

Listening Lesson Plan

Title: Save the Water to help the Earth

Instructor: Apple Yuseon Kim	Level: 9 yrs+ Intermediate	Students: Not more than 10	Length: 45 min
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Materials:

board, computer and speaker for video clip, picture cards and sentence cards about how to save water, paper for Ss, scissors and pen if needed

Aims:

Ss will get to know the problem of water shortage.

Ss will brainstorm how to save water.

Ss will learn 10 ways to save water using 'should or shouldn't'.

Language skills:

Writing: Make cards with writing sentences using 'should / shouldn't'

Speaking: Repeat teacher or speak out Ss' own sentences through the class

Listening: Teacher and other Ss' sentences and video clip no.2

Reading: Sentences video clip no.1 and sentences on the board.

Language system:

Lexis: reuse water, collect rain water, use a bucket ect. (sentences relating to how to save water – Appendix 2

Grammar: I should VERB. / I shouldn't VERB.

Discourse: Ss' pair work

Assumptions:

Ss have learned about auxiliary verbs and the origin form of verbs.

Possible Problems:

Ss might be wondering why there is no sounds in video clip no.1 and not be able to understand what the video clip mean.

Solution: Teacher can explain what the video clip mean watching it together.

References:

Video clip no.1

<https://www.youtube.com/watch?v=fL4wJAOaKhc>

Video clip no.2

<https://www.youtube.com/watch?v=rI0YiZjTqpw>

Activity worksheet

<https://www.teachingenglish.org.uk/sites/teacheng/files/save-water-worksheets.pdf>

Time	Interaction	Details / Procedure	Purpose
8 min	T-S	-Greeting and Introduce the Topic Hello, Everyone. How are you today? Are you ready to start our class? I think before the class, I bet you went to the restroom or drank some water during your break time, right? Of course, before coming to school, you had washed your face and brushed your teeth too. For all the things you did that I mentioned, what do we need? Yes, It's water. But as you know some people are suffered from water shortage. Let's take a look.	Lead in Presentation

		<p>-Ss watch a video clip no.1 about water shortage.</p> <p>So, what do you think? Do you think it's a serious problem too? I want to talk about this together. How can we help them? Is there anything we can do? What should we do or what we shouldn't?</p> <p>-Teacher write 'should or shouldn't' on the board. When the teacher says 'should', makes a circle and 'shouldn't makes a cross with hands and make Ss do the same gesture.</p>	
10 min	T-S	<p>-Teacher put the picture cards on the board (Appendix 1)</p> <p>-Ss say sentences using 'should or shouldn't with the hand-gestures for each card.</p> <p>-Teacher read the 10 sentences relating to the cards and Ss point the right card. (appendix 2)</p> <p>Make them say the sentences correctly with should / shouldn't.</p> <p>-Teacher put the sentences beside the right picture cards.</p> <p>-Ss watch a video clip no. 2 about how we can save water.</p> <p>-After watching the video, ask them "What kind of activities are in the video that we have learned?"</p> <p>Confirm Ss have the correct acquisition with 'I should / shouldn't'.</p>	<p>Warm up and Familiarization of today's Topic with 'should / shouldn't'</p>
20 min	S-S	-Ss watch a video clip no. 2 about how we	Practice

		<p>can save water.</p> <p>-After watching the video, ask them “What kind of activities are in the video that we have learned or mentioned?”</p> <p>Confirm Ss have the correct acquisition with ‘I should / shouldn’t’.</p> <p>-Ss work in pairs. With a partner, they make a sentence relating to how to save water using ‘I should / shouldn’t’ and draw a picture.</p> <p>(Appendix 3)</p> <p>-And then, Put the sentences in the basket and a member of a team keep the picture. Other teams cannot see the picture.</p> <p>-The other member of each team picks one sentence and they find the picture card that matches with the sentence.</p> <p>-Ss ask questions to find the matching picture.</p> <p>If the sentence you picked is “I should use a cup when I brush my teeth.”, you can ask to other teams, “Do you use a cup when you brush your teeth?”</p> <p>Or “Should we use a cup when we brush our teeth?”</p> <p>-The team who finds the matching picture first wins</p>	
7 min	S-S T-S	<p>* Closing</p> <p>-Each team shows the picture card to Ss and</p>	Production and

		<p>describe it to the class.</p> <p>-If there are mistake, teacher correct them.</p> <p>-Teacher ask to Ss "Should you~" looking at the cards on the board. And Ss Answer "I should~ or shouldn't."</p> <p>"Should you use a cup when you brush your teeth?"</p> <p>"Yes, I should use a cup when I brush my teeth."</p> <p>-Thank you for your good job! And don't forget that acting is the most important thing!</p>	Review
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Appendix 1





Appendix 2

When you wash the car, you should use a bucket, you shouldn't use the hose.
When you have a shower, you should keep the water on low power and do not stay for more than 5 minutes.
To save water, you should put a bottle of water or sand in the toilet cistern.
You shouldn't put litter in the toilet.
You should stop dripping water as soon as possible. To check for drips, put food colouring in the top cistern. If colour escapes into the bowl there is a leak and water is being wasted.
When you brush your teeth you should use a glass of water to rinse. Do not keep the tap on.
You should refill your water bottle with tap or filtered water instead of buying a new bottle of mineral water.
You should only use the washing machine when it's full.
You should reuse water from the house to water plants. Dish water or water from your fish bowl is very good for plants.
You should collect rain water in a large bucket to water the garden.

Appendix 3 (Copy as many as you need)

Make your own sentence relating to how to save water.

Draw your own picture relating to how to save water.