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| **Name & Class** | **Date & Place** | **Lesson Type** | **Plan** | **Topic** | **Length** | **Level** |
| Lisa & ShineTESOL 141WD | 12/OCT/2016ROOM 601 | Speaking | TBL | What do you consider when you choose a job | 40min | Advanced |
| **Class profile****Number of students:** 10 **Age**: Adult **Nationality:** Korean**Motivations**: 1. Demonstrating knowledge and understanding, 2. Preparing for professional practice, 3. Social relationships, 4. External expectations, 5. Social welfare, 6. Personal advancement, 7. Escape/stimulation, 8. Cognitive interest **Individual or class hobbies and interests:** Interest in a job offer**Special considerations:** A general English class. Most students are interested in a job offer.  |
| **Main Lesson aim** (~~language focus~~ / skills) 1. Students learn / practice speaking skills.

**Subsidiary aims** (language focus / skills)1. Students practice to improve fluency on the related topic.
2. Students practice to improve their ability to express their ideas.
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| Description of language skills specifically used/practiced:* Speaking: to speak their opinions and share that
* Listening: to listen a text
 | Description of language systems specifically used/practiced:* Discourse: share opinions
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| Anticipated difficulties with lesson activities and classroom management: Some students may not be active in the discussion.Students take shorter to complete their task than expected. |
| **How I can deal with these difficulties:**Teacher will give students more time to think.We will prepare extra questions. |
| **Assumptions:** Students will participate positively in discussion.Students will share their ideas productively. |
| **Material(s) needed:** PPT; computer; project-beam; board; audio-file |
|  Checklist. Tick those included in this lesson plan ( or N/A) |
| model sentences for target language | N/A | concept questions for target language  | V | analysis sheet for target language | N/A |
| stages clearly titled and separated | V | purpose of each stage indicated | V | anticipated timing included | V |
| interaction pattern marked | V | a board plan (if relevant) | V | examples of all tasks used | N/A |
| answer sheet to all exercises | N/A | tape script  | N/A | all materials labelled and numbered | V |
| **Personal aim :** What I most hope to demonstrate in this lesson is the ability to  |

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| **Stage 1:\_Pre-task****The purpose of this stage is to focus students’ attention and involve them in an interesting task (e.g. brainstorming to the board; help complete a chart etc.) that encourages the class to share their ideas freely, thus increasing STT and participation. Visuals may be used to introduce this task; be specific and focus on what is needed for students to complete the task. Provide the class with the basic inspiration and language they need before going to the next stage (e.g. topic, context, useful grammar/lexis, and an example/demonstration).** | **Inter****action** | **Time** | **Instructor’s comments** |
| **<greeting>**Hi, everyone. Did you have a nice weekend?**Show PPT 1:** picture of interviewingWhat can you see in this picture? What’s the situation?How did you feel when you take a job interview?If someone answer the questions ask the reason why did he/she feel?**<instructions>****Show PPT 2:** questions1. Have you ever taken a job interview? (yes)
2. How was your job interview? Was it easy to answer the questions, or not?
3. What kind of job did you work before?

Talk with your partner for about 2 minutes.**<Feedback>**Nominate students and listen their answer. | TT-STS-ST-S | 30sec1min30sec2min1min |  |

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| **Stage 2: Task Preparation****The purpose of this stage is for students to work communicatively in pairs or groups to prepare a communicative task (e.g. roleplay, discussion, debate etc.) which they will deliver to the class/teacher. Student’s may research the task, use dictionaries and ask the teacher for guidance. Instructions, groupings handouts/worksheets and resources, should be given at the start of this stage. Students should know exactly what is expected of them, and have enough time to prepare and practice well. Any or all of the skills may be integrated.** | **Inter****action** | **Time** | **Instructor’s comments** |
| **<Instructions>** (Write on the board ‘dream job’.)Now, we’re going to talk about your ideal or dream job.If you don’t need to work for the money, what kind of work do you want to do? And Why?I’ll give you time you can think about.Talk with your partner and draw your partner’s dream job on your paper.After talking, you have to present briefly about your partner’s in front of students.CCQ Will you draw your dream job? No Do you speak why you want to work it? Yes.Pair-work.**<Feedback>**This time, we are going to talk about your partner’s dream job by showing a picture.Let’s start from Nate. Nate will you come here?**<instructions2>**Have you ever get job offers from several companies?What is the important thing when you decide your company? (money, company value, welfare)Now, we are going to listen to a dialogue of a person after taking job interview.Listen carefully and find out the difference between 2 companies.**Play a MP3 file.**Did you find the answer? Talk about it with your partner for about a minute.**<Feedback>**Nominate students.**Show PPT 3:** diagram of a topic**<instructions3>**What is more important, money or free-time?If you were same situation like Ted, what is your choice? ‘Wastrix’ or ‘Econotron’?Talk with your partner.**<Feedback>**Do you have same ideas or different idea? Did you change your mind after talking?Now, we are going to tell about your choices and reasons one by one. If I were Ted, I will choose ‘Wastrix’. It is because the company suggest me more salary.Every student will have chance to answer. | TSS-ST-STS-ST-STS-STT-S | 30sec1min1min3min3min1min1min30sec1min30sec3min |  |

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| **Stage 3: Task Realisation****The purpose of this stage is for the students to perform/deliver the task they prepared in the previous stage, focusing on their speaking skills such as fluency and pronunciation. Briefly set the students up so they may begin. The teacher should monitor from a distance, i.e. not interrupting this student-centred stage.** | **Inter****action** | **Time** | **Instructor’s comments** |
| **<instructions>**When you find a job, what is the most important thing?For example, I usually wake up late, so I want to go to work late-time or work flexitime.How about you? Kelly, tell me about your ideaTeacher will draw brainstorming words on the board.Think about it individually and make your list of 5 things. I’ll give a minute.Students work individually. Monitor.Share your list with your partner.**<instructions2>**This time, we are going to do group activity using your list. Was it similar or different?Now, I’ll make three groups. These are group 1(3people), group 2(3), and group 3(4).This time, you have to discuss each other.If you have list of different things, you can persuade other members.And you have to compromise 5 important things In your group for about 5 minutes.After discussing, each group will present in front of students.Share your ideas and make your group opinion and reason about finding a job.**ICQs:** can you change your mind after discussing with your group? YesHow many things will you make in a list? 5Students share their ideas.Hurry up, you have only a minute.**<instructions3>**What are 3 important things in your group? And reasons.Now, each group will present it.Group 1, go to the front and explain your group list. Next, group 2 – and group 3 continuously.Students present.**<Feedback>**Well done, Do you agree with other group’s ideas? Was it similar or different? | TT-SSS-STS-STS-ST-S | 30sec1min1min1min1min5min30sec5min1min |  |

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| **Stage 4 : Post Task****The purpose of this stage is to provide meaningful feedback, error correction and suggestions for further study or homework. Another brief communicative task could be done which is designed to summarise the lesson e.g. write a report; groups vote for a winner; correct their scripts for grammar and practice saying it.** | **Inter****action** | **Time** | **Instructor’s comments** |
| **<Feedback>**Good job. Did you enjoy today’s activities?We talked about our dream jobs and important things when you choose a job.We made list of group opinions. Was it easy to combine or not?Which is the most interesting topic that we talk today?Listen to student’s feedback about the activity. | T-S | 3.5min |  |

**Instructor’s Final Comments**

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| Overall strengths of this lesson (planning and teaching) | Areas to work on |
| **Overall comment**For this stage of the course, your lesson today was* Above standard
* To standard
* Below Standard
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| **Instructor: …………………………………….… Date: …………/……………/..……….**  |

A:So,how’s your job search going?

B:Great. You won’t believe this- I got a job offer from Wastrix! Oh,and one from Econotron,too.

A:Wastrix or Econotron? Wow, well that should be an easy decision.

B:Yeah .I’m taking the Wastrix offer.

A:You’re kidding, right?

B:No, I’d be crazy to say no to Wastrix. They’re a top company. I might never get an offer like this again.

A:Wastrix has such a bad reputation. You know, the long hours.. the stress..

B:Think about the money, though. The salary they’re offering me is 30%higher than Econotron! It’ll be worth a little extra stress.

 A:I don’t know. You might burn out. In a few years, you’ll hate your life.

B:I have to at least give it a shot. It’s Wastrix! They’re the biggest company in my field.

A:You’re not even going to think about the Ecnotron offer?

B:Why should I?

A:Well, I’ll tell you why. A lot less overtime, a less competitive atmosphere. I’ve heard it’s a very creative place to work.

B:Oh, a creative place to work? Come on, that’s just naïve.

A:Well, think about the environment, then. Wastrix makes all those toxic chemicals, and they have all those lawsuits about polluting the envirionment. Econotron is you know, a much more environmentally friendly company.

B:Now you’re really being naïve. I don’t believe all of that stuff about Econotron. I think they’re just saying they’re environmentally friendly . Look, I just have to take the job that’s going to help me get ahead.

A:I don’t know. It just might be a mistake.

B:Hey talk to me in a couple of years when I’m giving you a ride in my Mercedes.