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| **Topic: Air pollution** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Nicole Kim** | **Intermediate** | **Adults** | **4** | **30 minutes** |
| **Materials:**  **-Pictures of materials to need for living like air, water, clothes, houses or money.**  **-Picture of air pollution.**  **-Masks.**  **-Worksheets for grammar error collection and substitution tables per student**  **-White board and markers** | | | | |
| **Aims:**  **-Students will be able to make a sentence with the grammar poin.**  **-Students will be able to use vocabulary and phrases related to air pollution.**  **-Students will be able to reply what is affected by air pollution nowadays.**  **-Students will be able to recognize how important air is and why we should keep air fresh in our life** | | | | |
| **Language Skills:**  **-Listening: Listening to audio, others' ideas and a teacher's instruction**  **-Speaking: Taking part in role play actively, repeating what teacher say and sharing ideas in groups**  **-Reading: Reading an article and some question sentences for drilling.**  **-Writing: Drilling and making a sentence by filling in the blank** | | | | |
| **Language Systems:**  **-Phonology: Repeating a substitution table and distinguishing between IR / U**  **-Function: acquiring information and expressions for making question sentences**  **-Discourse: expressing ideas and opinions, listening to others’ ones**  **-Lexis: key vocabulary and expressions in the activities**  **-Structure: Question sentences and appropriate answers** | | | | |
| **Assumptions:**  **Students already know:**  **->The teacher’s style of teaching and the pace of the class**  **->Students are at an intermediate level**  **->Students are able to express their ideas and opinions in English**  **->Students are able to make a question sentence in English** | | | | |
| **Anticipated Errors and Solutions:**  **->If Students finish their tasks earlier than expected**  **->Give students chances to make a question sentence with do/does**  **->Students may be not interested in this topic**  **->Let students come up for the role-play with materials like a mask or change to more funny activity**  **->If students enjoy an activity**  **->Give more time to students and reduce the number of students sharing their opinions**  **->Students don’t correct the worksheet well**  **->Demonstrate how to answer the questions and show some example** | | | | |
| **References:**  **Air pollution (2018), In Breaking News English. Retrieved**  [**http://breakingnewsenglish.com/1809/180901-air-pollution.html**](http://breakingnewsenglish.com/1809/180901-air-pollution.html)  **David Nunan(2003, Mc Graw Hill), Practical English Language Teaching** | | | | |
| **Notes:**  **This plan is for grammar lesson** | | | | |

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| **Presentation:** | | | | |
| **Aims:**  **-Students will be able to know why air is important for our life.**  **-Students will be able to use expression for air pollution** | | | **Materials:**  **-board and markers**  **-Pictures like water, house, money and air**  **-Masks** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1 min**  **3 min**  **2 min** | **Whole class**  **Whole class**  **pairs** | **Students say**  **“Great”**  **Students say**  **“Water!” or “Clothes!” or “Air!”** | | **\*Greeting\***  **Hello! Everyone? How are you today? How is the weather today?**  **\*Warming-up\***  **Show the pictures like water, clothes, house and air and so on.**  **<Instruction>**  **What do you think of the most important things of these we need to live?**  **You can recognize what it is if you quit these materials.**  **1. Stich the pictures on the board.**  **2. Ask which one is the most important thing to need to live**  **3. Compare and image how long we can live without things**  **4. Induce the answer “the air”**  **<Instruction>**  **Today, we will talk about air pollution.**  **These days we feel uncomfortable because of the weather. Let’s talk about fine dust.**  **1. Make pairs to talk each other.**  **2. Give them time for 2 minutes**  **3. Ask students’ ideas for fine dust** |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:**  **-To distinguish do/does**  **-To make a sentence with do/does**  **-To correct in the wrong sentences** | | | **Materials:**  **-Exercise worksheets per student**  **-Board and markers**  **-Microphone** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 min**  **2 min**  **2 min**  **2 min**  **2 min** | **Whole class**  **Pairs**  **Individually**  **Individually**  **Individually** | **Students say**  **“Do you speak English?/ Yes, I do/ No, I don’t”** | | **\*Grammar\***  **<Instruction>**  **Let’s make a question sentence with do/does. There is a substitution table on the board. Let’s practice together.**  **1. Give a student a microphone**  **2. Let him or her tell the sentence in order**  **3. Check today’s grammar point**  **4. Inform the difference when students say a sentence with do/does**  **\*Exercise\***  **1.**  **<Instruction>**  **I will give you some worksheet. Look at the first table. I will make pairs and give a microphone to your partner.**  **1. Give students worksheets for exercise**  **2. Make pairs for exercise**  **3. Give students a microphone to practice exercise 1.**  **2.**  **<Instruction>**  **Look at the table. Some words are wrong. Correct them.**  **1. Read loudly**  **2. Give students time to correct**  **3.**  **<Instruction>**  **Match the questions and answers.**  **4.**  **<Instruction>**  **Fill the blank with do/ does** |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:**  **-Students will be able to correct the worksheet**  **-Students will be able to make a sentence with today’s grammar point and expressions** | | | **Materials:**  **-Markers and board** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5 min**  **5 min** | **Whole class**  **Whole class** |  | | **<Instruction>**  **Let’s check the answers for worksheet.**  **1. Correct students’ answers**  **2. Give a feedback if they have wrong answers**  **Let make a sentence with do/does for today’s topic**  **1. Demonstrate making a sentence with expression for air pollution**  **2. Let students make a sentence and write it on the board**  **3. Give a feedback** |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**  **-To review today’s lesson and give a feedback**  **-To check today’s homework** | | | **Materials:**  **-Board and markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 min**  **1 min**  **1 min** | **Whole class**  **Whole class**  **Whole class** | **Students say**  **“Yes! I enjoyed today’s class.”** | | **<Instruction>**  **\*Conclusion\***  **Today, we talked about air pollution and learned useful expressions and grammar with do/does.**  **\*Homework\***  **Make 5 sentences with do/does**  **How was today’s lesson? Did you enjoy your time? I hope you enjoyed this class.** |
| **Notes:** | | | | |