

# After the Interview



**1 Warm Up Work with a partner.**

- What was the last interview you had?

**2 Conversation Practice with a partner.**

**Scene: Ben is talking to Claire about a recent job interview.**

Claire So, how did it go? Do you think you got the job?  
 Ben It was awful! I was so nervous, I could hardly think!  
 Claire But that's natural! Could you answer the questions ok?  
 Ben Well, the ones on banking were fine. But he asked me about my character, and my strengths and weaknesses...  
 Claire I could tell him about that!  
 Ben ...and I had no idea what to say!  
 Claire When do you get the result?  
 Ben Early next week. I'm dreading opening the envelope...

**3 Comprehension Check Ask and answer these questions with your partner:**

- 1) What kind of job interview did Ben attend?
- 2) How did Ben feel during the interview?
- 3) What questions did Ben find difficult to answer?
- 4) Is Ben looking forward to getting the result? How do you know?

**4 Vocabulary #1 Write a word with the opposite meaning in the spaces.**

POSITIVE		NEGATIVE	POSITIVE		NEGATIVE
reliable	< >		confident	< >	
hardworking	< >		mature	< >	
responsible	< >		organized	< >	
intelligent	< >		outgoing	< >	
calm	< >		polite	< >	

**5 Vocabulary #2** How would you describe your character? Choose three words!

My Character:

**6 Reading**

Look at these job advertisements. Work with a partner. Can you explain the meaning of the underlined phrases?

**Advertisement #1**

Wanted: Sales rep. for well-known computer game company. Must have degree plus min. 3 years relevant experience. Good base salary, commission and benefits.

**Advertisement #2**

Wanted: Cabin crew for prestigious international airline. Must be team player, who takes pride in delivering good service. Previous experience and language skills a plus.

**7 Follow-up**

Which of these two jobs would suit you best? Why? Ask your partner!

**8 Discussion** Ask your partner these questions. Ask follow-up questions too!

**Questions about your job**

- Do you enjoy interviews? Why (not)?
- Have you ever had a bad interview? What happened?
- What advice would you give someone before an interview?
- Have you ever interviewed someone? How was it?
- Have you ever had a non-job interview? (e.g. university)
- Your ideas!

# After the Interview: Teacher's Notes #1

<b>Target Structure:</b>	Vocabulary building and discussion
<b>Vocabulary:</b>	Jobs Applications and Interviews
<b>Level:</b>	Intermediate, but can be adjusted for other levels
<b>Time:</b>	45 minutes (depending on discussion)
<b>Preparation:</b>	None

## Suggested Teaching Method

This worksheet builds vocabulary which is commonly used in an employment context. There is a conversation, as well as a short reading and discussion.

- 1 Give one worksheet to each student. Students should ask the opening question to their partner. Elicit a couple of answers from the group. This should be brief: the main discussion questions are at the end.
- 2 Set the scene. Students should read the conversation in pairs, changing roles at the end.  
When the students read, encourage lots of intonation and eye contact.
- 3 Students should work in pairs, and ask each other the questions. They can also help each other out with unknown vocabulary from the conversation.  
Go through the answers with the entire class, and answer any questions about vocabulary in the conversation.
- 4 It's probably a good idea to confirm the pronunciation and stress of the words and phrases in this exercise. Students should then write the antonym (word with opposite meaning) in the spaces.  
There are many possible answers. Write 'happy' on the board, and elicit some possible antonyms. Accept both words like 'sad' and 'unhappy'. Stress that in this exercise both kinds of words are ok.  
Students should work in pairs. After a few minutes, check the answers with the group, writing possible answers on the board. Answer any additional questions your students may have on the vocabulary.
- 5 This is a chance for your students to choose some adjectives to describe themselves. Accept words from the previous exercise, or different ones.  
Set a short (one minute?) time limit. Students should compare answers before the group check.
- 6 This exercise encourages students to guess the meaning of vocabulary in a short text. Students should work in new pairs. Don't allow the use of dictionaries!  
After a few minutes, go through the meaning of the underlined words/phrases with the group.
- 7 Follow the instructions on the worksheet. Students should work in pairs or small groups.
- 8 During the discussion, monitor the students' conversations quietly, and try not to join in, unless really necessary. However, encourage them to use the target language as much as possible. Note common errors and elicit corrections at the end.

## After the Interview: Teacher's Notes #2

### Answer Key (there are other possible answers)

- 3
- 1) He had an interview for a banking job.
  - 2) He was really nervous.
  - 3) He found it difficult to answer questions about his character.
  - 4) No he isn't. He says he is *dreading* opening the envelope with the result in it.

4

POSITIVE		NEGATIVE	POSITIVE		NEGATIVE
reliable	< >	unreliable	confident	< >	hesitant
hardworking	< >	lazy	mature	< >	immature
responsible	< >	irresponsible	organized	< >	disorganized
intelligent	< >	stupid	outgoing	< >	reserved
calm	< >	panicky	polite	< >	rude

### Additional Ideas



Handouts Online has other Business English worksheets. We have a great worksheet on looking for a job. Check our business index for more details.

We're always pleased to hear about how this lesson went for you. Contact us!

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