|  |
| --- |
| ■ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Recycling** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Summer(Miji) Lee | Level:  Intermediate | Students:  12  (age: 15) | Length:  50 mins |

|  |
| --- |
| Materials:  Picture  12 copies of the key word worksheets  12 copies of the comprehension questions worksheets  12 copies of the listening worksheets  12 copies of the worksheets ‘Recycling Survey’  12 copies of the vocabulary worksheets (extra)  White board & Markers |

|  |
| --- |
| Aims:  Students will learn new vocabulary and phrase by answering the key word worksheet.  Students will practice listening by listening the talk about ‘Recycling’ and answering the comprehension question worksheet.  Students are able to write the details of the talk by filling the blanks in the worksheet.  Students will practice speaking through ‘Recycling survey’. |

|  |
| --- |
| Language Skills:  **Listening: the talk about ‘Recycling’**  **Speaking: Doing ‘Recycling Survey’ with classmates**  Reading: matching worksheet, answering comprehension questions, read the script  Writing: fill out the blanks in listening worksheet (dictation), make questions |

|  |
| --- |
| Language Systems:  Lexis: vocabulary and phrase used in recycling  Function: ask questions and answering  Discourse: survey about recycling with classmates |

|  |
| --- |
| Assumptions:  1. Students can anticipate the main topic through the picture.  2. Students know what recycling is.  3. Students have had experience of recycling.  4. Students speak with few inaccuracies. |

|  |
| --- |
| Anticipated Errors and Solutions:  Students may not understand new words  -Explain by giving definitions and examples  If students finish their worksheet early (SOS plan)  -give students the supplementary vocabulary worksheet  There may not be enough time to complete the lesson (cur-off plan)  -Assign the post activity survey as a homework assignment (with family)  Some students will have difficulty in doing the listening worksheet  -let students listen again. If they still don’t know, find it out by comparing the answers with their partners. |

|  |
| --- |
| References:  Mastering Listening Skills 1 (Michael A. Putlack) p.92-93  http://www.listenaminute.com |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials:  Picture | | | |
| Time | Set Up | Activity Teacher Talk | Student |
| 3 mins | Whole class | Hello everyone, how are you?  We will start the class with a picture!  What she is doing?  What kind of items you can see in the picture?  What is recycling?  Have you had experience of recycling?  How do you feel about recycling? Why do you feel that way?  Okay As you expected, today we will listen the talk about ‘Recycling’. | Elicit the picture  Anticipate the main topic  (Ss: sort, distinguish, recycle..)  (Ss: cans, plastics, bottles..)  (Ss: talk about their experiences and feelings) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials:  Key word worksheet | | | |
| Time | Set Up | Teacher Talk | Student Activity |
| 10  mins | Whole class  Individually  Pair  Whole class | Instruction  Work individually. Match the words and definitions. Please fill out the blanks below.  I will give you 3 minutes.  (Distribute the worksheet)  Demonstration  Look at #1….”Right, merely means simply ,just, only” So write down ‘merely’ in the blank of #1.  CCQ  How much time do you have?  What do you write in the blank?  Monitor discreetly. Answer students if they ask questions. Give time warning: 30 sec left. I can give 1 min more if you need it.  Check answers: let the students compare answers with partner.  -Go through the vocab one by one  -Give students examples if necessary | Fill the blanks  Compare answers  Teach each other |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials:  Listening worksheet  Comprehension question worksheet | | | |
| Time | Set Up | Teacher Talk | Student Activity |
| 10 mins  7  mins | Whole class  Pair  Whole class  Whole class | **1. Listening for the main idea**  Instruction  Let’s listen to the talk! Please put your pen down, just listen and think about what the speaker is talking about.  ………after listening  CCQ  Can you take notes?  What are you supposed to think about?  Okay, now we are listening again. Please answer these comprehension questions.  It would be helpful to understand the main topic.  (Distribute the worksheet)  Do you want to listen again?  -Yes: have them listen one more time.  -No: Have them compare the answers with partner  Check answers: let the students compare answers with partner for 2 mins  -Explain the answers if necessary  **2. Listening for details**  Instruction  We are listening again to know the details.  Please fill the blanks out in the worksheet.  (Distribute the worksheet)  Do you want to listen again?  -Yes: have them listen one more time.  -No: distribute script to check the answers  -Listen again to check the answers  -Explain the answers if necessary | Listen carefully  Answer the questions  Compare answers with partner  Ask if they don’t understand the answers  Listen carefully  Fill the blanks while listening |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials:  Recycling survey sheet | | | |
| Time | Set Up | Teacher Talk | Student Activity |
| 20  mins | Whole class  Pair  Whole class  Whole class | **1.Free production**  Instruction  From now on, we are going to do ‘Recycling Survey’. First, write five GOOD questions about recycling in the table. You should write the questions on your paper. You can share the ideas of making questions with your partner. I will give you 5 mins.  (Distribute the worksheet)  CCQ  How much time do you have?  Are you working alone?  Monitor actively. Give the comments and advice on their questions.  Give time warning: 1 min left. I can give 1 min more if you need it.  Please stand up! We will do ‘Survey’ about recycling. Choose 3 classmates to interview. Write down their answers. You have 10 mins.  Demonstration  Could ‘Joy’ help me to give some examples?  “Joy, Have you ever had experience of recycling? How? “  “ I recycled the bottles when I was a little. I sold many bottles…..”  Like this, You can ask and answer with other classmates.  CCQ  For how long?  Are you working with other classmates?  What are you going to do with classmates?  Monitor actively. Give the comments and advice on their interview.  **2. Feedback**  What were the most interesting question and answer? Why? | Make the 5 questions with  partner  Interviewing each other  Writing down the answers  Answer from other  classmates’ question  Give a short presentation  about the most interesting  question and answer  & reasons |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials:  Vocabulary worksheet(extra) | | | |
| Time | Set Up | Teacher Talk | Student Activity |
| 3-5  mins | Some students | Instruction  Good job! I can give you beautiful extra vocabulary worksheet. Match the words and phrases with their definitions. It would be very easy if you listen to the talk carefully and answer the worksheets.  Let students do extra worksheet during other students answer the worksheet. | Match the words and  Definitions  Ask if necessary |