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| **Listening**  Speaking  Reading  Grammar  Writing |
| **Topic: Job Application** |

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| Instructor:  Sohyun(Sarah) Lee | Level:  Upper Intermediate | Students:  **17** | Length:  **40 Minutes** |

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| Materials:  - Visuals about a job application, cover letter and job description  - Worksheets to rank the characteristics in order of importance for applying a job and to fill in the blank of each candidate’s cover letter (17 copies each)  - Listening CD & CD players (Tracks 1; about 4 minutes)  - Listening worksheet (17 copies)  - Listening scripts (17 copies)  - Wall Chart(all the behind of the wall chart should be taped with velcro behind); Candidates Profile sheet, Job descriptions, Scripts, Answer of filling in the cover letters  - Hand-out: the scripts and the answer of cover letter worksheet (17 copies each)  - White board(the top of the board should be taped with felt), board markers |

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| Aims:  - Main Aim: To enable students to improve their listening skills by letting students discuss the factors of applying a job in context to exposing students to learn the use of figurative language.  - Secondary Aim: Students will talk about job application by having students to grade priority order of the characteristics for applying a job on the worksheet, listen about four candidates conversation about their strengths, weakness, characteristics and preference about a job to match with each job descriptions and fill in the blank worksheet of each candidates’ cover letter.  - Personal Aim: I want not to forget to deliver CCQ.  I want to chunk out the instructions.  I want to improve my ICQ.  I want to deliver clear explicit ICQ’s.  I want to improve on my demonstration. |

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| Language Skills:  - Speaking: Students will talk about each candidate’s strengths, weakness, characteristics and preference about a job.  - Writing: Students will be engaged in dictation and filling in the blank worksheets.  - Listening: Students will listen about four candidates’ conversation regarding to apply a job.  - Reading: Students will read listening worksheets that provide four different job descriptions and listening scripts. |

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| Language Systems:  - Lexis: characteristics, cover letter, job description, job application.  - Phonology: None to Discuss  - Grammatical: None to Discuss  - Function: Applying a job, looking for a job, interviewing.  - Discourse: expressions for a cover letter, introducing oneself with characteristics. |

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| Assumptions:  - All students have had an experience of applying a job or know someone who has.  - Students have discussed about their characteristics and preferences about a job.  - Most students know to describe strengths and weakness of themselves.  - All students have done a dictation activity before. |

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| Anticipated Problems and Solutions:   |  |  | | --- | --- | | Problems | Solutions | | For the dictation exercise, the radio might fail due to a black out in electricity. | I will read the scripts as turning myself into the human radio within 4 minutes in total. | | Students might read too slow for the dictation exercise which affect time management | I will follow the one-half rule for the main activity which we will only get half students to present and which we will also leave out the dictation for one of four candidates.  Also, I will attach the script wall chart for the students and hand out the scripts to all students. | | I might face the lack of the time to cover all answer for filling in the cover letters. | I will attach the answer wall chart for the students and hand out the answer to all students. | |

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| References:  - Listening Module, “California State University Long Beach” TESOL Program Book  - Ben’s materials that have been provided during the class |

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| **Lead-In** | | | |
| Materials: Board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 mins | T-WC | Guiding questions and following questions | Good morning class, how are you doing today?  What is your favorite color?  What are the reasons? Please give me at least two reasons.  Do you have many of your favorite color clothes?  What is your favorite dessert?  What are the reasons? Please give me at least two reasons.  Would you please recommend any café or restaurant that serves the most delicious your favorite dessert? |

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| **Pre-Activity** | | | |
| Materials: Worksheets to rank the characteristics in order of importance for applying a job | | | |
| Time | Set  Up | Student Activity | Teacher Talk |
| 7 mins | T-Ss | Eliciting | What do we call personalities in a different way? (Students might answer as characteristics)  It is characteristics. |
| CCQ | Are characteristics the same to all people? = No  Are characteristics all different and unique for people? = Yes |
| Instructions | I am going to hand out the worksheets to all of you. We are going to rank the characteristics in order of importance for applying a job on the worksheet. Please do not touch the paper and start to work on it when I say “begin” |
| ICQ’s | What are we going to do?  Do we only start to work on when I say “begin”? |
| Explicit Instructions | We only have 3 minutes and it is individual activity. |
| Explicit ICQ’s | How much time do we have?  Are we going to work individually? |
| Run | (I hand out all the worksheets and say “begin” then students work on in 3 minutes individually.  I do timing for 1 minute, 30 seconds and times up as monitoring. I ask 5 students about their ranking and they need to present.) |
| Close | Is there any similarity on their ranking? |
| Post-Activity | (I write down an unscramble word, “arcitarthsierc”=”characteristic”.) Please unscramble the word. |

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| **Main Activity** | | | |
| Materials: Visuals about a job application, cover letter and job description / Listening CD & CD players (Tracks 1; about 4 minutes) / listening worksheet (17 copies) / listening scripts (17 copies) / wall chart; candidates profile sheet, job descriptions, scripts / Hand-out; the scripts(17 copies), white board, board marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 20 mins | Ss-Ss | Eliciting | What is an action that looks for a job?  (Students might answer “Job application” or not)  It is “Job Application”. |
| CCQ | (Show visuals about a job application, cover letter and job description to students) Are they related with a job application? = Yes  Is a job application is an activity or duty that an employee needs to do every month after he or she has a job? = No |
| Instructions | I am going to play CD about a conversation between four candidates who are talking about their strengths, weakness, characteristics and preference about a job.  Please fill in the blank on script worksheet and match the best job from four job descriptions on the worksheet for each candidate.  The CD is 4 minutes long and we have 6 minutes to complete the worksheet. |
| ICQ’s | What are we going to do?  How much time do we have in total? |
| Explicit Instructions | We are going to work in pair. Please work with your next neighbor.  Please do not touch the paper and start to work on it when I say “begin” |
| Explicit ICQ’s | Are we working in pair?  Do we only start to work on when I say “begin”? |
| Run | (I hand out all the worksheets and say “begin” as playing the CD. Once the CD is done, students work on in 6 minutes to complete the worksheet with each neighbor.  I do timing for 3 minutes,1 minute, 30 seconds and times up as monitoring. I ask one of students from each pair need to come to the white board and write down the answers for job matching. I attach the script on the board. Then I ask each pair to explain the reasons of the matching. Once all of them present, I give them answer and script hand out.) |
| Post-Activity | (If there are grammar errors, I correct them. If not, I write down an unscramble word, “palptcnoi”=”application”.) Please unscramble the word. |

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| **Post Activity** | | | |
| Materials: Worksheets to fill in the blank of each candidate’s cover letter(17 copies) / wall chart; answer of filling in the cover letters / hand-out: the answer of cover letter worksheet (17 copies) / white board / board markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 mins | Ss-Ss | Eliciting | What is a letter that comes along with a resume?  (Students might answer “cover letter”.)  It is a cover letter. |
| CCQ | Is a cover letter for friends? = No  Is a cover letter for job application? = Yes |
| Instructions | Now, I am going to hand out worksheets that have blanks on each candidate’s cover letter. Please fill them in based on the conversation that we listened from the CD. We only have 5 minutes. |
| ICQ’s | What are we going to do?  How much time do we have? |
| Explicit  Instructions | We are going to work in pair. Please work with your next neighbor.  Please do not touch the paper and start to work on it when I say “begin” |
| Explicit ICQ’s | Are we working in pair?  Do we only start to work on when I say “begin”? |
| Run | (I hand out all the worksheets and say “begin” then students work on in 5 minutes to complete the worksheet with each neighbor.  I do timing for 3 minutes,1 minute, 30 seconds and times up as monitoring. I ask all of each student to read one sentence of the filled cover letters. Once all the cover letters are read by students, I attach the answer wall chart on the board and give them the answer hand out.) |
| Post-Activity | (If there are grammar errors, I correct them. If not, I write down an unscramble word, “elvtectreor”=”cover letter”.) Please unscramble the word. |