The Job Interview

**Speaking Lesson Plan (Task-based)**

Level

Upper Intermediate

Students

11

Length

30 minutes

Instructor

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| **Materials:**  - A picture (An interviewer interviews a job seeker.)  - Role cards (7)  - Interview note paper  - Name tags (7)  - Employment contract (2) |
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| **Aims:**  - Ss will predict what the interviewers will ask interviewees by activating students’ schemata.  - Ss will know the vocabularies related in the interview by teacher’s pre-teaching key vocabularies.  - Ss will practice how to interview and being interviewed by the activity (role play/interview).  - Ss will practice speaking and listening ability by sharing ideas in a group. |
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| **Language Skills:**  - Reading: reading the role cards  - Writing: making a note about interviewee (comments)  - Listening: listening to teacher’s explanation and classmates during the interview and discussion  - Speaking: Sharing ideas in a group and during the interview as a interviewer and interviewee |
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| **Language Systems:**  - Phonology: drilling the sentences  - Grammar: why questions from the pre-teaching phrases  - Function: interview questions  - Discourse: conversation during the interview |
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| **Assumptions:**  - Students can make/understand a completed sentence.  - Students know some adjectives to describe a person.  - Students are able to make a conversation fluently |
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| **Anticipated Errors and Solutions:**  - Students may not experience interviewing  → Let students listen to other students’ experience/activated schemata.  - Students may not know what to ask interviewee as an interviewer  → Pre-teach some phrases/question sentences  - If time is short for the interview activity  → Give students time warning. |
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| **References:**   * http://www.onestopenglish.com/community/lesson-share/pdf-content/speaking/speaking-the-job-interview/154559.article |

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| **Pre-task** | | |
| Materials: N/A | | |
| Time  3 min | Set Up  Whole Class | Procedure:  *Greeting*  Good afternoon everyone. How was your week?  These days some people got a new job and other people want to get a job. So, today we will practice interviews with your classmates.  *Activate Schemata*  T: Has anyone been interviewed for a job?  Or has anyone interviewed someone?  (If anyone says yes ask him/her how it was. Try to elicit that people hear the questions from the interviewer said.) |

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| **Task-Preparation** | | |
| Materials: Role cards, Board and markers, Pictures for key vocabularies | | |
| Time  3 min  5 min  2 min | Set Up  Whole Class  Individual  Whole Class  Whole Class | Procedure:   1. **Role Cards**   *Instruction*  I will be giving each of you a role card. Read and find your strength of characteristics. Prepare the interview based on which questions the interviewer would ask you. Do not show your partner. You have 3 minutes.  *CCQ*  How much time do we have?  Can you show your card to your partner?  (Hand out role cards and monitor discretely. After 3 minutes go into the next section.)   1. **Pre-teach Vocabularies**   *Instruction*  Teacher pre-teaches students 5 key vocabularies.  **Interviewer**  Elicit  Use a visual aid such that an interviewer interviews a job seeker.  T: Who is this person? (pointing the interviewer)  Write  Write on the board ‘interviewee’.  Analyze  What is the synonym of interviewee? (Job seeker)  CCQ  What is the interviewer’s position at work?  **Job seeker**  Elicit  Use a visual aid such that an interviewer interviews a job seeker.  T: Who is this person? (pointing the job seeker)  Write  Write on the board ‘job seeker’.  Analyze  What is the synonym of job seeker? (interviewee)  CCQ  Which document does a job seeker have to prepare? (Resume)  **Strength**  Elicit  Use a visual aid; show students a picture of a hardworking person.  T: What are his positive characteristics? How do we call it? These are his …… (strength)  Write  Write on the board ‘strength’.  Analyze  What is the antonym of strength? (weakness)  CCQ  Who has the strength to think positive?  **Hire**  Elicit  Use a visual aid such that an interviewer interviews a job seeker.  T: Why does the interviewer interview a job seeker?  Write  Write on the board ‘hire’.  Analyze  Is it a noun? (No, it is a verb.)  CCQ  Which person do you more prefer to hire, a sociable person or a diligent person?  **(Employment) Contract**  Elicit  Use a visual aid such that an interviewer interviews a job seeker.  T: After finishing the interview, the interviewer wants to hire the job seeker. Then what do they write down?  Write  Write on the board ‘employment contract’.  Analyze  Is it a noun? (Yes, it is a noun.)  CCQ  Does the job seeker put his/her signature on the employment contract?   1. **Pre-teach Grammar/Phrases**   *Instruction*  Teacher pre-teaches students useful phrases so students practice during the activity.  T: Have you ever been interviewed for a job or interview someone? What do you hear or listen to during the interview?  (Elicit below sentences and others)   * Why should we hire you? * Why do you want this job?   (Drilling sentences; Ss listen to T, Ss repeat, and individuals repeat) |

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| **Task Realization** | | |
| Materials: Interview note paper, Name tags(for interviewee) | | |
| Time  12 min | Set Up  Whole Class  Group  Whole Class  Group  Whole Class | Procedure:   1. **Interview**   *Instruction*  T: Now I want you to arrange your seats so you can have a group interview. (The Employers sit in a panel and the job seekers sit in front of the panel.) One by one the interviewees are interviewed by the employers and the interviewee is allowed to ask questions. After the interviews are finished, the employers will choose the person who gets the job. So please take notes during their interviews. I will give 5 minutes to interview.  *CCQ*  How much time do you have?  What do you do?  Are you working alone?  (Run task and monitor passively; jot down errors in language students make)  T: 30 seconds left. Wrap up your interviews.  (Students wrap up their interviews.)  T: Now, the interviewers decide the person who gets the job.  *Instruction*  The employers discuss and pick each successful job seeker from each group with a brief reflection as to why that person was given the job over the others. Give the employers 1 minute to discuss.  *CCQ*  How much time do you have?  How many employees do you hire?  (Monitoring passively)  After 1 minute discussion, the employers call the name of new employee and make a contract. (A contract is made by chocolate.) |

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| **Post Task** | | |
| Materials: Contract(Chocolate), Board and markers | | |
| Time  5 min | Set Up  Whole Class | Procedure:   1. **Feedback**   T: Congratulations! Why did you hire (the employee’s name)?  (The employers explain the reasons briefly.)  T: How was your interview?  (Listen to students feedback on the activity)   1. **Language Focus**   *Error correction*  Write students errors you noticed during the interview and discussion and write them on the board. Let students try to correct as a whole class.  T: I hope you had fun, and this activity helped you for your real interview as a interviewer or a job seeker. Good luck for everyone. |