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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Trash Is Treasure** |

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| Instructor:  Joo | Level:  **Upper Intermediate** (Adult) | Students:  **12** | Length:  **30 Minutes** |

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| Materials:  - Picture for garbologists  - White board and board markers  - Worksheet1 (Dictation paper)  - Worksheet2 (True or False Q / Label the words)  - Worksheet3 (Writing with grammer)  - CD-ROM |

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| Aims: (3)  - Ss will be able to know what the garbologist is.  - Ss will be able to use the expression “there is/ there are”.  - Ss will be able to understand the listening script. |

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| Language Skills: (4- Integrated)  Listening : Ss will listen the script.  Reading : Ss will read together the script and find the answer after having a dictation  Writing: Ss will write what they want to be, using the expression “there is/there are”  Speaking:Ss will share their thinking with the partner. |

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| Language Systems: (3-5)  - Phonology : [ch] : /ʧ/ vs / k/ in archaeologist  - Lexis : New vocaburaries in the article  - Function : Identifying  - Grammar : Inducer Adverb “there is /there are”  - Discourse :explaining |

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| Assumptions:  Students already know  - How the class is set up and run  - Four language skills and language systems |

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| Anticipated Errors and Solutions:  -Ss will need help about vocabulary in the script  -Ss will want to help when they have writing. |

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| References:  -Script by National Geographic Learning |

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| **Lead-In** | | | |
| Materials:  None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole class | Answering T’s Q | 1. Greeting  Good morning, Ss  How are you today?  Do you know the history?  How can you know that? |

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| **Pre-Activity** | | | |
| Materials: Picture, Board, Board markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  5min | Whole class | Answering T’s Q | Procedure:  1.Brainstorming  -Elicit:  (Show the students the picture)  What are you looking at in this picture?  How many people are there?  What are they using?  -Model:  ( Write the word “ Garbologist” on the board and explain what it is. )  Garbologist is an important person of history. They analyze the garbage and find out the history.  2. New vocabulary  -Instruction  We are going to learn about new vocabulary before listening.  ( Write the word on the board and explain the vocabulary)  -Demonstration  ( archaeologist, forensic, landscape, osteologist, bone, gabologist, trash, decompose, leave behind…) |

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| **Main Activity** | | | |
| Materials: CD-ROM, worksheet 1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  8min  1min | Whole  class  Individually | Answering T’s Q  Listening to the recording with dictation  Reading the listening script together | 1.Prediction  As I mentioned, today’s topic is ‘ trash is treasure.’ Can you expect what we will listen to?  - Instruction  I will give you worksheet for dictation. Listen to the recording two times, filling in the blank.  (Distribute the worksheet 1)  2. Listening  Did you all get the paper?  Are you ready?  -Playing the CD  (Play the listening CD without pausing)  -Check the blank  The first blank is…    3. Read together  Let’s read the paper together. |

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| **Post Activity** | | | |
| Materials: Worksheet 2, worksheet 3, board, board marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  3min  5min | Individually  Individually | Finding the answer, true of false  Labelling the tree  Focusing on T’s explanation for grammar and answering  Writing their imagination on the paper | 1.Comprehension Questions  Now we are going to check for the listening. I will give you worksheet.  (Distribute the worksheet2)  #1 in worksheet2  -Instruction  Did you guys get the paper?  What can you see number 1?  There are True of False questions  I will give you 30 minutes to find the answer.  -Check the answer  What is the answer of number 1?  How about number 2?  #2 in worksheet2  -Instruction  Now we are moving on to question number 2. Let’s label the tree. You have to put the clue that each archaeologist uses in the circle  -Check the answer  What is the first circle?  What is the next?  What is the circle for forensic?  What is the blank for osteology?  2. Grammar explanation  -Instruction  Now, I will give you paper for grammar.  Please find out ‘there are’ in the listening paper.  Which line can you find it?  - Comparing ‘there is/there are’ on the board  3. Free production  -Instruction  I will give you a paper for writing.  (Distribute the worksheet 3)  There are questions in the paper.  You can choose one archaeologist that you want to experience in the box, using grammar ‘there is/there are’. |

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| **SOS Activity** | | | |
| Materials: Worksheet 3 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 | Pair work | Speaking their thinking with their partner | 1. Sharing their thinking  Can you see the last part of the paper?  You can share your own idea with your partner. |

\*\*\*\*Plus include all worksheets, PPTs, scripts, photos of realia… EVERYTHING you use

<Script for listening>

**Trash Is Treasure**

All archeaologists study human history, but there are many kinds of archaeologists. Forensic archaeologists analyze DNA and help police with crimes. Landscape archaeologists study sites. Osteologists are interested in bones. And there are “garbologists” who study trash.

Garbology is an important part of archaeology. To learn more about the population of some ancient civilization, archaeologists study the trash that is left behind. These remains can show us what objects people threw away, as well as what food they ate and diseases they had.

Surprisingly, a lot of the trash from the past is still useful today. Archaeologists have discovered that biodegradable trash buried underground does not decompose as quickly as we thought. We can learn about human history from what people threw away. Would you like to a garbologist?

<worksheet 1> - **dictation** for main activity

**Trash Is Treasure**

All archaeologists \_\_\_\_\_\_\_\_ human history, but \_\_\_\_\_\_\_\_ are many kinds of archaeologists. Forensic archaeologists \_\_\_\_\_\_\_\_ DNA and help \_\_\_\_\_\_\_\_ with \_\_\_\_\_\_\_\_. Landscape archaeologists study \_\_\_\_\_\_\_\_. Osteologists are \_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_. And there are “garbologists” who study \_\_\_\_\_\_\_\_.

Garbology is an \_\_\_\_\_\_\_\_\_\_ part of archaeology. To learn more about the \_\_\_\_\_\_\_\_ of some \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_, archaeologists study the trash that is \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_. These \_\_\_\_\_\_\_\_ can show us what \_\_\_\_\_\_\_\_ people threw away, as well as what food they ate and \_\_\_\_\_\_\_\_ they had.

\_\_\_\_\_\_\_\_\_\_\_\_, a lot of the trash from the past is still \_\_\_\_\_\_\_\_ today. Archaeologists have \_\_\_\_\_\_\_\_\_\_ that biodegradable trash \_\_\_\_\_\_\_\_ underground does not \_\_\_\_\_\_\_\_ as \_\_\_\_\_\_\_\_ as we thought. We can \_\_\_\_\_\_\_\_ about \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ from what people \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_. Would you like to a garbologist?

<worksheet 2> -**Questions**  for Post activity

**1. Check T for True and F for False.**

1. Not all archaeologists work at ancient sites. ( T / F )

2. The trash buried underground can’t help us learn about the past. ( T / F )

3. Biodegradable trash decomposes quickly when it is buried. ( T / F )

**2. Label the tree. What does each kind of archaeologist study?**

**Archealogy**

**Garbology landscape forensic osteology**

<worksheet 3> -**writing**  for Post activity

Choose one archaeologist that you want to experience in the box, and write the reason, using grammar ‘there is/there are’.

* Forensic archaeologist
* Landscape archaeologist
* Osteologist
* Garbologist

<Instruction>

Write at least 5 sentences.

Write neatly.

Use ‘there is / there are’ over two times.

There is ( There are )

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