

# Interviewing: Human Resources (teacher's notes)

## 1. Warm up 5 min

**Aims:** to break the ice and introduce the topic.

**Procedure:** The teacher writes on the board the topic 'Human Resources - HR' and then draws 8 arrows, Ss tell 8 associations which come to their mind connected with the topic. Open-class they vote which association describes the topic the best and say why.

## 2. Lead-in (Activity 1) 10 minutes

**Aims:** to engage students in the context of the lesson and practice critical thinking skills.

**Procedure:** Ask Ss to work in pairs and discuss the questions in Activity 1. Each pair is given 3 jobs to choose from (in the worksheet they are labelled "A", "B", etc. Give just one set to one pair to discuss, fast finishes can continue with another set of jobs). Then the teacher arranges an open-class discussion and boards some of the most popular jobs which the learners have chosen. They also try to find a connection between the given situation and the topic of HR (for example, HR specialist need to select candidates and explain why, they deal with different jobs and professionals, etc.)

## 3. Speaking (Activity 2) 10 minutes

**Aims:** to practice speaking for fluency and critical thinking skills.

**Procedure:** Ask Ss to work in groups and divide the tips into two categories (good and bad).

**Keys:**

Good tips	Bad tips
You make a list of questions you want to ask the interviewer.	You wear very flattering clothes for the job interview and feel very uncomfortable.
You meditate for half an hour before you leave for a job interview.	When the interviewer asks you "What job would you like to be doing in ten year's time?", your answer is "Your job".
Before sending off your letter of application, you show it to a few friends for their comments.	You send unsolicited letters of application to companies you are interested in working for.
You decide to wear the most comfortable clothes for your job interview though they are not smart.	During the interview, you avoid looking into the interviewer's eyes.

You find out which newspaper usually advertises vacancies that are looking for, and study columns regularly.	
You ask your friends to practice with you the interview before the big day arrives.	

## 4. Vocabulary Work (Activity 4) 10 minutes

**Aims:** to enrich topic-based vocabulary, implement it in speaking.

**Procedure:** The teacher divides the class into two or three groups, hands out posters with the target vocabulary written on it. She/he also provides students with the cut out definitions to those words. Ss need to stick the relevant definitions to the words. The group who finishes the first and has the most right answers is the winner.

### Keys:

strength	Something a person is good at
weakness	a particular part or quality of someone or something that is not good or effective
skill	an ability to do an activity or job well, especially because you have practised it
requirement	Something that you must do, or something you need
qualification	an ability, characteristic, or experience that makes you suitable for a particular job or activity
working experience	the jobs that someone has had, or the type of work they have done, in the past
reference	a letter that is written by someone who knows you, to describe you and say if you are suitable for a job, course, etc.
full-time work	done for all the hours people usually work
part-time work	If you work part-time or do part-time work, you work for only some of the day or the week
remuneration system	IPayment system in the company

flexitime	a system of working in which people work a set number of hours within a fixed period of time, but can change the time they start or finish work
Qualify for	to achieve or have the standard of skill, knowledge, or ability that is necessary for doing or being something

## 5. Interview Roleplay (Activity 5) 20 minutes

**Aim:** to practice speaking skills.

**Procedure:** Ask Ss to work in groups (1 or 2). Within the group, Ss choose 2-4 jury members and write interview questions. The teacher gives some sample questions. Then they roleplay job interview session. Jury members choose the appropriate candidate and explain their choice.

## 6. Wrap-up 5 minutes

**Aims:** to reflect back on the errors and summarize the lesson.

**Procedure:** The teacher boards the errors spotted during the lesson, he/she asks students to work in pairs and correct them. Students tell their peers in one sentence what they have learned during the lesson.

## 7. Homework

Ss watch the [video](#) and write out the main criteria the speaker mentions to hire a person.