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# A DAY IN THE LIFE OF ...

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## The job interview game

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Type of module	Creative communication
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Level	B2
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Target group	16-19 year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

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**Educatio Kht. 2008**

# INFORMATION TABLE

<b>TYPE OF MODULE</b>	Creative communication
<b>DESCRIPTION OF MODULE</b>	In this module Ls will learn about the daily routine of people with different jobs. Next, they will learn how to prepare for job interviews and finally, they will interview each other for a given job and decide on the best candidate.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<p>Language proficiency: This module aims to enable Ls to do these things more effectively:</p> <ul style="list-style-type: none"> <li>■ to listen to people talking about their career</li> <li>■ to scan texts for information</li> <li>■ to take notes and summarize them to other Ls</li> <li>■ to take part in a job interview (both as interviewer and interviewee)</li> <li>■ to work cooperatively</li> </ul>
<b>TIMEFRAME</b>	3 lessons
<b>TARGET GROUP</b>	16-19 years-old learners
<b>LANGUAGE LEVEL</b>	B2
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>To complete the module, Ls need to be able to do the following:</p> <ul style="list-style-type: none"> <li>■ understand and express abstract ideas and notions to do with work</li> <li>■ use a variety of grammatical structures and linking devices</li> <li>■ prepare and ask questions at a job interview</li> <li>■ talk about their personality and suitability for a job</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	–
<b>Links with other modules</b>	–
<b>Links with school-leaving exam</b>	Practising listening skills: note-taking and giving short answers to questions
<b>FOCI OF SKILLS-DEVELOPMENT</b>	
<b>Communicative language skills</b>	<ul style="list-style-type: none"> <li>■ Interviewing someone about their job</li> <li>■ Learning how to be effective at job interviews</li> </ul>

**General, educational skills**

- Learning about the daily routine of various jobs
- Preparing for job interviews
- Practising job interviews (both as interviewer and interviewee)
- Note-taking (based on reading and listening texts)

**EVALUATION**

- Self-assessment through criterion-based self-assessment forms
- T will be able to assess Ls work using the same criteria as the Ls. Thus, rather than giving marks (which the T might still do), T and Ls will be able to evaluate the project together within a framework that encourages cooperation and appreciation of the others' work.

**SUGGESTIONS**

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**BACK UP SYSTEMS**

[http://www.vault.com/nr/ht\\_list.jsp?ht\\_type=1](http://www.vault.com/nr/ht_list.jsp?ht_type=1)

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Introducing the topic of jobs Interviewing someone about their job (HW)	Listening to a text about the career of an editor Jig-saw reading about 4 different kinds of jobs	Note-taking with the help of a grid Scanning and skimming information Presenting information in small groups	Slips of paper, 1.2 Listening task, 1.2 Recording of the listening task, 1.3 Reading texts (one of four for each L), 1.3 Note-taking handout, 1.4 Job profile grid – Homework
2	Learning how to be effective at job interviews	Exchanging information on job profiles Preparing for a job interview	Presenting information Expressing opinions Dos and Don'ts of job interviews Asking good interview questions	1.4 Job profile grid – Homework, 2.2 DOs and DON'Ts of job interviews – slips OR 2.2 DOs and DON'Ts of job interviews – handout, 2.3 Listening exercises, 2.3 Recording of the listening task, 2.4 Questions for job interviews, 2.4 Slips of jobs, 2.4 Grid for the interviews
3	Practising being an interviewer and an interviewee Giving practice in self-assessment	Taking part in a job interview Project evaluation	Practising interview questions Note-taking with the help of a grid	2.4 Grid for the interviews, 3.3 Self-assessment form

# PROCEDURE

## LESSON 1: WHAT'S IN A JOB?

### Aims of the lesson:

- to introduce the topic of jobs and job profiles
- to give practice in note-taking (using a listening text, followed by a reading text)
- to give practice in summarizing one's notes

### Materials and resources:

- Slips of paper; 1.2 Listening task; 1.2 Recording of the listening task; 1.3 Reading texts (one of four for each L); 1.3 Note-taking handout; 1.4 Job profile grid – Homework

<b>STAGE 1</b>	<b>Introduction to the topic of jobs</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing Guessing information
<b>ORGANISATION</b>	Individual Whole group
<b>AIDS AND MATERIALS</b>	Slips of paper

### TEACHER'S ACTIVITIES

1. Without any introduction, give Ls a piece of paper and ask them to answer the following question: If they had to pick a job for themselves at this moment (possibly for life), what job would they pick and why? Don't let them hesitate; they shouldn't spend more than a minute writing.
2. Collect the slips and read them out. The task is to guess who wrote what.
3. Elicit from Ls if they see any similarities in the explanations and why this may be. Tell them that the module will be about job and how to get a job. Finally, ask them if they know at all what the jobs they selected actually cover (how people actually spend their days, what responsibilities they have, how much they have to work, do they have to work at home too, etc.).

### LEARNERS' ACTIVITIES

1. Ls write down the job they would pick and give an explanation.
2. Ls guess the author of each slip.

**VARIATION:** IF YOUR LS KNOW EACH OTHER SO WELL THAT THE ABOVE-MENTIONED EXERCISE WOULD NOT BE SURPRISING AT ALL

<b>AIDS AND MATERIALS</b>	Slips of paper
<b>DESCRIPTION</b>	Instead of asking Ls what job they would pick at that point, ask them what job(s) they wanted most as children and why. This will surely cause some surprises.
<b>STAGE 2</b>	<b>What does an editor do?</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening to an editor talk about his job Note-taking Filling in a table
<b>ORGANISATION</b>	Individual Pairs
<b>AIDS AND MATERIALS</b>	1.2 Listening task, 1.2 Recording of the listening task

**TEACHER'S ACTIVITIES**

1. Tell Ls that they are going to listen to an editor talking about his job. Ask them what they think an editor does. Put a few key words and expressions on the board and ask Ls to try to give a definition to the ones they know:

fiction, freelance, to edit novels, manuscript, production process, to negotiate a book contract

Meanwhile, give them the handout with the listening task and instruct them to take notes as they listen. Note: Note-taking is an important element in this module, so make sure that Ls understand that it means writing down the main ideas using key words.

2. If necessary, allow them to listen for a second time and tell them to compare their notes with another L.

**LEARNERS' ACTIVITIES**

1. Ls receive the handout, listen to the recording and take notes by filling in the table.

2. Ls listen for the second time and compare their notes in pairs.

3. Check the answers together and ask them if there was anything they did not expect in the life of an editor. 3. Ls summarize their notes.

Key:

Professional history – selling fiction in college, freelance editor, starting a publishing company for a private investor, present job

Job description – overseeing romance and women’s fiction line, reviewing manuscripts, editing the book, promoting the house with public appearances and articles

A typical day – arriving at 9:00 a.m. and staying until 6:00 p.m.

e-mailing, phoning, reviewing production proofs, answering correspondence from writers, drafting editorial letters, writing the cover of a book, working with an artist on the cover art and negotiating a book contract, reading at home after work

Favourite part of the job – seeing that an idea turns into a book, making an offer to a new writer

Least favourite part of the job – not reading for fun anymore

<b>STAGE 3</b>	<b>A day in the life of ... – 4 jobs</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Jig-saw reading Sharing information Note-taking
<b>ORGANISATION</b>	Groups of 4
<b>AIDS AND MATERIALS</b>	1.3 Reading texts (one of four for each L), 1.3 Note-taking handout

**TEACHER’S ACTIVITIES**

1. Ask pairs to pair up with another pair for this exercise. Give each member of the group one of four texts about four different jobs. Tell Ls to fill in 1.3 Note-taking handout with the main ideas of their own text so that later on they can give a summary of what they read to the other members of the group. (8 mins)

**LEARNERS’ ACTIVITIES**

1. Ls read one of four texts and take notes, using Table 1.

2. Next ask Ls to tell each other about the job they have read about and as they speak, the others should take notes in Table 2. This is important because Ls really have to concentrate and listen to each other. (10 mins)

3. Walk around to monitor how they are doing. If you see that a group has finished, tell them to find similarities in the daily routines of these four people and also choose which one(s) they could imagine doing and why. When the groups have finished with the discussion (and if there is still time), ask each group to tell about their choices and justify them.

Note: If you want to, you can give all the texts for Ls to read at home.

2. Ls take it in turns to talk about the job they read about; meanwhile, the others take notes.

3. Ls discuss the similarities and choose which one(s) they could imagine doing.

<b>STAGE 4</b>	<b>Homework – Job profiles</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Interviewing someone about their job and filling in a job profile grid
<b>ORGANISATION</b>	Individual
<b>AIDS AND MATERIALS</b>	1.4 Job profile grid – Homework

#### TEACHER'S ACTIVITIES

Tell Ls that their homework will be to interview someone that they know (and is available to them) about their job (if possible, an unusual job) and fill in the job profile grid. Inform them that they will be asked to share the information with the other members of the group so bringing along the grid – filled in – is vital.

#### LEARNERS' ACTIVITIES

Ls interview someone and fill in the grid.

## LESSON 2: PREPARING FOR A JOB INTERVIEW

### Aims of the lesson:

- to share and compare information regarding various jobs
- to prepare Ls how (not) to behave at a job interview
- to scan a listening text for information
- to prepare Ls to ask the right questions at a job interview

### Materials and resources:

- 1.4 Job profile grid – Homework; 2.2 DOs and DON'Ts of job interviews – slips or 2.2 DOs and DON'Ts of job interviews – handout; 2.3 Listening exercises; 2.3 Recording of the listening task; 2.4 Questions for job interviews; 2.4 Slips of jobs;
- 2.4 Grid for the interviews

<b>STAGE 1</b>	<b>Comparing job profiles</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Sharing and comparing information
<b>ORGANISATION</b>	Groups of 3 or 4
<b>AIDS AND MATERIALS</b>	1.4 Job profile grid – Homework

### TEACHER'S ACTIVITIES

1. Ask Ls to sit in groups of 3 or 4 and share the information they collected about someone's job profile. Explain to Ls that they should not read out every single detail about the job but concentrate on the most important and interesting details. If they can, they should also try to find some interesting differences or similarities. Walk around to check how they are doing.
2. As feedback, ask each group to quickly list the jobs they described and share some interesting pieces of information, differences or similarities. You could also ask them which job(s) they could imagine for themselves.

### LEARNERS' ACTIVITIES

1. Ls sit in small groups and share the information they collected as homework.
2. Ls share ideas with the other members of the group.

<b>STAGE 2</b>	<b>DOs and DON'Ts of job interviews</b>
<b>TIME</b>	7 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Forming two groups Deciding how (not) to behave at a job interview
<b>ORGANISATION</b>	Whole group
<b>AIDS AND MATERIALS</b>	2.2 DOs and DON'Ts of job interviews – slips

### TEACHER'S ACTIVITIES

Tell Ls that the next step on the career ladder is to take part in a job interview (which will take place in the next lesson) but before they do that, they should know how to and how not to behave on such an occasion. Give each L a statement and tell them to quickly form two groups: DOs and DON'Ts. Then go through the statements one by one and check with the Ls if they got it right.

Key:

The answers below are possible answers and your students might have different ideas. Encourage your students to give reasons for their choices.

Dos: 1, 3, 4, 5, 9, 10

Don'ts: 2, 6, 7, 8, 11, 12, 13, 14, 15

### LEARNERS' ACTIVITIES

Ls walk around and form two groups. Then they go through the statements to check the solution.

**VARIATION:** IF YOUR LS ARE MORE VISUAL OR IF THE ROOM DOESN'T ALLOW WALKING AROUND EASILY OR IF YOU THINK THEY NEED THE HANDOUT...

<b>AIDS AND MATERIALS</b>	2.2 DOs and DON'Ts of job interviews – handout
<b>DESCRIPTION</b>	Give Ls the handout and ask them to work in pairs. After reading the statements, their task is to fill in the box with the number of the statement. Then go through the statements one by one and check with the Ls if they got it right.

<b>STAGE 3</b>	<b>Listening to an expert at job interviews</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Scanning information and giving short answers to questions

**ORGANISATION**

Individual

Pairs

**AIDS AND MATERIALS**

2.3 Listening exercises, 2.3 Recording of the listening task

**TEACHER'S ACTIVITIES**

1. Inform Ls that they are going to listen to an expert at job interviews and they should answer the questions on the handout. Let them go through the questions and play the recording. Allow them to listen to the text twice and then compare their answers with a partner.

2. As feedback, go through the questions and ask them if they agree with the expert on everything.

Key:

1

1. 'Can you tell me something about yourself?', 'Why do you want this job?'
2. He is an HR Manager in a marketing firm.
3. That they have goals and they know what their goals are.
4. Because people with good judgement can help a company out in the long term/run.
5. Because the world of work is changing so rapidly.
6. New systems and processes.
7. What works today won't work in five years.
8. New trends and technologies.
9. They need to be fit for the job description as well as for the whole company.
10. The whole interview gives him the answer to that question – everything the candidate has said and the way they've acted.

2

1. frequently, 2. self-awareness, 3. judgement (judgement Am. E),
4. adaptability, 5. ability, 6. unspoken

**LEARNERS' ACTIVITIES**

1. Ls listen to the text and answer the questions.

2. Ls share their answers with the group.

**STAGE 4 Preparing for the homework****TIME** 8 mins**SKILLS AND COMPETENCIES IN FOCUS** Preparing interview questions for a given job**ORGANISATION** Frontal  
Individual (at home)**AIDS AND MATERIALS** 2.4 Questions for job interviews, 2.4 Slips of jobs, 2.4 Grid for the interviews**TEACHER'S ACTIVITIES**

1. Tell Ls that another important aspect is to ask the right questions at a job interview and ask them to list a few important questions. Put a few key words on the board. After this, give them the handout with some questions and tell them that this list needs to be adapted to a given job. Give them an example: If 'secretary of a large international law firm' is the job, they might want to ask people whether they can work easily with others, and work under pressure or speak languages.

2. Tell Ls that now that they have learnt about some career options as well as the dos and don'ts of job interviews (both as interviewee and interviewer), the next lesson they will interview other members of the group for a job. At this point, give each L a slip with a job. As homework, they should prepare 10 interview questions (based on the list they have just received) which will allow them to choose the best candidate. The trick is that they should NOT tell each other what the job is so as not to influence their answers in any way. Ask Ls to write the 10 questions into 2.4 Grid for the interviews and bring them for the next lesson, when the interviews will be conducted.

Note: If you have some time left, you might give the group a job to practise writing questions (e.g. opera singer or lion tamer) and collect ideas together.

3. They should also revise the dos and don'ts of job interviews because at the same time they will be interviewed for jobs that they know nothing about.

**LEARNERS' ACTIVITIES**

1. Ls prepare 10 questions for the job they received.

### LESSON 3: THE JOB INTERVIEW GAME

#### Aims of the lesson:

- to participate in a job interview both as interviewer and as interviewee
- to practise note-taking
- to practise self-assessment

#### Materials and resources:

- 2.4 Grid for the interviews; 3.3 Self-assessment form

<b>STAGE 1</b>	<b>The job interview game</b>
<b>TIME</b>	30 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking: Interviewing candidates and being interviewed
<b>ORGANISATION</b>	Mingle
<b>AIDS AND MATERIALS</b>	2.4 Grid for the interviews

#### TEACHER'S ACTIVITIES

1. Tell Ls that the time has come to interview each other to find the best candidate for the job they received at the end of the previous lesson. Remind them not to give away what job they are interviewing for; this might be unusual but it brings an extra source of excitement to the game. Ask them to go through their ten questions and give them a grid to be able to take notes so as not to forget the answers of the interviewees. However, warn them that there is only time to jot down key words and that the interviews cannot last more than 4 or 5 minutes. Also remind Ls that because as applicants they do not know exactly what job they are applying for, they need to be clever and imaginative to give answers that the other would like to hear and also keep in mind the 'dos' and 'don'ts' discussed in the previous lesson. When Ls have interviewed two or three people, they must decide whose qualities and characteristics would best suit the given job.

#### LEARNERS' ACTIVITIES

1. Ls listen to the instructions.

2. Tell Ls to walk around and take it in turns to interview someone and be interviewed. The more applicants they can interview, the better; however, the interviews should not be too short either. Walk around to monitor the interviews and make sure they do not last too long (or short).
2. Ls interview one another in turns.

<b>STAGE 2</b>	<b>Feedback</b>
<b>TIME</b>	8 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Choosing a candidate Speaking: expressing opinions
<b>ORGANISATION</b>	Whole group
<b>AIDS AND MATERIALS</b>	2.4 Grid for the interviews

#### TEACHER'S ACTIVITIES

1. Ask Ls to sit down and look at their grids with the key words. Give them a minute to decide who is the best candidate for the job and why.
2. Ask each L briefly what the job was, about their decision and the reasons for it.
3. Ask Ls which jobs were easy or difficult to interview for and why and whether they would do anything differently about their interviews (as interviewers or interviewees).

#### LEARNERS' ACTIVITIES

1. Ls sit down and make a decision on the best candidate.
2. Ls tell the group about the best candidate.
3. Ls provide oral feedback to the group.

<b>STAGE 3</b>	<b>What have we learnt? – Evaluating the project</b>
<b>TIME</b>	7 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Writing: filling in a self-assessment form
<b>ORGANISATION</b>	Individual Whole group
<b>AIDS AND MATERIALS</b>	3.3 Self-assessment form

### **TEACHER'S ACTIVITIES**

1. Hand out self-assessment forms. Ask Ls to fill them in individually, thinking back to the whole project.
2. Collect self-assessment forms and (if there is time) discuss (some of) them in the following class.

### **LEARNERS' ACTIVITIES**

1. Ls complete self-assessment forms.