

**JOB INTERVIEW: SOFT SKILLS****Level:** B1/B2**Time:** 40-50 minutes

**Lesson focus:** The class uses two authentic materials by [Indeed.com](https://www.indeed.com) (*10 Soft Skills Interview Questions and Answers* and *Hard Skills vs. Soft Skills*). The class starts by dividing 12 words into two unknown categories and predicting what they may have in common. Students are then introduced to soft and hard skills and their importance in job interviews. Their understanding is checked by eliciting different actions that can be done during an interview that highlight the candidate's soft and hard skills. Introduce students to the STAR technique that helps them organise their answers at job interviews. Students read example questions and answers and divide the answers into four parts of the STAR technique. Using these answers, students develop their answers, first by writing and then by speaking.

**Materials:**

- Presentation (PDF)
- Worksheet (PDF)
- Article: [10 Soft Skills Interview Questions and Answers](https://www.indeed.com)
- Article: [Hard Skills vs. Soft Skills](https://www.indeed.com)

**Learning objectives:**

- to understand the importance of soft and hard skills in job interviews
- to identify soft and hard skills
- to develop job interviews answers on soft skills
- to understand and use the STAR technique

**Structure:****1. Lead-in (6 mins)**

Present students with 12 different words

(*bilingual, creativity, database management, dependability, empathy, organisation, programming, problem-solving, SEO marketing, statistical analysis, teamwork, typing proficiency*). Students work in pairs and divide the words into two categories and explain the logic behind each of them.

Show the answers and predict the meaning of *hard* and *soft skills*.

*Answers: Hard skills - bilingual, database management, programming, SEO marketing, statistical analysis, typing proficiency.*

*Soft skills - creativity, dependability, empathy, organisation, problem-solving, teamwork.*

**2. Reading for gist (6 mins)**

Students discuss the meanings of *hard* and *soft skills*. Read two short extracts and check if students' predictions were correct. Explain any new words as necessary.

Discuss which one is more important to get a job - hard or soft skills. Why?

**3. Check the understanding (5 mins)**

Think about different ways in which these skills could be highlighted at a job interview. Read six different actions and discuss which ones highlight soft skills and which ones highlight hard skills.

*Answers: Hard skills - 2, 5, 6; Soft skills - 1, 3, 4.*

Discuss other actions that could highlight these skills.

*Suggested answers: Hard skills - elaborating on your experience; Soft skills - speaking clearly.*

#### 4. Pre-reading discussion (5 mins)

Say that the most effective way to showcase your hard and soft skills is the *STAR* technique. Students work in pairs and decode the acronym.

*Answer: Situation, Task, Action, Result.*

#### 5. Reading and identification (7 mins)

Students work individually and read a sample interview question with a sample answer. Identify and underline four parts of the *STAR* technique. Show the answers and discuss them.

**S** → "I worked for a web development company, and our team needed to complete the design for a client's website by the end of the month. The UX designer and the senior web developer disagreed on the final changes to the landing page. Our team fell one week behind on the project. I scheduled a meeting the next day, and they both came to an agreement on the design and we delivered it to the client on time. Addressing problems quickly is an important part of being a manager, and I think I can use my judgment from this situation to excel in this role."

**T** →

**A** →

**R** →

#### 6. Controlled writing (8 mins)

Students read another question on soft skills and follow the example to write their answers. Monitor the activity and help as needed.

Students read their answers to the rest of the group.

#### 7. Writing practice (8 mins)

Present students with two more questions and give them some time to write their answers following the *STAR* technique. Monitor the activity and help as needed.

Students read their answers to the rest of the group.

#### 8. Post-writing discussion (8 mins)

Students work in pairs and ask and answer five more job interview questions. Monitor the activity and elicit some answers.

#### 9. Error correction (5 mins)

Discuss any errors and provide speaking feedback.