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| Listening  Speaking Reading  Grammar Writing |
| **Topic: Getting Ready for the Job Interview** |

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| Instructor:  Janet Hong | Level:  Advanced | Students:  16 | Length:  30 Minutes |

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| Materials:   * A picture of a person having a job interview * Matching vocabulary and definition worksheet (16 copies) * 4 different scenarios for role play (2 copies each) * Board game sheet (4 copies) * 4 dice & 16 tokens for board game * A4 paper with table to make notes of other people’s answers (16 copies) * Interview questionnaire |

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| Aims:   * To build a knowledge of and become familiar with language that will facilitate development of greater speaking ability through activities that are relevant to the preparation of a job interview * To learn and practice vocabulary and common expressions used for preparation of and during a job interview by completing a vocab matching worksheet, doing a role play of a job interview, and playing ‘Know Thy Self’’ board game * Time management * Less TTT, more STT * Confidence building * Better understanding of and more interaction with students |

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| Language Skills:   * Reading: Students will read and complete vocab matching worksheet and one of the 4 scenarios of a job interview * Listening: Students will listen to teacher’s instructions for each activity and explanation of new vocab words, partner’s reading of the script and, group members’ answers to questions from the board game * Speaking: Students will read out loud role play scripts and tell answers to questions on from the board game * Writing: Students will make notes of the answers told by other group members during board game |

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| Language Systems:   * Lexis: Vocabulary and expressions used at job interviews * Function: Expressing opinion within a group and having an interview with a potential employer * Discourse: Pair and group discussion * Phonology: None to discuss * Grammar: None to discuss |

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| Assumptions:   * How the class is set up and run (4 students per group, ‘English-only’ policy) * Teacher’s style of teaching and the pace of the course * All students are familiar with the term, concept and formality of a job interview * Students are able to express their ideas with occasional errors * Students are able to vary language form to suit the situation |

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| Anticipated Errors and Solutions:   * Students may not be able to follow and comprehend reading material easily   🡪Go over key words and content together as whole group   * Students may need more time to work on the worksheet   🡪 If it takes longer than 5 minutes, cut answer-checking short by verbally telling answers  -If time is short,  🡪 Cut post-activity discussion short and only ask 2-3 people to share during feedback   * If students finish their tasks earlier than anticipated,   🡪 Do SOS activity (interviewing partner) |

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| References:   * Interview Q’s for board game: <http://www.cnbc.com/id/100371504> * Language Cube’s Next Step Interview book |

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| **Lead-In** | | | |
| Materials: n/a | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | Whole class |  | **1. What do you hope to do after this TESOL course ends this week?**   * Do you have any plans? * Why did you take this course?   **2. What am I wearing today?**   * In which occasion do you think this attire or outfit is suitable to wear? (Wear a suit)   -Try eliciting the word “JOB INTERVIEW” on board  **OK. So today, we will do a role-play of someone having a job interview. But first, let’s look at some of the vocab words and expressions that will be in the role-play scripts.** |

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| **Pre-Activity** | | | |
| Materials:   * Job interview vocab & definition matching worksheet (16 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | In pairs  Whole class | Job interview vocab matching worksheet | -Pair up students  **Please read the definitions and match the correct vocabulary words in the box. Work with your pair. You have 3 minutes.**  **ICQ**  What are you supposed to do?  Who are you working with?  How much time do you have?  Start please! (Give time warning: 1 min)  -Monitor discreetly  -Answer students if they ask questions  -Give more time if needed (be flexible)  **Feedback & CCQ**  **OK, everyone well done! Was the worksheet difficult?**  **Let’s go over the answers and some of the words on the sheet together.**   * What do you call the people who interview potential candidate? Are they ‘employers’ or ‘employees’? * Interpersonal vs. intrapersonal (Howard Gardner’s Multiple Intelligence Theory: interaction with others vs. self-reflective, one’s thoughts & feelings) * Benefits package (elicit by drawing on board) * What are some things that people do to gain practical work experience before getting a real full-time job? (Part-time, volunteer, internship) |

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| **Main Activity** | | | |
| Materials:   * 4 different scenarios of job interview for role-play (2 copies each) * A picture of a person having a job interview | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min  3min | In pairs  Whole class | Role play | Great. Now, we are going to practice having a job interview in pairs through role-play. One person will be the interviewer and the other person will be the interviewee. After 3 minutes, you will switch roles and read the script for another 3 minutes.  -Distribute 4 different scenarios randomly to pairs  ICQ  What are you supposed to do?  How many minutes do you have before you switch roles?  Start please! (Give time warning: 30 seconds/ Signal to switch roles after 3min/ Give time warning: 30 seconds)  **Well-done guys! There were 4 different scenarios for the role-play. OOO, which one did you have? What was the script about?**  **Who had a different one? (Do for all 4 scripts)**  -Introduction & knowing the company  -Strengths & weaknesses  -Resume & past performance  -Future performance & company expectation  **Feedback &CCQ**   * Why do we have job interviews? * What are they doing? (show picture) How many people are in this picture? Are all job interviews done in 1:1 setting only? * What are some other types of interview that you can do if you can’t go have the interview in person? (Phone, Skype…etc.) * Why do people dress formerly for interviews? |

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| **Post Activity** | | | |
| Materials:   * Board game sheet (4 copies) * 4 dice & 16 tokens for board game * A4 paper with table to make notes of other people’s answers (16 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min  3min | In groups  Whole class | Play the board game & make notes of other people’s answers | **How did you feel about the questions that were asked by the interviewer in the role-play scripts? Did you somewhat expect that those questions would be asked?**  **But you can never be sure what the employers will ask you on the interview day and some companies will ask silly and crazy questions. So, in order to prepare for those types of questions, we are going to play a board game called ‘Know Thy Self, getting reading for ridiculous interview questions’.**  -Divide into 4 groups & distribute sheets  **Place your token at START (point). Decide on the order of turns. Roll the dice. Then move your token to the number of boxes you get from rolling the dice. The maximum number of boxes that you can move at a go will be 3. That means if you get 4, you will move one box. If you get 5, you will move two boxes. If you get 6, you will move….(help students to answer 3).**  **Please answer the questions that the box your token lands on. If it’s not your turn to answer, please make notes of other members’ answers on this sheet (show students). You will play in groups and you will have 5 minutes.**  ICQ  What will you do? What will you do if it’s not your turn?  How many minutes will you have?  Start please! (1 minute count down)\*\*  **Feedback**  **Great job guys! How was the game?**  **OOO, could you tell us some of the notes that you took on your group members’ answers please?**  (Ask 2-3 more students if allowed time)  **Although the specificity of the interview might vary depending on the job fields, we’ve looked at some basic structures on preparing for a job interview. I hope some of the expressions and the dialogues that we’ve practiced will become handy for your job search in the future.**  **Thank you for your participation!** |

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| **SOS Activity** | | | |
| Materials:   * Interview Questionnaire | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | In pairs | Interview your partner | **CCQ**   * Who is the most powerful or the highest ranked person in a company? * What does CEO stand for? (Chief Executive Officer)   **Through the activities, you were able to get a sense of what it would be like to prepare for a job interview as a potential employee. Now, pretend that you are a CEO of a company who will recruit a potential employee. This means you will be the person who asks questions during the interview.**  **Interview your partner what kind of CEO s/he wants to be and what kind of question s/he will ask the potential employee during the interview. Use the interview questionnaire as a guideline. You will have 5 minutes.**  ICQ  What are you supposed to do?  How many minutes do you have? Go!  -When they are done, ask 3-4 students to share with class |