

Everyone can do something

LEARNING OUTCOME

learn how to answer questions in an interview

WARMER

Ask students if they know what kind of job they want to do in the future. Compare answers around the class. Ask them what they think is more important to get a job, experience or the personal qualities of the individual.

Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to describe their experience and personal qualities in a job interview.

Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

Answers

The people are in an office. The young man is having a job interview. He is answering questions. The interviewer is holding an application form.

Typical first jobs are working in a restaurant, shop assistant, baby-sitter, cashier, activity monitor and cleaner.

Everyday vocabulary

- 2 Ask students to look at the personal qualities in the box and, in pairs, answer the questions. Encourage students to look up any unknown words in a dictionary, or ask other students.

Answers

a Checking cinema tickets: friendly; hard-working; helpful; careful; responsible

b Working in a shop: friendly; hard-working; good at maths; helpful; patient; careful; responsible

- 3 Ask students to work in pairs and brainstorm any other words they know and add them to a and b. Ask pairs to share their ideas with the class. Check answers and write the words on the board.

Possible answers

a Checking cinema tickets: smart, cheerful, polite

b Working in a shop: smart, cheerful, polite, fast, good at remembering products and prices

- 4 Ask students to say which qualities describe them.

Dialogue

- 5 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between an interviewer and a teenager, James. They should cover the dialogue on the page and listen. Tell them not to worry about understanding every word. They should listen and find out if James has the right personal qualities for the job. Ask students to check their answer in pairs, before checking as a class.

Answer

Yes, he does. He is friendly, punctual, hard-working and good at maths.

- 6 Ask students to look at the dialogue on the page and complete gaps 1–6 with the missing sentences a–f. They check answers in pairs, then listen to the dialogue again and check.

Answers

1 c 2 a 3 f 4 d 5 e 6 b

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the expressions and find them in the dialogue, noting who says each one. Ask students to practice saying the expressions.

Answers

Have you got any experience working in a team? (Interviewer)

What did you learn? (Interviewer)

Did you have any problems? (Interviewer)

Last year I organised a team at school. (James)

I'm friendly, punctual, hard-working and I am good at maths. (James)

When can you start? (Interviewer)

Over to you!

- 7 Make sure the students understand the word *candidate* (a person who is trying to get a job).

Students work in pairs and decide who will be the interviewer and who will be the candidate. Ask them to read the instructions and follow the steps. Tell students they can choose any job they like from the list. Remind them to use expressions from the Toolkit and the dialogue in 5. When students have finished ask them to swap roles and do the role-play again. Monitor and make a note of errors or good language during role-plays. Write these on the board (anonymously) for the class to correct or note in their notebooks. Some pairs could act out their dialogues in front of the class.

- 8 Ask student to complete the application form for the job they have just talked about. Remind students that the description of experience should be in the past tense.

Extension: Give the applications of students who have applied for the same position to other students. They then decide which candidate should get the position.