

Name: Robin	Date: 1 October 2024	Level: Intermediate	Number of students expected: 1-4
Topic: Jobs and work			
Main lesson focus (underline one): Grammar / Vocabulary / Pronunciation / Reading / Listening / Speaking / Writing			
Learner outcome(s): The students will be able to talk about jobs and work and to discuss the merits of working to live versus living to work using work-related vocabulary and collocations.			
Grammar:			
Vocabulary: dream job, geolocation, satisfying,			
Phrases: live to work or work to live			
Materials: Presentation text; practice materials			
Assumptions: For this lesson I assume the Ss already know basic vocabulary related to jobs and work			
An anticipated problem:			
My proposed solution:			
What I intend to work on based on previous feedback: Modelling, CCQs, ICQs, time management			

Stage of lesson	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be
No. of minutes			

			practising eg L
Warmup and engage 2 min	T puts pic of leaping businessman, elicits 'dream job'. Asks ss for other ideas for dream jobs.	To warm ss to topic	L
2 min 1 min feedback	In pairs, ss discuss own ideas of the ideal job if they could have their lives again.	to encourage ss to come up with job and work vocabulary and possible life experiences	S
Vocabulary 5 min	Elicit: work, job, career. CCQ the differences Elicit: geolocation	important vocabulary distinction	L
Presentation 10 min	Students read presentation text. Focus question – 'does Anne's husband like his job?' Ss read a second time and answer the comprehension questions.	To present job vocabulary and phrases. Focus to quickly get gist. Second reading for more detailed comprehension	R
Practice 1 10 min	T returns to 'work', 'job' and 'career'. Ss discuss the differences in meaning. Ss do practice 1a, based on collocations from the presentation text. Feedback to class. Ss then attempt 1b in pairs, using words not previously presented. Feedback to class.	important vocabulary distinction Ss reinforce collocations from text Ss try to recognise the senses of the three words in these unknown collocations.	S
Practice 2 10 min	Ss look back at the text at the highlighted phrases. In pairs they discuss their probable meaning. Ss match sentences with phrases from the text – on slips (they have them in writing on the practice sheets for reference later as well)	To extract the lexis from the text. To practice the lexical chunks highlighted in the text and have them available for use in the production	S
Production 20 min	T refers students to the question in the text of 'live to work or work to live'. T instructs and models 'make notes' and then 'discussion'. Ss think/make notes for a moment and then discuss their views on this and also other questions about the value of work.	Students freely discuss the merits of living to work vs. working to live with use of 'job', 'career', 'work' and the phrases provided in the text.	S