|  |
| --- |
| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Good or bad?** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  **Mazlina Ghazali** | Level:  **Intermediate** | Students:  **6** | Length:  **30 Minutes** |

|  |
| --- |
| Materials:   * Pictures related to the topic * match the word worksheet 6 copies * Good and bad article 3 copies each * Jeopardy power point * Score sheet * White boards, board markers |

|  |
| --- |
| Aims:  **Main Aim**: Students will improve scanning skill by answering questions.  **Secondary Aim**: Students will be able to get main idea by skimming the reading text and explaining the gist to their partner. As well as familiarize with the vocabularies through matching activity.  **Personal Aim**: I want to deliver clear and simple instructions. Make my lesson interesting to the tired students so that they can benefit from the lesson. Assist my students whenever they need me so not to leave them in the dark. |

|  |
| --- |
| Language Skills:  Reading: Students will read the" good and bad" articles/worksheet  Listening: Students will listen to teacher’s instructions, demonstration, and classmate’s idea.  Speaking: Sharing ideas with partner or in group.  Writing: Students will write while working on the worksheets. |

|  |
| --- |
| Language Systems:  Phonology: ɪkˈskriʃən,ˈθɛrəpi, kəmˈpleɪsənt  Lexis : Prolong,stroke,ward off,conceive,retail,theraphy,complacent,irritable,  fatal,dust mites,excretion.  Function : None to discuss  Grammar: None to discuss  Discourse: Dialogue, Monologue |

Assumptions:

-students are familiar with matter mentioned in the text.

-students are aware of what is good or bad.

-students are able to match the vocabulary with its meaning.

-Students know how to skim and scan.

|  |
| --- |
| Anticipated Problems and Solutions:  - Some students may have some difficulty to match the vocabulary with its  Meaning   * Assist   -Students pronounce incorrectly   * Error correction   - Students tend to focus on every details in the text while reading it   * Monitor and remind them to focus on the main idea only.   - Students may need more time to finish their activities (cut-off plan)   * Be flexible with time by giving students more time to finish their activities and cut the post activity short. * Students finish their task earlier than anticipated (SOS plan) * Let students take more time during final activity. |

|  |
| --- |
| References:   * http://www.dictionary.com * http://www.teachenglish.org.uk * http://www.englishisapieceofcake.com * <http://www.google.com.my/search> |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: **n/a** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1  min | Whole class | Answering teacher’s questions | Good afternoon everyone! Don’t you love the weather today?  -------, do you mind to tell the class what is your bad habit?  ------, can you share with us what is your good habit?  . |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: **Board, marker pen, picture, matching worksheet.** | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1  min  1  min  3  min  1  min  1  min  2  min | Whole class  In pairs  Whole class  In pairs  whole | Answers elicited  questions  Discuss with partner and match the vocabulary and meaning.  speaking  l | *Elicit “good or bad”*  -what can u see in this picture?  Is it (gesture thumbs up)?  -or is it (show thumbs down)    “Do you have an idea what topic we are going to learn today?”  *Model ''good or bad"*  CCQ:  -Is it good if you exercise regularly?  -Is it good for your health if you drink alcohol every day?  **Match it right**  *Instructions*  Now I need you to work in pairs and match vocabulary worksheet to its meaning. I will give you all 3minutes.    *Demonstrate*  Distribute the vocabulary worksheet  *ICQ:*  What do you have to do?  Are you working in pairs?  How long do you have?  Now begin,  Monitor  -Monitor discreetly  -Help if needed.  give time warning  Students take turn to answer the question.  **Brainstorming**  *Instructions*  Working in pairs, write one thing that is good for you and one thing that is bad for you.  You have 1 minute.  Demonstrate  *ICQ*  -Are you working alone or in pairs?  -what do you have to do?  -How much time do you have?  “Now begin”  *Monitoring*  Monitor discreetly. Answer  students if they ask questions.    Give time warning:1 minute,  Be flexible with time. Give 1 more  minute if they need it.  Sharing ideas |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main activity** | | | |
| Materials**: usb, computer, projector.** | | | |
| time | Set Up | Student Activity | Teacher Talk |
| 1  Min  14  min  2  min | Whole class  In groups  individual | Listening  .  Scanning the text  teamwork  . | **Jeopardy game**  *Instructions*  Now we will play a Jeopardy game. You will play in groups, 2 groups. You should answer the question within 10 seconds. If you fail the other group can try to answer the question. The group that scores highest mark will win.  You all have about 14 minutes to play the game. Sue can u be the score keeper?  *ICQ*  -How do you win?  -How long do you have?  Now do rock, scissors, paper to decide who will starts first.  Begin now    Give time warning: 5 minutes  More, 3 minutes left.  Be flexible with time. Give 1  More minute if they need it.  Announce the winner  **Reading**  *Instructions*  Now I want you all to look at the articles and do a quick reading just to get the main idea. You have 2 minutes  *ICQ*  -What do you have to do?  -For how long? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1  min  2  min  1  min | Whole class  pairs  Whole class | Speaking  Discussion | 1. **Free Production**   *Instructions:*  Working in pairs. Jeff you will work with me.  I want you to tell each other about the following questions;  *-*Was there any information that surprises you? Which one?  -Are there any changes to your lifestyle you would like to make after what you have just found out?  - Will you ever look at your pillow in the same way again?  You have 2 minutes.  *Demonstrate*  *ICQ*  - What do you have to do?  -Are you working in pairs?  -For how long?    “ Now begin”  *Monitoring*  Monitor discreetly.  Answer students when they ask questions.  Students share their answers Take 1 volunteer if run out of time.   1. **Conclude Lesson**   *Error correction*  -correct students mistakes and  mispronunciation.  “Good job today, see you guys tomorrow!” |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOS Activity** | | | |
| Materials: **white board,marker,cards 3 bad and 3 good things** | | | |
| time | Set Up | Student Activity | Teacher Talk |
| 1  min  10  min | Whole class | Play game  teamwork | **Draw it right**  *Instruction*  You will be divided into two groups. There are 3 other good and bad things in these cards. 1 member from the first group has to come to the front ant pick a card. He or she then need to draw it and members from that group have to guess it within 15seconds. If the first group cannot answer. The second group can try to answer. Then another member from the other group will come up front and repeat the same process. you have 10 minutes to play  *Demonstration*  *ICQ*  -Do we play individually or in  a group?  - What do you have to do?  -How long do you have?  “Now begin”  *Monitoring*  Monitor discreetly and give help if needed.  Give time warning: 30 seconds. Be flexible with time. Give students 1 more minute if they need it.  “Times up” |

[](http://www.google.com.my/url?sa=i&rct=j&q=cigarette&source=images&cd=&cad=rja&docid=mBoian5ysUB0QM&tbnid=tTB_d-XCxj3ouM:&ved=0CAUQjRw&url=http://www.dreamstime.com/stock-image-cigarette-lit-image2588131&ei=XyEzUsumEqe4iQeg9oGABQ&bvm=bv.52164340,d.aGc&psig=AFQjCNFzkeHg7POqBV8S-t2FZ-X5Ip9wqA&ust=1379168878117147)

[](http://www.google.com.my/url?sa=i&rct=j&q=exercise&source=images&cd=&cad=rja&docid=pqvrWfnMl8gi9M&tbnid=cR_hiin-UkLqKM:&ved=0CAUQjRw&url=http://www.bigstockphoto.com/image-1343417/stock-vector-exercise-silhouettes&ei=eiIzUpDqNuyQigfTnoDIDw&bvm=bv.52164340,d.aGc&psig=AFQjCNENv8flT-AJ2HEFaS5yFqKfK3FLVw&ust=1379169148526586)

*Match the word on the left with definition on the right*

1. Prolong a) Protect against

2. Stroke b) Become pregnant

3. Ward off c) Make longer

4. Conceive d) Condition in which the brain cells suddenly dies because of a lack of oxygen.

5. Retail e) The process of eliminating or expelling waste matter.

6. Therapy f) satisfied

7. Complacent g) serious

8. Irritable h) Microscopic bugs that live in household dust

9. Fatal i) Treatment

10. Dust mites j) Bad tempered

11. Excretion k) The sale of goods to the public for use or consumption rather than for resale.

Some of the things they said were **good** for us...

|  |
| --- |
| C:\Users\USER\Pictures\apple.jpg An apple a day may prolong your life, according to search on fruit flies published in March flies that were fed apple extract by the researchers lived 55 days on average-five more days than the flies fed on normal diet. moreover they stayed in better shape as they aged. |

|  |
| --- |
| C:\Users\USER\Pictures\coffee.jpgCoffee need no longer be considered a guilty pleasure, thanks to growing evidence of its beneficial effects. In April, Swedish scientists said regular coffee-drinking might protect against stroke. in their study of 35,000 women, those who drank between one and five cups of coffee a day were 22%to25% less likely to have suffered a stroke over a 10 year period than those who drank less than a cup. Later in the year, research indicated that drinking large amounts of coffee helped ward off prostate cancer-but also, on the downside, that it might impede a woman's chances of conceiving. Caffeine is also linked to miscarriage and low birth weight. |

|  |
| --- |
| C:\Users\USER\Pictures\iloveshopping.png Shopping is often described as "retail therapy", and perhaps with good reason: a report in April suggested that it could extend lives at least in the over 65's. The research-based 1,850 older people in Taiwan who still lived in their own homes-revealed that those who shopped daily lived significantly longer than those who shopped once a week or less. |

and...something we were advised to **avoid**

|  |
| --- |
| [http://t2.gstatic.com/images?q=tbn:ANd9GcTMxJn4K8OkITFgNPrJg0h_pvRqvNorAhacAsR-G6CnZ9JefxMP2w](http://www.google.com.my/imgres?q=vitamin+pills&sa=X&biw=1366&bih=673&tbm=isch&tbnid=jKeqPkGzEct34M:&imgrefurl=http://www.medimanage.com/my-worries/more-articles/vitamin-supplements-good-or-bad.aspx&docid=g494tH2LW5vcKM&imgurl=http://www.medimanage.com/Images/vitamin%20supplement.jpg&w=313&h=252&ei=22YwUv6DAabtiAfYpoCYDA&zoom=1&ved=1t:3588,r:29,s:0,i:182&iact=rc&page=2&tbnh=188&tbnw=225&start=11&ndsp=22&tx=107&ty=81) Vitamin pills In May, researches in Taiwan concluded that people who routinely popped the supplements became complacent about their health as a result-and so made less healthy choices in daily life (e.g. opting for chips instead of a salad). They embarked on the project after noting that although half of Taiwan’s population takes some kind of supplement, general health levels seem to be static. In October, a separate US study found that women who had regularly taken supplements had a slightly higher risk of death than those who had never taken them. |

|  |
| --- |
| [http://t0.gstatic.com/images?q=tbn:ANd9GcRuhDBcH0HVxSGnqxp53pDVL5FDwl9mkOJliRnR4DJT1iIIzv_R](http://www.google.com.my/imgres?q=sleepless&sa=X&biw=1366&bih=673&tbm=isch&tbnid=_2NQSNryoG3UtM:&imgrefurl=http://www.simonecosac.com/blog/sleep-for-the-sleepless/&docid=b6eJS7ChRGATLM&imgurl=http://www.simonecosac.com/blog/wp-content/uploads/2012/07/sleepless1.jpg&w=351&h=386&ei=FmgwUraQLeLliAeQooHABA&zoom=1&ved=1t:3588,r:94,s:0,i:377&iact=rc&page=5&tbnh=178&tbnw=155&start=91&ndsp=26&tx=53&ty=108) Sleeplessness doesn't just make people irritable-it can be fatal, according to research published in February. For the study, 475,000 people were tracked in eight countries for up to 25 years. Those who routinely slept less than six hours a night, or whose sleep was often disturbed, were found to have a 48% greater risk of developing heart disease, and a 15% higher risk of suffering a stroke, than people who slept eight hours. |

|  |
| --- |
| [http://t3.gstatic.com/images?q=tbn:ANd9GcSQolvKQ2fE0edoA9dpKC3ImUWaf6mEFvUsbRHQb0uweuo57DWDcw](http://www.google.com.my/url?sa=i&rct=j&q=pillow&source=images&cd=&docid=V-fpAap3H3UK5M&tbnid=znCXwSIMidHzbM:&ved=0CAUQjRw&url=http://www.cloudsmemoryfoam.com/it_/luxury-microfibre-pillow-pair.html&ei=H2owUvGQBKnziAfg54DIAQ&bvm=bv.51773540,d.aGc&psig=AFQjCNFRx7GOxHIEtgIxuOTRneObid103g&ust=1378990832743645) Your pillow may be harboring all sorts of nastiness. According to a report in July, if a pillow is more than two years old, up to a third of its weight could be made up of dust mites, dust mites excretion, dead skin, bacteria and saliva. "People put a clean pillow case on and it looks and smells nice and fresh," said Dr.Arthur Tucker, who based his research on pillows in hospitals, "but you are wrapping up something really nasty underneath." |