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| **Topic: Pay Cut** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Sean Kim | Upper- Intermediate | Adult | 5 | 50 minutes |
| **Materials:**  Computer, monitor, speaker (Availability of the internet should be checked beforehand)  White board & markers with a variety of at least 3 colors  List of useful vocabulary related with the listening text (5 copies)  Listening text (5 copies)  Listening worksheets (5 copies)   * Phrase matching * Listen & Fill in the blanks * Discussion questions | | | | |
| **Aims:**  SWBAT notice and understand the difference between the English and American accent through listening to both accents from the listening material, Breaking News English.  SWBAT discuss and make a short presentation of the discussion topic they make in groups.  SWBAT acquire and use 10 important phrases which are in the script material through practicing the vocabulary in groups. | | | | |
| **Language Skills:**  Reading: Reading the script and vocabulary meanings.  Listening: Listening to the audio which will be turned on in both the English and American accent.  Speaking: Discussing, sharing and presenting S’s thoughts during class.  Writing: Writing on the given worksheet while listening to the audio script. | | | | |
| **Language Systems:**  Lexis: Vocabulary and phrases used in the listening material.  Discourse: Discussion and presentation.  Phonology: English and American accent listening and monitoring S’s pronunciation and intonation. | | | | |
| **Assumptions:**  Ss have much experience in group and pair work.  Ss can discuss and make short presentations in English. | | | | |
| **Anticipated Errors and Solutions:**  Ss may not know vocabulary and phrases from the listening comprehension material.   * Ask Ss during class if they were not able to catch or listen to phrases. Let other Ss describe and teach peers.   Ss may not be able to understand the English accent.   * T reads out the script clearly in chunks.   Ss may not be able to have enough discussion time.   * T helps Ss to think through CCQs during discussion time and give out Ts opinion. | | | | |
| **References:**  Breaking News English, 2017. Retrieved 27th August 2018 from,  <https://breakingnewsenglish.com/1807/180719-pay-cut-5.html> | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | |
| **Aims:**  Greeting and build rapport.  SWBAT listen to the prepared audio script.  Ss are aware of instructional group work. | | | **Materials:**  Video clip of “The scientist” (Cold Play).  Worksheet #1. |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **4 min**  **7 min** | **Whole Class**  **Whole Class** | **Responds to greeting and listens and sees video clip.**  **Listens to instructions and**  **answers to questions** | **<Greetings and brief rapport>**  How was your weekend?  How was your day?  I was listening to the radio yesterday, and I got to listen to one of my favorite songs. I wanted to share this with everyone before we started the class. Listen and enjoy!  How did you like the song?  **<Instructions>**  Today, like usual, we will be listening to a script in both the American and British accent. I would like all of you to listen closely to both accents and notice the difference as you go through the work sheets handed out.  (Distribute worksheet #1)  Today we will also be going discussing a topic that you would like to discuss about in groups of 3s. So you will have to listen carefully. I’ll give you out the scripts before we go into discussion. Before the discussion goes on we’ll also go over a few vocabularies and phrases that may be hard to understand. Also, if you see in the worksheet, on the first page, you will see a few blanks. You’ll have to fill them in as you listen.   1. Listen and fill in the blanks 2. Give a title to the audio script 3. Think of discussion Topics   **<CCQ, ICQ>**  Are we just going to listen? (No)  Will we be working alone? (No, we will be working in groups)  Who will be making the discussion topic?  (We will) |
| **Notes:** | | | |
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| **Practice:** | | | |
| **Aims:**  SWBAT listen and know the difference of the English and American Accent through listening to both of the recorded audios.  Ss will fill in the blanks of the worksheet and think of the topic they are to discuss, and also make a title of what they have heard.  Ss will be able to learn new vocabulary and use them during their discussions. | | | **Materials:**  Worksheet #1&2.  Script & Vocabulary worksheet. |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **3 min**  **2 min**  **5 min**  **15 min** | **Individual**  **Whole Class**  **Pair work**  **Group work** | **Listens to audio and fills in the blanks of the worksheet.**  **Checks answers with T.**  **Listens to peers and T.**  **Make groups to discuss topics.**  **Discusses about topic** | **Hands out work sheet (Fill in the blanks) and plays the prepared audio.**  **T.**  Could you notice the difference in accents?  Were you able to fill in all the blanks?  **Checks answers with Ss.**  **Hands out Vocabulary worksheet and explains phrases from the audio**  **T.**  There are a few words and phrases which you may have missed or were not able to understand. Let’s go through a few of them while checking the sheet.  (Realia is used to explain and the pronunciation is once more empathized as well as the intonations )  **Give out brief instructions of group work and discussion topics once more. Give out script.**   1. Make a title 2. Choose a discussion topic about the audio. 3. Choose who will make a 2 minute presentation in front of the class about the chosen topic. 4. Use vocabulary and phrases which were taught and is in the worksheet as much as possible.   **(CCQs)**  How much time do we have? (15 min)  Should you pair work or group work? (Group work)  **Teacher goes around the classroom to check if the students are on the right track. Get involved in the discussions with the Ss if needed. Correct pronunciation errors if needed. Check topics of which Ss chose.** |
| **Notes:** | | | |
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| **Production:** | | | |
| **Aims:**  SWBAT present what they discussed while using English only if front of the class**.** | | | **Materials:**  None Needed. |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **6 min**  **6 min** | **Whole class**  **Whole Class** | **Ss pick a presenter and presenter from each group comes to the front and makes a short presentation in turns.**  **Listens to Feedbacks from the T.** | **Listens to Ss discussion topic and presentation while checking for errors and prepares feedbacks for each group.**  Now discussion time is over. It’s time to listen to what each group has come up with. Try to listen to the presenter as carefully as possible. The presenter may also interact with the Ss during the presentation so concentrate.  **<Feedbacks & Error Correction>**  T gives feedbacks to students about the topic.  T also corrects pronunciation, important contextual meanings used during the presentation if needed.  T.  Could you summarize what the other group told us?  What did you think about the other group’s topic? |
| **Notes:** | | | |
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| **Post Production:** | | | |
| **Aims:** | | | **Materials:** |
| **Time** | **Set Up** | **Student** | **Teacher** |
| **3 min** | **Whole Class** | **Writes down homework** | **Give out homework**  For your assignments I would like you to think of what you discussed in class and hand in a short 5 paragraph essay till next class. Be formal.  **(CCQ)**  So what will your homework be?  Till when will you hand in your essay?  **Closing**  Today we had a productive time while talking and discussing about Pay Cuts.  Hope you had a good time and try to use the phrases you learned in everyday life English as much as possible.  Did you enjoy the subject?  Was it too easy?  Do you have any questions?  (Dismiss the class if there’s no question.)  Class dismissed!!  See you next week everybody. |
| **Notes:** | | | |

**Script**

Breaking News English, 2017. Retrieved 27th August 2018 from,

<https://breakingnewsenglish.com/1807/180719-pay-cut-5.html>

Mexico's future president Andres Obrador is leading by example in his country's austerity drive. He will take less than half the salary of the current president. He wants to help get Mexico's economy back on track. Mr Obrador told reporters: "What we want is for the budget to reach everybody." This means he will take home a salary that is just 40 per cent of the salary currently earned by Mexico's current president, Enrique Peña Nieto. In addition, Mr Obrador said no public official would be able to earn more than he will earn. His supporters greatly welcomed his new measures.

Mr Obrador wanted to cut his salary further but stopped at 60 per cent. He thought a bigger cut would reduce the quality of people joining his government. Many are coming from the private sector to take up government jobs. Obrador said he would keep his campaign promise to reduce perks given to high-level government officials. He will cut back on chauffeurs, bodyguards and health insurance for ministers. He will also turn the official presidential residence into a cultural center and stop pension payments to former presidents.