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| **Listening Lesson Plan** | | | | | |
| **TITLE** | **Job hunting and to have a great job** | | | | |
| Instructor | | Ss' Level | Age Group | No of Ss | Length |
| Adele | | intermediate | Adult | 20 | 50 minutes |
| **Materials:**   * A board and markers * Audio file and computer * Listening worksheet #1 (Vocabulary worksheet) * Listening worksheet #2 (Dictation, ) * Discussion worksheet (Discuss ) | | | | | |
| **Aims:**   * To practice listening comprehension skills by listening a dialogue * To learn vocabulary and expressions in a casual conversation * To practice speaking skills by discussing about the most important keys when finding a great job with partners | | | | | |
| **Language Skills :**   * Listening: Students will be listening through a dialogue * Speaking: Students will be practicing by repeating a dialogue and talking about their opinion with partners * Reading: Students will be reading a script and questions on worksheet * Writing: Students will be filling in vocabulary worksheet and dictating a dialogue | | | | | |
| **Language Systems :**   * Phonology: Students will be practicing accurate pronunciation during dialogue exercises * Lexis: Students will be focusing on words, phrases, and slangs commonly used between friends * Discourse: Students will have a conversation with partners talking about their feelings and opinions * Function: To be familiar with a casual conversation | | | | | |
| **Assumptions :**   * Students have enough grammar skill to understand a dialogue and can communicate each other with limited difficulties * Students are adult learners with majority of them having experience of seeking jobs | | | | | |
| **Anticipated Errors and Solutions :**   * Students may not be familiar with job seeking situation * Briefly explain about normal life of salary workers and general criteria of defining as a great job * If audio file in computer is not working * Prepare audio file in your smart phone or mp3 player to play instead * If time is short * Make pair discussion short and only 2~3 students to share their opinion * If activity is finished earlier than expected * Ask students what would be a great job in their personal opinion and why | | | | | |
| **References :**   * http://www.ezslang.com/job-hunting-1.htm | | | | | |
| **Notes :**   * Focus on phonology and functions of useful phrases from the dialogue * Monitor students' activity and try to find out the difficulties | | | | | |

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| **Lead-In** | | | |
| Materials | Board | | |
| Time | Setup | Students | Teacher |
| 3 min | Whole class | Students listen introduction and share their positive and negative experiences as salary workers and express their thought | Start introduction with the effect of a job on the one's life satisfaction.  Elicit opinions of the criteria of great job  Write elicited opinion on board |
| Notes  If students are not sharing their opinion, simply give them yes/no questions. | | | |

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| **Pre-Activity** | | | |
| **Materials** | Listening worksheet #1 (vocabulary), board | | |
| **Time** | **Setup** | **Students** | **Teacher** |
| 10 min | Whole Class  Individually  Whole Class | Students get to know the meaning and usage of new vocabulary  Students match the descriptions to the vocabulary | Hand out listening worksheet #1 (vocabulary)  Go through the words and elicit the meanings from Students  Give instructions and ICQ  Monitor  Give answers  Provide examples of usage |
| Notes  If students have difficulties to understand the meaning of the vocabulary, give more example sentences and use gestures more. | | | |

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| **Main Activity** | | | |
| **Materials** | Computer, Audio file, Listening worksheet #2, Discussion worksheet, board | | |
| **Time** | **Setup** | **Students** | **Teacher** |
| 5mins | Whole class | Students are to listen to the whole dialogue to get the general idea of the conversation | Play the whole audio file twice |
| 5mins | Whole class | Students summarize the whole conversation into one sentence and one paragraph | Elicit if the students have gotten the general idea of the dialogue |
| 8 min | individually | Students work individually to take dictation fill in the blanks  Students will understand every single sentence in this dialogue | Hand out listening worksheet #2  Play the audio file again, in chunks (pause-play-pause-play)  Monitor  Correct students' answers and explain sentences |
| 5 min | Whole Class | Students will repeat the dialogue | Give instruction to follow pronunciations after audio sound  Play the audio file twice consecutively |
| 5 min | Pair work | Students discuss their experiences or opinions about a great job with partners | Hand out Discussion worksheet  Give instruction  Monitor |
| Notes  If dictation takes time more than planned, adjust the time for post-activity. | | | |

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| **Post Activity** | | | |
| **Materials** | board | | |
| **Time** | **Setup** | **Students** | **Teacher** |
| 5 min | Whole class | Students share the opinions with other classmates | Elicit the students to share their discussion to the class |
| 3 min | Whole class | Students review vocabulary and share feedbacks | Eliciting some of the essential vocabulary and phrase |
| Notes  If students do not participate for sharing their opinions, go over reviewing vocabulary and do play-repeat activity more. | | | |

**Listening Script**

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| Ryan: Hey, Alex. You look really exhausted. **What gives**?  Alex: You don't want to know. I mean, I've been **slaving away** at my **nickel-and-dime** job just to keep my head above water. [Really.] I mean some people think I'm a workaholic, [Who?] Well, everyone, but I have to put in a lot of overtime just to **make ends meet**.  Ryan: Well, why don't you ask your boss for a raise?  Alex: Huh? The last guy that did that **got the ax**, an' he was **in line for** a promotion to supervisor.  Ryan: Well, you just can't keep working **your fingers to the bone** for **peanuts**. [I know, but . . .] Hey. Look. I have connections with a guy who works for a computer company, an' he owes me a favor, and he might be able to **pull a few strings** an' **line you up for** an interview.  Alex: What? You mean like to last job you helped me get, an' then the company went **belly up** after only a week? I mean **fat chance**. I'm not going to try selling electronic toilet paper dispensers again.[Hey, that was cool.]  Ryan: No, that was different.  Alex: Ah, man. Hey, thanks, but I'm still looking, and I'm not going to **get my hopes up** just because a few other job searches haven't panned out. I'm going to look at my options.  Ryan: Well, whatever you do, the only way you're going to get ahead is by getting your face out there, an' you're sure to land a better job than you have now.  Alex: Well, I know. Exactly, if I can just **get my foot in the door**, then I can show my stuff, but I'm not . . . . absolutely not going to **kiss up to** ANYONE to get ahead.  Ryan: Gotcha. Hey, I'll give my friend a call, an' see if he can set up an interview. |

**Listening worksheet #1**

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| **VOCABULARY** |

* What gives?: What's wrong?
* slave away: work very hard
* nickel-and-dime: not worth much
* keep your head above water: just barely able to survive in times of money difficulties
* make ends meet: make just enough money to pay for expenses
* get the ax: be fired from a job
* be in line for: have the expectation of receiving something
* work your fingers to the bone: work very hard
* (for) peanuts: very little money
* pull a few strings: influence or control others to one's advantage
* line up: make arrangements
* go belly up: fail, go bankrupt
* fat chance: something that is unlikely to happen
* get someone's hopes up: feel like your hopes and dreams will come true
* land a job: get a job
* get your foot in the door: get a chance to work for or be involved in a business or organization
* show your stuff: demonstrate what you can do
* kiss up to: try to please someone to get them to do something

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| **FILL IN THE BLANKS** |

Select phrases from the box and match them to the appropriate meaning

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| slave away, get the ax, pull a few strings, go belly up, fat chance, kiss up to, get ones foot in the door, get ones hopes up |

* 1. My grandfather was determined not to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ doing heavy labor all his life, so he went back to school.

1. The company fell on hard economic times, 'n many of the employees \_\_\_\_\_\_\_\_\_\_\_\_\_\_ even though the crisis wasn't their fault.
2. Huh? Ted got the job? No way! His father must have \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to get him the job because he isn't at all qualified to fill the position.
3. Ah, don't bother applying for a job at that company. According to the newspaper, there are economic signs that their business will \_\_\_\_\_\_\_\_\_\_\_\_\_\_by the end of the year, 'n and all of the workers will be out of a job.
4. Do you really think that company is going to give you the job? \_\_\_\_\_\_\_\_\_\_\_\_\_\_! At least 200 people applied for the job, 'n many of them have inside connections, so forget it.
5. He is always trying to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the boss in order to get a raise, but it hasn't worked yet.
6. If you do some volunteer work for that organization, it might help you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ now and help you get a job there when something opens up.
7. Even though the job interview went well, I don't want to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in case they don't hire me.

**Listening worksheet #2**

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| **DICTATION** |

Listen and fill in the blanks

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| Ryan: Hey, Alex. You look really exhausted. **What gives**?  Alex: You don't want to know. I mean, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ just to keep my head above water. [Really.] I mean some people think I'm a workaholic, [Who?] Well, everyone, but I have to put in a lot of overtime just to **make ends meet**.  Ryan: Well, why don't you ask your boss for a raise?  Alex: Huh? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, an' he was **in line for** a promotion to supervisor.  Ryan: Well, you just can't keep working **your fingers to the bone** for **peanuts**. [I know, but . . .] Hey. Look. I have connections with a guy who works for a computer company, an' he owes me a favor, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Alex: What? You mean like to last job you helped me get, an' then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_after only a week? \_\_\_\_\_\_\_\_\_\_\_\_\_\_. I'm not going to try selling electronic toilet paper dispensers again.[Hey, that was cool.]  Ryan: No, that was different.  Alex: Ah, man. Hey, thanks, but I'm still looking, and I'm not going to **get my hopes up** just because a few other job searches haven't panned out. I'm going to look at my options.  Ryan: Well, whatever you do, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_, an' you're sure to land a better job than you have now.  Alex: Well, I know. Exactly, if I can just **get my foot in the door**, then I can show my stuff, but I'm not . . . . absolutely not going to **kiss up to** ANYONE to get ahead.  Ryan: Gotcha. Hey, I'll give my friend a call, an' see if he can set up an interview. |

양식의 맨 아래

**Discussion worksheet**

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| **DISCUSSION** |

Discuss your opinion and experiences with your partner

1. Suppose you're Alex, what would you do in this case?
2. What do you think about the standards to be defined as a great job?