**Background Information Sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Class** | **Date** | **Lesson Type** | **Length** |
| CHELSEA | TESOL | 2/2/2021 | Speaking | 20min |

|  |  |
| --- | --- |
| **Lesson** | |
| **Topic** | JOB INTERVIEW SCENARIOS |
| **Main Aim** | Students will practice their speaking fluency using an Task-based speaking lessons |
| **Secondary Aim** | Students will practice what to prepare and say in real job interview. They will practice bringing their own real life experiences. |

|  |
| --- |
| **Materials and References** |
| **Boards, worksheets(2), students - pens/paper to note.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Profile** | | | |
| **Level** | Advanced | | |
| **Age** | Adult | **Number of Students** | 2s.s |
| **Detail** | This is a business English class and students are highly motivated with lots of life-experiences. They all are interested in real business and jobs. They are accustomed to pair work, but still need to be relaxed when it comes to real job interview. | | |
| **Assumptions about students’ knowledge as required for this lesson:** | | | |
| Students know about the role of job interviewer and interviewee, one could have done it in real life but one may not. All students have had to cope with preparation or difficulties of job interview and should face to real situations for the future. | | | |

|  |
| --- |
| **Anticipated Difficulties and their Solutions:** |
| Students may not be able to bring their experiences because they don’t have as many experiences as others -> for those, giving them more comfortable and available job scenario than the real. |

|  |  |  |
| --- | --- | --- |
| **My Personal Aim** | | |
| What I hope most to demonstrate in this lesson is the ability to planning the task-based learning speaking lessons. | | |
| **Stage Name:** Pre Task  **Purpose of this stage:** Create interest in the topic. Brainstorm ideas which will be useful for the next stage. Students must be given a communicative task e.g. discuss, arrange/sort, create a list, etc.  The aim is to relax students, activate their background information, and gather useful ideas for the lesson. | | |
| **Materials:** Business skills matching worksheet – 1 paper of 2 people for pair work. | | |
| **Time** | **Interaction** | **Procedure** |
| 1min  1min  1min  2mins  1min | T  T-S  T  S  T-S | **Greet. write “Business skills” on the board and make it brainstorm.**  **T.T- Hello guys, someone in this class may have work experiences before or someone may not, but I’m sure you guys all know about what business skills are. For examples, we need communication skills, organizing skills so on. What else do you think does business skills include?**  **Students brainstorms.**  **Pass over worksheet1. Just 1 worksheet for 2s.s**  **T.T- please match business skills inside bubble to corrected pictures. Please work and discuss with your partners.**  **Students discuss and fill in the worksheet.**  **Now, let’s see the answer. I will just call out some numbers and let me know your answers. What is the answer of number 2? What about 6/8/9/12?**  **Excellent!** |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Task Preparation  **Purpose of this stage:** This is a student centered stage, to give students time to prepare and practice a speaking task which they will perform in Task Realization. Clear detailed instructions or a demonstration must be provided so students know what is expected. Prepared materials may be provided to assist their preparation. Monitor and offer brief tips if necessary. | | |
| **Materials:** Job Interview scenarios worksheet – each students | | |
| **Time** | **Interaction** | **Procedure** |
| 2mins  5mins | T  S | **Instructions – hand out worksheet 2 – all students.**  **T.T- Now, one of important business skill is communication skills. And Job interview is a significant business skill. Today, we are going to do a real role play of job interview scenario. Each one of you will play a role as interviewer/interviewee in turn. Take a look at worksheet, you have to prepare your own answers as interviewees by questions 6 based on your real experiences. You don’t need to make questions for interviewers. I will give you scenarios.**  **Sohee-> please imagine that you are applying for JYP/YG/SM as employee.**  **Evelyn-> Please imagine that you are applying for very expensive private elementary school English teacher.**  **CCQ- do you need to prepare interviewers questions? No**  **Can you make up the story? No. Bring your own experiences.**  **Students prepare their answers with their notes.** |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Task Realization  **Purpose of this stage:** This is a very student centered stage to allow for maximum speaking fluency practice. Monitor discretely and take note of incorrect language. Students perform their task without interruptions from the teacher. Classroom management may be an important consideration here. | | |
| **Materials:** Job Interview scenarios worksheet – each students | | |
| **Time** | **Interaction** | **Procedure** |
| 30sec  6mins | T  S | **Now, it is time to play a role. You will take a turn of interviewer/ interviewee. Please remind that if you are an interviewer, you should listen carefully and you can ask more questions if you want, but you should not judge. Sohee, would you be the interviewers first?**  **Students play a role and speak out what they prepared. In turns.**  **Monitoring carefully (error corrections)** |

|  |  |  |
| --- | --- | --- |
| **Stage Name:** Post Task  **Purpose of this stage:** To end the lesson with a final student centered task such as voting, summarizing, discussing, deciding etc. The teacher may offer delayed error correction to the previous stage, as well as mention positives and points to improve for next time such as useful strategies. | | |
| **Materials:** | | |
| **Time** | **Interaction** | **Procedure** |
| 1min | T-S | **Okay guys, was it helpful for your future job interview? I hope so.**  **Can you share which question is most difficult or nervous?**  **Good luck for all of you guys!** |

**Instructor’s Comments and Assessment**

|  |  |  |
| --- | --- | --- |
| **Pros** | | |
|  | | |
| **Cons** | | |
|  | | |
| **Change** | | |
|  | | |
| **Overall Comments** | | |
|  | | |
| **Grade** | | |
| **Above Standard 85%-100%** | **Standard 70%-84%** | **Below Standard 69%-0%** |
| **Instructor** | **Student Signature** | **Date** |
| **Taute, David** |  |  |