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| [ ]  Listening [ ]  Speaking [x] Reading [ ]  Grammar [ ]  Writing |
| Topic: Human noise pollution a danger to sea life |

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| **Instructor:****Juni Lee**  | **Level:****intermediate** | **Students:****8** | **Length:****30 Minutes** |

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| Materials: 8 copies of the article1 copy of picture A(blue Wales and a seal which suffered from sea noise )1 copy of picture B ( sea noise)8 copies of worksheet for words 8 copies of worksheet for main idea 8 copies of worksheet for pollutions solving task. White board and markers |

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| Aims: Ss will be able to learn key vocabulary by eliciting and Match words work sheet Ss will be able to get the main idea by answering and guessing comparing pictures A and B Ss can improve speaking skill by Complete the table with a partner and sharing answer about pollution.Ss will be able to understand by answering true or false questionsSs will be able to improve speaking skills by discussion time  |

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| Language Skills:Reading : reading article (Human noise pollution a danger to sea life)**Writing : complete work sheet** **Speaking : sharing answer and discussion****Listening : when the discussion time Ss can hear their classmate’s ideas** |

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| Language Systems:Lexis : Key vocabulary and context vocabulary Discourse: tell the story about another sea **‘pollution’** |

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| Assumptions: Ss know what is sea pollution  Ss know how to discuss with another Ss  Ss can speak in English and write with worksheet  |

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| Anticipated Errors and Solutions: Ss may not understand why human noise can bad influence for sea life ( give other pollutions e.g. global warming, air pollution) ( showing pictures) Ss may not understand the words in the article(showing pictures – Ss can tell many Vocab 🡪 write on the board ) |

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| References:http://www.breakingnewsenglish.com/0812/081205-noise\_pollution.html |

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| **Lead-In** |
| Materials: White board, markers, pictures  |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | wholeclass | Eliciting* Ss can guess what the pictures shows that.
* noise, whale, sea boat…

 http://t3.gstatic.com/images?q=tbn:ANd9GcQlIcuT9dbeX-sGyzx4TkN65CMlfypHjaHUG-FiGNO8Ed6EbpTohttp://t0.gstatic.com/images?q=tbn:ANd9GcS61arJ-tjxq9oQM7BOuVCyDWNBW2PlS6zKQJF_sG2QL137qn8JQwhttp://t0.gstatic.com/images?q=tbn:ANd9GcTMMgFuaETXsmvJzI54_4O-Q4TI7s1VHz4AqgK0xKy8XWc_ZPD02Ahttp://t3.gstatic.com/images?q=tbn:ANd9GcSE37d1qzd_d6IXDHT4lTKcDKh3ju3tTZPIV4qLgfBUP7wD0TkmBw | Greetig How are you today? The weather getting cold. So. I hope you not catch a cold. (show the pictures)What do you think about the whale? Are they looking happy? Why they feel sick? Have you heard about this situation before?(write some of the words on the board)Good. We will read an sea pollution articleAnd then we will discuss whit whole class  |

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| **Pre-Activity** |
| Materials: White board, markers, picture for eliciting vocabulary Work sheet for vocab.  |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min  | WholeClass | Eliciting Vocabulary* guessing the meaning of the word
* answering the work sheet for vocab.

http://t3.gstatic.com/images?q=tbn:ANd9GcSzSm0r-0D9QDeornQ6k1In5XUpmA07q6ufuYR6alyJCj6kDzL6ZQhttp://t1.gstatic.com/images?q=tbn:ANd9GcQLUcy1lqSR67QVbRGKcP1PFajI5FzKWXzPW6vaDN7ke6r9Gi6-gwAnswering the worksheet  | 1. Vocabulary Let’s learn key vocabulary that will help you to read the text. (Show the pictures #1 )🡪Pollution Look at the first picture What is this which from the smokestack? –It is smoke.If the smokes a lot in the air what will happen next? – the air dirty Good. we can say pollution Repeat after me ‘’ Pollution’’🡪 Noise Look at the second pictureYou can see a little girl. Is she looks happy? Why she looks un happy? Yes. Because of the cars. So, if you are on the high way, you can hear the car sounds are very loudly Yes very noisy.The noise meaning is **noise** means any unwanted sound“Repeat after me”**CCQ**If you do not want hear something from outside is it noisy? It you dump trash anywhere, you will make\_\_\_\_\_\_\_\_? Good I will give work paper. You have 2 min. Please work with your partner.**CCQ**How many times do you have? Are you working alone or pair? (Give time warning – ‘you have 30 seconds ‘)Have you finished? Let’s answering together  |
| **Main Activity** |
| Materials: 8 copies of reading article and main worksheet |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | WholeClassIndividualWhole classindividuallywhole class | Reading and answering the worksheetReading after Answering question  | **Guiding Question**Why the sea animals left their underwater place? What are some examples of ocean noise?Here is an article. Let’s read and think about those questions. ( give 8 copy article to Ss)**<instruction> #1**I will give 3min to read.Think about 2 question as I just asked **CCQ**How many times do you have? How many question do you think about? (reading article)After reading 🡪 checking CCQ question . If Ss cannot answer 🡪 give a guiding question  to make understanding **<instruction>#2**Good.. Now I think all of you understand this main idea. Here is more detail questions. You can answer within 2 min and check with your partner. **CCQ**How many times do you have? Can you check the answer with your partner? ( give worksheet ) 🡪 Time warning30 seconds leftHave you all checked the answer with your partner?( If say No🡪 give more 30 seconds)( if say yes 🡪 checking answer together)  |

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| **Post Activity** |
| Materials: 8 copy of worksheet  |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min | Whole class-(two group)Whole class | Follow up activity - Discuss their answer each group Share the answer  | (Give to Ss worksheet )**<instruction>**Look at the worksheet. I will dived two group and try to solve different pollution problems. Then, we will discuss about the answer.I will give 5 min to discuses **<Demonstration>** For example, what should we do for decrease global -warming? May not using a car or may not use a air conditioner **<CCQ>**Are you working alone? How many times do you have? Do we have discussion time? (Run the task)**Feed back**Have you finished? 🡪 Time-warning 30 seconds left Please make finish for discussion (share the opinions from group)**Closing**It’s time to finish. We talk about various pollution Ihope all of you enjoyed. Thank you for attention my class!  |

**Human noise pollution a danger to sea life**

Human-made noise pollution in the Earth’s oceans and seas is becoming a serious threat to marine wildlife. Scientists report that there is hardly an underwater place left where marine mammals can live in peace and quiet. Dozens of species of whale, dolphin, turtle and other creatures rely on sound to communicate, find mates and hunt for food. Their increasingly noisy environment is making it more and more difficult to lead a normal life. This is according to a report from the International Fund for Animal Welfare (IFAW), called "Ocean Noise: Turn it Down”. The environmental group says noise from shipping, military sonar, oil and gas surveys, offshore construction and marine sports has reached dangerous levels for sea life.

The IFAW says the distance over which blue whales can communicate is down by 90 per cent. It also reports that in the past decade, many whales have become beached after being disorientated because of loud noise. The group also warns that noise pollution is only going to get worse. It highlighted the use of seismic surveys as one example of the extent of the problem. These generate incredibly loud sounds every ten seconds that can travel 3,000 km. There are 90 survey ships active in the oceans today. In addition, the number of ships sailing the seas will double by 2025. Mark Simmonds, a conservation spokesman, said, "man-made noise is already triggering a kind of acoustic fog,” and called for a “response to noise pollution in the underwater world”.

***Worksheet***

#1 Match Vocab..

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| 1. | threat | *a.* | starting |
| 2 | marine | *b.* | live |
| 3. | rely | *c.* | answer |
| 4. | lead | *d.* | aquatic |
| 5. | levels | *e.* | confused |
| 6. | distance | *f.* | danger |
| 7. | disorientated | *g.* | scale |
| 8. | extent | *h.* | amounts |
| 9. | triggering | *i.* | length |
| 10. | response | *j.* | depend |

#2

**1. TRUE / FALSE:** Look at the article’s headline and guess whether these sentences are true (T) or false (F):

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| a. | The noise humans make is threatening creatures living in the oceans. | T / F |
| b. | There are very few quiet places left in the oceans. | T / F |
| c. | Turtles use sound to hunt for food and look for a mate. | T / F |
| d. | An environmental group said noise from shopping upset whales. | T / F |
| e. | The distance over which blue whales can communicate has increased. | T / F |
| f. | Noise pollution can mean whales lose their way and die on beaches. | T / F |
| g. | The number of ships on the seas will triple in the next 20 years. | T / F |
| h. | An environmental spokesman said it’s very foggy in the oceans. | T / F |

# 3

**. POLLUTION:** Do you worry about pollution? Complete the table below with your partner(s). Share what you wrote with other students. Decide as a class which solutions are best.

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| **Pollution** | **Problems** | **Solutions** |
| Traffic pollution |   |   |
| Noise pollution |   |   |
| Underwater noise |   |   |
| Industrial |   |   |
| English language |   |   |