Class:\_ELL 1 Teacher: Anne Perämäki

Theme/Lesson:Job Interview Date: 6/17/2013

**ESSENTIAL QUESTION(S)** (How does this lesson relate to student goals and interests?):

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| 1. The students have all expressed an interest in getting a job/ a better job.  2. In our previous discussions, students have said that finding/getting a job is different in their country and they need to know how to go about getting a job here. Some of the grammar is not on our syllabus (the past tense), so it will be introduced briefly and they will have to memorize it for the interview. |

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know ….) | **Frameworks Strands & Standards** |
| 1.Identify appropriate dress for the occasion, introduce themselves, exchange appropriate greetings with the interviewer, show independence and reliability by arriving alone and in time | L: L1. 2a, L1.2b, L1.2d, L1.2c, L2, 2b, L2, 3c, L2.3c, L2.4a  S: L3.1a, L3.1b, L3.2a, L3.2b  R: R1.3a, R1.3b, R1.1c, R1.2a  W: NA  **Intercultural Knowledge:**  Getting a job in the US always requires some kind of job interview.  What are the cultural norms: being appropriately dressed, being punctual, appearing independent, the concept of “selling oneself.”  **Navigating Systems:** Understand the behavior anticipated from both parties, the interviewer and the applicant. |
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| **Skill Objective(s)** (Students will be able to…) |
| 1, give personal information, provide answers to questions about work history and personal character and skills. Understand and answer simple questions in the present and past tense; understand certain adjectives that describe the kinds of personality traits appreciated by a prospective employer.  Understand and produce imperatives, Do this, don’t do that |
| 2. Understand and reply to the following questions: Which job do you want?  Do you have any experience?  Tell me something about yourself.  Can you work evenings and weekends?  When can you start?  Do you have any questions for me? |

**ACTIVITIES: Strategies/Resources for Learning** (Approaches/techniques that appeal to a variety of learning styles; students learn to ID and maximize the learning style that works best for them – UDL, differentiation, accommodations)

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| 1. Compare job getting procedures here vs native country, try to elicit the concept of job interview. Expand and/or explain. Hand out a vocabulary list.  2. Talk about dress, decide together what’s appropriate. Show posters, ask a student to come to the bb and point to problems noticed by his/her classmates. (T-shirt, sneakers, hairdo that’s too wild, skirt that’s too short etc.) Wear this, don’t wear that.  3. Talk about the roles of the boss and the applicant. Elicit the dialog if possible, write on bb, read it together, one half of class boss, the other applicant. Then do a vanishing dialog.  See if the students can memorize both parts. 4. Hand out envelopes of scrambled sentences that contain the dialogs practiced. Have pairs of students put them in order. Then do scrambled strips containing questions and answers on bb. Two volunteers will put them in order on blackboard with advice and/or corrections from the class. |  |

**MATERIALS:** Teacher made posters, interview script, bb, scrambled sentences, scrambled answers and questions, assessment questions

**ASSESSMENT(S):**

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| **Performance (Culminating)**  **Mock interviews.** Hand out scripts of the interview. Act it out with a volunteer student. Then the rest of the class will do it in pairs in front of the classroom. It will be done twice, with the participants switching roles. If one of the participants forgets, teacher asks the students to help or helps the participants herself. | **Ongoing**  The lesson is divided between two class periods, from the beginning of the class until break-time. After the lesson has been covered, we will review 2 questions from the script in the beginning of each class. In about a month’s time, there will be a guest interviewer, a volunteer from SCALE staff who will take the students out of the class and interview them, rating each response poor, OK, or good. |

**WRAP-UP & REFLECTION:**

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| Questions: How confident or timid did the students feel during the guest interview? Do the students feel confident about going through a very simple actual interview for a real job? Later, look at the results of the guest interview with the students and decide with the students how to improve their performance. (Ask children, spouse to practice with them, suggest Youtube videos etc.) |

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