

## Lesson Plan N°11

**Date:**  
**Level:** Common Core  
**Materials:** Textbook, Board, visual aids & handouts  
**Sources:** Visa To the World Textbook & Workbook.  
**Standards:** COMMUNICATION: SS exchange information about family members' jobs.  
 COMPARISONS: SS internalize difference between the responses both whose and other questions words generate.  
 COMMUNITIES: SS learn some language aspects (Excuse me? Pardon?) to develop their speaking habits.  
**Time allotted:** 55 mins.

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**Competences:** By the end of this lesson, students will be able to:

- Exchange information about different jobs.
- To use 'Excuse me' or 'Pardon' to politely ask someone to repeat what they've just said.

Phases	Stages	Timing	Procedure	Rationale	Work Mode
<b>Lead-in</b>					
Opening	Warm up	5 mins	Greeting the SS+ potential incidental debate	SS consolidate previously taught functions so that they could guess the current one.	T-SS
	Review	5 mins	The T ask the SS some leading questions mainly about their favorite family members, stressing the function: What does s/he do?		
	Preparation	5 mins	<p><b>Announcing lesson objectives:</b> By the end of this lesson, you can talk about your family members' jobs.</p> <p><b>The T elicits the questions, and drills the SS in them once they are made clear.</b></p> <ul style="list-style-type: none"> <li>• What do you do?</li> <li>• What does your .....do?</li> </ul>		
<b>Conscious-raising</b>					
Skill-getting	Noticing	5 mins	SS have a look at the pictures on page 27 and ask each other about the persons. The teacher puts the elicited vocabulary items in a mind map.	It familiarizes Ss with different jobs. Others are to come while conversing.	close Pairs
	Checking	5 mins	SS close their textbooks, and do an exercise in which they depend on clues to guess the job.		
	Contrasting	5 mins	<ol style="list-style-type: none"> <li>1. He works with scissors. He works in a salon.</li> <li>2. S/he wears a white hat. She feeds people. S/he works in a kitchen.</li> <li>3. She doesn't have a job. She stays at home. She takes care of her family.</li> <li>4. He works outdoors. He works with cement. He builds houses.</li> </ol> <p><b>SS practise through exercise "b" on page 27.</b></p>		
<b>Hypothesising</b>					
	Practising	5 mins	<p>SS complete the dialogue.</p> <p>A: Hey there!          B: Hello!          A: .....for living?          B: Excuse me?          A: .....your job?          B: Ah, I am .....</p>	This activity enables the SS to manipulate the current functions and be aware of some good speaking habits	Indiv. Work
<b>Experimenting</b>					
Skill-using	Producing/ Applying	15 mins	The T engages the SS in role-playing about the previously and currently taught functions along with the language aspects: excuse me? & pardon?	The activity boosts SS's confidence to take risks by acting out the situation before their peers.	S-S (Role-Playing)
Closing	Follow up	5 mins	<b>Miming Game:</b> An individual student gives his/her back to the class. The T writes a job on the board and the other students try to mime to help the student guess the job.	It helps Ss consolidate jobs-related vocabulary with fun.	SS-S