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| **Speaking Lesson Plan** |

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| **Job interview** |

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| **Instructor:**  **Paul S Park** |  | **Level:**  **Intermediate** |  | **Students:**  **9** |  | **Length:**  **30 minutes** |

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| **Materials:**  - Pictures (for eliciting: Job interview pictures)  - Worksheet#1: 10copies (9 copies for each Ss+ 1extra copies)  - Worksheet#2: 10copies (9 copies for each Ss+1 extra copies)  - White board , board markers , board eraser |

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| **Aims:**  - Ss practice and develop their speaking asking interview questions, and answering to them.  - Ss can share their opinions the most important things when hiring someone for a job.  - Ss can debate which factor is most important, and least important.  - Ss can practice and improve speaking and listening by working in a group  - Ss will know some speaking errors through teacher’s error correction |

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| **Language Skills:**  **- Reading :** reading worksheet#1’s factors, and worksheet #2’s demo questions.  - **Speaking :** group discussion (choosing the best factor).  - **Listening :** listen to the T’s instructions, explanation and other students.  - **Writing:** write five questions to interview their group members, and record their answer. |

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| **Language Systems:**  - **Phonology :** Pronouncing the words and expressions in the form and the list while discussing  **- Lexis:** Key words and new vocabulary in the activity sheet.  - **Function :** Giving ideas on choosing the most important factor.  - **Discourse :** Working in groups to share their ideas. |

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| **Assumptions:**  **Students already know:**  - how the class is set up and run  - the teacher’s style of teaching and the pace of the course  - Ss know each other well  - Ss are familiar with group discussions  - Ss understand the teacher’s instructions well  - Ss have already known vocabulary in text. |

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| **Anticipated Errors and Solutions:**  - Ss may not clearly understand the meaning of new words  **→** Give Ss more explanation using synonyms and antonyms if needed.  - There may not be enough time to complete the lesson  **→** Give discussion time shorter  - Ss may finish the task earlier than anticipated  **→** Have Ss solve worksheet#2 |

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| **References:**  - TESOL Binder – Speaking section  - Learning Teaching by Jim Scrivener  - worksheet #1 + #2: adapted from http://bogglesworldesl.com/adultesl2.htm  - Pictures: adapted from <http://www.google.co.kr/images?q=job+interview&biw=1916&bih=872> |

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| **Engage / Presentation** | | |
| **Materials:** board, markers and board eraser, pictures | | |
| **Time** | **Set Up** | **Procedure** |
| 5 min | Whole Class | **<Greeting>**  *Hello, everyone!*  *How are you today?*  **<Eliciting>**  (Show Ss the pictures of job interviewing)  *What is this?*  🡪Ss say “job interview”  *Yes, these are the pictures of job interview.*  *Did you have a job interview before?*  🡪Ss say “yes”  *Did you get nervous on your first job interview?*  🡪Ss “yes”  *Now a days, it’s very hard to get a job.*  *I had a job interview few weeks ago, and it was harder than I thought.*  *Last week, I joined the study group to prepare for the job interview.*  *What are the most important factors for choosing an employer?*  (Brainstorming)  🡪Ss answer (If possible, write them on the WB)  *Ok, I have a friend named James, who’s applying for job these days.*  *But he’s having hard time finding the right job for him.*  *And he doesn’t have any idea how to prepare with his first job interview.*  *He wants to know which things are important when getting hired for a job.*  *Let’s take some time to help him out.*  **<CCQs>**  -Does James want to get a job? (Y)  -Does he want to know about important factors for job interview? (Y) |

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| **Set up / Run** | | |
| **Materials:** board ,markers, board eraser, worksheet#1 | | |
| **Time** | **Set Up** | **Procedure:** |
| 10 min  10 min | Whole Class  Individually  In Groups  Whole Class  Whole Class | Before starting the class, let’s change the seating.  **<Seating / Grouping>**  *Can you get into groups of 3 people please?*  *Let’s count up to 3! (1..2..3)*  **<Instructions Demonstration >**  *Here are some factors to consider when hiring somebody for a job.*  *Let’s choose the 5 most important and five least important factors to help my friend James.*  *Please work individually first.*  *When you’re done, please share your factors together with your group members.*  *With your group, you must decide 3 most important factors, and 3 least important factors.*  *You have 10 minutes. Take your time.*  **<ICQs>**  -Do you work alone?  -How much time do you have?  -what factors do you have to choose?  (Distribute worksheet#1)  Ss discuss about the topic  **<Monitoring>**  Monitoring Ss with noting speaking errors  (Feedback)  1 minute left~ alright, now let’s talk about them together.  Group 1, can you tell me the three most important things to consider for an interview? And why?  Group 2, (same) – Group 3, (same)  Good, thank you for sharing your ideas.  Now, let’s take turns interviewing each other with your group members.  Please write five additional questions that you would like to ask during the interview.  When you’re done, please interview your group members and record their answers. You have 8 minutes.  <ICQ’s>  How much time do you have?  Do you work alone?  What do you need to do for this worksheet?  (Distribute #2)  **<Monitoring>**  Monitoring Ss with noting speaking errors  (Feedback)  1 minute left~ alright, now let’s talk about them together.  Group 1, can you tell one interesting question you were asked, and how did you answer to that question?  Group 2, (same) – Group 3, (same)  Good, thank you for sharing your ideas. |

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| **Feedback** | | |
| **Materials:** board, marker, board eraser | | |
| **Time** | **Set Up** | **Procedure:** |
| 4min | Whole Class | *Before ending our class,*  **<Error Correction>**  Correct Ss’ speaking errors they made while discussing   * **How much do you want to be pay? –(paid)**   **<Close>**  *Alright, this is it for our class today!*  *Did you enjoy the class? Thank you.*  *By the way, we don’t have any homework today~*  *Enjoy your Christmas~* |

**Worksheet #1**

**Going to a Job Interview**

Look at the list below. Which of these things are important to consider when hiring somebody for a job. Choose the five most important and five least important.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level of education**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Color of hair**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Family background**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Good References**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clothing**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Prior criminal record**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weight**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work experience**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Speaking ability**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Well-prepared resume**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hobbies**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Religion**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Transcripts and report cards from schools**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sex, Sexual orientation or Ethnic background**

**Group leader**: Your group must decide which are the five most important things to consider for an interview. You must present this to the class and explain why.

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**Worksheet #2**

**Job Interview**

In Partners, take turns interviewing each other. First, write five additional questions that you would like to ask. Then interview your partner and record their answer.

(1)

(2)

(3)

(4)

(5)

(6) How much do you want to be paid?

(7) What kind of experience do you have?

(8) What are your good and bad points?

(9) What are your long-term plans?

(10) What do you do in your free time?

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