

The Business Interview

**Tom Bradshaw works for Mayfield International.
Our reporter met him last week and asked him questions
about his life and career.**



Look at Tom's answers. Can you write the questions?

1. _____
I was born in Singapore. My father was working there.
2. _____
I went to Yale.
3. _____
I studied Economics.
4. _____
I graduated in 1981.
5. _____
I joined Mayfield International in 1981 - just after graduating.
6. _____
There are around 900 employees in the company.
7. _____
We make car navigation systems.
8. _____
I am the Vice President of Sales.
9. _____
I often have meetings with car manufacturers. I also manage the sales managers in my team.
10. _____
In the future, I want to continue working here!

The Business Interview

It's now your turn! Look at the topics below. You are going to interview a partner. What questions do you need to ask? Check with your teacher if you are not sure.

Name:

Childhood:

School / College Information

.....
.....

Company Information

Products / Services:

.....
.....

Number of Employees:

Date Joined:

Current Job Title:

Responsibilities:

.....
.....

Future Plans:

.....
.....

**You are going to tell the class about your partner – but you can speak for only one minute!
Prepare what you are going to say.
Don't write anything – just look at the notes you made above.**

1 I was born in Singapore. My father was working there.

2 I went to Yale.

3 I studied Economics.

4 I graduated in 1981.

5 I joined Mayfield International in 1981 - just after graduating.

6 There are around 900 employees in the company.

7 We make car navigation systems.

8 I am the Vice-President of Sales.

9 I often have meetings with car manufacturers. I also manage the sales managers in my team.

10 In the future, I want to continue working here!

C

Where were you born?

H

Where did you go to college?

D

What did you study at college?

A

When did you graduate?

F

When did you join Mayfield International?

J

How many employees are there in your company?

B

What does your company do?

E

What is your job title?

I

What does your job involve?

G

What do you want to do in the future?

The Business Interview: Teaching Notes

Target Structure:	General Review
Vocabulary:	Business
Level:	Elementary to Pre-Intermediate
Time:	40 minutes
Preparation:	None

Suggested Teaching Method

This worksheet is good for making sure students can deal with some common questions about a person and his/her business background.

The questions review: present simple, past simple, 'born', there is / are, want.

There are two ways of teaching this lesson. Depending on the level of your class, you may find one method better than the other. Students could write the questions 'cold' - perhaps working with a partner. Alternatively, you could cut up the answers and suggested questions, and have students match the pairs.

Option 1: Using the cut out question and answer strips. (Pages 3-4)

Method

Give out one set of questions and answers, shuffled, to each pair of students. Set a time limit, or have a race for the pairs. Students should match the pairs. Go through the answers with the group. You may like to focus on some of the fixed expressions / questions, including:

- go to university
- What does your company do?
- What is your job title?
- What does your job involve? (Particularly useful when students give a generic job title. Give an example for yourself - teaching, level checking, marking homework, writing reports etc.)

Option 2: Using the fill-in-the-blanks interview sheet. (Page 1)

Give out page one to each student. Ask them to read the answers. Check they understand the vocabulary. Explain that the students need to write the interviewer's questions. Do the first question as an example, eliciting "Where were you born?" Put students in pairs, and set a time limit to write all the questions. (10 – 15 minutes?)

Go through the answers with the class at the end.

Follow-Up : Student Interviews

Give out page two. Follow the instructions.

Students should spend a few minutes practicing the questions. Depending on the level, you can allow your students to refer to the previously studied questions. Explain that they should also ask follow-up questions when necessary.

After a few minutes, assign pairs (different ones to before, if possible). One person should ask questions and make notes. After five minutes, the students should change roles.

Direct students to read the instructions. Tell them that they only have one minute for their presentations. Give students about five minutes to practice alone.

Starting with a confident student, ask him/her to stand and speak about the interviewee for one minute. Make a note of any major mistakes, but don't interrupt. If the student is unable to last a full minute, it's best not to prolong the agony.

Finish by writing on the board a few of the errors made. Encourage the students to find the mistakes.

Answer Key

Question and Answer Strips

- 1 C
- 2 H
- 3 D
- 4 A
- 5 F
- 6 J
- 7 B
- 8 E
- 9 I
- 10 G

How are we doing?



Have you taught this lesson? We would be pleased to hear your feedback.

Send your comments to editor@handoutsonline.com.