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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:** |