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| **Change of Focus Lesson Plan** | | | | |
| **TITLE** | What do you want to be~? | | | |
| **INSTRUCTOR** | **LEVEL** | **STUDENTS** | **AGE GROUP** | **LENGTH** |
| HyoMi(Celina) | Intermediate | 8 | 8~10ages | 30 min |

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| **MATERIALS** |
| * White board and board markers and scotch tape * 10 flash cards(occupations) * A4 papers and crayon * Writing worksheet (Fill in the blanks - 8 copies) |

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| **ObJECTIVES** |
| * Ss will know various occupations and what they do. * Ss will practice and improve speaking skill by asking dreams and responding. * Ss will extend new vocabularies about job while doing fun learning activities. * Ss will improve communication skill exchanging opinions with partners. |

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| **LANGUAGE SKILLS** | |
| Speaking Listening Reading  Writing | Verbally asking and answering questions in pairs, in whole class.  Listening to Teacher’s instruction and Ss’ opinion.  Reading all sentences on the worksheet.  Writing down verbs on worksheet and doing an extra activity. |

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| **LANGUAGE SYSTEMS** | |
| Lexis Phonology  Grammar Function  Discourse | Words and spelling of the words  New vocabularies (intonation, pronunciation) during speaking exercises.  Practicing Present tense by answering questions what they want to be.  Questioning, requesting, giving, answering related to the job.  Expressing and sharing different opinions |

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| **ASSUMPTIONS** |
| 1. Ss might have favorite job which they want to be. 2. Ss as intermediate learners have previous experiences speaking in English in pairs or groups. 3. Ss like fun learning activities and have high level of participation. 4. Ss already know the teacher’s style of teaching and the pace of the course. |

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| **ANTICIPATED ERRORS AND SOLUTIONS** |
| 1. Ss may not be accustomed to certain name of job.  * Start by showing flash cards or pictures so let them think who they are by themselves.  1. Ss may have difficulties thinking out some vocabularies about job.  * Give some tips to guess or write verb expressions on left side of the white board so let Ss match pictures and verb.  1. Ss might be shy to charades in front of Ss.(During Mime game)  * Ts encourage Ss to be more confident and acts together.  1. Ss finish their activities earlier than expected  * Let Ss draw and write essay or storytelling about what they want to be.(SOS plan) |

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| **REFERENCES**   * SDA books(Pronunciation guide - chart and pictures) |

Planning a Lesson for Young Learners

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| **Core Activities** | | |
| Time | Set Up | Review  (Materials: previous work sheet ) |
| 2min | Whole class | Ss will review various expressions (asking occupation)  -What is his job, what is your mother’s occupation, what does your sister do? |

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| Time | Set Up | Introduction of New target  (Materials: 10 flash cards, white board, board maker, scotch tape) |
| 5min | Whole  class | Ss will see flash cards(working people)  Ss will be guessing who they are and what their work is.  Ss will check name of jobs and verb expressions (teach, examine, look after…)  Ss will practice sentences asking and answering their dream.  Ss will sing a song( what do you want to be~?, I want to be a doctor x 2  doctor x 3 ) |

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| **Change of Focus** | | |
| Time | Set Up | Oral Activity  (Materials: 10 flash cards ) |
| 5min | Whole  class | Ts will check Ss know vocabularies through fun learning activity.  Ex) showing flash cards quickly, letting them say that name of job.  Ts will give questions related to the job and Ss will answer that.  Ex) I am working wearing uniform and putting off fire, who am I?  I am a English teacher, what is my work?  Ss will read sentences one by one (in turns).  Ex) Bob is a photographer. He takes photos.  Mary is a nurse. She takes care of patients. |

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| **Core Activities** | | |
| Time | Set Up | Practice of new target  (Materials:A4 paper, ) |
| 5min | In pairs | Ss will practice question “what do you want to be~?”  Answer “ I want to be a ~”  Ss will share their different dream each other.  Ss will practice introducing partner’s dream and make a short presentation. |

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| **Change of Focus** | | |
| Time | Set Up | Review  (Materials: flash cards including picture and sentence ) |
| 5min | Whole  class | One student will choose one flash card and mime the picture and sentence in front of class mates.  Other students will guess what it is and what is written on back side of flash cards. Ss take turns to do activity.  Ss who guess correctly on first chance, get 1 point.  Second chance, get 2 points  Ss who get high scores will be winner.  By doing this fun activity, Ss will be more familiar with key job words and verb expressions regarding job. |

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| **Core Activities** | | |
| Time | Set Up | Linking of new target with old targets  (Materials: 10 flash cards, previous work sheet ) |
| 3min | Whole class | Ss will be combining old targets and new targets.  (including all useful expressions about job and dream  we have been studying so far)  Ss will practice speaking of other’s job and dream.  (what is your dream job, what do you want to be, My dream is~) |

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| Time | Set Up | Consolidation of new target through writing  (Materials:A4 paper, crayon, work sheet ) |
| 5min | Individual | Ss will fill in the blanks on the work sheet.  Ex) \_\_\_ examines patients.  Jordan is mechanic. He \_\_\_\_ cars.  Ss will draw what they want to be.  Ss will write down essay or storytelling about their future dream.  (below the picture) |