

Lesson Plan 1

Name:

Date:

Time:

Main lesson aims: Interview vocabulary, talking about yourself, natural responses

Stage	Teacher Activity	Learner Activity	Aims	Checking of Learning	Interaction	Materials/Tech Tool	Time
1. Warm up and lead in	T informs class that lesson will focus on interviews. T tells personal account of a job interview. T gives Ss 5 minutes to talk in pairs about their interview experiences, ones they may have in the future, and note down any words that come up.	Ss talk in pairs about interview related knowledge, noting down words and experiences.	To activate schemata on the topic and motivate interest in safe environment of pairs before sharing with whole group. Encourage learner independence.	Monitor classroom to help with discussion, ask questions to generate ideas and help with any difficult vocab. Check Ss are writing useful vocab.	T>Ss S>S	S pen and paper	5 mins
2. Brainstorming vocabulary	T asks class to share any experiences, recording related vocab on whiteboard. T has a list of vocab to elicit from Ss if they struggle.	Ss feedback from their pair discussions.	To generate more ideas and predict vocab on the topic. Maximise STT.	Ask Ss to explain meaning of vocab.	Plenary	Whiteboard and pens	10 mins
3. Interview advice expressions	T groups Ss into 3s and hands out several laminated phrases per group. T asks Ss to discuss in groups if they think that their phrases are good things to do before an interview, during an interview, or things that they should not do during an interview. While Ss initially discussing, T sets up slide with the three categories for answers on to remind Ss of their task.	Ss discuss their cards in groups and put into one of three piles.	Speaking practice and get Ss thinking about practical interview behaviours that relate to a real context. Maximise STT and build confidence.	Check understanding of modal verbs should shouldn't might do ahead of task. Monitor classroom to help with discussion. Ask questions "why is this good/bad? etc." to encourage further discussion.	T>Ss S>S	Laminated cards, PowerPoint slides	5 mins
4. Interview advice expressions – feedback.	T asks Ss "who can tell me what you should do before an interview". Ss feedback and T asks qus, corrects/praises. T records further new vocabulary	Ss volunteer answers and explain why behaviours good/bad.	Keeps energy high in the classroom, identifying vocabulary and speaking practice.	Ask Ss to explain the reason for good/bad behaviours. Use CCQs to check	Plenary	Laminated cards. PowerPoint slide.	10 mins

	on whiteboard. At the end of the task T reveals PowerPoint slide with answers in correct categories. T asks if there's anything other behaviours Ss can think of for these categories.			understanding of expressions.		Whiteboard & pens.	
6a. Functional expressions - opinions	T displays extracts from the textbook on the interactive whiteboard and goes through 1 st example to elicit use of expression before asking Ss to write the expression used to introduce an opinion, then check in their pairs if they agree. T then asks Ss to share answers and underlines them on interactive whiteboard. T focusses on pronunciation of these as chunks (e.g. so for me... so f'me).	Ss work in pairs to write down opinion phrases.	Practice functional language useful in interviews and other authentic situations. Generates language used to talk about themselves and practices reading, speaking and writing. Focus on pronunciation of responses to raise awareness of weak forms (particularly for Arabic learners).	Monitor classroom to check what is written, correcting where appropriate. Ask Ss to repeat pronunciation of weak forms.	T>Ss S>S Plenary	Textbook page. Interactive whiteboard. S pen and paper.	10 mins
6b. Opinion language in practice (if above task does not take 10 mins)	T asks the Ss to ask their partner a question. They must answer using one of the opinion expressions, then switch.	Ss work in pairs to ask and answer questions about their opinion.	Authentic practice of target language, further speaking practice about themselves.	Leave opinion phrases on PowerPoint slide as a guide, then circulates room to ensure correct language is being used. Praise correct use.	T>Ss S>S	PowerPoint slide	(5 mins, if needed)

7. Two-word responses – quiz (Time filler if required)	T explains that in interviews and other conversations, there are natural ways of responding to questions than just “yes” or “no”. T gives one example, then introduces the quiz. T asks Ss to go to “Kahoot” on their phones, displays code on screen and asks Ss to input. T begins quiz, encourage competition between questions and briefly explaining any incorrect answers. At end remind Ss that these are good expressions to use and should be noted in their books.	Ss use their smartphones to access Kahoot and enter pin number. S then select the correct answer for each question, gaining points for each one. The fastest, most correct answers win.	More conversational vocab, presented in fun format to pick up energy towards the end of the first hour. Competitive element to engage Ss. Visual element will also engage.	For any questions that several Ss get wrong explain the answers. If many, explain after game so to not slow the competitive pace.	T>Ss Plenary	Kahoot website projected onto screen PowerPoint summarising responses for students to note	(10 mins, if needed)
8. Interview role play in pairs	T asks Ss to get into pairs and explains they will interview each other for a course at DMU. T hands out prompt cards: 1 colour for interviewer, another for interviewee. T asks Ss to use language learnt in class to play out an interview using prompts on cards. T ensures brainstorm vocab and functional language is all on board and screen. Use flash cards with behaviour words on to highlight any behaviour S are doing correct/incorrect. T then asks Ss to swap roles.	Ss practice questions and answers in pairs using prompt cards and vocab of the class.	Bringing together all elements of the class for revision and additional practice of language and vocab.	Monitor classroom correcting Ss or eliciting questions and answers for those struggling. Point to examples on board or remind of earlier instances.	T>Ss S>S	Role play cards, whiteboard, PowerPoint.	10 mins

Kahoot Quiz link: <https://play.kahoot.it/#/?quizId=6bed5157-7149-4dd8-977a-b6e5e75a4816>

Lesson adapted from textbook: Clare, A. & Wilson, JJ. (2015) *Speakout Intermediate 2nd Edition Students Book*. London: Pearson Longman pp.14-15.