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| ☐ **Listening** ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic:** |

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| Instructor:  Alastor | Level:  intermediate | Students:  **10** | Length:  **30 Minutes** |

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| Materials:  Board  Marker  Photos – expressing vocabulary.  Worksheet: Eating Greens word matching worksheet 10 copies  Worksheet: Eating Greens listening comprehension worksheep 10 copies  Worksheet: Eating Greens gap filling worksheet 10 copies  Worksheet: Eating Greens debating worksheet for team A 5 copies  Worksheet: Eating Greens debating worksheet for team B 5 copies  Worksheet: Eating Greens roleplay worksheet 10copies(for SOS activity)  Speaker  Audio player  Dictionary |

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| Aims:  Main aim- Ss will improve their listening skill for getting gist by doing ‘Eating Green’  Worksheets.  Secondary aim- Ss will improve confidence to express their oppinion by doing ‘Eating  Green dabate worksheet’.  Personal aim-T will increase STT by eliciting questions and speak slowly for Ss better  understanding. |

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| Language Skills:  Listening-Listening audio  Speaking – debating, Comparing answers with partner  Reading - read listening script of Eating Greens passage  Writing - organise opinion for debating |

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| Language Systems:  Phonology – Listening Audio  Lexis – words from Eat Greens listening script eg.Greens, Obesity, Fussy, genes, bitter  Etc.  Grammar - 1st conditional practice – debating worksheet  Function – giving information and presentation by listening audio, agreeing and  disagreeing by debating  Discourse – news article/ debating |

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| Assumptions:  1 Ss already know variety types of vegitables.  2 Ss already learnt 1st conditional.  3 Ss have confidence to express their opinion freely. |

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| Anticipated Errors and Solutions:   * Ss does not know specific vocabulary which are not covered in pre-activity stage.   > T will ask Ss to find its meaning on dictionary.  If other Ss know meaning, ask them to teach each other.   * Ss might have difficulty to get a gist because of audio speed.   > T will stop audio recording for each sentence.   * If the lesson is finished earlier than plan.   > T will do prepared SOS activit - roleplay |

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| References:  Listen Audio - [goo.gl/s7RbAh](https://goo.gl/s7RbAh)  Word meaning - http://www.dictionary.com/ |

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| **Lead-In** | | | |
| Materials:  Realia – greens(brocolli, spanach etc)  Board  marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | Whole class | Answering T’s question | Hello. everyone.  How are you?  Did you have breakfast? What did you have?  (waiting for Ss answer)  I didn’t have breakfast and now I want to have a salad.  But when I was young I did not eat vegitable.  What about you? Did you like to eat vegitable when you were young?  (waiting for Ss answer)  Ok. Today, we will listen a news why children don’t eat their greens.  Are you ready? |

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| **Pre-Activity** | | | |
| Materials:  Board, Marker  Worksheet – Eating Greens Word Matching Worksheet(10 copies)  Photos – discribing words(1 photo for each words) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | In pair  Whole class | Ss wil find out words meaning in pairs.  Ss answering questions. | Procedure:  **1.Vocabulary**  Before we linten to the audio, we can learn some new vocabularies to understand the story better.  (handout Eating Greens word matching worksheet)  Instruction  There are 5 new vocabularies on the left of worksheet. Draw lines to match its meanings on right side of worksheet. Work in pair. You can discuss word’s meaning with your partner. You have 3 minutes.  CCQ:   1. What should you do? 2. Are you working alone? 3. How much time do you have?   T will put 5 photos on the board after 3 minutes.photos are related to the words  T: Can you guess what is the word for first photo?  (Ss answers and T write the word below photo)  Same process until Ss answer all photos  T: Ok. Let’s listen today’s topic |

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| **Main Activity** | | | |
| Materials:  Board, Marker  Eating Green Audio(speed fastest – time: 1:38)  Speaker, Audio player  Worksheet – listening comprehension worksheet true & false (10 copies)  Worksheet – Eating Greens gab filling (10 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  7min  5min | Whole calss  In group  Individual(gap filling)  In pair(check answer) | Ss will listen Eating Green Audio and getting a gist  Ss answering T/F worksheet and correct false sentences.  Ss will fill the gap of “Eating Greens gap filling worksheet” | Procedure  **1.Getting a gist**  Instruction  T will play recording. Students will listening audio without script. After listening Ss will discuss to get a gist of the audio.  Teacher will ask question “do you get the gist?”  Ss will work in pair. T will not ask answer.  Demonstration  Now we will listen short news about why children do not eat their greens. Let’s go.  (T plays Audio and will ask question)  Do you get the gist of this news? Discuss you’re your partner what you listen. You have 1 minue.  (After 1 minute teacher stop Ss for next stage)  CCQ   1. What should you do? 2. Are you working alone?   **2. Listening comprehension(Literal)**  Instruction  (T handout listening comprehension worksheet T/F)  Play audio again. While listening Ss will choose true or false on the worksheet.  Ss will have 5minutes to check the answer in group of 3~4 member.  When Ss find false sentence, they will correct sentence to right sentence.  Demonstration  We are going to listen again. I give you true or false worksheet.(distribute listening comprehension worksheet T/F worksheet)  While you are listening, you can check whether the sentences on worksheet is true or falce.  (after listening the audio)  Let’s work in groups. Check your answer and if you find any false sentence, please correct them to right sentence.  You will have 5minutes  (After correct sentences Ss will read corrected sentences in terns(group))  Let’s take turns to read corrected sentence from group1.  CCQ:   1. Are you working in pair? 2. What will you do if you find false senteces?   **3.Gap filling**  Instruction  (T will distribute ‘Eating Greens Gap filling worksheet’)  T will play audio and ask Ss to fill the gap while they are listening. After listening ask to Ss whether they fill all the gaps.   1. Yes -> play audio again. 2. No -> have them share their answers with partner. Ss have 2minutes.   Demonstration  Now we will do more detail work through ‘Eating Green Gap filiing worksheet’. You will write your answer in the gap on worksheet while you are listening. Work alone.  CCQ:   1. Are you working together to fill the gap? 2. What will you do while you are listening?   (play audio)  Do you write all answers?  Do you want to listen again?   1. Yes -> play audio again   (After listen again, T will ask Ss to share answers in pair)   1. No -> ask Ss to share answer in pair   Let’s go over the answers  (T will check answers with Ss) |

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| **Post Activity** | | | |
| Materials  Board, Marker  Worksheet – Eating Greens debating Worksheet for Team A (5 copies)  Worksheet – Eating Greens debating Worksheet for Team B (5 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | groups | Discussing oppinion and debating | Procedure  **1.Debate**  (T will distribute dabating worksheet to Ss.)  T: Now you all know the reason why children  don’t like eating Greens.  We are going to debate on a topic.  The topic is “whether parents have  to make their children to eat greens or not”  Instruction  Ss will choose team A or B by rock-paper-scissors.  Ss don’t know which team is agree and disagree on  topic  (Team A agree with topic and team B disagree with  topic).  Ss will discuss and write reasons to support their  oppinion.  Ss use 1st conditonal sentence.  Ss will have 3 minutes.  After 3 minutes, Ss will start debating for 5mins  Demonstration  T: Now let’s devided into a Team of 5 people by choosing A and B. you will do Rock-Paper-scissors in pairs and winner choose team. Your oppinion is on the worksheet. Let’s share your oppinion in your team and write reasons to support your oppinion. You can use 1st conditional sentence which is on debating worksheet. You have 3 minutes. After that we will have a debating for 5minutes. Teacher will preside the debating  CCQ   1. Who can choose your team? 2. How much time do you have for preparing debate? 3. Are you working alone?   **2.Feedback**  T: Did you have fun today?  Do you remember why children don’t eat their  greens?  Well done. Hope you enjoyed today’s lesson.  See you tomorrow! |

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| **SOS Activity** | | | |
| Materials:  Roleplay worksheet without writing. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | In pair | Ss will do the roleplay without writing sentences | procedure  **1.Make a dialogue**  Instruction  Ss will make a dialogue.  Student A is mother  Student B is a child.  They do not write what they want to say. After 2minutes Ss will change role.  Demonstration  (distribute role paly worksheet)  Lets make a dialogue between parents and child.  Student A is mother and Student B is child.  A is trying to make their child to eat greens. and  B is trying not to eat greens.  Do not write dialogue and after 2 minutes, you will  change  the role.  CCQ:   1. Are you writing you sentence on worksheet? 2. When do you have to change your role? |

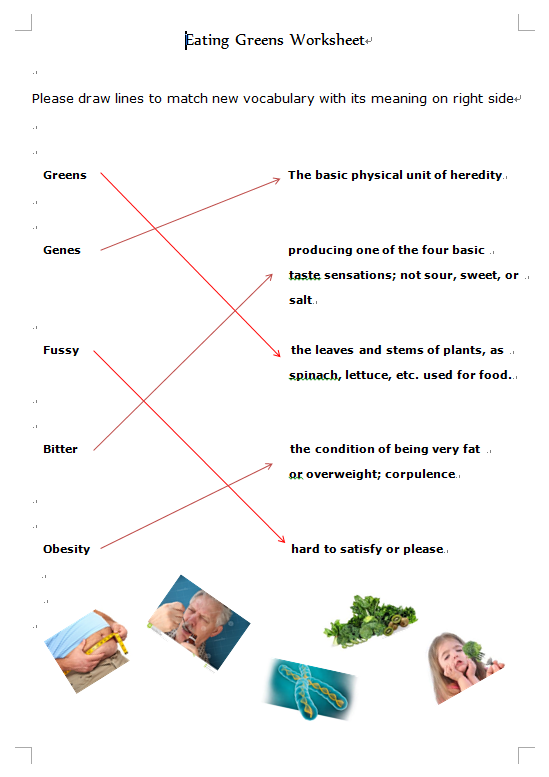
**Listening Script**

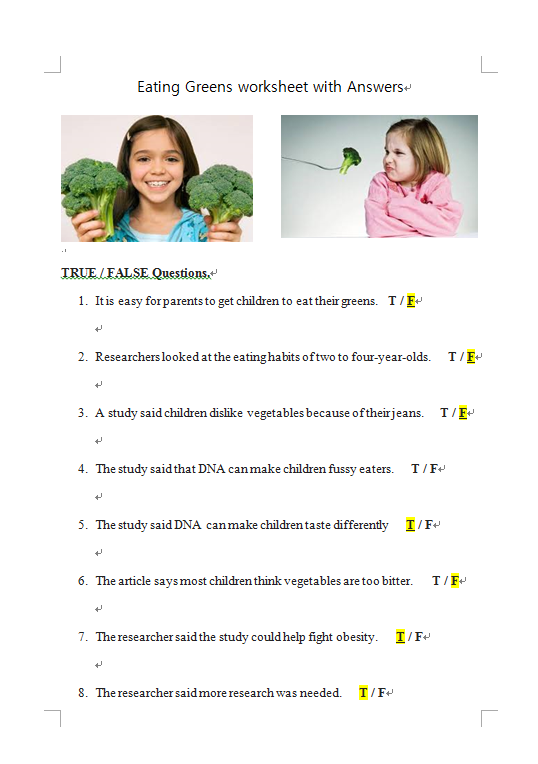
**Study finds why children don't eat their greens**

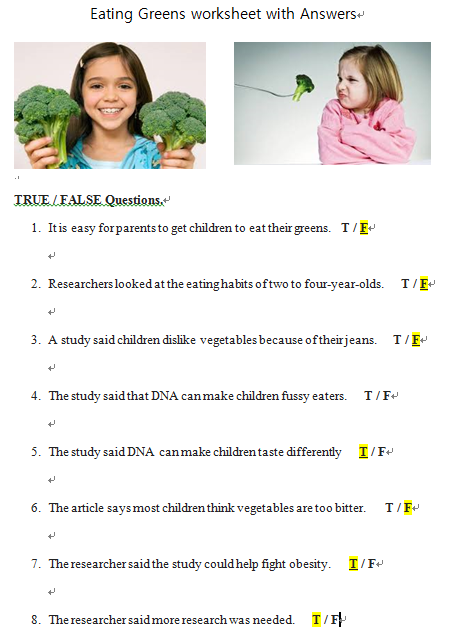
Everyone knows that many young children don't like eating their greens. Parents have a hard time getting their children to eat vegetables like broccoli and Brussel sprouts. A new study may have an answer about why this is. The study looked at the eating habits of two- to four-year-olds. It found that not liking greens is because of a child's genes. This means parents do not have to stress out over their children not eating enough vegetables. Many parents worry because they cannot get their children to eat healthily. The study found that changes in two genes can make children dislike greens. The changes put some youngsters off trying new food and can turn them into fussy eaters.

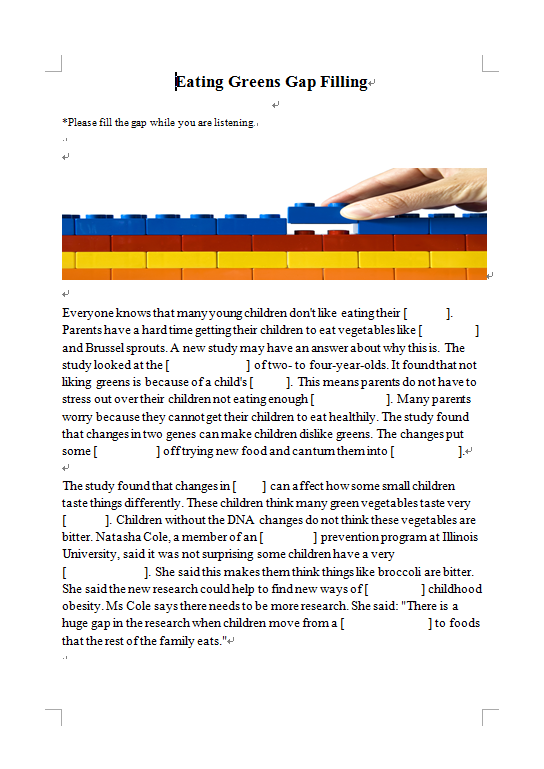
The study found that changes in DNA can affect how some small children taste things differently. These children think many green vegetables taste very bitter. Children without the DNA changes do not think these vegetables are bitter. Natasha Cole, a member of an obesity prevention program at Illinois University, said it was not surprising some children have a very sensitive taste. She said this makes them think things like broccoli are bitter. She said the new research could help to find new ways of tackling childhood obesity. Ms Cole says there needs to be more research. She said: "There is a huge gap in the research when children [move] from a milk-based diet to foods that the rest of the family eats."

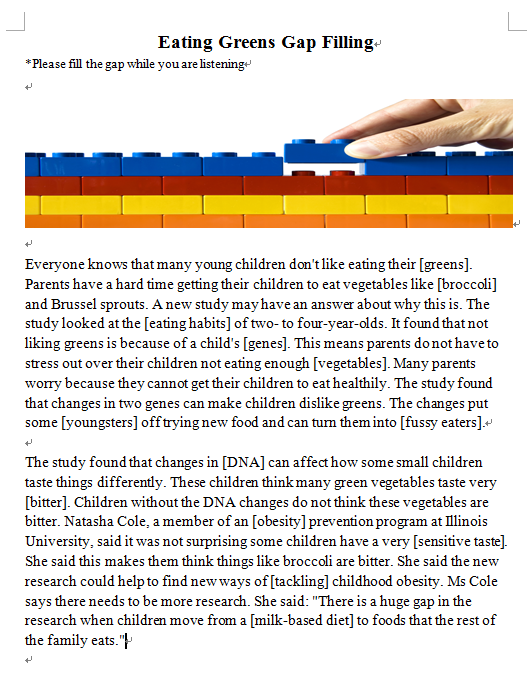
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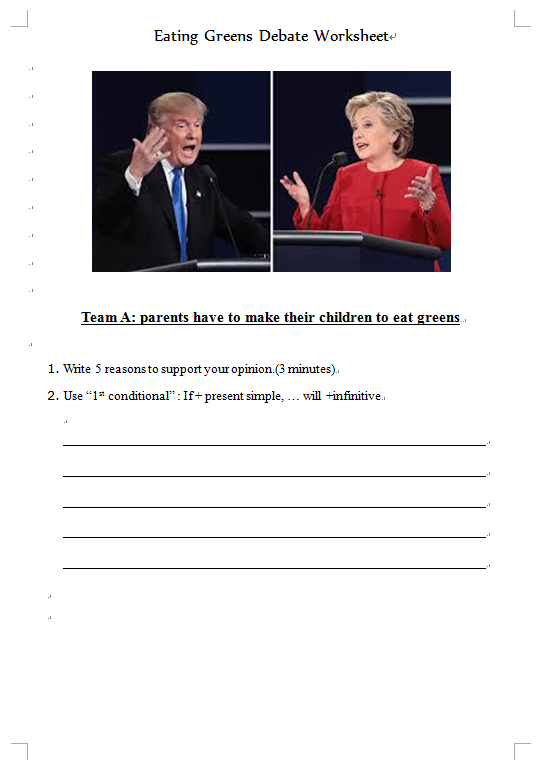
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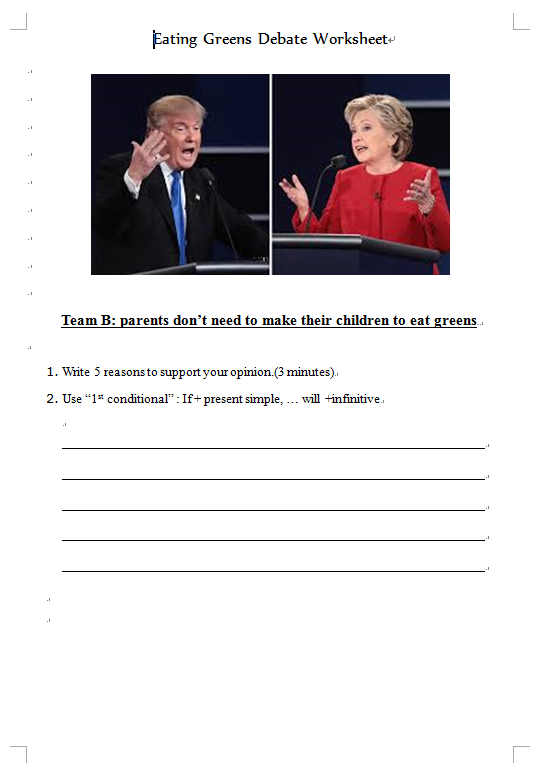
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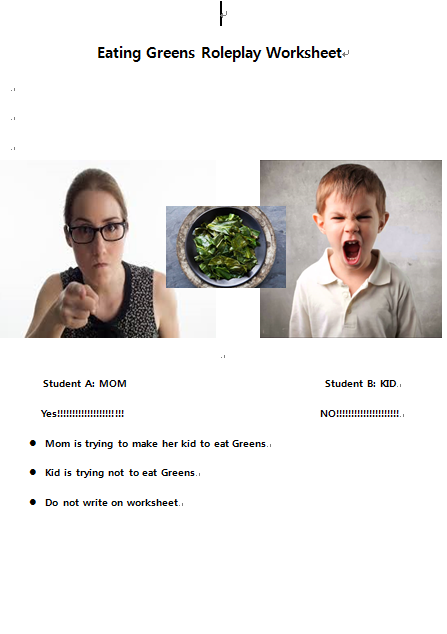
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