



CTAE Module: **Introduction to Business & Technology**
Language: **German**

Lesson # **4** of Week # **3**

This lesson is designed for a 50-minute class period. Teachers whose schedules are different should make adaptations for their particular scheduling configuration.

Stage 1: *What will students know and be able to do at the end of this lesson?*

At the end of this lesson, the student will be able to say “I can . . .”

- ask and answer questions in a job interview

What vocabulary do students need to learn for this lesson?

These are the vocabulary topics. Please see word banks and vocabulary resources which accompany the lessons for specific words.

- Interviews

*The vocabulary word banks may contain some words that are new or other words that are already familiar to students.

What language structures need to be refreshed for students in this lesson?

- Reformulating questions to answers



Stage 2: *What will be the evidence that students attained the lesson's learning targets?*

At the end of the lesson, how will you know that students can do the learning targets for the lesson?

- Students will identify appropriate interview questions.
- Students will actively participate in a job interview.



Stage 3: What will be the roadmap to reach the lesson’s learning targets?

What activities will you use during the lesson?

Icon Legend:



= this activity incorporates technology



= this activity is a non-technological option

Activity	How many minutes?	Resources
<p>Bell-Ringer: Interviewfragen Students read different examples of interview questions and decide which questions would be used in Germany, which are used in the US, and which are used in both countries. After completing the exercise individually, students should compare their answers with a partner.</p> <p>At the end of the activity, the teacher should review the correct answers with students, providing any needed clarification. The teacher should also discuss possible answers to the questions (this step will assist students in a later class activity).</p>	5 minutes	Interviews Activity Sheet
<p>Lesson Set-Up: The teacher previews the lesson by talking with students about the “can do” statements for the day as well as mentioning the activities in which students will engage throughout the lesson.</p>	1 minute	



Activity	How many minutes?	Resources
<p>Activity 1: Videoaufgaben— Bewerbungsgespräche</p> <p>Students view a video of mock interviews and make notes about things that they see which are appropriate and things that are inappropriate. The video activity is divided into 2 sections. After each section, the teacher leads the class in a group discussion about the video content. (Good versus poor interview techniques)</p>	15 minutes	Interviews Activity Sheet http://www.youtube.com/watch?v=zAhOKYaE8BO
<p>Activity 2: Gute Fragen/Schlechte Fragen</p> <p>In groups of 3-4, students discuss a list of interview questions in German and decide which questions are appropriate for an interview and which are not.</p> <p>After the students discuss their ideas in groups, the teacher leads the class in reviewing the questions as a whole and discuss possible answers to the “good” questions (this step will assist in the next class activity)</p>	10 minutes	Interviews Activity Sheet
<p>Activity 3: Kreis-Interviews</p> <p>Prior to class the teacher needs to prepare interview question cards (at least 10 questions) for each activity group.</p> <p>Prior to the activity, the teacher should display the interview questions. The teacher should ensure that students understand the question and perhaps even model some possible answers that students might provide to the questions.</p> <p>The teacher should divide the class into groups of 8-10. One half of the students in each group will be interviewers and the other half will be the interviewees. The students should sit/stand in a circle formation with an inner circle and outer circle of 4-5 students each.</p>	17 minutes	Interviewfragen



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<p>Round 1: The teacher gives the 5 interviewers in each group a question card. The interviewers ask their questions and the interviewees respond. The interviewees rotate to a new interviewer. The process is repeated until all questions have been asked of all interviewees.</p> <p>Round 2: The students in each group switch roles (interviewers/interviewees). The teacher gives the new interviewers new questions. The activity process begins again (see Round 1) and continues until all students have practiced both roles: interviewer and interviewee.</p>		
Activity	How many minutes?	Resources
<p>Ticket-Out-the-Door: Interview Frage Students should answer the interview question that they asked during the circle interview activity. Students should provide an answer that is at least 2 sentences long. Students should turn in their card as they leave class.</p> <p>The teacher should review the students' answers and be prepared to discuss both good answers and problematic answers next class.</p>	3 minutes	Interviewfragen



Activity	How many minutes?	Resources
<p>Lesson Wrap-Up: The teacher brings student attention back to the lesson’s “can do” statements and asks students to evaluate the degree to which they have achieved them. The teacher may even have students turn to a partner and prove their new-found abilities. This wrap up ensures that students realize, through their own reflection, that they are able to do new things as a result of this lesson.</p>	1 minute	