



COMMUNICATIVE OBJECTIVES

- ◆◆◆ Identify effective steps for a job interview.
- ◆◆◆ **Main Lesson Objective:** Evaluate a job interview.

▶ CASAS competencies: 4.1.5

Warm-up

Survey students to find out how many have had a job interview. Elicit their experiences and ask how they felt at their interviews.

Introduction

Tell students you are going on a job interview. Set up an empty chair as the interviewer. Act out a really bad interview. (Swagger in; slouch in the chair; and say, *So how much does this job pay, anyway?* and *What's the name of this company?* Look at the clock; chew gum.) Have students tell you what you did wrong. State the objective: *Today we're going to talk about job interview skills.*

Presentation

- Using the Overhead Transparency or directing students to look at the pictures on pg. 174, tell a story about the interview process. *This is Elias Ortiz. He's going on a job interview. First, he prepares for the interview by looking up information about the company.*
- Check comprehension: Use the Overhead Transparency with the words masked. Point to the pictures and ask questions about your story. *How does Elias prepare for the interview?*

For more presentation and practice

See the OPD Presentation Software.

Guided Practice

WHAT IS IT?

Have students number in their notebooks from one to ten. Pantomime target actions from pg. 174 in random order. Tell students to look on pg. 174 for the correct sentence and copy it into their notebooks.

For more guided practice

Use Multilevel Listening Worksheet 30 on the Reproducible Worksheets CD-ROM and Workbook pg. 174. Use the Dictionary Audio to review the target vocabulary.

Communicative Practice and Application

THINK ABOUT IT

- Read the words and definitions in *More vocabulary* at the bottom of pg. 174.
- Direct students to read the questions at the bottom of pg. 174. Give them a few minutes to think and make notes on their answers. Call on volunteers to share their ideas with the class. Write their ideas for questions on the board and discuss them.

- Prepare for the interview.
- Dress appropriately.
- Be neat.
- Bring your resume and ID.
- Don't be late.
- Be on time.
- Turn off your cell phone.
- Greet the interviewer.
- Shake hands.
- Make eye contact.
- Listen carefully.
- Talk about your experience.
- Ask questions.
- Thank the interviewer.
- Write a thank-you note.



More vocabulary

benefits: health insurance, vacation pay, or other things the employer can offer an employee
inquire about benefits: ask about benefits

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Think about it. Discuss.

- How can you prepare for an interview?
- Why is it important to make eye contact?
- What kinds of questions should you ask?

INTERVIEW ROLE PLAY

- Work with students to compose a sample job interview on the board of six or eight exchanges. Have the class listen and repeat each sentence. Emphasize accurate pronunciation.
- Act out the role play with a volunteer as the interviewer. Make some interviewing mistakes and have students tell you what you did wrong.
- Pair students and assign roles: interviewer and interviewee. Tell interviewees to display good interviewing behavior. Have students do one role play and then switch roles to do another. Circulate and provide feedback. Set a time limit (three minutes).

Evaluation

- Give each student an interview checklist. Ask a higher-level volunteer to play the interviewer. Give him or her a list of questions to ask you. Play the interviewee.

Do some things well and others not as well. For example, pantomime turning off your cell phone before you go in, greet the interviewer, and shake hands, but look at the floor as you give your answers. Have students complete the interview checklist.

- Collect and review the checklists.

MULTILEVEL EVALUATION

- ◆◆◆ Give these students a simplified checklist. Ask them to check the behaviors they see.
- ◆◆◆ Include a comments section on the checklist for these students. Have them write three comments about your interview.

To create customized tests

Use the OPD Assessment Program.

For expanded practice

Use OPD Interactive.

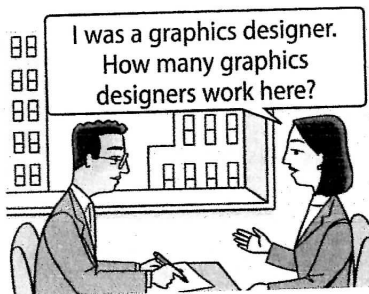
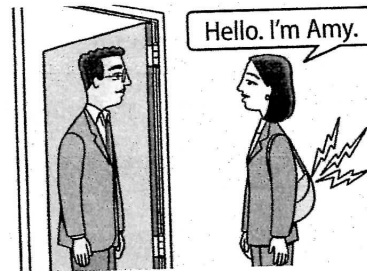
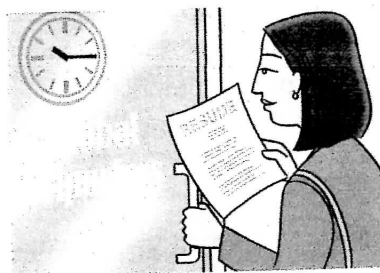


1. Look in your dictionary. Write the interview skill.

- a. "I worked there for four years."
- b. "Is there health insurance?"
- c. "Nice to meet you."
- d. "Hmm. This website says GBG has 100 employees."

talk about your experience

2. Look at the pictures. Circle the words to complete the interviewer's notes.



GLOBAL IMPORTERS

Amy Cho Interview

4/23

Ms. Cho dressed appropriately / prepared in a suit, and she was / wasn't very neat. The interview was at 10:00, but she was late / on time. She didn't bring her resume / turn off her cell phone. Ms. Cho greeted me / shook hands, but she didn't listen carefully / make eye contact. She asked questions / talked about her work experience. I liked that she asked / brought questions about our company. At the end of the interview, she didn't thank / thanked me, but a few days later she brought her resume / wrote a thank-you note.

Challenge Look at Exercise 2. Would you give Amy Cho a job? Why or why not?

