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| X Listening X Speaking  Reading  Grammar  Writing | | | |
| **Topic: Job Interview Questions and Answers** | | | |
| Instructor:  Andrew | **Students Competency Level**  Upper Intermediate | **Number of Students:13** | **Lesson Length:**  **56 minutes** |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  Board and Markers  “Hugh Jackman's Teacher Interview” YouTube Video  “Most Common Interview Questions” Worksheet  “Good and Bad Answers” Worksheet  “Ridiculous but Real-life Interview Questions” Worksheet “The Internship: The Big Interview” YouTube Video | | | |
| Aims:**(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  - Improve Ss listening skills by listening to T introduction, instructions, questions, ICQ/CCQs, and listening to other Ss answers and group discussions.  - Improve Ss speaking skills by Ss responding to teacher questions, sharing their opinions and answers to the class.  - Improve Ss writing skills to organize and prepare their thoughts trying to answer interview questions.  - Improve Ss reading skills by reading “Most Common Interview Questions”  - Get a general grasp on how to respond to some interview questions in English. | | | |
| Language Skills:**(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)**   Text and Worksheets   * Listening:**(Where did listening occur in the lesson?)**   T Introduction, instruction, explanation, group discussions.   * Speaking: **(Where did speaking occur in the lesson?)**   Role playing, answering questions, CCQs and ICQs.   * Writing: **(Where did writing occur in the lesson?)**   Preparing answers by writing interview answers in “Most Common Interview Questions” | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Discussion, Ss talk, T talk   * Function:**(situation)**   Answering interview questions   * Lexis: **(meaning)**   Vocabulary used in interview answers and questions   * Grammar:**(language structure)**   General grammar used in questions and answers   * Discourse: **(communication)**   Discussion, Ss role play. | | | |
| Assumptions:**(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**  - All Ss are aware of their strengths and weaknesses.  - All Ss will enjoying answering some interview questions.  - All Ss are motivated to do well during an interview session.  - All Ss are open to sharing their answers to the class. | | | |
| Anticipated Errors and Solutions:**(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**  - Some interview questions may be difficult to understand. There should be an easier explanation for them.  - Some Ss may be very confused on how to answer the question. T will give some example on how to start or proceed.  - Activity may take too long. T will give less time to discuss among the students.  - Activity may finish too short. T will share some additional unorthodox interview questions and possibilities of answering them. | | | |
| References:  <https://www.youtube.com/watch?v=fipSEmdj3i0> <https://www.youtube.com/watch?v=ewek-6TudOM> | | | |

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| **Lead-Inor Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-Inor Pre-Task Partof the lesson. Materials must be shown at the end of this document)**  None Applicable | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 3mins  4mins  4min | Whole  S-W  S-W | Student realizes the topic and listens carefully.  Ss shares their experience.  Ss share their opinions. | <Greeting>  Start the story with my interview experience.  Ask Ss “Who had experience with job interviews or any kind of interviews?”  Proceed to ask “What were some of the questions that you didn’t know how to answer or was very difficult or unprepared to answer?”  How important are interviews in getting a job? What is the significance? |

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| **Pre-Activity or Task Familiarization Part (Presentation PartPresenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**  Board and Markers  “Hugh Jackman's Teacher Interview” YouTube Video | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 4mins  3mins  4mins  3mins | Whole  Whole  S-W  S-W | Ss will reach a general consensus on what is a bad or good answer to an interview.  Ss watch the video and keep in mind how now to act.  Ss respond and share their opinion.  Ss shares their opinions. | Separate the board into “Good” and the “Bad” part. Ask Ss about an adjective they can use to describe a good or bad interview answer.  Watch “Hugh Jackman's Teacher Interview” keep in mind how not to act or be prepared for an interview.  Ask Ss what went wrong with the interview?  Ask Ss. How better could he have prepared or answered the questions? |

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| **Main Activity or Task Realization Part(Practice to Production PartTeacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Partof the lesson. Materials must be shown at the end of this document)**  “Interview Samples” Worksheet  “Most Common Interview Questions” Worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 2min  4mins  1min  5mins  10mins | Whole  S-W  Whole  Group  Group | Ss will prepare for individual activity.  Ss will share their answers and share opinions on why it is correct.  Prepare for group activity.  Ss get worksheet  Ss read and complete work sheets. Ss share their opinions and come up with suitable answers. | Hand out the “Interview Samples” worksheet and give instructions on how to complete it.  Choose different students to share their answers for each questions.  Split the class into groups. 3-3-3-4.  Introduce worksheet and hand out worksheet. Share example question and answer.  Let groups discuss and do the work sheets. Ask each group to share their thoughts and answers to the class. |

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| **Post Activity or Post Task Part (Wrap-Up PartClose the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**  “The Internship: The Big Interview” YouTube Video  “Ridiculous but Real-life Interview Questions” worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 2mins  2mins  3mins  1min  1min | Whole  Whole  Whole  Whole  Whole | Ss realize can grasp what they learned.  Ss gets exposed to other questions.  Ss appreciates the video.  Spark Ss’ creativity. Assign homework.  Ss says goodbye. | Paraphrase what the class has learned in this class.  Note that there are many types of interview questions out there.  Show them “The Internship: The Big Interview” clip.  Give out worksheet that has ridiculous but real-life interview questions. Ss are to answer one of them for homework.  T dismisses the Ss and thank them for their participation. Wish them a good day. |

“Most Common Interview Questions” Worksheet

1. What made you interested in this job?

Preparation or strategies:

Possible Answer:

2. What is your biggest weakness?

Preparation or strategies:

Possible Answer:

3. Why should we hire you?

Preparation or strategies:

Possible Answer:

4. What do you plan to gain from working here?

Preparation or strategies:

Possible Answer:

“Good and Bad Answers” Worksheet

1. What made you interested in this job?

a. I heard it’s fun to work here.

b. It’s a short walk from where I live.

c. I like challenges and would like to contribute.

d. I heard you have great employee benefits.

2. What is your biggest weakness?

a. I easily get distracted when given a task.

b. Sometimes I try to please others than myself.

c. I have too many. We all have weaknesses. It’s natural.

d. I don’t have any.

3. Why should we hire you?

a. I’m unemployed and free to do whatever you ask me to.

b. I need to come up with the money to pay my dog’s hospital bill.

c. You’ll need me because I’m overly qualified.

d. I believe I have the experiences to complete given tasks.

4. Where do you see yourself in 3 years from now?

a. I’ve moved up in ranks and earning a lot more.

b. I would keep challenging myself for better results and be recognized for making improvements.

c. I see myself peacefully fitting in with the co-workers.

d. I’ve already made my own company after learning a lot from working here.

“Ridiculous but Real-life Interview Questions” Worksheet

1. You are shrunk to the height of a nickel and your mass is proportionally reduced so as to maintain your original density. You are then thrown into an empty glass blender. The blades will start moving in 60 seconds. What do you do?

(Critical Thinking problem)

2.How much should you charge to wash all the windows in Seattle?

(Approximate calculation problem)

3. You need to check that your friend Bob has your correct phone number, but you cannot ask him directly. You must write the question on a card and give it to Eve who will take the card to Bob and return the answer to you. What must you write on the card, besides the question, to ensure that Bob can encode the message so that Eve cannot read your phone number?

(Creativity Problem)

4. How many times a day does a clock's hands overlap?

(Calculation Problem)