

CONDUCTING AND SPEAKING AT INTERVIEWS

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Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Learning about conducting and speaking at interviews

Objectives

Students should be able to;

- Create a concept map of interview Dos and Don'ts.
- Watch and analyze a real interview
- Review and revise sample interview questions.
- Brainstorm questions and answers for an interview.
- Conduct and record an interview.

Assessment Activity

1. Assess them based on how good they performed from the interviewer-interviewee role play

Summary

1. Review why interviews are needed
2. Review scenarios that interviews are done

Activity Starter/Instruction

1. Explain the aim of the lesson to students
2. Preview the movie Conducting an Interview to plan for any adaptations.
3. Preview the Worksheet to plan for any adaptations.to plan for any adaptations.
4. Determine recording and presentation tools students may use for their interviews.
5. If students will be working offline, make copies of the Worksheet and Graphic Organizer, which you can find in Worksheets.

Teacher Guide

Day 2/ Lesson 2: 15 Mins

1. Now students will watch a real interview of a famous actor and answer questions about the interview.
2. if limited computer access you can watch the interview as a whole class and then have partners answer the questions offline.
3. As they watch the interview, encourage students to think about how the interviewer

Teacher Guide

Day 1/ Lesson 1: 20 Mins

1. Ask students if they've ever interviewed someone.
2. Invite them to share their experiences, including what went well, what didn't and why.
3. Tell them that today they will learn how to plan for and conduct a successful interview, and use what they discover to conduct their own interviews.
4. Show the movie of conducting an Interview on an interactive whiteboard or other large display to the whole class once through without pausing.
5. Next, if you have access to multiple computers, divide the class into pairs and have them open the Make-a-Map feature on individual computers.
6. [Note: If limited access to computers, pairs can do this step with paper and pencil].
7. Pairs watch the movie again within the Make-a-Map feature.

Materials Required

- Internet access
- Class sets of sample interview questions and answers
- Interview Questions Graphic Organize
- real interview of a famous actor
- card containing interview questions and answers respectively

Additional Resources

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Additional Notes

3. Erase the board while doing this

- applies what they've learned about conducting an interview.
4. Next, remind students that it is important to ask questions that are answered with more than a simple yes or no so that they can draw out information.
 5. Interviewees should be encouraged to describe, explain, etc.
 6. To practice this skill, have partners work together to revise some sample questions. This can be completed on- or offline

Guided Practice

Day 3/ Lesson 3: 15 Mins

1. Announce to students that they are now ready to conduct their own interviews.
2. You can either provide a specific assignment, such as interviewing a local politician, a community worker, or a job seeker.
3. You should divide class into twos and if class is odd number, take the last student for yourself.
4. Once students have decided who to interview, have them use the Brainstorming Interview Questions and answers.
5. Tell each student in a pair to take turns from being the interviewer to the interviewee and vice versa
6. Finally, students are to set up, conduct and record their interviews.
7. Before they do, encourage them to review their "Interview DOs" and DON'Ts

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8. As they watch, advise them to pay close attention to the dos and don'ts of conducting an interview
 9. instruct them to create two concept maps (Interviewing Dos and Interviewing Don'ts) on the Make-a-Map canvas.
 10. Suggest that they pause the movie as they create the concept maps and remind them they can incorporate clips from the movie into their maps.
 11. When they are done, have each pair share their maps with another pair to ensure that they captured all the information.

Teacher Guide

Day 4/ Lesson 4: 15 Mins

1. Set up the classroom so that 'mock interviews' can take place, depending on the classroom space available.
 2. Divide your class into two so that you have 'interviewers' and interviewees' and tell learners that they are going to take part in some job interviews.
 3. Explain that learners must speak to each other using the information on the card you are going to give them
 4. Give them the card so that each interviewer finds a suitable person for the job and every interviewee finds a suitable job.
 5. Demonstrate with a more able learner.
 6. Hand out one card to each learner according to whether they are an interviewer or interviewee.
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7. Clarify any unfamiliar vocabulary as required.
8. Begin the task: interviewers remain seated and interviewees move around the classroom, participating in interviews until they find a match.
9. Tip: If you have more than 10 learners, you should prepare more copies of the cards.
10. Highlight that learners should not to show their card to their classmates