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| Speaking Lesson Plan | | | |
| Title – Job and life | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Sue(Kim Mi Sook) | Intermediate-low | 12 | 50 |
| Materials: PPT, Worksheet(A),(B),(C), instruction sheet, example sheet(1),(2) | | | |
| Aims:  * Students will improve their speaking skills by giving their opinions of jobs. * Students will improve their listening skills by listening to teacher’s instruction and other students’ opinions. * Students will practice deciding expressions by make bucket list. | | | |
| Language Skills: Listening: to listen to others’ experience and opinions.  Speaking: to express about their opinion.  Reading: to read article about ‘bucket lists’  Writing: to write bucket lists. | | | |
| Language Systems: Phonology: [sɪg|nɪfɪkənt], [|klӕrəti]  Lexis: Significant, clarity  Grammar: Present Continuous  Discourse: Discussing what makes people happy at work  Functions: declaring, announcing | | | |
| Assumptions: Students already know:   * Have knowledge of job experience * Have willing to do in the future * Have knowledge of dream job | | | |
| Anticipated Errors and Solutions:  * Class time is too short to thinking deeply. (Give enough examples) * They don’t want to talk their opinion (So, teacher do it at first) | | | |
| References:  * <http://personalexcellence.co/blog/whats-on-your-bucket-list-101-things-to-do-before-you-die/> * <http://blog.joinsmsn.com/media/folderlistlide.asp?uid=mojy&folder=18&list_id=6185609> | | | |
| Notes: | | | |

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| Pre Task or Warmer | | | |
| Title: Lead-in SPEED GAME | | Aims:To be able to know about Job, the topic of the lessonTo be able to explain the question words and to understand what one explains each other | Materials: Rule sheet, Board, Magnetics |
| Time | Set Up | Students | Teacher |
| 7mins | Whole class  Three groups:  Each 4 persons | Greeting  Let’s do speed game | Greeting:  Hello, everyone! How are you doing today?  Explain game rules:  We’ll do very simple game. The title is speed game that you guys know well. A leader will stand here, and the others should sit on this side. The leader explains that words to group member and others answer the questions. Leader mustn't say that words. You can pass only once. I’ll give you 1 minute. Did you understand the game rules? Please, choose leader who will do the explaining. Ok, let’s start.  Eliciting/Prediction:  It might sound easy but get speed up it can be easy to make a mistake. |
| Notes: | | | |

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| Task Preparation or Presentation | | | |
| Title: Pre-activity | | Aims:To improve speaking skills by giving their opinions of jobs | Materials: Chalk, Board |
| Time | Set Up | Students | Teacher |
| 14mins | Whole class  Pairs | Talk with the teacher.  Discuss with partner. | Procedure  Brain storming with whole class  Write the word ‘dream job’  Instructions  Ask them questions   * “How to find your dream job?” * “What type of job do you dream about?” * “What makes people happy at work?”   CCQs plus expected As   * Deciding what I really want to do. * Considering a short-term work experience of an internship. * Going back to school to get the appropriate training |
| Notes: | | | |

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| Task Realization or Practice | | | |
| Title: Main activity-Gap fill | | Aims:To improve their listening skills by listening to teacher’s instruction and other students’ opinions. | Materials: Worksheet, PPT |
| Time | Set Up | Students | Teacher |
| 22mins | Whole class  pairs- with partner | Guessing their job and write down job titles by talking with their partner  Discuss the answers with partner | Procedure:  Hand out worksheet A.  Instruction:   1. Guess their job. 2. Write down job titles with partner.   Demonstration:  To show ppt, and guess their job  CCQs:   * Are they have a job? * Same row, has a same job? * Who’s your partner?   Transition:  Have Ss rotate and speak their answers.  Check the correct answers. |
| Notes: | | | |

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| Post Task or Production | | | |
| Title: Post activities\_Make bucket list | | Aims:To practice deciding expressions by make bucket list. | Materials: Paper, examples. |
| Time | Set Up | Students | Teacher |
| 7mins | individual  pairs | Ss write down bucket list  Share answer with classmates. | Procedure  Hand out worksheet B  Instructions:   1. Write down 1 to 10. 2. Make Ss write about their hopes. 3. Talk with partners.   Demonstration:  Prepare my bucket list  CCQs plus expected As   1. What is bucket list? 2. What kind of things can you write?   (tour, buy something, family, famous…)   1. Who’s your partner?   Transition:  Share answer with classmates. |
| Notes: | | | |

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| Sos-Activity-Draw brain map | | | |
| Title: | | Aims:To ….. | Materials: Worksheet |
| Time | Set Up | Students | Teacher |
| 5mins | pairs | ??? | Procedure  Hand out worksheet to Ss  Instructions:   1. Explain how to draw brain map 2. Give 2 mins, let Ss draw themselves. 3. Make a pairs, let Ss speak each other in 5 mins.   Demonstration:  Show Ss Teacher’s brain map    Family, money, health, exercise, lose weight, friends, home, food, etc  CCQs plus expected As   1. What do you have to do?  * Draw brain map  1. Who are you going to discuss with?  * With my Partner  1. How much time do you have?  * 5minutes   Transition:  Share their ideas and opinions with classmates.   1. Let Student come out 2. Showing Ss brain map 3. Give a chance to speak to whole class |
| Notes: | | | |

# Worksheets, handouts and lesson materials

Worksheet A

<Job Titles>



Worksheet B

Create Your Bucket List: Before you die, what do you want to accomplish in your lifetime?

If you don’t have a bucket list, I highly recommend you to create one. How much does it cost? Zero. How long does it take? Probably 30 minutes to an hour, or more if you get really caught up in the writing. What do you stand to gain? Significant clarity and focus on what you want from your life. It’s an invaluable exchange.

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9.

10.

Worksheet C

<Brain map>

