

Teacher's notes

LEVEL: Pre-intermediate / A2

TIME: 50 minutes

SKILLS: listening, speaking, writing, reading

AIM: to practise basic language associated with job interviews

MATERIALS: one copy of the worksheet and the CV template per student; one set of cut out and shuffled email strips per pair of students; optional copy of cut-outs page per student

Grammar and functions

comparative / superlative

gerunds

good at + *-ing* form

enjoy + *-ing* form

like + *-ing* form

forming questions

describing skills and qualities

Useful words and phrases from the activities

to be in charge of; to be responsible for; to take care of; to deal with; to follow up / follow-up on; satisfaction / satisfied; people skills; multi-tasking; CV (international) / resumé (AmE); application; qualification; background; qualities; team player; problem solver; solution; work-life balance; candidate; mother tongue (BrE) / native language (AmE); perk / benefit; salary / wage

Other possible lexis to elicit

cooperative; friendly; helpful; hard-working

Procedure

As a warm-up, ask students for some basic ideas on finding a new job. Write these questions on the flipchart or whiteboard:

How can you find a new job?

What steps do you need to take to get a new job?

Elicit a sample idea from each student. Write up their possible answers on the flipchart or whiteboard.

Finding a new job

1. Read adverts in the newspapers or online from company websites.
2. Write an email or make a phone call to ask more about the job.
3. Send the company your CV and complete an application form.
4. Set up an interview.

Ask students what is written in typical job advert and explain that *advert* is short for *advertisement*.

Teaching tip:

Check that students know what a CV and application form are. What information does a CV contain? Do they have a CV? What information does an application form ask for?

A

1. Put students in pairs and ask them to complete Activity A. Check the answers together as a whole class.

Key: 1. *in charge*; 2. *train*; 3. *take*; 4. *follow*; 5. *people*; 6. *tasking*

2. Then follow up on some or all of the key vocabulary points below:

• Ask them for other words or phrases similar to *in charge of* ... Write the examples on the flipchart or whiteboard.

The customer care manager / customer service centre

- is in charge of
- is responsible for
- takes care of
- leads
- is the head of

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Explain to students that *leads*, *is the head of* and *is in charge of* are used to talk about a manager's or supervisor's job, e.g.

She leads / is the head of the customer service centre.

He is in charge of the customer service department.

Responsible for and *takes care of* can be used in nearly any job, and refer to areas of work responsibility, as well as to people, e.g.

She is responsible for marketing.

He takes care of our Asian markets.

Ask each student what they are responsible for or take care of.

- Discuss with students the meaning of *follow-up on customer satisfaction*. Ask them: *How can we be sure customers are happy? How can we check on that?* A possible answer is: *We can call them or have regular meetings with them. If there's a problem, we can solve it quickly.*
- Explain that we talk about having *people skills* and *problem-solving skills* (not *problem skills*).
- Talk to the students about one of the most popular business buzzwords, *multi-tasking*. Ask students if they are good at doing many things at once. Do they think that this is a positive way to do a job?
- Finally, ask the students if they think they'd like a job in customer care. Why? Why not?

B

Ask students to work in the same pairs and hand out the shuffled email cut-outs. Get students to put the cut-outs in the correct order to make three emails; 'Asking about the job', 'Replying to the email' and 'Confirming the interview appointment'. Get one of the pairs to read out the emails and ask the rest of the class if they agree with the order. You could also hand out a copy of the cut-outs page to each student, if you wish them to have the answers in full.

Key: 1. k, f, e, g; 2. j, h, a, c; 3. b, i, d

2. Focus and explain key words in the emails, such as:

- *qualifications*: how a person got educated and trained (university and/or vocational college)
- *work experience*: previous jobs
- *position* (or job in the company). This is sometimes called a *post*.

Ask the students about their qualifications and work experience. Have them give one example depending on their experience.

Explain that *I look forward to meeting you* is a polite and professional way to close an email or phone call to create a positive impression. Mention that the phrase must be formulated as:

I look forward to + meeting you

I look forward to + our meeting next week. (with an object + noun)

not *I look forward to meet you.*

C

1. Tell the students to listen to the interview and write in the missing words. Play the interview again to check their answers.

Teaching tip:

With stronger students, try to elicit some or all of the missing words before they listen. You could do this by giving them the initial letters of the missing words, or the initial and final letters, or the total number of letters. With weaker students, they will probably need to listen more than once.

Key: 1. CV; 2. qualifications; 3. contact; 4. good; 5. skills; 6. sociable; 7. problem; 8. solutions; 9. multi-tasking; 10. follow-up; 11. satisfied; 12. free; 13. enjoy; 14. activities; 15. candidate

2. Expand on the following language points from the interview:

- Ask students about their skills.

What are you good at?

Possible answers: *I'm good at selling, marketing, dealing with numbers / calculations, talking to customers.* If necessary, point out that *good at* needs to be followed by an *-ing* form.

- Explain the concept of qualities (personal characteristics, as opposed to skills which you already have or can learn). Ask them what *qualities* they can add to *sociable* from the interview? Write their examples on the flipchart or whiteboard.

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Good qualities for a job

- sociable
- friendly
- helpful
- cooperative
- hard-working
- a good team player

Ask the students to say which would be their best quality to bring to a job.

3. Get students to do the interview as a role-play in their pairs. Then tell them to switch partners and do the interview again, using their own names for the role-play.

4. Elicit some more interview questions about any other skills which the candidate has. Write these key words on the flipchart or whiteboard:

languages
IT skills

Ask students to come up with two questions each on languages and IT skills. Each pair then gives an example question to the whole class which is written on the flipchart or whiteboard.

(Possible questions)

What languages do you speak?

What's your mother tongue?

Which languages can you speak fluently?

What software can you use? Can you work in Excel and PowerPoint?

Now get the students to carry out a survey in their pairs, asking every student two of the questions from the board. Tell them to report their findings to the whole class.

5. Ask the students about the meaning of the expression *work-life balance*, which is used at the end of the interview. Ask them:

*What is a **workaholic**?*

*Does a **workaholic** have a balance between work and his / her private life?*

What does Martin Thomas do to have a good work-life balance? (He plays tennis and goes to classical concerts. This helps him relax and not have too much stress.)

Get students to ask each other:

What do you do in your free time? How does it help you relax?

Possible replies: *I like swimming. It helps me relax ... It's very good exercise.*

6. Ask students to think of questions the interviewee might ask at the end of the interview. Have them brainstorm in pairs about possible topics and questions. Help them start by writing on the flipchart or whiteboard:

Other topics and questions for the customer service job

<u>Topic</u>	<u>Question</u>
money	<i>What is the salary?</i>
working hours	<i>What are the working hours of this job?</i>
perks/benefits	<i>Do you offer a company car/company credit card/medical insurance?</i>

Explain that *salary* means the monthly amount you are paid for doing a job (a *wage* is weekly pay and is less common nowadays). Also *perks / benefits* are extras offered in a job, as well as the money. For example, as a benefit, the company pays for *medical insurance*, either partly or completely.

Ask each pair to give their examples to the whole class. Then ask each student what perks or benefits they would most like to have in a new job. You could use this to revise the language needed to talk about preferences, e.g.

Would you prefer a company car or more money?

Follow-up activity

Ask students to write their own CV outline using the CV template at the end of this lesson plan. Then ask them to exchange their CV outline with another person for them to read over. Get students to ask each other the questions under the CV outline.

A

Choose the correct words in italics to complete the job advert.

customersfirst

where our customers are always number one!

Customer Care Manager

We are looking for the right person for this exciting job in customer service.

You will need to:

- be *in charge / responsible* [1] of 20 people in a customer service centre
- *inform / train* [2] new staff
- *take / have* [3] care of customer problems
- *follow / find* [4] up on customer satisfaction

Do you have:

- excellent *problem / people* [5] skills with employees and customers?

Are you good at:

- multi-*tasking / taking* [6]: for example, managing staff and looking after customers?

Then we would like to hear from you!

Contact **Mrs Hannah Brightman** for more details at

brightman@customersfirst.com

or phone **020 367 4085**

Apply Now

Worksheet

B

Listen and complete the missing words in the interview.

- A: Mr Thomas? Welcome to customersFirst! Very nice to meet you.
- B: Good to meet you too, Mrs Brightman.
- A: Did you have any problems finding us?
- B: Not at all. Your directions were fine.
- A: Good. So, let's get started and talk about the customer care manager job. I can see from your _____ [1] that you've got excellent _____ [2] and a very good background in customer care. First, why did you decide to work in customer service?
- B: Well, I really like direct _____ [3] with people. I think I'm _____ [4] at dealing with all kinds of situations with customers.
- A: So, what qualities and _____ [5] could you to bring to customer care?
- B: Well, I like talking to people; I'm really _____ [6]. Also, I can organize and manage teams well.
- A: OK. Do you like dealing with staff and customers?
- B: Oh, yes. I like working with other people. And I'm a good _____ [7] solver. I like finding creative _____ [8].
- A: This job really needs someone who can do more than one thing at the same time. Is that something you can do?
- A: Of course. I'm very comfortable with _____ [9].
- B: And are you good at customer _____ [10]?
- A: Definitely. I always do my best to make sure the customer is _____ [11]
- B: That's exactly the kind of person we need for this job. So, what do you do in your _____ [12] time?
- A: I _____ [13] playing tennis and going to classical music concerts.
- B: Really? I like tennis and classical music too.
- A: Well, we all need lots of _____ [14] outside work if we want to have a good work-life balance.
- B: Yes, I think so too. Well, Mr Thomas, I think you are an excellent _____ [15] for the position. As you know, there are a number of other ...

CV template

a. Write your details in the CV template below.

Name _____
Address _____
Telephone _____
Email address _____
Date of birth _____
Home country _____
Work experience
• _____
• _____
Education and training
• _____
• _____
Other skills
• Languages _____
• IT skills _____
• Other _____

b. Ask your partner the questions below.

- What's your name?
- Where are you from?
- When were you born?
- Where do you live?
- What's your phone number and email address?
- What jobs have you had?
- What computer skills do you have?
- What languages can you speak?
- What other skills do you have?

Cut-outs

1. Asking about the job

Dear Mrs Brightman,

k. I am writing about your job advert for the customer care manager on the JobseekerPlus website. I am very interested in the position and I would like to know more about the job.

f. I think that my qualifications and background are appropriate for the job and I attach my CV.

e. I look forward to hearing from you.

g. Yours sincerely,
Martin Thomas

2. Replying to the email

Dear Mrs Thomas,

j. Many thanks for your email about the customer care manager job. Your CV looks very good, so I would like to set up an interview with you.

h. Could we meet next Wednesday (23 May) at 10am? I have attached directions to our office.

a. I look forward to seeing you.

c. Best regards,
Hannah Brightman

3. Confirming the interview appointment

Dear Mrs Brightman,

b. Thank you for your message. Yes, I would be glad to meet you for an interview. Next Wednesday at 10am is fine.

i. I look forward to meeting you.

d. Yours sincerely,
Martin Thomas

Transcript

- A: Mr Thomas? Welcome to customersFirst! Very nice to meet you.
- B: Good to meet you too, Mrs Brightman.
- A: Did you have any problems finding us?
- B: Not at all. Your directions were fine.
- A: Good. So, let's get started and talk about the customer care manager job. I can see from your CV [1] that you've got excellent qualifications [2] and a very good background in customer care. First, why did you decide to work in customer service?
- B: Well, I really like direct contact [3] with people. I think I'm good [4] at dealing with all kinds of situations with customers.
- A: So, what qualities and skills [5] could you bring to customer care?
- B: Well, I like talking to people; I'm really sociable [6]. Also, I can organize and manage teams well.
- A: OK. Do you like dealing with staff and customers?
- B: Oh, yes. I like working with other people. And I'm a good problem [7] solver. I like finding creative solutions [8].
- A: This job really needs someone who can do more than one thing at the same time. Is that something you can do?
- A: Of course. I'm very comfortable with multi-tasking [9].
- B: And are you good at customer follow-up [10]?
- A: Definitely. I always do my best to make sure the customer is satisfied [11].
- B: That's exactly the kind of person we need for this job. So, what do you do in your free [12] time?
- A: I enjoy [13] playing tennis and going to classical music concerts.
- B: Really? I like tennis and classical music too.
- A: Well, we all need lots of activities [14] outside work if we want to have a good work-life balance.
- B: Yes, I think so too. Well, Mr Thomas, I think you are an excellent candidate [15] for the position. As you know, there are a number of other ...