

Lesson Plan:

Job interviews: experience and strengths

LEVEL	TIME	TOPIC
Intermediate (B1/B2)	60 minutes	Job interviews: experience and strengths

Objectives

By the end of the lesson, students will be able to describe relevant experience and give evidence of a strength. They will also use evidence from the supplied material and appropriate language to explain a choice or qualify a claim.

Materials

Whiteboard, pens, and paper. Copy or display the supplied model and practice details; hide partner-only details until checking. All sample data are fictional.

Warm-Up Activity (8 minutes)

Activity: Compare I'm excellent at everything with the model; identify the evidence.

Presentation (15 minutes)

Model a concise answer with a claim, example, and result. Practice answering a follow-up without memorized speeches.

Language support: experience, strength, result; I was responsible for...; For example...; As a result... Support a claim with a real or supplied example.

Worked model / source: Candidate card: Mina organized a six-person class project; made a task calendar; all sections ready one day early. Model: I'm organized. In our project, I created a task calendar for six people. We finished a day early.

Guided Practice (15 minutes)

Activity: Mark claim, action, result in the model. Answer What did you do when someone missed a deadline? using: Mina checked progress and reassigned one small task.

Suggested answers / teacher notes: A suitable answer names Mina's action without inventing a managerial job. Distinguish team result from individual contribution.

Procedure: Complete the first item together. Partners attempt the remaining items before seeing the notes. Ask them to explain a correction, then rehearse the corrected version.

Independent Practice (17 minutes)

Task: Profiles: Omar trained two volunteers with a checklist; Eva checked 20 order records and caught two duplicates. Interview for office assistant: describe a strength, give evidence, answer one follow-up.

Success check: Check relevant evidence, honest scope, and coherent past-tense narration. Offer I helped by ___ for learners who overclaim team achievements.

Support and challenge: Offer the target phrase frames during planning. For a challenge, ask learners to justify a wording choice, consider a different audience, or identify a limitation without adding unsupported information.

Wrap-Up / Review (5 minutes)

Review: Ask for one strength supported by a specific experience.

Ask learners to explain their response using the model or practice material. Revisit one shared difficulty before collecting the final work.

Homework (Optional)

Write a four-sentence answer about a real or invented strength.

Follow-up: Use the supplied model as a reference. Bring the response back for a brief partner check against the lesson objective; correct one detail or language choice before submitting it.