be reading a news article of a scientific research-Writing: Students will be writing a letter to government about dandruff and global warming issues |

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| **Language system**-Lexis: New vocabularies relating hair problems and global warming will be acquired-Phonology: None to discuss-Grammar: None to discuss-Function: Discussion and sending letter-Discourse: Official petition |

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| **Assumptions**-Students will have a life experience where the hair troubled them.-Students are able to follow instructions to run the class-Students are aware of global warming issues-Students knows how to write a letter |

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| **Anticipated Errors** | **Solutions** |
| Time might be short. | Listen to students’ idea selectively. Find some volunteers to share stories, others can listen |
| Students might finish early. | Give flexible time management while doing the task.  |

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| **References*** Reading material from “Breaking news English Lessons:” (www. Breakingnewsenglish.com)
* Image searched in Google images
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| **Lead-in(3 min)** |
| Materials: |
| Time | Set-up | Teacher talking |
| 3 min | Whole class | **Greeting**How are you? Are we all excited about our graduation next week?**Introductory**Everyone knows I recently got hair-dressed. My hairdresser said that my hair is way too straight and thin, and it’s going to be straight again soon. It’s true; my natural hair doesn’t look glamorous at all. Do you have these sorts of concerns on your hair? Can we share some stories? |

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| **Pre-activity(10 min)** |
| Materials: Worksheet 1. Pictures of people’s hair and Global warming |
| Time | Set-up | Teacher talking |
| 2 min4 min2 min | Whole classIndividualWhole classWhole class | **Eliciting** (Board vocabulary as you go)* How do we call the white thing from your scalp that sits on your shoulder? (Dandruff) What’s another word for dandruff, if it occurs at other part? (Skin flakes)
* What do we call this abnormal phenomenon, where the earth’s temperature rises high after people had started burning fuel?

CCQIs dandruff and good thing to show others? (NO)Do people get ashamed by dandruffs? (Yes)Is global warming a sort of hair problem? (NO)Or is it a completely different thing? (Yes)**Worksheet 1**InstructionToday’s topic is Global warming and dandruffs. How do you think they will relate? I’ll give you a worksheet to do individually. You will have 2 minutes to complete the paper. You may start as soon as I give you paper.ICQHow many minutes do we have?Are we working individually?Do you start working as soon as I give you the paper?Sharing ideasTime’s up! Let’s listen to some ideas on first question. What do you think is the relationship between dandruff and global warming?(Students volunteer)VocabularyLet’s share some words you put in the brain storming. What have you got,\_\_\_\_\_\_(student name)?Board the vocabularies. Explain the key terms. Include following vocabulary:* Pollution/ Pollutant
* Climate change
* Abundance
* Absorb
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| **Main activity(10 min)** |
| Materials: Worksheet 2, raffles with discussion questions written |
| Time | Set-up | Teacher talking |
| 4 min6 min | Whole classPair group | **Reading activity** Distribute worksheet 2InstructionThis is an article about dandruffs and global warming. Let’s read it individually and answer the True or False questions at the bottom. I’ll give you 3 minutes to complete the task.ICQAre we reading the article? (Yes)Are we working in a group? (No)Share answers for True or False.**Discussion activity**Pair students up. Let them pick a random raffle from the pocket.InstructionThis is a pair work; you have your question written in the piece of paper you picked. Discuss with your pair and come up with an answer. I’ll give you 2 minutes. We are going to share your opinion. ICQAre we working individually? (No)Are you discussing over the question with your partner? (Yes)Questions in the raffle* Did you find this article amusing or serious? Why?
* Which one would you choose recycling or dandruff control?
* In current society, do you think people buy good shampoo to reduce global warming? What are the other devices people use to protect environment?
* Will global warming be a main reason to buy a dandruff controlling shampoo in the future?
* What are the other biological factors that may contribute global warming?

Share questions and answers together. |

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| **Post activity(7 min)** |
| Materials: Worksheet 3 |
| Time | Set-up | Teacher talking |
| 7min | Group | **Writing a letter to the government**GroupingGive each student a name; Dand, Ruff and pollution. The team divides in three according to the name. Dand team come over this side, all the Ruffs are in the middle and pollution team on the other side of classrooms please!Distribute worksheet 3InstructionYou are writing a letter to the government, about how important it is to reduce dandruff in order to stop global warming. List the things your team thinks that government has to do. You are working in groups, and you got three minutes.ICQAre you writing a letter to your friends? (No)How many minutes do we have? (Three)After the writing session finished, each group reads out their letter and share ideas with each other |