
INTERVIEW VOCABULARY

The beginning of any great new career starts with an interview. In the United States, the job interview is a chance for a company to see how the skills and personality of an applicant will fit their workplace. For many English learners, the American-style interview can be an unfamiliar experience because job applicants are expected to talk about themselves and their skills. This requires a vocabulary filled with strong adjectives and the linguistic competence to share plenty of details about personal qualities and experiences.

In this week's Teacher's Corner, students will experience job interviews while practicing strong adjectives that will make them the perfect job candidate!

LEVEL

Intermediate to Advanced

LANGUAGE FOCUS

Speaking (primary focus); listening (secondary focus)

GOALS

Students will

- Use adjectives to describe themselves and their experiences
- Practice speaking and listening through a job interview question-and-answer format

MATERIALS

- Teacher: computer, speakers, projector, whiteboard or chalkboard
- Students: notebook, pencil, paper

PREPARATION

1. Read through all the materials carefully.
2. Print a class set of the adjectives in Appendix 1. There are 20 adjectives in the set; larger classes may need two copies, and in smaller classes, you may want to choose which adjectives to include and which to set aside. Cut out the adjectives before class.
3. Print enough copies of the interview questions in Appendix 2 for each student in the class.

4. Have one sheet of blank paper for each student in the class. Students will use the paper to write down the name of their company.

PART ONE: ADJECTIVE MATCHING

In this week's Teacher's Corner, students will practice using adjectives that can help them be more exact and assertive during a job interview. This lesson begins with a matching activity to learn vocabulary before students write and answer questions in a practice interview.

1. Begin by dividing the class into two groups of equal number. Give half the students the strong adjective cards, and give the other half the weak adjective cards.
2. Next, have the students mingle and look at one another's cards. When two students think they have a match, have them stand together to form a pair. As students make correct pairs, write their strong/weak adjective combinations on the board. Writing the adjectives on the board will help students during Part Two of this activity.
3. Once all the students have matched cards, review their answers as a class. If a pair of students is incorrectly matched, have them return to mingling until they make a correct match.
 - a. **Note:** If students do not know all the words, that is okay. Just encourage them to make a guess based on what they know. During this warm-up, the goal is for students to think about this new vocabulary as a group.

PART TWO: JOB PREPARATION

1. Once again, divide the class into two groups: Group A and Group B. Have each group sit on opposite sides of the room.
2. Have the students get out a notebook and a pencil or pen.

3. For Group A, give each student a blank sheet of paper. Have these students think of a company – this can be a real company, a sports team, or a local business they would like to represent – and tell them to write the name of the company on the sheet of paper and place it on their desks.
4. Next, give each student in Group A a copy of the interview questions in Appendix 2. Have them read through the questions and prepare to ask interviewees the questions.
5. While Group A reviews their interview questions, instruct Group B to prepare to interview for a job. To do so, they should use the adjectives from the warm-up activity. Encourage students to think about the following questions:
 - a. What strengths and skills do I have?
 - b. What education and experience do I have that make me a strong applicant?
 - c. What adjectives best describe me?
 - d. What kind(s) of jobs would I like to have?
6. Once all the students have had time to prepare, have Group B stand up and move around the room to see the companies and work opportunities that Group A have made available. If a student is interested in a company, have him or her sit down with a student from Group A and have an interview.
 - a. **Note:** If several students are interested in the same company, have them take turns. In the meantime, encourage them to sit down with another company for an interview while they wait; it is always important to get extra interview practice!
7. Once all the students in Group B have had a chance to have an interview, have the groups switch roles and repeat the process again from Step 1.

APPENDIX 1: INTERVIEW ADJECTIVES

Strong Adjectives	Weak Adjectives
Accurate	Very correct
Amiable	Very friendly
Communicative	Very talkative
Crucial	Very important
Eager	Very willing
Essential	Very necessary
Excellent	Very good
Exceptional	Very special
Expansive	Very wide
Extensive	A lot <i>or</i> Very long
Frequently	Very often

Gifted	Very talented
Inclusive	Very open
Intelligent	Very smart
Kind	Very nice
Rapid	Very quick
Rare	Very hard to find
Swamped	Very busy
Swift	Very fast
Terrific	Very great

APPENDIX 2: ADJECTIVE REVIEW

You are interviewing people for a new position at your company. Below are common questions asked during an interview. Use them to find the best candidate for the job. As the applicant answers your questions, be sure to write notes in your notebook.

1. What information can you tell me about yourself?
2. Why did you choose this field for your career?
3. How would you describe yourself?
4. What are your best strengths?
5. What would you like to improve about yourself?
6. What is the most important thing you are looking for in a job?
7. What are your career goals?
8. Do you like to work in teams, or do you prefer to work alone?
9. Why do you want to work for our company?
10. Do you have any questions for me?