



# LEVEL 2 LESSON 2 THE INTERVIEW



<b>Topics</b>  Job hunting Describing talents and skills Describing accomplishments Job interviews	<b>Prepare Before Class</b>  Job advertisements from local publications appropriate to your student level or cards with jobs around your community or school that are appropriate for students. Print student Activity Sheet Print Hamburger Paragraph handout
<b>Learning Strategy</b>  Set a Goal	<b>Goals</b>  Use Two-word verbs

## Day 1

### *Introduce the Lesson*

Tell students, “Today we will learn how to talk about our talents and skills. That means answering questions like, ‘What can you do well?’ and ‘What are you proud of doing in your life?’ When people look for a job, they must answer questions like these.”

### *Teach Key Words*

Have students listen as you say the new words and then pronounce them after you. Use one of the activities in the How-To Guide to practice new vocabulary.



## ***Learning Strategy***

Introduce the strategy Set a Goal. Explain, “Ms. Weaver asks Anna to do a new show. She asks Anna to team up with someone. Anna sets a goal for herself: ‘I will find that person.’ When we decide to do something, we can say we are setting a goal to do it.”

“Setting a goal is a powerful learning strategy. When we learn English, we often set goals. They help us focus on what we need to do. Today we will set goals for what we want to get from this course.”

Ask students to take out a notebook and pen. Have them write three goals for the course. Give examples based on what you know they need to improve, such as ‘I will become more confident in speaking English in the coming term,’ or ‘I will improve my listening skills in English by listening to my lessons every night at home.’

If your classroom allows putting things on the walls, ask students to write their goals on cards that you can attach to the wall. This will remind them of their goals throughout the term. If you cannot put up the goals, ask students at different times through the course to look at their notebooks and review their goals. Ask them to write notes on their progress toward meeting the goals as a written assignment at times, such as after Lesson 15.

## ***Activity***

Bring examples of jobs that are advertised in the area where you teach, or create some job advertisements for jobs your students may be able to do. They can be jobs at your school, such as cleaning the board for the teacher, sweeping the classroom, decorating a bulletin board or serving lunch to the students. Or they can be at-home jobs such as tending the garden, walking dogs or watching pets, folding clothes, helping to cook food, shopping for an elderly neighbor or reading to younger children.

To begin, explain, “Pete has a job interview with Ms. Weaver in this lesson. Today you will practice having a job interview, too.”

Have students form pairs. Have them look at the jobs on the Activity Sheet. For each one, they can pretend to do an interview for the job.

Here is the sample:

Student A: What job do you want?

Student B: I want to help make lunch. I am good at cooking. I like tasting food and seeing people eat the food I make.

After the students complete the Activity Sheet, give them the cards or job ads you have collected to give them more practice. Discuss the key points of success in a job interview: good grooming, a friendly manner, and ability to tell about yourself. Ask students to identify what Pete did wrong in the conversation video.

Put two chairs in the front of the classroom and ask for volunteers to perform how they would interview for one of the jobs you have given them. Remind students to straighten their clothing and check their appearance so they will look their best before they perform the “interview.”

## Day 4

### ***Listening Quiz***

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question’s video or read the sentences and questions below aloud and pause for students to choose the correct answer.

If not using the video, read the sentences below aloud.

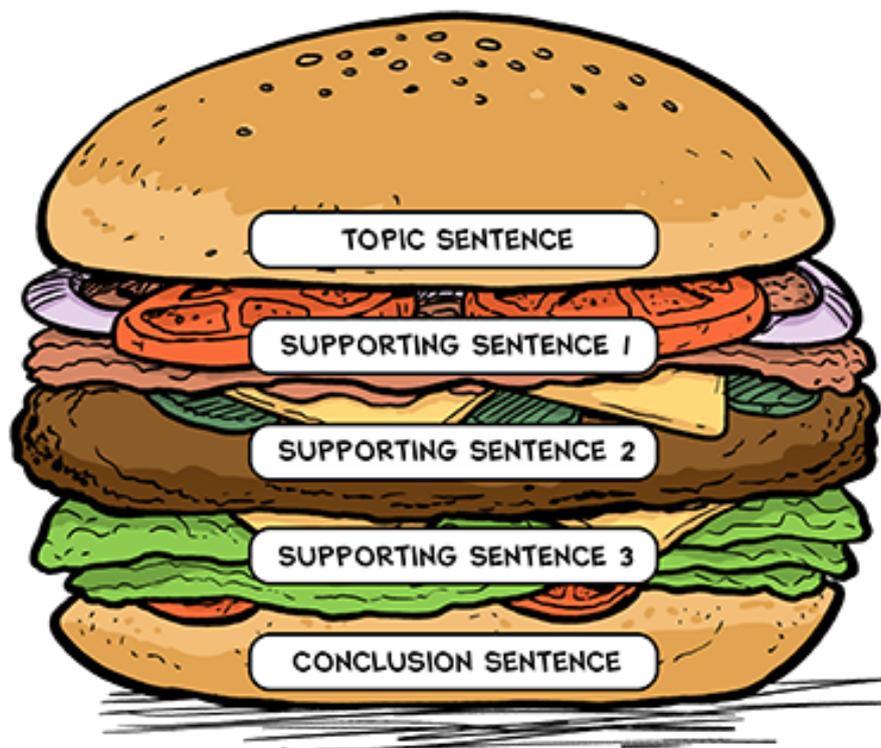
1. Ms. Weaver says, “I want you to go back to hosting and reporting.”  
*The question is: What does Ms. Weaver want Anna to do?*
2. Anna says, “Forget about the crossword puzzle. I have a job offer for you!”  
*The question is: What does Anna mean when she says, “Pete, you can tear these want ads up and throw them away!?”*
3. Anna says, “My boss wants me to team up with someone to host a talk show... Your interview is tomorrow morning at 10:00 am.”  
*The question is: What does Anna want Pete to do?*
4. Pete says, “Last year, I locked myself in a cabin and wrote a book.”  
*The question is: What did Pete do last year?*

Collect the papers or ask students to trade papers and check the answers together.

### ***Writing***

If students have not yet received instruction on how to write a basic paragraph, introduce the concept of paragraph with a sandwich graphic like the one shown in the Resources section and on the following page.

1. Discuss the three main parts of a paragraph, or story.
  - a. The introduction (top bun or bread)
  - b. The internal or supporting information (the filling)
  - c. The conclusion (bottom bun)
2. Ask students to write a topic sentence that clearly indicates what the whole paragraph is going to be about.
3. Have students write several supporting sentences that give more information about the topic.
4. Instruct students on ways to write a concluding sentence that restates the topic sentence



© Tim's Printables

Give students the template from the Resources section with the hamburger graphic and spaces to write. Discuss the key words that may be used for the topic. Write some of them on the board for students to use in their written work. Write the writing topic on the board:

What skills or abilities do you have that you use now at work or you can use in the future in a job?

After students finish writing, have them put their work on the classroom walls if done on paper, or in a class blog if written digitally.

## Resources

### *Conversation*

- Anna: Ms. Weaver is giving new assignments out. I am ready to take on anything she gives me. Well, except reporting traffic from a helicopter. Wish me luck.
- Ms. Weaver: So, as I said at the meeting last week, I have new assignments for everyone at the Studio. Anna, you are good at asking questions. So, I want you to go back to hosting and reporting.
- Anna: That sounds great.
- Ms. Weaver: And you are a team player. So, I want you to team up with someone ...
- Anna: That sounds even better!
- Ms. Weaver: ... someone who is very different from you.
- Anna: That sounds ... what do you mean “different”?
- Ms. Weaver: Well, you are very cheerful, a real people-person. I want you to team up with someone who ... isn't.
- Anna: Ms. Weaver, I will find that person.
- Mimi: Excuse me. Are you using this chair?
- Pete: Yes.
- Anna: Pete, hi! Thanks for meeting me.
- Pete: Sure. But I don't have lots of time, Anna. I'm busy - looking for work.
- Anna: Pete, you can tear these want ads up and throw them away! I have good news!
- Pete: Anna, I was working on that crossword puzzle.
- Anna: Oh. Sorry. Sorry. Pete, forget the crossword puzzle. I have a job offer for you!
- Pete: I'm listening.
- Anna: My boss wants me to team up with someone to host a talk show. But the person must be different from me. So, I thought of you.
- Pete: Different from you? What do you mean?
- Anna: I'm sorry, Pete, I don't have time right now. Here's my boss's address. Your interview is tomorrow morning at 10 am.
- Pete: But what do you mean “different?”
- Anna: Just be yourself, Pete. Just be yourself.

**Ms. Weaver:** Thanks for coming in, Pete.

**Pete:** Thanks for the opportunity, Ms. Weaver.

**Ms. Weaver:** I need to find out if you have the skills for this job. And I want you to be completely honest.

**Pete:** Okay.

**Ms. Weaver:** First, let's talk about your personal skills. Pete, are you a people-person?

**Pete:** Well, okay, sometimes I think people talk too much.

**Ms. Weaver:** Pete. What work of yours are you most proud of?

**Pete:** Last year, I locked myself in a cabin and wrote a book. I didn't talk to anyone the entire time! It was the best two months of my life.

**Ms. Weaver:** Okay. I think I've heard enough.

**Anna:** Hey! Hey, Pete, how was the interview with Ms. Weaver?

**Pete:** Well, she said I was grumpy and not good with people.

**Anna:** And ... ?

**Pete:** And, I got the job!

**Anna:** I knew it! Congratulations! Let's go celebrate.

**Pete:** Okay!

## Key Words

<b>cabin</b>	<i>n.</i>	a small, simple house made of wood
<b>cheery</b>	<i>adj.</i>	having or causing happy feelings
<b>crossword puzzle</b>	<i>n.</i>	a puzzle in which words that are the answers to clues are written into a pattern of numbered squares that go across and down
<b>entire</b>	<i>adj.</i>	complete or full or not lacking or leaving out any part
<b>grumpy</b>	<i>adj.</i>	easily annoyed or angered; having a bad temper or complaining often
<b>helicopter</b>	<i>n.</i>	an aircraft that can stay in the air without moving forward and that has metal blades that turn around on its top
<b>offer</b>	<i>n.</i>	the act of giving someone the opportunity to accept something
<b>lock</b>	<i>v.</i>	to fasten (something) with a lock
<b>people person</b>	<i>n.</i>	a person who enjoys or is particularly good at interacting with others
<b>personal skills</b>	<i>n.</i>	(interpersonal skills) the skills used by a person to interact with others properly
<b>want ad</b>	<i>n.</i>	a notice in a newspaper, magazine, or website that lets people know about something that you want to buy or sell or a job that is available

### Two-Part Verbs

<b>come in</b>	<i>phrasal verb.</i>	to enter a place
<b>find out</b>	<i>phrasal verb.</i>	to learn (something) by making an effort
<b>give out</b>	<i>phrasal verb.</i>	to give (something) to many people or to hand out (something)
<b>go back</b>	<i>phrasal verb.</i>	to return to a person, place, subject, or activity
<b>take on</b>	<i>phrasal verb.</i>	to begin to deal with (something, such as a job or responsibility)
<b>team up</b>	<i>phrasal verb.</i>	to join with someone to work together
<b>tear up</b>	<i>phrasal verb.</i>	to completely destroy (something) by tearing it into pieces
<b>throw away</b>	<i>phrasal verb.</i>	to put (something that is no longer useful or wanted) in a trash can, garbage can, rubbish bin

## Quiz - Level 2, Lesson 2 - The Interview

Listen. Circle the letter of the correct answer.

1. What does Ms. Weaver want Anna to do?

- a. Report traffic from a helicopter.
- b. Manage assignments at The Studio.
- c. Put the Studio's new team together.
- d. Return to hosting and reporting.

3. What does Anna want Pete to do?

- a. Go to an interview at her job.
- b. Find someone to host a talk show.
- c. Stop asking so many questions.
- d. Meet her at her boss's house.

2. What does Anna mean when she says, "Pete, you can tear these want ads up and throw them away!?"

- a. Throw the want ads up in the air.
- b. Put the want ads in the garbage.
- c. Call someone from the want ads.
- d. Give the want ads to someone else.

4. What did Pete do last year?

- a. Tried to build a cabin in the woods
- b. Tried to become more of a people person
- c. Stayed in a cabin alone and wrote a book
- d. Talked about the work that he is proud of

**STEP 1**

Write about the skills you have for each job. Think of things you like to do. How does it help you do the job well?



Sample:

**I can pick up trash at my school. I am good at finding things that should go into the trash. I like making the school grounds look nicer.**

What job do you want?



I am good at cooking. I want to help make lunch.

**STEP 2**

With your partner, do a job interview for each job. Ask and answer: What skills do you have for this job? Do you enjoy doing it?

**A**




---

---

---

**C**




---

---

---

**B**




---

---

---

**D**

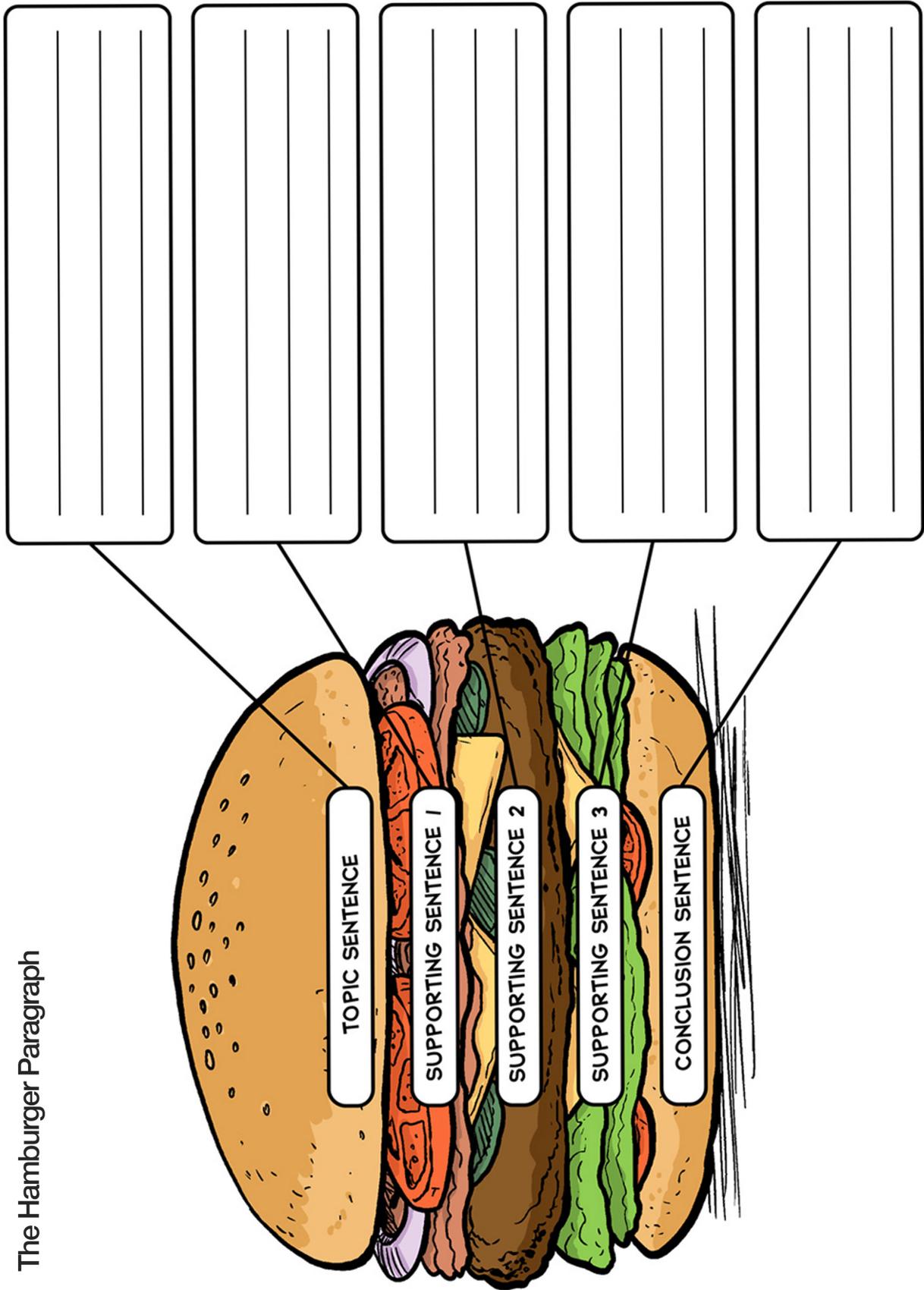



---

---

---

# The Hamburger Paragraph



<https://learningenglish.voanews.com>

For more free printables, please visit [www.timvandevall.com](http://www.timvandevall.com)  
Created by Tim van de Vall | Copyright © 2013 Dutch Renaissance Press, LLC.