

Internships

Lesson description

In this lesson you will take part in an interview between a student wanting to do an internship and an HR manager. You will read information on internships and will learn language to sound convincing and confident. You will also learn language related to transferable skills.

Aim

Interviewing and being interviewed.

Language

Language to sound convincing and confident.

Language related to transferable skills.

Task

The task for this lesson is to role-play two interviews between an HR manager and an interviewee who wants to do an internship.

Materials

Handout

Photocopiable (two internship adverts and an optional third for *Task*)

Audio 22.1

Suggested running order

Lead-in	Discuss funny / bizarre anecdotes about interviews.
Input	Reading an article on the advantages of internships.
Language focus	Sounding convincing and confident, speaking with emphasis and lexis related to transferable skills.
Task	Questions interviewers ask. Role-play two interviews. Asking the interviewer questions. Giving the candidate feedback.

Lead-in

1 Ask students to read the quotes and work out the context.

Answer

Anecdotes about funny / bizarre things that happened in job interviews, from the point of view of the interviewer.

2 Ask students to discuss the questions.

Answers

1 *They are all true allegedly.*

2, 3, 4 *Students own answers.*

Input

1 Ask students in groups to brainstorm the advantages of internships. Ask them to brainstorm three advantages for students / recent graduates and three for employers.

2 Ask students to read the article to see if their advantages are mentioned. They should also underline any more advantages.

3 Ask students to answer the questions according to the text.

Answers

1 *scour online job boards, polish cover letters and blast out CVs*

2 *a 7 in 10 chance*

3 *performance in the interview and relevant work experience*

4 *what the student has been learning at university, relevant projects, course work and extracurricular activities, the hunger to be successful*

5 *self-awareness, demonstration that they are doing something to improve on their weaknesses, confidence, commitment, desire and passion towards their career goals; interviewers want to know that the candidate has given some thought to the position*

4 Ask students what else employers look for in interviews.

Possible answers

reliability

skills to lead / work in teams

punctuality

ability to inspire others

Language focus

1 Ask students to read the responses and decide who they would choose for the job and why.

Preferred answer

Candidate A sounds much more confident, convincing and professional.

2 Ask students to complete the stems so that they are true for them (they are taken from Candidate A's response). Encourage students to stay in the context of responses in an interview.

3 Ask students to complete the missing words from the sentences using words from the wordpool and then complete them so that they are true for them (more convincing / confident-sounding language).

Answers

1 *My background to date has been centred around ...*

2 *As you can see from my academic, extracurricular, and experiential background, I have committed myself to ...*

3 *I want to use my expertise to help people ...*


4 *This is exactly why I am convinced that I would be a ...*

5 *I plan to pursue a Masters degree to give me even more extensive knowledge of ...*

- 4 Ask students to read through the language box and then use the language to complete the response. Tell students they can use the language more than once. A contraction is one word.

Answers:

*'I got very good results in my final exams and I'm really glad all the hard work paid off. I wasn't at all worried that I wouldn't do well but I was **very** surprised **indeed** when I got my results. I think this shows that I'm not **in the least** afraid of hard work. In fact, I'm really motivated by challenge. I feel an **even** bigger sense of reward when I think about how it is my **own** hard work that has got me this far. I do feel though, that I've still got a lot to learn.'*

- 5  Play the audio for students to check their answers. Ask the students what, apart from the language, makes the speaker sound convincing and confident.

Possible answers

speaking fluently but not too quickly (possibly work on natural speech, e.g. consonant vowel linking)

not too much hesitation but pausing at the right points

not speaking in a monotone voice

stressing the words for emphasis

- 6 Ask students to use the language from exercises 2–4 to make the response more convincing. Ask them to write out their answer.

Then ask them to read their answer to their partner, concentrating on using stress, intonation and fluency to sound convincing.

- 7 Ask students what 'transferable skills' are. Ask them to use the words in the wordpool to create nine transferable skills. They will have to use some words more than once.

Answers

1 *team work*

6 *research and analytical skills*

2 *personal motivation*

7 *numeracy skills*

3 *organisation and time management*

8 *personal development*

4 *written communication*

9 *Information Technology skills*

5 *verbal communication*

- 8 Ask students to tell their partner which of these transferable skills they have and whether they can think of any more.

Task

- 1 Ask students to brainstorm five questions that interviewers might ask.
2 Ask students to grammar up the words, forming interview questions.

Possible answers

1 *How has your college experience prepared you for this career?*

2 *What makes you suitable for this job?*

3 *Have you got any questions?*

4 *What influenced you to choose this career?*

5 *Describe a situation in which you worked in a team.*

6 *What do you expect to be doing in five years' time?*

- 3 Tell students they are going to carry out a role-play in pairs. Divide the class into two groups. One group are the HR managers. The other group are the candidates. Give them the Marketing Internship advert. Ask HR managers to devise a list of questions and ask candidates to think about how they will describe their skills and experience to get the job. Tell the candidates that they do not need to be truthful but they do need to try as hard as they can to get the internship. Set a time limit for preparation.
- 4 This is the main task of the lesson. Put the students in pairs (one HR manager and one candidate) and ask them to carry out the role-play.

(If time, students can carry out another role-play based on the Junior Illustration and Design Assistant advert.)
- 5 Tell students that now they have to swap roles. Give the pairs the Sustainable Energy Internship advert and give them a time limit to prepare their ideas. Ask them to carry out their role-play.
- 6 Tell candidates to ask the HR manager at least two questions about the Sustainable Energy Internship. Tell HR managers to decide whether to give the candidate the job or not and tell them to give their candidate some feedback.

Audio script

22.1

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