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| Speaking Lesson Plan | | | |
| Jobs and Occupations | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Angie Kim | Upper Intermediate - Adults | 12 | 50 mins |
| Materials: Whiteboard and markers  “What’s their job” picture sheet (4 copies)  “What’s their job” picture sheet with answers (1 copy)  Scenario worksheet 1 & Scenario worksheet 2 (12 copies)  Jobs and Occupations conversation questions (4 copies)  Extra post activity worksheet (4 copies) | | | |
| Aims: By the end of this lesson students will -   * Develop their fluency in English through a variety of speaking activities. * Will have an understanding of new vocabulary meanings and be able to apply them in a conversational context. * Be able to summarize and explain situations according to the lesson topic in a clear manner. | | | |
| Language Skills: Speaking: Class discussions about the topic, group activity discussions and conversation questions, responding to the teacher’s questions.  Listening: Teacher’s CCQ, listening to other group member’s opinions during the activities.  Reading: Activity worksheets, reading the vocabulary that is written on the board.  Writing: Writing answers on the board during the Task Preparation activity. | | | |
| Language Systems: Phonology: Practicing new vocabulary and their pronunciations  Lexis: Understanding the way new words are used in sentences and how to apply them freely in their own conversations.  Grammar: Allowing the students to form their own sentences based on the new vocabulary and words related to the topic.  Discourse: Group and class discussions about Jobs and Occupations, figuring out the meanings of new words, group Q&A.  Functions: Getting the students to discuss and question each other in groups, questioning the students about the words and their meanings. | | | |
| Assumptions:  * Most students have had experience working at a job. * Students know basic terminology relating to the topic of jobs but have not had much practice talking about jobs with other people. | | | |
| Anticipated Errors and Solutions:  * Students might have some difficulty while speaking and think too much about grammar.   + Let the students know that the focus of the lesson is communicating effectively and not on accuracy. * If time is running short   + Cut down the time of the post activity * If students finish their activities earlier than anticipated   + Hand out the extra post activity worksheet to students and ask them to answer the questions written on the sheet | | | |
| References: <http://static.neatorama.com/images/2007-09/tattooed-doctor.jpg>  <http://1.bp.blogspot.com/_EvojTl5MdMQ/TT6-HGBg6CI/AAAAAAAAEwE/1mQaqyKV_Ec/s400/tumblr_lbtfgxa5YN1qblevlo1_400.jpg>  <http://www.wcl.govt.nz/mygateway/Fast_Company.jpg>  <http://cdn.blackenterprise.com/wp-content/blogs.dir/1/files/2011/04/female-mechanic-620x480.jpg> | | | |
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| Pre Task or Warmer | | | |
| What’s their job? | | Aims:To lead the students into the main topic and get them interested. | Materials: “What’s their job” picture sheet  “What’s their job” picture sheet with answers |
| Time | Set Up | Students | Teacher |
| 6 mins | Groups – 3 students per group | Students discuss with their group members about what they think the job of each person in the picture sheet might be. | Hand each student group a picture sheet.  Get the students to discuss with their group members about the possible jobs of the people on the picture sheet.  After a few minutes, ask each group about the answers they came up with.  Show the students the picture sheet with answers  CCQ:  What did you learn from looking at these pictures? |
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| Task Preparation or Presentation | | | |
| White collar? Blue collar? | | Aims:To pre-teach new vocabulary related to the topic of Jobs and Occupations to students. | Materials: Whiteboard and markers |
| Time | Set Up | Students | Teacher |
| 10 mins | Whole class  Groups | Students can try to guess the words the teacher is trying to elicit from them.  Students can discuss with other classmates what they think about each of the word meanings, as well as actively engaging in a class discussion  Groups come up with a job for each collar group and one group member goes and writes it up on the board. | Elicit the word “blue collar” from the students.  Play hangman if students are having trouble guessing the word.  Ask students if they know about the term “white collar” as well.  Ask students if they know what kind of jobs are related to blue collar and white collar workers.  Also introduce the terms “pink collar” and “grey collar” to the students and elicit the meanings.  Ask students in their groups to come up with a job or occupation for each collar and write it up on the board.  CCQ:  Do you agree with what each group has written on the board? |
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| Task Realization or Practice | | | |
| What would you do? | | Aims:To let the students practice their English speaking skills by participating with others in an open discussion or debate. | Materials: Scenario worksheet 1  Scenario worksheet 2 |
| Time | Set Up | Students | Teacher |
| 22 mins | Groups – 3 students per group | Students discuss with their group members about each person in the Scenario worksheet.  Students could be thinking along the lines of what each person in the worksheets backgrounds are, the motivation for their actions or what the student would personally do if they were in that situation.  Students can incorporate words that were pre-taught in Task Preparation into their conversation. | Hand out worksheet 1 to each student.  Select students to read out each point in the worksheet.  Ask the students to discuss their opinions with each other.  Monitor the groups while they discuss.  After 10 mins of discussion, ask each group about their decisions.  CCQ:  What would you do, if you were Dave?  Hand out worksheet 2 to each student and follow the same procedure as worksheet 1. |
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| Post Task or Production | | | |
| Lets talk about jobs | | Aims:To let students improve their fluency in speaking English. Allow students to freely form and practice their own sentences. | Materials: Jobs and Occupations conversation questions  Extra post activity worksheet |
| Time | Set Up | Students | Teacher |
| 12 mins | Groups – 3 students per group | Groups go through the all of the questions and listens to each of the group member’s answers. | Hand out the conversation questions sheet to each group.  Ask the groups to go through the sheet and answer each question. |
| SOS: Groups that finish this activity early can be given the extra post activity worksheet. | | | |

**What’s their job?**



**Scenario worksheet 1:**

* Dave is 28 years old and has just finished medical school. Dave’s dream is to travel to Africa and provide medical treatment to children who are in need. However, Dave does not have a lot of money because his medical school fees were very expensive.
* Dave’s mother believes that Dave is very smart and thinks that he should work for the top medical centres. Dave’s mother does not want Dave to go to Africa because she thinks it is very dangerous and too far away.
* Dave’s best friend Michael has known Dave for 20 years. Michael is a software developer and wants to start a new medical software company with Dave. Michael believes they will become very successful if they work together.

**Discuss the opinions of Dave, Dave’s Mother and Michael with your group members and come up with your own opinions on what Dave should do.**

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**Scenario worksheet 2:**

* Joe is the CEO of bank but wants to quit his job and go do an audition for Superstar K. He also wants to buy expensive music equipment so that he can practice his musical skills. Joe is currently married with two children who are in middle school.
* Joe’s wife Mary mainly spends her time looking after their children. Mary is very talented and passionate about cooking. She has been thinking about going to culinary school so that she can follow her dream of becoming a chef. Mary wants Joe to support her dream.

**Pretend that you are Joe’s mother. Think about what advice you would give to Joe and discuss your opinions with your group members.**

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**Job and Occupations – Conversation Questions**

1. Do women usually work after they get married in your country?
2. Did you like your boss when you worked? Why or why not?
3. What is more important? Making a lot of money or enjoying your job?
4. How old were you when you got your first job?
5. What do you think is the best job? What do you think is the worst?
6. When you were a child, what did you want to be when you grew up?
7. If you could own your own business, what would it be?

**Extra Post Activity Worksheet**

1. You arrive face to face with a person who you owe 100 dollars to. What do you say?
2. You won a motorcycle and you are planning to go on a voyage. Explain where you go.
3. You help an old woman across the street. It turns out that she is a magician. To thank you, she offers you four wishes. What do you ask for?