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| **Topic:** Drug addiction |
| **Instructor:** | **Level:**  | **Age:**  | **Number of Students:**  | **Length:** |
| Hoheon Kim(Jenny) | Difficult | Adults | 3 | 50 minutes |
| **Materials:** * Vocabulary activities worksheet (3 copies)
* Computer and audio file (About 3:30 min)
* Listening worksheet (3 copies)
* Pictures of drug addiction
* White board, board makers
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| **Aims:*** SWBAT elicit about drug addiction and express their opinions
* SWBAT understand and answer on the worksheet through individual and group tasks
* SWBAT use vocabulary and idioms through making role-play
* SWBAT share and suggest their opinions that ways to overcome addiction and talk about other things related to addiction
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| **Language Skills:** * Reading : idioms worksheet
* Listening : the dangers of drug additions and what are they going to do
* Speaking : prediction, comparing answers within groups
* Writing : details
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| **Language Systems:** * Lexis : idioms used in speaker’s conversation.
* Function : role play
* Discourse : script of conversation
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| **Assumptions:** Students already know:* How the class is set up and run (there will be 3 student at 3 table)
* The teacher’s style of teaching and the pace of the course
* All students are female.
* Drugs are illegal so students are not familiar with drugs
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| **Anticipated Errors and Solutions:** * If Ss may not be able to follow the script easily
* Let them listen to the tracks again until they understand the context
* If Ss need more time to work on the idioms
* If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answer instead of having students write them on the board
* If Ss may not be able to pick up details
* Chunk the listening
* If some Ss are absent
* Let Ss work with remaining group members
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| **References:** Drug addiction. (Randall Davis.). Retrieved 2018, October 22 from <https://esl-lab.com/drugaddiction/drugaddictionsc1.htm> |
| **Notes:** |

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| **Presentation:** |
| **Aims:** SWBAT elicit about drug addiction and express their opinions | **Materials:** Pictures, board and markers |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 3 min.7 min. | Whole classWhole class | Answering teacher’s questionsLooking at the pictures | *Good morning everyone, how was your weekend? And how are you this morning? Do you drink a cup of coffee when you are sleepy in the morning? Does drinking coffee make you feel addicted?* (displaying pictures of drug addiction to elicit the topic)*What do you think of when you look at the picture?*(Get Student’s ideas and write them on the board)*Why is drugs not good if you have negative thoughts? How do drugs affect our lives?*(Wait for 20 seconds and write on the board)*Now we are going to listen to the conversation and compare it with your guesses.* |
| **Notes:** |
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| **Practice:** |
| **Aims:** SWBAT understand and answer on the worksheet through individual and group tasks | **Materials:** Computer and audio file (About 3:30 min), Vocabulary activities worksheet (3 copies), Listening worksheet (3 copies) |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 10 min.10 min. | Whole classIndividuallyGroupswhole | Listening to the conversation and check the answers on the listening worksheetsAnswering questionsAnswering questions | **Listening for the main idea****Instructions**(Distribute the listening worksheets to students)*Let’s listen to the drug addiction conversation and check your answers on the worksheet.*(If they may not be able to follow the script, let them listen to the tracks again until they get the gist of the content)**CCQ***How much time do you have?**What should you do if you don’t understand?***Checking answers**(Check the answers for each questions)**Listening for details****Instructions**(Distribute the vocabulary activities worksheets to students)*Now you are going to do vocabulary worksheet with your partner.* (Repeat the audio file if needed)**CCQ***Are you working alone?**What are you supposed to do?***Checking answer**Share with other group and compare answers  |
| **Notes:**  |
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| **Production:** |
| **Aims:** SWBAT use vocabulary and idioms through making role-play | **Materials:** Papers, board and markers |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 10 min. | Group  | Doing the role-play related to drug addiction. | **Instructions**(Distribute paper)*We are going to use vocabulary and idioms and make the role-play on what advice we can give to people who are addicted to drugs.*(As there are three people, one can be a counselor, one can be a drug addict, and another one can be the closest person to an addict.)**CCQ***Are you working alone?**What are you supposed to do?* |
| **Notes:** |
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| **Post Production:** |
| **Aims:** SWBAT share and suggest their opinions that ways to overcome addiction and talk about other things related to addiction | **Materials:** N/A |
| **Time** | **Set Up** | **Student**  | **Teacher** |
| 10 min. | whole | Discussing with group | **Instructions***So now we are going to discuss what other things related to addiction.**Feel free to talk about what is there to be addicted and how to overcome it.***CCQ***Are you working alone?**What are you supposed to do?**How much time do you have?* |
| **Notes:** |