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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| Topic: What is the connection between a loaf of bread and global warming? |

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| Instructor:  Hyun | Level:  Intermediate | Students:  13 | Length:  50 Minutes |

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| **Materials**:  -Vocabulary worksheet(13 copies)  -Three pictures describing steps of bread production for eliciting and understanding about bread production and three name cards of each step  -Mp3 file for listening(about 4 minutes radio interview)  -Listening worksheet that has two part: one consists of 5 multiple choice questions for individual work and the other consists of 3 interpretive questions for pair work(13 copies)  -White board, board markers |

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| **Aims:**  -To learn vocabulary about global warming by guessing the meaning of each word on worksheet  -To understand what global warming means through pair work in which the students can talk about their ideas  -To understand three steps of bread production briefly by discussing pictures of bread production and matching pictures to name cards  -To predict what the connection between a loaf of bread and global warming is  -To practice listening to real radio interview  -To be able to understand details from that radio interview by choosing the answer from multiple choice on the worksheet on their own and discussing about interpretive questions with partner  -To practice speaking by discussing with partner and sharing the opinion with whole class |

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| **Language Skills**:  -Reading: vocabulary worksheet and listening worksheet  -Listening: the radio interview about the impact of a loaf of bread on global warming  -Speaking: eliciting, discussing, predicting in pairs  -Writing: vocabulary worksheet |

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| **Language Systems**:  -Lexis: vocabulary about global warming  -Grammar: relative clauses |

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| **Assumptions:**  Students already know  -How the class is set up and run (there will be 6 pairs: 5 pairs have 2 people and 1 pair has 3 people)  -The time period of lesson  -What language skill they will study in this lesson(Listening will be emphasized)  -Most students roughly know about what global warming is |

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| **Anticipated Errors and Solutions:**    -Students may not be able to follow the passage easily  →Let them listen to the track again so that they can understand main idea of track roughly  -Students may not be able to choose the answer from the multiple choice  →For dealing with this problem I will break the track into three pieces before the class and in that time to listen details I will let them listen one part at a time.  -If time is short  → Cut post-activity discussion short and only ask 1~2 pairs to share their opinions on what could be the solution of cutting back the emission of greenhouse gas when we choose our meal |

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| **References:**  -“What's The Environmental Footprint Of A Loaf Of Bread? Now We Know”  from NPR(National Public Radio)  →Mp3: http://www.npr.org/templates/transcript/transcript.php?storyId=517531611  -“Global warming” from DOOPEDIA  →http://terms.naver.com/entry.nhn?docId=1170283&cid=40942&categoryId=32334 |

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| **Lead-In** | | | |
| Materials: Board | | | |
| Time | Set Up | Student Activity | Procedure |
| 3 min | Whole  class | Elicit about what global warming is | Hello everyone. How are you today? Actually I have a sore throat and I think it may be caused by Chinese smog. As you know this thick, toxic smog brings many problems and this smog mostly comes from factories where people use coal as a fuel. And using coal as a fuel is related to global warming. Do you know what global warming is? Maybe we have heard about this word before. Tell me what it is.  (Elicit the meaning of global warming from students and write their answer on the board)  Okay now we can see what global warming is. Today we will listen to radio interview about how a loaf of bread is related to global warming. Before listening, first we will learn vocabulary about global warming. |

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| **Pre-Activity** | | | |
| Materials: Vocabulary worksheet, Three pictures describing steps of bread production and three name cards of each step | | | |
| Time | Set Up | Student Activity | Procedure |
| 5min  10min | Individually  Pairs | Think about the meaning of words on worksheet  Look at the pictures and name cards. Discuss what step these pictures describe in the bread production and match name cards to pictures with partner. | **1.Vocabulary**  Instructions  Let them think about the meaning of words on the worksheet and write it. Let students work individually Students have 3min.  (Distribute the worksheet)  Now you have this worksheet. There are words related to global warming. Think about the meaning of these words and write it next to the each word. I’ll give you 3 minutes.  CCQ  How much time do you have?  What do you write next to the words?  Monitor discreetly. Answer students if they ask questions.  Give time warning: 1 minute left.  After 3 minutes, check the answers: Pick 1~2 students and have them answer the meaning of words verbally.  **2. Predicting**  Instruction  Show the students three pictures describing bread production. Put the students in pairs and let them discuss what step these pictures describe in the bread production with partner. Students have 5 minutes.  (Put them into pairs)  Do you like bread? Today most people like to eat bread as a meal in Korea. Here are three pictures which describe three steps of bread production and the name cards names of each step are written on. Now, you will discuss what step these pictures describe and which name cards match to each picture. I’ll give you 5 minutes  CCQ  How much time do you have?  Who are you working with?  What do you discuss?  Monitor discreetly. Answer students if they ask questions.  Give time warning: 1 minute left.  After 5 minutes, check the answers: Let 1~2 pairs talk about their opinion.  Match these pictures to name cards.  As you see there are three steps of bread production. The growing of wheat, the milling and the baking of it. Now let’s think about that: what is the connection between a loaf of bread and global warming? How did it work?  Check your prediction as you listen to this interview. |

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| **Main Activity** | | | |
| Materials: Mp3 file for listening, Listening worksheet | | | |
| Time | Set Up | Student Activity | Procedure |
| 10min  15min | Individually  Whole class  Individually  Pairs | Listen carefully and think about the main idea  Think about the answer and tell it whole class  Listen carefully and choose the answer of the question on worksheet  Discuss the questions with partner | **1. Listening the main idea(general understanding)**  Introductions  Let students work individually. Let them listen to the whole track and think about the main idea.  Put your pen down. I prepare one radio interview and now let’s listen to this whole track carefully. And think about what is the connection between a loaf of bread and global warming as you listen.  CCQ  What are you supposed to think about?  (Play whole track)  After listening, ask student whether they want to listen again or not.  →If they want, let them listen one more time  →If they don’t want, ask them share their opinion  What is the connection between a loaf of bread and global warming? What is the major factor that impacts on global warming in the bread production?  Pick 1~2 students and let them tell their thought.  **2. Listening for details**  Instructions  Distribute the worksheet and Let them choose the answer of each multiple choice question.  (Distribute worksheet)  Now you have another worksheet. On one side there are 5 multiple choice questions for individual work and on the other side there are 3 interpretive questions for pair work. First listen to the interview again and answer the multiple choice questions on as you listen. After that we will discuss interpretive questions in pairs. Now listen and choose the answer individually..  CCQ  What are you supposed to do?  Do you check the answer after listening?  Do you work alone?  Play the whole track.  Monitor discreetly..  Give time warning: 1 minute left  After 5 minutes, ask student whether they want to listen again or not.  →If they want, let them listen one more time  →If they don’t want, check the answer as a whole class  After checking all the answers, put them in pairs and let them discuss the 3 interpretive questions on the other side. Students have 5 minutes.  CCQ  What are you supposed to do?  Who do you work with?  Monitor discreetly. Answer students if they ask questions.  Give time warning: 1 minute left.  After 5 minutes, pick 1~2 pairs and let them tell their answer to the class |

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| **Post Activity** | | | |
| Materials: No material | | | |
| Time | Set Up | Student Activity | Procedure |
| 7min | Pairs  Whole class | Think about and discuss the solution which could cut emissions back | **1.Discussing**  Instructions  Put students in pairs and let them discuss the solution  about how to we cut emissions back. Students have 4  minutes.  Now we can understand how a loaf of bread can impact  on the earth. Then Let’s think about the solutions about  this matter How can we cut emissions back? You have 4  minutes.  CCQ  Who do you work with?  What are you supposed to discuss?  How much time do you have?  Monitor discreetly. Answer students if they ask questions.  Give time warning: 1 minute left.  After 4 minutes, pick 1~2 pairs and let them say the  answer.  If time is running out just pick one pair.  **2.Conclude lesson**  Today we listen to the interview about the connection  between a loaf of bread and global warming. Surprisingly  A normal loaf of bread can worsen global warming. We  discussed that matter and thought about the possible  solutions. And through the whole lesson we practiced  listening and speaking.  Good job today. Have a nice day! |