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| **Topic: Job Interview** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Jin Kim | Intermediate | Adults | 5 | 50 minutes |
| **Materials:**  - 5 copies of Listening Worksheets  - 5 copies of Vocabulary Activities Worksheets  - Computer (to access www.esl-lab.com for listening lesson)  - Markers & White Board | | | | |
| **Aims:**  - SWBAT conjecture and explain what kind of job in a given picture it is.  - SWBAT share important factors of job interviews by having group discussions.  - SWBAT learn and use vocabulary and expressions related to job interviews through listening the conversation. | | | | |
| **Language Skills:**  - Listening: listening to T’s instruction / listening to a job interview conversation  - Speaking: sharing ideas of job interview techniques and rules in a group  - Reading: reading the handouts / understanding key vocabulary words  - Writing: writing examples with using key vocabulary words / answering mixed-up sentence and matching questions | | | | |
| **Language Systems:**  - Phonology: listening the conversation and copying the pronunciation of vocabulary words  - Lexis: key vocabulary in the conversation, giving examples with vocabulary words, forming sentences correctly  - Function: matching sentences and vocabulary  - Discourse: role playing of job interview | | | | |
| **Assumptions:**  Students already know:  - Ss are at an intermediate level  - Ss have experienced of job interview either in Korean and/or in other languages  - This class is a listening lesson | | | | |
| **Anticipated Errors and Solutions:**   * Ss have a hard time to guess or understand vocabulary words * Try to give them clues with using Presenting vocabulary techniques (ex. Guessing from context, examples, pictograms…) * Ss finish all the activities & tasks earlier than expected * Make them to start h.w to get some ideas and to ask questions if any * When running short on time * Skip the role-play and ask some possible job interview questions * When some Ss are absent * When only one person is missing, make 2 groups with 2 persons, if more than 2 persons are absent, then make only 1 group for activities | | | | |
| **References:**  Job Interview. (n.d.). Retrieved 2018, August 27 from <https://www.esl-lab.com/jobinterview/jobinterviewrd1.htm>  Markus Schweizer. (2016, November 1). *Jobs Who Are They? What Do They Do? ThingLink.* Retrieved 2018, August 28 from <https://drawingninja.com/photo/4203690/jobs-who-are-they-what-do-they-do-thinglink.asp> | | | | |
| **Notes:** | | | | |

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| **Lead-in:** | | | |
| **Materials:** Picture, Board and Markers | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 5 min. | Whole | (Ss answer to eliciting questions) | **<Greetings>**  Good morning, guys! How was your weekend? Everybody had a good weekend? What did you do?  **<Eliciting>**  (Showing Ss a picture to elicit the topic-this can be showed on the internet)  Look at the pictures. (Picture is of different types of occupations)  What kind of jobs do you see?  (Get Ss’ ideas and write them on the board)  Except in the case of running your own business, what do you usually have after you applied for a job? (Wait for some seconds and if there is no answer, give them a clue) This is about a conversation between a job applicant and employees assessing whether the applicant is good enough to hire or not. (anticipate Ss to answer ‘job interview’)  Now as you can guess, we are going to talk about job interviews and have a listening exercise. |
| **Notes:** | | | |

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| **Presentation:** | | | |
| **Materials:** Board and Markers | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 2 min.  7 min.  3 min. | Whole  Group | (Ss answer to the question)  (Ss work in groups and share ideas)  (Ss answer what they have) | **<Guiding Question>**  What is job interview? Why is it important?  **<Pre-Exercise Instructions>**  (Write the question while talking)  What do you think of important factors in job interviews? What are the important things to do? Any techniques or rules you have experienced? For example, ‘Be on time’ to an interview is one of the most important things that you should keep in mind. Why don’t you make groups and share your ideas for 5 minutes?  (make 3 persons in one group, and 2 persons in another)  **<CCQs>**  Are you working alone?  (When 5-minute left) How many more minutes you have?  So, what do you guys have?  (Write the Ss’ answers on the board) |
| **Notes:** | | | |
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| **Practice:** | | | |
| **Materials:** 5 x Listening Worksheets, 5 x Vocabulary Activities Worksheets, Board and Markers, Computer | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 5 min.  5 min.  10 min. | Whole  Whole  Group | (Ss listen to the conversation and check the answers on the listening worksheets.)  (Ss work individually and make examples of 2 words.)  (Ss work in groups) | **<Giving Instructions>**  (Distribute the listening worksheets)  Let’s listen to the job interview conversation and circle your answers.  (Repeat the conversation if needed)  **<CCQ>**  Are you going to answer questions by your own words?  **<Checking Answers>**  (Check the answers for each questions)  **<Key Vocabulary Checking>**  (Distribute the vocabulary activities worksheets)  There are 11 key vocabulary words on the worksheet. Each of you will make example sentences of 2 words and I will give you the example of ‘land,’ the first word on the list. You may know the word ‘land’ as a noun which means an area of ground. But in this case, land is used as a verb which means to find a job. So, an example can be “I was able to land a job related to my major after graduating from university.”  (Give each student 2 words to make examples)  **<Checking Examples>**  (Check the examples that Ss made)  (Listen how Ss pronounce the words and correct them when needed)  **<Vocabulary Activities>**  (Use the vocabulary activities worksheets already distributed)  Let’s move to the Mixed-up sentence and matching activities. As you see on the number 2, you need to make a full sentence by putting the parts in order. And next, for question number 3, you need to match the words on the right to the boxes on the left. You can work with your group mates and I will give you 5 minutes to work on these.  (Check whether Ss are done, and allow more time if needed)  **<Checking Answers>**  (Check the answers for each questions)  (Encourage Ss to answer by giving a feedback, “Great job!” “Very good.”) |
| **Notes:** | | | |
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| **Production:** | | | |
| **Materials:** Board and Markers | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 11 min. | Group | (Ss do the role-play of an applicant and a job interviewer) | **<Giving Instructions>**  Now we are going to do the role-play of job interview in group. One can be an applicant for a job and the others can be the interviewers. This is about a teaching job interview. Ask about 2-3 questions and then switch roles and do the role-play again. I will give you 10 minutes for this.  (After the role-play, ask Ss what brilliant answers were and write them on the board) |
| **Notes:** | | | |
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| **Post Production:** | | | |
| **Materials:** Board and Markers | | | |
| **Time** | **Set Up** | **Student** | **Teacher** |
| 1 min.  1 min. | Whole  Whole |  | **<Giving Homework>**  (Write on the board while talking)  Think about your own major or future career. What are four qualities or qualifications that help people in your field become successful?  **<Closing>**  (Ask Ss if they have any question and answer them)  I believe everyone in this class will try to get a job later. I hope today’s class made you take the first step to move on, to prepare another job interview. Thank you.  (Dismiss the class) |
| **Notes:** | | | |