

Is she a team player?

LEARNING OUTCOME

learn how to choose a candidate for a voluntary project

WARMER

Ask students if any of them have ever had part-time or holiday jobs. Find out if they needed to have an interview for the job. If so, ask them how they found the experience.

Ask students to look at the learning outcome. Explain that in this lesson they will learn how to choose a suitable candidate for a job.

Everyday life

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

Answers

The people are in an interview or in a debate/discussion about interviews. Things that may affect the candidate's chances are: how they are dressed, how they speak, where they studied, how much experience they've got, and what sort of person they are.

Everyday vocabulary

- 2 Tell students that the adjectives in the box are often used to describe qualities of job candidates. Ask them to match the adjectives to their definitions. Encourage students to look up any unknown words in a dictionary, or ask other students.

Answers

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

- 3 Ask students to work in pairs and choose three jobs from the list. They then decide which qualities from the list in 2 would be appropriate for the jobs they have chosen. Check ideas as a class.

Dialogue

- 4 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between Rob and Maria, who work at a youth centre. 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 who Rob and Maria employ. Ask students to check their answer in pairs, before checking as a class.

Answer

Abby. Maria wants to keep Bryn's number in case another job opportunity comes up.

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

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the expressions and find them in the dialogue, noting who each one describes: Bryn or Abby. Then ask students to think about the meaning of the phrases and to think of how they could explain them. Check answers as a class and write some good sentences on the board for students to practice.

Answers and suggested answers

Look at the expressions from the dialogue.

Who does each one describe, Bryn or Abby?

... seems quite shy (Bryn)

... really committed (Abby)

... got really good exam results (Bryn)

... experience working with younger students (Abby)

How could you explain the phrases in *italic*?

... has to *be sociable* (someone who enjoys being with other people)

... have a *can-do attitude* (someone who has a positive attitude)

Over to you!

- 6 Students work in pairs to choose suitable candidates for a volunteer position. Ask them to read the instructions and follow the steps. Tell students they can choose any job in 3. They should agree on the qualities they are looking for in their candidate. Remind students to use expressions from the Toolkit and the dialogue in 4. 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.

Extension: Students can write how they made their decisions, following this key: 1) Describe the qualities you feel are appropriate (e.g. *the right candidate should be hard-working, must be flexible*, etc.); 2) Name the candidate you have chosen (e.g. *Karina*); 3) Give reasons for your choice (e.g. *Karina is creative and flexible and I think she has a can-do attitude*).