

Lesson plan .

Theme: Personal Statements . A job interview.

Date: **Lesson planner:** Эрмекбаева Н.Ж

Students: Young adults with intermediate language proficiency. 13 students in the class. 1st year students, aged 18-19.

Setting: Faculty of Foreign Languages, Chair of English Phonetics and Grammar. Classes are 90 minutes long and meet 3 times a week.

Lesson Background: In previous lessons students have been learning vocabulary on education. They have written various assignments and have done some activities.

Introduction

This lesson is based on a short video about someone going for a job interview. Learners will develop their knowledge about applying for jobs and the interview process. They will be able to practice their speaking skills by taking part in a job interview role play. Particular focus is also given to vocabulary and revision of the past simple tense.

Learning outcomes/ Expected results: LO-3, PC-11

Objectives: At the end of the lesson SWAT;

- To provide listening practice through watching a video called ‘A job interview’
- To develop learners’ vocabulary to talk about jobs and the interview process
- To develop learners’ ability to write a short story using the past simple tense
- To provide speaking practice by taking part in a job interview role-play

Materials: Q Skills for success, Level 1, the learner’s worksheets 1-7, one copy for each learner and the markers, a laptop, the pictures.

Sources: 1. English British Council 2014.

Procedure

Time	Activities
10 min.	<p>1. Warm up/ “Shouted Dictation”. Checking up homework.</p> <p>2. Listening. .</p> <p style="padding-left: 20px;">2.1. Pre-listening.</p> <p style="padding-left: 20px;">2.2. While-listening.</p> <p style="padding-left: 20px;">2.3. Post-listening.</p> <p>3. Grammar review(past simple)</p> <p>4. Marking.</p> <p>5. Closing.</p> <p>Warm-Up. A “Shouted dictation”(pair work) Teacher gives the students texts about personal statements and in pairs they will dictate to their pairs in shouted atmosphere.The aim is to catch words in any situation.</p> <p>Pre-listening</p> <p>B Teacher gives Worksheet 1 to each learner and asks to look at the pictures , to discuss them in pairs and say what they think lesson is about and elicit the essential vocabulary related to job interviews. Teacher writes useful vocabulary on the board and demonstrates by asking which picture comes first,second,etc</p>
5min	<p>While- listening</p> <p>Students watch the video and meanwhile check their answers in pairs. Some learners may want to watch the video twice. Learners can note down any new vocabulary.</p>
20 min.	<p>Post-listening</p> <p>Comprehension check. Teacher hands out Worksheet 2 and explains that the learners should identify true and false statements. Students are allowed to attempt the task. Teacher tells learners to work individually before checking their answers in pairs,monitors and provides content-based feedback if they require it. Teacher gives Worksheet 3 to each learner and explains that the text is written version of what they heard in the video.Allow time to read through the text. Teacher hands Worksheet 4 and explains that learners</p>

<p>15 min</p>	<p>need to find words to paraphrase the bold words in the text that mean the same as the words on the worksheet.</p> <p>T. encourages the learners to work individually before checking their answers in pairs and establishes correct answers as a class.</p> <p>Grammar review</p> <p>Teacher:- establishes that the transcript is written using the past tense and elicits how the learners can tell this from the text.</p> <p>-hands out Worksheet 5 and explains that in the second column they need to write the past tense of the verbs provided and that all the correct answers can be found in the text on Worksheet 3.</p> <p>-allows 5 min to identify the verb forms ,monitors and provides content-based feedback if learners require it.</p> <p>-establishes correct answers as a class and drills for accurate pronunciation.</p> <p>-tells learners to work in pairs and write a short story using all 10 past tense verbs all the stories on the wall around the classroom and encourages learners to read all the stories and vote on which is well-written story.</p> <p>-comments on errors .</p>
<p>10 min.</p> <p>10 min.</p>	<p>At a job interview (part 1) (10 mins)</p> <ul style="list-style-type: none"> • Hands out one copy of Worksheet 6 to each learner and explains that learners should rewrite the words to make sentences or questions that they might hear in a job interview. Do one example together. • Encourages learners to work individually before checking their answers in pairs. • Monitors and provides content-based feedback if learners require it. • Establishes correct answers as a class and drills for accurate pronunciation and intonation. <p>At a job interview (part 2) (10 mins)</p> <ul style="list-style-type: none"> • Hands out Worksheet 7 to each learner and explains that they need to write the sentences/ questions from Worksheet 6 onto Worksheet 7 to complete the dialogue. Do one example together. Make sure learners know the difference between 'interviewer' and 'interviewee' and checks pronunciation. • Encourages the learners to work individually before checking their answers in pairs. • Monitors and provides content-based feedback if learners require it. • Establishes correct answers as a class. • Now tells learners to read the conversation aloud with a partner. • Monitors and feedback on any common pronunciation errors. • Elicits what type of job the interview is for: waitress, waiter, kitchen assistant <p>Cooler – Interviews (15 mins) Sets up the classroom so that 'mock interviews' can take place, depending on the classroom space</p>

<p>15min.</p>	<p>available.</p> <ul style="list-style-type: none"> • Divides your class into two so that you have ‘interviewers’ and interviewees’ and tells learners that they are going to take part in some job interviews. • Explains that learners must speak to each other using the information on the card you are going to give them so that each interviewer finds a suitable person for the job and every interviewee finds a suitable job. Demonstrates with a more able learner. • Uses Resource A and hands out one card to each learner according to whether they are an interviewer or interviewee. Clarifies any unfamiliar vocabulary as required. • Begins the task: interviewers remain seated and interviewees moves around the classroom, participating in interviews until they find a match.
<p>5min.</p>	<p>Giving Home assignment To learn new words and to write about lessons learned from previous interviews.</p>
	<p>Closing. Teacher makes the conclusion and evaluates students according to the results.</p>

Worksheet 1

Warmer

- What can you see in the pictures?
- Write useful words in the boxes below each picture.
- Think about the job interview process. Put the pictures into the best order.

Worksheet 2

Task 2 – Comprehension

- Look at sentences 1-7 in the table below. Write TRUE or FALSE in the boxes below.

TRUE or FALSE

1. She emailed her application form and CV.
FALSE. She sent everything in the post.
2. She got a telephone call to invite her for an interview.
3. She wanted to look clean, tidy and stylish for the interview.
4. She wanted the people at the interview to have a good opinion of her.
5. They asked her about the things she can do well.
6. She had to do some writing (e.g. forms) at the interview.
7. She is not excited about hearing from the interviewers in the future.

Worksheet 3

Task 3 - Read the transcript of the video called – ‘A job interview’.

A few weeks ago, I saw an advert in a newspaper for a job I really wanted. I filled out the application form, wrote my CV and sent everything off in the post. A few days later I received an email to invite me for an interview. I was so excited, but very nervous. I wanted to look really smart for the interview. I wore a smart suit with a white shirt and my shiny, red shoes. I wanted to make a good impression. At the interview they asked me lots of questions. They asked me about my previous work experience and skills that I've got for the job. I also had to fill out some paperwork. I was wellprepared, so I think it went well. Afterwards, the interviewers shook my hand and said, “We’ll be in touch.” I am looking forward to hearing from them!

Worksheet 4

Task 4 – Vocabulary

- Complete the table below with words and phrases from Worksheet 3.

Words and phrases which mean the same (words in bold) 1. next

2. ready for the situation

3. jacket and trousers/ skirt

4. worried

5. contact you

6. past jobs

7. completed

8. a notice/ announcement

9. Curriculum Vitae

Worksheet 5

Task 5 – Grammar

- Write down the past tense of the verbs provided – you can find all the answers in the transcript on Worksheet 2

Infinitive Past simple

1. want
2. fill out
3. write
4. send
5. receive
6. wear
7. ask
8. have to
9. go
10. shake hands

Task 5a - Past simple writing practice

- Work with a partner to write a short story using all 10 verbs.
- Use the past simple tense.

Worksheet 6

Task 6 – Conversation at a job interview • Write the words in the correct order to make sentences or questions someone could ask you in a job interview.

a. nice/ Good afternoon,/ to/ you./ meet/ Good afternoon, nice to meet you.

b. in touch./ Thank you/ We'll be/ for coming today.

c. got/ any questions?/ Have you

d. your/ tell us/ you/ previous work experience, /Can/ about/ please.

e. in a team?/ you/ Do / work well

f. start?/ could/ When / you

g. this job?/ you want/ Why/ do

h. a few questions./ would/ to ask/ We/ you/ like

i. have you got/ help you/ What skills/ that/ in this job?/ would

_____ j. £10.50 per hour/ Sundays. /
and work / Wednesdays to / You'll get

Worksheet 7

Task 7

- Complete the job interview conversation.
- Write the interviewer's questions from Worksheet 6 (a-i) in the correct places.

Interviewer: Good afternoon, nice to meet you.

Interviewee: Hello. Nice to meet you, too.

Interviewer:.....

Interviewee: Ok, great. I'll do my best to answer them.

Interviewer:.....

Interviewee: Yes, of course. I am unemployed at the moment, but my last job was at a supermarket. I worked there for 18 months. Before that, I worked as a cleaner at a school.

Interviewer:.....

Interviewee: I'm very organized and always on time. I have good people skills and I am polite. I can cook and I have a certificate in food safety.

Interviewer:.....

Interviewee: I would like the job because this is a good organization to work for. I like meeting people and talking to customers. Also, I can work at lunch times and in the evenings – the hours are good for me.

Interviewer:.....

Interviewee: Yes. I like working together with other people.

Interviewer:.....

Interviewee: Straight away!

Interviewer:.....

Interviewee: Yes. How much will I get paid per hour? Which days will I have to work?

Interviewer:.....

Interviewee: Thank you very much. I look forward to hearing from you.

Interviewer:.....