

Program Information	<i>Preparing for a job interview</i>		TEACHER NAME	PROGRAM NAME	
	<i>Career preparation</i>		NRS EFL(s) 3-6	TIME FRAME Approx. 3 hours	
Instruction	<u>ESOL Standards</u>				
	Receptive	Productive		Interactive	
	1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing		3. Speak and write about level-appropriate complex literary and informational texts and topics.		2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
					3.2.1 3.2.3 3.2.4 4.2.1 4.2.4 4.2.5 5.2.1 5.2.3 5.2.4 5.2.5 6.2.1 6.2.3 6.2.5
	6. Analyze and critique the arguments of others orally and in writing.		4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.		5. Conduct research and evaluate and communicate findings to answer questions or solve problems.
7. Adapt language choices to purpose, task, and audience when speaking and writing.		7. Adapt language choices to purpose, task, and audience when speaking and writing.	3.7.1 3.7.2 4.7.1 4.7.2 5.7.1 5.7.2		

			6.7.1 6.7.2		
	8. Determine the meaning of words and phrases in oral presentations and literary and informational text.		9. Create clear and coherent level-appropriate speech and text.		
			10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.		
LEARNER OUTCOME(S) Students will be able to: -recognize certain American English idioms -answer listening comprehension questions about job interviews -discuss their experience with job interviews, the process of job interviews in the United States, and job interview etiquette -prepare and answer sample job interview questions			ASSESSMENT TOOLS/METHODS: <i>teacher observation</i> <i>student interview</i> <i>completed worksheet</i>		
LEARNER PRIOR KNOWLEDGE: -vocabulary related to applying for a job -grammar – asking and answering questions					

	INSTRUCTIONAL ACTIVITIES	RESOURCES
	<p>-Writing warm up (show students a photo of a job interview, from here or any other source: https://unsplash.com/s/photos/job-interview) -students describe the given picture OR write a story about the picture -students who wish to may read their writing out loud to the class</p> <p>-Students meet in small groups to discuss questions: -How do you feel before a job interview? -What's the best way to prepare for a job interview? -What was the process of getting your current job like? -What is the process of applying for and interviewing for a job like in your native country?</p> <p>Job Interviews + Idioms -students read aloud section 1 of the handout. Discuss meaning of the idioms (if appropriate, have students give examples of other ways to use these idioms) -listening comprehension activity on handout (Complete each section of the handout, allowing students to ask other questions about the process, idioms, grammar, etc.)</p> <p>Practice Interview Questions: -as a whole class, come up with a few sample job interview questions -in pairs, students brainstorm additional job interview questions -students switch partners and ask / answer the questions they came up with</p> <p>Exit ticket: -at the end of the class, each student writes down what they think is the most important advice about interviewing for a job.</p>	<p>RESOURCES</p> <p>English the American Way audio https://www.rea.com/etaw</p> <p>Handout: -Job interview advice + idioms: Reading and Listening comprehension worksheet (OR <i>English the American Way</i> textbook)</p> <p>Job Interview photo: Select from here (or any other source: https://unsplash.com/s/photos/job-interview)</p>

	<p>DIFFERENTIATION</p> <p>This lesson includes practice speaking, listening, and reading. Students do work in pairs, small groups, individually, and as a whole class. For group and pair work, the instructor may wish to pair students of similar levels or create mixed-level groups.</p> <p>The writing warm up can be tailored to different levels (students may write individual words, a series of sentences, or a connected story / essay)</p> <p>When working with the idioms, students can engage with the idioms in a variety of ways (explaining them, coming up with their own sentences using the idioms, etc.)</p>
<p>Reflec tion</p>	<p>TEACHER REFLECTION/LESSON EVALUATION:</p> <ul style="list-style-type: none"> -This lesson was taught in a class held in a workplace, so all students already had jobs. Warm up questions may need to be adjusted if not all students have had a job in the US. -Students had a lot of questions about which idioms were good for them to be able to use and which were more for passive knowledge -Some students had difficulty picking out the idioms from the listening activity. It might be helpful to have a word bank, especially if class is towards the level 3 end of this lesson plan.
	<p>ADDITIONAL INFORMATION</p>

Job interview advice + idioms

Reading and Listening comprehension

(listening is from *English the American Way*, Available at: www.rea.com/etaw)

Section 1:

Before the interview:

Congratulations! It's a **big deal** to **land** a job interview. It's natural to be excited about this, but it's also normal to be worried about **blowing it**. So, how can you **nail** the interview? First, you need to prepare. Asking a friend to help you with a **mock interview** is a great strategy. Some people like to record themselves during a practice interview to **get a sense** of **how they come across**. It's important to practice your answers so you are prepared, but not so much that your answers seem **staged**. **Do your homework** and make sure you know about the company. They may **throw you a curveball** and ask a question you did not prepare for. Try to stay calm and answer as best you can.

Track 53

1. What phone call did the man get?
2. Where is the interview?
3. Does the man know where the interview is?
4. What does he plan to do before the interview?
5. What does he want to wear to the interview?
6. What does his friend suggest instead?

Write down any unfamiliar idioms you hear:

Section 2:

During the interview:

You arrive at the interview and feel prepared and confident. The interviewer brings you into a room and then... surprise! There is a whole **panel** waiting to meet you. This may feel intimidating, especially if you only expected to speak to one person. Don't let this **throw you** – you are ready!

The interview begins as soon as you walk in the door. It's usually customary to shake hands. A firm handshake shows confidence, but don't squeeze too hard! Make eye contact with the interviewer and smile. Don't sit down until the interviewer **offers you a seat**. Remember to turn off your cell phone! Leaving it on during an interview is **a big no-no**. If you forget and it does ring, turn it off **ASAP** and apologize. Never answer your phone during a job interview!

During your interview, they may talk about the job and ask about your experience. There may also be some **tricky** questions. A popular question is "What is your biggest strength?", often followed by "What is your biggest weakness?" This is not the time to talk about a real weakness. It's a good idea to find something that can also be seen as a strength, for example "I really enjoy helping others, so I have to try very hard not to take on too many extra projects."

At the end of the interview, they may ask if YOU have any questions. Be prepared with a few. This helps demonstrate your interest in the company and is a chance to you to see if the job **is a good fit for you**.

Listening comprehension: Track 54

True or False:

1. Alan is interviewing at a new company. T/F
2. Alan's supervisor thinks he does a good job. T/F
3. Alan frequently has problems with his co-workers. T/F
4. Alan knows how to use Excel and make spreadsheets. T/F
5. Alan only wants to work in one location. T/F

Write down any unfamiliar idioms you hear:

Section 3:

After the Interview:

The time after a job interview is always **nerve-wracking**, but don't get too **hung up** on it. You did your best! After the interview, you may wish to send a thank you email to the people who interviewed you. This helps you continue to make a good impression and confirms that you are still interested in the job. You may get a call asking you to come back for a second interview. This is a good thing. It shows that you are one of the few people they are interested in for the job.

Although the company should write or call you to let you know the status of the job, not all companies do this. If you don't hear anything for a while, it may mean you didn't get the job. It's fine to call the hiring manager to see if they've made a decision, especially if you have another job interview or job offer to consider. Sometimes, when you've almost forgotten about the job, you may get a call or letter **out of the blue** offering you the job!

Track 55

1. How long has it been since Alan's interview?
2. How does Alan think the job interview went?
3. What does his friend offer to do for him?

Write down any unfamiliar idioms you hear: