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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reading Lesson Plan | | | | | | | | | | | | | | | | |
| TITLE | | Consumer Society | | | | | | | | | | | | | | |
| INSTRUCTOR | | | | | | | | Ss’ LEVEL | | | | AGE GROUP | | | No of Ss | LENGTH |
| Grace | | | | | | | | Upper intermediate | | | | Above 20 | | | 8 | 50 mins |
| MATERIALS | | | | | | | | | | | | | | | | |
| computer, ppt projector, worksheet A B C, white board, board markers | | | | | | | | | | | | | | | | |
| AIMS 1. | | | Students will practice in reading for information and argument in an article. | | | | | | | | | | | | | |
| **2.** | | | Students will be able to explain the key expressions in the article. | | | | | | | | | | | | | |
| 3. | | | Students will focus two grammar points in reading and practice them in use. | | | | | | | | | | | | | |
| LANGUAGE SKILLS | | | | | | | | | | | | | | | | |
| Listening | | | | Students will be listening to teacher’s instructions to complete the worksheet. | | | | | | | | | | | | |
| Speaking | | | | Students will be talking each other to complete the worksheet. | | | | | | | | | | | | |
| Reading | | | | Students will be reading the article and comprehension questions on the worksheet. | | | | | | | | | | | | |
| Writing | | | | Students will be writing answers to the questions on the worksheet. | | | | | | | | | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | | | | | | | | | | |
| Phonology | | | | Vocabulary such as consumer, society, downshift, conserver, etc. | | | | | | | | | | | | |
| Lexis | | | | See phonology. | | | | | | | | | | | | |
| Grammar | | | | 3rd conditional, interrogative forms, negation | | | | | | | | | | | | |
| Discourse | | | | Monologue by the teacher, monologue by a student, dialogue by students | | | | | | | | | | | | |
| Functions | | | | Identifying, comparing, expressing likes and dislikes, suggesting | | | | | | | | | | | | |
| ASSUMPTIONS | | | | | | | | | | | | | | | | |
| Students are already aware of the most consumer items and have experience of buying them. | | | | | | | | | | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | | | | | | | | | | |
| Students probably will not able to understand the definition of some key words. I’ll get them to figure them out by eliciting them and explaining them in an easier way. | | | | | | | | | | | | | | | | |
| REFERENCES | | | | | | | | | | | | | | | | |
| British Council, http://learnenglish.britishcouncil.org/en/magazine-articles/consumer-society | | | | | | | | | | | | | | | | |
| NOTES | | | | | | | | | | | | | | | | |
| Creating the headlines for every paragraph and playing fun learning activity “Survival kits on the island” just in case the computer or the projector is broken or Ss are bored. | | | | | | | | | | | | | | | | |
| PRETASK TITLE | | | | | | Guess what and who? | | | | | | | | | | |
| AIMS | | | | | | | | | | | | | MATERIALS | | | |
| To activate students’ schemata | | | | | | | | | | | | | computer, ppt, worksheet A, board, marker pens | | | |
| TIME | SET UP | | | | STUDENTS | | | | | | | | | TEACHER | | |
| 1 min | Whole Class | | | | welcome one another and read aloud lesson objectives | | | | | | | | | greetings and presents today’s lesson objectives | | |
| 3 mins | Whole Class | | | | listen carefully and answer to the teacher  CCQ  -What is ‘Consumer Society’? | | | | | | | | | and ask Ss what they understand by this concept of ‘Consumer Society’ | | |
| 1 min | Whole Class | | | | get worksheet A and listen to the teacher | | | | | | | | | gives Ss worksheet A and ask them to order it in the original quotation. | | |
| 2 mins | Pairs | | | | brainstorm to order the cut-up quotation | | | | | | | | | monitors Ss and advises them if needed | | |
| 3 mins | Whole Class | | | | present their own answers and the meaning of the quotation and the person who said it | | | | | | | | | checks Ss’ answers to show the original quotation on the board and ask them what it means and who said it | | |
| NOTES | | | | | | | | | | | | | | | | |
| Teacher should tell the clear definition of the key expression, ‘consumer society’ which means ‘a society in which people frequently buy new goods, esp., goods which are not essential, and which places a high value on owning many things’ (from Cambridge Advanced Learner’s Dictionary) by ELICITING it from Ss. | | | | | | | | | | | | | | | | |
| TASK PREPARATION TITLE | | | | | | | | | What is necessary to comprehend the text ‘Consumer society’? | | | | | | | |
| AIMS | | | | | | | | | | | MATERIALS | | | | | |
| To practice key expressions for the article | | | | | | | | | | | ppt projector, worksheet B, whiteboard, marker pens | | | | | |
| TIME | SET UP | | | | STUDENTS | | | | | | | | | TEACHER | | |
| 3 mins | Whole Class | | | | form in pairs, look at worksheet B and listen to teacher’s instructions  ICQ  - Which three items are most essential for your life?  - What would you most like to have? | | | | | | | | | puts Ss in pairs and has them look at worksheet B and ask them to discuss which items they think are most essential for their lives and which they would most like to have. | | |
| 3 mins | Pairs | | | | read and talk to work on the worksheet | | | | | | | | | monitors Ss and advises them if needed | | |
| 4 mins | Whole Class | | | | express their own opinions of what consumer goods they regard as most essential | | | | | | | | | get Ss to report back to the class and write on the board if necessary | | |
| NOTES | | | | | | | | | | | | | | | | |
| Teacher should ask the reasons why they have chosen a certain consumer goods. | | | | | | | | | | | | | | | | |
| TASK REALISATION TITLE | | | | | | | | | | Let’s go for an article on ‘Consumer society’! | | | | | | |
| AIMS | | | | | | | | | | | | | MATERIALS | | | |
| To practice reading for information and argument | | | | | | | | | | | | | worksheet C, ppt projector, board, markers | | | |
| TIME | SET UP | | | | STUDENTS | | | | | | | | | TEACHER | | |
| 2 mins | Whole Class | | | | read comprehension questions carefully | | | | | | | | | lets Ss focus on comprehension questions first before reading | | |
| 3 mins | Individual | | | | read the article to answer questions | | | | | | | | | lets Ss read the article and answer questions. | | |
| 5 min | Groups | | | | form in groups and compare their own answers to get best ones | | | | | | | | | lets Ss compare their own answers in groups, monitors Ss and advises them | | |
| 4 mins | Whole Class | | | | present their own answers | | | | | | | | | asks them to answer questions and writes down on the board if needed | | |
| 3 mins | Groups | | | | share their ideas according to follow up questions | | | | | | | | | asks Ss to discuss the questions about the article | | |
| 3 mins | Whole Class | | | | answer to the questions by their own opinions | | | | | | | | | asks Ss to express their opinions | | |
| NOTES | | | | | | | | | | | | | | | | |
| POST TASK TITLE | | | | | | | What do we learn from this ‘Consumer Society’? | | | | | | | | | |
| AIMS | | | | | | | | | | | | | MATERIALS | | | |
| To draw their own lesson from the activity and practice the expressions and the language form | | | | | | | | | | | | | worksheet C, board, marker pens | | | |
| TIME | SET UP | | | | STUDENTS | | | | | | | | | TEACHER | | |
| 1 min | Whole Class | | | | listen to the teacher and take their time to think | | | | | | | | | asks Ss to share feelings and experiences related to the text | | |
| 2 mins | Pairs | | | | talk each other to share their feelings and experiences | | | | | | | | | monitors and advises them | | |
| 2 mins | Whole Class | | | | report their feelings and experiences to the class | | | | | | | | | has them express their feelings and experiences | | |
| 4 mins | Whole Class | | | | ask questions and listen to teacher  CCQ  - What does it mean ‘grow yourself’?  - What is the 3rd conditional? | | | | | | | | | asks whether Ss have any problems with the expressions or grammar and explains | | |
| 1 min | Whole Class | | | | write down homework and show gratitude to teacher | | | | | | | | | gives homework(writing their own text on this topic expressing their own opinion) and inform next lesson(consumer power) | | |
| NOTES | | | | | | | | | | | | | | | | |
| This lesson is for reading which means that teacher shouldn’t spend too much time on language form. | | | | | | | | | | | | | | | | |

**Consumer society**

**Worksheet A – Guess what and who?**

1. Guess what? Arrange the words in the correct order.

|  |  |  |  |
| --- | --- | --- | --- |
| there | , | enough | on |
| earth | for | everyone’s | the |
| need | is | but | not |
| for | everyone’s | . | greed |

The answer is…

1. Guess who said this?

The answer is…

**Worksheet B**

Which items are most essential for your life and to the extreme case, which would you most like to have in advance if you were taken to a isolated island? Choose three items and explain why.

**Consumer goods**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A dental check up | A restaurant meal  at a 5-star hotel | A handbag  (Channel, Gucci, Luivitton, etc.) | A pet (a dog, a cat, a hen, a duck, a horse,  a pig, a snake,  a bird, etc.) | Arms  (guns, spears, archery, bombs, hammers, axes, etc.) |
| A brand new smart phone  (An i-pod, Samsung, etc.) | First-aid kit  (pain killer, ointment, Band-Aid, etc.) | Footwear  (boots, a pair of trainers, sandals, etc.) | Cosmetics  (sunscreen, lipstick, liquid foundation, etc.) | An appointment at the hair salon |
| Jewelry  (Jewellrey e.g., rings, necklaces made of gold, diamond, ruby, sapphire, etc.) | Stationery  (pens, erasers, colored paper, glue, notebooks, envelopes, sucker pegs, etc.) | A body hygiene kit  (soap, toothpaste, toothbrushes,  shampoo, etc.) | A hybrid car | Books & Magazines |
| Clothes  (coats, T-shirts, a pair of jeans, blouses, skirts, jackets, etc.) | Food  (a packet of M&Ms chocolate, bread, cheese, milk, tea, juice, sausages, etc.) | Alcohol  (beer, whisky,  liquor, wine, tequila, bodka, etc.) | Sleeping Stuff  (table mats, cushion covers, curtains, a tent, a sleeping bag, etc.) | Create one thing which isn’t listed here in case you have something in your mind!!! |

Your best choices are…1. 2. and 3.

**Worksheet C - Reading comprehension questions**

Read the text and answer the questions

1. What is ‘downshifting’?

2. What is the definition of ‘conservers’?

3. What is the definition of ‘consumers’?

4. What criteria do we use when we make choices about buying things according to the article?

5. What are perfumes and creams usually made of?

6. What will happen to us if we have less money according to the article?

|  |
| --- |
| **Consumer society**  By Julie Bray  If we only bought things we needed, there would be enough for everybody. What do we need? What you need depends on how old you are and your way of life. If we don’t need to buy so much, we don’t need to work so much. We can take part-time jobs or reduce our working day from 8 hours to 6 hours. Some people are leaving very well paid jobs to live a healthier life in the countryside or a more exciting life abroad. This is called ‘downshifting’. Parents can spend more time with their children and the unemployed are given more opportunities to work.  If we start to respect saving the earth more than spending money, we will become ‘conservers’. When we are conservers, we try to choose environmentally-friendly products which are durable and last a long time. We may find growing our own vegetables or making our own clothes more rewarding than buying them.  **What was the best thing you bought last week?**  Could you choose from lots of different types? We like having a choice of what to buy. People who buy things are called consumers. Consumers have choices. We usually choose the colour, taste, smell or size of what we buy, but there are other choices we can make. The following questions will help you to consider these choices.  **Where was it made?**  If you don’t like the place it was made, you might decide not to buy that particular product. A lot of people don’t buy products from certain countries when they don’t like the way the country is run. Was it made in a factory or on a local farm? If the product was unbelievably cheap, the people who made it might not have been paid much.  **Who made it?**  Do you know? If a friend made it, you probably like it more and you will want to keep it for a long time. If it was made by somebody who enjoyed making it, the quality and the design are probably better. Or does it look like it might have been assembled in a large factory? There are children in Asia who make Santa Claus dolls for European children to play with. The children who make the toys don’t celebrate Christmas because they are not Christian; they think of the dolls as work. Would it be better if the children in Europe made their own Christmas dolls?  **What is it made from?**  One of the places where we want to buy expensive luxuries is at the airport’s duty-free shop. Next to the chocolate and cigarettes, there are beautifully-shaped bottles and compact boxes full of perfumes and creams which promise to make you look and feel more beautiful. If you look at the ingredients you will find that the perfumes are mainly alcohol and the creams are mainly made of petroleum!  Almost all products are sold in packaging. Some products have too much packaging, creating more rubbish and using up resources. Some use recycled packaging, which is better for the environment.  Next time you go shopping, think about what you really need to buy. Don’t deprive yourself of things you like, but decide what you should buy before you go out, so that you won’t be influenced by advertisements or promotions. If it is more expensive to buy goods which don’t have much packaging and things which are more durable, buy less. If you can choose to work less, decide which things you would like to make, do or grow yourself. Even though you have less money, your life will become richer! |