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| ☐ Listening ☐ Speaking ☐ Reading ☑ Grammar ☐ Writing |
| **Topic: Employment** |

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| Instructor:  Hailey Yeon | Level:  Intermediate | Students:  4 | Length:  40 |

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| Materials:   * White board * Board Markers * 4 copies of Worksheet * 4 copies of Dialogue |

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| Aims:   * Students will be able to use verbal nouns in their daily life especially when they talk about employment. * Students will practice using verbal nouns by practicing it with various examples and exercises * Students will practice all 4 language skills in this lesson. |

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| Language Skills:   * Reading: reading dialogue and worksheets * Listening: listening to instruction, explanation, classmates’ ideas * Speaking: as a whole class and as a pair, to share ideas and practice activities and drilling * Writing: worksheet answers |

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| Language Systems:   * Phonology: drilling * Grammar: use of verbal nouns * Function: describing their own experience |

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| Assumptions:   * Students have already learned present progressive in the past and knows about present participle * Students are all adults and will have/ have had experience of getting a job |

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| Anticipated Errors and Solutions:   * Students may have difficulty listening to the dialogue and remember the phrases with “~ing”   🡪 Teacher provides hints to help them remember   * Students may have a hard time drilling   🡪 Teacher chunk the sentence and repeat the grammar learning part   * Students may need more time with their worksheets or discussions in pairs   🡪 Teacher may give more time and can encourage them to catch up while we share the answers and ideas   * Students might follow the directions well that the class ends earlier than expected   🡪 Teacher should run SOS activity |
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| References:   * TESOL binder * Exercise book on the Times Tesol shelves |

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| **Lead-In** | | | |
| Materials:   * White board * Board marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole Class | Answer to teacher’s questions  Share their experience | *“Good morning everyone, I hope you all had wonderful week”*  **Eliciting**  *“How old are you, are all of you in your late 20s and 30s?”*  *“What are the things people within these age groups are most concerned about? Idol singers? Fancy clothes?”*  (have students brainstorm a little)  *“Or maybe life, career, marriage?”*  (write the words on the board, guide them to think about more of career)  “I have hardest times when I was trying to get my first job as a fresh graduate from a university. Does anyone have any experience about their employment that was unforgettable?”  CCQ  *“What kind of experience we are sharing to each other?”* |

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| **Pre-Activity** | | | |
| Materials:   * White board * Board markers * Dialogue (written paper) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  3min  14min | Whole Class  Whole Class  Whole Class | Answer, brainstorm vocabulary together  Read out loud the words on the board with the correct form  Read out loud the words on the board with present progressive forms  Listen to a dialogue read by the teacher and write down the words or phrases  Tell teacher one word each  Recall full sentences  Discuss what the “~ing” form indicates in the sentences  Repeats after teacher  Answers teachers question | *“What are the possible words you may think of when you think about ‘Employment’? “*  (write the words students say on the white board)  *“What are these words’ present participles, verb forms? Can you tell me?”*  *“Then, if you want to use these verbs in present progressive forms as we learned last week, how can you change them?*  **Instruction**  *“We will now read a short dialogue. While you read, please highlight any words or phrases you find that have “~ing” in it. I will give you 2 mins”*  *“Can each of you tell me one word or phrase for me?”*  (teacher writes down what students tell them)  **Instruction**  *“Great! We have 4 words and phrases here. Let’s recall the full sentences together.”*  Meaning  *“Which ones usage looks different from which? Which ones are present progressive ‘~ing’ forms?”*  *“What does it mean? Is this word used as a verb? she/he does this now?”*  (have the class discuss about the meanings of the words and what the speaker in the dialogue actually meant by them)  (students naturally differentiate verb-noun and present progressive forms)  Drilling - Repetition  *“Let’s read them out together and see the differences of the ‘~ing’ usage. I will read first, all class will repeat after me, okay?”*  (read the sentences out loud and ask students to repeat after)  Form  *“Then what are these words? A verb? A noun?”*  *“So the speaker wanted to have the word “xxxx~ing” as a noun to describe it.*  “W*hat we have just learned is a gerund used as a subject. Because this is used as a noun, ~~is should follow after.”* |

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| **Main Activity** | | | |
| Materials:   * Worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  5min | Individually  Pair | do the exercise on the worksheet  Share answers to class  Do exercise – forming a sentence with a given vocabulary – gerunds as subjective | **<Controlled Practice>**  **Instruction**  *“I’m going to hand out a worksheet to all of you and we’ll have 3 minutes to work on it individually.”*  (Pass out the worksheets)  **CCQ**  *How much time do you have?*  *“Do you need more time?”*  (When students are done, )  *“Each of you will take turn to share your answer to the class, and at the same time you can also check your answers, alright?*  *Let’s start with ~~~”*  (If there is any error, correct them on the spot by asking other students)  **<Less-Controlled Practice>**  **Instruction**  *“I’m going to hand out another worksheet with vocabularies about employment on them. You should pick 1 word to use it as verb-noun and make a sentence. We’ll have 3 minutes to work on it, this time with a partner next to you. Let’s try and form sentences related to your own experiences”*  (Pass out the worksheets)  **CCQ**  *How much time do you have?*  *“Now let’s have our first group share their experiences using the words!”* |

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| **Post Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Whole Class | Make new sentences with brainstormed words  Wrap-up, Feedback | **Free Practice**  *“Now that we know a verb can be used as a noun, let’s try and make sentences with our brainstormed vocabularies here.”*  (go through the listed words we brainstormed in the beginning of the class)  Wrap Up  Did you have fun today?  I hope you enjoyed today’s lesson, and also learned a new grammar.  There’s no homework for today, but I think practicing is a good way to review. ☺ |

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| **SOS Activity** | | | |
| Materials:   * White board * Board marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5-10 min | Whole class | Share work experiences | *“Could you share your recent experience related to Employment? You can refer to the Worksheet 2 for ideas”*  *“Let me share mine first, ~~~”*  *“What about you? Did you have anything fun, exciting or maybe stressful and upset?”* |

**Worksheet 1**

1. **Write the underlined words correctly**
2. Grow Plants is very fun

🡪

1. Smoking are bad for your health

🡪

1. Drink tea makes you feel good

🡪

1. **Rewrite the sentences using gerunds.**
2. Wash / your hands / is very important
3. Help / people / makes me happy
4. Watch / a movie / is fun

**Worksheet 2**

Get to know new people

Have an Interview

Have your own desk in the office

Find resources like stationary or meeting rooms

Be responsible

Evaluate

Teach

Take care

Clean

Study

**Dialogue**

John: So, your interview was yesterday, right? How did it go?

Sally: It went horribly. Having an interview is just not my thing.

John: I’m sorry to hear that. What happened?

Sally: I was doing great until they asked me what my hobby is.

John: Your hobby? It’s such an easy question!

Sally: I know, right? But I wanted to make it sound like my hobby will help the job, but I couldn’t come up with anything and I noticed the awkwardness in the room and…

John: I know what you’re talking about. It’s okay, you freaked out for a second, that’s all. We’ll try another one. Trying isn’t so bad. Were you answering all the questions though? Maybe we can practice for the next interview.

Sally: Thank you so much John. I can’t wait to have a new job. Getting to know new people is what I love the most! Even though being evaluated and taking heavy responsibilities aren’t my favorites.