

Let's Teach English – Video Transcript

Unit 9: Vocational Language

Website: [VOA Learning English](https://learningenglish.voanews.com/z/5203) (https://learningenglish.voanews.com/z/5203)

Women Teaching Women English Unit: Women at Work

Teaching Topics: Teaching English for Specific Purposes; Practicing vocational use of language

Learning Strategy: Predict

Video Transcript

Narrator: In this lesson, students perform an interview **dialog(ue)** in pairs. Their homework was to research skills needed for a job they want. As one pair performs, the teacher asks the class to **predict** questions that will be asked.

Teacher: Good morning.

Students: Good morning.

Teacher: What did we talk about in our last class?

Emma: We talked about different kinds of jobs.

Teacher: Right. And what was your homework? Mimi, please read the project assignment to help us remember.

(The teacher points to each instruction as Mimi reads.)

Mimi: 1. Choose a job. 2. What do you need to be able to do that job? Make a list. 3. Write a dialog(ue) with two people – you and an interviewer. 4. Bring the dialog(ue) to class.

Teacher: Good. Did you bring your interviews?

Students: Yes.

Teacher: Now, I'm going to give you time to practice your interviews. Then you will do them as a role-play.

(Students practice interviewing each other.)

Teacher: Okay, your practice went well. Now, let's watch one interview together. Who would like to share with the class?

(Jamie and Maryam raise their hands to volunteer.)

Teacher: Great!

(The teacher addresses the other group.)

Teacher: Emma and Mimi, while you watch, look at the checklist and write your answers.

(The teacher shows the checklist.)

Jamie: I'm trying to get a job as a reporter. Maryam is going to interview me.

(Jamie and Maryam exchange interviews.)

Jamie: Reporters need to study journalism. They like to write and talk to strangers. And sometimes they need to travel too.

Teacher: Okay! Are we ready?

Jamie: Yes.

Maryam: Good morning, Ms. Zhong.

Jamie: Good morning, Ms. Abbasi.

Maryam: Let's begin. Why do you want to be a reporter?

Jamie: I like to write and talk to people.

Maryam: Good. Can you give me an example?

Jamie: I love to write about politics. I follow the news every day.

Teacher: Good! Let's stop for a minute. Now, let's guess or "predict."

(The teacher points to the word "predict" on the wall.)

Teacher: What question is Maryam going to ask next? Mimi, what do you think?

Mimi: Hmm . . . I think she will ask, "Are you good with computers?"

Teacher: Good. Emma, what do you think?

Emma: Hmm . . . "Can you make videos?"

Teacher: Good guesses. Now, let's listen and find out.

(Maryam resumes the interview.)

Maryam: How are your skills with technology?

Jamie: I can work with video, and I am very good on computers.

Maryam: One last question. Are you able to travel?

Jamie: Yes, I love to travel.

Maryam: Wonderful. We will call you soon.
(Jamie and Maryam stand up and shake hands.)

Jamie: Thank you for your time. I would very much like to work with you!

Maryam: Goodbye, Ms. Zhong.

Jamie: Goodbye, Ms. Abbasi.
(The teacher and students clap.)

Teacher: Thank you, Maryam and Jamie. Nice work! Mimi and Emma, what about the things you predicted?

Mimi: I was right. She asked about technology.

Emma: Yes, she answered that question with information about her computer and video work.

Teacher: Exactly! Those were good predictions.

Narrator: After students practice their interviews in pairs, they perform them for another pair of students. They also give each other feedback using the checklist.
(The teacher talks to the group that was listening and had checklists.)

Teacher: Please write your answers on your checklists.

Emma: After that, what do we do?

Teacher: Practice your interviews with at least two other people.

Mimi: Where do we put our checklists?
(Mimi holds up her checklist.)

Teacher: At the end of class, put all of your checklists in this envelope.
(The teacher holds up the envelope.)

Teacher: I will give them back to you in our next class.

Narrator: This experience gives the students practice using English that is related to their career goals. Next time, join us for Unit 10. We will teach collaboration through persona poems.

Transcript Vocabulary

These definitions, in alphabetical order, are from the [Merriam-Webster Learner's Dictionary](http://www.learnersdictionary.com/) (<http://www.learnersdictionary.com/>):

dialog(ue) (noun) – the things that are said by the characters in a story, movie, play, etc.

predict (verb) – to say that something will or might happen in the future

Creative Commons Attribution-Share Alike 4.0 International (CC BY 4.0) License



© 2017 University of Oregon and Voice of America. This work is licensed under the [Creative Commons Attribution-Share Alike 4.0 International License](https://creativecommons.org/licenses/by/4.0/) (<https://creativecommons.org/licenses/by/4.0/>) except where noted.