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| **Topic: Work over 80 hours a week to change the world?** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length** |
| **Yazdan Rastegari (Joshua)** | **Pre-Intermediate** | **Young Adults** | **8** | **50 minutes** |
| **Materials:**  **-Pictures**  **-8 copies of the article**  **-8 copies of the task sheet**  **-8 copies of worksheet**  **-Markers and whiteboard**  **-Dictionaries (each student is supposed to bring their dictionary to the class)** | | | | |
| **Aims:**  **-The student will be able to explain ideas about work culture through pair and group work.**  **-The student will be aware of collocations used to describe work and jobs through reading and talking about the main article.** | | | | |
| **Language Skills:**  **-Listening: Listening to teacher’s instructions, to other classmates, and to one self.**  **-Speaking: Answering teacher’s ICQs and CCQs, discussing and sharing the answers for speaking task, practicing and using the new words and expressions.**  **-Reading: Reading the main article for the task work, looking up the new words in their dictionaries**  **-Writing: Taking notes while doing the task, answering the worksheet exercises** | | | | |
| **Language Systems:**  **-Function: asking questions and sharing ideas using certain expressions**  **-Phonology: right pronunciation of the key words**  **-Discourse: discussing the advantages and disadvantages of working long hours** | | | | |
| **Assumptions:**  **Students already know:**  **-the teachers teaching style and procedure (engage, study and activate)**  **-most of the vocabulary used in the task though there are a few words higher than their level.**  **-how to express their ideas in class in pairs and group work**  **-how to debate with each other with simple language**  **-the students are lively and active due to their age level** | | | | |
| **Anticipated Errors and Solutions**  **-Misspelling of the words: successful, employee, business**  **Solution: drawing their attention to the right spelling by writing on the board and giving them time to write as well**  **-mistaking the meaning of the idiom, “finger in many pies”**  **Solution: simple explanation or asking them to look it up in their dictionaries.**  **-mispronunciation of the words, workaholic, survive, acknowledge, excessive**  **Solution: peer correction, teacher’s correction** | | | | |
| **References:**   * **Work over 80 hours a week to change the world. In** [**Breaking News English**](https://breakingnewsenglish.com/) **website. Retrieved in December 13, 2018 from** [**https://breakingnewsenglish.com/1811/181129-working-week.html**](https://breakingnewsenglish.com/1811/181129-working-week.html) * **Could you be a workaholic, addicted to your job?. In BBC News Business website. Retrieved in December 13, 2018 from** [**https://www.bbc.com/news/business-43485981**](https://www.bbc.com/news/business-43485981) * **My Response To Those Who Think I’m Crazy For Working Through College. In Odyssey website. Retrieved in December 13, 2018 from https://www.theodysseyonline.com/my-response-to-those-who-think-im-crazy-for-working-through-college** | | | | |
| **Notes:** | | | | |

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| **Pre-Task:** | | | | |
| **Aims:** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 min**  **5 min** | **Whole class**  **Whole class** | **The students answer teacher’s greeting and questions.**  **Students answer questions regarding the pictures. They listen to each other and the teachers wording and answers also.**  **Students stand up and help each other to arrange the seating for group work.** | | **Procedure**  **Lead-in**  **Teacher greets the students; hello everyone! How are you today?**  **Teacher shows the picture and asks questions about it.**  **He elicits from the students.**  **OK today we will have an interesting group activity about working long hours.**  **Let’s stand up and move the chairs and tables** |
| **Notes:** | | | | |
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| **Task Preparation:** | | | | |
| **Aims:** | | | **Materials: pictures, sheets, board and markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **8 min** | **Groups** | **Students follow the teacher’s instructions on group arrangement and they get to know their members.**  **Students listen carefully to the teacher’s instructions on the task.**  **They receive the article and their task worksheets.**  **They look at them and answer ICQs.** | | **Procedure**  **Teacher defines the group members and asks if they know where they belong.**  **Teacher explains the article topic: *Work over 80 hours a week to change the world?***  **He tells the students to form 2 groups of 4.**  **He tells them that they are going to read the article and discuss some questions on the task worksheets with their group members.**  **He passes out the articles.**  **Before starting the task the teacher asks the students to do the matching exercise in their groups or as the whole class to save time quickly for the new words and the idiom used in it in 2 minutes.**  **After the instruction on reading he passes the task worksheets.**  **Teacher explains each member answers just one question (they do not need to write anything for this task) and they take turn. They do this part in 10 minutes.**  **The teacher instructs the students that after the first part, the students should look at the back of their task sheets and discuss the advantages and disadvantages of working long hours by making full sentences (they can write some key words or full sentences on the sheets). At the end they should provide a conclusion. All this should be done in 12 minutes.**  **Teacher defines the time for every task and asks ICQs.** |
| **Notes:** | | | | |
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| **Task Realization:** | | | | |
| **Aims:** | | | **Materials: dictionaries, sheets, pens and pencils** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **25 min** | **Group work** | **Students read the article quickly.**  **Students answer ICQs.**  **Students read the questions on the sheets and come up with ideas and discuss them with each other.**  **Students answer ICQs.**  **They discuss the advantages and disadvantages of working long hours on the back of their task sheets. Each group provides a conclusion.**  **Students stop as they hear teacher clapping his hands and then they share their conclusion on the topic.** | | **Procedure**  **Teacher provides chunk instructions so that the tasks are clear to the students.**  **Teacher asks ICQs and instructs the students to start reading the articles.**  **Teacher reminds them as they finish reading look at their task worksheets and discuss the questions with their group members in 10 minutes.**  **ICQs on task and timing are asked.**  **Teacher reminds them after discussing the questions they may turn the sheets and discuss advantages and disadvantages of working long hours and make a conclusion in 12 minutes.**  **He asks ICQs as well.**  **Teacher claps hands to sign the end of the task.**  **He asks each group to share their conclusion.** |
| **Notes:** | | | | |
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| **Post Task:** | | | | |
| **Aims:** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **10 min** | **Whole class** | **Students answer the CCQs**  **Students listen to the teacher and answer ICQs about their essay assignment.**  **They receive the homework sheets.**  **Students answer the teacher’s greetings and class ends.** | | **Procedure**  **Teacher asks CCQs**  **Did you enjoy the discussion?**  **Did you learn anything interesting?**  **Did you have any difficulties?**  **Teacher offers corrections.**  **Teacher assigns the students to write an essay about Advantages and Disadvantage of Working Long Hours as they go home. He passes out the simple outline for the essay writing.**  **Teacher greets the students:**  **Great job! Thanks for your active participation in the class.**  **See you tomorrow.** |
| **Notes:** | | | | |