Speaking Lesson Plan

**Preparing for the Job Interview**

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| Instructor:  Debbie Hong | Level:  Advanced | Age Group:  Adult | Students:  12 | Length:  50 Minutes |
| Materials:   * Matching vocabulary and definition worksheet (13 copies) * Role play: 3 Job interview scripts (3 copies each) & script #3-1 (1 copy) * A picture of a person having a job interview * Board game sheet (4 copies) * Note taking sheet for board game (13 copies) * 4 dice & 12 tokens for board game * Interview questionnaire * White board, marker, eraser | | | | |
| Aims:   * To build knowledge and become familiar with language that will facilitate greater speaking ability through activities that are useful when preparing for job interviews * To practice speaking skills based on possible dialogues during job interviews through role play * To learn and practice vocabularies and common expressions to prepare for job interviews by completing the vocabulary matching worksheet, doing a role play of a job interview, and playing ‘Know Thy Self’’ board game * To practice speaking skills and to think creatively (even if they are unexpected questions) when answering to interviewers. * To practice speaking clearly and concise through answering sample questions on the board game sheet * More STT, Less TTT by encouraging and eliciting * To build Ss’ confidence by performing role plays * To promote more interaction among students by doing pair/group works | | | | |
| Language Skills:  Reading Ss will read and complete the vocabulary matching worksheet and one of the 3 scenarios of a job interview  Listening Ss will listen to teacher’s instructions for each activity and explanation of new vocabulary words, partner’s reading of the script and, group members’ answers to questions from the board game  Speaking Ss will read aloud role play scripts and answer to questions on the board game  Writing Ss will make notes of the answers told by their group members during the board game | | | | |
| Language Systems:  Lexis Vocabularies and expressions used at job interviews  Function Expressing opinions when answering sample questions on the board game sheet  Discourse In pair/group discussion, doing role plays  Phonology By doing role plays, learning vocabularies  Grammar By doing role plays | | | | |
| Assumptions:   * How the class is set up and run (pairs/groups, ‘English-only’ policy) * T’s style of teaching and the pace of the course * All Ss are familiar with the term, concept and formality of a job interview * Ss are able to express their ideas with occasional errors * Ss are able to vary language form to suit the situation | | | | |
| Anticipated Errors and Solutions:   * Ss may not be able to follow and comprehend reading material easily   🡪Go over key words and content together as whole group   * Ss may need more time to work on the vocabulary worksheet   🡪 If it takes longer than 5 minutes, cut answer-checking short by verbally telling only the answers and not reading the whole definition   * If time is short,   🡪 Cut post-activity discussion short and only ask 2-3 people to share during feedback   * If Ss finish their tasks earlier than anticipated,   🡪 Do SOS activity (interviewing partner) | | | | |
| References:   * Interview Q’s for board game: <http://www.cnbc.com/id/100371504> * Language Cube Next Step Interview book * <http://www.best-job-interview.com/fun-interview-questions.html> | | | | |
| Note:   * Monitor the students all the time! | | | | |

**Lead-In**

**Materials:** White board, board marker, board eraser

**Aims:** To make Ss elicit and lead to the topic ‘job interview’ and actively participate in sharing ideas.

**Students**

**Teacher**

**Time**

**Set Up**

Greetings

Students will share ideas and words related to ‘job interview’.

Greetings

Guide Ss to elicit on ‘job interview’. Use realia (formal clothes). Write down Ss’ ideas on the white board.

4

Class

**Notes**

* Try to have much students involved to share their ideas.

**Pre-Activity**

Read aloud the answers together.

Verbally elicit for answers on each vocabulary. Guide the process and check if the answers are correct.

Perform CCQ on few vocabularies.

4

Class

Work with partner to match the vocabularies with the definitions.

Look up in the dictionary for words and expressions you don't know.

Give instructions and perform ICQ.

Distribute worksheet.

Monitor passively.

First team to finish with all correct answers wins.

8

Pairs

* Be aware of time and be flexible!
* When checking the answers, make each Ss read the definition and whole class shout out the matching vocabulary.

**Aims:** To learn vocabularies and common expressions that is related to job interviews

**Notes**

**Materials:** Job interview vocabulary-definition matching worksheet (13 copies)

**Students**

**Teacher**

**Time**

**Set Up**

**Materials:** Role play: 3 Job interview scripts (3 copies each) & script #3-1 (1 copy), a picture of a person having a job interview

**Aims:** To practice speaking skills based on possible dialogues during job interviews through role play.

**Main Activity**

**Students**

**Teacher**

**Time**

**Set Up**

One person will be the interviewer and the other person will be the interviewee.

After 2 minutes, Ss switch roles and read the script for another 2 minutes.

Use appropriate tone, volume, body gestures just like in real job interview.

Give instructions and perform ICQ.

Distribute worksheet.

Monitor passively.

Give signal to switch roles after 2 minutes.

6

Pairs

Actively participate to answer CCQ.

Perform CCQ.

Use visual.

3

Class

**Notes**

* Encourage Ss to act out the role play as if they are having a real job interview!
* Material ‘script #3-1’ is to be used in case there are an odd number of students.

**Post Activity**

**Aims:** To practice speaking skills and to think creatively (even if they are unexpected questions) when answering to interviewers.

**Materials:** Board game sheet (4 copies), 4 dice & 13 tokens, note taking sheet for board game (13 copies)

**Notes**

Presenters: Share how their group member has answered to a particular question.

Listeners: Paying attention and encouraging the presenters.

Have 2-3 people share their notes on how their group member had answered.

Encourage the Ss.

6

Whole

**Students**

**Teacher**

**Time**

**Set Up**

Each take turns in rolling the dice and answering to the question.

The group members who are not presenting will make note of the speakers’ answers on the handout.

Introduce post activity. Give instructions and perform ICQ.

Distribute materials per group. Monitor passively.

15

Groups

Receive volunteers to present, select Ss if there are none.

**Students**

**Teacher**

**Time**

**Set Up**

**Materials:** White board, board marker, board eraser

**Aims:** To brainstorm in the interviewer shoes

**SOS-Activity**

Active participation

Elicit

* The characteristics of a ‘good’ interviewee.
* What kinds of Qs would an interviewer might ask?
* What makes a good CEO?

Write on board.

6

Class

**Notes**

If time allows, group Ss and make them brainstorm and to share ideas as a whole class.

Vocabulary-Definition Matching Worksheet

a. Interviewer

b. Interviewee

c. Thrive under pressure

d. Unforeseen last-minute alteration

e. Reference list

f. Highly-motivated & versatile

1. A person who interviews or asks questions **to** the potential candidate

2. Unexpected changes made very near the end of a project

3. Inspired to take action & multi-talented

4. The list of people whom you say will support the given information on the resume

5. A person who is interviewedor is asked questions **from** the potential employer

6. Work well in stressful situations

g. Work ethic

h. Rectify a problem

i. Delegate responsibility

j. Interpersonal skills

k. Benefits package

l. Practical work experience

7. Ability to maintain good personal relationships with others

8. Previous knowledge and skills that can be used in other situations

9. A set of personal values that inspires someone to be hardworking and responsible

10. To give parts of a task to other members in the team

11. To correct or solve problem

12. The total amount of pay and all the other advantages that an employee may receive.

Script#1: Weaknesses & Strengths

**Interviewer:** What is your greatest weakness?

**Interviewee:** In the past, I found myself getting too caught up in projects I was involved in. Of course, my managers appreciated this, but my family had a different opinion. These days, I am trying to modify my behavior in order to achieve a more-reasonable work/life balance. I believe that in the long run, a truly effective employee must find a harmonious balance.

**Interviewer:** What exactly are you doing to rectify this problem?

**Interviewee:** It is almost impossible for anyone to overcome this kind of problem without help, so I have asked my coworkers for help. They put pressure on me to step back and look at the big picture. In the past I had wanted to do everything myself, but now I am learning to delegate responsibility. This is better for me, but also enhances team harmony.

**Interviewer:** What was the biggest mistake you have ever made on the job?

**Interviewee:** Several years ago, a coworker and I were involved in negotiations, which did not end with the desired result. The reason was because our team did not receive the necessary information and cooperation required to make a success of the negotiations. From that experience, I learned a valuable lesson; be proactive even when those around you may have lost sight of the objective.

**Interviewer:** What are your strengths?

**Interviewee:** I am hard working, well-organized, and have a deep desire to succeed. Also, my experiences both at university and on the job have given me the ability to understand complex situations and adapt myself to those situations in a manner beneficial to the organization. I am naturally proactive and have the drive and determination needed to get the job done right.

**Interviewer:** What motivates you?

**Interviewee:** Two things motivate me. The first is competition. I am a competitive person and believe that competition, even within the organization, is beneficial for everyone, as long as it brings us closer to our common goal. The second is my desire to produce work that I can be proud of. I value the praise of coworkers and superiors, but in the end, I have to feel that I have done the best I possibly could.

**Interviewer:** Would you describe yourself as a team player?

**Interviewee:** Although I am perfectly capable of working independently, I’m very stimulated by the dynamics of teamwork. After all, a company is a team and we accomplish a lot more when we all channel our energy to create something larger than ourselves. I can exchange ideas with an open mind and with the full understanding of the greater good that comes from harmonizing our efforts.

Script#2: Resume & Past Performance

**Interviewer:** Looking over your resume, I notice that you haven’t worked very long at any one particular company or position. Can you explain that?

**Interviewee:** My first job was as an intern. I learned a lot, but that position was never meant to be permanent. My second position was as a volunteer. I gained a lot of practical experience, but it didn’t pay the bills. My last position was with a company that closed earlier this year. Now, I’m looking for an opportunity to settle down and apply the knowledge I have acquired.

**Interviewer:** What do you look for in a job?

**Interviewee:** I’m looking for a position where I can make a meaningful contribution to the company. I’m looking for a challenge, which makes any job worth doing. All I ask is that the work be challenging and I have a chance to make a substantial contribution to the team.

**Interviewer:** What has been your most rewarding accomplishment thus far?

**Interviewee:** I am proud of the way I conducted myself in university. As you can see in my resume, I have a wide variety of academic and practical experience. I am also proud of my work ethic and my desire to do my best in all situations. With a solid education and a willingness to take on responsibility, I believe I can handle almost any challenge.

**Interviewer:** Do you work well under pressure?

**Interviewee:** I not only work well, I thrive under pressure. I have been very successful in a variety of highly challenging situations. For example, I had to organize a weeklong international symposium. As the main coordinator, I effectively and efficiently planned the schedules, transportation and accommodations. As you can imagine it was a high-pressure situation, with may unforeseen last-minute alterations, but I managed to stay in control and professional at all times.

**Interviewer:** If you could change anything about your education or career, what would it be?

**Interviewee:** I wish I had traveled more during my summer and winter breaks. Unlike most of my classmates, I chose to get a part-time job and take classes part-time during my vacation. Of course, I gained a lot of practical work experience and more education, but looking back, I must admit that I probably should have taken advantage of the opportunity to see the world.

**Interviewer:** Besides your educational background and work record, are you involved in any activities that might reflect on your suitability for this position?

**Interviewee:** Recently, a few friends and I set up our own amateur orchestra. I am in charge of organizing public performances, mostly for the elderly. I am learning a lot, both from the teamwork required to play serious music in a group and from the extra organizational responsibilities I have taken on.

Script#3: Future Performance & Company Expectations

**Interviewer:** How do you see yourself contributing to the company?

**Interviewee:** I want to contribute to the advancement of this organization. I look forward to starting training, so I can get a clear idea about how I might fit into the team. Being a proactive person, I am always ready to utilize my talents and abilities to the maximum advantage.

**Interviewer:** If hired, how long would you stay with this company?

**Interviewee:** I’m here today because your company has an excellent reputation. I hope to stay as long as I am needed and as long as I am able to make a meaningful contribution. Providing there is room to grow intellectually and professionally, and as long as the company recognizes my effort with a suitable pay and benefits package, my intention is to make this my new home.

**Interviewer:** What interests you about this position?

**Interviewee:** First, let me say that this position interests me a lot. As you can see from my resume, the requirements of this job are an exact match for my experience and educational background. I’ve been waiting for this opportunity for a long time and I’m well prepared to meet the challenge this position offers. Your organization is offering exactly what I’ve been looking for in my career. Everything about this position interests me.

**Interviewer:** This job requires some overtime work. Are you willing to work overtime?

**Interviewee:** Of course, but within certain limits. Getting the job done well and on time must always be the number-one priority. Like most people, I do have some family obligations, but I am confident my personal life will not conflict with the demands of the job. I am willing to work as long as it takes to get the job done right, providing the company truly appreciates the effort I’m putting in.

**Interviewer:** How far are you willing to go to ‘satisfy’ a client?

**Interviewee:** I’m willing to do almost anything, providing I am not breaking any company regulations. I’ve always worked hard to maintain a professional relationship with all my clients. They appreciated my integrity and honesty. They never put me in a position where I was forced to choose between making a sale and compromising my ethical standards. I believe I established a good reputation for both myself and for the company.

**Interviewer:** Are you willing to transfer to a new location?

**Interviewee:** At this moment, I would say yes. However, I don’t know if that would be the case at all times in the future. However, one of the reasons I’m interested in this position is that this is an international company and has offices around the world. In many ways, I look forward to having the opportunity to work in a variety of locations. A lot depends on the timing, but in general, I’m willing and able to move.

Script#3-1: Future Performance & Company Expectations (if there is odd number of Ss)

**Interviewer:** How do you see yourself contributing to the company?

**Interviewee #1:** I want to contribute to the advancement of this organization. I look forward to starting training, so I can get a clear idea about how I might fit into the team. Being a proactive person, I am always ready to utilize my talents and abilities to the maximum advantage.

**Interviewer:** If hired, how long would you stay with this company?

**Interviewee #2:** I’m here today because your company has an excellent reputation. I hope to stay as long as I am needed and as long as I am able to make a meaningful contribution. Providing there is room to grow intellectually and professionally, and as long as the company recognizes my effort with a suitable pay and benefits package, my intention is to make this my new home.

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**Interviewer:** This job requires some overtime work. Are you willing to work overtime?

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Interview Questionnaire

1. What kind of CEO do you want to be? What makes a ‘good’ CEO?

2. What kind of employee would you hire? What qualities or characteristics are you looking for in your future employees?

3. What kind of questions would you ask candidates during the interview?