

## Lesson plan

### In Company Pre Intermediate Unit 14 Hiring and Firing

**Class level:** Pre-intermediate: spread of levels ranging from good elementary to intermediate

**Main aim:** to practise the language of CVs and job interviews

**Sub aims:** to review question-asking and adjectives  
to work on listening comprehension and fluency

**Number of students:** 18

**Class profile:** mono-lingual; adult learners. Studying business English in order to improve employment chances

**Time:** 60 minutes

**Materials:** In Company course book, Unit 14 Hiring and Firing pps 91-92  
CD audio (Unit 14)  
In Company CD-ROM Pre Intermediate / computer plus data projector  
OHP (overhead projector), OHTs and OHT pens

**Assumptions:** all students have been issued with course book / CD-ROMs, and have passwords for their In Company MPO (Macmillan Practice Online)

**Anticipated problems:**

- some students may be absent. Action: ask a classmate to pass on information about which Course book Unit pages were done in class and what the homework is
- some students may not have done their homework.
- some students may have forgotten that they have both the CD-ROM loaded at home and their passwords to their MPO
- most students will have problems with word order in questions

**Timetable fit:** Students have done the first part of Unit 14 in class.  
Students' homework last week was the CD-ROM Unit, *Work Issues*

#### Lesson overview / timings (approx)

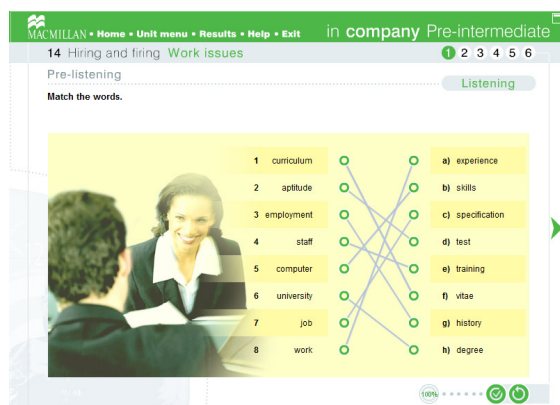
1 Warmer / lesson intro	(10 mins)
2 Brainstorming task / feedback	(10 mins)
3 Listening	(15 mins)
4 Interview task	(20 mins)
5 Cooler / Homework	(5 mins)

# Procedure

## 1 Warmer / lesson intro

1.1 In two minutes, find out if your partner has ever had an interview. What job was it for? Did they get the job? What was the interview like? Was the interview in English? Elicit student feedback.

1.2 Check if students did their homework. Were there any problems? Bring up the first screen of the homework (Pre-listening) to do a quick review and lead in to the lesson. Ask several students at random to come out in turn to the computer and match the vocabulary items e.g. 'curriculum vitae.' (see: figure 1)



**Figure 1 Work Issues Pre listening (In Company CD-ROM)**

1.3 State the lesson aim: "to review the language of CVs and to practise interviews."

## 2 Brainstorming task and feedback

### 2.1 Task set-up

Divide the class into small groups. Give each group a letter, A or B.

Tell the Group A's to list the sections they expect to see on a C.V. Provide the first heading: e.g. *Full name*.

Tell the Group B's to write down a list of 6-8 'best interview questions'. Provide an example: e.g. *"Why did you apply for this job"?*

If possible, issue each group with an OHT to write down their lists. Monitor and help as appropriate. (c. 5 mins)

### 2.2 Feedback from groups

Ask someone from an A group to show their list on the OHP. When they have finished, ask for any alternative / additional headings from the other A groups. Write any new or useful terms on the whiteboard.

Repeat the procedure for the B task. Do any language work arising from the task e.g. provide help with phonology / word order. (c. 5 mins)

### 3 Listening

3.1 Ask students to open their books at page 91 and look at the headings on the CV. How is the C.V. similar to the students' example? How is it different? Deal with any new vocabulary at this stage.

Ask students to look at the list of nine questions in part 2. Which questions were new or different from the list of questions they made before?

3.2 Follow the listening and procedure outlined in the *In Company Teacher's Book* i.e.

- allow students time to read the job advert and the content of the CV.
- tick any questions they hear in the interview. (Remind the students the interviewer does not use the same words)
- have the discussion as to whether the interviewer was fair to Sarah or not. Find out which students think Sarah would get the job and which students think she would not. (Note that in the interview, Sarah exaggerates! See *In Company Teacher's Book* for further details)

3.3 If you have enough time, play the listening again and ask students to complete Exercise 4 - intensive listening for clarification.

### 4 Interview task

4.1 Vocabulary review

Tell students that in a few minutes, they will be taking part in an interview! Open the CD-ROM unit they did for homework and go to Part 6, screen 2: 'Positive and negative' qualities. Ask students to work in pairs for two minutes and choose five words they think will come up during the interview. Ask students at random to come up to the whiteboard and drag a word into the positive column and put it in a sentence. e.g. "*I'm proficient at languages*". (See: Figure 2)

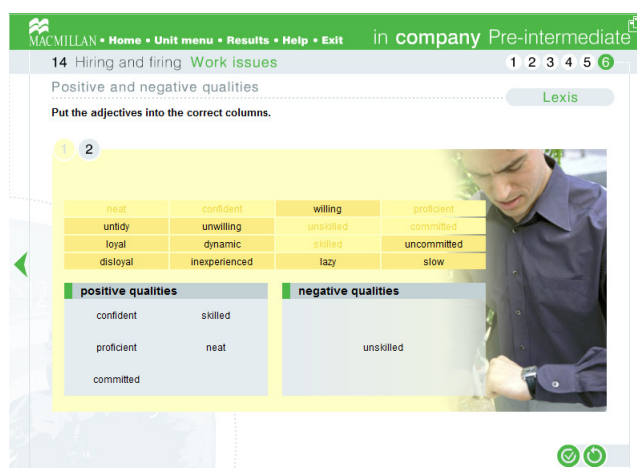


Figure 2 Work Issues (In Company CD-ROM)

## 4.2 Task preparation

Ask students to take a blank sheet of paper and using the headings from the course book or their own lists, to complete their own CV.

Put students in pairs. Ask students to exchange CVs and to prepare a list of 4-5 specific questions they would like to ask in an interview. Before the role play begins, encourage students to tell each other the type of job applied for, based on their own future plans.

## 4.3 Interview role plays

Students interview each other in pairs. Set a time limit for each interview of about 5 minutes. Encourage the students to exchange roles. Note: If you have an uneven number of students, ask one pair to double up as interviewers.

Monitor the task. Make a list of any good use of language or interview strategies and also of any important mistakes the students are making. If you are short of time, tell students that you will type up your notes and provide language feedback in the next lesson.

## 5 Cooler / homework

Ask students to think back on the lesson and think about what they learnt: new information about CVs or interviews? any new words? Give them a moment to copy down anything new on the whiteboard.

Set the homework from the In Company MPO. Students who feel they need more practice on question-asking should do "I've got an interview". Students who feel they need more listening practice should do "Talking about CVS and job interviews". (See: Figure 3).

**I'VE GOT AN INTERVIEW!**  
You are helping your friend practise for a job interview. Click on an answer in the first column and click on the corresponding question in the second column.

1 What is your current position?	I'm not very involved in decision-making.
2 What do you like about your job?	The increased competition of dealing in a global economy.
3 What is its main drawback?	I should learn to delegate more.
4 What is the main attraction of the job here?	It's very varied, and also quite challenging.
5 What is your most relevant experience?	My previous job involved a project very similar to this one.
6 Do you have any experience of working abroad?	I'm Projects Office Co-ordinator.
7 What is your main strength?	I think that I am very self-motivated.
8 What could you improve about yourself?	The fact that it will deal with innovation.

**TALKING ABOUT CVS AND JOB INTERVIEWS** Listening for information - modals  
Listen to the conversation. Click on True or False for each sentence.

1 This morning Wendy and Chris are going to write a job application together.  
 True  False

2 The job interview is for the position of secretary.  
 True  False

3 The applicants can use a web site to write their letter.  
 True  False

4 Wendy believes a letter shows what the person is like.  
 True  False

5 Chris agrees with Wendy completely.

**Figure 3 Homework tasks: In Company MPO**

If you have an Internet connection in the class, show students the homework task from the MPO. Remind students that they can listen to audio as many times as they wish, as well as print out a copy of the transcript, so they can read and listen at the same time.

Tell students to also go to their MPO and add the new words to their Word lists. If there are any new words in the MPO exercises, they should use the Macmillan English Dictionary On-line.

### Acknowledgements:

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