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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Business English |
| **Lesson/Unit Title** | Interviews |
| **TEKS Student Expectations** | §130.135. (c) Knowledge and Skills  (3) The student employs appropriate research techniques to produce effective business communication.  (E) The student is expected to conduct interviews to obtain resource materials  (7) The student produces business documents using current and emerging technology.  (A) The student is expected to format business documents  (B) The student is expected to demonstrate basic writing skills through assigned tasks  (C) The student is expected to compose positive, negative, and persuasive messages |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | |  | | --- | | The student employs appropriate research techniques to produce effective business communications.   * The student will be able to conduct interviews to obtain resource   materials. | |
| **Rationale** | This Business English lesson guides students to work collaboratively to develop communication and interview techniques and to produce effective business communications. |
| **Duration of Lesson** | When taught as written, this lesson should take approximately 240 minutes to complete. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Organize- to systematize. * Effective‐ adequate to accomplish a purpose. * Resource‐ a source of supply, support, or aid, especially one that can be readily drawn upon when needed. * Interview‐ a meeting or conversation in which a writer or reporter asks questions of one or more persons from whom material is sought for a newspaper story, television broadcast, etc. |
| **Materials/Specialized Equipment Needed** | * Interview Project Information Handout * Instructor Computer/Projection Unit * Websites listed in the References Section * If your school/district allows, any online or interview videos   + Inside the Actors Studio on A & E   + “The Making Of…” on some of the premium channels   + Actor Interviews on any DVDs   + Recorded interviews of historical legends, athletes, survivors, etc. * Sample Power Point Presentation * Sample Photostory Presentation |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) |  |
| **Direct Instruction \*** | |  | | --- | | The main purposes of this lesson are to help students learn how to conduct an interview/interviews to obtain resource materials.  **Ask:** Do you know what an interview is?  **Ask:** Did you know there are different kinds of interviews?  **Ask:** Can anyone name some reasons for interviewing?  **Ask:** What, to you, makes a good interview? The interviewer? The interviewee? The questions? TheResponses? A combo of all?  **Ask:** Have you ever conducted an informal interview? Have you ever conducted a formal interview?  **Ask:** Have you ever been a part of an informal interview? Have you ever been a part of a formal interview? **Say:** The purpose of an interview is to gather information from an expert or knowledgeable source with thegoal of being able to obtain usable data.  **Say:** There are some key points to conducting a good interview, and here’s a guide to help you know somedifferent interview methods (ways to gather your information), how to set up an interview, and some “Dos and Don’ts” of interviewing.  **Say** By the end of this project, our goal is to help you become competent and confident in interviewing people. | |  | |
| **Guided Practice \*** | |  | | --- | |  | |  | | |  | |  | | |  | |  | |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | |  |  | | --- | --- | | Students will complete the following:   * Select a partner (or meet with assigned partner) * Design a 10‐question interview * Conduct a 10‐question interview * Record information gathered from the interview * Record source information   Determine whether or not gathered information is potentially usable | | |  | |
| **Lesson Closure** | Review the lesson’s purpose and evaluate its effectiveness. |
| **Summative / End of Lesson Assessment \*** | |  | | --- | | **Informal Assessment**  All the following can be used as informal assessments:   * Check Personal Word Wall Documents * Interview Subject: was a subject selected? * Interview Design: was a 10‐question interview designed based on your standards? * Interview Conduct: did students conduct their interviews? * Interview Information and Source Information: did students record answers and source information? * Interview Information: did students determine if gathered information is potentially usable or unusable?   **Formal Assessment**   * Interview Project (rubric provided)   **Accommodations for Learning Differences:**  It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website. | |  | |
| **References/Resources/**  **Teacher Preparation** | http://owl.english.purdue.edu/owl/resource/559/04/ |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | **Extension**   * Have students find an interview (either one that has been recorded on paper, in a book, on TV, on a movie, on a website, etc.) and answer the four questions about what makes the interview good or bad: 1) Is it the interviewer? 2) Is it the interviewee? 3) Is it the questions? 4) Is it the answers? * Have students develop and conduct a simple interview for you, the teacher. They can interview you in front of the class. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)