



Teachers Notes:

Level:	B1/Intermediate
Topic:	Interview Skills: What are your strengths?
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Lesson Aim:	To introduce students to work-related adjectives and form answers to the common interview question – <i>What are your strengths?</i> Students work in pairs to write answers, giving examples of tasks where they can have demonstrated their skills in previous jobs. Students are also introduced to regularly used work vocabulary.
CEFR Student Learning Outcomes:	<p>Reading: I can understand the main points in straightforward factual texts on subjects of professional interest well enough to talk about them afterwards</p> <p>Spoken production: I can talk in detail about my experiences, feelings and reactions</p> <p>Written Production: I can write simple texts about experiences or events</p> <p>Quality of Language: I know enough vocabulary to talk about my work.</p>
Lexical Aim:	<p>Personality Adjectives (for work) Self-disciplined, reliable, passionate, supportive, goal-oriented, innovative, flexible, hard-working, determined, motivated, self-aware, loyal, organised, innovative.</p> <p>Deadline, to delegate, supervision, to mentor, targets, to promote</p>
Interaction Patterns:	Pair work Whole class
Preparation:	None
Task Time:	90 minutes.



Lesson:

Procedure

Introduction:

Ask students to work with their partner and think about one question they think is the most common question asked in interviews

Possible answers:

- Why are you leaving your current job?
- Why did you apply for this job?
- What do you know about this company?
- What's your salary expectation?
- ***What are your strengths/weaknesses?***

Get feedback and write questions on the whiteboard. (There will probably be some errors here – once sentences have been written on the board, give students 5 minutes in pairs to correct any errors) and then error correct together.

Tell students that one of the most common questions asked is '***What are your strengths?***' and is asked in almost all interviews.

Page One:

Project the image of the two candidates, Rob and Lisa, on the board (or handout page one) – Elicit one adjective to describe each of the candidates. *E.g. - Rob looks hard-working, Lisa looks determined. (Discourage friendly, kind as they are not interview adjectives)*

Give students two minutes with their partners to write down one more adjective to describe each of the two candidates. (Encourage them to use their imaginations here)

Get feedback from whole class and write some adjectives on the board. *(Take this opportunity to focus on word stress and do some drilling - some of these adjectives might be tricky for students).*

Page Two:

Assign 'Rob' to two students and 'Lisa' to another two students. Go around the room like this. Students read their candidates description of themselves and help each other with difficult/unknown vocabulary. Now, pair a student who has read 'Rob' and a student who has read 'Lisa, together to inform each other about their candidates. *Which candidate is stronger?*

Get feedback around the class and write difficult vocabulary on the whiteboard.



Procedure

Page Three:

In pairs, students work together to explain the adjectives in the box to each other. Once they are happy they understand all the adjectives, students choose three they would use to describe themselves in interview and give details of a time in current/previous employment where they have demonstrated this skill.

Get feedback from around the class. (If you have time and if students would benefit from additional practice here, you could get them to swap partners and repeat the exercise, after error correction slot)

After this activity, ask students to read the final activity. Students have to choose the best option from the four given for the question – What is your biggest weakness?

Answer C is the most constructive response where students are highlighting a struggle they had in the past but have managed to overcome the challenge and have now found a solution. 'I'm a perfectionist' is a very common answer and employers are aware of why candidates respond with this answer. Do students have any other ideas of good answers to this question?