

TEACHER'S NOTES

Video 1 Worksheet: Interview Skills

Using the worksheet

It may not be necessary or beneficial to go through every exercise on the worksheet, or to use every exercise in the same way. Exercises and points marked **B1 B1*** in these notes are recommended particularly for pre-intermediate and intermediate level learners. Exercises and points marked **B2 C1** are recommended for upper intermediate and advanced level learners. Exercises which are not marked in this way are recommended for all levels. However, as a teacher, you know your own students and should choose the most appropriate activities for them.

Synopsis

The aim of this video is to demonstrate 'best practice' of interview skills. In the first part of the video, we see Mateo fail to make a good impression at his interview. In her feedback, the life coach points out that Mateo seems unprepared, hesitant and negative. We then see a replay of the interview in which Mateo is more successful. The life coach praises his preparation, manner and use of language.

Before you watch

The purpose of this section is to introduce the students to the topic of job interviews, and to gauge their knowledge of key interview skills.

As a warm-up, have a group discussion about job interviews. Elicit any good or bad job interview experiences the students may have had. If necessary, start them off with an example of your own.

B1 B1* Key language

The following is a list of key words, collocations and phrases that appear in the video. You may wish to pre-teach some or all of this language. In this case, you could have students guess their meanings and then confirm them by looking up the more difficult ones in their dictionary, or you could use L1 if you prefer.

Adjectives: *complex, forward-thinking, high-profile, specific*

Nouns / Nouns phrases: *background, clerical work, current role, full-time position, job description, outcome, previous work experience, product campaign, sector, teamwork, temporary office administrator*

Verbs / Phrasal verbs: *deal with, expand on, implement, prioritise, streamline, use (your) initiative*

A

- Put the students in pairs and give them time to discuss the points in the table. Then, as you discuss the answers with the class, elicit the reason behind each of them (see *Answers* below). Don't go into too much detail at this stage, as you will be coming back to these interview skills at a later stage.

Answers

- 1 good
- 2 bad (It is better to answer questions promptly, although if you need to think for a short time, you should.)
- 3 good
- 4 bad (In Western countries, eye contact is taken as a sign of confidence and honesty.)
- 5 bad (It is better to answer questions in full.)

While you watch

In this section, the students watch a video in which Mateo is interviewed for a job. The students complete comprehension activities about the video as well as activities in which they analyse and discuss interview skills.

B ▶ B1 B1+

- Tell the students they are going to watch a short job interview, and have them read the sentences so they know what to look out for.
- Stop the video at the end of the first interview before the life coach begins speaking at 02:56 for the students to answer. Then go through the answers with the group.

Answers

1 two 2 assistant 3 independently

C ▶

B1 B1+

- Play the first interview again, and discuss the question with the whole class. Refer back to some of the good and bad interview skills from Ex. A, and encourage the students to compare them with Mateo's performance.

B2 C1

- Tell the students they are going to watch a short job interview. Stop the video at the end of the first interview before the life coach begins speaking at 02:56, and put the students in pairs or small groups to discuss the question. Go round and monitor their responses.

Possible answers

Mateo doesn't seem to know much about the company or the role he has applied for. He is hesitant and he doesn't seem very confident or excited to be there. He doesn't maintain much eye contact with the interviewer. His answers are brief and he is quite negative about his previous jobs.

D ▶

B1 B1+

- Point out that all of the words in the box are adjectives, and elicit whether each of them has a positive or a negative meaning.
- Then play the video of the life coach's comments from 02:56 to 03:32 for students to complete the text. After checking answers, ask the students if they agree with the life coach's feedback.

B2 C1

- Have the students work in pairs and attempt to do the activity before they watch the life coach's feedback.
- Then play the video from 02:56 to 03:32 for the students to check their answers. Discuss the life coach's comments with the group. How did their ideas from Ex. C differ from those of the life coach? Ask the students if they agree with the life coach's feedback.

Answers

1 under-prepared 2 anxious 3 hesitant
4 negative 5 valuable 6 attractive

E

B1 B1+

- Write the following words on the board under the heading *Interview Skills*.
 - *better-prepared*
 - *more forthcoming*
 - *more positive*
- Explain to the students that this is the start of a list of things that they will see Mateo demonstrate in the next interview. (You may need to explain that, in this context, *forthcoming* means *willing to speak*.)
- Ask the students to suggest other things that Mateo could do to improve his performance, and add these to the list (e.g. make eye contact, give detailed answers, explain more about his current role). If the students are struggling to come up with ideas, remind them of the interview skills you discussed in Ex. A. Leave the list on the board.

B2 C1

- Put the students in pairs and give them a few minutes to think of specific things that Mateo could do to improve his performance. Then invite the pairs to report back to the class. Write *Interview Skills* as a heading on the board, and make a list of five or six of their suggestions (e.g. show evidence of better preparation, make better eye contact, give detailed answers, explain more about his current role). Leave the list on the board.

F ▶

B1 B1+

- Read through the questions and answers with the students before showing the video so they know what to look out for. Point out that the phrases (a–d) form only a part of the answer given by Mateo.
- Show the interview replay from 03:33, stopping before the life coach begins speaking at 05:39. Give students time to answer, and then go through the answers with the class.

B2 C1

- Encourage the students to attempt the activity before they watch the video. Then play the video up to 05:39 for them to check/complete their answers.
- Draw students' attention to the phrases from Mateo's answers (particularly a, c and d) and point out that these are examples of good interview language. Ask the students if they can remember any other examples of good interview language used by Mateo. Replay the video if necessary and encourage them to make notes of some useful expressions in their notebooks.

Answers

1 b 2 d 3 a 4 c

G

- Refer the students back to their *Interview Skills* list in Ex. E. Now show the interview replay again, stopping before the life coach begins speaking at 05:39, and conduct a class discussion about the skills now used by Mateo and how these compare to their list.
- Next, play the life coach's feedback on the interview replay from 05:39 – end, and encourage the students to compare her comments with the points raised in Ex. E. Add any additional points to the *Interview Skills* list on the board.
- Point out or elicit that the life coach highlights two of Mateo's phrases as making a strong impression: *One of my main strengths is ...* and *I want to work for your company because ...* (Encourage **B2 C1** students to add these sentences to their notes from Ex. F.)

Answers

The life coach points out that Mateo has prepared well and researched the company. He anticipates questions and is positive about his previous employment and its relevance to this position. He is personable and genuinely excited about the job. Mateo has a good use of interview language and he makes a strong impression.

After you watch

The purpose of this section is to consolidate the students' understanding of good interview skills and to give them practice of using those skills in a roleplay scenario (or alternatively, a class discussion). Students then reflect on the interview skills shown in the video and assess how they might be used in other situations.

H

- Draw students' attention back to the *Interview Skills* list on the board, and tell them that they are now going to practise using these skills. Put the students in pairs and give them time to read and prepare for their roles. You could allow **B1 B1+** students to prepare for the interview in groups with classmates who have the same role.
- Encourage Students A to think about their ideal candidate and to make a note of more questions. Encourage Students B to anticipate and prepare their answers to showcase their suitable qualities and experience. Remind them all to look back at their lists of interview skills.
- Before they start, ask the 'interviewers' to refer to the list on the board during the roleplay and to make a note of which skills the 'candidate' uses / doesn't use.
- During the roleplay, go round monitoring and providing assistance where necessary. You may find it beneficial to set a time limit of five minutes before swapping roles.
- After each of the students has played both roles, invite the pairs to report back to the class. How many of the skills on the board did their partners demonstrate? If suitable, you could award a prize to the student who demonstrated most or all of the interview skills during their roleplay.

ALTERNATIVE

Hold a general discussion about the ideal qualities and experience for this job description. Without erasing the *Interview Skills* list, elicit and write on the board a selection of questions that the interviewer could ask, e.g. *What skills would you bring to this role?* Then ask the students to refer back to the list of interview skills and elicit some answers / phrases that the candidate could use to 'sell himself/herself'.

Refer back to the students' own experiences that you discussed in the warm-up. Elicit how they could now use the interview skills they have learnt to 'sell themselves'. How will they go about preparing for their next interview?

Reflect

- Encourage the students to think about the interview skills highlighted in this lesson and to reflect on how they could use them in other situations. This could take the form of a group or class discussion or, alternatively, it could be set as a written assignment for homework.