## Instructional Planning Template

<table>
<thead>
<tr>
<th>LEVEL: L&amp;S 1</th>
<th>TOPIC: Tell Me About Yourself/ Thought Groups Practice for Professional Interviews</th>
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### OBJECTIVES:
Sits will be able to...
- Respond to frequently asked interview questions using strategies and methods presented
- Identify basic components of thought groups in a song
- Monitor use of thought groups and vocab. in speaking

### VOCABULARY FOCUS

#### HIGH FREQUENCY VOCABULARY
2-3 of the following:
- Follow up, bouncing ideas (off someone), glass ceiling, through the roof, micromanage, temp-to-hire, phone tag, dropped the ball, do lunch, bring much to the table, End of Day, boom, screw up, bomb, FIFO, FOMO, bells and whistles

#### ACADEMIC VOCABULARY
- Thought groups, PPF, pause, focus word, change in pitch, lengthened last syllable

### What Standard(s) are addressed in the objective/lesson?

<table>
<thead>
<tr>
<th>Which anchor standard?</th>
<th>CCR # 1E</th>
<th>CCR # 2D</th>
<th>CCR # 4E</th>
<th>#6E</th>
</tr>
</thead>
<tbody>
<tr>
<td>What elements of the level descriptor(s) are addressed for each anchor standard?</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</td>
<td>Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.</td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</td>
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| What language strategies will you stress? | - Make predictions based on environmental clues  
- Listen with a purpose  
- Listen for thought groups, focus words to capture model pauses  
- Use color coding/different symbols as note-taking strategy |
|---|---|
| How will you prompt critical thinking? |  □ Higher-level thinking questions  
□ Pose problems  
□ Strategic thinking in tasks  
□ Graphic organizers  
□ Categorizing, ranking, or rating  
□ Other: |
| How will you promote academic discourse? |  □ Language prompts for team and pair discussions  
□ Sentence frames and starters for oral and written report-back  
□ Paragraph frames for summarizing  
□ Checklists and rubrics  
□ Other: |
# Lesson Outline

## Warm-Up [15-20]:

“We can work it out.”
- In what situations have you heard or told someone this?
- How can this phrase apply to the workplace, professional interviews, or entrepreneurship?

## Introduction:

In a professional interview, you may need to work some things out with the potential employer such as: work schedule or salary. But one situation in which you wouldn't have to “work it out”, or negotiate during an interview, is when you’re asked the question: “Tell me about yourself—just be yourself, but be strategic about it! Let’s look at some tips for answering this popular interview question.

## Presentation [20]:

1. How to answer the question “Tell me about yourself?” using Present, Past, Future (PPF method). Have sts create 1-sentence answers for each question to begin planning how they will answer this question in Presentation 2 on Thursday. Encourage strategic thinking by asking students to keep in mind the value they will add to a company, rather than how badly they want the job. Have sts volunteer their answers.

2. Use volunteer student answers to introduce the idea of thought groups. Explain what they are and the basic components of thought groups. Model T answer to the question “Tell me about yourself.” And T outlines his own thought groups. Then, have sts practice mini mock interviews, monitoring their speech for thought groups.

## Transition: Who said we can work it out?
The Beatles said, / “We can work it out!”

## Guided Practice [15-20]:

Give sts a transcript of Beatlemania paragraph. Have them decide where the pauses should go. Have them practice speaking it to make sure it flows nicely.  
[Direct sts to download the worksheet on Beachboard and offer paper to those who prefer it.]  
Then, have them listen to T reading of the paragraph to compare and contrast. Explain that different individuals may break down the same speech into different thought groups. Just because the pauses were different doesn’t mean they’re wrong!

### 10 MIN BREAK @ 1:50
**Guided Practice Continued [20 min]**

**Preview & Predict:** Preview part of song lyrics. What will the overall message be in the song? Will the Beatles’ motive be political? Social? Explain.

**First listen:** Have sts listen to the song “We Can Work it Out”, watch and enjoy.

**2nd listen:** Separate the class into 4 jigsaw groups. Each group will be in charge of listening for one basic component of a thought group. 1) pauses; 2) focus words 3) change in pitch at the end; 4) lengthened last syllable.

**3rd listen:** Sts will check their work and then discuss in their expert groups, and later share with members of the other groups. Prompt sts to color code or use different symbols for each of the 4 components as they collect the info. and discuss. Then, briefly review as a class.

**Communicative Practice [30]:**

1. Sts will plan and present an assigned role-play situation in which problems will be posed (just like in a job interview) and students must offer their solution that aligns with the sentiment of “we can work it out”, using evidence of prior real-life occurrences. Ask sts to use 2-3 business slang/idioms as appropriate and to monitor their thought groups when speaking.

2. Have audience evaluate the role-plays they see between each one. Ask them to state: “I would hire them because...”/ “I would not hire them because...”.

**Evaluation [5]:**

- The most useful part of today’s class was...
- Today I learned...

**Application:**

- Today’s class will help me with...

**HW:**

Remind sts to bring a copy of outline for presentation 2 + final project ideas sheet to discuss with conversation partners tomorrow.