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| **Presentation, Practice, Production Grammar Lesson Plan** | | | | |
| **Air pollution damages intelligence, says study** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Sohyun Kim | Upper Intermediate | Adults | 15 | 20 Mins |
| **Materials:**   * White board and marker * 15 copies of individual worksheets * Computer with sound (For audio listening) * Visual aids : Image of air pollution / Playing bingo game / Wh~ Questions | | | | |
| **Aims:**   * Students will be able to discuss the main topic; air pollution * Students will be able to make Wh~ questions * Students will be able to distinguish the usage of Wh~ questions | | | | |
| **Language Skills:**   * Listening: Listening to the main topic, teacher’s elicitations/CCQs, and other students’ ideas in group * Reading: The filling in blank quiz from the worksheet * Speaking: Sharing/discussing ideas in a group and participating in the main activity * Writing: Filling in the quiz from the worksheet and preparing the main activity | | | | |
| **Language Systems:**   * Phonology: Listening to the text, distinguish the different vocabulary * Lexis: Learning new words: Toxic * Grammar: How to use ‘Wh~ Questions’ * Function/Discourse: The usage of the ‘Wh~ Questions’ in different situations | | | | |
| **Assumptions:**   * Some students are familiar with the topic: Air pollution * Some students already aware the danger of ‘Air pollution’ * Students are intermediate level and fully understand the usage of the Wh~ Questions | | | | |
| **Anticipated Errors and Solutions:**   * Students may not be able to distinguish the exact usage of the Wh~ questions * Making Wh~ questions as a group will increase the familiarity of the Wh~ questions * Students may not be able to complete the bingo card on time * They can use this game some other time * Some students take longer time to finish their discussion/presentation * Giving students signals to do a time-management | | | | |
| **References:**  Air pollution damages intelligence, says study. (n.d). In breaking news English website. Retrieved February 14, 2019 from  <https://breakingnewsenglish.com/1809/180901-air-pollution-4.html> | | | | |
| **Notes:** | | | | |

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| **Presentation** | | | | |
| **Aims:**  **Students will be able to get more information about the damage of air pollution, and how to ask questions about it with Wh~ questions** | | | **Materials:**   * **Audio material** * **Worksheet with visual aids, white board and marker** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 4 min  (1min 20 sec) | Whole class | (Greeting)  (Various answers)  (Answers about the air pollution)  (Various answers related with the main topic)  (Ss answer Grammar/Wh~ Questions)  (Various answers related with the toxic) | | Hello, everyone!  How are you today? Great!  **<Preparation of the task>**  Today, we are going to discuss about the familiar topic  **(Eliciting and CCQ)**  1. What can you imagine with this picture?  (Showing the visual aids: air pollution)  2. From now on we are going to talk about the air pollution. And how it affects to our brain.  **(Distributing the worksheets and playing the audio clip)**  3. What was the main topic of the listening contents?  4. How does it affect to our brain?  5. Who are the group of people impacted the most?  6. Which function of the brain can be damaged?  What are the common things of those questions in language system?  Yes, as you see, I have been using different types of questions to ask more information about the topic. Wh~ questions are very useful to pull out information.  Then shall we talk about the new word ‘Toxic’? What can you imagine? Or how do you use this word? |
| **Notes:** Toxic (Adjective) [biology, chemistry] poisonous  **toxic to sb/sth** : These substances can be toxic to humans.  **toxic chemical/substance/material** : The company has cut toxic chemicals from its printing process.  **very unpleasant or unacceptable** : The atmosphere at work had become positively toxic | | | | |
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| **Practice** | | | | |
| **Aims:**  **Students will practice making Wh~ Questions.**  **Students will practice English discussion** | | | **Materials:**   * **Bingo card** * **Topic card** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 4 min  5 min | Whole class  Groups  (3) | (Ss will work together and they will speak out the transformed sentences to the other students in turn: four sentences will be complete as jigsaw)  (Students move and form new group)  (Each group will discuss the topic and complete the bingo card)  (Each group will composed with five students and work together.)  (Ss answers the instructions)  (During the 5 mins, teacher will check the preparation status with students and actively correct the mistakes) | | **<Controlled practice : Worksheet>**  OK, Let’s work together as a group and do some practice with Wh~ Questions! **Shall we make Wh questions with the first example? No.1 from** **Q1. together?**  Asking each of group works together to complete the wh~ questions for each sentences and present the transformed sentences to the other groups.  *(Writing down sentences on the board and repeat them together :* ***Repetition Drill****)*  **<Less controlled practice : Group work>**  Well done! Let’s move your seats, and grouping five of you and making into three groups please. Each of your three group will discuss the topics and fill in the Bingo card.  **- Each of your group members are going to play a game of bingo by racing to make questions from the given Bingo cards**  **- For example, with ‘What’ & toxic, I can made a sentence like this; *What kind of toxic substance is the most dangerous?***  Now you will have **five minutes for group discussion** and **fill in the bingo card**. Once you complete the bingo card, we are going to play the game. The rule is simple. Who crosses off all the questions wins the game and shouts ‘Bingo.’  **(ICQs)**  1. What are you supposed to do?  2. How many minutes do you have?  Teacher will actively monitor the students’ group work and correct their mistakes on time. Also answering students’ questions. Give time warning and allow more time if students need. |
| **Notes: Rule apply**  \*Singular / plural formation changes can be counted  \*Things like Propositions / Definite article can be ignored within sentences | | | | |
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| **Production** | | | | |
| **Aims:**  **Students will be able to make practicing wh~ questions with peer group in certain categories** | | | **Materials:**   * **White board and marker** * **Bingo card** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 6 min | Groups  Group 1  Group 2  Group 3 | (A representative of each group will provide each wh~ sentences to the class until some group cross off all the questions) | | **<Free practice : Group work>**  Teacher will monitor and note the feedback for each group and lead the students to play a game of bingo in order.  If time is up before the end of the game, the teacher will wrap up the game as it is and count which group cross off the most.  Well done, everyone. You did a great job. |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:**  **Students will be able to discuss & provide relevant feedback in English.** | | | **Materials:**   * **White board and marker** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 1 min | Whole class | (Various ideas from the Ss)  (The feedback and comments from the teachers and students can be communicated freely) | | **<Feedback & Error corrections>**  1. Did you enjoy making wh~ questions? And I think all of you did a great job!  2. There are few things I find you guys make mistakes. (Writing down sentences on the board that Ss misunderstood or made mistakes, and explain them)  3. For your assignment, please fill in the blanks to complete the listening contents.  Well done guys and class dismissed! |
| **Notes:** | | | | |

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| **Grammar Lesson Plan worksheet / Group work** |
| **BINGO CARD FOR GROUP**  **Ex: What (toxic):** What kind of toxic substance is the most dangerous?     |  |  |  | | --- | --- | --- | | **EDUCATION** | **TRAVEL** | **SPORTS** | | **COUNTRIES** | **FOOD** | **AIR POLLUTION** | | **What** | **When** | **Where** | | **Which** | **Who** | **How** | | **How much** | **What kind** | **Why** | |

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| **Grammar Lesson Plan worksheet / Individual work** |
| **Q 1. Write on the blank: how, when, what or where, who and make questions.**  **1. Pamela speaks slowly. …who…………**  ***Who speaks slowly?***  **2. Janet is sitting in front of André. …where…………**    **3. Pat arrived early today. …when…………**    **4. Karen and Simon drive dangerously. …how…………**    **5. Sharon usually laughs at my jokes. …what…………** |
| **Q 2. Choose the correct word from the below.**  **ability aged ages air areas cause cognitive falls**  **impact journal languages lost measures reduction**  **responsible rest several shortcut study years**  Scientists found that air pollution may be  for a big  in intelligence. Research conducted in China showed that air pollution was responsible for big  in test scores for  and arithmetic. The study is called, "The  of exposure to air pollution on  performance". It was published in the "Proceedings of the National Academy of Sciences" . The study took place over four . Researchers analyzed speaking and arithmetic tests taken by 20,000 people of all . They said: "Polluted air may impede cognitive  as people become older."  The  is a warning to the  of the world, especially those in cities. Over 91 per cent of the world population live in  with toxic air and air pollution is the fourth highest  of global deaths. Researchers discovered that the longer people were exposed to polluted , the greater their intelligence went down. They said air pollution caused a year's worth of  education. For those  over 60, this could be  years. A researcher warned: "There is no  to solve this issue. Governments really need to take concrete  to reduce air pollution." |
| **Transcript**  Air pollution may reduce intelligence. Research in China showed that air pollution led to big falls in test scores for languages and arithmetic. The study is called, "The impact of exposure to air pollution on cognitive performance". It took place over four years. Researchers looked at speaking and arithmetic tests taken by 20,000 people of all ages. They said: "Polluted air may impede cognitive ability as people become older."  The study is a warning to people in cities. Over 91 per cent of us live in areas with toxic air, which is the fourth biggest cause of global deaths. The longer people are exposed to polluted air, the greater their intelligence goes down. Air pollution may cause a year's worth of lost education. This could be several years for older people. A researcher warned: "Governments really need to take concrete measures to reduce air pollution." |
| **Answer for Q1.**  1. Pamela speaks slowly. …who…………  \_\_Who speaks slowly?\_  2. Janet is sitting in front of André. …where…………  \_\_Where is Jane sitting?\_  3. Pat arrived early today. …when…………  \_\_When did Pat arrive? \_\_  4. Karen and Simon drive dangerously. …how…………  \_\_How do they drive?\_  5. Sharon usually laughs at my jokes. …what…………  \_\_What does she usually laugh?\_ |