

**XLAN 1910**

Language for Work

**Module 4: The Job Interview**

Instructor Guide

Integrated Language and Workforce Training

Faculty of Foundational, Career, and Intercultural Studies

Integrated Language and Workforce Training

Module 4: The Job Interview

Instructor Guide

All images in this module except as otherwise noted are from Microsoft Clipart.

Clipart Copyright © 2007 Microsoft Corporation®, One Microsoft Way, Redmond, Washington 98052-6399 U.S.A. Clipart reproduced with permission of Microsoft Corporation. All rights reserved.

NorQuest College has made every effort to obtain copyright permission. Please bring any omissions to our attention at the following address:

Curriculum Development, 10215 108 Street, Edmonton AB, T5J 1L6

Copyright © 2017, NorQuest College and its licensors

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, or stored in a database and retrieval system, without the prior written permission of the publisher.

# Contents

<b>Module 4: Instructor Guide .....</b>	<b>1</b>
Module Overview.....	1
Module Objectives .....	1
Required Resources .....	1
Extra Resources .....	2
Identify Student Skills.....	2
Essential Skills Checklist .....	3
Needs Assessment .....	4
Vocabulary List .....	5
Vocabulary Activity 1: F2F.....	6
Vocabulary Activity 2: Independent Work.....	6
Module 4: Vocabulary Quiz (20 mins F2F) .....	7
Task 1A .....	8
Handout 1 .....	9
Handout 2 .....	11
Task 1B: Parts of the Job Interview .....	12
Parts of a Job Interview .....	12
CLB 3 Listening Task – Parts of a Job Interview.....	13
CLB 4 Listening Task – Parts of a Job Interview.....	13
CLB 5 Listening Task – Parts of a Job Interview.....	13
Task 2: Body Language and Eye Contact.....	14
Task 2A: Read About Body Language.....	14
Handout 3 .....	14
Task 2B: Identify Body Language.....	14
Handout 4 .....	15
Task 2C: Demonstrating appropriate body language.....	16
Task 3: Job Interview Etiquette – Do’s and Don’ts.....	17
At the Interview .....	17
Task 4: Job Interview Questions .....	19
Task 4A .....	19
Job Interview Questions.....	19
Task 4B .....	20
Task 4C .....	20
Job Interview Answers .....	21

---

Task 4D .....	22
Matching Strips .....	22
Task 4E.....	23
CLB 3: Interview Questions and Answers .....	23
CLB 4: Interview Questions and Answers .....	24
CLB 5: Interview Questions and Answers .....	26
Task 4F.....	28
Task 4G .....	28
Task 4H .....	29
Task 5: Illegal Interview Questions.....	30
Bad Interview Questions .....	30
Task 6: Review and Reflect.....	31
<b>Assessment Tasks .....</b>	<b>32</b>
Assessment Task 1: Listening and Speaking .....	32
Listening Assessments .....	33
Speaking Assessments.....	36
<b>Final Reflection .....</b>	<b>39</b>

# Module 4: Instructor Guide

## Module Overview

In this module students will study basic phrases, questions, and vocabulary surrounding entry-level job interviews. They will also explore job interview body language and etiquette. At the end of this module, students will complete one listening and one speaking assessment task. The listening task will assess their ability to understand basic interview questions and identify formal and casual style and register. The speaking tasks will assess students' ability to successfully respond to entry-level job interview questions. This module consists of eight hours F2F and a minimum of one hour of independent work on Moodle.

## Module Objectives

- Learn vocabulary and phrases associated with job interviews in Alberta (Activities 1, 2; Vocabulary Quiz)
- Understand and answer basic job interview questions (Tasks 1A-B, 4A-H, 6; Assessment Tasks 1,2)
- Improve appropriate body language and etiquette for a job interview. (Tasks 2A-C, 3, 6; Assessment Task 1)
- Improve basic Moodle skills. (Activity 2)

## Required Resources

1. Instructor copy of *Easy Reading Find a Job: A workbook to help you find the job you want* (pp. 62-77)



Easy Reading Find a Job.xps

Copies can be downloaded at, or hard copies ordered from, <https://alis.alberta.ca/tools-and-resources/content/products/easy-reading-find-a-job/>

2. Class set of Oxford Essential Dictionaries
3. Employer-relevant job interview questions. These should be collected from employers taking placement students. If these are not available, these basic interview questions can be used: <https://theinterviewguys.com/top-10-job-interview-questions/#>
4. Access to computer lab or class set of laptops with internet access
5. Tasks and activities included in this module booklet
6. Quizlet: [https://quizlet.com/\\_3kde9r](https://quizlet.com/_3kde9r)



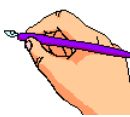



## Extra Resources



1. CLB 3 – *Job Interview Conversation: Interview Questions and Answers in English*  
<https://www.youtube.com/watch?v=rlxojCT-cUM>
2. *Job Interview: I Want to Learn (ESL)* [https://www.youtube.com/watch?v=naIkpQ\\_cIt0](https://www.youtube.com/watch?v=naIkpQ_cIt0)
3. Job interview questions and answers  
<https://www.youtube.com/watch?v=OP1Z7BbEBCE>
4. Fun English Lesson 35 – *Job Interview*  
[https://www.youtube.com/watch?v=7qWysKTS\\_BA](https://www.youtube.com/watch?v=7qWysKTS_BA)
5. Common interview questions and answers – *Job Interview Skills*  
<https://www.youtube.com/watch?v=1mHjMNZZvFo>
6. *Job Interview* <https://www.youtube.com/watch?v=ZOLiCIRtqIE>
7. *Interview Dos and Don'ts* <https://www.youtube.com/watch?v=S1ucmfPOBV8>
8. *Job Interviews: The Good, The Bad, and The Ugly*  
<https://www.youtube.com/watch?v=xajzdYpxBZY>
9. *Job Interviews: Good & Bad* <https://www.youtube.com/watch?v=Gww2vrIhjeU>
10. *Worst Job Interview Ever* <https://www.youtube.com/watch?v=Qm1eAOzMy8k>
11. English Language Learning Tips – *Job Interviews in English*  
<https://www.youtube.com/watch?v=JEJlZFFtb44>
12. CLB 3 – *Job Interview (Good Example)*  
<https://www.youtube.com/watch?v=Rdi-SNhe2v4>
13. *Job Interview* <https://www.youtube.com/watch?v=ZOLiCIRtqIE>

## Identify Student Skills

Before you begin each module, it is important students identify initially which essential skills they feel they can do and how well they feel they can do them. This information should be reviewed at the beginning and end of each module so that students and instructors can monitor learning progress. Not all essential skills will be covered in each module, but all will be touched on by the end of the course. This table can be modified after the first module if the instructor feels the students have other gaps not listed.

# Essential Skills Checklist

Essential Skills for Employment	I can't do this.	I can do this with help.	I can do this well on my own.
 <b>Reading</b>			
I can find information in a written text.			
I can judge the information I have read.			
I can follow written instructions.			
 <b>Document Use</b>			
I can read documents such as signs, labels, lists, and forms.			
I can complete forms.			
 <b>Writing</b>			
I can write a short paragraph.			
I can write an email.			
 <b>Oral Communication</b>			
I can participate in a job interview.			
I can ask questions about a job opportunity.			
I can be polite at work.			
 <b>Thinking</b>			
I can make decisions about my career.			
I can set career goals for myself.			
 <b>Computer Use</b>			
I can use a keyboard and mouse efficiently.			

Essential Skills for Employment	I can't do this.	I can do this with help.	I can do this well on my own.
I can email documents as attachments.			
I can use the internet to help me find information on jobs and tips on employment.			
 <b>Continuous Learning</b>			
I can identify my skills and abilities.			
I can take feedback from others.			
 <b>Numeracy</b>			
I can identify wage/salary of a job from a job profile.			
I can read a work schedule.			
I can fill out a time sheet.			

## Needs Assessment

Give the following reflection to students and have them fill it out before you begin the module. This is a reflective piece. It will help students and the instructor identify content that could be covered in this module.

**Instructions:** Before you begin this module, answer the following questions:

- Write three things you **know** about job interviews in Alberta.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Write three things you **want to know** about job interviews in Alberta.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Vocabulary List

This is the vocabulary list for Module 4. There will be a quiz on these words at the end of four hours. Quizlet: [https://quizlet.com/\\_3kde9r](https://quizlet.com/_3kde9r)

Word	Definition
<b>Interview</b>	A meeting when people talk to each other, ask questions, and learn new information
<b>Weakness</b>	A personal quality that stops someone from doing their job
<b>Strength</b>	A personal quality that makes someone good at their job
<b>To hire</b>	To give a job to someone
<b>Greatest</b>	Very strong; better than good
<b>Call back</b>	A returned telephone call
<b>Follow up</b>	Something you do after you apply for a job or have a job interview
<b>Accomplishment</b>	A special skill or ability learned by practice or training
<b>Difficult</b>	Not easy; requiring much work or skill to do or make
<b>Polite</b>	Having good manners or respect for other people
<b>Eye contact</b>	A situation in which two people look into each other's eyes
<b>Body language</b>	Movements or positions of the body that show a person's thoughts or feelings
<b>Goal</b>	Something that you are trying to complete in the future
<b>To handle</b>	To do the work required for something; to deal with a person or situation successfully

## Vocabulary Activity 1: F2F

1. Print off the vocabulary list for this module. Cut up the words and definitions.
2. Break students into small groups. Hand each group a dictionary, copies of the vocabulary words, and their corresponding definitions.
3. Have students match the vocabulary with the definition. They should be encouraged to use the dictionary provided if they don't know the word.
4. Discuss the new vocabulary as a class.

## Vocabulary Activity 2: Independent Work

1. Have students log in to Moodle.
2. Direct students towards *Module 4: The Job Interview*.
3. Click on *Module 4: The Job Interview* vocabulary Quizlet. ([https://quizlet.com/\\_3kde9r](https://quizlet.com/_3kde9r))
4. Instruct students to practise the vocabulary for this module on their own time, over the next week. They will complete a vocabulary quiz at the end of four hours.

## Module 4: Vocabulary Quiz (20 mins F2F)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Match the vocabulary words with the correct definition.

- |                      |   |
|----------------------|---|
| _____ Interview      | 1. A personal quality that stops someone from doing their job                             |
| _____ Weakness       | 2. To give a job to someone   |
| _____ Strength       | 3. To do the work required for something; to deal with a person or situation successfully |
| _____ To hire        | 4. A situation in which two people look into each other's eyes                            |
| _____ Greatest       | 5. A personal quality that makes someone good at their job                                |
| _____ Call back      | 6. Movements or positions of the body that show a person's thoughts or feelings           |
| _____ Follow up      | 7. Aa meeting when people talk to each other, ask questions, and learn                    |
| _____ Accomplishment | 8. A returned telephone call  |
| _____ Difficult      | 9. Something you do after you apply for a job or have a job interview                     |
| _____ Polite         | 10. Something that you are trying to complete in the future                               |
| _____ Eye contact    | 11. A special skill or ability learned by practice or training                            |
| _____ Body language  | 12. Not easy; requiring much work or skill to do or make                                  |
| _____ Goal           | 13. Having good manners or respect for other people                                       |
| _____ To handle      | 14. Very strong; better than good   |

**Total:** \_\_\_\_/14 marks

## Task 1A

To begin the module, it is important to introduce the purpose of a job interview and make sure students understand that they may take many forms. Start by playing the video link below for the class:

*Job Interview: I Want to Learn (ESL)* at  
[https://www.youtube.com/watch?v=naIkpQ\\_cIt0](https://www.youtube.com/watch?v=naIkpQ_cIt0)

Ask students to discuss what they see in the video. To shift students' focus off what words they hear, and more on what's happening in general, play the video first with no sound. Then discuss. Now play it again with sound and discuss. To promote discussion, ask students the following questions. These questions and discussion should help stimulate students' schemata surrounding job interviews.

1. Where is this video happening?
2. What is happening in the video? (Describe step by step; e.g.: Two people greet each other. One woman gives a piece of paper to the other woman. They sit down.)
3. Who are the people in the video? Who asks the questions? Who answers the questions?
4. What is the mood? Are the people happy? Angry? Serious? Is it a formal or informal situation? How do you know?
5. Why is this situation happening? (What is the purpose of this social interaction?)

By this time, the class should agree on that fact that the video is showing a typical job interview and the purpose is for the candidate to answer questions to get hired by an employer. At this time, break students into small reading groups (mix CLB 4 and 5 students together) and give Handout 1 to each student. Instruct students to read the handout together and answer the comprehension questions that follow. Time permitting, go over the answers as a class.

**Note:** This reading/questions will be difficult for CLB 3 and some CLB 4 students. Have CLB 3 students read the handout with the teacher assistant and ask the students about the reading orally.

# Handout 1

## The Job Interview<sup>1</sup>

Great news! An employer wants to talk to you. The employer wants to interview you. Write down the time, date, and address of your meeting.

Now you must get ready for the interview. You must be ready to answer questions.

Read the steps in this section. They will tell you what to do before the interview.

### Three Types of Interviews

The three types of interviews are

- Telephone interview
- One-on-one interview
- Panel interview

#### 1. Phone interview

A phone interview can happen at any time.

- It can happen when you call the phone number on a job posting.
- It can happen when you call a company to look for work.
- It can happen after the employer reads your resumé.
- It can happen if you live far away from the company.
- It can happen after you and the employer make an appointment for a phone interview.

#### 2. One-on-one interview

When only one person interviews you, it is a one-on-one interview. The person who interviews you is usually the manager.

#### 3. Panel interview

When more than one person interviews you, it is a panel interview. Sometimes the panel will be the manager and two workers. Sometimes it will be three managers.

### Before the Interview

#### 1. Do your research!

Find out about the employer before you go to your interview. This will show the employer that you are interested in the company. It will help you answer questions during the interview. It will also help you know what questions to ask.

---

<sup>1</sup> Government of Alberta (2011). *Easy reading find a job: A workbook to help you find the job you want* (pp. 62, 64).

How do you research an employer?

- Ask other people what they know about the company.
  - Use the internet to find out about the company.
2. Learn about body language; think about how you should move in an interview.
  3. Learn what questions the employer will ask.
  4. Practise answering the interview questions.
  5. Think about what questions you can ask the employer.
  6. Plan ahead of time.

You do not want to be late for an interview.

- How are you going to get to the interview?
  - If you are taking a bus, know the bus number, route, and times.
  - If you drive, look at a map. Write down the roads you need to take.
  - Practise the drive the day before. This will tell you how long the trip will take.
7. Collect your information.
    - Make sure you know the correct date.
    - Make sure you know the correct time.
    - Make sure you know the right address.
    - Bring a copy of your reference list.
    - Bring a copy of your resumé.

## Handout 2

### The Job Interview Questions

1. What is a job interview? \_\_\_\_\_

2. Name three types of job interviews.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Which interview type do you think is the most difficult? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Name seven things you **must** do before a job interview.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. What do you need to bring to a job interview?

- \_\_\_\_\_
- \_\_\_\_\_

## Task 1B: Parts of the Job Interview

Record and play the following information about the parts of a typical job interview. Instruct students to listen (up to three times) and then put the parts of the job interview in order. This listening was adapted from *Easy Reading Find a Job*, p. 73. If you have mostly CLB 3 students, then just record the parts marked in red. If you have mostly CLB 4, record the text in red and green. If your class is mostly CLB 5, record the whole text. Hand out the documents below according to CLB level. This will be challenging for all levels but encourages students to listen for signal phrases (first, then, next...etc.) and stress.

**NOTE:** If time permits, it would be helpful to add more listening lessons focusing on stressed words, and a grammar lesson on signal phrases, before conducting this task.

### Parts of a Job Interview

There are four parts to a job interview:

1. First, you arrive at the interview

This means you:

- Come early
- Then, tell the counter person who you are and why you are there
- Remember to always be polite to everyone and smile.
- Also, shake hands with the interviewer when you meet him or her.

2. Next, the interviewer asks you questions and you answer the questions.

- The interviewer will tell you about the company and the position.
- And, the interviewer will ask you about yourself and about your job experience.

3. Then, you ask questions.

- The interviewer will ask if you have questions.
- It is a good idea to ask questions. It shows you are interested in the job.

4. Lastly, you leave the interview.

- Remember the interviewer's name and contact information.
- Thank everyone for their time.
- Keep eye contact.
- Shake hands again.
- And say goodbye.



## CLB 3 Listening Task – Parts of a Job Interview

**Instructions:** Listen to your teacher talk about the parts of a job interview. Then, put the parts in order.

- \_\_\_\_\_ I leave the interview.
- \_\_\_\_\_ The employer asks me questions.
- 1**   I arrive at the interview.
- \_\_\_\_\_ I ask questions about the job.

**Total:** \_\_\_/3 marks

## CLB 4 Listening Task – Parts of a Job Interview

**Instructions:** Listen to your teacher talk about the parts of a job interview. Then, put the parts in order.

- \_\_\_\_\_ I say thank you and goodbye.
- \_\_\_\_\_ The employer tells me about the job.
- 1**   I come early to the interview.
- \_\_\_\_\_ I ask questions about the job.
- \_\_\_\_\_ I answer questions.

**Total:** \_\_\_/4 marks

## CLB 5 Listening Task – Parts of a Job Interview

**Instructions:** Listen to your teacher talk about the parts of a job interview. Then, put the parts in order.

- \_\_\_\_\_ I say thank you and goodbye.
- \_\_\_\_\_ The employer asks me questions.
- \_\_\_\_\_ The employer asks if I have any questions.
- 1**   I come early to the interview.
- \_\_\_\_\_ I talk to the counter person.
- \_\_\_\_\_ I ask questions about the job.

**Total:** \_\_\_/5 marks

## Task 2: Body Language and Eye Contact

### Task 2A: Read About Body Language

In this task, copy and distribute **Handout 3** to all students. This is a short reading introducing the concept of body language. Instruct students to read it individually and then read it again as a class. Clarify any difficulties with vocabulary and/or meaning. Have volunteer students demonstrate what each example of body language looks like, such as “What does sitting straight mean?” Show the class. Once the majority of the students understand the body language basics, go on to **Task 2B**.

#### Handout 3

**Learn About Body Language:** You must practise what you will say at your interview. But first, think about how you move. Some things are not said with words. They are said with actions. You can learn a lot about other people by their actions. This is called body language. You can say a lot with your eyes. Eye contact is important in an interview. You can also say a lot with how you sit or stand or move.

Be aware of your body language.

- Are you making eye contact? Not making eye contact can be rude.
- Are you listening?
- Are you sitting straight?
- Is your body facing the interviewer?
- Are you sitting still?
- Are your hands still?
- Are you smiling? Frowning can make you look unfriendly.
- Are your arms crossed? Crossed arms can make you look angry or upset

### Task 2B: Identify Body Language

Watch the video again from **Task 1**, *I Want to Learn (ESL)*, with no sound. Have students watch the candidate’s body language and decide if it is appropriate for a job interview.

*Job Interview: I Want to Learn (ESL)* at

[https://www.youtube.com/watch?v=naIkpQ\\_cIt0](https://www.youtube.com/watch?v=naIkpQ_cIt0)

Repeat this task using a second video, *Job Interview (Bad Example)*, and the Video 2 handout. Remember to play the video with no sound. Find the video at the link below:

*Job Interview (Bad Example)* at <https://www.youtube.com/watch?v=akjwDe081IA>

If anything is still unclear by the end of this task, play more examples of good and bad interviews for the class and discuss the body language they see. You can find examples under **Extra Resources** located at the beginning of this Module 4 Instructor Guide.

# Handout 4

## Video 1

**Instructions:** Read the questions in the table below. Next, watch the job interview video, *Job Interview: I Want to Learn (ESL)*, at [https://www.youtube.com/watch?v=naIkpQ\\_cIt0](https://www.youtube.com/watch?v=naIkpQ_cIt0)

1. Decide if the candidate has good body language (**Yes**) or bad body language (**No**). Put a checkmark (✓) under Yes or No.

	Yes	No
Is she making eye contact?		
Is she listening?		
Is she sitting up straight?		
Is her body facing the interviewer?		
Is she sitting still?		
Are her hands still?		
Is she smiling?		
Are her arms crossed?		
Does she look friendly?		

2. Is she using good job interview body language? (Circle your answer) **Yes or No**
3. Do you think she will get the job? (Circle your answer) **Yes or No**

## Video 2

**Instructions:** Read the questions in the table below. Next, watch the job interview video at <https://www.youtube.com/watch?v=akjwDe081IA>

1. Decide if the candidate has good body language (**Yes**) or bad body language (**No**). Put a checkmark (✓) under Yes or No.

	Yes	No
Is she making eye contact?		
Is she listening?		
Is she sitting up straight?		
Is her body facing the interviewer?		
Is she sitting still?		
Are her hands still?		
Is she smiling?		
Are her arms crossed?		
Does she look friendly?		

2. Is she using good job interview body language? (Circle your answer) **Yes or No**
3. Do you think she will get the job? (Circle your answer) **Yes or No**

## Task 2C: Demonstrating appropriate body language

This activity is for fun, to get students active and engaged in the content. Have two student volunteers come to the front of the class. These students will be the acting employer and candidate. Together they will create a 'silent skit'. Without talking, students will act out the appropriate body language they would see in a typical job interview. Meanwhile, hand out a buzzer or a noisemaker to each table. Instruct students to buzz or make noise if they see either actor making a body language mistake or they use words. One person from the table who buzzed will come up to the front, tap out the person who is making the error, state what the error is, and then replace the actor. This will continue until an actor makes another mistake that is noticed by the other students or until the job interview skit is complete. Repeat as many times as necessary, taking new actors each time.

## Task 3: Job Interview Etiquette – Do’s and Don’ts

This task will look at job interview etiquette. What is/isn’t appropriate to do or wear at a job interview? Use the tips in *Easy Reading Find a Job*, pages 72-73, to guide students through the do’s and don’ts of the job interview.

To begin, brainstorm as a class the do’s and don’ts of a good interview. Some of these may be body language or facial expressions; some may have to do with clothing or actions. Make a do’s and don’ts list on the smart board.

### At the Interview

Most people are nervous about interviews. This is normal. But knowing what to do helps you relax. Here are some tips for a good interview.

Tips for a good interview:

Do	Do NOT

Next, cut up and hand out the “Do” and “Do Not” list from *Easy Reading Find a Job*, page 72. Have students work in small groups (2–3) and categorize what would be a “Do” and what would be a “Do Not”. Discuss what goes where first in small groups, then as a class. To clarify some of the tips, display images from the internet to show students.

*For example:* Do not wear clothes that are too tight or too short.

Do	Do NOT
Wear appropriate clothes	Smoke
Be on time	Chew gum
Make eye contact	Wear perfume or aftershave
Shake hands	Wear sunglasses
Remember the name of the interviewer when you are introduced	Wear a sweater with the hood up
Be friendly	Wear clothes that are too tight or too short
Be polite	Fidget (move your body a lot)
Listen	Sit back with your arms crossed
Sit up straight	Mumble (speak quietly and unclearly)
Smile	Say bad things about your past employer
Speak clearly	Bring friends or family members
Keep your answers short	Talk about money before the interviewer does
Ask questions	Give very personal information or private facts
	Use your cell phone to text or make a phone call

Lastly, play 2-4 interview example videos (good and bad) and have students decide what the person is doing right (pull paper slips from the "Do" list) and what the person is doing wrong (pull papers from the "Do Not" list). See two good examples below.

Don'ts: <https://www.youtube.com/watch?v=akjwDe081IA>

Do's: <https://www.youtube.com/watch?v=Rdi-SNhe2v4>

Below are a few other YouTube interview examples that could be used in class or uploaded to Moodle for extra practice:

1. *Interview Dos and Don'ts* at <https://www.youtube.com/watch?v=S1ucmfPOBV8>
2. *Job Interviews: The Good, The Bad, and The Ugly* at <https://www.youtube.com/watch?v=xajzdYpxBZY>
3. *Job Interviews: Good & Bad* at <https://www.youtube.com/watch?v=Gww2vrIhjeU>
4. *Worst Job Interview Ever* at <https://www.youtube.com/watch?v=Qm1eAOzMy8k>
5. *Interview Techniques – The Bad, Good and Perfect* at <https://www.youtube.com/watch?v=IXhN1xCmG6E>

## Task 4: Job Interview Questions

Next, students shift from non-verbal to verbal communication in a typical job interview. In Task 4, students will learn the most common job interview questions and practise answering them. The types of questions appropriate for each CLB level will vary. Although it is important for students to understand the questions, it is equally as important that they have the English language ability to produce sufficient responses to these questions, depending on CLB level.

### Task 4A

Break students into three groups – CLB 3, CLB 4 and CLB 5. Hand out the appropriate questions to each table. Have students read the questions and talk about how they would answer them. This is a brainstorming activity. If they don't understand the questions, instruct students to refer back to their lesson on Wh- questions from previous modules, their dictionary, and/or their Module 4 vocabulary list.

### Job Interview Questions

**Instructions:** In groups, discuss how you would answer the following questions. Practice answering the questions. Also, talk about what kinds of answers you should avoid.

CLB 3–5	CLB 4–5
How do you greet someone in a job interview?	What are your best personal qualities?
How do you prepare for a job interview?	Where do you see yourself in five years?
Tell me about yourself.	Do you have any questions for me?
Why should we hire you?	CLB 5
What is your greatest strength?	How do you make important decisions?
What is your greatest weakness?	How do you handle conflict?
Why do you want to work for this company?	What will your references say about you?
Why did you leave your last job?	
Tell me about your work experience.	
What skills do you have?	

Adapted from <https://theinterviewguys.com/top-10-job-interview-questions/#> and *Easy Reading Find a Job: A workbook to help you find the job you want* (pp. 62-77).

## Task 4B

Play this video to the class before you go through the questions, starting at 2:16. The questions in this video aren't all the same, but it will still give students a good view of the appropriate length of answers: <https://www.youtube.com/watch?v=rlxojCT-cUM>

Next, as a class, go through each question, having students give you some of the answers they came up with in **Task 4A**. Talk about appropriate length of answers and what kind of answers should be avoided. For example, "I would like to work for this company because it pays a good wage" is not appropriate. Reinforce that money should not be brought up by the candidate; only the employer can bring it up. Instruct higher-level students to take notes on how to answer each question.

Listen to a few student examples and then have the class decide on the best answer. The instructor will then record a student giving the best answer to each question. Make sure you get CLB 3–5 examples, not just CLB 5. Replay the recordings at the end of the class. See if students can make any feedback. Keep these recordings for later. Students will reflect on them at the end of the module, before the assessment takes place.

**Grammar Time:** Now would be a good time to review the simple past employment verbs from *Module 3: Applying for a Job*. This grammar point will help students more accurately answer the interview questions such as "Tell me about your work experience" or "Why did you leave your last job?" Add the following links to Moodle for independent practice:

<http://www.agendaweb.org/verbs/to-be-past-exercises.html>

<http://www.agendaweb.org/verbs/to-have-past-exercises.html>

[http://www.agendaweb.org/verbs/past\\_simple-exercises.html](http://www.agendaweb.org/verbs/past_simple-exercises.html)

## Task 4C

Play the following seven recordings of example job interview answers. Have students write the question number beside the candidate's answer. Play the recordings as many times as necessary.

**Note:** If class consists of more CLB 3 students, reduce the number of questions and recordings and/or play recordings more times. If you have mostly CLB 5 students in the class, add these extra three questions to the handout and record three more appropriate example answers for each question.

CLB 5
How do you make important decisions?
How do you handle conflict?
What will your references say about you?

Example:



**Recording 1:** *I was a truck driver for five years. I delivered food from one city to another. Then, I worked as a cleaner for two years. I cleaned offices. Now I am a cashier at Walmart. I help customers.*

1. Tell me about your work experience.

## Transcripts of Job Interview Answers

**Recording #1:** *I was a truck driver for 5 years. I delivered food from one city to another. Then, I worked as a cleaner for two years. I cleaned offices. Now I am a cashier at Walmart. I help customers.*

**Recording #2:** *I am a student at NorQuest College. I finished the CLB 4 class in August 2017. I have been working part-time as a cashier for the past two years.*

**Recording #3:** *You should hire me because I am very hard working and organized.*

**Recording #4:** *I know how to drive a truck. I have a class 5 driver's licence. Also, I speak three languages and I'm very good at using the computer.*

**Recording #5:** *My greatest weakness is writing in English but I am taking an English writing class at NorQuest College right now.*

**Recording #6:** *I left my last job because I wanted to go to school and study English. I didn't have time for work and study.*

**Recording #7:** *I do. What days and hours will I usually work?*

## Job Interview Answers

**Instructions:** Listen to the following seven interview answers. Write the recording number beside the matching interview questions.

- \_\_\_\_\_ Tell me about yourself.
- \_\_\_\_\_ Why should we hire you?
- \_\_\_\_\_ What is your greatest weakness?
- \_\_\_\_\_ Why did you leave your last job?
- 1** \_\_\_\_\_ Tell me about your work experience.
- \_\_\_\_\_ What skills do you have?
- \_\_\_\_\_ Do you have any questions for me?

## Task 4D

Cut up and hand out the following strips to students in small groups and have them match the answer to the question. Again, if the class has more CLB 5 than CLB 3 students, add the extra three questions below and the corresponding answers for students to match up.

CLB 5
How do you make important decisions?
How do you handle conflict?
What will your references say about you?

## Matching Strips

Tell me about yourself.	I was a truck driver for 5 years. I delivered food from one city to another. Then, I worked as a cleaner for two years. I cleaned offices. Now I am a cashier at Walmart. I help customers.
Why should we hire you?	I left my last job because I wanted to go to school and study English. I didn't have time for work and study.
What is your greatest weakness?	I do. What days and hours will I work?
Why did you leave your last job?	I know how to drive a truck. I have a class 5 driver's licence. Also, I speak three languages and I'm very good at using the computer.
Tell me about your work experience.	My greatest weakness is writing in English but I am taking an English writing class at NorQuest College right now.
What skills do you have?	You should hire me because I am very hard working and organized.
Do you have any questions for me?	I am a student at NorQuest College. I finished the CLB 4 class in August 2017. I have been working part time as a cashier for the past two years.

## Task 4E

Next, students need to think about how they would answer each interview question using their own information, history, skills, etc. The class has already orally brainstormed answer ideas and should be more familiar with interview questions by this point in the module. Hand out the following document to each student. Make sure the questions are level-appropriate (CLB 5 gets the CLB 4 and CLB 5 handout with all the questions). Instruct students to read the question and then write down their appropriate response. The answers have been started for the students to make things a little easier.

### CLB 3: Interview Questions and Answers

**Instructions:** Read the interview questions. Write your answers to each question. These answers are about **you**. **Do not lie!**

1. Tell me about yourself.

I am a \_\_\_\_\_  
\_\_\_\_\_.

2. Why should we hire you?

You should hire me because I \_\_\_\_\_  
\_\_\_\_\_.

3. What is your greatest strength?

My greatest strength is \_\_\_\_\_  
\_\_\_\_\_.

4. What is your greatest weakness?

My greatest weakness is \_\_\_\_\_  
but I \_\_\_\_\_.

5. Why do you want to work for this company?

I would like to work for this company because \_\_\_\_\_  
\_\_\_\_\_.

6. Why did you leave your last job?

I left my last job because \_\_\_\_\_  
\_\_\_\_\_.

7. Tell me about your work experience.

In \_\_\_\_\_, I worked \_\_\_\_\_.

Then, I \_\_\_\_\_.

Next, I \_\_\_\_\_.

Now, I \_\_\_\_\_.

8. What skills do you have?

My skills are \_\_\_\_\_ and \_\_\_\_\_.

I can \_\_\_\_\_.

I am very good at \_\_\_\_\_.

## CLB 4: Interview Questions and Answers

**Instructions:** Read the interview questions. Write your answers to each question. These answers are about **you**. **Do not lie!**

1. Tell me about yourself.

I am a \_\_\_\_\_  
\_\_\_\_\_.

2. Why should we hire you?

You should hire me because I \_\_\_\_\_  
\_\_\_\_\_.

3. What is your greatest strength?

My greatest strength is \_\_\_\_\_  
\_\_\_\_\_.

4. What is your greatest weakness?

My greatest weakness is \_\_\_\_\_  
but I \_\_\_\_\_.

5. Why do you want to work for this company?

I would like to work for this company because \_\_\_\_\_  
\_\_\_\_\_.

6. Why did you leave your last job?

I left my last job because \_\_\_\_\_  
 \_\_\_\_\_.

7. Tell me about your work experience.

In \_\_\_\_\_, I worked \_\_\_\_\_.

Then, I \_\_\_\_\_.

Next, I \_\_\_\_\_.

Now, I \_\_\_\_\_.

8. What skills do you have?

My skills are \_\_\_\_\_ and \_\_\_\_\_.

I can \_\_\_\_\_.

I am very good at \_\_\_\_\_.

9. What are your best personal qualities?

My best qualities are \_\_\_\_\_ and \_\_\_\_\_.

I am very \_\_\_\_\_.

10. Where do you see yourself in five years?

In five years, I would like to be \_\_\_\_\_  
 \_\_\_\_\_

11. Do you have any questions for me?

Yes... what/who/where/when \_\_\_\_\_  
 \_\_\_\_\_

## CLB 5: Interview Questions and Answers

**Instructions:** Read the interview questions. Write your answers to each question. These answers are about **you**. **Do not lie!**

1. Tell me about yourself.

I am a \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

2. Why should we hire you?

You should hire me because I \_\_\_\_\_  
\_\_\_\_\_.

3. What is your greatest strength?

My greatest strength is \_\_\_\_\_  
\_\_\_\_\_.

4. What is your greatest weakness?

My greatest weakness is \_\_\_\_\_  
but I \_\_\_\_\_.

5. Why do you want to work for this company?

I would like to work for this company because \_\_\_\_\_  
\_\_\_\_\_.

6. Why did you leave your last job?

I left my last job because \_\_\_\_\_  
\_\_\_\_\_.

7. Tell me about your work experience.

In \_\_\_\_\_, I worked \_\_\_\_\_.  
Then, I \_\_\_\_\_.  
Next, I \_\_\_\_\_.  
Now, I \_\_\_\_\_.

8. What skills do you have?

My skills are \_\_\_\_\_ and \_\_\_\_\_ .

I can \_\_\_\_\_ .

I am very good at \_\_\_\_\_ .

9. What are your best personal qualities?

My best qualities are \_\_\_\_\_ and \_\_\_\_\_ .

I am very \_\_\_\_\_ .

10. Where do you see yourself in five years?

In five years, I would like to be \_\_\_\_\_

\_\_\_\_\_

11. Do you have any questions for me?

Yes... what/who/where/when \_\_\_\_\_

\_\_\_\_\_

12. How do you make important decisions?

Before I make important decisions, I \_\_\_\_\_

\_\_\_\_\_ .

Then, I \_\_\_\_\_ .

Finally, I \_\_\_\_\_ .

13. How do you handle conflict?

First, I \_\_\_\_\_ .

Then, I \_\_\_\_\_ .

Next, I \_\_\_\_\_ .

Finally, I \_\_\_\_\_ .

14. What will your references say about you?

I think he/she/they will say that I am \_\_\_\_\_

\_\_\_\_\_ and I am \_\_\_\_\_ .

## Task 4F

Post these videos on Moodle for students to watch for extra examples on their own, or incorporate into class discussion where instructor sees fit. All are from YouTube's series *Rachel's English: How to Interview for a Job in American English*

**CLB 3–5, Part 1:** <https://www.youtube.com/watch?v=yBtMwyQFXwA>

**CLB 4–5, Part 2:** <https://www.youtube.com/watch?v=iZQnhUYEPoY>

**CLB 5+, Part 3:** <https://www.youtube.com/watch?v=3xywXO-VHCg>

**CLB 4–5, Part 4:** <https://www.youtube.com/watch?v=To4IJuHYt94>

**CLB 3–5 (Body Language), Part 5:** <https://www.youtube.com/watch?v=OTdFPIXfFj4>

## Task 4G

Pair up students based on CLB level. With their partner, have them complete the handout. For CLB 3 students, shorten the number of questions to two, and the number of turns in the dialogue to five or six. When students are finished, instruct them to practise their interview and then call on volunteer pairs to present the dialogue. Encourage students to give feedback on body language, parts of the interview (greeting, closing, etc.) and quality of interview answers. With students' permission, videotape the interviews and play back to encourage error-noticing.

1. Write four questions that an employer can ask you in an interview.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. With a partner, write a job interview conversation. **A** is the employer and **B** is the candidate.

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

A: \_\_\_\_\_

3. Practise your interview. Pay attention to your body language. Present the interview to the class.



## Task 4H

Print the following list on large coloured paper. Make the CLB 5 questions in a different colour. Cut them into squares and hang them around the classroom. Put students into pairs, based on CLB level. Have students rotate around the classroom, stopping at each paper, discussing and practising how they would answer the interview question. Do this first with their papers from **Task 4E**, then do them again without their paper prompts. Repeat this activity at the beginning or end of every class until the assessment task. Add and/or take away questions as students show progress.

Tell me about yourself.
Why should we hire you?
Why did you leave your last job?
Tell me about your work experience.
What skills do you have?
Do you have any questions for me?
How do you make important decisions?
How do you handle conflict?
What will your references say about you?

## Task 5: Illegal Interview Questions

First, have CLB 5 students look up the word **illegal** in their dictionaries. Get them to read the definition to class and explain what it means. Next, say to students that we are going to watch a video that talks about illegal interview questions. Play the following video two times to students, stopping at 0:32. Go to [https://www.youtube.com/watch?v=qU\\_go0tVyOQ](https://www.youtube.com/watch?v=qU_go0tVyOQ). Ask students what is wrong with the questions the employer asks the lady in the interview. Discuss why these are illegal questions.

Start the video again at 0:51. Listen to the man talk about different types of illegal interview questions. Pause the video at 1:08 for discussion and understanding of vocabulary. Start the video again at 1:26. This part talks about how to answer illegal questions. Pause and discuss as needed. Stop at 2:12. Talk about how to use the three approaches to answer illegal questions. Give students the examples of illegal questions below, and have them talk about how they would answer each one, without actually giving the employer the personal information.

- Are you married?
- Do you have children?
- What is your religion?
- How old are you?
- What country are you from?
- Where were you born?
- Do you have any disabilities?
- Etc.

Hand out the following reading for students to review and keep for future reference.

### Bad Interview Questions

Don't forget about the questions you **can't** be asked! It's illegal to ask applicants to give information that is not important to how a person will do a job. For example:

- National origin
- Age
- Marital/family status
- Gender
- Religion/group memberships
- Race/ethnicity
- Disabilities (physical and mental)
- Sexual orientation

## Task 6: Review and Reflect

Play the student recordings from **Task 4B** on the previous page again to the class, with student permission. Have students talk about the quality of the answers. Discuss what changes are needed to make it a more complete answer. If the class is very multi-level, have students work in level groups and listen to the recordings in their groups. The teacher assistant can assist the CLB 3 students.

Next, repeat **Task 4H** until students are confident enough for the speaking/listening assessment.

# Assessment Tasks

## Assessment Task 1: Listening and Speaking

By this point, students should be prepared for the assessment tasks. It is estimated that students have completed eight hours F2F and a minimum of one hour on Moodle, in Module 4. Module 4 has two assessments, listening and speaking, that will be conducted at the same time. **If time permits**, add another listening task—Interacting with Others—that has students listening to a job interview and identifying mood, registry, and relationship (based on level-appropriate criteria). See the *2012 CLB* document for more details.

The listening/speaking assessment task will assess the student's ability to actively participate in a basic entry-level job interview. The students will participate in a mock job interview, with their instructor acting as employer. They will be asked basic job interview questions, which will vary depending on CLB level. Students will be assessed on their understanding and responses to interview questions, as well as on their ability to pick up on and respond to social cues, greetings, closing, etc. The instructor will also pay close attention to the students' body language, facial expressions, and interview etiquette. Again, the expectations change based on CLB level (differentiated on the feedback forms below). See the list of questions in the table below.

CLB 3–5	CLB 4–5
How do you greet someone in a job interview?	What are your best personal qualities?
How do you prepare for a job interview?	Where do you see yourself in 5 years?
Tell me about yourself.	Do you have any questions for me?
Why should we hire you?	CLB 5
What is your greatest strength?	How do you make important decisions?
What is your greatest weakness?	How do you handle conflict?
Why do you want to work for this company?	What will your references say about you?
Why did you leave your last job?	
Tell me about your work experience.	
What skills do you have?	

**Note:** Record the interview assessment. Fill out the listening feedback form while conducting the interview. Listen to the recording after to complete the speaking feedback form. This will help to make sure that the listening and speaking abilities are being assessed separately.

# Listening Assessments

## CLB 3: At a Job Interview (Interacting with Others/ Comprehending Information)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Task:** Participate in a role-play between an employer and an applicant.

**Rating scale:** **1**=unable to understand                      **3**=able to understand (at CLB 3 level)  
**2**=needs repetition (below CLB 3)                      **4**=responds quickly

Holistic				
Student answers questions about their abilities and work experience.				
1. Can understand the employer	1	2	3	4
2. Conversation is complete				
Analytic				
Responds to greeting (hello, good morning, etc.)	1	2	3	4
Responds to question "Tell me about yourself."	1	2	3	4
What is your greatest strength?	1	2	3	4
What are your skills? What skills do you have?	1	2	3	4
Responds to closing (Thank you, goodbye)	1	2	3	4
Comments:				

**Task is satisfactory if score is 3 or 4 in holistic and at least 15/20 in analytic.**

Your score: \_\_\_\_\_

This task was completed at CLB 3 level.    **Yes**    **No**

## CLB 4: At a Job Interview (Interacting with Others/ Comprehending Information)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Task:** Participate in a role-play between an employer and an applicant.

**Rating scale:** **1**=unable to understand                      **3**=able to understand (at CLB 4 level)  
**2**=needs repetition (below CLB 4)                      **4**=responds quickly

Holistic				
Student answers questions about their abilities and work experience.				
1. Can understand the employer 2. Conversation is complete	1	2	3	4
Analytic				
Responds to greeting (hello, good morning, etc.)	1	2	3	4
Responds to question "Tell me about yourself."	1	2	3	4
What is your greatest strength?	1	2	3	4
What are your skills? What skills do you have?	1	2	3	4
Why did you leave your last job?	1	2	3	4
Where do you see yourself in 5 years?	1	2	3	4
Do you have any questions?	1	2	3	4
Responds to closing (Thank you, goodbye)	1	2	3	4
Comments:				

**Task is satisfactory if score is 3 or 4 in holistic and at least 24/32 in analytic.**

Your score: \_\_\_\_\_

This task was completed at CLB 4 level.     **Yes**     **No**

## CLB 5: At a Job Interview (Interacting with Others/ Comprehending Information)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Task:** Participate in a role-play between an employer and an applicant.

**Rating scale:** **1**=unable to understand                      **3**=able to understand (at CLB 5 level)  
**2**=needs repetition (below CLB 5)                      **4**=responds quickly

Holistic				
Student answers questions about their abilities and work experience.				
1. Can understand the employer	1	2	3	4
2. Conversation is complete				
Analytic				
Responds to greeting (hello, good morning, etc.)	1	2	3	4
Responds to question "Tell me about yourself."	1	2	3	4
What is your greatest weakness?	1	2	3	4
Why should we hire you?	1	2	3	4
Why did you leave your last job?	1	2	3	4
Where do you see yourself in 5 years?	1	2	3	4
How do you make important decisions?	1	2	3	4
Do you have any questions?	1	2	3	4
Responds to closing (Thank you, goodbye)	1	2	3	4
Comments:				

**Task is satisfactory if score is 3 or 4 in holistic and at least 27/36 in analytic.**

Your score: \_\_\_\_\_

This task was completed at CLB 5 level.     **Yes**     **No**

# Speaking Assessments

## CLB 3: At a Job Interview (Interacting with Others)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Task:** Participate in a role-play between an employer and an applicant.

**Rating scale:** **1**=unable to achieve

**2**=needs help (below CLB 3)

**3**=satisfactory (at CLB 3 level)

**4**=very good

Holistic				
Speaker participates in a conversation about their abilities and work experience. 1. Message can be understood by the listener 2. Conversation is complete	1	2	3	4
Analytic				
Did you open and end conversation? Did you answer the questions in 4–5 sentences?	1	2	3	4
Was your delivery understandable (with some pauses/hesitations)?	1	2	3	4
Could we hear you?	1	2	3	4
Did you use English correctly? (S+V+O, and tenses appropriate for task)	1	2	3	4
Did you use correct words for the task? (will be limited)	1	2	3	4
Did you use correct body language?	1	2	3	4
Comments:				

**Task is satisfactory if score is 3 or 4 in holistic and at least 18/24 in analytic.**

Your score: \_\_\_\_\_

This task was completed at CLB 3 level.    **Yes**    **No**



## CLB 4: At a Job Interview (Interacting with Others)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Task:** Participate in a role-play between an employer and an applicant.

**Rating scale:** **1**=unable to achieve                      **3**=satisfactory (at CLB 4 level)  
**2**=needs help (below CLB 4)                      **4**=very good

Holistic				
Speaker participates in a conversation about their abilities and work experience. 1. Message can be understood by the listener 2. Conversation is complete	1	2	3	4
Analytic				
Did you open and end conversation?	1	2	3	4
Were your answers detailed and organized?	1	2	3	4
Was your delivery understandable (with some pauses/hesitations)?	1	2	3	4
Could we hear you?	1	2	3	4
Did you use English correctly? (S+V+O, and tenses appropriate for task)	1	2	3	4
Did you use correct words for the task? (will be limited)	1	2	3	4
Did you use correct body language?	1	2	3	4
Comments:				

**Task is satisfactory if score is 3 or 4 in holistic and at least 18/24 in analytic.**

Your score: \_\_\_\_\_

This task was completed at CLB 4 level.     **Yes**     **No**

## CLB 5: At a Job Interview (Interacting with Others)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Task:** Participate in a role-play between an employer and an applicant.

**Rating scale:** **1**=unable to achieve

**2**=needs help (below CLB 5)

**3**=satisfactory (at CLB 5 level)

**4**=very good

Holistic				
Speaker participates in a conversation about their abilities and work experience. 1. Message can be understood by the listener 2. Conversation is complete	1	2	3	4
Analytic				
Did you open and end conversation? Were your answers detailed and organized?	1	2	3	4
Was your delivery understandable (with few pauses/hesitations)?	1	2	3	4
Could we hear you?	1	2	3	4
Did you use English correctly? (S+V+O, and tenses appropriate for task)	1	2	3	4
Did you use correct words for the task?	1	2	3	4
Did you use correct body language?	1	2	3	4
Comments:				

**Task is satisfactory if score is 3 or 4 in holistic and at least 18/24 in analytic.**

Your score: \_\_\_\_\_

This task was completed at CLB 5 level.    **Yes**    **No**

# Final Reflection

Have students complete the reflection below at the end of Module 4. Once the students have completed the reflection, instruct them look back at the **Essential Skills Checklist (adapted from *TRAN 1003, Employment Prep – Module 1*)**. Instruct students to read through the checklist again and mark, with a different colour pen, which essential skill(s) they feel they improved on in this module.

**Instructions:** Write three things you **learned** about job interviews.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Next**, turn to the **Essential Skills Checklist** that you completed at the beginning of the module. Read the checklist. What did you learn? Put a checkmark (✓) beside the skill(s) that you can do now. Use a different colour pen.

