|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| TITLE | Environmental Issue | | | | | | |
| INSTRUCTOR | | | | Ss’ LEVEL | AGE GROUP | No of Ss | LENGTH |
| Eun-Ji Kim | | | | Intermediate | Adult | 12 Students | 50 minutes |
| MATERIALS | | | | | | | |
| - Movie clip file ‘The Day After Tomorrow, 2004’ - Vocabulary worksheet (12 copies) - Listening worksheet (12 copies) - Listening audio file - 4 pieces of paper - Computer, project beam, audio system | | | | | | | |
| AIMS 1. | | To practice listening to dialogue by completing worksheet. | | | | | |
| **2.** | | To study vocabulary about environment by doing a matching worksheet. | | | | | |
| 3. | | To discuss environment issue by making list. | | | | | |
| LANGUAGE SKILLS | | | | | | | |
| Listening | | | The dialogue of movie clip, the teacher’s explanation about new vocabulary, the speaker’s short dialogue, discussion with partner. | | | | |
| Speaking | | | Discussion to answer teacher’s questions, discussion about environmental issue. | | | | |
| Reading | | | Vocabulary worksheet, listening worksheet, list about things to do for protecting environment. | | | | |
| Writing | | | Making a list about things to do for protecting our environment | | | | |
| **LANGUAGE SYSTEMS** | | | | | | | |
| Phonology | | | Distinguish between /f/ and /p/ sounds. (e.g. *coffee vs copy*) | | | | |
| Lexis | | | Phrasal verb. (e.g. *to take over, to get round*) | | | | |
| Grammar | | | Verb form. (e.g. *should/will+base verb, verb-ing, to+verb*) | | | | |
| Discourse | | | The dialogue of environmental issue | | | | |
| Functions | | | Agreeing & disagreeing with environmental issue. | | | | |
| ASSUMPTIONS | | | | | | | |
| Students already know:  - what environmental problem is.  - how to protect our environment .  - the teacher’s style of teaching and the pace of the course. | | | | | | | |
| ANTICIPATED GRAMMATICAL ERRORS AND SOLUTIONS | | | | | | | |
| Some students will have difficulty in distinguishing between /f/ and /p/ sounds while listening the dialogue.   * Demonstrate the difference with examples and explain where the sounds are pronounced in our mouth.   Some students will have difficulty in understanding phrasal verb.   * Explain that one more words are changed into one word and give examples. | | | | | | | |
| REFERENCES | | | | | | | |
| - <http://learnenglish.britishcouncil.org/sites/podcasts/files/BCSW%20-%20S3E5%20support%20pack.pdf> - [http://movie.naver.com/movie/bi/mi/photoView.nhn?code=37758#](http://movie.naver.com/movie/bi/mi/photoView.nhn?code=37758) | | | | | | | |
| NOTES | | | | | | | |
| - Plan B: If electronic materials aren’t working, show a movie poster in pre-task activity and read the dialogue script loudly in main activity.- Cut-off plan: If time is short, cut post-activity discussion short and only ask 1~2 groups to share their idea. - SOS activity: Brainstorm environmental issues. Make three students in a group and give a paper to each group. A teacher demonstrates brainstorming and encourages them to come up with idea as much as possible. | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PRETASK TITLE | | | Watching Movie Related to Topic | | |
| AIMS | | | | MATERIALS | |
| To predict the topic of lesson by watching movie clip. | | | | Computer, project beam, audio system, movie clip file (The Day After Tomorrow, 2004) | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 3 min | Whole class | Students will watch the movie clip ‘The Day After Tomorrow’ related to environmental issue. | | | Play the movie. |
| 3 min | Threes | Students will discuss two guiding questions and then share their idea with all  *Q1. What’s happening?*  *Q2. What do you think about the most serious environmental problem?* | | | Ask guiding questions.  Monitor discussion. Give feedback |
|  |  |  | | |  |
|  |  |  | | |  |
| NOTES | | | | | |
| - If you look for another movie, use these movies, Tears in the Artic, 2008 and The East, 2013. These are related to environmental issue. - If students don’t know the meaning of ‘environment’ word, elicit it by using examples. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TASK PREPARATION TITLE | | | Studying Essential Vocabulary. | | |
| AIMS | | | | MATERIALS | |
| To study vocabulary about the dialogue by completing the worksheet. | | | | Vocabulary worksheet#1 | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 3 min | Whole class | Students will be given instruction about main activity and be asked concept checking questions.  *Q1. How many speakers do appear in dialogue?*  *Q2. Is topic related to environmental issue?*  *Q3. How many times can you listen?* | | | Give instruction.  Ask CCQs. |
| 5 min | Individual | Before doing main activity, students will match the essential words and phrases to their definition correctly on worksheet. (This is pre-teaching.) | | | Give worksheet#1. |
| 2 min | Threes | Students will check the answers each other and correct errors. | | | Give the answers.  Elicit the meaning of them with examples. |
|  |  |  | | |  |
| NOTES | | | | | |
| - Give instruction in chunk slowly and clearly.- If students don’t know phrasal verb, explain it in detail with examples.  - Be flexible with time. Give 1 more minute if they need it. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| TASK REALISATION TITLE | | | Listening & Exercising | | |
| AIMS | | | | MATERIALS | |
| To be better able to listen by completing worksheet. | | | | Computer, audio system, audio file, listening worksheet#2. | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 3 min | Whole class | Students will listen to dialogue once. | | | Play audio once. |
| 5 min | Threes | Students will be asked a general question and discuss it.  *Q. What is the conversation about?*  A representative from each group shares their idea with all. | | | Ask a question.  Monitor discussion. Give feedback |
| 10 min | Individual | After listening to the dialogue again, students will choose right answer to each question on worksheet. | | | Give worksheet#2.  Play audio once. |
| 3 min | Whole class | Students will talk about the answer and why they think so.  Students will correct errors. | | | Give answer.  Give feedback. |
| NOTES | | | | | |
| - If students want to listen one more time, give them the chance again. - If students are confused about content of the dialogue, elicit their understanding by giving clues. | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| POST TASK TITLE | | | Making a List | | |
| AIMS | | | | MATERIALS | |
| To practice speaking and writing about environment issue by making list. | | | | 4 pieces of paper | |
| TIME | SET UP | STUDENTS | | | TEACHER |
| 12 min | Threes | Students will make a list about things to do for protecting our environment and then share their ideas in front of all. | | | Give a paper to each group.  Monitor them.  Give feedback. |
| 1 min | Whole class | Students will review what they learn today. | | | Review briefly. |
|  |  |  | | |  |
|  |  |  | | |  |
| NOTES | | | | | |
| - If students have difficulty in come up with idea, encourage them by giving examples and demonstrating. - No homework, but review again at the start of next lesson. | | | | | |

**Vocabulary Worksheet #1.**

Match the words and phrases in the boxes to their definitions.

|  |  |  |
| --- | --- | --- |
| a) to take over (phrasal v.) | b) to get around (phrasal v.) | c) lazy (adj.) |
| d) pitch (n.) | e) traffic (n.) | f) the tube (n.) |

**Definitions:**

1. Move from place to place.
2. To take control of something.
3. The London underground/subway system.
4. Cars and other vehicles on the road.
5. Not wanting to do any work.
6. The field where football is played.

**Listening Worksheet #2.**

Task 1. Decide whether these statements are true or false.

1. Tony isn’t at work because he is ill.
2. Harry has cycled in to the café.
3. Harry plays football every day.
4. Johnny drives everywhere.
5. Magda thinks the public transport in London is good.
6. Johnny thinks cycling is safe in London.
7. Olivia is concerned about the planet.
8. Carlos is not very busy.

Task 2. What are they thinking? The thoughts match with the characters who are thinking like that.

|  |
| --- |
| Magda Harry Johnny Carlos  Magda Harry Johnny Olivia |

1. \_\_\_\_\_\_ : “Phew! I’m really busy!”
2. \_\_\_\_\_\_ : “Public transport in London is a bit expensive but very good!”
3. \_\_\_\_\_\_ : “I think saving the planet is really important – I wish people would try harder!”
4. \_\_\_\_\_\_ : “I could use my bike to go to football … but driving to the pitch is much easier.”
5. \_\_\_\_\_\_ : “I don’t want to cycle – It’s dangerous!”
6. \_\_\_\_\_\_ : “I wish London had more parking spaces.”
7. \_\_\_\_\_\_ : “I like taking the bus or tube because the weather in London is so bad.”
8. \_\_\_\_\_\_ : “It’s not my job to stop pollution – I’ll leave it to scientists.”

**Listening Transcript**

Harry: Hey there!

Olivia: Hi, Harry. Come and have a seat!

Harry: OK – I’ll just get a coffee. Hang on… Where’s Tony?

Magda: He’s off sick.

Olivia: And you’ll notice that there’s a new chef in here!

Harry: Carlos! What’s he doing working here?

Magda: He’s taken over while Tony’s away.

Harry: Well, good on him – he’s always wanted his own restaurant! I guess this café will have to do for now.

Olivia: Yeah. It’s good experience for him!

Harry: Carlos! Hey, Carlos! Could I have a coffee, mate?

Harry: Carlos? Hello? … Well, I hope he’s a good chef, because he’s a terrible waiter!

Olivia: Oh, go on. Give him a break!

Magda: Yeah – it’s really busy in here right now. Be patient!

Harry: Busy? Yeah – tell me about it! Everywhere is today – I couldn’t find anywhere to park my car. I had to leave it miles away.

Olivia: Park your car? I thought you took your bike everywhere!

Harry: Well, I used to. But sometimes it’s just easier to drive, isn’t it?

Magda: Lazy!

Harry: I’m not lazy! I do lots of sport – play football every week.

Olivia: Do you drive to the football pitch?

Harry: Erm, yeah… Usually…

Olivia: You should use your bike more often. It’s better for you, and for the environment!

Johnny: Hello, all! Hey, is that Carlos behind the counter?

All: Yes, it is.

Johnny: What’s he doing there?

Olivia: Long story!

Johnny: Blimey… Have you seen the traffic out there?

Olivia: Not you as well?

Johnny: Me what?

Olivia: Driving!

Johnny: Of course I drive. How else would I get around?

Magda: I always use public transport. It’s very good here in London, even if it’s quite expensive.

Olivia: Not as expensive as a car.

Harry: That’s true.

Olivia: You should all cycle more!

Johnny: I’m not cycling. It’s tiring, and dangerous!

Harry: And the weather here is terrible – cycling in the rain isn’t any fun!

Magda: That’s true. That’s why I get the tube or the bus.

Olivia: Well, I think you should all think about your health and the future of the planet!

Harry: Yeah, yeah, yeah… whatever…

Olivia: It’s important! Cars make so much pollution!

Magda: Yeah – Olivia’s right!

Johnny: Scientists are finding ways to stop pollution – that’s their job.

Olivia: Maybe, but we should all help to help the planet!

Harry: I don’t know about the planet. I just think right now we should try to help Carlos!

**Movie Materials.**

Poster of ‘The Day After Tomorrow, 2004’



