<table>
<thead>
<tr>
<th>Theme</th>
<th>Employment</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Interview skills</td>
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<th>Stage:</th>
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<td>CLB Outcome Level(s):</td>
<td>7 - 8</td>
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**Task:** Students describe their skills and characteristics for an employment interview.

**Estimated time for the task:** 4-5 hours

**Outcomes**  
*By the end of this topic, learners will be able to ...*

**Speaking**
- respond to a formal welcome (8)
- manage conversation (8)
- resume after interruption (7)
- narrate, describe coherently (8)
- maintain conversation by various strategies (e.g. ask follow-up information questions) (7-8)
- ask for and/or provide detailed information related to routine work requirements (8)
- express (and qualify) opinions, feelings, doubts and concerns (8)

**Listening**
- identify stated and unspecified details (in video- and audio- mediated listening texts/discourse as required) (7-8)
- identify rhetorical signals of chronological order/sequence, comparison and contrast, and cause and effect (7)

**Reading**
- identify factual details and some inferred meanings in moderately complex extended texts (7-8)
- follow an extended set of multistep instructions for an established process or procedure (8)
- demonstrate comprehension of one- or two-page extended text (classify/categorize/define concepts based on information) (7)

**Writing**
- convey personal messages in formal short letters (7-8)

**Suggested Resources**
- *Vocabulary in Use* (Upper Intermediate) #34

**Suggested Community Contacts**

**Language Focus**  
*Grammar, vocabulary, pronunciation*
- grammar: modals
- vocabulary: personal adjectives
Developing the skills

To achieve the outcomes learners could ...

1. Warm-up – Teacher and/or learners (est. 45 mins.):
   • compile a series of job postings with detailed descriptions (often available on employment websites, such as sos@psc-cfp.gc.ca, monster.ca, etc. or in the Careers section of newspapers)
   • learners identify key words for education, experience, characteristics and skills required for the jobs

2. Writing Task - Learners (1 hour):
   • using the job descriptions from previous activity and a formatted letter template, “respond” to the postings with a letter to introduce themselves and their qualifications for the job

3. Listening and Speaking Task - Learners (20 mins):
   • practise telephone role-plays to establish contact, briefly introduce themselves and set up an interview

4. Vocabulary-building Task - (45 mins):
   • learners brainstorm character adjectives (i.e. “creative”, “organized”, “disciplined”, “hard-working”, etc.)
   • teacher guides learners through positive and negative attributes
   • explains the need to “sell yourself” during an interview, keeping everything positive
   • negative adjectives are re-examined to change to positive connotations (i.e. “stubborn” becomes “determined”)
   • learners each establish a personal list of (“positive” and “negative”) characteristics to describe themselves

5. Listening Task (Who am I?) - (20 mins):
   • each learner writes 5 adjectives to describe themselves best
   • teacher collects the lists from students and reads each list aloud to the class (without the name)
   • learners guess at which classmate is described by the adjectives

6. Final Task (Listening and Speaking) - (1 hour):
   Mock Interviews
   • teacher provides learners with sample interview questions, explaining vocabulary and (cultural) relevance as required
   • learners prepare personal responses
   • learners role-play asking and answering interview questions
   • teacher encourages learners to give supporting details to interview questions

Writer: Jennifer Walsh Marr
# SAMPLE LESSON PLANS FEEDBACK FORM

I have used the lesson plan on:

<table>
<thead>
<tr>
<th>THEME</th>
<th>TOPIC</th>
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<tbody>
<tr>
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<td></td>
</tr>
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</table>

MONTH POSTED ________________________

I used the lesson plan with these changes…

Another task to add to this lesson plan could be….

Here are some additional resources for this lesson …

In general, I have found the sample lesson plans to be:

- Very useful
- Somewhat useful
- Not useful

Please circle your response

COMMENTS:

CCLB Fax # : (613) 230-9305