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| Listening █ Speaking  Reading  Grammar  Writing |
| **Topic: Going for a job interview** |

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| Instructor:  JIYEON LEE | Level:  **Upper-intermediate** | Students:  **7** | Length:  **30 Minutes** |

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| Materials:   * White board, board marker * Board game poster * Dice * 3 types of mini-clip * 16 worksheets * 8 blank papers * Job interviewing pictures |

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| Aims:   * Main aim: Students will improve job interviewing skills by practicing questions and answers. * Secondary aim: Students will learn about vocabularies related to job interview by filling in worksheets and making their own advertisement. * Personal aim: I want to speak out confidently and let students learn about job interviewing skills |

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| Language Skills:   * Reading: Ss will read worksheet * Listening: Ss will listen to other students’ answers and speeches * Speaking: Ss will speak their own answers and opinions * Writing: Ss will write down personal advertisement for a job |

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| Language Systems:   * Phonology : none to discuss * Lexis: resume, employee, employer, punctual * Function: none to discuss * Grammar: none to discuss * Discourse: monologue, dialogue and Q&A |

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| Assumptions:   * Ss already know how the class is set up and run * Ss are adults at an upper intermediate level and are able to express their ideas in English * Ss are used to working individually or in pairs |

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| Anticipated Problems and Solutions:   * Ss may not be able to complex vocabulary – model * Ss may not have enough time to speak - teacher will reduce the preparing time |

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| References:   * Job interviewing pictures: google.co.uk * Job interviewing worksheet: Going for a Job interview <http://bogglesworldesl.com/adultesl2.htm> |

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| **Lead-In** | | | |
| Materials: board, marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole class | Answering teacher’s questions | Greeting  Hello everyone, how are you today?  \_\_\_\_\_\_\_\_\_, Did you work at Paris Baguette at the weekends?  (Yes, or not)  Have you ever had full-time or part-time jobs? |

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| **Pre-Activity** | | | |
| Materials: board, marker and worksheet, pictures | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  2 min  3min | Whole class  In pairs  Whole  Class | Answers elicited questions  Students will answer the worksheet with partners.  Students will present their answers | Eliciting the word, “Job interview”  T:\_\_\_\_\_\_\_\_\_\_\_, What did you do to get a job?  What do we need to do if we want to get a job?  (show the pictures)  S: Job interview, resume, job hunting,  etc.  Modeling ‘Job interview’ on the board  .  T: Yes, “Job interview” is one of the steps when we look for a job.  So, today, we are going to learn about job interviewing skills.    Brain storming about job interview  T: Let’s think about anything about job interview more. What do you need to bring a job interview? What kind of clothes should we wear? What is employee and employer? Should we punctual for a job interview?  (Resume, photo, cover letter, employee, employer….etc)  CCQ  Do you usually do job interview when you get a part time job?  What do people need to bring for a job interview?  Filling in the worksheets  Instruction  T: You will get the worksheet. When you get the worksheet, discuss about the answers with your partners.  Divide students into pairs  T: You will work with your partners and have 2 minutes to work.  Distribute worksheets  Demonstration  Give students an example  ‘I will probably say well-prepared resume is the most important, and family background is the least.’  ICQ   * So what are we doing? * Are you working in individually? * How much time do we have?   “Now begin.”  Monitoring  Monitor discreetly. Answers questions when students ask  Give time warning: 1min. Give Students 1 min extra if they need  “Times up.”  Ask students in pairs to present their own ideas. |

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| **Main Activity** | | | |
| Materials: Board game poster, dice, 3types of mini clip | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  10min  1 min | Whole class  Whole class  Whole  Class | Listening  Students will play a board game  Students will tidy up the desks, then return to the seats. | Job interviewing skills  Instruction  T: We are going to play a board game to practice job interviewing skills. Are you excited? First, shall we move our two desks in the middle of classroom? And stand beside desks please. I will divide you into 3 teams and the team will land in TS corporation first will get jobs  Divide into 3 teams  (Students will pick up one paper from  the cup, and match with students  who have same number)  T: Are you now with your team member/s? Does everyone can see the board game? As you can see there are different types of questions which are useful for job interviews. First, let’s choose who goes first by doing rock-paper-scissors, then each team will pick up a mini-clip to use on the board game. Second, each team will take turns, rolling the dice. You will move the number of steps on the dice.  Third, when you land in question mark, you have to pick up one question card on the board, then read out, and follow the instruction. The instruction for the star is same as question mark.  Forth, it might take time to answer the question, so we do not have time limit to answer, but you are asked to answer as quickly as possible to enjoy the board game and practice job interviewing skills. However, if you do not answer even within 30 sec, you will lose your chance next turn.  Sixth, I wish you all could participate in the board game to practice job interviewing skills. Last, if you do not finish the board game within 10 minutes, there will be no one who will hired by TS Cor. However, Don’t worry, it is a game and will be fun.  Demonstration  Show the examples.  First I have to roll the dice, if the number is 5, I will move 5 steps on the board, then answer the question. For example, I want to have a kind, optimistic and hard-working boss in the future.  ICQ:   * So what are we doing? * Are you working in individually? * What happens if you do not answer even within 30 sec?   Now begin  Monitoring  Monitor discreetly. Answer questions when students ask  When any team lands in TS Cor, the game will be completed.  However, if there is no team to get in TS Cor within 10 minutes, tell students that job interview is over  Tidy up the classroom and desks.  Instruction  T: Please tidy up the tables, and put two desks back and sit on the chairs. |

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| **Post Activity** | | | |
| Materials: Blank paper, board, Marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min  2min  4min | Whole class  Individually  Whole  Class | Listening  Students begin writing down their opinions  Students will give their speeches. | Let’s make our own advertisement  for a job  Instruction  T: Well done, Did you have fun and learn job interviewing skills? You played very well. Now, you will get blank papers, then write down your own ideas for a job advertisement. You can hire any person you want. For example, if you want to hire a teacher, you can make an advertisement for a teacher. After you finish your own advertisement, I want to all of you individually speak out your ideas..  Demonstration  Give them example:  Job title: Personal Assistant  A personal assistant is required in  Hyundai department food court in  order to help a disabled person.  Experience is preferred, but not  essential. However, candidates must  have good communication skills, and  positive attitude.  The hours required are 7 hours per  week.  The rate of pay is $350 per week.  Please contact the line on 00011234.  T: So this is my advertisement. You can use any words that I have written down on the board if you want. It does not matter if you use new words, or copy any words on the board. I will give you 2 minutes to write down your own advertisement.  Distribute blank papers  ICQ   * So what are we doing? * Are you working in individually? * How much time do we have?   “Now begin.”  Monitoring  Monitor discreetly. Answer question  When students ask  Give time warning. Be flexible with  time. If they need, give them 1min more  “Time’s up”  Ask students to speak out their own  sentences  Error correction.  Unscrambled the words  (eresmu- resume  lopremye- employer)  Activities are all completed  Instruction  T: Now, you have learnt all about job  interviewing skills. Will you apply  these when you do a job interview?  And do you feel more confident?  If so, well done, everyone! It’s all for  today. |
| **SOS Activities** | | | |
| Materials; Worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  4min | Whole class  Whole class | Listening  Students will find out information gaps | Information gap  Instruction  T: Now, I will divide you into two groups and one group will have a worksheet ‘A’, another group will get a worksheet ‘B’. There are different information between two worksheets, so let’s find out what it is.  Divide into two groups  Distribute two different worksheets  T: You will have 4 minutes to find out information gaps  Demonstration  Give an example.  In my worksheet, the applicant name  is John Smith  ICQ  So what are we doing?  Are you working in individually?  How much time do we have?  “ Now begin.”  It goes around one by one until students find out all different information.  When students find out all  information, the activity will be done. |

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.

[www.bogglesworldesl.com](http://www.bogglesworldesl.com)

**Dave Smith A**

Address: 50 West Fourth Street

New York, United States

Phone Number: 512-111-1111

davesmithstudent@mail.nyu.ed

**Objective**

Full-time position in Engineering

**Education**

**Bachelor of Science, Chemical Engineering, May 2007**

The University of New York

Overall GPA:  3.24/4.00

**Experience**

Co-op Student, 3M, Apple, May 2006-August 2006

**Skills**

Experienced with Windows and Macintosh systems

Skilled in Microsoft Office (Word, Excel, PowerPoint, Access)

Fluent in Spanish

**Accomplishments**

Winner of technology festival at New York University

**Mary Smith B**

Address: 234, Oxford Street, London

UK

Phone Number: 44723401

Marymith@lse.ac.uk

**Objective**

Full-time position in Design

**Education**

Bachelor of Design, May, 2008

The University of LSE in England

Overall GPA:  3.5/4.0

**Experience**

Experienced an internship at London Department Store as a sub designer

**Skills**

Skilled in CAD

Fluent in German and Italian

**Accomplishments**

Winner of London city design festival twice in 2005 and 2006





