**SPEAKING Lesson Plan ( PPP model) 6/19/2015**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic: Job interview** | | | | |
| **Instructor** | **Level** | **Age** | **Number of students** | **Length** |
| **Jeonghyun (Sally) Seo** | **Advanced** | **20 +** | **7** | **50 minutes** |

|  |
| --- |
| **Materials:**  **Whiteboard, markers, pens**  **8 copies of worksheet #1~5**  **8 copies of SOS activity** |

|  |
| --- |
| **Aims:**   1. **Improve speaking skills by discussing and doing a roll play** 2. **Practice listening skills by listening to classmates** 3. **Practice writing skills when writing a paragraph about the interviewee** 4. **Understand article ( worksheet 1) through reading and discussion** |

|  |
| --- |
| **Language skills:**  **Speaking: Verbally sharing opinions and doing roll play**  **Listening: Listening to classmates and teacher’s instruction**  **Writing: Writing down about interviewee**  **Reading : reading article** |

|  |
| --- |
| **Language systems:**  **Lexis : vocabulary and expressions about Job and character**  **Phonology: students focus on accurate pronunciation to ensure successful communication during discussion and roll play**  **Function: To understand the article and follow up questions in the worksheets**  **Discourse: communication with classmates** |

|  |
| --- |
| **Assumptions:**  **Students are adult and have working experience including part time job.** |

|  |
| --- |
| **Anticipated Errors and Solutions:**  **-The main activity may finish earlier than expected**  **=> review the topic and get feedback from students**  **=>have SOS activity prepared** |

|  |
| --- |
| **References:** [**http://Google.com/search**](http://Google.com/search) |

|  |
| --- |
| **Notes:**  **Students must be monitored during activities.**  **Teacher to involve in the process so that students can complete practice and production in time**  **Encourage student to make fun roll play** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Presentation : Warmer** | | | | |
| **Aims: To brainstorm about Job interview and related questions** | | | **Materials: Whiteboard and markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2min** | **Whole class** | **Students will talk about their first job and worst job they ever had** | | **Greetings**  **Elicit through questions for Job interview** |
| **3 min** | **3 groups** | **Discuss what you should do ( before, in, after ) the job interview and shouldn’t** | | **Give instruction. ICQ.**  **monitor** |
| **5 min** | **Whole class** | **Each students will write one thing they have discussed on the white board under heading - what you should do before, in, after the job interview vs what you shouldn’t do before, in, after the job interview**  **Students will briefly explain what they have discussed** | | **Invite students to whiteboard to write one thing under each heading.**  **Encourage students to share their ideas** |
| **Notes:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Practice : reading article and discussion** | | | | |
| **Aims : To understand article and discuss their opinions** | | | **Materials: Worksheet 1, 2 , 3 and pencil** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **8 min** | **3 groups** | **Students read article ( worksheet 1) about Job interviewing and discuss follow up question ( worksheet 2) each other** | | **Give instruction**  **ICQ**  **Monitor** |
| **5 min** | **3 groups** | **Students discuss about difficult interview questions ( worksheet 3) and write them down** | | **Give instruction**  **ICQ**  **Monitor** |
| **Notes:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Production: roll play** | | | | |
| **Aims: To have student to make roll play** | | | **Materials :Worksheet 4, pencils** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **10 min** | **3groups** | **Students interview each other based on the work sheet given**  **Prepare for roll play** | | **Set up task,**  **Give instruction,**  **ICQ,**  **Monitor** |
| **10 min** | **3groups** | **Student demonstrate in front of classmates** | | **Give instruction**  **Monitor** |
| **Notes: Encourage student to make interesting roll play** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Post activity : writing and feedback** | | | | |
| **Aims: To confirm understanding of interview situation** | | | **Materials: Worksheet 5** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5 min** | **Whole class** | **Student write about the interviewee** | | **Give instruction**  **ICQ**  **Monitor** |
| **2min** | **Whole class** | **Students give feedback about usefulness of class** | | **Elicit feedback** |
| **Notes:** | | | | |

**WORKSHEET 1 – READING ARTICLE**

Due to the economic crisis, competition for jobs is **intense** in many parts of the world. People are being **laid off** from their jobs. Therefore, when the opportunity for an interview arises, it’s important to perform well. Interviews, however, are still a source of **anxiety** for many people.

According to workplace experts Joyce Lain Kennedy and Rebecca Corfield, many job seekers make the mistake of **revealing** too much negative information about themselves without realizing it. **Hasty** answers to questions such as “Why are you out of work?” can **highlight** your own weaknesses. Kennedy also suggests minimizing **criticism** about former co-workers and bosses. Rather, she believes it’s better to say that you get along with everyone. Showing interest in the position is also important. Job seekers can do this by showing they’ve done **adequate** research before the interview and by asking questions in the interview. In addition, experts recommend avoiding **premature** talk of salary and **perks** (unless the interviewer brings it up). It’s best to focus on what you can offer the employer, and not vice versa.

While most companies claim to be *equal opportunity employers*, inappropriate questions are not uncommon in interviews. In the US, it is illegal to ask about nationality, religion, age, marital status, military background, health, union membership, and even place of **residence**. Of course, verbally punching an interviewer for asking a discriminatory question will greatly reduce your **prospects** of getting hired. The key is to redirect the question to a safer topic.

People *go to great lengths* to get hired. Some lie about their **qualifications** and experience. This behavior may be supported by the belief that getting a job is harder than actually doing it.

[Sources: http://www.guardian.co.uk/money/2010/feb/27/job-interview-tips, http://www.cbsnews.com/8301-505125\_162-40443006/seven-inappropriate-interview-questions/, <http://jobs.aol.com/articles/2012/01/26/10-tricky-job-interview-questions-to-watch-out-for/>]

**WORKSHEET 2**

1. **Follow-up Questions**
2. According to the author, why it is important to perform well in interviews now than ever?
3. What do the experts say you shouldn’t do in an interview?
4. What do they say you should do?
5. What does the phrase “*equal opportunity employer* mean” (in your opinion)?
6. **True or False**: In the US, it’s illegal to ask, “Do you have a history of health problems?”

1. What should you do if you are asked a discriminatory question?
2. **Idiom**: what does it mean to “*go to great lengths”* to do something?

**WORKSHEET 3**

**-Difficult Interview questions.**

**1) What are some difficult questions?**

**2) What is the best way to answer the below questions?**

|  |  |
| --- | --- |
| \*\*How long would you stay in the position?    \*\*What is your weakness?  \*\*Describe a time when you fiiled  \*\*Why are you leaving your present job? |  |

**WORKSHEET 4**

**Job Interview Role-play (Pair work)**

You and your partner will take turns interviewing. First, decide who will be the first job seeker. Next, choose one of the below jobs to apply for. When you’ve chosen, read your role below.

|  |  |  |
| --- | --- | --- |
| Project Manager, IBM  **Duties**: Manage projects on time and on budget. Responsible for risk management, project tracking & planning.  **Required**: Bachelors degree, experience in project mgmt, and expertise in MS Office. Must have excellent leadership & interpersonal skills. | English Instructor, ABC Learning.  **Duties**: Teaching group & private classes in businesses  **Requirements**: university degree in related field, fluent English, and teaching experience.  **Must be**: well-organized, energetic, professional, and qualified to work. | Head Chef, Antonio’s  **Duties**: delivery of food services  **Requirements**: Certificate III in Hospitality or similar, and exp. with food prep. and delivery.  **Must be**: well-organized and knowledgeable about food safety |

|  |  |
| --- | --- |
| Student A  (Interviewee) | You will be interviewed. This is a role-play so you may pretend to have the appropriate background for the position. Take a minute to prepare. Soon, the interview still start. |
| Student B  (Interviewer) | Decide how you want to structure the interview and what questions to ask (optional: include an inappropriate question). Also, try to think of a situation related to the job and ask the interviewee how he/she’d behave in that situation. Take a few minutes to prepare. When ready, begin the interview. |

**WORKSHEET 5**

**After you have interviewed, write a paragraph about the person you interviewed**

**EXAMPLE**

**I interviewed Sally. She applied for English instructor at ABC Learning. She has majored English at University and has teaching English for 3 years in Seoul. She described herself to be well-organized, energetic and professional. She is qualified candidate for the position.**

**===============================================================================**

SOS ACTIVITY 🡺 write CV as per the example attached.

