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| **Topic: My Neighborhood/Jobs** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Sohyun Kim** | **Intermediate** | **Adults** | **15** | **20 mins** |
| **Materials:**   * White board and marker * 3 copies of group worksheets / 15 copies of worksheets * Computer with sound (For Video Watching) * Papers, board makers and crayons | | | | |
| **Aims:**   * Students will be able to discuss about the main topic; Public places and objects what they can find * Students will be able to distinguish the professional jobs (Occupations) * Students will be able to describe their neighborhoods | | | | |
| **Language Skills:**   * Listening: Listening to the provided visual aids, teacher’s elicitations, and other students’ expression * Reading: The quiz from the worksheet * Speaking: Participating in actively to complete the task within a group discussion * Writing: Preparing the list of the words (jobs, objects) for the other group | | | | |
| **Language Systems:**   * Phonology: Distinguish the different vocabulary from the lexis (Different jobs) * Lexis: Learning new words; Professional jobs (Term: Blue collar, white collar) * Grammar: The usage of ‘neighbor’, ‘neighborhood’ * Function: Asking about someone’s job by Wh~ Question * Discourse: Learning the differences between Blue collar and White collar jobs | | | | |
| **Assumptions:**   * Some students are familiar with the professional jobs * Some students already know the difference between ‘blue collar’ & ‘white collar’ * Students are willing to participate in the group working, and intermediate level | | | | |
| **Anticipated Errors and Solutions**   * Students may not be able to distinguish the differences among different jobs * Using extra examples to explain the specific jobs * Students may not interested in the topics; professional jobs or neighborhood * Trying to stimulate students to get into the group discussion * Some students take longer time to complete the task * Giving students signals to do a time-management | | | | |
| **References:**  Barney - My Neighborhood Song. (n.d). In youtube. Retrieved in February 6, 2019 from  <https://www.youtube.com/watch?v=V0CFTe3vHrc>  White-collar worker/blue-collar worker. (2016, June 28). In BBC website. Retrieved in February 6, 2019 from  <http://www.bbc.co.uk/learningenglish/english/features/the-english-we-speak/ep-160628> | | | | |
| **Notes:** | | | | |

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| **Pre-Task** | | | | |
| **Aims:**  **Students will be able to distinguish the words ’Neighbor’ and ‘Neighborhood’**  **Also extend their ideas about the jobs what they can find out in the neighborhood** | | | **Materials:**  **- White board and marker**  **- Computer with sound (For Video Watching)**  **- Visual Aid (Picture of Neighborhood)** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1 min**  **2 min**  **(30 sec)**  **2 min** | Whole class | (Greetings)  (Various answers from students)  (Students answer what they see from the picture of neighborhoods)  (Students respond various jobs what they can refer to from the picture)  (Students are grouping three group) | | Good morning, everyone!  How was your Holiday? Did you have great time with family?  Very good!  **<Introduction of the task>**  *1. Write on the board ‘Neighborhood’ and ‘Jobs’ with sentences*  *2. Explain today’s topic*  *3. Play the audio*  Today, we are going to discuss about our neighborhood and the relevant jobs  **(Eliciting)**  *Show them a picture*  What can you see from the picture?  Then what kind of jobs can you refer from this neighborhood?  OK, today we will conduct an interesting group activity by conducting ‘Who Am I’ which related with ‘Jobs’.  First of all, let’s move your seats, and grouping five of you and making into three groups. |
| **Notes:**  **Neighbor** [n] someone who lives near you: Elie is my next-door neighbor.  **Neighborhood** [n] an area with characteristics that make it different from other areas, or the people who live in a particular area: This is a nice and quiet neighborhood.  **Job** [n] the regular work that a person does to earn money: a temporary/permanent job  **Profession [n]** any type of work that needs special training or a particular skill, often one that is respected because it involves a high level of education: He's a doctor by profession. | | | | |
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| **Task Preparation** | | | | |
| **Aims:**  **Students will be able to match the public places and the relevant jobs**  **Also practice group working and discussion** | | | **Materials:**  **- 3 copies of worksheets**  **- Three sheets of paper, colored pens and markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1 min**  **3 min** | Whole class  Group work | (Students seats together as a group of five members)  (Students need to work on filling in the list as a group, each of group started to discuss and fill in the list) | | **<Instruction of the Task>**  *Teacher defines the each group, and checks they know where they belong to.*  **(Handing out the worksheets)**  1. Today we are going to carry out the activity called ‘Who am I’.  2. Each of your group will choose one professional job followed by given categories, and write three unique or distinctive characteristics of that job.  BUT, you are not going to write too obvious or too easy to guess.  3. Once you finish to write it and all of your group members finish the mission, then let me know.  **(Group work & ICQs)**  Did you understand the task? Any other questions before we start? You will have three minutes to complete it.  *Teacher will actively monitor the students’ group work and answer questions. Also give time warning and encourage them to finish the list on time.* |
| **Notes:** | | | | |
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| **Task Realization** | | | | |
| **Aims:**  **Students will be able to describe the jobs related with the public places** | | | **Materials:**  **- White board and marker**  **- The filled-in list from each group** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1 min**  **6 min** | Group  work  Group 1  Group 2  Group 3 | (Each group members will come out and explain the chosen job)  (Each group will explain the words and other members will listen the description and answer) | | **<Carrying out the quiz>**  *Teacher will explain the rule of the quiz.*  *Teacher will check they have completed the list properly.*  1. Each of your group need to explain to the other students ‘Who am I’, only describe those three characteristics.  2. Each of your group will come out in front and explain about the job, and rest of members from other groups need to answer/guess the ‘jobs’.  3. Every member of group need to participate and each of your group will be given two minutes.  **(Group work quiz & ICQs)**  *Teacher asks ICQs and instructs the students to start the quiz in turn and remind them they have two minutes. Also giving them a sign to finish up for each group when time is up.*  Well done, everybody. Everyone come up with great ideas of each jobs! |
| **Notes:** | | | | |
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| **Post Task** | | | | |
| **Aims:**  **Students will be able to distinguish blue collar and white collar jobs** | | | **Materials:**  **- White board and marker**  **- Worksheets** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3 min**  **1 min** | Whole class | (Various answers from students about the CCQs)  (Various answers from students about the CCQs)  (Listening the audio material) | | **<Feedback/Evaluation & CCQs>**  **(CCQs)**  How did you like it? Did you enjoy the quiz? Or do you have any difficulties for group work?  Teacher gives feedbacks/evaluations and offers corrections.  Hope today’s activity was helpful for you to understand different jobs, and their unique characteristics.  **(CCQs)**  Before we wrap up today’s class, shall we talk about the ‘blue collar’ and ‘white collar’ job? From its term, what can you think about those jobs?  *Teacher might use the audio clips for students to get more ideas.*  Do you think it can be applied in these days as well? I think it is a lot more flexible nowadays. So I want you to come up with different ideas about the blue collar jobs and white collar jobs. This is your assignments.  Everybody well done. Thank you for your active participation in the class today.  See you tomorrow! |
| **Notes:** | | | | |

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| **Speaking lesson plan worksheet / listening transcript** | |
| **#The English We Speak : White / blue-collar worker**  **Callum**  Come on, Feifei, you know that this has nothing to do with fashion! It's about colours and what they represent when we're talking about the world of work.  **Feifei**  I know - just joking. A blue-collar worker is an expression we use to describe someone who does manual work. Someone who works in a factory, for example, who wears a uniform.  **Callum**  In the early 20th century, they usually wore clothing which was sturdy, cheap and didn't show dirt easily. Their uniform was made of blue fabric like denim.  **Feifei**  People who worked in offices, doing administration or managerial tasks - clerks for example - were referred to as white-collar workers. It's because of the white shirts they wore.  **Callum**  And this way of describing people's jobs has continued – even though people often wear whatever colour collar they like!  **Feifei**  You can also say blue-collar job or white-collar job  (Examples)  When the company went bankrupt many white-collar workers found themselves looking for blue-collar jobs. Some popular folk songs reflect the aspirations and struggles of blue-collar workers.  **Feifei**  Well, we have two colours there but it's good to point out that you might also hear the expression pink-collar worker, which refers to low-paid jobs performed mostly by women - jobs such as a secretary or a nurse.  **Callum**  But pink-collar worker and other classifications with colours are less common. The ones most used are blue-collar and white-collar. | |
| **Please state your own thinking about the blue collar / white collar job (100 words)** | |
| **Asking about occupations, what is your job?**   * **What do you do (for a living)?** * **Where do you work?** * **What kind of company do you work for?** | **You can answer in different ways…**   * **I am a(n)** * **I work for/in** * **I am between jobs at the moment.** |

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| **Speaking lesson plan worksheet / Group work** | |
| **A** | **Library**  **Bank**  **Hotel**  **Hospital**  **Department store** |
| **B** | **Airport**  **Court (of law)**  **School**  **Post Office**  **Restaurant** |
| **C** | **Supermarket**  **Train Station**  **Amusement Park**  **Accounting firm**  **Museum** |