

**Wells Fargo Grant: Project Based Activities  
Project Overview**

**Project Name: Mock Job Interviews**

**Level: 3**

Activity Product 1	Activity Product 2	Activity Product 3	Activity Product 4	Activity Product 5	Culminating Activity
<p><b>Job Titles &amp; Duties</b></p> <p>Brainstorm job titles/duties</p> <p>Ball-Game Activity</p> <p>Matching Activity</p>	<p><b>Job Information Grid</b></p> <p>Students generate grammar for questions for grid/chart</p> <p>Students ask classmates about job titles/duties</p> <p>Students fill in grid/chart</p>	<p><b>Classmate Interviews – paragraph writing</b></p> <p>Teacher dictates questions for student interviews</p> <p>Students use questions to interview classmates about current and past jobs</p> <p>Extra Reading “Emilio’s Job”</p> <p>Students write paragraph about classmates’ job titles and duties.</p>	<p><b>Job Interview Dos &amp; Don’ts</b></p> <p>Students watch Interview Dos &amp; Don’ts</p> <p>Students discuss what they saw</p> <p>Students brainstorm for other tips</p> <p>Students make poster or bulletin board of Dos &amp; Don’ts</p>	<p><b>Mock Job Interview Questions – Answers</b></p> <p>Teacher dictates questions</p> <p>Students write answers</p> <p>Paired practice of Q/A</p> <p>Fill out self- and peer-evaluations</p>	<p><b>Mock Job Interviews</b></p> <p>Volunteers or Staff give a mock job interview to students</p> <p>Volunteer/Staff fills out chart on how well students understood and answered questions</p>
<p><b><u>Materials</u></b></p> <p>- Matching materials: pictures, sentences, job duties</p>	<p><b><u>Materials</u></b></p> <p>- Job Information Grid</p>	<p><b><u>Materials</u></b></p> <p>- Dictation Questions</p> <p>- Writing Sample</p> <p>- Emilio’s Job</p>	<p><b><u>Materials</u></b></p> <p>- Video</p> <p>- Poster paper or bulletin board</p>	<p><b><u>Materials</u></b></p> <p>- List of questions</p> <p>- Evaluation sheets</p>	<p><b><u>Materials</u></b></p> <p>- Mock Interview Question List</p>

## Wells-Fargo Grant    Level 3    Mock-Job Interviews

### *Activity/Product 1*

#### **Job titles and duties**

**PLEASE READ:** The culminating activity for this unit works best with the use of volunteers for the mock-job interviews. Please allow ample time (2 – 3 weeks) for the ABE volunteer coordinator to gather possible volunteers and perform the required background checks. As of the writing of this grant (March 2011) Ellen Lipschutz is the volunteer coordinator. She can be easily contacted at [Ellen.Lipschutz@mpls.k12.mn.us](mailto:Ellen.Lipschutz@mpls.k12.mn.us)

**Teachers may want to merge activities with Step forward Book 2, Unit 4 material.**

#### **Begin with a pre-unit Self-Evaluation:**

There is a pre- self-evaluation to be used before the Job Interview unit. It is also the same for a post-self evaluation after students have done most of the activities in the unit and *before* they do the culminating activity. Make the pre- and post- self-evaluation on different colored paper so students can see their own improvement easily. (evaluation sheet is towards end of document)

Teacher talks about the pre- self-evaluation and what that means: it is to think about how much you know about a subject or area before you study it. Students should try to answer truthfully.

Teacher collects and saves the pre- self-evaluations to be used by students at the end of the unit.

**Introduction to the lesson:** Students will be learning more vocabulary in order to identify different job titles and the responsibilities/duties of those jobs.

**Warm-up/Review:** Brainstorm prior topic knowledge: Ask students to brainstorm all the different job titles they already know on board, on computer/projector or poster paper to put in classroom so that it can be referred to late.

**Presentation:** Introduce yourself using my job title the duties/skills/verbs that go with your job. This is a very difficult concept for students. ***It cannot be stressed enough to show difference between job title and job duties.***

“My name is Heather. I’m a teacher. I teach English to adults.” (possible grammar point: point out 1<sup>st</sup> person and 3<sup>rd</sup> person singular differences by showing a picture of someone famous. For example: “His name is Brad Pitt. He’s an actor. He acts in comedy movies.” “Her name is Oprah. She is a talk-show host. She interviews people.”

Introduce questions that go along with identifying job titles and responsibilities/duties...

*What do you do?*

*What are your duties?*

Also introduce other common questions that arise in conversations about jobs...

*Where do you work?* (the name of the company, not the city/location)

*What company do you work for?*

*Do you like your job?*

**Writing:** Students can write the questions from dictation (either teacher led or student led). Students can then practice asking and answering the question.

### **Practice Activities:**

#### **Ball Game:**

Throw the ball to a student and the student uses the teacher’s model on the board to introduce themselves: name, job title, job responsibilities. That same student has to re-introduce the previous person using the third person format on the board. Ex.

“My name is \_\_\_\_\_. I’m a \_\_\_\_\_. I \_\_\_\_\_.

Her name is \_\_\_\_\_. She’s a \_\_\_\_\_. She \_\_\_\_\_.”

*Informal Teacher Evaluation: listen as students answer to check for errors.*

**Matching Activity:**

- Students will get a set of job title sentence strips, a set of pictures of people at work, and a set of job responsibility sentence strips.
- Pair students into groups to work on matching the strips to the pictures correctly. e.g. (picture of a taxi driver)
- He is a taxi driver.He drives people to where they want to go.
- Review with class when matching activity is finished.

*Informal Teacher Observation: Check in on students to see that they are matching correctly.*

**Expanded/Advanced Activity:**

- Give each student a picture of somebody at work.
- Students need to write sentences about job title and duty for each picture.

He is an auto mechanic.

He fixes cars.

She is a childcare worker.

She takes care of children.

He is a carpenter.

He builds things out of wood.

He is a cashier.

He rings up your purchases.

She is a chef.

She cooks in a restaurant.

He is a dentist.

He cleans teeth.

He is a doctor.

He helps sick people.

He is a firefighter.

He saves people from fires.

She is a hairdresser.

She cuts hair.

He is a landscaper.

He mows the grass and plants trees.

He is a musician.

He plays musical instruments.

She is a nurse.

She helps people who are sick.

She is an office-cleaner

She cleans offices and buildings.

He is a painter.

He paints houses.

She is a police officer.

She protects the community.

He is a prep-cook

He prepares food in a restaurant.

She is a receptionist.

She welcomes people to an office.

He is a roofer.

He repairs roofs on houses.

She is a secretary.

She types important documents.

He is a truck driver.

He drives trucks.

She is a housekeeper.

She cleans hotel rooms.

She is a sales associate.

She helps customers in a store.

He is a taxi driver.

He drives people to where they want to go.











His name is Brad Pitt. He is an actor. He acts in movies.



Her name is Oprah. She is a talk-show host. She interviews people.

## **Activity/Product 2**

### **Job Information Grid/Chart**

- Teacher hands out Job Information Grid/Chart.
- Teacher asks students what questions one asks to find out what someone's current job is and what the job duties are. Prompts, assistance may be needed.
- Then, move on to what questions are asked about previous job and job duties.
- Model the question and answering format that is expected with volunteer or a student.
- Teacher writes questions and responses in information grid/chart as a model for students.
- Students circulate and talk with other students, writing down responses on their own information charts.

#### **Possible questions:**

What do you do?

What duties do you do?

What was your previous job?

What duties did you do?

What is your current job?

What are your job duties?

What was your past job?

What were your job duties?

#### **Wrap-up Activity:**

Look at chart of brainstormed job title vocabulary from Warm-Up part of lesson. Add more job titles to the list. Review for pronunciation and understanding. Have students think about their family and group of friends. Make a tally next to each job title of how many family members and friends the students have in those particular occupations.

*Informal Teacher Observation: Listen as students complete information chart.*

### **Extra - Expanded Activity**

**Speaking:** Each person states their occupation in a sentence using the verb “to be”, e.g. I’m a teacher. After their own personal sentence, they must then repeat all the previous student information using the third person form of the verb “to be”. “She’s a housekeeper. He’s a cook. He’s a construction worker. She’s a cashier.” As the game continues, the students have to remember more and more information!

### **Teacher Note:**

If you think your students need more time to practice the simple present tense form and the simple past tense form, you may wish to use two separate charts for this. Please look at the charts/grids on the following pages and use what you think would work best for your particular class/level.

## Job Information Grid/Chart

Name	Present Job	Present Job Duties	Past Job	Past Job Duties

## Job Information Grid/Chart

<i>Name</i>	<i>Present Job Title</i>	<i>Present Job Duties</i>

## Job Information Grid/Chart

<i>Name</i>	<i>Past Job Title</i>	<i>Past Job Duties</i>

### ***Activity/Product 3***

#### **Job Title and Duty Dictation and Paragraph Writing:**

- Teacher dictates 10 questions (see next sheet)
- Students write questions – leaving space for their own answers
- Students work to answer questions about themselves
- Students then ask questions of a classmate/partner
- Students write answers about classmate/partner
- Students write a paragraph about classmate using 3<sup>rd</sup> person singular (maybe have to have grammar review)
- Ask for volunteers to introduce classmate/partner to class.
- Type paragraphs in computer lab.

Extension activity for job title/ job duties – use following page/worksheet in class to further highlight the difference.



**Read the story below and answer the questions.**

### **Emilio's Job**

Emilio is an officer cleaner in a large office building in downtown Minneapolis. His employer is ABE Cleaning Company. Currently, he works part-time. He begins work at 3:00pm and finishes at 8:00pm. Emilio works Monday to Thursday.

At work, Emilio has many duties. He cleans all the offices on the 5<sup>th</sup> floor. He dusts the tables and desks. He vacuums the carpets and sweeps the floors. He empties the trashcans and recycling bins. He cleans the restrooms and checks them for supplies.

Two years ago, Emilio was a line worker at a meat packing plant. He worked full-time on the third shift. He packaged meat and put labels on the packages. He was too tired to go to school in the morning because he worked all night.

Emilio likes his current job better than his previous job. His hours are better for him now and his duties are more interesting. He makes more money now than he did before. Emilio is also happy to continue with his English studies.

1. What is Emilio's current job title?
  - a. He is a line worker.
  - b. He is an office cleaner.
  - c. He cleans the 5<sup>th</sup> floor.
  
2. Who is Emilio's present employer?
  - a. He works for downtown.
  - b. He works for a meat packing company.
  - c. He works for ABC Cleaning Company
  
3. What is one of Emilio's current job duties?
  - a. He cleans the lobby area.
  - b. He vacuums carpets.
  - c. He puts labels on packages.
  
4. What was Emilio's previous job title?
  - a. He was a line worker.
  - b. He put labels on meat packages.
  - c. He was an office cleaner.
  
5. What were the hours of Emilio's previous job?
  - a. He worked part-time.
  - b. He worked third shift.
  - c. He worked from 3:00pm – 8:00pm.
  
6. What is one reason Emilio likes his current job better?
  - a. His duties are easier now.
  - b. He has more hours now.
  - c. He has time to take English classes now.

*(taken from D. Mulcahy)*

**Read the story below and answer the questions.**

**Emilio's Job – TEACHER ANSWER KEY**

Emilio is an office cleaner in a large office building in downtown Minneapolis. His employer is ABE Cleaning Company. Currently, he works part-time. He begins work at 3:00pm and finishes at 8:00pm. Emilio works Monday to Thursday.

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  - a. He works for downtown.
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  - a. His duties are easier now.
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  - c. He has time to take English classes now.**

*(taken from D. Mulcahy)*

## Questions for Dictation – Interview – Paragraph Writing

1. What is your current occupation?
2. Where do you work?
3. What are the main responsibilities at your job?
4. Do you work full-time or part-time?
5. What do you like most about your job?
6. What time do you start work?
7. What time do you finish work?
8. Do you have benefits?
9. What did you do in your country?
10. What would you like to do in the future?

Ask a classmate the questions and write the answers.  
Write a paragraph about your classmate.  
Type the paragraph in the computer room.

### **Example:**

My classmate is Jose. He is a prep cook. Jose works at Champps Americana. He prepares and cooks food on the line. He works full-time. He likes his job because the pay is good. He starts at 8:00am and finishes at 5:00pm. He has benefits at his job. He was a farmer in his country. He would like to return to Ecuador and become a teacher in the future.

## ***Activity/Product 4***

### **Interview Dos and Don'ts Video (time length: 4:15 minutes)**

To use CD video: Open applications, look for VLR icon (it looks like an orange road cone) drag to dock, insert CD, drag video icon to VLR icon in dock, it should begin.)

***Explain that while students watch video they should take notes on what are the Dos and Don'ts during an interview. They can add to the list they have already started and make sure some of the tips they've thought of are shown.***

#### **Covered in Video:**

1. Dress for Success: Dress appropriately for your interview.  
Men: wear a suit, navy blue or charcoal grey, white shirt and nice tie  
Women: wear a suit, skirt suit or pants suit. Don't wear large jewelry, loud colors, or too much makeup
2. Give a firm handshake: don't give a limp handshake
3. Make eye contact and smile

**Tell me about yourself:** give a concise summary of your career, ability and goals

**What is your greatest weakness?** Avoid personality or character flaws, talk about something that you can work on and improve upon over time.

**Inappropriate questions:** it is illegal to ask questions about age or marital status so you don't have to answer.

#### **Things to remember:**

- a. Stand up and greet your interviewer.
  - b. Don't wear too much perfume or cologne.
  - c. Bring a copy of your resume.
  - d. Ask for your interviewer's business card.
  - e. Turn off your cell phone!
- When finished viewing video, ask students to compare tips they wrote down with tablemates/neighbors.
  - As a whole class, write tips on board.

- Students should practice giving a good firm handshake. If their religion prohibits this, they should explain to classmates why. For example: “I’m sorry, my religion prohibits me from shaking hands with the opposite sex.”

### **Students Make Poster/Bulletin Board**

- Pair students into groups of 4 or 5 and ask them to make a bulletin board or poster about the dos and don’ts of a job interview from their notes.
- They can use the material from the video but may want to also add to it.
- They may want to draw pictures, cut up from a magazine or do a Google search for appropriate pictures/images from Internet to convey meaning Put up poster or bulletin board in school/classroom/area.

**Extension activity:** Students/class may wish to present posters/bulletin board to other classes.

*Informal Teacher Observation: Teacher observes as students take notes during video and give feedback from their note taking. Also, teacher observes students work in groups to assemble their poster or bulletin board.*

## ***Activity/Product 5***

### **Mock Job Interview Questions – Student-to-Student Practice – Self-Evaluations**

#### **Dictation:**

- Dictation of mock job interview questions (same questions as will be asked in the interview)
- Students listen to question, repeat question, then write question.
- Leave space/lines after each question for students to write answers to the questions.

#### **Answers:**

- Once students have written questions into notebook/journal, brainstorm on possible answers to questions.
- Students will need to write their own/appropriate answers after questions.
- Ask for volunteers to say or write their answers on board/overhead.

#### **Student Work:**

- Pair students up to ask and answer the questions.
- Each student should ask and answer the question 2 – 4 times for good practice. Switch paired groups so students practice with others.
- Ask for volunteer pairs to perform interview in front of class
- Students should be prepared to go into the mock interview and answer these questions.

#### **Post- Self-Evaluation:**

Teacher talks about self-evaluation and what that means: at work it is used to review your performance, how well you did in a situation. Students should talk about what they need to work on *and* what they did well.

*Informal Teacher Observation: Read/Ask questions as students complete self-evaluations. Listen as students discuss their pre- and post- self-evaluation responses.*

### **Dictation Questions**

1. What is your name?
2. How are you today?
3. What position are you interested in?
4. What skills do you have?
5. What did you do in your last job?
6. What hours are you available?
7. When can you start?
8. Do you have any questions for me?

### **Possible questions students can ask interviewer at job interview:**

1. What are the responsibilities in this job?
2. What will be the duties in this job?
3. What are the hours in this job?
4. How and when will I have an opportunity for promotion?

## Mock Job-Interview Unit Pre- and Post- Self Evaluation

**Instructions:** Read each question. Circle your answer.

<b>Name:</b>	<b>Date:</b>
1. I understand basic job interview questions.	Yes   Somewhat   No
2. I can to repeat a question in a basic job interview.	Yes   Somewhat   No
3. I can answer basic interview questions.	Yes   Somewhat   No
4. I can ask basic questions about possible position.	Yes   Somewhat   No

## Mock Job-Interview Unit Pre- and Post- Self Evaluation

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3. I can answer basic interview questions.	Yes   Somewhat   No
4. I can ask basic questions about possible position.	Yes   Somewhat   No



## ***Culminating Activity***

### **Mock Job Interview Questions – Student-to-Student Practice – Self and Peer Evaluations**

#### **Mock Job Interviews**

Students will have a mock job interview. They should dress the part for the interview.

Volunteers/Staff will conduct the interview – preferably in a different room/area. Students will have to go to the room for the interview and answer the questions asked of them. Volunteers/Staff will have a list of questions that have been used in student dictation. Students will answer and volunteers/staff will write comments. Volunteers/staff will comment on the appropriateness of the answer, if the student understood the question asked and also on pronunciation.

Students will have to introduce themselves and give their name.

Students will have to know what position they would like to apply for.

#### **Target Store**

- **Cashier**
- **Customer Service**

The mock job interview should take about 3 – 5 minutes, depending on how much the students talk/answer.

Teacher may wish to show video of students performing a mock job interview.

*Informal Teacher Observation: Teacher will read the comment made by volunteers/staff as how the student did on the interview.*

## **Letter for Mock-Job Interview Volunteers**

Welcome and thank you for volunteering to perform mock job interviews with students in our program. We appreciate your time and effort.

Background information for the interviewing:

1. This is a level 3 ELL class of high-beginning to low-intermediate students. The students have fairly good conversational skills and are able to understand and answer basic questions.
2. Volunteers/staff will try to conduct the mock-job interviews in a different room. Students will have to go to the room for the interview and answer the questions asked of them. During the interview, student students will introduce themselves and give their name. They have been asked to dress the part for the interview. They have practiced the interview questions and should be prepared to answer them without using their notes.
3. Students will have to know what position they would like to apply for:  
Target Store
  - Cashier
  - Customer Service
4. The mock job interview should take about 3 – 5 minutes, depending on how much students talk/answer. Please feel free to prompt them to elaborate on answers as necessary.
5. To conduct the interview, ask the students questions 1 – 8 from the Mock Job Interview Questions sheet. Write on their strengths/weaknesses in answering. Do they understand the questions? Are they able to answer appropriately?
6. When the interview is over, please discuss the outcome with each student. Go over your what the student did/answered well in the interview and what are suggested areas of improvement.

**Mock Interview Questions**

Note students' answers.... Comment on their strengths/weaknesses in answering.  
Do they understand the question? Are they able to answer appropriately?

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

1. What is your name?
2. How are you today?
3. What position are you interested in?
4. What skills do you have?
5. What did you do in your last job?
6. What hours are you available?
7. When can you start?
8. Do you have any questions for me?

## Extra Activities

### Do's and Don'ts in a Job Interview (for reading and/or discussion)

#### **Do:**

1. Arrive 10 minutes early. Go alone to the interview.
2. Know the exact location, time, and name of person who will interview you.
3. Greet the interviewer with a warm, confident "Hello" and a firm handshake.
4. Be well rested.
5. Dress and groom yourself with perfection.
6. Maintain good posture.
7. Keep eye contact.
8. Emphasize positive things about yourself.
9. Be honest about your background and experience.
10. Ask a few appropriate questions.
11. Remain calm and alert to answer all questions.
12. Thank the interviewer for his/her time.

#### **Don't:**

1. Bring a friend or relative with you.
2. Arrive late.
3. Chew gum or play with your jewelry.
4. Use too much perfume, make-up, or jewelry.
5. Ask about the salary unless the interviewer brings it up.
6. Look hesitant or worried when asked difficult questions.
7. "Bad mouth" a former employee or past co-workers.
8. Appear anxious to end the interview.

#### **Computer Integration:**

higher level: job interviews: <http://www.gcfllearnfree.org/jobsearch>

Low/Intermediate: job ads: <http://www.gcfllearnfree.org/everydaylife/lesson.aspx?id=15>

Low/Intermediate: application:

<http://www.gcfllearnfree.org/everydaylife/lesson.aspx?id=16>

**USA Learns:** [www.usalearns.org](http://www.usalearns.org)

- Practice English & Reading
- Working
- Looking for a job (basic story, new words, definition match, spell it, say it, etc.)



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<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- Occupation pictures</li> <li>- Examples of answers</li> </ul>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- Interview Grid</li> <li>- Writing Sample</li> </ul>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- Video</li> <li>- Vocabulary list</li> </ul>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- Video</li> <li>- Poster paper or bulletin board</li> <li>- Cloze/Gap sheet</li> </ul>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- List of questions</li> <li>- Evaluation sheets</li> </ul>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- Mock Interview Question List</li> </ul>

## **Activity/Product 1**

### **Job Duties – Job Information Grid**

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There is a pre- self-evaluation to be used before the Job Interview unit. It is also the same for a post-self evaluation after students have done most of the activities in the unit and **before** they do the culminating activity. Make the pre- and post- self-evaluation on different colored paper so students can see their own improvement easily. (evaluation sheet is towards end of document)

Teacher talks about the pre- self-evaluation and what that means: it is to think about how much you know about a subject or area before you study it. Students should try to answer truthfully.

Teacher collects and saves the pre- self-evaluations to be used by students at the end of the unit.

**Introduction to the lesson:** Students will be learning more vocabulary in order to identify different job titles and the responsibilities/duties of those jobs.

**Warm-up/Review:** Brainstorm prior topic knowledge: Ask students to brainstorm all the different job titles they already know on board, on computer/projector or poster paper to put in classroom so that it can be referred to late.

**Presentation:** Introduce yourself using my job title the duties/skills/verbs that go with your job. This is a very difficult concept for students. ***It cannot be stressed enough to show difference between job title and job duties.***

**Example:**

“My name is Heather. I’m a teacher. I teach English to adults.” (possible grammar point: point out 1<sup>st</sup> person and 3<sup>rd</sup> person singular differences by showing a picture of someone famous. For example: “His name is Brad Pitt. He’s an actor. He acts in comedy movies.” “Her name is Oprah. She is a talk-show host. She interviews people.”

Introduce questions that go along with identifying job titles and responsibilities/duties...

*What do you do?*

*What are your duties?*

Also introduce other common questions that arise in conversations about jobs...

*Where do you work?* (the name of the company, not the city/location)

*What company do you work for?*

*Do you like your job?*

**Optional Practice Activity:**

**Ball Game:**

Throw the ball to a student and the student uses the teacher’s model on the board to introduce themselves: name, job title, job responsibilities. That same student has to re-introduce the previous person using the third person format on the board. Ex. “My name is \_\_\_\_\_. I’m a \_\_\_\_\_. I \_\_\_\_\_.” Her name is \_\_\_\_\_. She’s a \_\_\_\_\_. She \_\_\_\_\_.”

*Informal Teacher Evaluation: listen as students answer to check for errors.*



**Matching Activity:**

- Students will get a set of pictures of people at work
- Pair students into groups to work on writing sentences for each picture.

One sentence if for job title. The other sentence is for job duty.

e.g. (picture of a taxi driver)

*He is a taxi driver.            He drives people to where they want to go.*

- Review with class when matching activity is finished.

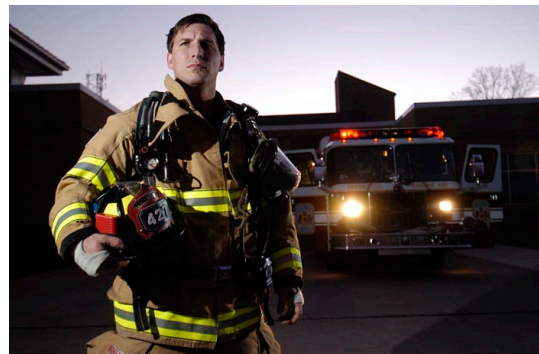
*Informal Teacher Observation: Check in on students to see that they are matching correctly.*

**Expanded/Advanced Activity:**

Have students think of other job titles and have them write the duties that go with that job.

### **Possible job title and duties from pictures**

<u>Job Title</u>	<u>Job Duties</u>
He is an auto mechanic.	He fixes cars.
She is a childcare worker.	She takes care of children.
He is a carpenter.	He builds things out of wood.
He is a cashier.	He rings up your purchases.
She is a chef.	She cooks in a restaurant.
He is a dentist.	He cleans teeth.
He is a doctor.	He helps sick people.
He is a firefighter.	He saves people from fires.
She is a hairdresser.	She cuts hair.
He is a landscaper.	He mows the grass and plants trees.
He is a musician.	He plays musical instruments.
She is a nurse.	She helps people who are sick.
She is an office-cleaner	She cleans offices and buildings.
He is a painter.	He paints houses.
She is a police officer.	She protects the community.
He is a prep-cook	He prepares food in a restaurant.
She is a receptionist.	She welcomes people to an office.
He is a roofer.	He repairs roofs on houses.
She is a secretary.	She types important documents.
He is a truck driver.	He drives trucks.
She is a housekeeper.	She cleans hotel rooms.
She is a sales associate.	She helps customers in a store.
He is a taxi driver. go.	He drives people to where they want to







*Wells-Fargo Grant  
Job Interviews – Level 4*





His name is Brad Pitt. He is an actor. He acts in movies.



Her name is Oprah. She is a talk-show host. She interviews people.

## **Activity/Product 2**

### **Job Information Grid**

- Teacher asks students what questions one asks to find out what someone’s current job is and what the job duties are.
- Then, move on to what questions are asked about previous job and job duties.
- Model the question and answering format that is expected with volunteer or a student.
- Teacher writes responses on information chart as a model for students.
- Students circulate and talk with other students, writing down responses on their own information charts.

### **Possible questions:**

What do you do?

What is your current job?

What duties do you do?

What are your job duties?

What was your previous job?

What was your past job?

What duties did you do?

What were your job duties?

*Informal Teacher Observation: Listen as students complete information chart.*

### **Teacher Note:**

If you think your students need more time to practice the simple present tense form and the simple past tense form, you may wish to use two separate charts for this. Please look at the charts/grids on the following pages and use what you think would work best for your particular class/level.

***See “Emilio’s Job” if you need to do more work on these two areas.***



## Job Information Grid/Chart

Name	Present Job	Present Job Duties	Past Job	Past Job Duties

Write some sentences about the grid. Example: Two students are cashiers and count money.

- 1.
- 2.
- 3.
- 4.

## Job Information Grid/Chart

<i>Name</i>	<i>Present Job Title</i>	<i>Present Job Duties</i>

Write some sentences about the grid. Example: Two students are cashiers and count money.

- 1.
- 2.
- 3.

4.

## Job Information Grid/Chart

<i>Name</i>	<i>Past Job Title</i>	<i>Past Job Duties</i>

Write some sentences about the grid. Example: Two students are cashiers and count money.

- 1.
- 2.
- 3.
- 4.

**Read the story below and answer the questions.**

### **Emilio's Job**

Emilio is an officer cleaner in a large office building in downtown Minneapolis. His employer is ABE Cleaning Company. Currently, he works part-time. He begins work at 3:00pm and finishes at 8:00pm. Emilio works Monday to Thursday.

At work, Emilio has many duties. He cleans all the offices on the 5<sup>th</sup> floor. He dusts the tables and desks. He vacuums the carpets and sweeps the floors. He empties the trashcans and recycling bins. He cleans the restrooms and checks them for supplies.

Two years ago, Emilio was a line worker at a meat packing plant. He worked full-time on the third shift. He packaged meat and put labels on the packages. He was too tired to go to school in the morning because he worked all night.

Emilio likes his current job better than his previous job. His hours are better for him now and his duties are more interesting. He makes more money now than he did before. Emilio is also happy to continue with his English studies.

1. What is Emilio's current job title?
2. Who is Emilio's present employer?
3. What is one of Emilio's current job duties?
4. What was Emilio's previous job title?
5. What were the hours of Emilio's previous job?
6. What is one reason Emilio likes his current job better?

*(taken from D. Mulcahy)*

**Read the story below and answer the questions.**

**Emilio's Job - TEACHER POSSIBLE ANSWERS**

Emilio is an officer cleaner in a large office building in downtown Minneapolis. His employer is ABE Cleaning Company. Currently, he works part-time. He begins work at 3:00pm and finishes at 8:00pm. Emilio works Monday to Thursday.

At work, Emilio has many duties. He cleans all the offices on the 5<sup>th</sup> floor. He dusts the tables and desks. He vacuums the carpets and sweeps the floors. He empties the trashcans and recycling bins. He cleans the restrooms and checks them for supplies.

Two years ago, Emilio was a line worker at a meat packing plant. He worked full-time on the third shift. He packaged meat and put labels on the packages. He was too tired to go to school in the morning because he worked all night.

Emilio likes his current job better than his previous job. His hours are better for him now and his duties are more interesting. He makes more money now than he did before. Emilio is also happy to continue with his English studies.

1. What is Emilio's current job title?

**He is an office cleaner.**

2. Who is Emilio's present employer?

**He works for ABC Cleaning Company**

3. What are two of Emilio's current job duties?

**He vacuums carpets and sweeps floors.**

4. What was Emilio's previous job title?

**He was a line worker.**

5. What were the hours of Emilio's previous job?

**He worked third shift.**

6. What is one reason Emilio likes his current job better?

**He has time to take English classes now.**

*(taken from D. Mulcahy)*

## ***Activity/Product 3***

### **Job Interview Video**

- Brainstorm with students about their knowledge of job interviews.
- What questions are involved in the interview?
- How should one prepare for the interview?

### **Job Interview Tips Video (time length 9:56 minutes)**

#### **Video Vocabulary Preview**

**To use video: Open applications, look for VLR icon (it looks like an orange road cone) drag to dock, insert CD, drag video icon to VLR icon in dock, it should begin.)**

(The words below and their meanings are in the beginning of the video)

- |                 |                        |
|-----------------|------------------------|
| 1. Position     | 2. Previous            |
| 3. Experience   | 4. People skills       |
| 5. Organized    | 6. Dependable          |
| 7. Hard working | 8. Opportunities       |
| 9. Promotion    | 10. Performance Review |
| 11. Resume      | 12. References         |

#### ***Ways to use Vocabulary:***

- Student work in groups to look up words in dictionary to find meanings
- Groups teach vocabulary words to class.
- Groups or class write appropriate sentences with words.
- Use sentences in dictation.
- Use words for spelling test.

*Informal Teacher Observation: Teacher observes as students work/participate in groups to take notes and gather information for presentation. Teacher may use dictation/spelling test to monitor student improvement in writing/spelling.*

**Major Questions/Statements during interview:**

I = interviewer

A = Applicant

- I= I see you have applied for the cashier position.
- I= Can you tell me your previous work experience?
- I= Are you looking for a part-time or full-time position?
- I= Customer service is a big part of this job. Do you have good people skills?
- I= Do you enjoy talking to customers?
- I= Tell me more about your other skills.
- I= Can you give me two good reasons why I should hire you?
- I= We have morning, afternoon, and evening shifts. Which shift are you interested in?
- I= Do you have any questions for me about the job?
- A= Can I change to a full-time position when I finish English school?
- A= Will there be opportunity for promotion?
- I= We will be in contact (in touch) with you.
- A= Thank you very much for your time. I look forward to hearing from you.

***Ways to use statements/questions/vocabulary:***

- Dictate questions to students.
- Students write appropriate answers to questions.
- Teacher checks to see answers are appropriate/correct.

**Interview tips reviewed at end of video**

1. Bring a copy of your resume and a list of your references.
2. Be confident.
3. Give a firm handshake.
4. Make eye contact and have good posture.
5. Be prepared with questions to ask the interviewer.
6. Dress appropriately.



## **Activity/Product 4**

### **Interview Dos and Don'ts Video (time length: 4:15 minutes)**

**Teacher note:** *You may want to review with students about listening for details. Explain they should listen/watch the video first to make sure they understand most of what was said. They can ask questions after the first time. The second time is when they are listening for key words. These are skills that some teachers may have to review with class. Please note, some level 4 teachers found the activities suitable for their students while others felt the students were not able to complete cloze/gap activities.*

#### ***Ideas to make this activity work for your class***

- *Have students count the number of blanks they need to fill in. One blank = one word.*
- *Have them watch and count how many Do's and Don't*
- *Assign table groups to listen for certain areas of Cloze/Gap*
- *Hand out Cloze/Gap first and have students try to guess what words will go into the blanks. Put ideas on board and watch video section by section to confirm best answer(s).*

#### **Prior Background**

- Brainstorm on what are some Dos and Don'ts for job interviews (possible grammar point: should/ should not)
- Make two lists on board/overhead
- Students write in their notebooks/journals
- Explain that while students watch video they should take notes on what are the Dos and Don'ts during an interview.
- They should add to the list they have already started.

To use CD video: Open applications, look for VLR icon (it looks like an orange road cone) drag to dock, insert CD, drag video icon to VLR icon in dock, it should begin.)

**Covered in Video:**

1. Dress for Success: Dress appropriately for your interview.  
Men: wear a suit, navy blue or charcoal grey, white shirt and nice tie  
Women: wear a suit, skirt suit or pants suit. Don't wear large jewelry, loud colors, or too much makeup
2. Give a firm handshake: don't give a limp handshake
3. Make eye contact and smile

**Tell me about yourself:** give a concise summary of your career, ability and goals

**What is your greatest weakness?** Avoid personality or character flaws, talk about something that you can work on and improve upon over time.

**Inappropriate questions:** it is illegal to ask questions about age or marital status so you don't have to answer.

**Things to remember:**

- Stand up and greet your interviewer.
- Don't wear too much perfume or cologne.
- Bring a copy of your resume.
- Ask for your interviewer's business card.
- Turn off your cell phone!

**Interview Dos and Don'ts Video - Continued**

- When finished viewing video, ask students to compare tips they wrote down with tablemates/neighbors.
- As a whole class, write tips on board.
- Students should practice giving a good firm handshake. If their religion prohibits this, they should explain to classmates why. For example: *"I'm sorry, my religion prohibits me from shaking hands with the opposite sex."*

### **Cloze/Gap Activity**

- Students watch video again and fill in blanks (note... not entire video dialogue is here, only key points after titles) (see attached sheets, student original and answer key)
- Students check answers with tablemates or neighbors
- Review answers as a class
- Ask for questions regarding vocabulary

### **Poster/Bulletin Board**

- Pair students into groups of 4 or 5 and ask them to make a bulletin board or poster about the dos and don'ts of a job interview from their notes.
- They can use the material from the video but may want to also add to it.
- They may want to draw pictures, cut up from a magazine or do a Google search for appropriate pictures/images from Internet to convey meaning Put up poster or bulletin board in school/classroom/area.

*Informal Teacher Observation: Teacher observes as students take notes during video and give feedback from their note taking. Also, teacher observes students work in groups to assemble their poster or bulletin board.*

**Extension activity:** Students/class may wish to present posters/bulletin board to other classes

Watch Interview Dos and Don'ts video and fill in missing words.

### **Interview Dos and Don'ts**

Most interviews no matter what the industry are designed to assess a few key areas: professionalism; \_\_\_\_\_ in the job begin offered fit for job including applicable \_\_\_\_\_; and personality.

### **Dress for Success**

- Do be sure to dress appropriately for your interview.
- If you're a man, \_\_\_\_\_ a suit. You can never go wrong with navy blue or charcoal grey, a white shirt and nice tie.
- If you are a \_\_\_\_\_, do make sure you wear a suit to the interview. Either a skirt suit or pants-suit is fine. \_\_\_\_\_ wear large jewelry, loud colors, or too much makeup.

### **Handshakes 101**

- Don't give a limp \_\_\_\_\_
- Do \_\_\_\_\_ a firm but not bone-crushing handshake
- The key to a good handshake is to get the web between your thumb and forefinger fully in contact with that of the person with whom you're shaking hands. Also, don't forget to make \_\_\_\_\_ contact and smile.

### **How to Handle Some Key Questions**

#### ***Tell me about yourself:***

- Give a concise summary of your career, ability and \_\_\_\_\_

#### ***Assessing Your Weaknesses***

- Interviews want to know how you assess your \_\_\_\_\_ points and bad points.

***What would you say is your greatest weakness?***

What would you say is your greatest weakness or area that you can improve on?

- When discussing your weaknesses \_\_\_\_\_ personality or character flaws. Instead, focus on areas that can be improved upon over time.

***Inappropriate Questions***

- So... are you \_\_\_\_\_?
- It is actually illegal for the interviewer to ask you certain personal questions such as your age or marital status. So, you don't need to volunteer that information.
- If you like, you can answer like this:  
So, are you going to have a baby in the next few years?  
I'd rather keep the \_\_\_\_\_ on my job and not on my personal life.

***Some Important Things to Remember:***

- \_\_\_\_\_ up and greet your interviewer.
- Don't wear too much perfume or cologne.
- Bring a \_\_\_\_\_ of your resume.
- Ask for your interviewer's business card.
- Turn off your \_\_\_\_\_ \_\_\_\_\_!

## Cloze/Gap Activity - Answers

Watch Interview Dos and Don'ts video and fill in missing words.

### Interview Dos and Don'ts

Most interviews no matter what the industry are designed to assess a few key areas: professionalism; interest in the job being offered fit for job including applicable skills; and personality.

### Dress for Success

- Do be sure to dress appropriately for your interview.
- If you're a man, wear a suit. You can never go wrong with navy blue or charcoal grey, a white shirt and nice tie.
- If you are a woman, do make sure you wear a suit to the interview. Either a skirt suit or pants-suit is fine. Don't wear large jewelry, loud colors, or too much makeup.

### Handshakes 101

- Don't give a limp handshake
- Do give a firm but not bone-crushing handshake
- The key to a good handshake is to get the web between your thumb and forefinger fully in contact with that of the person with whom you're shaking hands. Also, don't forget to make eye contact and smile.

## **How to Handle Some Key Questions**

### ***Tell me about yourself:***

- Give a concise summary of your career, ability and **goals**.

### ***Assessing Your Weaknesses***

- Interviews want to know how you assess your **good** points and bad points.

### ***What would you say is your greatest weakness?***

What would you say is your greatest weakness or area that you can improve on?

- When discussing your weaknesses **avoid** personality or character flaws.  
Instead, focus on areas that can be improved upon over time.

### ***Inappropriate Questions***

- So... are you **married**?
- It is actually illegal for the interviewer to ask you certain personal questions such as your age or marital status. So, you don't need to volunteer that information.
- If you like, you can answer like this:  
So, are you going to have a baby in the next few years?  
I'd rather keep the **focus** on my job and not on my personal life.

### ***Some Important Things to Remember:***

- **Stand** up and greet your interviewer.
- Don't wear too much perfume or cologne.
- Bring a **copy** of your resume.
- Ask for your interviewer's business card.
- Turn off your **cell phone!**

## ***Activity/Product 5***

### **Mock Job Interview Questions – Student-to-Student Practice – Self and Peer Evaluations**

#### **Dictation:**

- Dictation of mock job interview questions (same questions as asked in the video)
- Students listen to question, repeat question then write question.
- Leave space/lines after each question for students to write answers to the questions.

#### **Answers:**

- Once students have written questions into notebook/journal, brainstorm on possible answers to questions.
- Students will need to write their own/appropriate answers after questions.
- Ask for volunteers to say or write their answers on board/overhead.

#### **Student Work:**

- Pair students up to ask and answer the questions.
- Each student should ask and answer the question 2 – 4 times for good practice. Switch paired groups so students practice with others.
- Ask for volunteer pairs to perform interview in front of class
- Students should be prepared to go into the mock interview and answer these questions.

#### **Post- Self-Evaluation:**

Teacher talks about self-evaluation and what that means: at work it is used to review your performance, how well you did in a situation. Students should talk about what they need to work on *and* what they did well.

#### **Peer-Evaluation:**

Teacher talks about peer-evaluation and what that means: at work it is used to review your co-workers performance, how well they did in a situation. It is not to talk poorly about a co-worker, rather to give helpful feedback and areas that the other can work on. Students may want to approach peer-evaluation carefully. It is meant as meaningful feedback. Students should talk/discuss what their peer needs to work on *and* what went well.



When completed, return pre- self-evaluations to students. Have students compare their responses.

**Class Discussion:**

Are the responses the same? Are there areas of improvement? Do students feel they have learned more about the interview process?

*Informal Teacher Observation: Read/Ask questions as students complete self- and peer-evaluations. Listen as students discuss their pre- and post- self-evaluation responses.*

**Mock Job Interview Dictation:**

*Questions are the same ones from the video*

1. Which position are you applying for?
2. Can you tell me your previous work experience?
3. Are you looking for a part-time or full-time position?
4. Customer service is a big part of this job. Do you have good people skills?
5. Do you enjoy talking to customers?
6. Tell me more about your other skills.
7. Can you give me two good reasons why I should hire you?
8. We have morning, afternoon, and evening shifts. Which shift are you interested in?
9. Do you have any questions for me about the job?

**Possible questions students can ask interviewer at job interview:**

1. What are the responsibilities in this job?
2. What will be the duties in this job?
3. What are the hours in this job?
4. How and when will I have an opportunity for promotion?

## Mock Job-Interview Unit Pre- and Post- Self Evaluation

**Instructions:** Read each question. Circle your answer.

<b>Name:</b>	<b>Date:</b>
1. I understand basic job interview questions.	Yes   Somewhat   No
2. I can to repeat a question in a basic job interview.	Yes   Somewhat   No
3. I can answer basic interview questions.	Yes   Somewhat   No
4. I can ask basic questions about possible position.	Yes   Somewhat   No

## Mock Job-Interview Unit Pre- and Post- Self Evaluation

**Instructions:** Read each question. Circle your answer.

<b>Name:</b>	<b>Date:</b>
1. I understand basic job interview questions.	Yes   Somewhat   No
2. I can to repeat a question in a basic job interview.	Yes   Somewhat   No
3. I can answer basic interview questions.	Yes   Somewhat   No
4. I can ask basic questions about possible position.	Yes   Somewhat   No

## Mock Job-Interview Unit Pre- and Post- Self Evaluation

**Instructions:** Read each question. Circle your answer.

<b>Name:</b>	<b>Date:</b>
1. I understand basic job interview questions.	Yes   Somewhat   No
2. I can to repeat a question in a basic job interview.	Yes   Somewhat   No
3. I can answer basic interview questions.	Yes   Somewhat   No
4. I can ask basic questions about possible position.	Yes   Somewhat   No

### Mock Job-Interview Unit Peer Evaluation

**Instructions:** Read each question. Circle your answer.

<b>Name:</b>	<b>Date:</b>
1. I can understand my classmate's interview questions clearly.	Yes    Somewhat    No
2. I can understand when my classmate asks me to repeat a question or an answer.	Yes    Somewhat    No
3. I can understand my classmate's answers to interview questions.	Yes    Somewhat    No
4. I feel good about my classmate's job interview.	Yes    Somewhat    No

### Mock Job-Interview Unit Peer Evaluation

**Instructions:** Read each question. Circle your answer.

<b>Name:</b>	<b>Date:</b>
1. I can understand my classmate's interview questions clearly.	Yes    Somewhat    No
2. I can understand when my classmate asks me to repeat a question or an answer.	Yes    Somewhat    No
3. I can understand my classmate's answers to interview questions.	Yes    Somewhat    No
4. I feel good about my classmate's job interview.	Yes    Somewhat    No

### Mock Job-Interview Unit Peer Evaluation

**Instructions:** Read each question. Circle your answer.

<b>Name:</b>	<b>Date:</b>
1. I can understand my classmate's interview questions clearly.	Yes    Somewhat    No
2. I can understand when my classmate asks me to repeat a question or an answer.	Yes    Somewhat    No
3. I can understand my classmate's answers to interview questions.	Yes    Somewhat    No
4. I feel good about my classmate's job interview.	Yes    Somewhat    No

## ***Activity/Product 5 – Culminating Activity***

### **Mock Job Interview Questions – Student-to-Student Practice – Self and Peer Evaluations**

#### **Mock Job Interviews**

Students will have a mock job interview. They should dress the part for the interview.

Volunteers/Staff will conduct the interview – preferably in a different room/area. Students will have to go to the room for the interview and answer the questions asked of them. Volunteers/Staff will have a list of questions that have been used in student dictation. Students will answer and volunteers/staff will write comments. Volunteers/staff will comment on the appropriateness of the answer, if the student understood the question asked and also on pronunciation.

Students will have to introduce themselves and give their name.

Students will have to know what position they would like to apply for.

#### **Target Store**

- **Cashier**
- **Customer Service**

The mock job interview should take about 3 – 5 minutes, depending on how much the students talk/answer.

*Informal Teacher Observation: Teacher will read the comment made by volunteers/staff as how the student did on the interview.*

## **Letter for Mock-Job Interview Volunteers**

Welcome and thank you for volunteering to perform mock job interviews with students in our program. We appreciate your time and effort.

Background information for the interviewing:

1. This is a level 4 ELL class of intermediate level students. The students have fairly good conversational skills and are able to understand and answer basic questions.
2. Volunteers/staff will try to conduct the mock-job interviews in a different room. Students will have to go to the room for the interview and answer the questions asked of them. During the interview, student students will introduce themselves and give their name. They have been asked to dress the part for the interview. They have practiced the interview questions and should be prepared to answer them without using their notes.
3. Students will have to know what position they would like to apply for:  
**Target Store**
  - Cashier
  - Customer Service
4. The mock job interview should take about 3 – 5 minutes, depending on how much students talk/answer. Please feel free to prompt them to elaborate on answers as necessary.
5. To conduct the interview, ask the students questions 1 – 9 from the Mock Job Interview Questions sheet. Write on their strengths/weaknesses in answering. Do they understand the questions? Are they able to answer appropriately?
6. When the interview is over, please discuss the outcome with each student. Go over your what the student did/answered well in the interview and what are suggested areas of improvement.

### **Mock Interview Questions**

Note students' answers.... Comment on their strengths/weaknesses in answering.  
Do they understand the question? Are they able to answer appropriately?

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

1. Which position are you applying for? (Cashier or Customer Service)
2. Can you tell me your previous work experience?
3. Are you looking for a part-time or full-time position?
4. Customer service is a big part of this job. Do you have good people skills?
5. Do you enjoy talking to customers?
6. Tell me more about your other skills.
7. Can you give me two good reasons why I should hire you?
8. We have morning, afternoon, and evening shifts. Which shift are you interested in?
9. Do you have any questions for me about the job?

## Extra Activities

### Do's and Don'ts in a Job Interview (for reading and/or discussion)

#### **Do:**

1. Arrive 10 minutes early. Go alone to the interview.
2. Know the exact location, time, and name of person who will interview you.
3. Greet the interviewer with a warm, confident “Hello” and a firm handshake.
4. Be well rested.
5. Dress and groom yourself with perfection.
6. Maintain good posture.
7. Keep eye contact.
8. Emphasize positive things about yourself.
9. Be honest about your background and experience.
10. Ask a few appropriate questions.
11. Remain calm and alert to answer all questions.
12. Thank the interviewer for his/her time.

#### **Don't:**

1. Bring a friend or relative with you.
2. Arrive late.
3. Chew gum or play with your jewelry.
4. Use too much perfume, make-up, or jewelry.
5. Ask about the salary unless the interviewer brings it up.
6. Look hesitant or worried when asked difficult questions.
7. “Bad mouth” a former employee or past co-workers.
8. Appear anxious to end the interview.

#### **Computer Integration:**

higher level: job interviews: <http://www.gcfllearnfree.org/jobsearch>

Low/Intermediate: job ads: <http://www.gcfllearnfree.org/everydaylife/lesson.aspx?id=15>

Low/Intermediate: application:

<http://www.gcfllearnfree.org/everydaylife/lesson.aspx?id=16>

**USA Learns:** [www.usalearns.org](http://www.usalearns.org)

- Practice English & Reading
- Working
- Looking for a job (basic story, new words, definition match, spell it, say it, etc.)

#### **Writing:**



Give each student a picture of somebody at work. The student writes a paragraph about that person: name, occupation, job responsibilities, where they work, and if they like their job or not.

**Speaking:**

Each person states their occupation in a sentence using the verb “to be”, e.g. I’m a teacher. After their own personal sentence, they must then repeat all the previous student information using the third person form of the verb “to be”. “She’s a housekeeper. He’s a cook. He’s a construction worker. She’s a cashier.” As the game continues, the students have to remember more and more information!

**Reading:**

Timed reading w/ audio – teacher can print our copy, too

Online reading from Marshall Adult Basic Education

Topics include:

- Good Employees Get Good Jobs
- Tom Lost his Job
- Looking for a Job
- Safety in the Workplace
- Attitudes and Manners at a job Interview
- Completing a Job Application

<http://resources.marshalladulthoodeducation.org/stories2.htm>

**Extra Dictation      Job Interviews**

*Dictate statements and questions to class.*

*Students write answers to the questions.*

1. This week we will continue with job interview
2. We will practice describing job skills
3. We will also practice giving information about previous jobs.
4. What kind of job do you have today?
5. What are the skills you do in your job?
6. What kind of job did you have in your native country?
7. What were the skills you did in that job?
8. What are some adjectives that best describe you?
9. What are some adverbs to describe your skills?
10. Please write answers to these questions in your journals.

### **Job Interview - Extension Activity**

Teacher dictates questions:

1. What is your current occupation?
  2. Where do you work?
  3. What are the main responsibilities at your job?
  4. Do you work full-time or part-time?
  5. What do you like most about your job?
  6. What time do you start work?
  7. What time do you finish work?
  8. Do you have benefits?
  9. What did you do in your country?
  10. What would you like to do in the future?
- Students practice with their own answers
  - Students then ask classmate the questions and write the answers.
  - Write a paragraph about classmate.
  - Type the paragraph in the computer room.

Example:

My classmate is Jose. He is a prep cook. Jose works at Champps Americana. He prepares and cooks food on the line. He works full-time. He likes his job because the pay is good. He starts at 8:00am and finishes at 5:00pm. He has benefits at his job. He was a farmer in his country. He would like to return to Ecuador and become a teacher in the future.

**Wells Fargo Grant: Project Based Activities  
Project Overview**

**Project Name: Mock Job Interviews**

**Level: 5**

Activity Product 1	Activity Product 2	Activity Product 3	Activity Product 4	Culminating Activity
<p><b>Job Interview Video</b></p> <p>Fill out pre- self-evaluation Pre-video grid/ what do you know about a job interview</p> <p>Video – preview vocabulary – teach vocab to class in groups of 4/5</p> <p>Students take notes during video</p> <p>Students begin w/do/don't tips.. at end of video</p>	<p><b>Do and Don't video</b></p> <p>Helpful hints for interview</p> <p>Note taking during video</p> <p>Fill in cloze/gap sheet while watching video</p> <p>Make poster or bulletin board of dos and don'ts</p>	<p><b>Classmate Interviews - Grid</b></p> <p>Students interview classmates about current and past jobs</p> <p>Students create grammar for questions</p> <p>Students ask/answer and fill in grid</p> <p>Students write statements about similarities</p>	<p><b>Mock Job Interview Questions – Answers</b></p> <p>Teacher dictates questions</p> <p>Students write answers</p> <p>Paired practice of Q/A</p> <p>Fill out self- and peer-evaluations</p>	<p><b>Mock Job Interviews</b></p> <p>Volunteers or Staff give a mock job interview to students</p> <p>Volunteer/Staff fills out chart on how well students understood and answered questions</p>
<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- Video</li> <li>- What do you know – grid</li> <li>- Vocabulary list</li> <li>- Evaluation sheets</li> </ul>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- Video</li> <li>- Poster paper or bulletin board</li> <li>- Cloze/Gap sheet</li> </ul>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- Interview Grid</li> <li>- Writing Sample</li> </ul>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- List of questions</li> <li>- Evaluation sheets</li> </ul>	<p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- Mock Interview Question List</li> </ul>

## Wells-Fargo Grant    Level 5    Mock-Job Interviews

### ***Activity/Product 1***

#### **Job Interview Video**

#### **Job Duties – Job Information Grid**

**PLEASE READ:** The culminating activity for this unit works best with the use of volunteers for the mock-job interviews. Please allow ample time (2 – 3 weeks) for the ABE volunteer coordinator to gather possible volunteers and perform the required background checks. As of the writing of this grant (March 2011) Ellen Lipschutz is the volunteer coordinator. She can be easily contacted at [Ellen.Lipschutz@mpls.k12.mn.us](mailto:Ellen.Lipschutz@mpls.k12.mn.us)

#### **Begin with a pre-unit Self-Evaluation:**

There is a pre- self-evaluation to be used before the Job Interview unit. It is also the same for a post-self evaluation after students have done most of the activities in the unit and **before** they do the culminating activity. Make the pre- and post- self-evaluation on different colored paper so students can see their own improvement easily. (evaluation sheet is towards end of document)

Teacher talks about the pre- self-evaluation and what that means: it is to think about how much you know about a subject or area before you study it. Students should try to answer truthfully.

Teacher collects and saves the pre- self-evaluations to be used by students at the end of the unit.

#### **Introduction to the lesson:** Brainstorm prior topic knowledge:

- Preview video with “What Do You Know About Interviews?” grid/sheet/questions of what students know about a job interview – see below
- Students do 2 pages alone as preview material.
- Students check with tablemates/neighbors to see if answers are similar. Ask students to discuss why they choose an answer.
- Bring class together to check on answers and reasons why

## What Do You Know About Interviews?

Read each sentence below. Circle the number of the sentences that are true. Put an X on the number next to the sentences that are false.

		<b>Put X if False</b>
1.	When you don't do well in the first interview, you are asked to come for a second interview.	
2.	Large companies have special interviewers.	
3.	Find out all you can about the job you are applying for.	
4.	You will not be expected to ask any questions when you come for an interview.	
5.	Employers are interested in what you can do, not how you dress.	
6.	Be polite to everyone from the time you enter a business until you leave.	
7.	Take a friend with you into an interview to give you support.	
8.	Brag about your accomplishments during an interview.	
9.	Wait until the interviewer asks you to sit down before you take a seat.	
10.	Sit straight, listen carefully, and look at the interviewer most of the time.	
11.	You may chew gum or smoke during an interview if it will help you relax.	
12.	If you are interested in the job, write or call the interviewer after the interview to tell him or her that you are interested.	

		<b>Put X if False</b>
13.	Bring special documents to the interview, such as licenses, diplomas, and work permits.	
14.	If you can make the interviewer feel sorry for you, you stand a better chance of getting the job.	
15.	Being reasonable during the interview is a good sign that you can get along with people.	
16.	When you finish the interview, back out of the room.	
17.	Use a strong after-shave lotion or strong perfume to cover up body odor.	
18.	If you have a gap in your work history because you were in jail or didn't work, it is best to lie about it during the interview.	
19.	When you finish the interview, thank the interviewer for seeing you.	
20.	Prepare a list of questions to ask the interviewer.	
21.	You must answer any questions asked you by the interviewer ever if you think the question is unfair.	
22.	Bring a pen with you to an interview.	
23.	If an interviewer is rude to you, you have permission to be rude to the interviewer.	
24.	Be prepared to wait several days or even weeks before you find out if you have the job.	
25.	Tell the interviewer about your personal, family, and money problems.	

## What Do You Know About Interviews? Answer Key

1.	X
2.	0
3.	0
4.	X
5.	X
6.	0
7.	X
8.	X
9.	0
10.	0
11.	X
12.	0
13.	0
14.	X
15.	0
16.	X
17.	X
18.	X
19.	0
20.	0
21.	X
22.	0
23.	X
24.	0
25.	X

From: WorkSkills Work Team 2009 - 2010



**Job Interview Tips Video (time length 9:56 minutes)**

**Video Vocabulary Preview**

(these words and meanings are in the beginning of the video)

**To use video: Open applications, look for VLR icon (it looks like an orange road cone) drag to dock, insert CD, drag video icon to VLR icon in dock, it should begin.)**

1. Position
2. Previous
3. Experience
4. People skills
5. Organized
6. Dependable
7. Hard working
8. Opportunities
9. Promotion
10. Performance Review
11. Resume
12. References

***Ways to use Vocabulary:***

- Student work in groups to look up words in dictionary to find meanings
- Groups teach vocabulary words to class.
- Groups or class write appropriate sentences with words.
- Use sentences in dictation.
- Use words for spelling test.

*Informal Teacher Observation: Teacher observes as students work/participate in groups to take notes and gather information for presentation. Teacher may use dictation/spelling test to monitor student improvement in writing/spelling.*

### **Major Questions/Statements during interview:**

I = interviewer      A = Applicant

I = I see you have applied for the cashier position.

I = Can you tell me your previous work experience?

I = Are you looking for a part-time or full-time position?

I = Customer service is a big part of this job. Do you have good people skills?

I = Do you enjoy talking to customers?

I = Tell me more about your other skills.

I = Can you give me two good reasons why I should hire you?

I = We have morning, afternoon, and evening shifts. Which shift are you interested in?

I = Do you have any questions for me about the job?

A = Can I change to a full-time position when I finish English school?

A = Will there be opportunity for promotion?

I = We will be in contact (in touch) with you.

A = Thank you very much for your time. I look forward to hearing from you.

### ***Ways to use statements/questions/vocabulary:***

- Dictate questions to students.
- Students write appropriate answers to questions.
- Teacher checks to see answers are appropriate/correct.
- Students practice in pairs asking and answering questions.
- Students prepare for the mock-interview various times.
- Students self- and peer- evaluate interviews. (see worksheets)
- Volunteers/staff use attached/similar questions for an interview and evaluation.
- Students must dress appropriately.

## Interview tips reviewed at end of video

1. Bring a copy of your resume and a list of your references.
2. Be confident.
3. Give a firm handshake.
4. Make eye contact and have good posture.
5. Be prepared with questions to ask the interviewer.
6. Dress appropriately.

**Tell me about yourself:** give a concise summary of your career, ability and goals

**What is your greatest weakness?** Avoid personality or character flaws, talk about something that you can work on and improve upon over time.

**Inappropriate questions:** it is illegal to ask questions about age or marital status so you don't have to answer.

### **Things to remember:**

- Stand up and greet your interviewer.
- Don't wear too much perfume or cologne.
- Bring a copy of your resume.
- Ask for your interviewer's business card.
- Turn off your cell phone!

### ***Ways to use tips from Video:***

- Ask students to take notes about the tips that are shown at the end of the video.
- Ask students to add to interview tips.
- Students begin to make list of Interview dos and don'ts for a poster or bulletin board about interview tips

## **Activity/Product 2**

### **Interview Dos and Don'ts Video (time length: 4:15 minutes)**

To use CD video: Open applications, look for VLR icon (it looks like an orange road cone) drag to dock, insert CD, drag video icon to VLR icon in dock, it should begin.)

**Teacher note:** *You may want to review with students about listening for details. Explain they should listen/watch the video first to make sure they understand most of what was said. They can ask questions after the first time. The second time is when they are listening for key words. These are skills that some teachers may have to review with class. Please note, some teachers found the activities suitable for their students while others felt the students were not able to complete cloze/gap activities. Therefore, please preview video and material prior to using it in class. Feel free to make changes as needed for your class/level.*

#### ***Ideas to make this activity work for your class***

- *Have students count the number of blanks they need to fill in. One blank = one word.*
- *Have them watch and count how many Do's and Don't*
- *Assign table groups to listen for certain areas of Cloze/Gap*
- *Hand out Cloze/Gap first and have students try to guess what words will go into the blanks. Put ideas on board and watch video section by section to confirm best answer(s).*

***Explain that while students watch video they should take notes on what are the Dos and Don'ts during an interview. They can add to the list they have already started and make sure some of the tips they've thought of are shown.***

#### **Covered in Video:**

1. Dress for Success: Dress appropriately for your interview.  
Men: wear a suit, navy blue or charcoal grey, white shirt and nice tie  
Women: wear a suit, skirt suit or pants suit. Don't wear large jewelry, loud colors, or too much makeup
2. Give a firm handshake: don't give a limp handshake
3. Make eye contact and smile

**Tell me about yourself:** give a concise summary of your career, ability and goals

**What is your greatest weakness?** Avoid personality or character flaws, talk about something that you can work on and improve upon over time.

**Inappropriate questions:** it is illegal to ask questions about age or marital status so you don't have to answer.

**Things to remember:**

- a. Stand up and greet your interviewer.
  - b. Don't wear too much perfume or cologne.
  - c. Bring a copy of your resume.
  - d. Ask for your interviewer's business card.
  - e. Turn off your cell phone!
- When finished viewing video, ask students to compare tips they wrote down with tablemates/neighbors.
  - As a whole class, write tips on board.
  - Students should practice giving a good firm handshake. If their religion prohibits this, they should explain to classmates why. For example: "I'm sorry, my religion prohibits me from shaking hands with the opposite sex."

**Cloze/Gap Activity**

- Students watch video again and fill in blanks (note... not entire video dialogue is here, only key points after titles) (see attached sheets, student original and answer key)
- Students check answers with tablemates or neighbors
- Review answers as a class
- Ask for questions regarding vocabulary

## **Poster/Bulletin Board**

- Pair students into groups of 4 or 5 and ask them to make a bulletin board or poster about the dos and don'ts of a job interview from their notes.
- They can use the material from the video but may want to also add to it.
- They may want to draw pictures, cut up from a magazine or do a Google search for appropriate pictures/images from Internet to convey meaning Put up poster or bulletin board in school/classroom/area.

**Extension activity:** Students/class may wish to present posters/bulletin board to other classes

*Informal Teacher Observation: Teacher observes as students take notes during video and give feedback from their note taking. Also, teacher observes students work in groups to assemble their poster or bulletin board.*

Watch Interview Dos and Don'ts video and fill in missing words.

### **Interview Dos and Don'ts**

Most \_\_\_\_\_ no matter what the industry are designed to access a few key areas: professionalism; \_\_\_\_\_ in the job begin offered fit for job including applicable \_\_\_\_\_; and personality.

### **Dress for Success**

- Do be sure to \_\_\_\_\_ appropriately for your interview.
- If you're a man, wear a \_\_\_\_\_. You can never go wrong with navy blue or charcoal grey, a white \_\_\_\_\_ and nice tie.
- If you are a woman, do make sure you wear a suit to the interview. Either a skirt suit or pants-suit is \_\_\_\_\_. Don't wear large \_\_\_\_\_, loud colors, or too much makeup.

### **Handshakes 101**

- Don't give a \_\_\_\_\_ handshake
- Do give a \_\_\_\_\_ but not bone-crushing handshake
- The key to a good handshake is to get the web between your thumb and forefinger fully in contact with that of the person with whom you're \_\_\_\_\_ hands. Also, don't forget to make eye contact and \_\_\_\_\_.

### **How to Handle Some Key Questions**

#### ***Tell me about yourself:***

- Give a concise summary of your career, ability and \_\_\_\_\_.

***Assessing Your Weaknesses***

- Interviews want to know how you assess your \_\_\_\_\_ points and \_\_\_\_\_ points.

***What would you say is your greatest weakness?***

What would you say is your greatest weakness or area that you can improve on?

- When discussing your weaknesses avoid personality or \_\_\_\_\_ flaws. Instead, focus on areas that can be improved upon over time.

***Inappropriate Questions***

- So... are you married?
- It is actually \_\_\_\_\_ for the interviewer to ask you certain person questions such as your \_\_\_\_\_ or marital status. So, you don't need to volunteer that information.
- If you like, you can answer like this:  
So, are you going to have a baby in the next few years?  
I'd rather keep the \_\_\_\_\_ on my job and not on my personal life.

***Some Important Things to Remember:***

- Stand up and greet your interviewer.
- Don't \_\_\_\_\_ too much perfume or cologne.
- Bring a copy of your resume.
- Ask for your interviewer's business \_\_\_\_\_.
- Turn off your \_\_\_\_\_ !



## Cloze/Gap Activity - Answers

Watch Interview Dos and Don'ts video and fill in missing words.

### Interview Dos and Don'ts

Most interviews no matter what the industry are designed to assess a few key areas: professionalism; interest in the job being offered; fit for job including applicable skills; and personality.

### Dress for Success

- Do be sure to dress appropriately for your interview.
- If you're a man, wear a suit. You can never go wrong navy blue or charcoal grey, a white shirt and nice tie.
- If you are a woman, do make sure you wear a suit to the interview. Either a skirt suit or pants-suit is fine. Don't wear large jewelry, loud colors, or too much makeup.

### Handshakes 101

- Don't give a limp handshake
- Do give a firm but not bone-crushing handshake
- The key to a good handshake is to get the web between your thumb and forefinger fully in contact with that of the person with whom you're shaking hands. Also, don't forget to make eye contact and smile.

## **How to Handle Some Key Questions**

### ***Tell me about yourself:***

- Give a concise summary of your career, ability and ***goals***.

### ***Assessing Your Weaknesses***

- Interviews want to know how you assess your ***good*** points and ***bad*** points.

### ***What would you say is your greatest weakness?***

What would you say is your greatest weakness or area that you can improve on?

- When discussing your weaknesses avoid personality or ***character*** flaws.  
Instead, focus on areas that can be improved upon over time.

### ***Inappropriate Questions***

- So... are you married?
- It is actually ***illegal*** for the interviewer to ask you certain person questions such as your ***age*** or marital status. So, you don't need to volunteer that information.
- If you like, you can answer like this:  
So, are you going to have a baby in the next few years?  
I'd rather keep the ***focus*** on my job and not on my personal life.

### ***Some Important Things to Remember:***

- Stand up and greet your interviewer.
- Don't ***wear*** too much perfume or cologne.
- Bring a copy of your resume.
- Ask for your interviewer's business ***card***.
- Turn off your ***cell phone***!

## **Activity/Product 3**

### **Job Information Grid/Chart**

- Teacher hands out Job Information Grid/Chart.
- Teacher asks students what questions one asks to find out what someone's current job is and what the job duties are.
- Then, move on to what questions are asked about previous job and job duties.
- Model the question and answering format that is expected with volunteer or a student.
- Teacher writes responses on information chart as a model for students.
- Students circulate and talk with other students, writing down responses on their own information charts.

#### **Possible questions:**

What do you do?

What is your current job?

What duties do you do?

What are your job duties?

What was your previous job?

What was your past job?

What duties did you do?

What were your job duties?

*Informal Teacher Observation: Listen as students complete information chart.*

#### **For a extension activity -**

- Use the second sheet as dictation
- Students ask partner the questions and write their answers
- Students produce a paragraph about partner.
- Students can type paragraph on computer and add images



## Job Information Grid/Chart

Name	Present Job	Present Job Duties	Past Job	Past Job Duties

Write some sentences about the grid. Example: Two students are cashiers and count money.

- 1.
- 2.
- 3.
- 4.

### **Job Interview - Extension Activity**

1. What is your current occupation?
2. Where do you work?
3. What are the main responsibilities at your job?
4. Do you work full-time or part-time?
5. What do you like most about your job?
6. What time do you start work?
7. What time do you finish work?
8. Do you have benefits?
9. What did you do in your country?
10. What would you like to do in the future?

Ask a classmate the questions and write the answers.

Write a paragraph about your classmate.

Type the paragraph in the computer room.

**Example:**

My classmate is Jose. He is a prep cook. Jose works at Champps Americana. He prepares and cooks food on the line. He works full-time. He likes his job because the pay is good. He starts at 8:00am and finishes at 5:00pm. He has benefits at his job. He was a farmer in his country. He would like to return to Ecuador and become a teacher in the future.

## ***Activity/Product 4***

### **Mock Job Interview Questions – Student-to-Student Practice – Self and Peer Evaluations**

#### **Dictation:**

- Dictation of mock job interview questions (same questions as asked in the video)
- Students listen to question, repeat question then write question.
- Leave space/lines after each question for students to write answers to the questions.

#### **Answers:**

- Once students have written questions into notebook/journal, brainstorm on possible answers to questions.
- Students will need to write their own/appropriate answers after questions.
- Ask for volunteers to say or write their answers on board/overhead.

#### **Student Work:**

- Pair students up to ask and answer the questions.
- Each student should ask and answer the question 2 – 4 times for good practice. Switch paired groups so students practice with others.
- Ask for volunteer pairs to perform interview in front of class
- Students should be prepared to go into the mock interview and answer these questions.

#### **Post- Self-Evaluation:**

Teacher talks about self-evaluation and what that means: at work it is used to review your performance, how well you did in a situation. Students should talk about what they need to work on *and* what they did well.

#### **Peer-Evaluation:**

Teacher talks about peer-evaluation and what that means: at work it is used to review your co-workers performance, how well they did in a situation. It is not to talk poorly about a co-worker, rather to give helpful feedback and areas that the other can work on. Students may want to approach peer-evaluation carefully. It is meant as meaningful feedback. Students should talk/discuss what their peer needs to work on *and* what went well.

When completed, return pre- self-evaluations to students. Have students compare their responses.

**Class Discussion:**

Are the responses the same? Are there areas of improvement? Do students feel they have learned more about the interview process?

*Informal Teacher Observation: Read/Ask questions as students complete self- and peer-evaluations. Listen as students discuss their pre- and post- self-evaluation responses.*



**Mock Job Interview Dictation:**

*Questions are the same ones from the video*

1. Which position are you applying for?
2. Can you tell me your previous work experience?
3. Are you looking for a part-time or full-time position?
4. Customer service is a big part of this job. Do you have good people skills?
5. Do you enjoy talking to customers?
6. Tell me more about your other skills.
7. Can you give me two good reasons why I should hire you?
8. We have morning, afternoon, and evening shifts. Which shift are you interested in?
9. Do you have any questions for me about the job?

**Possible questions students can ask interviewer at job interview:**

1. What are the responsibilities in this job?
2. What will be the duties in this job?
3. What are the hours in this job?
4. How and when will I have an opportunity for promotion?

## Mock Job-Interview Unit Pre- and Post- Self Evaluation

**Instructions:** Read each question. Circle your answer.

<b>Name:</b>	<b>Date:</b>
1. I understand basic job interview questions.	Yes    Somewhat    No
2. I can to repeat a question in a basic job interview.	Yes    Somewhat    No
3. I can answer basic interview questions.	Yes    Somewhat    No
4. I can ask basic questions about possible position.	Yes    Somewhat    No

## Mock Job-Interview Unit Pre- and Post- Self Evaluation

**Instructions:** Read each question. Circle your answer.

<b>Name:</b>	<b>Date:</b>
1. I understand basic job interview questions.	Yes    Somewhat    No
2. I can to repeat a question in a basic job interview.	Yes    Somewhat    No
3. I can answer basic interview questions.	Yes    Somewhat    No
4. I can ask basic questions about possible position.	Yes    Somewhat    No

## Mock Job-Interview Unit Pre- and Post- Self Evaluation

**Instructions:** Read each question. Circle your answer.

<b>Name:</b>	<b>Date:</b>
1. I understand basic job interview questions.	Yes    Somewhat    No
2. I can to repeat a question in a basic job interview.	Yes    Somewhat    No
3. I can answer basic interview questions.	Yes    Somewhat    No
4. I can ask basic questions about possible position.	Yes    Somewhat    No

### Mock Job-Interview Unit Peer Evaluation

**Instructions:** Read each question. Circle your answer.

<b>Name:</b>	<b>Date:</b>
1. I can understand my classmate's interview questions clearly.	Yes Somewhat No
2. I can understand when my classmate asks me to repeat a question or an answer.	Yes Somewhat No
3. I can understand my classmate's answers to interview questions.	Yes Somewhat No
4. I feel good about my classmate's job interview.	Yes Somewhat No

### Mock Job-Interview Unit Peer Evaluation

**Instructions:** Read each question. Circle your answer.

<b>Name:</b>	<b>Date:</b>
1. I can understand my classmate's interview questions clearly.	Yes Somewhat No
2. I can understand when my classmate asks me to repeat a question or an answer.	Yes Somewhat No
3. I can understand my classmate's answers to interview questions.	Yes Somewhat No
4. I feel good about my classmate's job interview.	Yes Somewhat No

### Mock Job-Interview Unit Peer Evaluation

**Instructions:** Read each question. Circle your answer.

<b>Name:</b>	<b>Date:</b>
1. I can understand my classmate's interview questions clearly.	Yes Somewhat No
2. I can understand when my classmate asks me to repeat a question or an answer.	Yes Somewhat No
3. I can understand my classmate's answers to interview questions.	Yes Somewhat No
4. I feel good about my classmate's job interview.	Yes Somewhat No

## ***Activity/Product 5 – Culminating Activity***

### **Mock Job Interview Questions – Student-to-Student Practice – Self and Peer Evaluations**

#### **Mock Job Interviews**

Students will have a mock job interview. They should dress the part for the interview.

Volunteers/Staff will conduct the interview – preferably in a different room/area. Students will have to go to the room for the interview and answer the questions asked of them. Volunteers/Staff will have a list of questions that have been used in student dictation. Students will answer and volunteers/staff will write comments. Volunteers/staff will comment on the appropriateness of the answer, if the student understood the question asked and also on pronunciation.

Students will have to introduce themselves and give their name.

Students will have to know what position they would like to apply for.

#### **Target Store**

- **Cashier**
- **Customer Service**

The mock job interview should take about 3 – 5 minutes, depending on how much the students talk/answer.

*Informal Teacher Observation: Teacher will read the comment made by volunteers/staff as how the student did on the interview.*

## **Letter for Mock-Job Interview Volunteers**

Welcome and thank you for volunteering to perform mock job interviews with students in our program. We appreciate your time and effort.

Background information for the interviewing:

1. This is a level 4 ELL class of intermediate level students. The students have fairly good conversational skills and are able to understand and answer basic questions.
2. Volunteers/staff will try to conduct the mock-job interviews in a different room. Students will have to go to the room for the interview and answer the questions asked of them. During the interview, student students will introduce themselves and give their name. They have been asked to dress the part for the interview. They have practiced the interview questions and should be prepared to answer them without using their notes.
3. Students will have to know what position they would like to apply for:  
**Target Store**
  - Cashier
  - Customer Service
4. The mock job interview should take about 3 – 5 minutes, depending on how much students talk/answer. Please feel free to prompt them to elaborate on answers as necessary.
5. To conduct the interview, ask the students questions 1 – 9 from the Mock Job Interview Questions sheet. Write on their strengths/weaknesses in answering. Do they understand the questions? Are they able to answer appropriately?
6. When the interview is over, please discuss the outcome with each student. Go over your what the student did/answered well in the interview and what are suggested areas of improvement.

## **Mock Interview Questions**

Note students' answers.... Comment on their strengths/weaknesses in answering.  
Do they understand the question? Are they able to answer appropriately?

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

1. Which position are you applying for? (Cashier or Customer Service)
2. Can you tell me your previous work experience?
3. Are you looking for a part-time or full-time position?
4. Customer service is a big part of this job. Do you have good people skills?
5. Do you enjoy talking to customers?
6. Tell me more about your other skills.
7. Can you give me two good reasons why I should hire you?
8. We have morning, afternoon, and evening shifts. Which shift are you interested in?
9. Do you have any questions for me about the job?

## Extra Activities

### Do's and Don'ts in a Job Interview (for reading and/or discussion)

#### **Do:**

1. Arrive 10 minutes early. Go alone to the interview.
2. Know the exact location, time, and name of person who will interview you.
3. Greet the interviewer with a warm, confident “Hello” and a firm handshake.
4. Be well rested.
5. Dress and groom yourself with perfection.
6. Maintain good posture.
7. Keep eye contact.
8. Emphasize positive things about yourself.
9. Be honest about your background and experience.
10. Ask a few appropriate questions.
11. Remain calm and alert to answer all questions.
12. Thank the interviewer for his/her time.

#### **Don't:**

1. Bring a friend or relative with you.
2. Arrive late.
3. Chew gum or play with your jewelry.
4. Use too much perfume, make-up, or jewelry.
5. Ask about the salary unless the interviewer brings it up.
6. Look hesitant or worried when asked difficult questions.
7. “Bad mouth” a former employee or past co-workers.
8. Appear anxious to end the interview.

#### **Computer Integration:**

higher level: job interviews: <http://www.gcfllearnfree.org/jobsearch>

Low/Intermediate: job ads: <http://www.gcfllearnfree.org/everydaylife/lesson.aspx?id=15>

Low/Intermediate: application:

<http://www.gcfllearnfree.org/everydaylife/lesson.aspx?id=16>

**USA Learns:** [www.usalearns.org](http://www.usalearns.org)

- Practice English & Reading
- Working
- Looking for a job (basic story, new words, definition match, spell it, say it, etc.)

#### **Writing:**

Give each student a picture of somebody at work. The student writes a paragraph about that person: name, occupation, job responsibilities, where they work, and if they like their job or not.

**Speaking:**

Each person states their occupation in a sentence using the verb “to be”, e.g. I’m a teacher. After their own personal sentence, they must then repeat all the previous student information using the third person form of the verb “to be”. “She’s a housekeeper. He’s a cook. He’s a construction worker. She’s a cashier.” As the game continues, the students have to remember more and more information!

**Reading:**

Timed reading w/ audio – teacher can print our copy, too

Online reading from Marshall Adult Basic Education

Topics include:

Good Employees Get Good Jobs  
Tom Lost his Job  
Looking for a Job  
Safety in the Workplace  
Attitudes and Manners at a job Interview  
Completing a Job Application

<http://resources.marshalladulthoodeducation.org/stories2.htm>

**Extra Dictation     Job Interviews**

*Dictate statements and questions to class.*

*Students write answers to the questions.*

1. This week we will continue with job interview
2. We will practice describing job skills
3. We will also practice giving information about previous jobs.
4. What kind of job do you have today?
5. What are the skills you do in your job?
6. What kind of job did you have in your native country?
7. What were the skills you did in that job?
8. What are some adjectives that best describe you?
9. What are some adverbs to describe your skills?
10. Please write answers to these questions in your journals.



