



Activity type	classroom <input checked="" type="checkbox"/> homework <input type="checkbox"/> independent learning <input type="checkbox"/> other <input checked="" type="checkbox"/>		
Activity objectives(s)	<ol style="list-style-type: none"> Students work in pairs to construct a dialogue. Students learn to construct interview questions and answers on the topic of applying for a job. 		
Activity resources(s)	<p>This lesson is best done in a classroom. Students should have access to a dictionary, either a paper copy or online version. An interactive whiteboard for projecting the role cards if not in a computer suite.</p>		
Delivery mode	teacher led <input checked="" type="checkbox"/> student led <input type="checkbox"/>	Collaboration type	individual <input type="checkbox"/> pairs <input checked="" type="checkbox"/> groups <input type="checkbox"/>
Task description	<ol style="list-style-type: none"> Ask students to locate 'Context 3 Topic 5', and locate 'Talking' activity in 2.5. If in a classroom, project this web page on an interactive whiteboard. Ask students to work in pairs. Ask students to work in pairs to create a set of questions which might be asked during an interview for the job of 'home tutor'. Ask students to individually work out some answers for the questions they created together. Ask students to work in pairs, taking turns to role play Mr/Mrs Zhang and the candidate. Ask volunteers to demonstrate their dialogue in front of the class. 		



SCHOLAR Lesson Outline

Differentiation (Alternative use)	<ol style="list-style-type: none">1. Ask less confident students to look at the example before constructing their own dialogue.2. Ask more confident students to create different sets of questions and answers.3. Ask more confident students to create their own role play scenarios.
Hints & Tips	<p>This task is best done in pairs.</p> <p>The Listening task in the same topic, i.e. Context 3 Topic 2.4 may be used as a good starting point.</p> <p>If possible, allow students to either audio- or video-record their 'performance'. Students may find this experience more interesting.</p> <p>Students may find it helpful to complete the tasks in 2.1, 2.2 and 2.3 of this topic.</p>
Notes	<p>Good to review vocabulary for professions and personality. Make sure that students have the appropriate structures to complete this task.</p>