

Name _____

Date _____

The Dos and Don'ts of Doing a Job Interview

Read through these pieces of advice and decide if they are things you should do (Do) or things you shouldn't do (Don't) in an interview.

1. _____ arrive at least five minutes early.
2. _____ chew gum during the interview.
3. _____ shake hands with the interviewer(s) at the beginning and end of the interview.
4. _____ tell the interviewer s/he is very good looking and should be on the telly.
5. _____ wear trainers.
6. _____ make sure you won't need to use the toilet during the interview.
7. _____ find out as much about the company as you can.
8. _____ criticise your boss in your last company.
9. _____ exaggerate how much experience you have of the job.
10. _____ say that you have a problem getting up in the morning
11. _____ wear formal clothes.
12. _____ make sure your nails are clean and your shoes are polished.

13. _____ tell the interviewer(s) you are overqualified for the job.
14. _____ spoof if you don't know the answer to a technical question.
15. _____ ask the interviewer to lend you the price of the bus fare home.
16. _____ switch off your mobile phone
17. _____ have a few drinks beforehand to help you relax.
18. _____ prepare some questions to ask at the end of the interview.
19. _____ tell the interviewer(s) that if they give you the job you will stay there for the rest of your life.
20. _____ ask the interviewer(s) to explain if you don't understand a question.
21. _____ wink at the interviewer(s)
22. _____ smile at the interviewer(s).
23. _____ give full answers.
24. _____ disagree with the interviewer(s)
25. _____ thank the interviewer(s) for meeting you.
26. _____ yawn!

The Dos and Don'ts of Doing a Job Interview – Teachers' notes

MODULE: Employment

LEVEL: R2L (R1T and R2U)

Time: 30 minutes	Focus: Preparing for a Job Interview
Class organisation: Pairs/Small groups	Type of activity: Reading and speaking

For this activity you need...
1 worksheet per learner

N.B.

In Class Procedure at a Glance
<p>This is an opportunity for students to think about how to prepare for and behave during a job interview. Students have to decide if the 26 pieces of advice are things the interview candidate should or shouldn't do. Some of the suggestions are not altogether serious and usually prompt some amusement.</p> <ol style="list-style-type: none">1. If your class has not already discussed the topic of job interviews, begin by finding out how many of the class have been to a job interview since they arrived in Ireland. If several students have, let them tell a partner about their experience before selecting one or two students to share with the whole group. If only one or two have been to job interviews, ask them a few questions, or better still, get the class ask a few questions. (What was it for? Was it difficult? What did you wear? Did you get the job etc.) Note that all of the students will have attended interviews with Immigration, Social Welfare etc. and some may talk about these kinds of interview. In the interests of focusing attention, it may be better to insist on experiences of job interviews only though obviously there is a considerable amount of

overlap.

2. Put students in pairs or small groups and tell them that their task is to think of five pieces of advice they would give somebody who is going for a job interview. If any pair or group is having difficulties try and guide them by suggesting areas to think about – e.g. what advice would you give about what to wear etc. Stop the activity before the students have run out of ideas.
3. Let a representative from each pair or group present their advice. They could do this either orally or by coming up to the board. The other groups/pairs should tick off the items that are the same in their list and when it is their turn to report to the class, just add new items.
4. Give out the worksheet and ask students to work individually to complete the sentences with Do or Don't. Let them use dictionaries – preferably English-English
5. When most students have finished, put them in pairs to compare their answers.
6. Finally go through the sentences as a whole group asking individuals to give their answers to each question. Check to see if everybody agrees. Some of the points may generate disagreement for example nos. 8, 9 and 14. Encourage discussion. Take a vote with a show of hands.

As you correct the exercise some of the pieces of advice may prompt you to recall some of your own or your friends' experiences of interviews. Telling an "impromptu" personal anecdote not only provides excellent listening practice but will also encourage students to contribute their own anecdotes.