

A job interview

Topic A job interview

Level: Sfl E3/ SQA Intermediate 1 / CEFR B1

Time: 2 hours (with extension tasks)

Aims

- To provide listening practice through watching a video called 'A job interview'
- To develop learners' vocabulary to talk about jobs and the interview process
- To develop learners' ability to write a short story using the past simple tense
- To provide speaking practice by taking part in a job interview role-play

Introduction

This lesson is based on a short video about someone going for a job interview. Learners will develop their knowledge about applying for jobs and the interview process. They will be able to practice their speaking skills by taking part in a job interview role-play. Particular focus is also given to vocabulary and revision of the past simple tense.

Preparation

Learner worksheets 1 to 7: One copy for each learner

Resource A: Print and cut up one copy per 10 learners
(print on card and laminate in order for the resource to be reusable).

Procedure

Warmer (5 mins)

- Hand out a copy of **Worksheet 1** to each learner and tell them to look at the pictures.
- Ask learners to discuss the pictures in pairs and say what they think the lesson is about.
- Elicit the essential vocabulary related to job interviews that learners will need for subsequent tasks, including:

*application form, interview, newspaper/advert,
they shake hands (and the past simple they shook hands)*

- Write these words on the board (along with any other useful vocabulary elicited) and encourage the learners to match them to the pictures on Worksheet 1. Allow learners time to copy all emergent key vocabulary onto the spaces provided under each picture on Worksheet 1.
- Check pronunciation and word stress.
- Elicit that the topic of the lesson is job interviews and ask learners to number the pictures in the order they think they should be in, according to the interview process. Demonstrate by asking which picture comes first, second, etc.

Task 1 – Watch the video (5 minutes)

- Prepare to play the video called ‘A job interview’.
- Tell learners to watch the video and decide if they have put the pictures in the warmer in the correct order.
- Before you elicit group feedback, tell the learners to discuss their answers in pairs.

Differentiation

- Some learners may want to watch the video twice. Tell more able learners to note down any new vocabulary as they watch a second time.

Task 2 – Comprehension (10 mins)

- Hand out **Worksheet 2** and explain that the learners need to decide whether statements 1 – 7 are true or false.
- Allow learners to attempt the task. Only play the video again if necessary.
- Tell the learners to work individually before checking their answers in pairs.
- Monitor and provide content-based feedback if learners require it.
- Establish correct answers as a class.

Differentiation

- More able learners should write the correct version for false statements and explain how they know the true answers are correct. Learners who finish early could try to write more sentences about the job interview.

Tasks 3 and 4 – Vocabulary (10 mins)

- Hand out **Worksheet 3** to each learner and explain that the text is the written version of what they heard in the video. Allow time for learners to read through the text.
- Hand **Worksheet 4**. Explain that learners need to find words and phrases **in bold** in the text that mean the same as the words on the worksheet.
- Encourage the learners to work individually before checking their answers in pairs.
- Monitor and provide content-based feedback if learners require it.
- Establish correct answers as a class.

Task 5 – Grammar focus (15 mins)

- Establish that the transcript (**Worksheet 3**) is written using the past tense and elicit how the learners can tell this from the text (-ed endings, past forms, *a few weeks ago*, etc).
- Hand out **Worksheet 5** to each learner. Explain that in the second column they need to write the past tense of the verbs provided and that all the correct answers can be found in the text on **Worksheet 3**.
- Encourage learners to help each other. Allow 5 minutes for learners to identify the verb forms. Monitor and provide content-based feedback if learners require it.
- Establish correct answers as a class and drill for accurate pronunciation.
- Monitor and provide content-based feedback if learners require it.
- You could provide another copy of the worksheet for learners’ files.

Differentiation

- Encourage more able learners to try to fill in Worksheet 5 without the transcript from Worksheet 3.

Task 5a - Past simple writing practice - writing a short story (20 mins)

- Tell learners to work in pairs and write a short story using all 10 past tense verbs from Task 5.
- Stick all the stories on the wall around the classroom. Encourage learners to read all the stories and vote on which is the most interesting, well-written story.
- Provide feedback on any common errors.

Task 6 – Speaking - at a job interview (part 1) (10 mins)

- Hand out one copy of **Worksheet 6** to each learner and explain that learners should rewrite the words to make sentences or questions that they might hear in a job interview. Do one example together.
- Encourage learners to work individually before checking their answers in pairs.
- Monitor and provide content-based feedback if learners require it.
- Establish correct answers as a class and drill for accurate pronunciation and intonation.

Task 7 – Speaking - at a job interview (part 2) (10 mins)

- Hand out **Worksheet 7** to each learner and explain that they need to write the sentences/ questions from **Worksheet 6** onto **Worksheet 7** to complete the dialogue. Do one example together. Make sure learners know the difference between 'interviewer' and 'interviewee' and check pronunciation.
- Encourage the learners to work individually before checking their answers in pairs.
- Monitor and provide content-based feedback if learners require it.
- Establish correct answers as a class.
- Now tell learners to read the conversation aloud with a partner.
- Monitor and feedback on any common pronunciation errors.
- Elicit what type of job the interview is for: waitress, waiter, kitchen assistant

Cooler – Interviews (15 mins)

Set up the classroom so that 'mock interviews' can take place, depending on the classroom space available.

- Divide your class into two so that you have 'interviewers' and interviewees' and tell learners that they are going to take part in some job interviews.
- Explain that learners must speak to each other using the information on the card you are going to give them so that each interviewer finds a suitable person for the job and every interviewee finds a suitable job. Demonstrate with a more able learner.
- Use **Resource A** and hand out one card to each learner according to whether they are an interviewer or interviewee. Clarify any unfamiliar vocabulary as required.
- Begin the task: interviewers remain seated and interviewees move around the classroom, participating in interviews until they find a match.
- **Tip:** If you have more than 10 learners, you should prepare more copies of **Resource A**. Highlight that learners should not to show their card to their classmates and that they must communicate by speaking and listening, using Worksheet 7 to help them if necessary.

Extension activities / Homework

- Ask learners to translate the video transcript (**Worksheet 3**) into their first language. Once they have done that, take away the transcript and ask them to translate their writing back into English. The tell them to compare their work with the original dialogue. It makes for an interesting discussion.
- As a follow-up, tell learners to write about an interview experience they have had. More able learners might wish to write about lessons learned from previous interviews and how they will prepare for future interviews.

Answers

Worksheet 1 (Warmer)

- application form
- interview
- newspaper; advert
- they shake hands (also elicit the past simple 'they shook hands')
- Curriculum Vitae

Task 1

Suggested order of pictures: c,a,e,b,d

Worksheet 2

Task 2 (Comprehension)

- FALSE. She sent everything in the post.*
 - FALSE. She received an email to invite her for an interview.*
 - TRUE. She wanted to look smart.*
 - TRUE. She wanted to make a good impression.*
 - TRUE. They asked her about her skills.*
 - TRUE. She had to fill out some paperwork.*
 - FALSE. She is looking forward to hearing from them.*
- What job do you think the interview is for?

Worksheet 4

Task 3 (Vocabulary)

- afterwards
- well-prepared
- a suit
- nervous
- be in touch
- previous work experience
- filled out
- advert
- CV

Worksheet 5

Task 4 – Grammar

- wanted
- filled out
- wrote
- sent
- received
- wore
- asked
- had to
- went
- shook hands

Lesson plan – A job interview

Worksheet 6
Task 6 – Conversation at a job interview

- a. Good afternoon, nice to meet you.
- b. Thank you for coming today. We'll be in touch.
- c. Have you got any questions?
- d. Can you tell us about your previous work experience, please.
- e. Do you work well in a team?
- f. When could you start?
- g. Why do you want this job?
- h. We would like to ask you a few questions.
- i. What skills have you got that would help you in this job?
- j. You'll get £10.50 per hour and work Wednesdays to Sundays.

Worksheet 7
Task 7

Interviewer: Good afternoon, nice to meet you.

Interviewee: Hello. Nice to meet you, too.

Interviewer: We'd like to ask you a few questions. (Task 6 - h)

Interviewee: Ok, great. I'll do my best to answer them.

Interviewer: Can you tell us about your previous work experience please? (Task 6 - d)

Interviewee: Yes, of course. I am unemployed at the moment, but my last job was at a supermarket. I worked there for 18 months. Before that, I worked as a cleaner at a school.

Interviewer: What skills have you got that would help you in this job? (Task 6 - i)

Interviewee: I'm very organised and always on time. I have good people skills and I am polite. I can cook and I have a certificate in food safety.

Interviewer: Why do you want this job? (Task 6 - g)

Interviewee: I would like the job because this is a good organisation to work for. I like meeting people and talking to customers. Also, I can work at lunch times and in the evenings – the hours are good for me.

Interviewer: Do you work well in a team? (Task 6 - e)

Interviewee: Yes. I like working together with other people.

Interviewer: When could you start? (Task 6 - f)

Interviewee: Straight away!

Interviewer: Have you got any questions? (Task 6 - c)

Interviewee: Yes. How much will I get paid per hour? Which days will I have to work?

Interviewer: You'll get £10.50 per hour and work Wednesdays to Sundays. (Task 6 - j)

Interviewee: Thank you very much. I look forward to hearing from you.

Interviewer: Thank you for coming today. We'll be in touch. (Task 6 - b)

