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| **Speaking Lesson Plan** |
| **Topic: Job Interview : Preparing for unexpected questions** |
| **Instructor** | **Level** | **Age** | **Number of students** | **Length** |
| **Hyemy(Kwak, Hyemi)** | **Intermediate** | **Adult** | **7** | **50 mins** |

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| **Materials:** **Computer and Speaker, Beam Projector, PPT file****Worksheet: #1 Job interview questions(A sheet 4 copies, B sheet 4 copies)****#2 Starbucks job interview role card(A sheet 4 copies, B sheet 4 copies)****#3 To do or not to do, that is the difference****White board & Marker****8 pieces of blank paper and pens** |

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| **Aims:** 1. **To improve speaking skills by discussing about offbeat questions**
2. **To create great answers for successful interviews through discussion about unexpected questions**
3. **To learn vocabulary about job interview when they use them by role playing**
4. **To practice writing skills through making interview questions and introduction about themselves**
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| **Language skills:****∙ Speaking: discussing and role-play in pairs and groups****∙ Listening: listening to the interview questions and answers****∙ Writing: writing about themselves and expected questions****∙ Reading: reading an article about job** |

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| **Language systems:****∙ Lexis: Learn vocabulary used in the job interview****∙ Discourse: Discussion and role play****∙ Phonology: Listen to pronunciation of the native speaker****∙ Function: Conversation through question and answer, role play****∙ Grammar: Use the correct verb tense**  |

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| **Assumptions:****∙ Students are University Students and they needs to prepare job interview for getting a job.** **∙ Students are at an intermediate level and know how to express their opinion in English.** |

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| **Anticipated Errors and Solutions:****Students might have lots of opinions for this topic which could exceed the class time.** **→Give time warning****If the audio file does not work.****→Prepare scripts and read it to the students.****Students may finish the activity earlier than expected.****→Make use SOS activity prepared.****Students have not enough confidence to express their opinion when they are discussing.****→Encourages him/her so they can participate discussion more actively.** |

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| **References:**[**www.google.co.kr/jobinterview**](http://www.google.co.kr/jobinterview)[**http://iteslj.org/Lessons/Blake-JobInterview.html**](http://iteslj.org/Lessons/Blake-JobInterview.html)[**https://en.islcollective.com/resources/printables/worksheets\_doc**](https://en.islcollective.com/resources/printables/worksheets_doc)[**http://bogglesworldesl.com/adultesl2.htm**](http://bogglesworldesl.com/adultesl2.htm)[**https://quizlet.com/12970929/job-interview-vocabulary-flash-cards/**](https://quizlet.com/12970929/job-interview-vocabulary-flash-cards/) |

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| **Notes:****If the task is completed early, teacher set up Plan B activity prepared.** |

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| **Presentation** |
| **Aim: To learn vocabulary about job interview and improve speaking skills by discussing about unexpected questions**  |
| **Materials:** **PPT, Beam Projector, Computer and Speaker** |
| **Time** | **Set Up** | **Student**  | **Teacher**  |
| **1mins** | **Whole Class** | **Students listen to the guiding questions****Then students notice class topic.** | **Greeting****Elicit the topic through showing first page of PPT.****Give guiding questions** |
| **2mins** | **Whole****Class** | **Student listen to teacher talk****Students answer the questions** | **Teacher motivate to students by showing second page of PPT and share their opinions what company do they want to apply and the reason why** **Then ask what students have to prepare** **‘answer is job interview’** |
| **4mins** | **Whole****Class** | **Students listen to the pronunciations of some words** **Students take notes and memorize them** | **Teacher shows third page of PPT and explain vocabulary****Play sounds of vocabulary on the website** **CCQ ‘Offbeat’** |
| **3mins** | **Whole****Class** | **Student listen to teacher talk** | **Teacher explain briefly how to prepare themselves for the offbeat questions** |
| **Notes:** **Make sure the PPT is working.** **Prepare print out PPT in advance, in case the PPT is not working.****Vocabulary website: https://quizlet.com/12970929/job-interview-vocabulary-flash-cards/** |

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| **Practice** |
| **Aim To improve their speaking skills by making up unexpected questions and answers by themselves**  |
| **Materials:** **white board and marker, blank paper(A4 size)** |
| **Time** | **Set Up** | **Student**  | **Teacher**  |
| **5mins** | **2 Groups** | **Student listen to teacher talk****Students are brainstorming in groups** | **Teacher give instruction** **Arrange students in groups****ICQ****Write ‘group1’ and ‘group2’ on the white board****Monitoring** |
| **2mins** | **2 Groups** | **Students write their opinions on the white board in groups** | **Invite students to the white board and write unexpected questions**  |
| **2mins** | **Whole Class** | **Students make up their answers for 3 questions****Students listen to the instruction** | **Teacher and students share student’s ideas, and choose 3 of creative questions****Give instruction****Then give time to think what they will answer for 3 questions**  |
| **5mins** | **4 pairs** | **Student listen to the teacher’s instruction****Student do a role play****(A will be an ‘employer’ and B will be an ‘applicant’)****Then switch their role and do again** | **Arrange students in pairs****Demonstration with a student****ICQ****Monitoring** |
| **Notes:** **If they need blank paper to write down, hand out prepared blank paper to students** |

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| **Product**  |
| **Aim: To practice speaking skills by doing an job interview role play activity**  |
| **Materials: Worksheet#1(A sheet 4 pieces, B sheet 4 pieces)****Worksheet#2(A sheet 4 pieces, B sheet 4 pieces)** |
| **Time** | **Set Up** | **Student**  | **Teacher**  |
| **3mins** | **4 pairs** | **Students listen to the instruction****Students fill in the blank of A or B sheet**  | **Arrange students in pairs****Hand out Worksheet #1 to students****(A,B one set to a pair)****Give time to fill in 5 more questions of Worksheet #1**  |
| **7mins** | **4 pairs** | **One of student act as an ‘employer’ and another student act as an ‘applicant’ in pairs****After giving 5 questions to their partner, they switch their role**  | **Give instruction****Hand out Worksheet#2 to students****(A,B one set to a pair)****Demonstration with a student****Monitoring** |
| **10mins** | **4 pairs** | **One of pairs do role play as an ‘employer’ and ‘applicant’ in front of their classmates****They can only give 5 questions to other student** | **Invite all pairs to do role play in front of the other students** **One of role play finished, other students can give feedback to the pair** |
| **Notes:** **Worksheet #1, Worksheet#2 consist of A sheet and B sheet. Hand out 1 set to a pair****Monitoring is very essential, so walk around the classroom, and listen to each student’s pronunciation and make error correction when they give questions to their pair or role play.** |

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| **Post Activity** |
| **Aim: To improve their speaking skills by discussing about ‘to do or not to do’ on the job interview**  |
| **Materials: Worksheet#3** |
| **Time** | **Set Up** | **Student**  | **Teacher**  |
| **5mins** | **Whole****Class** | **Students read Worksheet#3****Students express their opinions to other students** | **Hand out Worksheet#3****Give time to read it briefly****Free talk about Worksheet#3** |
| **1mins** | **Whole****Class** | **Students listen to the instruction****Say good-bye** | **Give feedback and tell their achievement.****Thanks to the Students and Conclude the class** |
| **Notes: If time is up, give Worksheet#3 for reference** |

Worksheet#1 (A Sheet)

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?

Worksheet#1 (B Sheet)

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) What did you study at university?

(7) What kind of experience do you have?

(8) How can you help our company?

(9) What are your long-term plans?

(10) What are your interests?

Worksheet#2 (A Sheet)



Worksheet#2 (B Sheet)



worksheet#3

**To Do Or Not To Do, That is The Difference**

**Do**

* Prepare a complete, attractive resume that stresses your qualifications in a positive manner.
* Get permission from people you plan to use as references.
* Write an effective cover letter that really sells “You”.
* Fill out the application completely, accurately, and legibly.
* Use the completed resume as a reference for filling out the application.
* Arrive for the interview a few minutes early.
* Dress appropriately for the interview.
* Go to the interview alone.
* Bring resume, social security card, work permits and licenses to the interview.
* Present yourself with confidence.
* Research the company.
* Be prepared to answer questions about yourself and your qualifications.
* Be prepared to ask questions about the company.
* Smile.
* Follow the interview with a thank-you letter

**Do Not**

* Do not present a resume that was hastily put together or has typographical errors and smudges.
* Do not use a general, all-purpose resume.
* Do not give inaccurate information.
* Do not present an application that is unreadable or incomplete.
* Do not arrive late for an interview.
* Do not wear jeans, wrinkled clothing, or outrageous jewelry to an interview.
* Do not overdo perfume or aftershave.
* Do not take friends or family to an interview.
* Do not act as if the receptionist and interview are doing themselves a favour by seeing you.
* Do not forget your manners.

**\*Plan B**

In pairs, Student A is an employer Student B is applying for a job but there is a reason they should not get the job. Example: a pilot that is afraid of heights

 Student A must ask questions in the job interview until he/she is able to determine why they should NOT hire Student B.****