LESSON PLAN

Date:
Teacher:
Class: X (2 classes/week)
Number of students:
Students' level: upper intermediate
School:
Time of lesson: 50 min
Textbook: Upstream upper intermediate
Unit 3. Making a Living. Listening and Speaking

Lesson Aims:

- listening for detailed comprehension;
- practising the new vocabulary.

Activity 1. Warming up
Aim: T to check if Ss have done their homework correctly
Procedure: T – ST; 5 min

- T asks Ss to read the translation of the two paragraphs (Why don't you get a proper job?/122).

Activity 2. Underlining the key words in the questions and possible answers and telling what information they give; listening and choosing the best answer
Aim: increasing Ss' interest in the topic and developing listening skills
Procedure: GW; 10 min

- T explains the task and points out that Ss will hear eight unrelated dialogues and that there is one question related to each one. T allows Ss some time to read through the questions and underline the key words. T asks Ss to say what each situation is, who the speakers are and where it takes place for each situation. Ss work in small groups;
- T checks Ss' answers (Ex. 1a/50);
- T plays the cassette twice. Ss complete the task. T checks Ss' answers by playing the cassette again, pausing about each piece of information given. T asks Ss to say which words or phrases helped them to deduce their answers (Ex. 1b/50);
- T helps when necessary.

Activity 3. Listening and completing the sentences with the missing words
Aim: developing listening skills
Procedure: PW; 10 min

- T introduces the subject of job interview. T asks Ss to read through the gapped text and guess what information is missing. T explains that what Ss will hear is paraphrased in the text. Ss work in pairs and complete the task (Ex. 2a/50);
- T explains that this is a note-taking exercise and that Ss need to listen carefully for key points. T reminds Ss that they should not write more then three words in each gap. T plays the CD twice. Ss listen and fill in the gaps. T checks Ss' answers by playing the CD again with pauses (Ex. 2b/50);
- T helps when necessary.

Activity 4. Comparing and contrasting pictures
Aim: developing speaking skills
Procedure: GW; 12 min

➤ T divides the class in pairs. T asks Ss to look at the pictures and provide key vocabulary items (e.g. potter, vase, clay, keyboard, type). T reminds Ss that they must talk about similarities and differences between the pictures, not just describe them and also answer the second part of the question. T goes around the class and monitors Ss' performance, then asks individual Ss to report back to the class (Ex. 3a/51);

➤ T reads out the question and elicits answers from Ss around the class (Ex. 3b/51);

➤ Ss work in the same pairs. T allows Ss in each pair a minute to study the pictures and then complete the task. T monitors Ss' performance around the class, then asks some Ss to report back (Ex. 3c/51);

➤ T reads the question aloud and elicits answers from various Ss around the class (Ex. 3d/51).

Activity 4. Listening and comparing performances
Aim: developing listening and speaking skills
Procedure: T – ST, ST – T; 10 min

➤ T explains that Ss will hear a model interview based on the tasks in Ex. 3a-d. T checks if Ss understand the criteria for assessment, and asks Ss to listen and think about what is good about the candidates' performance (Ex. 4/51). (Both candidates perform very well according to all criteria.)

Activity 5. Homework
Aim: Improving writing skills
Procedure: T – ST; 3 min

➤ T tells Ss that for the next class they will have to write ten sentences about other interview tips (Ex. 2c/50).