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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: Job Interview** |

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| Instructor:Jay Joanne | Level:**Upper-Intermediate**  | Students:**16** | Length:**30 Minutes** |

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| Materials: Dice, worksheets, numbers written pieces of papers, pictures, 4 types of candies, unscrambling materials, papers, pen or pencils |

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| Aims: * Main Aim: To enable students to improve their speaking skills by having students talk about their thoughts or experiences relate to the topic
* Secondary Aim: Students will talk about variety of situations that could happen in their working place
* Personal Aim: I want to improve my demonstration and adjust teaching pace
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| Language Skills: * Speaking: Students will talk about their experiences and opinion
* Writing: students will fill in the blanks on the worksheet to complete the dialogue
* Listening: students will listen to other students’ experiences and thoughts
* Reading: students will read the worksheet and questions on the dice
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| Language Systems:* Lexis: interviewee, salary
* Phonology: promotion, interview
* Grammatical: none to discuss
* Discourse: dealing with the situation when you need to give someone a good impression
* Function: to apply a job
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| Assumptions:* All students have had experiences of having interview, or know someone who had interview in the past
* All students know how to do the fill in the blank worksheet
* All students have rolled the dice before
* All students know what the interview is
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| Anticipated Problems and Solutions:Problem: Some students might not want to talk about their experiences with past co-workers-Solution: Students can answer the other questions; ideal job, or the environment, and what do they wish forProblem: Some students don’t know the variety of jobs -Solution: Pre-teach the students the number of different jobs before the activityProblem: Some students might not understand the instruction clearly-Solution: To demonstrate the activity, make them understand the concept of activity clearlyProblem: While the activity, time might be to short to listen to everyone’s opinions and thoughts-Solution: Follow 1/3 rule  |

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| References: <http://lessonplanz.com/><http://www.eltnewsletter.com/> |

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| **Lead-In** |
| Materials: Pictures (money, working man, stress, happy face etc.) |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole Class | Students will answer the lead in questions and share their thought in their seats | GreetingAsk students‘Would you work for company pays you a lot, but you can’t enjoy or dislikeOrThe company that you dreamed of, but less salary?’(Ask 3 students in the class or more if the time allows) |

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| **Pre-Activity** |
| Materials: Worksheets (Dialogue), Pictures (two people talking) |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Whole class Work in pairs | Students will answer the questions looking at the picture(Fighting? Talking? Having a conversation? Singing?)Students will think about what would they say to complete the dialogue on the board and share their ideasStudents will fill in the blanks with their partner and talk about itStudents will share their answers to the class  | Eliciting-show students the picture of two people talking, making a conversation-Ask what are they doing ‘Are they swimming?’ ‘Are they ….?’Demonstration-One the white board, put A: My husband went out last night with his friends without saying anything! And ask students to what would B saysParing the students with the person seat next toTell the students to fill in the blanks freely. Open answers if it makes sense3minutes to answer the questions\*\*\*ICQ‘Are we working individually?’‘Are we working in pairs?’‘How much time do we have?’After 3mintues, ask each students to read their dialogue with their partners to the class  |

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| **Main Activity** |
| Materials: Dice Candies |
| Time | Set Up | Student Activity | Teacher Talk |
| 15min | Whole class4groups | Pick the candy that they want, and move to the group they belong Ask if they have any questions about the activityThey may ask for the demonstrationStudents roll the dice and do the activity | Grouping(give students a box of candies and pick one and pass out. And if they pick the same types of candy, they will be the one team)Instruction of the activity-Roll the dice first then pick the person from the other groups (talk to the group members who to pick) and ask the question you have on the diceDemonstration-one of us roll the dice and ask to another the question that I have\*\*\*ICQ‘What are we going to do?’‘Are we working individually?Ask the student who has the longest hair in the class, and the group that has the person with the longest hair goes firstIn each side of the dice, there are 6 questions1)Worst co-worker(Boss)2)Best co-worker(Boss)3)Ideal working environment4)Gender5) Does appearance affects your job ability?6) If you are a company CEO what kind of person would you like to hire?Ask students if they find anything interesting from other students’ experiences or what do they have in common |

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| **Post Activity** |
| Materials: piece of papers that names of jobs are writtenUnscrambling material |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Whole classIndividually | Students will find the pieces of papers that are hidden in the classroomStudents will talk about their stories or experiences related to the jobs | (Papers are hidden in the classroom)Ask students to find the papers in the class and when they find one sit in their seat-Give 2 minutes to find-7 papers in total\*\*\*ICQ‘how much time do we have?’‘how many papers are hidden?’After 2 minutes, ask students who found the paper to tell anything about the job written on the paper(If they know anyone who has the job, know the good story related, know what does they do etc.)-Name of jobs* School Counselor/Adviser
* Doctors
* Drivers
* Artist
* Cook/chef
* Psychologist
* Wedding Planner

-7 students will presentAsk if they have any questionsError correctionUnscramble the word ‘Interview’-w i v e t e n i r   |
| **SOS Activities** |
| Materials: empty piece of papers, pen or pencil |
| Time | Set Up | Students Activity | Teacher Talk |
| 3-5min | Whole class | Students write down 3 adjectives can describe themselves | Ask students to write down 3 adjectives can describe themselves Then pick one and put it together with their first nameEx) If I picked the adj. ‘amazing’ then my name will be ‘Amazing Jay’So then they will each present their name with the adj. and share by using this sentence-Hello, My name is \_\_\_\_\_\_ (name). |