

Topic: Jobless Young People				
Instructor: Jay Chung	Level: Advanced	Age: 20s, 30s	Number of Students: 8	Length: 50mins
Materials: <ul style="list-style-type: none"> - Worksheet of comprehensive questions (4copies) - Listening recording from Breaking New English (about 2 mins) - Worksheet for group discussion (8 copies) - White board, board markers & computer, speaker 				
Aims: <ul style="list-style-type: none"> - SWBAT explain the current status of jobless young people in the world - SWBAT discuss the topic with their own opinion - SWBAT write essays about the topic 				
Language Skills: <ul style="list-style-type: none"> - Listening: Recording from Breaking New English - Speaking: Conversation in pairs for comprehensive questions, group discussion - Reading: Worksheets for questions - Writing: Essays 				
Language Systems: <ul style="list-style-type: none"> - Function: Use vocabulary in a given situation - Discourse: Share personal opinion in pairs and groups to practice conversation - Lexis: Vocabulary used in recording 				
Assumptions: Students already know: <ul style="list-style-type: none"> - How the class is set up and run (There will be 4 student pairs at each table.) - The teacher's style of teaching in the pace of the course - All students have occupation or are college graduates.(Age 23 and up) 				
Anticipated Errors and Solutions: *Students may not know vocabulary words in the story. - T Galvanizes Ss to guess from context. *Students might not be interested in economy and world's situation. - T Reminds Ss that Ss cannot be free from this topic when presentation by guiding questions. *Students may not be eager to participate in group discussion. - T Participates pairs and groups and elicit answers to facilitate conversation.				
References: Jobless young people a big problem (n.d.) Retrieved 21 November 2015, http://www.breakingnewsenglish.com/1510/151011-youth-unemployment.html				
Notes:				

Presentation:			
Aims: SWBAT get hint of today's topic.		Materials: Whit board and marker Computer with speaker, Worksheet for comprehension questions	
Time	Set Up	Student	Teacher
5mins	Whole class	Sharing their stories	<Greeting> Hello, guys! How's it going with your homework? Is there a something fun you want to share with us?

7mins	Whole class	Listen to T's instruction	<p><Eliciting and Prediction></p> <p>I understand that you guys all have jobs right now, oh, some of you are grad school students, right.</p> <p>So how was it when you were getting the jobs?</p> <p>We're gonna listen to a short story about the updated version of the job market status.</p> <p><Guiding Questions></p> <ol style="list-style-type: none"> 1. What is the main idea? 2. According to recording, what is the major factor of youth unemployment? 3. According to recording, how does youth unemployment affect people?
3mins	Whole class	Listen to the recording	<p><Introduction></p> <p>Now we will listen to the recording. I now give each pair a work sheet.</p> <p>(Questions for comprehension are as same as guiding questions.)</p> <p>You can take notes while listening.</p> <p>After listening, you will ask/answer the questions on your worksheet with your partner.</p>
Notes:			
Practice:			
Aims: SWBAT answer for comprehension questions and discuss that with partners.		Materials: Worksheet for comprehension questions	
Time	Set Up	Student	Teacher
5mins	Pair work	Working with partner	<p>Now work with your partner to ask/answer questions one by one in turn. I will give you 5 minutes.</p> <p><ICQs></p> <ul style="list-style-type: none"> - Are you working alone? - How much time do you have?
10mins	Whole class	Give out answer in front of the class	<p><Instructions></p> <p>Each pair, please read out your answers to class. Let's start from Pair1 to Pair 4.</p> <p>(Ss read their answers and T summarizes and writes them on the board.)</p> <p>(T takes notes and comments on interesting answers.)</p>
5mins	Whole	Answering questions	<CCQ>

	class		<ul style="list-style-type: none"> - Did ILO say that youth unemployment is coming down in Asia? - Are women in the North Africa having lower rate of unemployment than those in the Middle East?
Notes:			
Production:			
Aims: SWBAT discuss within a group.		Materials: Worksheet for discussion	
Time	Set Up	Student	Teacher
10mins	Whole class	Discussing on discussion topics	<p><Introduction></p> <p>Now I give each one of you a worksheet for group discussion. You make two groups of four.</p> <p>Discuss within your group for 10 minutes.</p> <p>One representative from each group will present ideas of your group.</p> <p><CCQ></p> <ul style="list-style-type: none"> - Who do you discuss with? - How long do you have to discuss? <p>(T monitors each group and participates within their conversations.)</p>
Notes:			
Post Production:			
Aims: SWBAT write essays on discussion topics.		Materials: Worksheet for discussion topics	
Time	Set Up	Student	Teacher
5mins	Whole class	Writing essays	<p><Conclude lesson></p> <p>As homework, write your essay on today's topic. It can be comprised of one paragraph or more than that.</p> <p>You write about how you think about youth unemployment or about how to settle the problem.</p> <p>(Discussion Topic asf:</p> <ol style="list-style-type: none"> 1. Do you agree that the global financial collapse of 2008 is the major factor of current

			<p>joblessness of young people?</p> <p>2. What would you suggest to tackle the problem of jobless young people?</p> <p><CCQ></p> <p>For homework, how many paragraphs do you need to write?</p> <p><Closing></p> <p>Have you guys enjoyed discussion today?</p> <p>How were you feeling during discussion?</p> <p>Was it useful to develop your opinion on today's topic?</p> <p>(Dismiss the class if there's no question.)</p> <p>Good job, guys. See you tomorrow, Have a nice day.</p>
Notes:			