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| **Topic:** Does Santa Need a Raise? | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Gigi Kim | Intermediate | Adult | 6 | 50mins |
| **Materials:**   * Santa hat, elf hat and reindeer headset for eliciting and students to use for role play * 6 copies of Worksheets, 3 copies each of Appendix 1 and Appendix 2 * Board, markers and poster paper * Youtube video and projector for viewing | | | | |
| **Aims:**   * Students will identify work related vocabulary from doing worksheets * Students will work in groups to brainstorm, talk about and list ideas on whether Santa needs a raise * Students will create posters of their ideas to prepare for their presentation * Students will give presentations and explain whether Santa needs a raise, using the new vocabulary in their explanation. | | | | |
| **Language Skills:**   * Speaking: sharing and explaining ideas, discussing in groups and presenting arguments * Listening: listening to the script and listening to other students’ ideas and presentations * Writing: completing worksheets, listing ideas on posters * Reading: read the listening script and worksheet details | | | | |
| **Language Systems:**   * Lexis: learn job related vocabulary from the script. Ex) salary, job description, pay raise * Function: use the vocabulary learned when explaining Santa’s job description, and discuss how he may/may not need a raise * Discourse: discuss within the team, present ideas to the class, debate (if possible) with the opposite team | | | | |
| **Assumptions:**   * Students know who Santa is and what he does * Students are adults who need to learn job related vocabulary for their professions * Students are able to brainstorm and present their ideas | | | | |
| **Anticipated Errors and Solutions**   * Students may not be able to debate due to lack of experience/knowledge in debating: have them only present * Task Realization stage may finish earlier than expected: start the post-task activity earlier and show the Youtube video as a filler activity | | | | |
| **References:**   * Researchers work out Santa Claus’ salary (13 Dec 2014) In *Breaking News English.* Retrieved 25 Nov 2015, from <http://www.breakingnewsenglish.com/1412/141213-santa-salary-5.html#ixzz3sfetrVAa> * Scientific Proof that Santa Exists (7 Dec 2013) In *Buzzfeed.* Retrieved 25 Nov 2015, from <http://youtu.be/fIQY_EhAotc> | | | | |
| **Notes:** | | | | |

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| **Pre-Task:** | | | |
| **Aims:**  Students are introduced to the topic, and identify new vocabulary from listening and doing worksheets | | | **Materials:**  Realia, worksheet, listening script |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 3mins  1min  6mins | Whole class  Whole class  Pairwork | Casual discussion  Listen and discuss  Listen and think  Listen and complete worksheets with partner | **<Greeting>**  Greet students and ask about their plans for the year-end holidays  **<Eliciting>**  *Speaking of Christmas, our topic today is related to Santa, but not about who he is- we all know that. As adults we’re going to talk about what his job is and how much he earns. We’re going to learn words that you can use at job interviews or at work, with your boss.*  **<Guiding questions>**  *How much did Santa earn last year?*  *Did he always earn the same amount?*  *What kind of jobs does Santa do?*  **<Listening>**  *You are going to listen to the script and you can fill in the blanks with your partner.*  Turn on the listening audio, monitor students’ worksheet completion and replay the script if necessary. |
| **Notes:** | | | |
| <Before the lesson>   * Vocabulary: salary, job description, pay raise, hourly rate * Target sentence: Santa’s salary last year was $139,924. Should he get a pay raise this year? * Error corrections: The elf got pay raised (x)   The elf got a pay raise (o)  Santa’s job role is to give presents (x)  Santa’s job description is to give presents (o) | | | |

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| **Task Preparation:** | | | |
| **Aims:**  Students identify new vocabulary and their meaning.  Students work in groups to discuss ideas and create posters | | | **Materials:**  Board, markers, posters, writing utensils |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 1min  5mins  2mins  10mins | Whole class  Whole class  Whole class  Group work | Answer and discuss CCQs  Pronounce vocabulary and discuss its meaning and function  Answer and discuss CCQs  Listen to instructions  Answer ICQs  Divide into groups and work on posters | **<CCQ>**  *What was Santa’s salary in 2014? Was this lower/higher than his salary in 2013?*  *What are some of Santa’s jobs?*  *Who does Santa work with?*  **<Study Vocab>**  Review key vocab: salary, pay raise, job description, hourly rate  Read the target sentence and briefly explain the meaning of the words.  **<CCQ>**  *Is your salary what you earn in one month?*  *Is the “raise” in “pay raise” a verb?*  *What would a job description be for a doctor?*  **<Instructions: Posters>**  *We’re going to divide to two groups; group Santa and group Insurance company. The Santa group will discuss why Santa needs a raise and the Insurance group will discuss why Santa does not need a raise. Each group will write down the ideas on posters.*  *You can use the examples in the Appendix. Your poster should be simple like the sample on the board.*  **<ICQ>**  *What is Santa group going to write? What is Insurance group going to write?*  *What can you use for reference?*  **<Group work>**  Monitor both groups’ activities and advise if they are not properly following instructions |
| **Notes:** | | | |
| <During group work>  Turn on music in the background: “I saw Mommy Kissing Santa Claus” by Goose House | | | |

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| **Task Realization:** | | | |
| **Aims:**  Students will present their posters and explain whether Santa needs a raise, using the new vocabulary in their explanation. | | | **Materials:**  Posters, Realia |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 1min  15mins | Group work  Whole class  Group work | Listen to instructions and make last-minute preparations to present  Answer ICQs  Each group presents posters | **<Instructions: Presentations>**  *Now each group will come up to explain whether Santa deserves a raise this year. In your explanation, use the words we learned today.*  **<ICQ>**  *Which words are you going to use? (point to the board)*  **<Presentation>**  Check if the students are properly using the vocab and make note of any errors made.  Check students’ speaking/pronunciation.  Comment on students’ ideas and ask to elaborate on what they wrote on their posters.  **<Filler activity>**  Have each team argue/debate the other team’s ideas |
| **Notes:** | | | |
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| **Post Task:** | | | |
| **Aims:**  Students are corrected of errors, if any.  Students review their understanding of words with CCQs.  Students watch a related video on Santa if there is any time left. | | | **Materials:**  Board, posters, Youtube video and projector |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 3mins  2mins  2mins  1min | Whole class  Whole class  Whole class  Whole class | Review errors  Answer CCQs  Watch video  Listen, depart class or ask questions if any | **<Error correction>**  Review what students said in their presentations and correct errors by writing them on the board  **<CCQ>**  *Great work. Let’s go over the words again.*  *In what kind of document would yoSu write your job description?*  *Who would you negotiate your pay raise with?*  *What is Korea’s minimum hourly rate?*  *“salary” is your total paid amount for your work during how long?*  **<Filler activity>**  I have a fun video we can watch on Santa.  **<Guiding questions>**  *Does Santa really exist? Is there proof?*  *How does Santa do all the work in one night?*  **<Show Video>**  Scientific Proof that Santa Exists, posted 7 Dec 2013 by *Buzzfeed*  **<Closing>**  *We talked about Santa a lot, but most of all we learned new words that we can use at actual job interviews, or when we are talking about our jobs in general. They are the same words that Santa would use, so please keep them in mind.* |
| **Notes:** | | | |