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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Interviewing your occupational role** |

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| Instructor:  Ji Eun Kim(Jenny) | Level:  **Intermediate** | Students:  **3** | Length:  **30 Minutes** |

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| Materials: Pictures indicating 3kinds of occupation.  Worksheet #1; occupation matching list, Worksheet#2 : job search game  Wall chart of dialogue for demonstration |

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| Aims:   * Main aim: Students will improve their speaking skills by interviewing the occupation. * Secondary aim: Ss will talk about occupational roles by having Ss do a matching worksheet, role play and word search. * Personal aim: I want to make sure Ss can fully understand my instructions. |

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| Language Skills:   * Listening: Students will pay attention when the classmates speak out during the role play. * Speaking: Students can have an opportunity to give a speech in front of the class. * Reading: Students can improve the ability to understand the dialogue on the wall chart. * Writing: Students can express their opinion by pencil and paper. |

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| Language Systems:   * Phonology: Ss learn to pronounce and stress on the multiple syllables of veterinarian. * Lexis: Vocabularies of various jobs and descriptive adjectives related to occupations of flight attendant, photographer, energetic, passionate… . * Function: Questions and answers, informing by interview. * Grammar: Can make questions by using interrogatives of 5W and 1H. * Discourse: Get along with people having dialogue and conversation about the jobs. |

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| Assumptions:  -Most Ss have already have known how to run job search game .  -Most Ss have a basic knowledge and know qualification of various occupations  -All Ss have done a job interview before. |

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| Anticipated Problems and Solutions:  Problems Solution  Ss may need more time to work on matching list. : Be flexible to give time to the Ss    Ss may not know many kinds of jobs. : Distribute the reference sheet which  contains lots of jobs  Some S may not actively participate in : Encourage them to present their  the Group activity. opinions by asking questions.  Ss may not know many adjectives to describe : Let them know the adjectives by  character of the jobs. eliciting and write down on the white board. |

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| References:  Photos from www.google.com  http://www.puzzles.ca/wordsearch.html  http://www.vocabulary.cl/Basic/Professions.htm |

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| **Lead-In** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | Whole  class | Greeting  Answer teacher’s questions | Hello, everyone? How are you today?  What is the reason you chose your major at the university?  What do you think you will do after retire? |

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| **Pre-Activity** | | | |
| Materials: Visuals of some occupations, Worksheet of occupation list matching with descriptions, white board and board markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 6min | Whole class  Individually | Answer T’s eliciting questions  Mimic T’s pronunciation.  Answer T’s CCQ’s and ICQ’s  Doing on worksheet #1  Answer according to their work. | **Eliciting:** Show the visual-aids  Show the picture of flight attendant  “What is she doing?” (serves wine to the customer on the airplanes)  Show the picture of vet  “What is he doing?” (treat a dog on the table)  “How can we ask them when we’d like to know what they are doing for living?” (What does he/she do?)  “We would like to know their what?”(Job or Occupation) OK, class what does she do?(flight attendant) and what does he do? (Vet or hesitate to answer)  **Modeling:** ‘veterinarian’ pronounce, chunk out and stress on the syllable.  **CCQ:** Is a veterinarian who says we should not eat meat?(No)  Is a veterinarian who treats pets and animals? (Yes)  **Instruction:**  Match the jobs on the left side to the correct description on the right side on your worksheet . Work individually. You have 3 minutes.”  **ICQ’s:** What are you going to do? (Match the occupation with the description.)  Do you work in pairs? (No. individually)  How much time do you have? (3minutes)  **Explicit Instruction:** I don’t want to start when you get the worksheet immediately. I want you to start when I say begin.  **Explicit ICQ’s:**  Can you start before I say begin? (No)  Will you start when I say begin? (Yes)  Distribute the worksheets.  “Alright, now, begin!  Give time warning 1min/30seconds.  When 3minutes later, have Ss answer according to their worksheets. |

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| **Main Activity** | | | |
| Materials: Wall chart of dialogue, a cup and some pieces of paper, worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 14min | Whole class  In groups | Move their seat.  Read the dialogue on the wall chart.  Answer T’s ICQ’s  Answer T’s explicit ICQ’s  Pick the papers  Role play  Presentation in front of class | Making the class in 2groups after having Ss say ‘flight’ ‘attendant’ in order. While Ss move their seats I can attach the dialogue wall chart on the board.  **Instruction1:** Read dialogue divided into 2 parts. ‘A’ group will read ‘A’ part, and ‘B’ group will read ‘B’ part.  **Instruction2:** Now, we’re going to do a role play for 10minutes. Two people of your group pretend to have an interview with the documentary reporter who wants to make a documentary about your jobs. Pick one paper in this cup that can decide who will be an interviewer and who will be interviewees.  The reporter can ask more than 5questions about their jobs. And the rest of the members answer about your job title on the paper you picked using descriptive adjectives.  **ICQ:**  What are you going to do? (Role play for interviewing about our job.)  Do you work individually? (No. In groups)  How much time do you have? (10min)  Explicit Instruction: The reporters have to ask questions using interrogatives, 5Ws and 1H.  **Demonstration:** Like the dialogue on the board.  **Explicit ICQ’s:**  The reporter can ask Yes/No questions? (No)  The questions including 5Ws and 1H? (Yes)  Do you need to make at least 5questions? (Yes)  “OK. Pick one paper in this cup.”  Monitor their group working discreetly and if Ss ask questions, answer and help them use more adjectives regarding jobs.  Give time warning 2minutes/ 30seconds  “Time’s up, who is the reporter in this group? OK. Mimi(ex), can you introduce your interviewee’s careers to the people who make the documentary with you?” |

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| **Post Activity** | | | |
| Materials: Worksheet#2 for job search game, white board and markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | Individually | Answer T’s ICQ’s  Answer T’s explicit ICQ’s  Doing on the worksheet | **Instruction:** Let’s start to know more occupations through the job search game. You try to find out occupations as many as you can. Work individually for 3minutes.  **Demonstration:** Find one on the worksheet and show to the Ss  **ICQ:**  What are you going to do? (Search the job title on the sheet)  Do you work individually? (Yes)  How much time do you have? (3minutes)  Explicit instruction: I don’t want you to start until I say begin.  **Explicit ICQ:**  Are you going to start before I say begin? (No)  Are you going to start when I say begin? (Yes)  “Alright, now, begin!”  3minutes later, have all Ss come up and write the job title they found out on the board.  “Who the winner is?” |
| **SOS Activities** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min |  | Think about the unusual questions the Ss have experienced.  Answer T’s ICQ’s  Answer T’s questions | Ask the class what is the most unusual question during their job interview  **Demonstration**: What the most unusual or bizarre question for me during the job interview was “If you could be a super hero, what would you want your superpowers to be?”  **Instruction:** Think about your most unusual or bizarre question during the job interview for 1 minute.  **ICQ:**  What are you going to do? (Think about the unusual questions during job interview)  Do you work individually? (Yes)  Give time warning: 30seconds  “OK, time’s up..Mimi what is the most your bizarre question during your job interview?... |





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| **Free Printable Word Search Puzzles** |
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| Find and circle all of the Careers that are hidden in the grid. The words may be hidden in any direction. |
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<Dialogue for wall chart>

A: Alex, what do you do?

B: I’m a fashion photographer.

A: Who do you work for?

B: I’m a freelancer.

A: Where do you work?

B: Studio or anywhere I can use as a stunning backdrop.

A: What do you think of your job?

B: It’s an exciting and challenging job.

A: What exactly do you do at work? And what do you like about your job?

B: I meet many famous models and TV stars. I always have to take better pictures of them.

I like challenges.

A: How much time do you work?

B: My work hours very flexible.

A: What qualities should these people have for their jobs?

B: I think we need to be energetic and passionate. To become a professional photographer, we need to have great skills of taking photographs and talent.