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| Listening Lesson Plan  **Interview Do’s and Don’ts** |

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| Instructors |  | Level |  | Students |  | Length |
| Helen H. Oak |  | Intermediate |  | 10 students |  | 20 minutes (+5min) |

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| **Aims:**  Students will be able to learn vocabulary and proper expression for interviewing.  Students will be able to predict and classify Do’s & Don’ts from interview.  To practice speaking and cooperate by discussing with group members as well as listening.  To be able to exercise details from the fast-paced conversation from by listening the video.  To be able to learn interviewing method by role playing for the future preparation. |

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| **Language SKILLS:**  Reading: Idioms Worksheet. Wall Chart & T/F Questions.  Listening: Teacher’s instruction and classmate’s ideas from group. The speaker’s short speech about job interview and conversation about interviewing.  Speaking: Answering the questions and sharing ideas in a group. Brainstorming and switching role playing.  Writing: Details for exercises, Do’s and Don’ts, Writing answers from questions, Homework writing |

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| **Language SYSTEMS:**  Lexis: Vocabularies and Idioms that are used in conversation.  Phonology: Give attention to connected speech (Contractions and linking of sounds; distractions between L/R, V/B/P) while listening and speaking.  Function: Learning interviewing method and figuring out Do’s & Don’ts for the job interview.  Discourse: Group discussion on expressing opinion and idea.  Structure: Interrogatives/ sentence (eg, usage of ‘wh- ‘ interrogative) |

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| **Materials:**  Computer (Internet connected) & Video Projector  Vocabulary/Idiom worksheet #1 (10 copies)  Listening Worksheet for T/F #2 (10 copies)  Teacher wears a formal suit (Woman prefer skirts)  Two Wall Charts for listed basic Interviewing Tips & Pictures for people wearing formal suits.  White board and Colored board markers |

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| **Assumptions:**  Students already know:  Students have never had job interview but know common knowledge about introducing themselves to people and have had observations from around.  Students can express their ideas by speaking, reading and writing in English but not accurately so they expect the teacher more as an explainer.  Students expect controlled practice beyond this basic activity as presenting.  Students would engage more in this interviewing activity as baby steps since it is related with real life situation and their future. |

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| **Anticipated Errors and Solutions:**  Students may & Teacher can:  Yong students may not be familiar with the questions that are based on resume in the adult society 🡪 Let them listen to the video again until they get the points of the content.  Students may have difficulty in doing worksheet questions and group works 🡪Let them do their own first and give some help while monitoring.  Time might be getting short while doing group activities especially for their role play and repeating the listening track; then reduce the number of each group’s sharing their opinions in turns or cut portion of the post activity. |

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| **References:**  The website (00:00 ~ 02:42 min clip video)  http://www.youtube.com/watch?v=S1ucmfPOBV8 |

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| **Lead – In** | | |
| Special Materials: Wall chart (for pictures) | | |
| **Time:**  2min | **Grouping:**  Whole class | **Procedure:**  Hello everyone! How was your weekend? What do you see here? Can you guys say something to me?  🡪 Try to elicit responses from students, and show pictures on the wall.  Yes, I am wearing a suit today, a formal suit as you can also see from the pictures.  Can you tell when do people wear suits? 🡪Elicit responses from students until the answer comes out.  Good job! I am in school now that is my job place, and when I first interviewed for this school, I wore this suit.  So in today lesson, we will listen to job interview clip for Do’s and Don’ts! |

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| **Pre-Activity** | | |
| Special Materials: Pictures on the wall, Board markers, Worksheet #1 | | |
| **Time:**  3min    1min | **Grouping:**  Whole class  Individual  work  Whole class | **Procedure:**  **I)** Vocabulary and Idiom:  Instruction & Demonstration  -Work individually by matching vocabularies and meanings for the first step.  (Distribute the worksheet)  -After exercising with vocabulary, go to the next page to do the idioms.  CCQ  Are you working alone and OK?  If you don’t understand this worksheet, what do you do?  How much time do you have?  -Teacher monitors while doing activity answering their questions about the worksheet and check if they need more time.  Let’s check the answers together.  -One by one, go through the answers and explain the meanings for the necessary questions.  **II)** Prediction:  Instruction  Look at the pictures and vocabularies/idioms on the worksheet. Brainstorm and scheme through them together.  So can you predict the words that are related with interviewee? Or with interviewer?  So think individually for seconds and say Yes or No.  (Elicit from students)  OK, times out and this is a good start for listening to interviewing video, so let’s start! |

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| **Main Activity** | | |
| Special Materials: Computer (Internet connected) & Projector, Wall Chart Listing as Interviewing Tips, Listening Worksheet #2, Board Markers. | | |
| **Time:**  5 min  2 min  2.5  min  1.5  min | **Grouping:**  Whole class  Individual  work  Whole class  Individual  work  Whole class | **Procedure:**  **I)** Listening for the Main Idea  Instruction  -Play the tracks (Do not show the video screen). .  Listen to and pay attention to what they are talking about Do’s & Don’ts for the job interview.  Also remind of interrogative sentences from the speech.  CCQ  Can you take notes writing down main idea?  Check some points that you are supposed to listen carefully.  -Play the track again (If YES).  Demonstration  OK. Did you find out Do’s & Don’ts well? Let’s start the True & False worksheet#2 individually based on Do’s and Don’ts that we listened. Circle the right T/F answer. I will give you a minute.  (Distribute the worksheet)  CCQ  Is this working individually?  **II)** Listening Details  Let’s check the answers by partner.  And write down on the board for Do’s.  -Monitor each group while writing answers on the board.  CCQ  How much time do you have?  Good job everyone!  II)Summery  -Play the track (video screen showing) from 01:13 ~ 02:09  I am playing the part of the track.  Interpretive Question: Be ready to write down. What is the problem with the speech from interviewee?  Carefully listen to the dialogue and don’t be confused with the pronunciation of the words by the elements of connected speech.  CCQ  Check what we are doing and are you working alone listening carefully?    Feedback  -By groups, discuss why the answer is. Teacher monitors the answers. |

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| **Post-Activity** (3 min, Whole class):  Material: Wall Chart for Interviewing Tips  Procedure & Instruction  Read the Interviewing Tips from the wallchart and summarize Do’s and Don’ts individually for a minute.  And it’s a fun time! Let’s do the switching roles for the interviewer and interviewee each other asking 2 or 3 questions.  -Teacher monitors student’s conversations.  CCQ  Are you working in pairs?    Conclude Lesson & Homework  Good job today students! I’m sure you guys are quite prepared for the future job interviews.  For next class, I will give writing homework for thinking more about interviewing tips.  (No questions from students, dismiss the class)  See you in next class! |