



**The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.**

## **MASTER**

### **Job Search: Week 3 of 3**

#### **Unit Overview**

This three-week unit will prepare students to search for, apply for and interview for a job in the U.S. In the first week students will begin by assessing their own strengths and interests, and by gathering information about different career possibilities. Then they will learn about resources and strategies for searching for a job online. In the second week, students will learn about and prepare their own resumes and cover letters. In the third week of this unit, students will learn about job interviews and practice common interview questions. They will also learn about a list of references and writing thank you notes. This unit will culminate in the opportunity to participate in one or two mock interviews.

## Unit Objectives:

- Students will receive information and guidance to help them search for, apply for and interview for a job here in the U.S.
  - Students will be exposed to important websites for job and career information, as well as useful job search sites.
  - Students will receive at least one example each of a resume, cover letter, reference list and thank you note, so they can see the typical format, content and wording of these documents.
  - Students will see examples of job interviews and evaluate the interviewees' performances.
  - Students will practice answering typical interview questions, both informally in class and more formally in a "mock interview".
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## MATERIALS

[ISEEK: Minnesota's career, education, and job resource. 25 June 2009](http://www.iseek.org)  
<http://www.iseek.org>.

[Rochester Adult Basic Education. National Institute for Literacy, Minnesota Department of Education, and Minnesota Literacy Council. 25 June 2009](#) *(video series)*

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### Week 1

Career exploration and skills assessment  
Career exploration and skills assessment  
Job search strategies and starting places  
Job search practice

### Week 2

Writing a resume  
Writing a resume  
Writing a cover letter  
Writing a cover letter

### Week 3

Intro to Job interviews  
Job interviews, references

Job interviews, thank you letters  
Job interviews, unit review

# Jobs: Monday, Week 3 of 3

## Intro to job interviews

Lesson Objectives:	Materials
<p>Students will:</p> <ul style="list-style-type: none"><li>• start thinking about <b>job interviews</b></li><li>• watch video of an example interview</li><li>• use <b>role play</b> to start practicing interviews</li></ul>	<p><u>Example interview:</u> You're Hired DVD: Nicole</p> <p><a href="#">Comprehension Questions - Nicole</a></p> <p>Job Interview Practice for ESL Students (at the end of this lesson)</p>
Activity Ideas:	
<p><u>Introducing the topic:</u></p> <ul style="list-style-type: none"><li>• Take some time to discuss students' experiences with job interviews, both positive and negative. Have them brainstorm what questions they've been asked, both easy and difficult, as well as how they prepare for an interview.</li></ul> <p><u>Example interview:</u></p> <ul style="list-style-type: none"><li>• Watch an example interview on DVD. The first time, watch it and just get students' reactions about good things and bad things.</li><li>• Give out the questions: <a href="#">Comprehension Questions - Nicole</a>. See how many answers students can remember.</li><li>• Watch the interview again and have Ss fill in the rest of the answers. Share answers.</li></ul> <p><u>Role-play:</u></p>	

Job Interview Practice for ESL Students: follow the steps in this lesson plan to walk your students through a basic interview role-playing activity. Or create your own similar activity, using a more specific interview situation and/or questions.

The Internet TESLJournal

# Job Interview Practice for ESL Students

Matthew W. Blake (Shanghai, China)  
mw\_blake[at]yahoo.com

## Teacher Notes

As globalisation continues, students from around the world have more and more opportunities to work in companies that use English as the means of communication in the work-place. I've found this lesson plan created a lot of interest and enthusiasm amongst my Chinese university students in Shanghai. As China opens up and more foreign companies are entering the market, university students are particularly interested in learning 'English for employment' skills.

- **Aim**
  - To give university level students an opportunity to practice job interviews in English using discussion and role play.
- **Skills**
  - Speaking, listening
- **Level**
  - Intermediate to advanced
- **Age**
  - University students
- **Resources**
  - blackboard and handout
- **Time**
  - 45 minutes

## Introduction - 5 Minutes

- Teacher begins by talking about foreign companies in the country they are teaching in. Teacher writes some of the companies on the board.

- Tell the students we will be talking about job interviews in class today.

## **Building the Lesson - 15 minutes**

- Write the words 'employer' and 'applicant' on the board. Ask the students what are some things an 'employer' would ask about during an interview and what are some things an 'applicant' would ask. Write down a couple of examples.
- Give each student the hand-out titled 'Employers and Applicants.' Go over the vocabulary as a class. Put the vocabulary on a handout.

### **Vocabulary**

work experience, vacation, medical insurance, bachelor/masters/MBA, degree, training, salary, overtime, housing, promotion, work environment, transcripts, experience, personality, language abilities, references, letters of recommendation, honesty, equality, grades, office, work schedule, breaks

- After you have defined each word, get the students in small groups to list if the word would be more likely used by an 'employer', an 'applicant' or both during a job interview.
- The teacher will now go over the following questions with the students. After each question is explained, illicit a response from the students whether this would be a question usually asked by an 'employer' or 'applicant.' Write the questions on a handout.

### **Questions**

1. What salary do you expect?
2. What salary do you offer?
3. What is your work experience?
4. Where is it located?
5. What did you study in school?
6. What languages can you speak?
7. Is there a chance for promotion?
8. What are the benefits?

## **Main Activity: Job Interview Role Play - 20 Minutes**

- Divide the class into two groups: employers seeking to hire employees and applicants seeking to find jobs. The employers line up in row and the job applicants go from company to company and ask about the jobs.

Make sure the students are aware that they should ask and answer each question and use the vocabulary given in their answers.

### **Note**

If there is some confusion amongst the students, the teacher will act as the employer and do a model role play with one student 'applicant' in front of the class.

## **Conclusion – 5 minutes**

Go over the questions with the entire class. Ask a student each question and get them to give their answer to the whole class.

## **Extension**

If time permits, ask the employers who they would like to hire and why.

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<http://iteslj.org/>

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<http://iteslj.org/Lessons/Blake-JobInterview.html>

## Jobs: Tuesday, Week 3 of 3

### Job interviews, references

Lesson Objectives:	Materials
<p>Students will:</p> <ul style="list-style-type: none"> <li>• continue <b>preparing for job interviews</b></li> <li>• watch video of an <b>example interview</b></li> <li>• discuss common <b>interview questions</b></li> <li>• see an example list of <b>references</b></li> </ul>	<p>Example interview: You're Hired DVD: Jose</p> <p><a href="#">Comprehension Questions - Jose</a></p> <p>Common interview questions (at the end of this lesson)</p> <p><u>References:</u> Sample reference sheet (at the end of this lesson)</p>
Activity Ideas:	
<p><u>Example interview:</u></p> <ul style="list-style-type: none"> <li>• Watch an example interview on DVD. The first time, watch it and just get students' reactions about good things and bad things.</li> <li>• Give out the questions: <a href="#">Comprehension Questions - Jose</a>. See how many answers students can remember.</li> <li>• Watch the interview again and have students fill in the rest of the answers. Go through the answers together.</li> </ul> <p><u>Interview questions:</u></p> <ul style="list-style-type: none"> <li>• Give out the handout on interview questions. Read through them and make sure students understand them all. Talk through how to answer each question adequately. Encourage students to jot down some notes about how they would personally answer each question.</li> <li>• Have Ss practice asking and answering some of the questions with a partner. It's ok for now for them to refer to their notes when answering.</li> </ul> <p><u>References:</u></p> <ul style="list-style-type: none"> <li>• Discuss with students what they should bring along to an interview. (Something to write with/on, extra copies of their resume, list of references, other things?)</li> <li>• Show the sample reference sheet.</li> </ul>	

- Discuss who is appropriate to give as a reference. Have Ss think about and write down who they could use as references. (Note: be prepared for Ss to ask YOU if you could be a reference for them - be honest about whether or not you're willing to, and whether or not you would be a good person for them to use as a reference)
- If time, have Ss get started writing a reference list, either by hand or on the computer.

## Common interview questions

- What's your name?
- Where are you from?
- What do you do in your current job?
- How long have you worked in your present job?
- What are some of your duties in this job?
- Why do you want to change jobs?
- Why do you want this job?
- What qualifications do you have for this job?
- What relevant experience do you have?
- What skills do you have that are relevant to this position?
- Why do you consider yourself to be the right candidate?
- What are your strengths?
- And your weaknesses?
- When would you be free to start?
- Tell me about a problem you had at work in the past. Tell me how you solved it.
- Do you work well with other people? Give an example.
- What is your ideal work environment?
- Where do you see yourself in 5 years?
- How do you handle stress? Give an example.
- What experience do you have with computers?
- How long have you been studying English?
- What do you find difficult about English?

## References for:

### **David Becker**

432 Fremont Avenue South #2B  
Minneapolis, MN 55324  
dbecker@yahoo.com  
(651) 555-8989

John White, Assistant Manager  
Whole Foods Market  
223 Grand Avenue  
St. Paul, MN 55104  
(651) 344-6865  
*Current Manager*

Mary Garcia, Manager  
Homeland Housecleaning  
2949 8<sup>th</sup> Street North  
Cedar Falls, IA 50613  
(319) 334-5584  
*Former Employer*

Jessica Johnson, Technology Instructor  
Community Partners School  
589 Raymond Street  
St. Paul, MN 55103  
(651) 291-5655  
*Instructor*

# Jobs: Wednesday, Week 3 of 3

## Job interviews, thank you notes

Lesson Objectives:	Materials
<p>Students will:</p> <ul style="list-style-type: none"> <li>• watch video of an <b>example interview</b></li> <li>• continue practicing common <b>interview questions</b></li> <li>• learn about <b>writing a thank you</b> note after a job interview</li> <li>• participate in a <b>mock interview</b></li> </ul>	<p><u>Example interview:</u> You're Hired DVD: Amber</p> <p><a href="#"><u>Comprehension Questions - Amber</u></a></p> <p>Interview questions: (at the end of this lesson)</p> <p><u>Thank you notes:</u> Sample thank you letter (at the end of this lesson)</p> <p><u>Mock interviews:</u> Instructions for mock interviewers Mock interview form (at the end of this lesson)</p>
Activity Ideas:	
<p><b><u>NOTE #1:</u> Keep in mind that students will be pulled out one by one during class time to do mock interviews.</b></p> <p><b><u>NOTE #2:</u> Discuss AHEAD OF TIME with your coordinator who will be the mock interviewer for your class.</b></p> <p><u>Interview questions:</u></p> <ul style="list-style-type: none"> <li>• Go over the handout (used in class yesterday). Spend some time reviewing/practicing good answers to the questions.</li> <li>• Discuss with students what other questions they've been asked in an interview that have been difficult to answer. Discuss good answers to those questions.</li> </ul>	

Note: it's a good idea to start with this, before anyone gets pulled out to do a mock interview

Mock interviews:

- You should have another person be the "interviewer" - a person that students don't know. Consider asking someone to come with you - a friend, family member or co-worker, for example. Discuss this ahead of time with your coordinator. If you don't have anyone to come with you, ask if your coordinator has other volunteers.
- Be sure to arrange with your coordinator the appropriate space for the mock interviews.
- Make sure your mock interviewer has copies of Instructions for mock interviewers and Mock interview form.

While students are being pulled out to do interviews, choose from these activities:

Thank you notes:

- Show sample thank you letter. Read through and discuss. Talk about when/why to send a thank you letter.
- Students who have already finished their mock interview can spend class time writing a thank you note.

Resumes, cover letters, references

- Students who still need time to work on these documents can continue doing so.

Example interview:

- Watch an example interview. Have students talk about what was good and bad about the interview.

You're Hired DVD: Amber

Comprehension Questions - Amber

## Common interview questions

- What's your name?
- Where are you from?
- What do you do in your current job?
- How long have you worked in your present job?
- What are some of your duties in this job?
- Why do you want to change jobs?
- Why do you want this job?
- What qualifications do you have for this job?
- What relevant experience do you have?
- What skills do you have that are relevant to this position?
- Why do you consider yourself to be the right candidate?
- What are your strengths?
- And your weaknesses?
- When would you be free to start?
- Tell me about a problem you had at work in the past. Tell me how you solved it.
- Do you work well with other people? Give an example.
- What is your ideal work environment?
- Where do you see yourself in 5 years?
- How do you handle stress? Give an example.
- What experience do you have with computers?
- How long have you been studying English?
- What do you find difficult about English?

**Sample thank you letter**

David Becker

432 Fremont Avenue South #2B

Minneapolis, MN 55324

September 25, 2006

Mary White, Human Resources Manager

Rainbow Foods

493 University Avenue

St. Paul, MN 55103

Dear Ms. White,

I would like to thank you again for the opportunity to meet with you yesterday. After the interview I feel confident that I would be able to meet the needs of your company as an office manager. I am extremely organized and I enjoy working on many tasks at one time.

I also wanted to let you know that I have experience with bookkeeping and record keeping that may be useful in this position. I am excited at the possibility of working for Rainbow Foods. Thank you again for your consideration. If you have any further questions please do not hesitate to call me at (651) 555-8989.

Sincerely

David Becker

# Instructions for Mock Interviewers

- Discuss beforehand with the classroom teacher how much time you will spend with each student. A typical schedule would be about 20 minutes per student (15 min interview + 5 min comment writing), but this could be longer or shorter depending on how many students need to be interviewed.
- Open the interview with a handshake. You may encounter students who are not comfortable shaking hands for religious reasons – but they need to practice explaining that.
- Questions listed on the next page of this document are the questions students have practiced and prepared for. Ask at least a few of these questions, although it is not necessary to ask them all.
- Feel free to ask follow-up questions or other questions that seem appropriate.
- After the interview, write some comments on the “Mock Interview” sheet. Please write clearly!

## Interview questions

- What's your name?
- Where are you from?
- What do you do in your current job?
- How long have you worked in your present job?
- What are some of your duties in this job?
- Why do you want to change jobs?
- Why do you want this job?
- What qualifications do you have for this job?
- What relevant experience do you have?
- What skills do you have that are relevant to this position?
- Why do you consider yourself to be the right candidate?
- What are your strengths?
- And your weaknesses?
- When would you be free to start?
- What do you do in your free time?
- Tell me about a problem you had at work in the past. Tell me

how you solved it.

- Do you work well with other people? Give an example.
- What is your ideal work environment?
- Where do you see yourself in 5 years?
- How do you handle stress? Give an example.
- What experience do you have with computers?

- How long have you been studying English?
- What do you find difficult about English?

# Mock Interview Report

Interviewer:\_\_\_\_\_

First impression of student was:

Student\_\_\_\_\_

- ☐ **Confident**
  - ☐ **Friendly**
  - ☐ **Nervous**
  - ☐ **Timid**
  - ☐ **Others:**
- 

Student's answers were:

- ☐ **Too fast**
- ☐ **Fast but understandable**
- ☐ **Normal speed**
- ☐ **Slow but acceptable**
- ☐ **Too slow**

Student's answers gave:

- ☐ **Too much information**
- ☐ **About the right amount of information, possibly a little too much**
- ☐ **Exactly the right amount of information**
- ☐ **About the right amount of information, possibly not quite enough**
- ☐ **Not enough information**

COMMENTS

Good parts of the interview	Things to work on

## Jobs: Thursday, Week 3 of 3

### Job interviews, unit review

Lesson Objectives:	Materials
<p>Students will:</p> <ul style="list-style-type: none"> <li>• continue practicing common <b>interview questions</b></li> <li>• <b>review</b> what they have learned in this unit</li> <li>• participate in a <b>mock interview</b></li> </ul>	<p>Example interview: You're Hired DVD: Asha</p> <p><a href="#">Comprehension Questions - Asha</a></p> <p>Interview questions (at the end of this lesson)</p> <p><u>Thank you notes:</u> Sample thank you letter_</p> <p><u>Mock interviews:</u> Instructions for mock interviewers Mock interview form</p>

#### Activity Ideas:

**NOTE #1: Keep in mind that students will be pulled out one by one during class time to do mock interviews.**

**NOTE #2: Discuss AHEAD OF TIME with your coordinator who will be the mock interviewer for your class.**

#### Interview questions:

- Go over the handout (used in class for the last two days). Spend some time reviewing/practicing good answers to the questions.
- Discuss with students what other questions they've been asked in an interview that have been difficult to answer. Discuss good answers to those questions.

Note: it's a good idea to start with this, before anyone gets pulled out to do a mock interview

### Mock interviews:

- You should have another person be the "interviewer" - a person that students don't know. Consider asking someone to come with you - a friend, family member or co-worker, for example. Discuss this ahead of time with your coordinator. If you don't have anyone to come with you, ask if your coordinator has other volunteers.
- Be sure to arrange with your coordinator the appropriate space for the mock interviews.
- Make sure your mock interviewer has copies of Instructions for mock interviewers and Mock interview form.

While students are being pulled out to do interviews, choose from these activities:

### Review:

- Ask students to tell you what they've learned in the last three weeks of class.
- Review as many of these items as seems natural and possible in the amount of time you have: online job search, resumes, cover letters, interview questions, reference lists, thank you notes. Find materials for these topics here: Jobs unit documents
- Discuss with students what other kinds of practice or knowledge they need in order to help them in the area of finding jobs. If they have any good ideas, pass them on to your coordinator.

### Thank you notes:

- Review sample thank you letter (introduced in class yesterday). Students who have already finished their mock interview can write thank you note.

### Resumes, cover letters, references

- Students who still need time to work on these documents can continue doing so.

### Example interview:

- Watch an example interview. Have students talk about what was good and bad about the interview.

You're Hired DVD: Asha

[Comprehension Questions - Asha](#)

**Sample thank you letter**

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September 25, 2006

Mary White, Human Resources Manager

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- Questions listed on the next page of this document are the questions students have practiced and prepared for. Ask at least a few of these questions, although it is not necessary to ask them all.
- Feel free to ask follow-up questions or other questions that seem appropriate.
- After the interview, write some comments on the “Mock Interview” sheet. Please write clearly!

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- And your weaknesses?
- When would you be free to start?
- What do you do in your free time?
- Tell me about a problem you had at work in the past. Tell me

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- Do you work well with other people? Give an example.
- What is your ideal work environment?
- Where do you see yourself in 5 years?
- How do you handle stress? Give an example.
- What experience do you have with computers?

- How long have you been studying English?
- What do you find difficult about English?

# Mock Interview Report

Interviewer:\_\_\_\_\_

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Student\_\_\_\_\_

- ☐ **Confident**
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Student's answers were:

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COMMENTS

Good parts of the interview	Things to work on