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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic:** 50 candidates for ‘Best job in the world’ |

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| Instructor:  **Ho Hyun Lee**  **(Jasmin)** | Level:  **Upper Intermediate** (Adult) | Students:  **12** | Length:  **30 Minutes** |

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| **Materials:**   * Computer for audio file (2’ 11”) * Whiteboard and boardmarker * Realia: the pictures of the Great Barrier Reef * Matching vocabulary worksheet (12 copies) * Before listening and post activity worksheet   : True or false questions and discussion topics (12 copies)   * Gap-fill worksheet (12 copies) |

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| **Aims:**   * Main aim: Ss will able to improve their listening skills by listening to and understanding the topic in the article. * Secondary aim: Ss will be able to talk and share what is the best job in the world. * Personal aim: I want them to know there are unthinkable jobs in the world. |

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| **Language Skills:**   * Speaking: Ss will discuss What kind of any other best job on your opinion? * Listening: Ss will listen to the article about 50 candidates for ‘Best job in the world’ * Reading: Ss will read scripts of topic. * Writing: Ss will take notes on details of the text. |

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| **Language Systems:**   * Phonology: /r/, /l/ * Lexis: New vocabularies in the article   (caretaker, tropical, promote, candidate, fit etc.)   * Function: Knowing about various job * Discourse: news article |

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| **Assumptions:**  Students already know   * How the class is the set up and run * Four language skills and language systems * What kind of job in the world * The Great Barrier Reef in Australia |

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| **Anticipated Errors and Solutions:**   * If students need linguistic help to express their opinions during discussion, give them linguistic support by providing definitions and proper examples. * If some students keep quiet for fear of upsetting others in the middle of discussion, encourage them to speak and when they start speaking, show a great deal of agreement on his or her opinions. * If students may not be able to follow the passage easily, following the task feedback circle I let the students listen to the track again until they get the gist of the content. |

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| **References:**  -Main topic and audio file  <http://www.breakingnewsenglish.com/0903/090305-jobs.html#Top>  -Vocabulary  <http://www.naver.com>  -Visual aid(pictures)  <https://www.google.co.kr> |

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| **Lead-In** | | | |
| Materials: N/A | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole  Class | Answering teacher’s questions | Good morning!  How are you today?  Have you ever been to Australia? |

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| **Pre-Activity** | | | |
| Materials: worksheet #1, Whiteboard and marker, 2pictures | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  4min  4min | Whole  Class  Pairs  Whole class | Answering teacher’s questions  Students discuss and start matching vocabulary sheet.  Students check answers | Procedure:  **1. Brainstorming**  Elicit  (Show the students 2 pictures one after another)  1st picture  “What can you see?”  “Where is it from?”  “How do you feel when did you see it?”  “What shape is it?”  2nd picture  “What kind of image can you feel?”  “What kind of job can you imagine?”  Additional explanation  “50 candidates for ‘Best job in the world” showed us there is unthinkable jobs in the world as well how the candidates are selected.  Model  Write the subject “50 candidates for ‘Best job in the world” on the board.  CCQ  “What do you do for a living?”  “What do you think which one is the best job in the world?”  **2. Introducing New Vocabulary**  Instruction  “We are going to learn the new vocabulary before listening. I will give you a worksheet. Match each word in the left column with its definition in the right. Work together with your pair. I will give 4mins to finish.”  (Distribute the worksheet #1)  “Before working with your partner, let’s solve number 1, Caretaker, together.”  Demonstration  “Look at Caretaker . Can you find the meaning of Caretaker in right side?”  (Draw a line from left to right on the board with a marker.)  ICQ  “If you find the right definition of a word, what are you going to do?”  “Are you working in groups or in pairs?”  “How much time do you have?  “Let’s begin”  Monitoring  Monitor discreetly. Answers students if they ask questions.  Give time warning:  1 minute left.  (Be flexible with time. Give 1 more minute if they need it.)  “Time’s up.”  Check answers  “Let’s check the answers together. OK, (student’s name) Could you tell us number 2’s definition?”.  If he/she says a wrong answer, “Do you have another idea?” to the class.  After checking answer, do complement. |

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| **Main Activity** | | | |
| Materials: Computer for audio file, worksheet #2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  4min | Pairs  Individually | Students guess whether the sentences are true or false,  Students listen to the topic carefully.  Students check answers | **1. Prediction**  “As I mentioned, today’s topic is50 candidates for ‘Best job in the world’”  Instruction  “I will give you another worksheet before listening. We can have an overview of the topic by doing this activity. With your partner, guess whether the sentences are true or false. Then share your ideas for one or two questions briefly in the worksheet. I will give you 4mins to finish.”  (Distribute the worksheet #2)  ICQ  “Are you working in pair?”  “Do you share your ideas about all question?”  “Do you guess if the sentences are true or false?”  “How much time do you have?”  “OK, go ahead”  “OK, class, the time is up. I think you are doing well. Then let’s listen to the article and check the answer. See if your prediction is right or wrong”  **2. Listening to the main idea**  Instruction  “Listen it carefully without taking a note. After listening, we will see the worksheet again to find out correct answer.”  ICQ  “Do you need to take a note while listening?”  “What is the title of subject will we listen?”  (Play the listening audio file without pausing and stopping.)  Check answers  “Now, check your True/False worksheet by yourself.”  Check answers with teacher |

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| **Post Activity** | | | |
| Materials: worksheet #2 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4min  3min  2min | Group  Whole class  Whole class | Students in groups talk about the discussion topic.  Students prepare the speech.  Reporters make a speech what their teams discussed right before.  Teacher’s answers elicited questions of today’s lesson | **1. Free production**  (Discussion and speech)  Instruction  “Now, we will have discussion in three groups. And I will give you a discussion topic. Please look at the board. (write the discussion topic)  (Ss’s name), could you read the topic? Right, each group will discuss ‘*What kind of any other best jobs on your opinion? Why?’ and ‘what kind of question does it have for the interview?’*  Each group needs a writer and a reporter to present your opinions in front of the class. I will give you 3 minutes to discuss and prepare a speech. And I will give each team another 1min to make a speech in front of the class.”  ICQ  “Are you working alone?”  “What do you need to discuss?”  “Do you need a writer and a reporter/presenter to make a presentation?”  “Let’s start”  Monitoring  Monitor discreetly. Answers students if they ask questions.  Feedback  “It is time to listen to each group’s reporter about their discussions. Please stand up and report your ideas. Please speak loudly and clearly.”  **2. Speech**  Use gestures so that students can concentrate on the speech.  **3. Conclude Lesson**  Summarize today’s lesson by checking new words and the contents.  “Class, you did the great job today. Please review what we learned today and thank you for your participation.” |

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| **SOS Activity** | | | |
| Materials: worksheet #3, Computer for audio file | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  4min | Individually  Whole class | Students listen to the article and fill in the blanks in the worksheet.  Students check answers. | **1. Fill in the blanks**  Instruction  “Now, we are going to listen to the article one more time. You have to fill the blanks with the right words while listening. Work individually please.”  (Distribute the worksheet #3)  ICQ  “Do you fill in the gaps while you listen or after listening?”  “Are you working in group?”  “OK, let’s start”  (Teacher plays the audio file. Let students to fill the blanks while listening.)  “Do you need to listen again?”  (If yes, play it one more time.)  Check answer  “Check the answers together. Please read aloud each sentences slowly and correctly by all students in rotation.”  Go through the all the answers in the worksheet #3 |





**Worksheet #1**

Direction: Match each word in the left column with its definition in the right.

1.caretaker a. means belonging to or typical of the tropics

2.tropical b. is a person whose job it is to look after a large building such as a school or a block of flats or apartments, and deal with small repairs to it

3. relax c. is a person someone who is being considered for a position, for example someone who is running in an election or applying for a job

4. promote d. is a meeting at which someone is asked questions in order to find out if they are suitable for a job or a course of study

5. candidate e. if you --- or if something --- you, you feel more calm and less worried or tense

6. interview f. if people --- something, they help or encourage it to happen, increase, or spread

7. responsibility g. if you have responsibility for something or someone, or if they are your responsibility, it is your job or duty to deal with them and to take decisions relating to them

8. fit h. if you --- something else or ---into it, goes together well with that thing or is able to be part of it

**Worksheet #2**

**[](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwiisKyNt7LQAhWLUrwKHcPPDM8QjRwIBw&url=http://travelsu.kr/wp/361&psig=AFQjCNGwovfS_ipD7S-FqkmfOEx6aKm5VA&ust=1479562681570300)**

**< Before Listening >**

**Answer true or false from the following sentences.**

1**.** The Great Barrier Reef, a typical island is located at the coast of Queensland, Australia.

( T / F )

2. One of the duties of this job is to catch and cook fish. ( T / F )

3. More than 35,000people applied for this wonderful job. ( T / F )

4. 50 candidates include dancers, chefs, scientists and students from 22 countries. ( T / F )

**< Post Activity >**

**Discussion Topic**

1. What kind of any other best job on your opinion? Why?

2. What kind of question does it have for the interview?

Worksheet #3 - gap fill

The world will soon know who will get the “best in the world”. The position is for a caretaker to live on and look after a island off the coast of Queensland, Australia. Duties include relaxing on the island, which is part of the Great Barrier Reef, and writing a blog to promote the area. Other responsibilities are to the fish, clean the pool and collect the mail. The job website, islandreefjob.com, tells applicants: “There are over 1,500 species of fish living in the Great Barrier Reef. Don’t worry. You won’t need to feed them all.” The successful applicant will get a salary of nearly US$100,000 for the six months. Officials from Queensland’s tourism department on Tuesday that they were now looking at 50 candidates. Unsurprisingly, over 35,000 people applied for the job.

The next stage in the selection is to get the list of candidates down to 11. The tourism board will select ten people. Visitors to the will choose an eleventh person. The public can look at the video applications of all 50 hopeful caretakers. The eleven lucky finalists will then fly to Hamilton Island for a formal . The winner will be announced on May 6, and the job starts on July 1. The current shortlist of 50 includes people from 22 countries. They include dancers, chefs, scientists and students and they all want a slice of . Queensland Tourism Minister Desley Boyle said there was much discussion to narrow down the list to 50. He told reporters, “it boiled down to…the and professionalism of the applicants and their

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Worksheet #3 - script

The world will soon know who will get the “best job in the world”. The position is for a caretaker to live on and look after a tropical island off the coast of Queensland, Australia. Duties include relaxing on the island, which is part of the Great Barrier Reef, and writing a blog to promote the area. Other responsibilities are to feed the fish, clean the pool and collect the mail. The job website, islandreefjob.com, tells applicants: “There are over 1,500 species of fish living in the Great Barrier Reef. Don’t worry. You won’t need to feed them all.” The successful applicant will get a salary of nearly US$100,000 for the six months. Officials from Queensland’s tourism department announced on Tuesday that they were now looking at 50 candidates. Unsurprisingly, over 35,000 people applied for the job.

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