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Time	Stage	Aim	Procedure	Materials
3-7 Min	Lead-in	Set the context of Lesson and give the students fluency speaking practice	<p>Teacher elicits what another word is for 'difficult' that starts with 't' = tough and writes on the whiteboard 'toughest job in the world'.</p> <p>Then teacher asks the students to discuss what they think is the toughest job in the world and why.</p> <p>Students discuss question in pairs</p> <p>Teacher asks students for <i>some</i> ideas from the discussion (keep the feedback to the speaking activity quick and think about <i>summarized</i> feedback instead of asking each individual to fully respond)</p>	Whiteboard
5 Min	Gist Task	To develop students' listening for main idea abilities	<p>Instructions: Teacher says they will watch a clip about a job offer and ask the main idea question:</p> <p>"Would you take this job? Why or why not?"</p> <p>Activity: Play clip until 2:30 & students listen to answer main idea question</p> <p>Pair Check: Have students discuss their answers in pairs briefly.</p> <p>Feedback: Briefly go over answers as a class (answer will most likely be "No because it's too difficult")</p>	Whiteboard
10-15 min	Pre-Teach Vocabulary	Develop students understanding of potentially blocking vocabulary	<p>After brief feedback from the previous activity, Teacher gives students a matching activity regarding vocabulary in the listening clip.</p> <p><u>Meaning & Form Focus</u></p>	1st Handout

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			<p>Instructions: Teacher instructs the class to match the word & definition and hands out activity sheet folded (so they only focus on the matching activity at this time)</p> <p>Activity: Students do the activity individually</p> <p>Pair-check: Students check their answers in partners.</p> <p>Feedback: Teacher calls for students to give answers and writes them on the whiteboard: 1. h 2. b 3. g 4. f 5. c 6. e 7. d 8. a</p> <p><u>Pronunciation Focus</u></p> <p>Instructions: Teacher instructs students to unfold the handout and place the word that goes in the appropriate column based on its stress pattern. The first one has been done for them (and could do the second one as a class as a demo).</p> <p>Activity: Students work in partners sounding out the words and placing them in the correct columns.</p> <p>Feedback & Modelling & Drilling: Teacher gives the students the 2nd handout, which has the answer key at the top. Teacher models pronunciation and has the class repeat after for each of the words.</p>	2 nd Handout
10 min	2 nd Listening Task	Develop students' abilities to listen for further detail and specific info	<p>Instructions: Teacher refers students to look at the bottom of the page at the next listening comprehension questions and tells them that they are going to listen to the clip again while answering those questions.</p>	2 nd Handout

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			<p>Activity: Teacher plays video clip to 2:40 while students listen and answer (might need to play the clip twice)</p> <p>Pair-check: After listening students check their answers in partners.</p> <p>Feedback: Teacher instructs students to turn over their handout to see the answers. Teacher asks if the students have any questions about them before moving onto the next activity.</p> <p>Discussion Q: Then teacher asks students, who do you think currently holds this common job position? Students briefly discuss before playing the rest of the clip.</p>	
10-20 Min	Productive Activity	To develop students' writing for fluency abilities	<p>Instructions: Teacher refers student to the bottom part of the 2nd handout and instructs students that they are going to be writing a 'Thank You' note to their Mother or someone who is special to them. Make sure that you instruct them to write at <i>paragraph level</i>, writing a complete paragraph with connected sentences.</p> <p>Activity: Students write their paragraph on their cards and also decorate it a bit with colored pencils etc. if available.</p> <p>Feedback: Students share their cards in small groups to one another.</p> <p>Error Correction: Teacher writes some errors that were seen while the students were doing the writing activity on the whiteboard and goes over corrections of them as a class.</p>	<p>Folded printer paper cut in half (perhaps could have fancier paper if available)</p> <p>Also, colored pencils/markers/crayons if available</p>