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| **Topic:** Drug addiction | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Hoheon Kim(Jenny) | Difficult | Adults | 3 | 50 minutes |
| **Materials:**   * Vocabulary activities worksheet (3 copies) * Computer and audio file (About 3:30 min) * Listening worksheet (3 copies) * Pictures of drug addiction * White board, board makers | | | | |
| **Aims:**   * SWBAT elicit about drug addiction and express their opinions * SWBAT understand and answer on the worksheet through individual and group tasks * SWBAT use vocabulary and idioms through making role-play * SWBAT share and suggest their opinions that ways to overcome addiction and talk about other things related to addiction | | | | |
| **Language Skills:**   * Reading : idioms worksheet * Listening : the dangers of drug additions and what are they going to do * Speaking : prediction, comparing answers within groups * Writing : details | | | | |
| **Language Systems:**   * Lexis : idioms used in speaker’s conversation. * Function : role play * Discourse : script of conversation | | | | |
| **Assumptions:**  Students already know:   * How the class is set up and run (there will be 3 student at 3 table) * The teacher’s style of teaching and the pace of the course * All students are female. * Drugs are illegal so students are not familiar with drugs | | | | |
| **Anticipated Errors and Solutions:**   * If Ss may not be able to follow the script easily * Let them listen to the tracks again until they understand the context * If Ss need more time to work on the idioms * If it takes longer than 5 minutes, cut answer-checking short by verbally sharing the answer instead of having students write them on the board * If Ss may not be able to pick up details * Chunk the listening * If some Ss are absent * Let Ss work with remaining group members | | | | |
| **References:**  Drug addiction. (Randall Davis.). Retrieved 2018, October 22 from <https://esl-lab.com/drugaddiction/drugaddictionsc1.htm> | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:** SWBAT elicit about drug addiction and express their opinions | | | **Materials:** Pictures, board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3 min.  7 min. | Whole class  Whole class | Answering teacher’s questions  Looking at the pictures | | *Good morning everyone, how was your weekend? And how are you this morning? Do you drink a cup of coffee when you are sleepy in the morning? Does drinking coffee make you feel addicted?*  (displaying pictures of drug addiction to elicit the topic)  *What do you think of when you look at the picture?*  (Get Student’s ideas and write them on the board)  *Why is drugs not good if you have negative thoughts? How do drugs affect our lives?*  (Wait for 20 seconds and write on the board)  *Now we are going to listen to the conversation and compare it with your guesses.* |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:** SWBAT understand and answer on the worksheet through individual and group tasks | | | **Materials:** Computer and audio file (About 3:30 min), Vocabulary activities worksheet (3 copies), Listening worksheet (3 copies) | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 10 min.  10 min. | Whole class  Individually  Groups  whole | Listening to the conversation and check the answers on the listening worksheets  Answering questions  Answering questions | | **Listening for the main idea**  **Instructions**  (Distribute the listening worksheets to students)  *Let’s listen to the drug addiction conversation and check your answers on the worksheet.*  (If they may not be able to follow the script, let them listen to the tracks again until they get the gist of the content)  **CCQ**  *How much time do you have?*  *What should you do if you don’t understand?*  **Checking answers**  (Check the answers for each questions)  **Listening for details**  **Instructions**  (Distribute the vocabulary activities worksheets to students)  *Now you are going to do vocabulary worksheet with your partner.*  (Repeat the audio file if needed)  **CCQ**  *Are you working alone?*  *What are you supposed to do?*  **Checking answer**  Share with other group and compare answers |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:** SWBAT use vocabulary and idioms through making role-play | | | **Materials:** Papers, board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 10 min. | Group | Doing the role-play related to drug addiction. | | **Instructions**  (Distribute paper)  *We are going to use vocabulary and idioms and make the role-play on what advice we can give to people who are addicted to drugs.*  (As there are three people, one can be a counselor, one can be a drug addict, and another one can be the closest person to an addict.)  **CCQ**  *Are you working alone?*  *What are you supposed to do?* |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:** SWBAT share and suggest their opinions that ways to overcome addiction and talk about other things related to addiction | | | **Materials:** N/A | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 10 min. | whole | Discussing with group | | **Instructions**  *So now we are going to discuss what other things related to addiction.*  *Feel free to talk about what is there to be addicted and how to overcome it.*  **CCQ**  *Are you working alone?*  *What are you supposed to do?*  *How much time do you have?* |
| **Notes:** | | | | |