

LESSON PLAN

Present Perfect Intro/Review.

1. Draw a stick figure on the board. (For simplicity, the rest of the lesson plan assumes that it is a male figure. The teacher must decide if it should be male or female.)
2. Build up a profile of the person by question & answer.
Teacher to student, whole class.
 - *What's his name?*
 - *Where does he live?*
 - *What does he do?/Who does he work for?*
 - *How long has he worked there?*
 - *Has he had many jobs?*
 - *How many has he had?*
 - *Who has he worked for?*
 - *Has he passed any exams?*
 - *When did he pass them?*
 - *Has he travelled much?*
 - *Where has he been?*
 - *Has he worked in other countries?*
 - *Has he attended any courses or conferences?*
 - *Has he kept up with developments in his profession/job?*
3. Go through the information again. This time through student-to-student question and answer. Put the following cue words on the board to help the students ask questions about the person:

name live work for many jobs present job travelled
where abroad courses conferences developments

4. The person has applied for a job with ----- and ----- . (Two companies to be suggested by the students.)
Now he has to attend interviews.
5. Divide the class into one group of interviewees and the rest into groups of interviewers. There must be the same number of interviewees as there are groups of interviewers. Inform each group of interviewers which company they represent – ideally, two groups for each company

4. The interviewers prepare questions they are going to ask at the interview and decide who will ask which question. They should consider the companies they are representing and whether they should ask any special questions.
5. The interviewees think of questions they might be asked by each company and prepare possible answers without writing them down. What information should they give to impress each company?
6. One interviewee goes to each interviewing group. The interviews take place.
7. When the teacher decides the interviews have gone on long enough, the interviewees exchange places so that they are interviewed by the other company.
8. After the second interview, the groups of interviewers representing the same company meet together to consider their candidates. How well did they do? Who will they offer the job to?

The interviewees meet to discuss their interviews. What were the interviews like? Would they accept an offer of a job from either of these companies?

9. Whole class discussion: any job offers? Any acceptances?

Lesson Planning 1

Look at these lesson descriptions. Can you think of terms to describe each part of the lessons

Lesson One

1. The teacher introduces an item of grammar.
2. The students do some oral exercises using examples of the item.
3. The students do a written exercise based on the item.
4. The students engage in communicative activities which allow them to use the new item along with the other language they know.

Lesson Two

1. The students do an activity requiring the use of specific language items.
2. The teacher uses notes taken during the first activity to focus on problems experienced by the students and to teach language they were unable to use during the activity.
3. The students do an activity similar to the first one.

Lesson Three

1. The students take part in a communicative activity. While they are working the teacher notes down any problems they are having.
2. The teacher uses notes taken during the first activity to focus on problems experienced by the students and to teach language they were unable to use during the activity.
3. The students either continue the first activity or begin a similar one.

Lesson Planning 2

Consider the following three types of lesson. Which combination of A, C and R do you think would be appropriate for each?

1. The teacher assumes a language item will be new to the students.
2. The teacher knows that the language item will not be entirely new to the students.
3. The teacher wants to review items dealt with earlier in the course.

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TALKING ABOUT PAST ACTIVITIES

GIVING DIRECTIONS

EXPRESSING LIKES AND DISLIKES

TALKING ABOUT FUTURE PLANS

TALKING ABOUT THINGS YOU DO EVERY DAY