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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Perfect Place, Perfect Job** |

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| Instructor:  **Isabel** | Level:  **Upper-Intermediate** | Students:  **9** | Length:  **30 Minutes** |

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| **Materials**: ‘doctor’ picture / ‘applicant’ picture / word cards / marker  article / wallchart for demo about types of questions. / ten pieces of paper  picture about sandwich of Subway / unscrambled words card |

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| **Aims**: Main: Students will improve their reading skills by having activity to make the questions about the article of jobs  Secondary: Students will learn about words, used in article, by matching activity, and 3 reading comprehension by making questions, and also they will improve their speaking and writing skills by sharing their experiences about working.  Personal: I want to give demonstration and instruction more clearly and try not to mix the ICQ’s |

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| **Language Skills**: Students will read the article  Students will speak to answer of questions and their experiences  Students will listen to the demonstration and other’s answers.  Students will write about their experiences. |

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| **Language Systems**: Lexis: several words and idioms based on the article including ‘applicant’ and ‘submit & send in’  Grammar: None to discuss.  Functional: making and answering questions.  Discourse: discussing to make questions in groups.  Phonology: None to discuss. |

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| **Assumptions**:   * Students may know about ‘applicant’ and ‘submit’ * Students may know how to do speed answer activity. * Students have already done matching activity. * Students have already presented their experiences. |

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| **Anticipated Problems and Solutions**:   * If the students need more time to do matching activity. | 🡪 Give more time to do the activity |
| * If the number of students is odd, the teacher can’t make a pair for work. | 🡪 Make one team instead of a pair. |
| * If there’s no enough time to do all questions | 🡪 Check only 3 to 4 students’ answers or do only 3 to 4 questions. |
| * If the students don’t understand demonstrates or instructions well. | 🡪 Explain more clearly and give more examples |

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| **References**: Cambridge free English Dictionary: <http://dictionary.cambridge.org>  Article: Mc Entire, Deborah Gordon, Laurie Blass, Jessica Williams, Catherine Mazur, National Geographic Learning, Reading and vocabulary focus level 1, 2014. | | | |
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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min. | T-S | Answer the questions. | Hello everyone, good afternoon. Welcome to my reading class!  Q1: When was the last time you read a book?  What was the title? Could you tell us what part was the most impressive?  Q2: Have you ever had a job or a part time job before? What special thing was the most hard to do?  Thank you for sharing. |

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| **Pre Activity** | | | |
| Materials: ‘doctor’ picture / ‘applicant’ picture / word cards / marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 30 sec  30 sec  1 min  30 sec.  30 sec.  30 sec.  10 sec.  20 sec.  2 min.  2 min. | T-WC  T-WC  T-WC  T-WC  T-WC  T-WC  T-WC  T-WC  S-S(s)  T-WC | Listen and find the word ‘applicant’  Answer the CCQ’s  Make a pair  Listen to the demo  Listen to the instruction  Answer the ICQ’s  Listen to the explicit instruction  Answer the explicit ICQ’s  Match words and meanings or synonyms  Write the answers on the board with mark and find the words ‘perfect job’ | * **Eliciting**   What do we call these people who are trying to get a new job? They usually prepare their application to get a job. \_ applicant  Write ‘apᆞpliᆞcant’ on the board.   * **CCQ**   (show ‘doctor’ picture) Is this person an applicant? N (‘he’s a doctor’ ‘right’)  (Show ‘applicant’ picture) Is this small person an applicant? Y  **(pairing)**  Now, ~~ could you say ap, pli, cant?  (point one student in each part of the word)  Who said ap? Come over here,  And who said pli? Come over here,  And who said cant? Come over here.  Now, ~~~ and ~~~ are one pair, and…  **(repairing)**   * **Demonstration**   When the people want to apply for a new job, they submit their applications.  (prepare ‘submit’ and ‘send in’ word cards and act like submit) We can also say ‘send in application’, instead of ‘submit application’.   * **Instruction**   Like this, now I want you to math these words with same meanings or synonyms in a pair. (Show the word cards) and I’m going to give you 2 min for the activity.   * **ICQs**   What are you going to do? Match the words and meaning or synonym.  How much time do you have? 2 min.  Do you work individually? No   * **Explicit instruction.**   And also I don’t want you to start before I say begin.   * **Explicit ICQs**   Do you start when I give you these cards? N  When I say begin? Y  Begin!   * **Run**   (prepare on the board to write answers)  (monitoring and timing) 1 min left, 30 sec, 10sec, time’s up!   * **Close (Check the answer)**   Who has longer hair in you pair?  Come to the board and write the answer letters.  Okay, ~~ what did you pick for number 1?...  (check the every answer or several)  Here is the answer sheet, can you find what words the answer letters make?  Yes, Perfect job! |

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| **Main Activity** | | | |
| Materials: article / wallchart for demo about types of questions. / ten pieces of paper | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 30 sec.  30 sec.  10 sec.  20 sec.  3 min.  30 sec.  2 min.  1 min.  30 sec.  10 sec.  20 sec.  3 min.  10 sec.  1 min  30 sec  3 min.  10 sec. | T-WC  T-WC  T-WC  T-WC  Individually  T-WC  T-WC  T-WC  T-WC  T-WC  T-WC  Ss-Ss  T-WC  T- WC  T-WC  Ss-Ss  T-WC | Listen to the instruction  Answer the ICQ’s  Listen to the explicit instruction  Answer the explicit ICQ’s  Read the article  Make a group  Listen to the demo and read the wallchart  Listening to the instruction  Answer the ICQ’s  Listen to the explicit instruction  Answer the explicit ICQ’s  Make five questions.  Send in the questions  Listen to the demo and instruction  Answer the ICQ’s  Do the speed answer game for check the answers. | * **Instruction**   Now, here is one article about perfect job. I’d like you to read this article for 3 min, in individually.   * **ICQs**   What are you going to do? Read an article.  How much time do you have? 3 min.  Do you work in pair? No   * **Explicit instruction**.   And please don’t start before I say begin.   * **Explicit ICQs**   Do you read the article when I give you this? N  When I say begin? Y  Begin!   * **Run**   (monitoring & timing) (1 more min-if necessary) 1min left, 30 sec, 10 sec, time’s up!  **(grouping)**  Now, ~~, ~~ and ~~ are one team,..  Please sit closer with your members.   * **Demonstration**   (prepare wallchart) we can make 3 types of reading questions to understand the contents more completely.  N1, you can ask the information about the article like this, “Where did Shouthall go for a work?” Yes, he went to Australia. We can find answer from the article in this case.  And N2, we can give the questions like this, “Why did the tourism officials choose Southall? In this case, we can’t find exact answer from the article, we just guess about them. Maybe they like Southall’s looks.  And N3, we can make the sentence like this, “If you want to apply for this job, the caretaker, what things will you present on your video? Well, I think I show about my abilities like swimming or writing. So, we can give questions to assume the situation based on the article.     * **Instruction**   Now, for 3 min, with your team members, let’s make two questions each of these N1 and N2 types and one question for N3 type. I will give you five pieces of paper, and you should write the number of type, 1, 2 or 3 on one side of the paper, and then on the other side, write the correct question with the number of type.   * **ICQs**   What are you going to do? Make questions  How much time do you have? 3 min  How many questions should you make? 5  (Two each questions for N1 and N2, one question for N3.)  Do you work individually? N   * **Explicit instruction**.   And please don’t start before I say begin.   * **Explicit ICQs**   Do you start to make the questions when I give you these paper? N  When I say begin? Y  Begin!   * **Run**   (monitoring & timing) (1 more min-if necessary) 1min left, 30 sec, 10 sec, time’s up!   * **Close**   Now, please give me your questions. Now we are going to check the questions doing speed game!   * **Demonstration & Instruction**   ~~’s team, please come over the center, stand in a line.  And ~~ stand against other members. Now, first person will ask second person one questions of !!’s team. Then second person should answer in 10 sec. After answering, the second person will stand here and ask next question to third person, and first person will go to back of the line. If you can’t answer in 10 sec, you will lose your point and go to back of the line.   * **ICQs**   What are you going to do? Speed game to answer the questions  How much time do you have to answer one question? 10 sec.  Do you work individually? No   * **Run**   Are you ready? Okay, let’s start!  (checking how many answers they have on the board & timing) time’s over! Next! Good job, now !!’s team, come over here.   * **Close**   Good job, everyone~ ~~’s team answered ~(N) questions, you are the winner! |

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| **Post Activity** | | | |
| Materials: picture about sandwich of Subway, unscrambled words card | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 30 sec.  1 min.  10 sec.  20 sec.  1 min.  2 min. | T-WC  T-WC  T-WC  T-WC  individually  T-WC | Answer the questions  Listen to the demo  Listen to the instruction  Answer the ICQ’s  Write about memorable experience  Share the experience  unscramble the word ‘perfect job’ | * **Eliciting**   What do we call this food, we make this with two pieces of bread and you can add some food like vegetables, meat, or eggs between the bread?  Yes, a sandwich (show picture from ‘subway’)! It’s one of my favorite food!   * **Demonstration**   On graduating from my high school, I had a part-time job at ‘Subway’. That was my first job. One Saturday, my boss didn’t show up even until the busiest time, so I had to make sandwiches and receive money at once! It was so hard however, I did my best. So I could finish my work well. That was the most memorable experience in my working.   * **Instruction**   Now, in individually, I’ll give you 1 min to write about your memorable experience in working  You can use this empty space, back of the article paper, to write.   * **ICQs**   What are you going to do? Write about memorable experience in working.  How much time do you have? 1 min  Do you work individually? Y  Begin!   * **Run**   (monitoring & timing) 30 sec, 10 sec, time’s up!   * **Close**   ~~, could you tell us your memorable experience? Thank you for sharing.  (check just 2 or 3 student’s answers)  I didn’t find any mistake from you.  Let’s unscramble this words.  Eprefct ojb 🡪 Perfect job.  Good!  This concludes my reading micro teaching.  Thank you for participating! |

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| **SOS Activity** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 30 sec.  30 sec.  30 sec.  30 sec.  30 sec. | T-WC  T-WC  T-WC  Individually  T-S | Listen to the demo  Listen to the instruction  Answer the ICQ’s  Think about the questions  Share the opinion. | * **Demonstration**   I think Southall had a perfect job in Australia, because he could have a great time to travel and made big money at once.   * **Instruction**   What do you think? Did Southall have a perfect job? Let’s think about it and why for 30 sec in individually.   * **ICQs**   What are you going to do? Think about that Southall had a perfect job. And why?  How much time do you have? 30 sec.  Do you work individually? Y  Begin!   * **Run**   (monitoring & timing) 10 sec. time’s up!   * **Close**   ~~ what do you think of it? Did Southall have a perfect job? Why do you think so? |

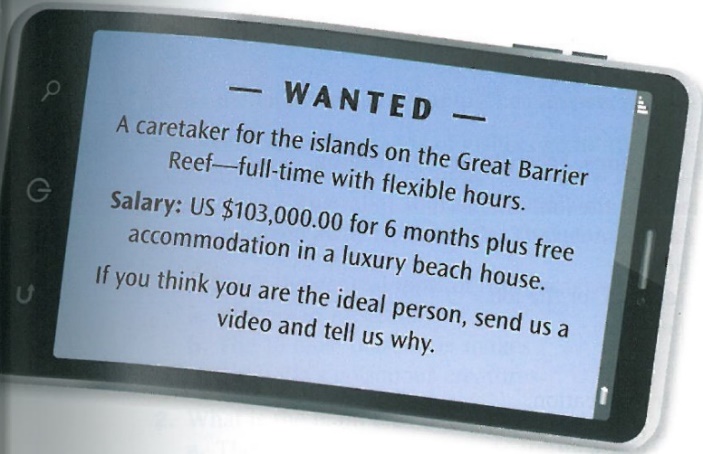
Answer sheet for matching

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| **1.** Responses | **P.** Answers |
| **2.** Selected | **E.** chose |
| **3.** Including | **R.** one of them was |
| **4.** Recovered | **F.** got better |
| **5.** come up with | **e.** think of a new idea |
| **6.** too good to be true | **C.** thinking something is so fantastic that there might be something wrong |
| **7.** in short | **T.** to say in a few words |
| **8.** hoped for the best | **J.** wanted everything to happen in a good way |
| **9.** was under a lot of pressure | **O.** felt stressed and worried about doing something |
| **10.** had a good time | **B.** enjoyed yourself |

**Perfect Place, Perfect Job**

Each year, two million tourists visit the beautiful islands off the Australian coast. However, most visitors just visit for a day. The tourism officials wanted more people to stay longer, so they decided to hire a person to live on an island and write about the area. “We are looking for someone to tell the stories of the Great Barrier Reef, and we have come up with what we think is the dream job,” explained Anthony Heyes, the Chief Executive of Tourism in Queensland. They posted the job on their website and waited for responses.

In England, Ben Southall was looking online. He saw the job posting. It sounded too good to be true. He immediately made a video about himself. He loved to travel. He described his 40,000-mile (64,372-kilometer) trip around Africa. He was a good writer and an excellent swimmer, he explained. In short, he was the perfect job applicant. Then he submitted his application and hope for the best.

Back in Australia, the tourism officials in Queensland were very busy. They received 35,000 applications from people all over the world. They chose 15 top applicants – including Southall. Then they invited these applicants to Australia. The interview was unusual: four days of swimming, diving, and writing blogs about the experience. At the end of the four days, they selected the best applicant: Ben Southall.

This was the beginning of Southall’s amazing experience. From his first day at work to his last, he explored the islands. He swam in the clear, blue water and dived among the coral reefs. He visited local hotels, and he ate at all the best restaurants. “Every day was a different experience: jet skiing, staying in five-star resorts, diving, and then writing about it.” Meanwhile, people were reading his blogs all over the world.

It wasn’t all fun, however. Australia is home to many poisonous creatures such as snakes, spiders, and fish. For most of the time, Southall managed to avoid these creatures. However, in the last week, his luck came to an end. A poisonous jellyfish stung him. Luckily, he recovered and was able to finish his work.

In the end, was this the perfect job? Yes, but Southall discovered that it was extremely hard work. He was under a lot of pressure to write about all his adventures. He had to post videos and photos every day. These videos and blogs attracted more people to the island. So, Ben Southall swam, dived, had a good time, and did a good job. In fact, he had such a good time that he decided to stay in Australia.