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| **Topic:** Disney Bans Selfie Sticks | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Gigi Kim | Intermediate | Adult | 6 | 50mins |
| **Materials:**   * A selfie stick: for realia and eliciting topic * 6 copies of listening script * 6 copies each of two worksheets * Youtube video and projector for viewing * Markers and whiteboard | | | | |
| **Aims:**   * Students will identify and discuss the main idea by listening to the script * Students will identify vocabulary by doing worksheets * Students will be able to make sentences using the word “ban” * Students will list possible dangers of a selfie stick * Students will enact scenes from the listening script to show understanding of the material * Students will discuss when and where they use selfie sticks | | | | |
| **Language Skills:**   * Listening: listening to the script, students doing role play and discussions * Speaking: sharing ideas and stories related to the topic and doing role play * Reading: read the listening script and worksheet details * Writing: completing worksheet, listing ideas and writing sentences | | | | |
| **Language Systems:**   * Phonology: distinguish the “ae” and “Ɛ” sound. Ex) “ban” and “Ben” * Function: distinguish when to use “ban” and “not allowed” * Discourse: discuss ideas and experiences involving selfie sticks * Lexis: learn new vocabulary from the script. Ex) ban, strive, concern | | | | |
| **Assumptions:**   * Students know what a selfie stick is and what Disneyland is * Students are of Intermediate level and can understand news reports and create their own sentences * Students are used to studying with authentic material | | | | |
| **Anticipated Errors and Solutions:**   * Students may not know vocabulary words in the story: encourage students to guess from context * The listening script may be too fast for students: replay few times or read it out loud * Production stage may finish earlier than expected: start the post-production activity earlier so students can discuss it longer | | | | |
| **References:**   * Disney bans selfie sticks at theme parks (30 Jun 2015) In *Breaking News English.* Retrieved 27 Nov 2015, from[www.breakingnewsenglish.com/1506/150630-**selfie**-**sticks**.html](http://www.breakingnewsenglish.com/1506/150630-selfie-sticks.html) * Everything You Need to Know about Selfies (29 May 2014) In *Buzzfeed*. Retrieved 27 Nov 2015, from <http://youtu.be/B7MnHGqc3IU> | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | |
| **Aims:**  Students are introduced to the topic, and they talk about the selfie stick and discuss | | | **Materials:**  Selfie stick, guiding questions |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 3mins  5mins  2mins | Whole class  Whole class  Whole class | Greetings and casual discussion  Discuss about selfie sticks  Listen and think about the guiding questions | **<Greeting>**  Greet students and ask about their weekend or the latest movies  **<Eliciting>**  Show the students the selfie stick  *Can anybody tell me what this is?*  *Do you own one?*  *Do you use it often? Is it useful to you? Where do you use this?*  *We are going to listen to a script about selfie sticks*  **<Guiding questions>**  *Where do you think was the 1st place that banned selfie sticks?*  *What other places banned the sticks?*  *Why did Disney ban them?* |
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| **Practice:** | | | |
| **Aims:**  Students identify and discuss the main idea from listening to the script and identify new vocabulary from worksheet | | | **Materials:**  Listening material, worksheets |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 6mins  5mins  7mins | Individually  Whole class  Whole class | Listen and complete worksheets  Answer and discuss the questions  Check answers and discuss  Pronounce vocabulary and discuss its meaning and function from context  Answer and discuss CCQs | **<Instructions>**  *We are going to listen to the script at least twice, and you are going to fill in the blanks the best you can.*  Monitor students’ worksheet completion and replay the script if necessary.  **<Guiding questions>**  Discuss the answers to the guiding questions  **<CCQ>**  *Is Disney going to allow tourists to use selfie sticks? Why/Why not? What kind of concerns do they have? What happened at a Disney theme park?*  **<Check worksheet answers>**  Review answers and check for questions on any questions that students commonly struggled with  **<Study vocab>**  Review key vocab: “ban”  *How do you pronounce “ban”? How is it different from the English name “Ben”?*  *What do you think “ban” means and how is it different from simply being “not allowed to do” something? Which is stronger?*  *Let’s talk about the meaning of “strive” and “concern”*  Discuss synonyms and provide sample sentences on the board  **<CCQ>**  *When would we say something is “banned” compared to something “not allowed”? What are some of the things we are banned from doing in this country? What are you not allowed to do in your house?* |
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| **Production:** | | | |
| **Aims:**  Students make sentences using new vocabulary, list their own ideas on selfie sticks, role play as tourists vs Disney workers and discuss more on the topic | | | **Materials:**  Board, markers, selfie stick |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 7mins  5mins  5mins | Group work  Group work  Group work | Divide into two groups and discuss to create sentences  Discuss, share ideas and write  Role play | **<Group work>**  *We are going to divide into two groups (for fun, the students can be divided into those who do not use selfie sticks and those who do) and make sentences using “ban” and “not allow”*  *Each group makes four sentences for each word and will write them on the board*  **<ICQ>**  *Are you working in groups? How many sentences is your group going to make in total? How many sentences will you make per word?*  **<Discuss>**  Review the sentences written and discuss the differences and the appropriate usage of the words.  **<Group work>**  *In your groups, write three possible dangers of what could happen by using selfie sticks, and write them on the board*  ***<ICQ>***  *How many sentences is your group going to make?*  **<Role play>**  *Group 1 will be acting as tourists and Group 2 will be acting as Disney workers. Choose from the possible dangers that you wrote on the board and act the scenes.* |
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| **Post Production:** | | | |
| **Aims:**  Students watch a Youtube video on selfies and discuss | | | **Materials:**  Youtube video and projector |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 3mins  3mins  5mins  2mins | Whole class  Whole class  Whole class  Whole class | Listen and think about the guiding questions  Watch video  Discuss  Listen, depart class or ask questions if any | **<Guiding questions>**  *Let’s think about selfies in general.*  *Is the word “selfie” in the dictionary? Do women take more selfies than men? Which country/city takes the most selfies?*  **<Show Video>**  Everything You Need to Know about Selfies, posted 29 May 2014 by *Buzzfeed*.  **<CCQ>**  *When was the word “selfie” used by which country? Which country/city takes the most selfies? What other cities take the most selfies? In the video, who are some of the famous people that took selfies?*  **<Filler Questions>**  *Did you have any interesting or embarrassing experiences when you were taking selfies? Did you ever have dangerous events when using selfie sticks? Do you think selfie sticks should be banned?*  **<Closing>**  *Today we listened to some interesting things about selfie sticks and selfies in general, but more importantly we learned some new vocabulary and how they are used. Please keep them in mind the next time you use selfies!* |
| **Notes:** | | | |