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| □Listening ☑Speaking □Reading □Grammar □Writing |
| **Topic: Blackout** |

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| Instructor:  Lauren Kim | Level:  Upper Intermediate  (Adult) | Students:  12 students | Length:  40 Minutes |

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| Materials:   * White board and markers * Realia (2 mobile phones) * Worksheet #1 – Vocabulary (12 copies) * Worksheet #2 – Dialogue 1 & 2 “BLACKOUT” (12 copies) * Worksheet #3 – 12 Role cards (card 1 for group A and card 2 for group B) * SOS activity – Crossword puzzles (12 copies ) |

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| Aims:   * Main aim: Students will improve their oral fluency by reading a dialogue and doing a role -play (a series of mobile phone calls that all take place during a blackout in New York). * Secondary aim: Students will understand and use new vocabulary relating to the topic and expressions that are used to talk about being afraid by repeated speaking practice. * Personal aim: I want to make my class fun and active. |

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| Language Skills,   * Reading: Students read dialogue from the role card. * Listening: Students will practice their skills by listening other students. * Speaking: Students will present their roles in front of the class. * Writing: Students will write their own dialogue by creative role-plays. |

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| Language Systems,   * Phonology: L /ɛl/, R /r/ * Lexis: New vocabulary in their role cards   (stuck, convince, blackout, rob, criminal)   * Grammar: Present and past tense * Discourse: Dialogue |

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| Assumptions,  Students Already know   * How the class is organized (there will be 12 students in a circled shape) * Familiar with role plays * Blackout experience |

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| Anticipated Errors and Solutions:   * For less advanced students   -> Give them more language to get them started by giving them first two lines of dialogue.   * For more advanced students   -> Have them make up their situations by creative role-play.   * If the preparation and presentation time are too long or short for students   ->Vary the preparation and presentation time according to the situation. |

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| References:   * English definitions   [http://dictionary.com](http://dictionary.com/), [http://naver.com](http://naver.com/)   * Speaking materials   http://www.onestopenglish.com/skills/speaking/lesson-plans/pdf-content/speaking-skills-lesson-plans-blackout/149707.article |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set up | Student Activity | Teacher Talk |
| 1 min | Whole  Class | Answering the teacher’s questions | Good morning, everyone! How are you doing today? Anything interesting happened recently?  (Silence, Listen to Answers)  Actually, there was a blackout in my building for 30 min yesterday.  Have you ever experienced a blackout? |

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| **Pre-Activity** | | | |
| Materials: white board, board marker | | | |
| Time | Set up | Student Activity | Teacher Talk |
| 2min  3min  2min  2min  1min | Whole  Class  Pairs  Whole  Class  Individually  Individually | Students discussion  Answering the teacher’s question  Worksheet #1;  Fill in the blank  Students check answers | Procedure:  **1.Prediction**  Introduce topic  (Write the word BLACKOUT on the board)  Today’s topic is blackout.  What is blackout? Can anyone explain it?  (Listen to their answers)  Right! A blackout is when there is no electricity.  In the summer of 2003, the state of New York and parts of Canada had one of the biggest blackouts in history.  The electricity went out for almost 15 hours. Unfortunately, I was in NYC at that time.  Discussion  Terrible things happened. People were trapped in elevators and subways. What other things could happen to people during the blackout? Brainstorm some ideas. I will give you 3 minutes. Discuss it with your partner.  (CCQ)  Do you work alone?  How much time do you have?  What do you do with your partner?  Times up! Let’s move on to new vocabulary.  **2. New Vocabulary**  (Write on board and explain the meaning)  Stuck  What is the meaning of stuck?  (Pause)  Yes. It means to be trapped in one place.  Criminal  What’s criminal?  (Pause)  Yes, it is a person that is guilty of a crime.  Rob  What does rob mean?  (Pause)  Yes, it means stealing something from someone.  Convince  What does convince mean?  (Pause)  Yes, it means persuade  Great. Now I will give you a worksheet. Please fill in the blank with the correct word from the list below. Let me give you 2 minutes to finish. Work alone.  (Distribute the worksheet #1)  CCQ  What do you do?  Are you working in groups?  How much time do you have?  Monitoring  Answer if students have any questions.  Times up. Look at the paper and we solve # 1 together.  Check answers  # 1 is blackout, #2 is stuck, #3 is criminal, #4 is rob, #5 is convince. Well done, everyone! |

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| **Main Activity** | | | |
| Materials: Board & markers, two mobile phones, Worksheet #2,3 | | | |
| Time | Set up | Student Activity | Teacher Talk |
| 3min  3min  5min  3min  7min  3min | Whole  Class  Pairs  Pairs  Whole  Class  Pairs  Pairs | Listen and repeat the dialogue  Worksheet#2  Read the dialogue with a partner  Prepare new dialogue  Worksheet#3  Read their new dialogue  Creating short role-play about unfortunate situations  Worksheet#4  Perform their role-play in front of the class | Procedure  **1. Dialogue (Controlled Practice)**    (Distribute the dialogue to each group)  Here are two different conversations between two people. I will divide into two groups. These six people are in group A and the others are in group B.  Please two people from each group read the dialogue. Any volunteers from group A?  (Two people from group A read the dialogue)  Great. This time, two people from group B read the dialogue. Any volunteer from group B?  (Two people from group B read the dialogue)  Good job! Everyone! please repeat after me.  (Teacher reads line by line, students drill the text)  Awesome, Now you can practice with your partner for 3 minutes. Read it twice. Once as A and once as B.  CCQ  What do you do?  Are you working in pairs?  How much time do you have?  Monitor  (See if all students are active and answer if students have a question)  **2. Change the dialogue words or sentences (Less-Controlled Practice)**  (Distribute Role Card 1 & 2 to each group)  Ok. Each pair will change the underlined words from the dialogue we practiced. You can change the words or sentences as you like. But the new dialogue must incorporate the expression on your role cards. You shouldn’t tell the other group what your expressions are. I will give you five minutes. You will read your new dialogue to the class so do your best!  CCQ  What are you doing?  How much time do you have?  Are you working alone?  What do you incorporate with?  Monitor  (Walk around classroom. Help if any pair has a question)  (Give time warning)  1 minutes left..  Times up  (Be flexible with time)  Great. Now let’s read your dialogue to the class. Let’s start from the clockwise.  (All pairs read their dialogue in front of the class)  (After each group)  What do you think of their expression?  Great! Good job everyone!  **3. Role-play (Free Practice)**  Ok. We have heard many dialogues for getting stuck in a blackout. However, there are many other unfortunate situations in life.  Now it is your turn. Work together with your partner to create a short role-play about some unfortunate situation. It can be a natural disaster or anything else. Keep it nice. Stay away from really sad situations. Try to use the new vocabulary and to express thing you are afraid of. Keep it really short. Maybe 3-4 lines per partner. Be creative and be ready to present it to the whole class. You have 7 minutes. Good luck!  (Board all the instructions in point form as I am talking).  (Distribute worksheet#4)  CCQ  Are you working alone?  What are you doing?  What topics are you not doing?  How much time do you have?  Monitor  (Walk around classroom. Help if any pair has a question)  (Give time warning)  1 minutes left..  Times up  (Be flexible with time)  Ok. Great. Let’s perform your role-play in front of the class. Let’s start from the clockwise.  (Students present their role plays)  Great work everyone! |

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| **Post Activity** | | | |
| Materials: White board and marker | | | |
| Time | Set up | Student Activity | Teacher Talk |
| 5min | Whole  Class | Answer to Teacher | Procedure  **1.Error Correction**  (Correct any mistakes from the activity)  **2.New Vocabulary**  (Quick review of the new language or anything else that came up during the role plays)  Q. What are the expressions of being afraid?   * I am terrified we will get caught * I am afraid of the dark * I am freaking out here * Frankly, I am quite anxious about all this   **3.Feedback**  (Share the students' experience)  Ok. Let’s share your experience.   * What would you do if you were in this pair's situation? * What is your advice during a blackout/whatever new idea came up?   Great work today everyone! I hope that you never get stuck in a blackout or any unfortunate situation. But if you do, at least you can use the new language we learned today. Have a good day! |

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| **SOS Activity** | | | |
| Materials: crossword puzzle (12copies) | | | |
| Time | Set up | Student Activity | Teacher Talk |
| 5min  2min | Individually  Whole  Class | Complete crossword puzzle  Check answers together | (Distribute crossword puzzle)  Ok. Let’s complete crossword puzzle.  I will give you 3 minutes.  (After 3min, solve together) |

* Pre-Activity – New Vocabulary (Worksheet # 1)

Fill in the blanks with the world below. Matching definition.

1. A strong snowstorm caused a in places. It was dark all day.
2. Even though I tried to come out, the wheels were   in the mud.
3. The murderer was a known   so the police checked their old records in order to find him.
4. He came up with an idea to   people of their money but he got caught and ended up in jail.
5. I will do my best to my clients to agree so we can keep this contract.

stuck convince

blackout criminal rob

Blackout: Sample Conversation (Worksheet #2)

Group A

A= Friend in the elevator

B= Friend in the building

1. Hello, ? Are you at home?
2. Yes, I am home waiting for you. Where are you?

A. I am in the elevator in your building but I am stuck between two floors.

B. Oh no. Are you ok?

A. No, the lights went off.

B. Are you alone?

A. Yes, I am alone and I’m freaking out here.

B. Really? Don't worry. I will call the security office to come to you right now.

A. Thanks. I will be waiting.

B. No problem!

Blackout: Sample Conversation (Worksheet #2)

Group B

A= Criminal A

B= Criminal B

A. Hey, ! What are you doing tonight?

B. Nothing. What’s up?

A. I think the blackout will last one more day.

B. Oh really?

A. This is the perfect chance to make some money. I will rob a bank tonight

So I need your help!

B. I don’t know. I am scared that the light will come on.

A. Come on. We are broke.

B. I am not sure yet. Frankly, I’m quite anxious about all this.

* BLACKOUT ROLE CARDS (WORKSHEET #3)

ROLE CARD #1

A: You are in an elevator which is stuck between two floors. There is no light. You are visiting a friend in the building. You call your friend.

B: You are waiting for a visit from your friend when the lights went out.

**Expression: I’m REALLY afraid of the dark.**

* BLACKOUT ROLE CARDS (WORKSHEET #3)

ROLE CARD #2

A: You are a criminal. You see a chance of making some money by robbing a bank during the blackout. You want to convince a friend to help you.

B: You are a criminal. Your friend calls you to ask for help, but you are scared that the lights will come on. You don’t want the police to catch you.

**Expression: I’m terrified we’ll get caught.**