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Level: Intermediate Low

Objective: Students will prepare for and participate in a job interview.

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Assessment Section

Lesson 1

Basic interviewing vocabulary

Level: Intermediate Low

Lesson Objective

Students will be able to recognize and define basic vocabulary related to interviewing for a job.

Materials needed

1. Class set of Find Someone Who activity sheets (1a).
2. Class set of Word Bank Definitions Sheet (1b).
3. Overhead of “Job Interview” story (1c).
4. ½ Class set of strip sentences A on blue paper (1d).
5. ½ Class set of strip sentences B on yellow paper (1e).
6. Class set of Interview Vocabulary Matching Exercise (1f) and key (1g).
7. Interview Vocabulary Quiz teacher instructions (1h).
8. Vocabulary cards, cut out to distribute one to each student for evaluation (1i).
9. Copies of classified ads (teacher makes these on his/her own from the local classifieds if students cannot access a newspaper on their own).
10. EL Civics Unit Tracking Sheet, in Unit Assessment Section.

Language Skills Focus

Vocabulary, listening, speaking, and reading.

Teaching Strategies Used

Whole group and pair work.

Warm-Up/ Review

1. Pass out “Find Someone Who” activity sheets (1a)
2. Explain to students that they need to walk around the room and ask other students questions related to the sentences on the sheet. For example, they need to ask, “Did you find a job last year?” If the student says yes, they should write the student’s name on the blank line. If the student says, “No,” they need to keep asking until they find someone who answers, “Yes.”
3. Once they have done all 10 sentences, they should sit down so the teacher knows when most of the class is finished.
4. When you go over the sheet with the class, you can do it one of a couple of ways. Either:
 - a. The teacher leads the group in going over the sheet, just asking for volunteers to give their complete sentences; OR
 - b. Students volunteer to write their answers (full sentences) on the board, one student per sentence. The teacher asks for other students to volunteer to ask the question that goes with the sentence. Then the person who wrote the sentence on the board reads his/her answer.
 - c. Either way, this is a good time to review asking questions in past tense as well as reviewing some job-related vocabulary that they may have been exposed to but may not use all the time.

Introduction

1. Ask students, “How many of you have a job now?” See show of hands. “How many of you have ever had a job in your life?” Show of hands.
2. Ask, “What is the hardest part of getting a job?” Field answers, writing them on the board. You are fishing for “interview” but if it doesn’t come up, modify your question to, “What is the hardest part of getting a job in the U.S.?”
3. Tell the class that you will be starting a unit today on how to interview for a job. Today you will be learning some vocabulary that you usually need when participating in a job interview.

Presentation

Notes

Word Bank

| | | | |
|---------------------|--------------|----------------|-------------|
| experience | skills | qualifications | application |
| flexible | willingness | dependable | salary |
| availability | wage | candidate | |
| attention to detail | requirements | preference | |

1. Write Word Bank vocabulary on a sideboard. Pass out Word Bank Definitions Sheet (1b). Go over vocabulary with class, having them repeat after you.
2. Tell students you are going to read them a little story about someone like them who is preparing for a job interview. Put the “Interview Story” (1c) sheet up on the overhead.
3. Read them the story as they follow along. Have them “knock” on their desk whenever you read a word in the story that they don’t understand. Stop when they knock, ask them to clarify which word they need defined and underline that word. Chances are most of the words they ask about will be their vocabulary words.
4. Take time to read through each sentence with an underlined word, asking students if they can guess, based on the context of the word, what the meaning might be. Guide students in this exercise, helping them to look at the idea of an entire sentence. Once they’ve gotten close with a definition, write it next to the word. (Notice how much room there is in between sentences for just this purpose).
5. Keeping the story on the overhead, pass out the attached sentence strips, blue to half of the class (1d), yellow to the other half (1e). Show students an example using one of the strips of what you want them to do, which is as follows:
 - a. Look at their sentence. If they have a blue strip, they should have an underlined word in their sentence or question. They have a vocabulary word. Before they do anything, they should look at the overhead story and definitions and see what that word means.
 - b. If they have a yellow strip, they should not have an underlined word in their sentence or question. They have a sentence with the definition of a vocabulary word in it. Before they do anything, they need to look at the overhead story and definitions and see which vocabulary word best fits their definition.

Notes

- c. After they have figured out what they are looking for, they need to mill about (as in the warm-up exercise) saying **only what is on their strip to other students. They should not say, “I’m looking for the word ‘reliable,’ but should only say what is on their strip. In this way, they will find their match.**
 - d. Once they have found their match, they should check with the teacher to ensure they have found the correct match, then they should write both of their strip sentences on the board.
 - e. Once they have completed this, they can sit down.
6. When students have found their match, checked with the teacher, and written their strip content on the board, the teacher goes over the vocabulary, asking students to read their sentences from the board. Teacher adds any other explanation at this point. * *This is a good time to point out how a word can be used as different parts of speech (such as “dependability” as a noun and “dependable” as an adjective).*

Practice

Students complete, individually or in pairs, the “Interview Vocabulary Matching Exercise” (1f). Once everyone has finished, the teacher leads the class in correcting their work. Teacher should leave the sentence strips on the board for students to use as a reference when completing this exercise.

Evaluation

1. Teacher passes out one vocabulary card to each student (1h). More than one student will have the same vocabulary word because there are only ten words out of the seventeen being evaluated. Just keep track of how many of each word you pass out (for example, if you passed out two “flexible” cards and three “experience” cards, note that for yourself to help with step two below). Be sure not to give the same vocabulary card to people sitting next to each other.
2. Teacher reads the sentence aloud and the students with that word on their card hold it up. Since the teacher has kept track of how many students have that word on their card, s/he will expect to see that many cards raised. Teacher can at this point address any errors, whether students raise the wrong card or don’t raise the correct one.
3. Record student evaluation results on the EL Civics Unit Tracing Sheet.

Application

Homework. Students access their local paper’s classified ads and highlight or underline any of the new words they see in the ads. If they know they cannot get a copy of their local newspaper, you can provide them with a photocopied page from your local paper.

Find Someone Who...

Walk around the class and find someone who can answer “yes.” Talk to many different classmates to complete numbers 1-10. Ask them a question in the past tense. For example, the first one requires the question: “Did you find a job last year?” When someone answers “yes,” write his or her name in the space at the beginning of the sentence.

1. _____ found a job last year.
2. _____ worked in a restaurant. (Did you work...?)
3. _____ was a student. (Were you...?)
4. _____ took care of children. (Did you take...?)
5. _____ worked outdoors.
6. _____ earned a good salary.
7. _____ assembled factory parts.
8. _____ studied business.
9. _____ had good attendance at work.
10. _____ worked with customers.

Word Bank Definitions
Basic interviewing vocabulary

1. Flexible
2. Willingness
3. Dependable
4. Skills
5. Salary
6. Qualifications
7. Application
8. Attention to detail
9. Experience
10. Team Player
11. Wage
12. Requirements
13. Candidate
14. Preference
15. Availability

Job Interview Story

Hello. My name is Marta, and I am looking for a new job. I want to be a bank teller. About two weeks ago, I filled out an application for the position and turned it in to the bank down the street from my house. They called me last week, and yesterday I went for an interview. I was very nervous because I really wanted to get this job.

I don't have any experience being a bank teller, but I have a lot of other skills and qualifications that make me a good candidate for this job. I tried to tell this to the interviewer without sounding too proud. I told her that I am a reliable worker who always makes sure to do the best job I can. She asked me if I had good attendance at work and I said yes, that I was very dependable. I also told her that I don't make a lot of mistakes because I always pay attention to detail. I told her that I love to work with people so I am a good team player, and I also enjoy customer service.

She asked me if I wanted to work certain days of the week and I said, "No, I don't have any preference because my schedule is very flexible."

At the end of the interview, she asked me if I had any questions for her. I asked her about the salary because I wanted to know how much money I would make. She told me the wage was \$15 per hour plus benefits. Then she said there were a few more candidates that she had to interview, but that she would call me next week. I hope I can wait that long! I really want to get this job!

Vocabulary Matching Activity: Comprised of Sheets A and B

Sheet A: make this sheet a different color than Sheet B. Cut into strips and hand out one strip per person to half the class. DO NOT CUT OUT THE NUMBERS, ONLY THE SENTENCES. The numbers serve as a key for the teacher in case there is any question about which sentences match the sentences in Sheet B.

1. What skills do you have?
2. Do you have experience working with computers?
3. What qualifications do you have?
4. Do you pay attention to detail?
5. When are you available to work? (What is your availability?)
6. What is your preference, to work Saturday or Sunday? (What do you prefer?)
7. All applicants must fill out an application.
8. We only want reliable people to work here. Reliability is very important to us.
9. We want to hire dependable people. Dependability is very important to us.
10. Are you a team player? (Do you enjoy teamwork?)
11. Customer service is a big part of this job, so you need to like people.
12. When you are trying to get a job, it's important to show a willingness to learn new things.
13. One requirement for this job is that you have your driver's license.
14. Candidates for this job must have an interview.
15. We want to hire flexible people who can work whatever hours we need them to work and who don't mind doing many different jobs. Flexibility is very important to us.
16. What salary do you want to earn? (What hourly wage were you looking for?)
17. What specific position are you applying for?

Vocabulary Matching Activity: Comprised of Sheets A and B.

Sheet B: make this sheet a different color than Sheet A. Cut into strips and hand out one strip per person to half the class. DO NOT CUT OUT THE NUMBERS. ONLY THE SENTENCES. The numbers serve as a key for the teacher in case there is any question about which sentences match the sentences in Sheet A.

1. What special abilities do you have for this job?
2. Have you ever worked with computers before?
3. What special training or experience do you have to help you do this job well?
4. Do you make sure the job is done correctly, even in the smallest things?
5. What days and times can you work?
6. If you could choose, which day would you most like to work, Saturday or Sunday?
7. All people trying to get this job must fill out a special form.
8. We only want people to work here who we can trust to do the job we ask them to do.
9. We want to hire people who will come to work when they are supposed to and who will do a good job.
10. Are you a person who is good at working with other people and who doesn't always need to work by yourself?
11. Helping people who shop here is a big part of this job, so you need to like people.
12. When you are trying to get a job, it's important to show that you want to learn new things.
13. A person must have a driver's license in order to get this job.
14. People we think would be good for this job must have an interview.
15. We want to hire people who can arrange their schedule to fit our schedule and who don't always have to do the same things every day.
16. How much money do you want to make in a year? How much for one hour?
17. What specific job are you applying for?

Interview Vocabulary Matching Exercise

Put the letter of the correct word in the space next to the sentence.

1. I make sure the job is done correctly, even in the small things. _____
2. I need to fill this out if I want to get a job. _____
3. This is a special ability I have to help me do a certain job. _____
4. I like to work with people, so it would be good for me to get this kind of a job. _____
5. Something I must have in order to get a certain job. _____
6. This is how much money I make in an hour. _____
7. This is how much money I make in a year. _____
8. I don't have special education for this job, but I have done the job before. _____
9. I can work whatever hours my boss needs me to work. I don't need to work special hours. _____
10. My boss can trust me to do a good job all the time. _____
11. I am excited about learning new things. _____
12. I don't miss a lot of work because I make sure I am there when they need me. _____
13. A person who might get a certain job. _____
14. Any special training or experience I have to help me do my job well. _____

- | | |
|------------------------|---------------------|
| a. wage | h. experience |
| b. flexible | i. requirement |
| c. willingness | j. dependable |
| d. attention to detail | k. customer service |
| e. reliable | l. application |
| f. salary | m. skill |
| g. candidate | n. qualifications |

Interview Vocabulary Matching Exercise

Teacher's Notes

Put the letter of the correct word in the space next to the sentence.

1. I make sure the job is done correctly, even in the small ways. _____ d
2. I need to fill this out if I want to get a job. _____ l
3. This is a special ability I have to help me do a certain job. _____ m
4. I like to work with people, so it would be good for me to get this kind of a job. _____ k
5. Something I must have in order to get a certain job. _____ i
6. This is how much money I make in an hour. _____ a
7. This is how much money I make in a year. _____ f
8. I don't have special education for this job, but I have done the job before. _____ h
9. I can work whatever hours my boss needs me to work. I don't need to work special hours. _____ b
10. My boss can trust me to do a good job all the time. _____ e or j
11. I am excited about learning new things. _____ c
12. I don't miss a lot of work because I make sure I am there when they need me. _____ j or e
13. A person who might get a certain job. _____ g
14. Any special training or experience I have to help me do my job well. _____ n

- | | |
|------------------------|---------------------|
| a. wage | h. experience |
| b. flexible | i. requirement |
| c. willingness | j. dependable |
| d. attention to detail | k. customer service |
| e. reliable | l. application |
| f. salary | m. skill |
| g. candidate | n. qualifications |

Vocabulary Quiz

Teacher instructions: Use students in the class as examples of vocabulary words. The following are suggestions, but the teacher can feel free to make up his/her own quiz "questions." Teacher fills in the blanks with the name of a student in the class. Give the following instructions orally to your students.

Student instructions: Look at the card or cards in your hand. That is your vocabulary word for this quiz. Listen to me say a sentence and question. Look at your vocabulary word and decide if my description is your vocabulary word. If it is, raise your card in the air for me to see. For example, if I say, "Number 1. Maria likes to work with others. She enjoys working with a group. What vocabulary word describes Maria?" If your card says "team player" you should raise your card in the air so I can see it. Should you raise your card if it says "qualification"? No, because my sentence and question did not describe that word. It described "team player."

1. _____ does not need to work special hours. He can work any hours his boss asks him to work. What vocabulary word describes _____? (flexible)
2. _____ enjoys learning new things. Her boss really likes this about her. What vocabulary word means showing an eagerness to learn new things? (willingness)
3. _____ might get a certain job that she interviewed for. What vocabulary word is a person who might get a certain job? (candidate)
4. _____ makes sure his job is done correctly, even in the smallest things. What vocabulary word describes _____? (attention to detail)
5. _____ has many special abilities to help him do his job. What vocabulary word is another word for those special abilities? (skills)
6. _____ doesn't miss a lot of work because she makes sure she is at work when her boss asks her to be. What vocabulary word describes _____? (Dependable)
7. _____ has special training and experience to help her do her job well. What vocabulary word is another word for that special training and experience? (qualifications)
8. _____ needs to fill out a certain form when he wants to get a job. What vocabulary word is another word for that form? (application)
9. _____ makes \$100,000 a year. What vocabulary word is the word for how much money a person makes in a year? (salary)
10. _____ has never gone to school to be a secretary, but she has been a secretary before. What vocabulary word do we use if someone has done the job before? (experience)

Vocabulary cards

Cut out to distribute one to each student for evaluation

| | |
|-----------------------|--------------------------------|
| flexible | willingness |
| candidate | attention to detail |
| skills | dependable |
| qualifications | application |
| salary | experience |

Lesson 2

How to talk about your skills and qualifications

Level: Intermediate Low

Lesson Objective

At the conclusion of the lesson the students will articulate their own skills and job qualifications and be able to use them as a filter when looking for jobs in the classified ads.

Materials needed

1. Employer Cards (2a).
2. Applicant Cards (2b).
3. Picture of Carlos (2c).
4. Class set of Word Bank Definition Sheets (2d).
5. Overhead of Carlos Description (2e).
6. Class set and overhead of Classifieds (2f).
7. Overhead of Evaluation “Should Carlos apply for this job?”
(2g and 2h, teacher notes).
8. EL Civics Unit Tracking Sheet.

Language Skills Focus

Vocabulary, reading and writing.

Teaching Strategies Used

Whole class instruction and small group work.

Warm-Up/ Review

1. Divide the class into two groups, Employers and Applicants (if you have a large group, more people should be Applicants than Employers). Each group should choose a leader.
2. Each group will be given a set of cards, which list job qualifications or skills. The object is that employers will look for applicants to match their requirements and applicants will match their skills to employer requirements. Remember, it's okay to have more than one student with the same skill.
3. To the leader of the Employers, give a set of cards (Employer Cards 2a) with the qualifications they are seeking for the job they want to fill. Each person in the group should have at least one card (they can have two if necessary).
4. To the leader of the Applicants, give a set of cards (Applicant Cards 2b) with qualifications and skills they have or conditions they are seeking. Each person should have at least one card (they can have two if necessary).
5. Announce that each member of each group is looking for something special, according to the card they hold. During the exercise, students will stand and mingle with each other, looking for a match.
6. Employers may find more than one applicant that matches their requirement. When they find their match, they sit down together.
7. When all have found a match, debrief in a large group, asking the following kinds of questions:
 - a. Who did you find?
 - b. What did you need to ask in order to find a match?
 - c. Are you happy with your match?
 - d. Did you find more than one match? If so, how will you choose between them?
 - e. If you had trouble, what was the problem?

Introduction

1. Show a picture of your friend Carlos (Picture of Carlos 2c). Explain the following situation about Carlos. "My friend Carlos works at Carl's Jr. He has been taking some computer classes and wants to find a new job where he can use his new computer skills. Where should he begin to look for a new job?"
2. Field answers and write them on the board. Tell the class, "These are all good places to begin. Today we are going to use the newspaper classified ads to help Carlos look for a job."

Presentation

Word Bank

full-time assistant part-time apply
opportunities for growth general office skills
contact classified ads cash register benefits

1. Write the Word Bank vocabulary on a sideboard. Pass out the Word Bank Definitions Sheet (2d). Go over vocabulary with the class, having them repeat after you.
2. Teacher tells the class about his/her friend Carlos by reading the following information. Read this information first and have students listen. Then use overhead of the information (Description of Carlos 2e) and have students read along while you read it aloud. Another idea would be to have students volunteer to read aloud.

"Carlos finished secondary school in Guatemala. He has been working at Carl's Jr. for two years. He has worked the cash register for the past year. In two years, he has never missed work or been late. He is friendly and enjoys working with others. He has even received an award for being a good worker. He has been taking computer classes for three months and does really well in his classes. What can we say about Carlos?"

3. Teacher leads the class in making a list of Carlos's job qualities and skills using appropriate vocabulary from the last lesson. Then they should point out what in the above description has led them to use that word. For example, "Carlos is reliable because he has not missed a day of work in the last two years."

Notes

4. The class list should include at least the following along with evidence:
 - a. Bilingual (works the cash register, must work with customers, must speak English)
 - b. reliable/ dependable (never missed work, never been late, award for being a good worker)
 - c. team-player (likes working with others)
 - d. willing to learn new things (taking computer classes, moved to working cash register from some other job, cooking or cleaning)
 - e. has a high school diploma (finished secondary school in his home country)
5. Also be sure to point out that students can list the actual skills Carlos used at his job, such as cooking, using a cash register, operating a drive through window, cleaning and maintaining a restaurant, etc.
6. Be sure to note for the class that they know about Carlos's education, work experience, the kind of worker he is, and his goals. "Now that we've identified Carlos's strengths, let's see what kind of job he might be interested in."
7. Pass out adapted classifieds and put on overhead (Classifieds 2f).
8. As a class, read through a couple of ads, noting distinct vocabulary or abbreviations. Point out special training, job experience, or education requirements stated. Always bring students back to the question, "Should Carlos apply for this job?" They should answer "yes" or "no" and give their reasons ("Yes because the person needs experience working with people," or "No because the person needs an education in accounting.")
9. Use this time to point out and explain various abbreviations that are often used in classified ads.

Practice

1. Students break up into groups of four, with one person acting as the recorder. As a group students find at least three possible jobs for Carlos. For each job they must explain why he would be good at that job or why he fits the job description.
2. Bring groups back together and have them give their answers. One group starts by giving one of their job possibilities and the other groups agree or disagree, stating their reasons why. Each group should have a chance to participate in some way, if not giving one of their group's job possibilities, then responding to those presented by other groups.

Evaluation

Give students a small, informal quiz (2g). Teacher puts four ads up on the overhead, asking, "Would Carlos be qualified for this job?" On their own paper, students must write "yes" or "no," with an explanation for their answer. Teacher collects these quizzes to check for understanding. Record student evaluation results on EL Civics Unit Tracking Sheet.

Application

(to be done as homework or in class, as the teacher decides)

1. Students write a list of their own job skills or qualifications, including information like the information we learned about Carlos (education, work experience, what kind of worker they are, and their goals). Remind them to write out the actual skills they have as a result of working (using a cash register, cleaning houses, operating yard equipment, using a database, etc.).
2. With that information, students use the classifieds they have been using for Carlos to find at least two potential jobs for themselves. They need to write an explanation for why they would be qualified for each one based on the list they created about themselves.
3. Students then choose one of those jobs to "interview for." This job will be the one they use throughout the rest of the unit (the next two lessons) and in their final assessment at the end of the unit. We want the students to be able to practice interviewing for whatever is most pertinent to their lives, so if a student has another job in mind that he/she would like to practice interviewing for that is not on the classified list, this is the time to make that decision and communicate that to the teacher.

Employer Cards

| | |
|--|---|
| I'm looking for someone who... is reliable. | I'm looking for someone who... can setup machinery. |
| I'm looking for someone who... can take care of animals. | I'm looking for someone who... can take care of children. |
| I'm looking for someone who... takes instruction well. | I'm looking for someone who... can prepare foods in a restaurant. |
| I'm looking for someone who... can serve difficult customers. | I'm looking for someone who... pays attention to detail. |
| I'm looking for someone who... is a team player. | I'm looking for someone who... can compare and check information. |
| I'm looking for someone who... knows how to use basic computer programs. | I'm looking for someone who... |
| I'm looking for someone who... | I'm looking for someone who... |

Applicant Cards

| | |
|--|---|
| I am dependable. | I can operate machinery. |
| I can feed and take care of animals. | I can supervise children. |
| I can follow instructions accurately. | I can chop, peel, slice, and wash vegetables and fruits. |
| I can deal patiently with difficult people. | I am always on time. |
| I am reliable. | I never come late to work. |
| I am comfortable using a computer to do basic things. | I can learn new things easily. |
| I am willing to learn new things. | I can keep track of details. |

Carlos



Word Bank Definitions Skills and Qualifications

1. Classified ads
2. Benefits
3. Full-time
4. Part-time
5. Assistant
6. Contact
7. Apply
8. General office skills
9. Opportunities for growth
10. Cash register

Carlos finished secondary school in Guatemala. He has been working at Carl's Jr. for two years. He has worked the cash register for the past year. In two years, he has never missed work or been late. He is friendly and enjoys working with others. He has even received an award for being a good worker. He has been taking computer classes for three months and does really well in his classes.

What can we say about Carlos?

Classified Ads: Help Wanted

| | | | |
|---|--|--|--|
| <p>WANTED: Busy wheel and tire company in Canoga Park needs phone order taker. Computer skills and general office experience required. 818-991-3038</p> | <p>Help Wanted - Restaurant COOKS Part or Full Time Top \$\$\$+ Tips. Must work Sat & Sun. Apply in person at Winchester's, 632 E. Main St, Ventura</p> | <p>Domestics Wanted - Housekeeper/Nanny - Live in/out. Tues - Sat. Some English required. Good pay, references required. Westlake Village. 805/794-7553.</p> | <p>Help Wanted - Restaurant FOOD SERVERS Part-Time & Full-Time Food Server positions available to work in an upscale retirement community. We will train. Apply in person: Grand Oaks, 2177 E Thousand Oaks Blvd. Thousand Oaks, CA 91362 (805) 370-5400 EOE</p> |
| <p>WANTED: Part time foreign car mechanic wanted for small shop in Ventura. Very flexible hours with good pay and nice working conditions. Ask for Don 652-9947.</p> | <p>Help Wanted: Receptionist Thousand Oaks agency seeks professional, experienced receptionist to answer heavy phone lines. Experience in customer service helpful. Also, filing, mailings, etc. Good salary. Fax resume: Attn: Mr. Daly 805-496-7623</p> | <p>Assisstant: WANTED: Full-time office assistant, bilingual(S/E),no experience necessary. Fax resume to 626-572-6086,attn:Tony.or call 626 572-6986</p> | <p>WANTED: Part time Foreign car mechanic wanted for small shop in Ventura. Very flexible hours with good pay and nice working conditions. Ask for Don 652-9947.</p> |
| <p>Taco Bell - Now Hiring Team Members! Fun, flexible, and future. We are looking for applicants who currently live in the Thousand Oaks area and are looking for part-time positions with opportunities for growth! Call 499-2716</p> | <p>WANTED: Seeking office assistant to handle customer service & office management for nutrition store. Experience in fitness/nutrition preferred. Call Bettie 498-5682</p> | <p>Administrative Assistant Full-time position as an administrative assistant. High school diploma required. Calabasas based company looking for admin asst. Duties include phones, filing, data entry, copying, must have previous phone experience and experience with Microsoft office programs. \$10.00-\$11.00 hourly.</p> | <p>Help Wanted - Accountant City of Simi Valley Staff Accountant \$4,074 - \$5,296/mo + XLNT benefits. Performs professional accounting work including maintenance, compilation & review of financial records. Bachelor's degree in accounting or related & 3 yrs accounting exp. Exp w/financial statement prep, grant & compliance reporting preferred. CPA cert & exp w/govt accounting desired. Download app/flyer/supp at www.simivalley.org or call (805) 583-6743.</p> |
| <p>ACCOUNTANT Staff Accountant To 578/for</p> | <p>Help Wanted - Do you want to work for an exceptional company? Target is looking for people w/ exp. in customer service. Apply in person, M-F from 9-5.</p> | <p>ACCOUNTANT</p> | <p>ACCOUNTANT</p> |

Should Carlos apply for this job?

Which jobs could Carlos apply for? Number your paper 1-4, leaving four lines between each number. Write "yes" if he should apply for the job and "no" if he shouldn't. Write a brief explanation (one or two sentences) telling why he should or shouldn't apply for the job.

1. Clerk Typist Bi-lingual, must be fast accurate typist. Good phone personality with Spanish/English customers. Excellent benefits. Joan Smith 499-3851.
2. Counter Person Dry Cleaning store. Full time 8-4. 497-0611.
3. Desk Clerk all shifts, full and part time. Comfort Inn 484-5113.
4. Travel Agent for our Thousand Oaks office. Computer knowledge essential, experience preferred. Please contact Mr. Farrell, World Travel, 376-5793.

Should Carlos apply for this job? *Teacher notes*

Answers may vary. It really depends on students' explanations as to whether or not they get the answer "right." Check to see that they understand the concept of "qualifying" for a job, and that they understand that many skills are transferable. For example, Carlos has never worked in a dry cleaning store, but he already has customer service and cash register skills. So he could apply for this job.

Which jobs could Carlos apply for? Number your paper 1-4, leaving four lines between each number. Write "yes" if he should apply for the job and "no" if he shouldn't. Write a brief explanation (one or two sentences) telling why he should or shouldn't apply for the job.

1. Clerk Typist Bi-lingual, must be fast accurate typist. Good phone personality with Spanish/English customers. Excellent benefits. Joan Smith 499-3851.

Suggested answer: Not really. Although his is bilingual and has some computer experience, his typing may not be fast or accurate, especially since he will be typing a lot in English.

2. Counter Person Dry Cleaning store. Full time 8-4. 497-0611.

Suggested answer: Yes. He already has good customer service skills. But he may not want to work here because he probably won't be using a computer much in this job. His pay may not be any more than when he worked at Carl's Jr.

3. Desk Clerk all shifts, full and part time. Comfort Inn 484-5113.

Suggested answer: Yes. He already has good customer service skills and a hotel/ motel desk clerk usually uses a computer for reservations. However, he would need to be sure the pay was worth it because he may not make any more than when he was at Carl's Jr.

4. Travel Agent for our Thousand Oaks office. Computer knowledge essential, experience preferred. Please contact Mr. Farrell, World Travel, 376-5793.

Suggested answer: Sure. Although he doesn't have travel agent experience, the ad only says, "preferred," not "required." He could make a very good case for the value of being bilingual in such a situation as well. He could definitely try for such a position. It could turn into a promising career if they are willing to train him.

Lesson 3

How to behave in an interview

Level: Intermediate Low

Lesson Objective

At the conclusion of the lesson the students will be able to distinguish between desirable and undesirable behaviors during an interview and give a brief explanation of why those behaviors are or are not desirable.

Materials needed

1. Class set of Word Bank Definitions Sheet (3a).
2. Class set and overhead of What Do You Think? (3b) plus teacher notes (3c).
3. Class set and overhead of Student Video Checklist (3d) plus teacher notes (3e).
4. Overhead of Common Interview Questions (3f).
5. Interview Video or DVD for students to critique.
6. Television and VCR or DVD player.
7. Video camera.
8. EL Civics Unit Tracking Sheet.

Language Skills Focus

Listening and speaking.

Teaching Strategies Used

Whole group and groups of three.

Warm-Up/ Review

Each student tells the person next to him/her two job qualifications or skills s/he has and explains why or how s/he has them: "I can fix cars. I've been a mechanic for five years." Teacher gives a few minutes for this, then asks for volunteers to share their neighbor's skills.

Introduction

Teacher begins with the following: "I just had someone else tell me about your skills. Is it hard for you to say positive things about yourself? For me, it is difficult to tell people about my good qualities, but it's very easy to tell them about my bad ones. Sometimes this is cultural and sometimes it's personality. Is it okay or not okay in your home country to speak positively about yourself?" Field answers. "Today we're going to talk about a really important part of interviewing for a job in the United States. We're going to talk about how you present yourself in an interview. Do you understand that phrase, 'present yourself?' Another way to say it is what first impression you make when you go for an interview. The first time someone meets you, do they have a positive idea of you or a negative one?"

Presentation

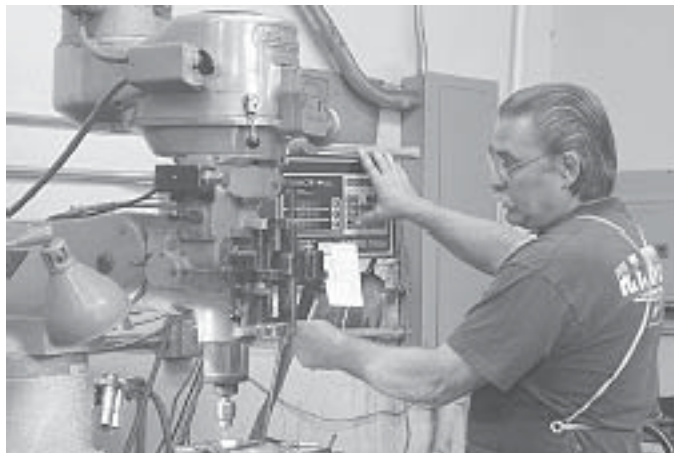
Word Bank

| | | | | |
|------------------|------------------|-------------|----------|-------------|
| present yourself | first impression | eye contact | | |
| posture | available | confident | informal | |
| casual | critique | slouch | fidget | appropriate |

1. Write Word Bank vocabulary on a sideboard. Pass out Word Bank Definitions Sheet (3a). Go over vocabulary with students, having them repeat it after you.
2. Pass out What Do You Think? (3b). Have students individually take the quiz, answering true or false for each statement.
3. After students have been able to individually answer the questions, put them in groups of three or four and have them come to consensus on their answers. Discussion is of course expected and encouraged. If there

is disagreement within the group and a consensus cannot be reached, encourage students to articulate what their points of contention are. Each group should have a spokesperson to share the group's decisions.

4. Once groups have had a chance to come to some conclusions, go over the quiz on the overhead as a class, first getting student opinions, then giving the correct answer. Use this opportunity to address any misconceptions that may be due to cultural norms that students carry with them from their home countries. For example, showing respect in some Asian cultures comes in the form of no eye contact. Of course here, that doesn't show respect, but lack of confidence and sometimes untrustworthiness. Most employers look for eye contact. See notes on the What Do You Think? Teacher Notes (3c) to help direct students in good interview techniques.
5. Pass out the Student Video Checklist (3d). Explain to students that they will watch a short interview. They need to use the checklist in front of them to decide what the interviewee does right and what he/she does wrong. Take time to be sure students understand all that is on the checklist. ****There are three video segments. The first two are meant to give students much to discuss in the way of what NOT to do in an interview. The last one is supposed to be a good example of interviewing. See Supplement 3e for teacher notes on the video.***
6. After each video segment, stop the video and have students give feedback. Take time for discussion.



Practice

1. Once all three of the segments have been viewed and critiqued, have students break into groups of three and do a role play.
2. One student is the interviewer, one is the interviewee and the other uses the checklist to evaluate the interviewee during the role play.
3. Teacher displays Common Interview Questions (3f) on the overhead and the interviewer can use those questions to conduct the interview.
4. Each student's interview should last about five minutes; then immediately they should receive feedback from the observing student about their "performance." Then students switch roles and do the activity again.

Evaluation

Teacher asks for volunteers to do the role play in front of the class (or if there are a few groups who did a very good job, the teacher could ask those groups to role play in front of the class). The class evaluates their performance using their student checklist. Use the EL Civics Unit Tracking Sheet to record how volunteers do on their role-play.

Application

Over the course of a couple of weeks, the teacher interviews three to four students a day, video taping the interviews. Students view their taped interview with the class during the same class period, getting and giving feedback on their interview, noting their own strengths and weaknesses. ** The taping of the interviews should be done away from the class as a whole using an aide or volunteer and only viewed by the class after they are taped in order to maximize class time. If time is a real issue, the teacher can view them and choose a few for the class to view and critique.*

Word Bank Definitions

During the interview

1. Present yourself
2. First impression
3. Eye contact
4. Posture
5. Available
6. Confident
7. Casual
8. Informal
9. Appropriate
10. Critique
11. Slouch
12. Fidget

What do you think? An Interview Survey

In front of each statement, write “A” if you agree or “D” if you disagree.

During an interview...

1. ____ Do not look at the interviewer’s face.
2. ____ You should make sure you are as comfortable as possible, so it’s best to sit whatever way makes you feel the most comfortable.
3. ____ Never ask about salary.
4. ____ If you have a question while the interviewer is talking to you, it’s okay to interrupt him to ask your question.
5. ____ It’s okay to dress informally (shorts, jeans, tank top, etc.).
6. ____ Never chew gum or eat.
7. ____ Turn off your cell phone before the interview.
8. ____ Arrive early for your appointment.
9. ____ If you ask the interviewer if he/she minds, it’s okay to smoke.
10. ____ It’s alright to bring your children or a friend to the interview if they stay out of the way and don’t cause problems.
11. ____ It’s important to know at least a little bit about the company where you are applying for a job.
12. ____ When an interviewer extends his or her hand for a handshake, you should shake their hand firmly.

What do you think? An Interview Survey

Teacher notes

This is a good place to discuss vocabulary such as “rude, posture, slouch, sloppy,” etc. As these words surface in your explanation to students, take the opportunity to give them the appropriate vocabulary to describe these things.

In front of each statement, write “A” if you agree or “D” if you disagree.

During an interview...

1. ____ Do not look at the interviewer’s face.

Be sure to stress to students that this may be a cultural difference between the U.S. and their home country. Here, looking someone in the face communicates confidence, not disrespect. It’s always a good idea to show employers that you feel good about yourself. Even if you don’t have a lot of confidence, you should try to look like you do!

2. ____ You should make sure you are as comfortable as possible so it’s best to sit whatever way makes you feel the most comfortable.

Your posture is very important. You should not sit in a slouched or sloppy way, but should sit straight. Acting too comfortable communicates arrogance, not confidence.

3. ____ Never ask about salary.

It’s okay and even expected that you should ask about salary. However, try not to act as though that is all you care about, even if it is! An employer wants to know that you care about doing the job, not just the money. Wait until the end of the interview to do this. If the interviewer hasn’t told you during the interview already, a good time to ask might be when they ask, “Do you have any questions for me?”

4. ____ If you have a question while the interviewer is talking to you, it’s okay to interrupt him to ask your question.

It’s considered rude to interrupt people at any time, although with our friends and family, it’s okay. With an interviewer, you never want to interrupt, but want to show the utmost respect at all times.

5. ____ It’s okay to dress informally (shorts, jeans, tank top, etc.).

No. Dressing informally shows either arrogance, a lack of concern, or a lack of respect. Dressing your best in nice, clean and ironed pants and shirt for men or a dress or skirt for women is always a way to make a good first impression.

6. ____ Never chew gum or eat.

Again, this is an issue of respect. Don’t eat candy or “chomp” on gum.

What do you think? An Interview Survey

Teacher notes continued

7. ____ Turn off your cell phone before the interview.

You need to show the interviewer that this interview is important to you. If you are continually interrupting the interview to take calls, the interviewer might think otherwise. Be sure to give the interviewer your undivided attention during the interview.

8. ____ Arrive early for your appointment.

Much better to arrive early than late. Because it's hard to just "be on time," it's better to be early and have to wait a little. This also shows them that you are eager, ready to do the job.

9. ____ If you ask the interviewer if he/she minds, it's okay to smoke.

Never. If you are a smoker, plan not to smoke until you are finished with your interview and back in your car. Smoking is less socially acceptable here in California than in many other places in the world where it can be a way of extending hospitality and friendship.

10. ____ It's alright to bring your children or a friend to the interview if they stay out of the way and don't cause problems.

It's always best to go to interviews alone, not even with a friend or relative. This shows independence and confidence. Never bring your children, as most employers may think you won't be dependable due to childcare issues.

11. ____ It's important to know at least a little bit about the company where you are applying for a job.

Knowing a little about the company, at least the name and what they do at the company is a good idea. It shows the interviewer that you are interested in the company, not just the job. If you can research anything about the company or the job you will have and can show the interviewer that you have that knowledge, you will be a much more impressive candidate than someone who knows nothing.

12. ____ When an interviewer extends his or her hand for a handshake, you should shake their hand firmly.

Very important! American culture values a strong, confident handshake, from men and women alike. Culturally speaking, it's fine for a man to shake a woman's hand and vice versa in an interview situation. Strong handshakes make a good impression. Likewise, "wimpy" handshakes can make a poor one.

Student Video Checklist

Interview 1

- ___ Posture: sat up straight, no slouching, not too casual, no fidgeting.
- ___ Eye contact: looked at interviewer, not down or other places.
- ___ Clothing: dressed appropriately, neatly and not too casual.
- ___ Preparedness: came prepared to answer questions about qualifications and experience, also came prepared to ask questions.
- ___ Speech: used formal vocabulary not slang, focused on professional topics, not personal ones.

Interview 2

- ___ Posture: sat up straight, no slouching, not too casual, no fidgeting.
- ___ Eye contact: looked at interviewer, not down or other places.
- ___ Clothing: dressed appropriately, neatly and not too casual.
- ___ Preparedness: came prepared to answer questions about qualifications and experience, also came prepared to ask questions.
- ___ Speech: used formal vocabulary not slang, focused on professional topics, not personal ones.

Interview 3

- ___ Posture: sat up straight, no slouching, not too casual, no fidgeting.
- ___ Eye contact: looked at interviewer, not down or other places.
- ___ Clothing: dressed appropriately, neatly and not too casual.
- ___ Preparedness: came prepared to answer questions about qualifications and experience, also came prepared to ask questions.
- ___ Speech: used formal vocabulary not slang, focused on professional topics, not personal ones.

Student Video Checklist

Teacher Notes

Interview 1

- Posture: sat up straight, no slouching, not too casual, no fidgeting. ***Much too casual, did not sit up straight. Too much fidgeting.***
- Eye contact: looked at interviewer, not down or other places. ***Good eye contact.***
- Clothing: dressed appropriately, neatly and not too casual. ***Neat, but a little too casual. Shirt should be nicer and he shouldn't wear jeans.***
- Preparedness: came prepared to answer questions about qualifications and experience, also came prepared to ask questions. ***Had no questions but was able to answer questions about qualifications and experience.***
- Speech: used formal vocabulary not slang, focused on professional topics, not personal ones. ***Vocabulary wasn't bad, but gave too much personal information instead of keeping it professional. His comments about his wife yelling at him and telling about how his brother got a motorcycle are examples of this.***

Interview 2

- Posture: sat up straight, no slouching, not too casual, no fidgeting. ***No fidgeting, but not very confident, either. Slouched a bit.***
- Eye contact: looked at interviewer, not down or other places. ***Very bad. Hardly ever looked at interviewer, almost missed handshake at the end.***
- Clothing: dressed appropriately, neatly and not too casual. ***Fine, but could have been a little nicer for an office job interview.***
- Preparedness: came prepared to answer questions about qualifications and experience, also came prepared to ask questions. ***Not very prepared to talk about herself. Interviewer needed to drag answers out of her. A lot of one-word answers that should have had a bit of elaboration.***
- Speech: used formal vocabulary not slang, focused on professional topics, not personal ones. ***Good, but again, while the first person interviewed talked a bit too much, she talked too little. It's good to be able to "toot your own horn" in an interview.***

Interview 3

- Posture: sat up straight, no slouching, not too casual, no fidgeting. ***Good posture, not too casual, but comfortable.***
- Eye contact: looked at interviewer, not down or other places. ***Good. He seems engaged in the conversation, like he's paying attention.***
- Clothing: dressed appropriately, neatly and not too casual. ***Fine. Very appropriate for an interview.***
- Preparedness: came prepared to answer questions about qualifications and experience, also came prepared to ask questions. ***Very prepared. Asked for clarification when necessary ("you mean in the US or Mexico?") and was able to explain his experience well. Had his references ready to give to interviewer.***
- Speech: used formal vocabulary not slang, focused on professional topics, not personal ones. ***Good. Respectful and clear.***

Common Interview Questions

1. What job are you looking for?
2. What are your qualifications?
3. Tell me about yourself.
4. What are your skills?
5. What is your experience?
6. What hours do you want to work?
7. When are you available to start?
8. Do you have any questions?

Lesson 4

Create a simple resume

Level: Intermediate Low

Lesson Objective

At the conclusion of the lesson the students will be able to create a simple resume for themselves using the accepted vocabulary and format for such a document.

Materials needed

1. Class set of Word Bank Definitions Sheet (4a).
2. Class set and overhead of Parts of Resume Sheet (4b).
3. Parts of Resume Teacher Notes (4c).
4. Overhead of the Sample Resume (4d).
5. Resume Information Sheets (4e), cut into strips and put in small envelopes, enough for class to work in groups of three (or pairs, whichever teacher prefers).
6. Resume Information Sheet Evaluation (4f), cut into strips, enough for each class member to have one strip (duplicates are okay if necessary).
7. EL Civics Unit Tracking Sheet.

Language Skills Focus

Speaking, reading and writing.

Teaching Strategies Used

Whole class instruction and small group work (or pair work).

Warm-Up/ Review

Ask students to review what type of information is necessary on a job application. Write feedback on the board, should include things like name, address, references, past experience, education, skills, etc.

Introduction

Explain that there is another type of document that requires all of this information for a job: a resume. This is something they prepare in advance. It is well thought out and neatly done. It should be typed. It can be mailed or faxed to a company, or you can provide one when you fill out your initial application.

Presentation

Word Bank

| | | | | |
|---------|------------|------------|---------|--------|
| request | references | award | ability | recent |
| current | interests | categorize | resume | |

1. Write Word Bank vocabulary on a sideboard. Pass out Word Bank Definitions Sheet (4a). Go over vocabulary with the class, having them repeat after you.
2. Pass out Parts of a Resume Sheet (4b).
3. Using the Teacher's Notes for Parts of a Resume Sheet (4c) go over each part, making sure students understand what should be included in each section. Since each section is labeled, it may be a good idea to see if students can give examples of what should go in each section before you give them the information. Use an overhead to write definitions and/ or examples for each section. Students can copy these onto their own sheet.
4. Point out that the way the sheet is set up is one good way to organize a resume.
5. Show students the overhead of the Sample Resume (4d) so they can see what an actual resume looks like.

Practice

1. Pass out envelopes with cut up information from the Resume Information Sheet (4d). Students work in pairs or groups of three to categorize the information, filling in their “Parts of a Resume” sheet as they go by placing the strip information in the proper section.
2. At the end of the group work, teacher fills in a blank form on the overhead using student answers.

Evaluation

1. Teacher has each student choose a strip from the Resume Information Evaluation Sheet (4e) strips she has cut up.
2. Teacher puts up a blank overhead of Parts of a Resume Sheet (4b) and goes around the room asking students to read their strip and then say in which part of the resume it should be placed.
3. In most cases, there will be more than one person in class with the same strip. It’s okay for those people to collaborate on an answer. For example, you can ask a student to read his/her strip and then ask, “Does anyone else have that strip?” If there are others, those students should first agree on where the information goes before giving a final answer to the teacher. This can be done casually, aloud, without having to sit in a group. The key will be to be sure that other students don’t interject their ideas, only those who are working to solve the question of where their own strip of information falls on the resume.
4. Record evaluation results on the EL Civics Unit Tracking Sheet.

Application

Students then create their own resume, following the Parts of a Resume Sheet they used for the group work. This can be assigned as homework or done in class. Be sure to stress to students that for class it is okay to have a resume that is handwritten, but for a job, it’s best to have it typed. Encourage students who have a computer at home to type theirs instead of only handwriting it. Teacher may choose to have this be a part of their final assessment, that they must bring a prepared resume for their interview.

Word Bank Definitions

Writing a Resume

1. Resume
2. Categorize
3. Request
4. References
5. Award
6. Ability
7. Interests
8. Recent
9. Current

Parts of Resume Sheet

First name Last name

Home address

Phone number

Fax number

Email address

Employment Objective

Experience

Job position (most recent) Date
Name of Company
Brief description of duties

Job position Date
Name of Company
Brief description of duties

Job position Date
Name of Company
Brief description of duties

Education

Adult School Name Date of Completion/ Attendance

University Name Degree Date of Completion/ Attendance

High School name Date of Completion/ Attendance

Special Abilities/ Accomplishments

Interests/ Activities

Parts of Resume Sheet

Teacher notes

General notes for the entire resume: all should be the best representation of themselves they can possibly make. Spelling and grammar should have no mistakes. They should also avoid abbreviations (spell out California instead of writing C.A.). Be sure to let students know that the light writing on their sheet does not go on the resume itself. It is there only to help them.

Personal Information

Name
address
Phone number (can also include a fax number)
Email address (if relevant)

Employment Objective

Students should articulate here what they want out of a job, not just the job itself. Challenge them to think about what kind of place they would like to work. Ask them to think about such things as full time, part time, what kind of atmosphere they'd prefer to work in (friendly, comfortable, serious, intense, etc) and things such as that. If they have no strong preferences, they can just list the position they are wanting. A good way to express their objective is: "To find a challenging position as a _____."

Experience

A few things to keep in mind:

1. List the most recent job experience first.
2. Include the dates, name of the company, position held, and a brief description of duties.
3. Although they don't need to include it on the resume, they need to be prepared to answer the question, "Why did you leave this job?"
4. If there are long periods of time when they were out of work, they will need to be prepared to answer questions about what they were doing during that time; why were they out of work, etc.

Education

Keep in mind:

1. List the most recent educational experience first, include their time at the adult school.
2. Include ANY schooling they have had, special training, apprenticeships, etc.
3. If they didn't finish school, be prepared to answer why not.

Special Abilities

Encourage students to think of things that they can do that many other people may not be able to do, even if they think those things aren't special. All of them should be able to list that they speak two languages. If they can operate any kind of machinery or equipment, they need to write that here. Tell students that this is a good place to "brag," so be sure to list any kind of award they have gotten, academic or job related.

Awards/ Activities/ Interests

This is a good place to let their interviewer know them a little better on a personal level. You never know if a connection can be made with an interviewer based on something outside of work. For example, if they play soccer and the interviewer does, too, that would be a nice bit of common ground for them to have. This is a good place to show what is really important to them in life, so saying something like, "Spending time with my family" is a positive interest to list.

Sample Resume

Teresa Martinez
145 Stoker Way
Simi Valley, California 93065
(805) 549-3209
martinezt@aol.com

Employment Objective

To find a challenging position as a customer service representative in a company with advancement opportunities.

Experience

- | | |
|--|----------------------|
| Customer Service Representative Office Max, Simi Valley, California Assisted customers by operating a cash register, helping to find items, dealing with returns, and taking orders in the photocopying area. | 8/98- Present |
| Hostess Coco's Restaurant, Moorpark, California Showed customers to their tables, operated the cash register, took orders over the phone, and did various cleaning jobs when necessary. | 1/98-8/98 |
| Customer Service Representative La Tienda de Ropa, Puebla, Mexico Operated a cash register, took and sewed customer orders, ordered fabric. | 7/94-5/96 |

Education

- | | |
|---|-----------------------|
| Simi Valley Adult School, English as a Second Language Hidalgo Preparatoria (Secondary School), Puebla, Mexico | 1996-1999 |
| | Completed 1994 |

Special Abilities

I am Bilingual (Spanish/ English), and am patient with impatient people.

Activities/ Interests

Playing the guitar, painting, reading, sewing, and spending time with my family and friends.

Resume Information Sheet

To find a challenging position as a bookkeeper for an established company.

Assistant Manager, La Cucina Italian Restaurant 1999-2001

Customer Service, Enterprise Rental Car 1995-1999

Waitress, Denny's Restaurant 1993-1995

Secondary School Number 42, Beijing, China

Conejo Valley Adult School, Thousand Oaks, California
ESL Program 1996

Moorpark College, Moorpark, California
Associates Degree Business Accounting 2002

Jing Mei Chang

1192 Herbs Road
Thousand Oaks, California 91360

(805) 371-2910

Teach Sunday school

Employee of the Month, September 1998

Traveling, art, sewing, playing sports

Speak both English and Mandarin

Type 60 words per minute

Good at organizing people and projects

Have a lot of computer experience

jchang@aol.com

Resume Information Sheet Evaluation

To find a challenging position as a data entry person for a small company.

Cashier, Carl's Jr. Restaurant 2002-present

Cook, Carl's Jr. Restaurant 2001-2002

Westlake Car Wash, Westlake Village 1998-2002

La Escuela Secundaria, Guatemala City, Mexico 1995

Conejo Valley Adult School, Thousand Oaks, California
ESL Program 1998-2002

Conejo Valley Adult School, Thousand Oaks, California
Computer classes (Microsoft Word, Excel and Access) 2003

Carlos Montoya

1059 Los Feliz Drive, Apartment 205
Thousand Oaks, California 91360

(805) 498-8753

Enjoy working with people

Employee of the Quarter Award, Fall 2002

Playing sports, fixing cars and seeing movies

Speak both English and Spanish

Can type 35 words per minute

Dependable, hard worker

Enjoy learning new things

carlosm@hotmail.com

Assessment Description: Students will participate in a job interview.

Someone other than the classroom teacher should be the assessor.

Teacher

1. Be sure to tell students to dress appropriately for their “interview.” Give them plenty of notice as to when they will be assessed.
2. Make sure students have had a chance to practice before their assessment. If a student hasn’t had the opportunity to do a trial run, either on tape or in front of the class, give them that chance before they do their “real” interview.
3. Allow two to three class periods for the assessments. The assessor can pull students out in groups of three to five students instead of pulling them out individually to minimize class interruption. Or you can set a schedule so students know when to leave class for their interview. For example, Jose goes after Gloria so when Gloria comes back, Jose simply needs to get up and leave the room quietly. The teacher should decide on the system that works best for him or her and communicate that to the assessor and the students.
4. You’ll need to arrange a space other than the classroom for the assessment, preferably a place where the student and assessor can sit comfortably in an “interview” setting.

Assessor

1. You are a friendly interviewer. Try to put the students at ease with a smile.
2. Interviews should take only about five minutes or so, in general. Try to keep yourself to that so you can get through all the students in a good amount of time.
3. Use only the questions given, as students should be familiar with them and have been prepared to answer them.
4. Allow students to answer as much as they can before giving them any help. It’s okay to clarify if they ask you to, but don’t do it before they’ve had a chance to attempt an answer.
5. Score as much as possible as you go along in the interview or just after the interview finishes while student performance is fresh in your mind.
6. A passing score is 13/20.

Assessment Section
Interview Questions

Unit 4

1. What job are you looking for?
2. What are your qualifications?
3. What are your skills?
4. What is your experience?
5. What hours do you want to work?
6. When are you available to start?
7. Is there anything else you'd like to tell me about yourself?
8. Do you have any questions for me?

Assessment Section
Scoring Sheet

Unit 4

Student Name _____ **Teacher** _____ **Date** _____

1. Body Language (1 point each) /4
Eye contact ____
Posture ____
No fidgeting ____
Pleasant facial expression ____

2. Dress (2 points each) /4
Neat ____
Appropriate ____

3. Comprehension/ vocabulary (1 point each) /4
Asked for clarification or repetition when necessary ____
Used formal vocabulary, no slang ____
Able to answer most questions ____
Able to ask most questions correctly ____

4. Preparedness (1 point each) /4
Ready to answer questions about him/herself ____
Had personal info handy (references/ awards) ____
Able to explain qualifications ____
Came with a resume ____

5. Knowledge of job for which they are applying (1 point each) /4
Knew job title ____
Knew at least some duties of said job ____
Seemed to know job requirements ____
Seemed to be familiar with the company ____

Final Score / 20

Must have at least 13/20 to pass.