

Target Level: Intermediate to High Intermediate Level ELL

Lesson Overview: This lesson will focus on preparing students to conduct a successful information interview in order to learn more about a specific career. The lesson includes pre-activities, such as creating the interview questions in small groups, a graphic organizer for stimulating note taking during the interview, and several follow-up activities for after the interview. The interview portion of this lesson could be done in as little as 30-45 minutes, but with all of the supporting activities, the lesson could also easily be stretched out over a couple of days. If your class has a particular focus, such as preparing students to become Certified Nursing Assistants, (CNAs) then the interviews can be done with people in healthcare careers. For more general ABE or ELL classes, you can ask the students to vote on a few different careers that they would like to learn more about. This would help to guide who your class interviews.

Materials Needed:

- List of Information Interview Questions (These can be created by your students or use the list that is included. The questions on the list were created by an Intermediate Level ELL class.)
- KWL Graphic Organizer Chart
- Now/Before T-Chart

Supplemental Materials:

- A basic grammar text, such as *Fundamentals of English Grammar* by Betty Azar (This would be used if students need to review how to form Yes/No and information questions.)
- Copies of “A Successful Interview” from the Reading Skills for Today’s Adults Website (http://resources.marshalladulthoodeducation.org/rs/hc/145hc/A_Successful_Job_Interview_Level_4.5.pdf)
- Copies of “After a Job Interview” from the Reading Skills for Today’s Adults Website (http://resources.marshalladulthoodeducation.org/rs/hc/145hc/After_a%20Job_Interview_Level%204.5.pdf)

Student Learning Objectives

Upon completion of this lesson, students will be able to:

- Understand the purpose of an information interview in regards to career exploration
- Prepare questions that could be used to conduct an information interview
- Organize notes using a T-chart graphic organizer
- Write a thank you note to the interviewee after the interview

Warm-Up Activity (45 minutes)

Ask students to shout out all the things they know about interviews. When and why do people attend interviews? What are interviews like and what happens during a typical interview? Make a list of the students’ answers on the board. Explain that today the students are going to prepare to conduct a special kind of interview called an information interview. The purpose of an information interview is to learn more about a particular career. An information interview is similar to a job interview in that they both involve asking questions, but at an information interview it is the potential employee, and not the employer, who asks the questions. Have students brainstorm a few questions that they might want to ask to someone who had a career that they were interested in pursuing. Write these example questions on the board. Next, have the students form pairs or small groups. Have each group write 8-10 questions

to ask during the interview. If students need help with how to form Yes/No and basic information questions, spend some time reviewing this basic grammar before writing the questions.

For lower level students: Collect all of the questions at the end of the writing activity. Edit them and compile a master list to use during the interviews. Alternately, compile the questions into one list, and have students vote which ones to use by ranking them in order of interest.

For more advanced students: Have the groups of students exchange their questions with another group to do some peer editing. Have the students discuss which questions would be the most useful to include during the interview and compile a master list.

To extend this activity, have the students read the article “A Successful Job Interview” and discuss how to conduct a successful information interview. The class could come up with a list of guidelines for conducting information interviews.

Before the Interview (15 minutes)

Have the students complete the K-W-L chart included with this lesson. The purpose of this activity is to activate the students’ background knowledge about whatever career they will be learning more about during the interview. If time permits, students can share some of what they wrote on the chart in pairs or with the larger group.

During the Interview (30 minutes)

Students will take turns asking questions during the interview. Students will take notes on the responses by completing the T-chart included with this lesson. For more advanced groups of students, the chart can be adapted to have a higher level of difficulty. Instead of grouping responses by what’s happening now and what happened before, students might listen for 3-5 specific steps that the interviewee took in order to pursue his/her career.

After the Interview (45 minutes)

After the interview, have students write a thank you note to the interviewee. If this professional courtesy is not known to your students, you could first read “After a Job Interview” and discuss the article with your class. Encourage students to include one or more specific details from the interview that they enjoyed learning in their notes. Collect the notes to be delivered to the interviewee.