

Subject background

This page gives a brief six-point job search plan aimed at students and other people early in their careers. You can photocopy this plan for your students if you think it will be a useful reference tool for them.

Job search plan

1 Decide on the 'big picture' issues.

- Determine the job you want.

If you have no idea, make a list of the things you like to do. If you have an idea of the general field (e.g. marketing), but nothing more specific, then investigate various job titles in your area of interest.

- Determine where you want to live. Are you open to relocating? If you have a specific location in mind, then identify the companies that have offices / plants / locations in those areas.
- Determine the best companies for you. You need to make some decisions about the types of companies that fit your needs, style, and personality.

2 Determine your search strategy.

On-campus recruiting? Career fairs? Networking through personal contacts and going to events such as conferences? Writing to specific companies with your résumé and a covering letter? Internet job sites? Company websites? Classified ads in newspapers and professional magazines? Local careers agencies?

3 Write a résumé (CV) and covering letter.

There are hundreds of Internet sites to help you write a résumé (CV in BrE) and a covering letter. Just type phrases like *résumé tips* or *CV tips* or *covering letter* into a search engine.

Obtain critiques of your résumé and covering letter from your family, friends, colleagues, professors, etc.

As well as any other ways you are thinking of using your résumé, post it on the Internet anyway.

4 Prepare for interviews.

Learn to research companies. One of the secrets of great interviewing is knowing something about the company where you are looking for a job.

Practise, practise, practise. For example, carry out mock interviews with other students / colleagues or a career counsellor. Also, if you are a student then have some on-campus interviews with companies who come to visit – just to gain confidence and experience. Use an Internet search engine to research *Frequently Asked Interview Questions*.

5 Gain experience.

Employers value work experience as much as educational background.

- Internships – work part-time in your expected career field, either during one of the semesters or over the summer.
- Summer jobs – these jobs are not always in your field of interest, but having any kind of work experience is valuable and many offer transferable skills that carry over to other jobs.
- Self-employed jobs – a growing number of students start their own (very small) businesses in areas such as gardening or web design.
- Temporary work – do work for an agency while you are waiting for something better, and make sure to include any transferable skills on your résumé.
- Volunteer work – charity, community group, not-for-profit organization, etc.
- Campus activities – key positions on sports, social, cultural and other organizations.

6 Follow up.

Be proactive after an interview – don't just sit and wait for the phone to ring.

Write a brief 'thank you letter' restating why you would be the right person for the job. Or make a follow-up call to ask how the decision process is going.

Useful websites

Typing key terms like *CV* or *Job interview* into a search engine will produce many useful sites. Here are three good ones:

http://www.quintcareers.com/jobseeker_glossary.html

<http://www.businessballs.com/curriculum.htm>

<http://www.alec.co.uk>

4.1 About business

Career choices

This module explores the ways in which working life has changed in recent years. It considers what motivates individuals in their choice of career and how to make more successful career decisions.

Internet research

An Internet search for “*job sculpting*” will reveal details about the eight life interests (the ‘business functions’ referred to in the interview with career experts, James Waldroop and Timothy Butler from the Harvard School of Business in 2:01) that can be linked to good career decisions. They are:

- Application of technology (connected with engineering, production, operations, and the general use of technology to accomplish business goals)
- Quantitative analysis (problem-solving that relies on mathematical analysis)
- Theory development and conceptual thinking (involves broadly conceptual approaches to business problems)
- Creative production (for example, the development of new products or marketing concepts, the generation of new business ideas, etc.)
- Counselling and mentoring (involves developing relationships, such as coaching, training and mentoring)
- Managing people and relationships (developing relationships, such as coaching, training and mentoring)
- Enterprise control (decision-making authority for complete operations)
- Influence through language and ideas (exercising influence through the skilful use of written and spoken language).

Job sculpting is a means of matching people to jobs in which they can express their true life interests.

Students could conduct this research before class and use it as part of the discussion activity in exercise 5 on page 44 or after the scan reading and summarizing activities in exercises 6 and 7. Alternatively, they could use it as the basis for further discussion when they have completed this module.

LEAD-IN ACTIVITY

With a partner or in small groups have students tell or remind each other what their jobs are and why they chose that career. For pre-work learners, get them to say what kind of career they would like to have and why. Take whole-class feedback. Write the reasons for career choices on the board.

Discussion

1 Get students to read each pair of statements aloud. Explain any new vocabulary, e.g.: *status* (position of somebody or something in relation to others) *priorities* (things that are regarded as more important than others).

After students have discussed their answers with a partner, get them to raise their hands to indicate which end of the scale they occupy for each pair of statements. Ask some students to share their choices and the reasons for them.

Predicting and listening

2 2:01 Discuss the two statements with the whole class, making a list of their predictions on the board.

Question 1: If pre-work students have difficulty with this question, ask them to think about the careers of family members and friends.

Question 2: If students are unsure of the meaning of *vocation*, give them some examples, e.g. nursing or teaching.

Play the first part of Part 1 of the recording and check answers. Ask students to explain the tree / surfboard metaphors used by James Waldroop in their own words.

Then play the second part of Part 1 and get students to note down the differences between *vocation*, *career* and *job*. Get them to compare their answers with a partner. Then take whole-class feedback.

ANSWERS:

- 1 Ten years ago, you specialized in one area and did the same job all your life. Companies were also more responsible for their employees. Nowadays, you tend to change jobs more often and you are responsible for creating your own career.
- 2 A vocation or calling is something that's right for you, something you have to listen out for.
A career is a line of work, and you can have several of these in your working life.
A job refers to whatever you are doing and whoever is employing you at the moment.

RECORDING SCRIPT

2:01

Interviewer: Most people sense that choices in business today are different. When it comes to people and careers, what actually has changed?

James Waldroop: People in business simply have many more choices today than ever before. Just a decade ago, when you took a job, the company dictated the moves you made. When it came to your career, you had one area that you specialized in. That was all you did, and you more or less did it for your whole work life. Ten or twenty years ago, you'd join a company, put down roots, and stay put, like a tree. Today the image of the tree has been replaced by a surfer on a surfboard: you're always moving. You can expect to fall into the water any number of times, and you have to get back up to catch that next wave.
But the biggest change is in who is responsible for your career. Ten or fifteen years ago, a social contract went along with a job. Companies accepted certain responsibilities for their people. Today that contract is completely different. You are responsible for creating your own career within an organization – and even more important, between organizations.

I: It's frequently said that careers are over. Instead, you should expect to hold a series of jobs and to participate in a succession of projects. Timothy Butler, how do you see the evolution of the career?

Timothy Butler: There are three words that tend to be used interchangeably – and shouldn't be. They are ‘vocation’, ‘career’, and ‘job’. Vocation is the most profound of the three, and it has to do with your calling. It's what you're doing in life that makes a difference for you, that builds meaning for you, that you can look back on in your later years to see the impact you've made on the world. A calling is something you have to listen for. You don't hear it once and then immediately recognize it. You've got to attune yourself to the message.

Career is the term you hear most often today. A career is a line of work. You can say that your career is to be a lawyer or a securities analyst – but usually it's not the same as your calling. You can have different careers at different points in your life. A job is the most specific and immediate of the three terms. It has to do with who's employing you at the moment and what your job description is for the next six months or so. These days, trying to describe what your job will be beyond twelve to eighteen months from now is very dicey.

Listening for detail

3 Read the questions with the students and play the whole of 2:01 again. Check answers with the whole class. Ask students if they agree with these statements about the nature of employment today – does this match their own experience or what they know of the workplace?

ANSWERS:

- Ten or fifteen years ago, a social contract went along with a job. Companies accepted certain responsibilities for their people.
 - Today that contract is completely different. You are responsible for creating your own career.
- These days, trying to describe what your job will be beyond 12 to 18 months from now is very dicey (risky).

4 2:02 Read the statements aloud or get students to read them aloud and to predict whether they are true or false.

For lower-level classes explain the meaning of these words: *tension* (a situation in which different forces or elements are in opposition to each other)

geothermal (originating from or produced by the internal heat of the earth)

signature (a distinctive quality or pattern).

Play Part 2. With lower-level classes, pause at appropriate points so that they can answer one question at a time. Play each section more than once, if necessary. Check answers with the whole class.

Students may be surprised that statements 1 and 3 are false. Get them to explain why the speaker thinks it is not a good idea to compromise between or ignore two competing needs (these strategies won't work – the needs won't disappear). Ask if they agree with the speaker.

Statement 3 is also false, but this is included in the *Discussion* activity below, so tell students they will discuss it in more detail later. At this point, simply draw attention to the fact that the speaker makes a distinction between being good at something and enjoying it or being interested in it.

At this point, refer back to the list of reasons for career choices that you made during the lead-in activity. Are any of them the same or similar to those mentioned in the interview?

ANSWERS:

1 F 2 T 3 F 4 T

RECORDING SCRIPT

2:02

Part 2

Interviewer: What advice do you have for people facing a tough career choice, one that could permanently change the direction of their work life?

Butler: Everyone tries to do something that seems like the wise thing to do – but that you shouldn't do: compromise. You've got two competing needs or desires – say, independence and security – and you try to find the position that's halfway between them. Typically that doesn't work.

An equally bad approach is to jump radically from one pole to the other, to pretend that you can forget entirely about one need and recognize only the other. When you do that, the genuine need you're trying to deny simply goes underground and becomes stronger.

Waldroop: We have exercises where we ask people to choose among 13 different business reward values. An obvious one is financial gain. How important is it to you to make a lot of money? Another one is lifestyle. How important is it to you to work in a way where you're networking all the time? A third is power and influence. How important is it to you

be a player?

It's not uncommon for an individual to have a high score on financial gain, a high score on lifestyle, and a high score on power and influence. You can try to jump from one to the other to the other, but when you choose one, the other two don't go away.

So, what's the answer? To be aware of and live with this tension. It's a dynamic part of your personality. And if you try to come up with an easy solution, you're only going to get into trouble. At different times in your life, you're going to shift more toward one pull than toward the others. But the tension is never going to go away. You can't balance them out, you can't take an average of them, you can't somehow live in the middle. Ultimately, what's required is to live with the tension – and to know that you have to live with it.

I: The biggest decision that people face in the world of work is which career to choose. What advice do you have for people who aren't sure what their career – or their vocation – should be?

W: Good career decisions have to be based not just on your aptitudes, but also on your 'deep' interests. The most common mistake that people make in their career decisions is to do something because they're 'good at it'. It's a story I hear all the time. Someone will say to me, 'I'm an engineer, but I don't like it.' Why did you become an engineer? 'I was good at science and math, so people told me I should be an engineer.' Did you ever like engineering? 'No, but it was easy.'

The real question is: Where are your deep interests? Think of your interests as a deep geothermal pool. Once you tap your interests, you can express them in any number of ways. You may have a particular aptitude – science and math, for instance – but without a deep interest in expressing that aptitude, you'll fail.

B: Identifying those deep interests has been the focus of our research for the past ten years. Once you recognize that those deep interests are the best predictor of job satisfaction, the next step is to get in touch with your interest patterns and connect them with the activities that go on in business. Human interests are quite difficult to measure until we reach our early twenties. At that point, they gel – we can measure and describe them. We each develop a unique signature of life interests. And that signature remains virtually constant over time. The pattern won't change.

Our research tries to tap into this deep structure of interests and translate them into the kinds of work that go on in business. There are eight core business functions – not functions like marketing, sales, and finance, but basic activities such as managing people, enterprise control, and influencing through language and ideas. If you look at your deep interests and think about how your interests can be expressed in specific business behaviours, then you'll have the elements of a good career decision.

Discussion

5 First students discuss what they think these statements mean. Then they should decide if they agree or disagree with them. Students might also want to consider other, related questions, e.g. Does everyone make a conscious career choice or does it happen by accident? How easy is it to combine your interests with your choice of career? Take whole-class feedback.

Scan reading

6 Before students start reading the text, explain any of the colloquial expressions which may be new to them, e.g.:
light someone's fire (make someone enthusiastic)
passion (a thing for which someone has great enthusiasm)
pick someone's brains (question someone who knows a lot about something in order to get information)
up in the air (uncertain, not yet decided)
earth-shattering (having a powerful effect).
 Remind them to use the *Wordlist* on page 153 in their books.

With lower-level classes, you could break down the text into more manageable chunks to help them complete the task. First get students to simply read the headings for each section and predict what they think the section will be about. Then, get a student to read the two summarizing sentences aloud. Finally, read each section aloud and ask students to raise their hands if they think it matches the sentences they have just heard.

ANSWERS:

- 1 tip 4
- 2 tip 7

Summarizing

7 With lower-level classes, you could divide students into pairs or groups and get them to summarize just one or two tips.

Circulate while students are working and assist where necessary.

Get students to choose one or two tips that particularly impressed them.

SUGGESTED ANSWERS:

- Tip 1 Take time to identify what motivates you.
- Tip 2 Brainstorm ways to integrate what motivates you into your life.
- Tip 3 Ask other people for advice about things you are interested in.
- Tip 5 Identify your obstacles and the reasons why they prevent you from reaching your goals.
- Tip 6 Surround yourself with people who can help and support you.
- Tip 8 Make a practical, structured action plan.
- Tip 9 Start taking action as soon as possible.
- Tip 10 Make a visible commitment to achieving your goal.

4.2 Vocabulary

Careers, personal skills and qualities

This module focuses on vocabulary and expressions which enable students to discuss activities and performance in the workplace and the effect it has on career development.

Internet research

A search for *mentoring* will reveal that a mentor is a person who guides and helps people in their careers. Mentoring can help people to explore their needs, motivation, desires, skills, and thought processes; it can help them to set goals, take action and make changes. Information from this search will be useful for exercises 8–10.

Discussion

1 Students could do this activity with a partner or in small groups. Take whole-class feedback. You could also ask students to rank the benefits from the viewpoint of different kinds of people, e.g. a 25-year-old recent employee; an employee in their 40s with three children; a 55-year-old.

ANSWERS:

Answers depend on personal values. Suggested answers in terms of probable financial value:

- 1 free accommodation
- 2 company car
- 3 pension plan
- 4 free medical insurance
- 5 luncheon vouchers
- 6 profit-sharing
- 7 stock options
- 8 Christmas bonus
- 9 sports and social facilities

EXTENSION ACTIVITY

To personalize the activity, ask in-work students if they receive any of these benefits from their employer. Can they describe them and explain the pros and cons, e.g. *We get free membership of a sports club. They have good facilities, but it's a long way from where I live.*

2 Ask students to read through the sentences. Then, give them a few minutes to complete this activity with a partner. They could try to do this even if they don't know all of the words in bold. Check answers with the whole class.

ANSWERS:

- 1** Before graduating, Josef applied for jobs in twenty companies.
- 4** Josef was offered a position as a management trainee.
- 3** He attended a second interview conducted by a panel of managers.
- 7** He found a new job, but was dismissed after arguing with his boss.
- 5** Two years later he was appointed logistics manager.
- 2** He was short-listed for a second interview at Wilson Brothers.
- 8** While he was unemployed, Josef studied for a master's degree.
- 6** When Wilson's got into difficulties, Josef was made redundant.
- 10** In his early fifties he took a sabbatical to write a book.
- 12** He retired from business and now lives in the south of France.
- 9** Thanks to his enhanced CV, Josef was hired by a firm of consultants.
- 11** The book was a best-seller, and Josef resigned from the firm.

If necessary, explain *sabbatical* (a period of leave, paid or unpaid, to allow an employee to do something which may or may not be related to their work; e.g. a company might offer one month off on full pay every four years; other companies might offer one month's unpaid leave after six years of service, and so on). Ask students if their company offers its employees sabbaticals and what the arrangements are. If they don't know, they could find out and report back. Pre-work students could investigate which local companies offer sabbaticals.

Focus on the words in bold and guide students towards an understanding of them and how they are used. For example: Get students to pick out the expressions using the passive (*was offered a position, was dismissed, was appointed, was short-listed, was made redundant, was hired*). Ask students what the expressions have in common (they are all actions by a company towards an employee).

Ask students to pick out the expressions related to 'not being in work' (*dismissed, unemployed, made redundant, retired, resigned*).

Get students to pick out the verbs followed by *from* (*resign, retire*), *by* (*hire*) and *for* (*shortlist*).

3 and **4** Ask students do these exercises individually or with a partner. Circulate and assist where necessary. Check answers with the whole class.

ANSWERS:

Exercise 3

- 1 Could you tell me exactly why you **were dismissed** from OQP?
- 2 Was that before or after you **were appointed** Quality Manager?
- 3 After the factory closed, was it difficult to **find a new job**?
- 4 Have you **applied for** jobs in other companies in the area?
- 5 Would you be available to **attend a second interview** next week?
- 6 How would you feel if we **offered you a position** as a product manager?

Exercise 4

- | | |
|-----------------|------------------|
| 1 short-listed | 5 resign |
| 2 hired | 6 made redundant |
| 3 on sabbatical | 7 unemployed |
| 4 dismissed | 8 retire |

FURTHER PRACTICE

To check that students have understood and can use the vocabulary correctly, get them to make sentences using the words in bold. The sentences could be about themselves or people they know or invent. They could do this orally and as a whole-class activity. Alternatively, they could work with a partner and write three sentences on a slip of paper. Students then exchange the slips of paper with another pair and check each other's sentences.

Collocations

5 Do this matching task as a whole-class activity. Explain any new vocabulary e.g.:

initiative (willingness and ability to realize what needs to be done without being told)

negotiating skills (ability to reach an agreement through discussion).

ANSWERS:

- | | | | | |
|------|------|------|------|-------|
| 1 b) | 2 a) | 3 d) | 4 e) | 5 c) |
| 6 h) | 7 i) | 8 f) | 9 j) | 10 g) |

6 and **7** Ask students to do these exercises with a partner. Check answers with the whole class. Then get students to discuss with their partner which of the four qualities mentioned in exercise 7 they think they already have and which ones they need to develop.

ANSWERS:


Exercise 6

- 1 I enjoy taking initiative, and I keep my promises; when I **make a commitment** to a project I always deliver.
- 2 I have a lot of experience in **working closely with** both product development and sales teams, and can adapt to their different working styles.
- 3 I have excellent organizational skills, and I hate being late – so I have no problem with **working to strict deadlines**.
- 4 I liaise with government officials: fortunately, I **possess strong negotiating skills**.
- 5 I'm used to **managing a busy workload**; I'm good at multitasking, and coping with pressure is no problem.
- 6 I often **take on ownership** of projects with multi-million dollar budgets.
- 7 I believe I can **make a valuable contribution** to any work group.
- 8 I'm a **good listener**, so I build good working relationships with colleagues.

Exercise 7

- a) Are you able to take responsibility? 1, 6
- b) Are you a good communicator? 4, 8
- c) Are you a good time manager? 3, 5
- d) Are you a good team worker? 2, 7

Listening for gist

8  2:03 Elicit from students what they understand by *high-flier* (a person with great potential for achievement) and *concerns* (people whose performance is causing worry or concern) and what the criteria might be for assessing individuals as one or the other. Then, play the recording through once.

With lower-level classes pause after the discussion of each person or play each section more than once.

ANSWERS:

Rachel Ratcliff + Paul Stevens +
Michael Diegel - Shane Garney -


RECORDING SCRIPT

 2:03

- B: All right. So that brings us to Rachel Ratcliff. You've flagged her as a high-flier. She's certainly very committed to her work.
- A: Absolutely. Rachel is doing a terrific job for us. She's an excellent team-player, and she really enjoys taking initiative.
- B: Great, so what's the problem?
- A: Well, she's a very talented lady, but she's also very ambitious.
- B: Nothing wrong with being ambitious, is there?
- A: No, except we don't really have any way to satisfy her ambition for the moment. We planned to make her a department manager in a couple of years' time, but there are no openings right now. She's obviously had other offers, perhaps from a headhunter, and she's thinking about resigning.
- B: Hm. It would be a shame to lose her. Solutions?
- A: Well, we could offer her a two-year assignment in Germany. I know there's a vacancy over there for someone with her profile, and she'd certainly be able to make a valuable contribution. But I don't know whether she'd agree. She has a fiancé, so it may be difficult.

- B: Hm. A two-year assignment in Germany? I'm not sure. But go on, I can see you have another idea.
- A: Well, yes. I'd like to put her on the fast track. Send her on an MBA course, and start preparing her for senior management.
- B: You really think she's that good? A potential MBA? Well, let me think about that one. I'll come back to you in a couple of days.
- A: OK.
- B: By the way, how is young Paul Stevens getting on? I believe he had a problem with his manager?
- A: Yes, that's right. He was working to very strict deadlines, and just needed a break. I'm working closely with him now, and everything's fine. He's back on the high-fliers list. He has strong negotiating skills, and I think he'll be an excellent engineer.
- B: Good. OK, then, let's move on to Michael Diegel. He's a new hire too, isn't he?
- A: Yes. Michael's been with us almost a year now, and we've marked him as a concern because he's not really delivering the goods. He arrived with a fantastic CV, lots of skills and some good experience. We thought he'd be a real asset, but he's consistently underperformed, he just isn't able to manage the workload.
- B: Hm. Any idea why?
- A: Well, I'm not too sure. There are two views of Michael in the department. Some people feel that it's a problem of motivation; he doesn't like Seattle, and he wants to move east just as soon as he can. On the other hand, some of us feel that perhaps he just doesn't have the strengths that his CV claimed. He looked good in the interview process, but he isn't taking on ownership of his projects in the way we hoped he would. Maybe he has more weaknesses than strengths.
- B: So, what do we do, give him an official warning? Tell him we'll fire him if he doesn't deliver?
- A: Maybe. But we've already invested too much time and money to just dismiss him. Perhaps we should think about moving him East, if that's what will motivate him.
- B: And pass the problem on to our colleagues in Chicago or Boston? I'm not sure they'll thank us for that.
- A: Hm. How about offering him an easier position in Chicago? Something that won't be so difficult. If he realizes that the job here in Seattle is too much for him, perhaps he'd be more motivated to perform at his real level. Moving to Chicago would be a good way to save face.
- B: Yes, that's not a bad idea. Could you liaise with his manager, and see what's available in Chicago or Boston, then come back to me?
- A: OK.
- B: Good. Now then, we come to our old friend Shane Garney. Mr Wannabe himself. Is he still on the high-fliers list?
- A: Not really. He's more of a concern now. He certainly has the skills, but he's getting greedy. We gave him a big raise six months ago when he was promoted, but now he says it's not enough. He says he's had a much better offer from the competition.
- B: Well, I think it's time we had a serious talk with Mr Garney. He needs to understand that, although we appreciate ambition, our corporate policy is to reward achievement, not potential.
- A: The problem is, of course, that he's very well-connected. You remember that his father's a senator. Wouldn't it be easier to give Shane a small raise to keep him happy?
- B: Yes, I'm fully aware of that, and I'm aware that government contracts are very important to this company. But if Shane is only interested in money, he should join his father in Washington. The answer is no. If he thinks he can get a better deal somewhere else, then fine, he can resign. We have a lot of good people like Rachel Ratcliff who would be happy to take his place.

Taking notes

9 Remind students they are listening for words and expressions that describe the qualities of each person which are causing problems. Play  2:03 again. Check answers with the whole class.

ANSWERS:

	Rachel Ratcliff	Michael Diegel	Shane Garney
problem	thinking about resigning	new hire; under-performing	wants more money; has a better offer
causes	ambitious, no opportunities	motivation, or doesn't have potential	getting greedy; over-ambitious; father is a senator
possible solutions	transfer her to Germany; send her on an MBA	warning; move him east to an easier job	give him a small raise; say no

Discussion

10 Give students a few minutes to discuss their ideas. Remind them to use the vocabulary they have learnt in this module, and to consider the ideas explored in 4.1, to do with career choice and values.

Check answers with the whole class. Get students to give reasons for their solutions.

EXTENSION ACTIVITY

Ask students to consider how mentoring might help Rachel, Paul, Michael and Shane in their careers. Remind them of the information they gathered on the Internet about mentoring. Students write a list of questions for each person to try to find out more about what their values and interests are. They then roleplay a mentor/mentee discussion using these questions.

Finish by asking students if they have any personal experience of mentoring. Ask if they found it useful? If they have no personal experience, ask if they would find it useful in their own careers?

4.3 Grammar

Present tenses

This module focuses on the use of the present simple and continuous and on the present perfect simple and continuous. It also practises the past simple.

Internet research

Students will find numerous websites offering grammar explanations if they search under *English grammar practice*. Before students do this task, agree with them a list of questions to use when assessing each website, e.g.:
Are the grammar explanations clear and easy to understand?

Are the exercises useful?

Is the site easy to navigate?

Are the layout and presentation clear?

Get students to choose one or two of the tenses practised in this unit and work through the explanations and exercises on two or three websites so that they can compare how each one performs on the same task.

Students then present one or more of the websites they found to the whole class, commenting on the best and worst aspects of each one. You may find that several students liked or disliked the same website.

Students could do this task before you start this module or afterwards, as a follow-up to the work done in the unit.

Test yourself: Present tenses

1 Start by reading the notes on the present simple and continuous in the *Refresh your memory* box with students. If they seem unsure of the two tenses, work through exercises 1–5 in *Grammar and practice* on page 124 in the Student's Book.

Do this exercise with the whole class. Elicit from students or explain to them why each answer is correct.

ANSWERS:

Jane Houseman considers herself a happy woman. Based in London, she works as a project manager for Arbol Oil, a South American oil company which is expanding rapidly, especially in Asia. Jane loves travelling; at the moment she is working on a project in China, which means she flies out to Beijing about once a month. She already speaks fluent Spanish, and she is learning Chinese. She doesn't meet the two other project managers in her department very often, because they are finishing a project in Saudi Arabia, but they all get on very well and talk two or three times a week by telephone. Jane is also following an MBA course; she submits coursework by email and attends three intensive weeks per year in London. Financially, Jane feels very lucky: right now, she is earning twice what most of her friends from university are bringing home, and the company is paying for her MBA. In many ways, Jane believes she has the perfect job.

2 Start by reading the notes on present perfect simple in the *Refresh your memory* box with students. If they seem unsure of the tense, work through exercise 6 in *Grammar and practice* on page 124 in the Student's Book (answers on page 117 in this book).

Remind students of the use of the past simple (to describe actions in a completed period of time) and get them to explain how the present perfect is different (the time period includes the present).

Students can do this exercise with a partner. Check answers with the whole class. Elicit from students or explain to them why each answer is correct.

ANSWERS:

1 has been	2 left	3 worked
4 has never regretted	5 immediately put	
6 has received	7 was	8 called
9 arrived		
10 has already worked	11 invited	12 has just asked

3 Read the notes on the present perfect simple and continuous in the *Refresh your memory* box with students. If they seem unsure of the two tenses, work through some or all of exercises 7–12 in *Grammar and practice* on page 124 in the Student's Book (answers on page 117 in this book).

Students do this exercise individually and then compare their answers with a partner. Check answers with the whole class.

ANSWERS:

1a has preferred	1b has been looking
2a has just paid	2b has been hoping
3a has been trying	3b has repeatedly postponed
4a has been playing	4b has never occurred
5a has sometimes wondered	5b has been thinking
6a hasn't been spending	6b has already had

Do exercises 13–14 *Grammar and practice* on page 125 in the Student's Book (answers on page 118 in this book) for further practice on all of the tenses practised in this module.

Present perfect and past simple

4 Read the instructions with the whole class and give students a few minutes to skim read the table.

With lower-level classes, elicit the questions that students will need to ask, e.g.:

When does Mr/Ms _____ graduate?

What kind of work experience has he/she had?

What was his/her grade on the management potential test?

You could also complete the information for the first two candidates with one or more Student Bs to get lower-level classes started.


Circulate while students are completing the table and assist where necessary. Make a note of any incorrect use of tenses for remedial teaching when the activity is over.

Give students a few minutes to choose the most suitable candidate and then take whole-class feedback. Get students to give reasons for their choice.

SUGGESTED ANSWERS:

1 Ms Bianco or Mr Green, assuming he spoke Spanish in CA and FL. Mr Salmon hasn't graduated yet.
2 Miss Rose or Mrs Grey (but she hasn't worked in marketing).
3 Mr Schwarz. Mr Braun scored C-.
4 Miss Plum, assuming she spoke French in Quebec.
5 Miss Rose (if she wasn't chosen for 2) or Ms Violeta.
6 Ms Bianco (if she wasn't chosen for 1) or Mr Da Silva.


Listening: present perfect simple and continuous

5  2:04–2:13 Play the recording, pausing after each situation to allow students time to write. Ask them to compare their answers with a partner. Take whole-class feedback. Check that students are using the tenses appropriately and forming their sentences correctly.

SUGGESTED ANSWERS:

- 1 He's just been offered a job. / He's been having an interview.
- 2 They've just passed their exams. / They've just been looking at the exam results.
- 3 She's interviewed 17 candidates. / She's been interviewing since 8.00.
- 4 He's just run ten kilometres. / He's been doing recruitment tests.
- 5 Jon has failed his exams.
- 6 They haven't decided which candidate to choose. / They've been discussing candidates.
- 7 Nick hasn't finished his CV. / He's been working on his CV for a long time.
- 8 Paula has just been to an interview. / She's attended 27 interviews.
- 9 Mr Singh has spilt coffee over the interviewer's papers.
- 10 Sally has written 100 job applications. / She's been writing job applications since this morning.

RECORDING SCRIPT

 2:04–2:13

- 1
A: Well, the job's yours if you want it.
B: Well, thank you very much, I'm delighted to accept.
- 2
C: Congratulations! Don't forget, the degree ceremony's next Friday!
D: Thank you, sir!
E: Thank you very much!
- 3
F: Nearly finished now.
G: Wow. Seventeen candidates in one day! And it's almost dinner time. What time did you start?
F: Eight o'clock this morning!
- 4
H: Ten kilometres! Phew! When they said 'recruitment tests', I thought they meant IQ and graphology, not an army assault course!
- 5
I: Have you seen the results, Jon?
J: Yeah.
I: Oh. Oh, I'm so sorry.
J: It's all right. It's not the end of the world.
- 6
K: I still think Ms Brown has more relevant experience than the others.
L: Look, we're not getting anywhere like this. Why don't we meet again tomorrow? And, remember, we can always ask all four candidates back for a second interview if we still can't decide.
- 7
M: Nick? Are you coming out for a drink?
N: Nah. Gotta finish my CV.
M: You still working on that CV?! I mean, how long can it take to say you've got no skills, no qualifications, and you've never done an honest day's work in your life?!
N: Very funny.
- 8
O: Hey, Paula, how did the interview go today?
P: Oh, so-so. Pretty much the same as the last twenty-six.

O: Ah. Well, I've got to hand it to you Paula, you certainly don't give up easily.

9

Q: Look out!

R: Oops, too late. Oh dear, it's all over your papers. Sorry about that, these cups are very easy to knock over, aren't they?

Q: Never mind.

R: Hope it wasn't anything important. Er, are you here for the interviews, then?

Q: Yes, as a matter of fact I am. I'm conducting the interviews, actually. It's Mr Singh, isn't it?

R: Oops!

10

S: Ninety-eight, ninety-nine, one hundred. There we are! Finished!

T: Finished what, Sally? You don't mean ...?

S: Yep. Job applications. Started this morning.

T: One hundred job applications?! You're kidding!

Asking questions

6 Write *sports club* and *community arts centre* on the board and ask students to tell you what kinds of jobs might be available in each place (e.g. sports club: receptionist, tennis coach, swimming instructor, yoga teacher, etc; community arts centre: receptionist, marketing manager, exhibitions organizer, etc.).

Explain that students are going to interview each other for jobs at these places. Give them a few minutes to read the instructions and think about the questions they might ask. While they are speaking, circulate and check that they are forming the questions and using tenses correctly. Make a note of any mistakes for remedial teaching later.

EXTENSION ACTIVITY

This activity focuses on the four tenses practised in this module. Demonstrate what to do by preparing three or four sentences about yourself, one or more of which is false.

Write the sentences on the board or read them aloud, e.g.:

I have been teaching for 10 years.

I am training to run a marathon.

I have never visited Australia.

When I left school I spent a gap year working at a hotel in Germany.

With a partner, students decide which sentence(s) is false. Then get students to raise their hands about each sentence, asking them to justify their choice if they can. Then invite learners to ask you questions to find out more about each statement.

Students then write their own similar sentences and, working in small groups, follow the same procedure as above.

4.4 Speaking

Job interviews

This module focuses on language and expressions useful for answering questions at a job interview.

Internet research

A search for *interview advice tips questions* will reveal a number of websites offering advice on how to prepare for an interview and how to answer specific questions. They will also include information on interview problems, body language, group interview tests, panel interviews, and questions to ask an interviewer.

Get students to search a number of websites and write down one or two pieces of advice that they find especially useful. They can then share these with the whole class in a feedback session.

This research could be done before the roleplay in exercise 6 as it would be especially helpful for students roleplaying the candidate. Or it can be done at the end of the module as a follow-up activity.

Discussion

1 Ask students to work individually to answer these questions. Tell them to make notes on possible answers. Then get them to compare their answers with a partner. Take whole-class feedback and write any useful phrases or vocabulary on the board.

FURTHER PRACTICE

Get students to consider what an interviewer might be trying to find out by asking these questions, e.g.:

Are you ambitious? Are you making plans for your future career?


How do you deal with conflict / difficult situations?

Will you make a good leader / manager?

Are you self-aware? Can you identify your own shortcomings?

How do you handle stress? Will you be effective under pressure?


Listening

2  2:14–2:18 Play the recording. Pause after each extract to allow students time to decide which question applies in each case. When they have finished, check answers. Ask students to tell you which words or phrases helped them to answer the questions.

ANSWERS:

- 1 A
- 2 B, C, D, E
- 3 B, E
- 4 C
- 5 D

RECORDING SCRIPT

 2:14–2:18

A

Interviewer: Where do you see yourself in five years' time?

A: Well, that's a difficult question to answer; let's just say that I see myself as a top performing employee in a leading company, like this one. I plan to gain experience and learn new skills. Hopefully, in five years' time, I would be ready to move up to a position with more responsibility.

B

Interviewer: How do you cope with people who resent your success?

B: Do you mean how do I manage working with someone who doesn't like me? Well, fortunately that hasn't happened very often. But, yes, I'm able to cope with being unpopular. I remember doing a summer job in a food processing factory. The person I was working with had been there for twenty years, and didn't much like the idea of working with a business student, especially a woman. On the first day, I made the mistake of finishing more pieces than him, and he took it really badly. Of course, I soon realized that he was just feeling insecure, so over the next few days, I made sure I asked him for advice about different aspects of the job; you know, made it clear I wasn't there to teach him any lessons. Well, gradually he came round, and in the end we got on really well.

C

Interviewer: How do you motivate people to do their best?

C: Well, I think there are two important aspects to this question. The first is to create a positive atmosphere. If people feel happy about what they're doing, they're much more motivated to work towards a common goal. So making sure they understand the objectives and the process, and that the atmosphere is pleasant and relaxed – those are really important. The second thing is to give feedback, especially when somebody does a good job, not just when they get something wrong. When I worked in a restaurant a couple of years ago, I realized that knowing how well you're doing is essential to staying motivated.

D


Interviewer: What are your weaknesses?

D: Well, of course, I'm aware that there are areas that I can improve on, but I have to say, as far as this job is concerned, I don't feel that I have any significant weaknesses. And if I do identify a problem, I take action to resolve it. Take time management, for instance. A couple of years ago, I realized I wasn't the most organized person in the world, so I followed a time management course. I applied what I learned, and now I would say that organization is one of my strengths.

E

Interviewer: Can you give an example of a situation you found stressful, and how you coped with the stress?

E: Yes. Last term, for example, I was on a work placement where my supervisor had to go off sick for three weeks, so the company asked me to take over responsibility for the project. It meant a huge workload, which was pretty stressful. Anyway, I sat down and planned out exactly what I had to do each day for those three weeks. I also planned an hour each evening in the gym. That really helped to ease the stress. I managed to finish the project on time, and in much better shape than when I started! Does that answer your question?

3 Before playing  2:14–2:18 again, see if students can complete the expressions. Then check answers with the whole class. Get students to repeat the expressions following the intonation and stress used by the speakers in the recording.

ANSWERS:

Do you mean, how do I ...?

That's a difficult question to answer; let's just say that ...

I think there are two important aspects to this question ...

Take ..., for instance.

Does that answer your question?

4 Students work with a partner to put the words in the sentences in the correct order. They can then practise saying the sentences aloud, focusing on appropriate stress and intonation. Play the recording again so that students can hear the sentences in context.

ANSWERS:

- 1 I applied what I learned.
- 2 I'm able to cope with being unpopular.
- 3 I see myself as a top performing employee in a leading company.
- 4 I plan to gain experience and learn new skills.
- 5 I would be ready to move up to a position with more responsibility.
- 6 I realized that knowing how well you're doing is essential to staying motivated.
- 7 I'm aware that there are areas that I can improve on.
- 8 I don't feel that I have any significant weaknesses.
- 9 I would say that organization is one of my strengths.
- 10 I managed to finish the project on time.

5 Get a student to read the quotation aloud. Explain *enterprise* (a business company). Do the first part of the exercise as a whole-class activity. Read each question aloud and get students to decide whether it is type 1 or type 2. Check their understanding of:

to get something done (to achieve or complete something).

Circulate while students are asking and answering the questions and assist where necessary. Make a list of any useful vocabulary or expressions and teach them to the whole class after the activity is over. They could be used in the roleplay which follows.

ANSWERS:

- a) What are your strengths and weaknesses? 1
- b) Why do you want to work for us? 2
- c) What is your greatest achievement? 1
- d) How do you make sure things get done? 1
- e) Why do you want to leave your present job? 2
- f) Tell me about a time when you successfully handled a difficult situation. 1
- g) What sort of environment would you prefer not to work in? 2
- h) What are the most difficult kinds of decisions for you to make? 1

FURTHER PRACTICE

Point out that in an interview situation different questions can be answered in the same way. For example, in the listening task, *How you do motivate people to do their best?* and *How do you make sure things get done?* are different questions, but could both be answered in the same way. Similarly, *Can you give an example of a situation you found stressful?* and *Tell me about a time when you successfully handled a difficult situation?* could be answered by using the same information and examples.

Get students to think of alternative ways of asking the other questions in exercise 5.

Roleplay

6 Read the instructions and the job ads with the whole class and explain any new vocabulary or allow students to look them up in a dictionary.

Candidates should refer to the Internet research they did on interview tips and advice. If they have not done this, elicit from the whole class a list of topics that they could ask questions about (e.g. details about the job itself; information about the company and department; opportunities for training and developments; benefits, etc.).

Remind the interviewers to look back at the previous exercises in this module for help and ideas when they are preparing their questions.

Circulate and check that all students are using expressions and tenses correctly in their questions.

When the activity is over, get students to give each other feedback, either with a partner or as a whole-class activity. The interviewers can say which answers were most satisfactory and which were less satisfactory; the candidates can say which questions they found easy to answer and which ones were difficult.

4.5 Writing

A CV

This module focuses on the content, organization and style of CVs.

Internet research

An Internet search for *résumé style* will reveal information about a number of possible approaches to presenting information in a CV. For example, a chronological CV starts with your most current position and progresses back in time; a functional CV lists your major areas of experience and/or accomplishments; a skills CV emphasizes what you can do. Different styles will be appropriate for different individuals and different situations.

Students will find many sample CVs on the Internet. They could download some and evaluate which style would best suit their individual circumstances and the profession or industry they are interested in.

Discussion

1 Start by reminding students that CV stands for 'curriculum vitae', a Latin term meaning 'course of life'. *Résumé* has a similar meaning; it is more commonly used in American English.

Students discuss the questions in small groups. As the answer to most of these questions is likely to be 'it depends', encourage students to give reasons for their answers. Take whole-class feedback.

SUGGESTED ANSWERS:

The 'correct' answer to all of these is 'it depends'. There are valid arguments for both sides of each case.

- 1 Stating your objective will help employers decide if your CV is relevant, and gives the impression of a focused candidate. On the other hand, it may mean you are not considered for other equally interesting and suitable positions.
- 2 Some experts recommend not giving references until they are requested, so that you have time to contact the people concerned and inform them about the context, your objectives, etc. Others advise supplying genuine references rather than stating 'references available on request'.
- 3 In general, one page is enough, especially for new graduates; but if you need more space, it's better to use two pages rather than try to squeeze everything onto one page.
- 4 Decide which is more relevant. If your experience is more relevant to the job than your qualifications, put it first. However, many employers like to have a summary of your qualifications at the top of the page.

Skim reading

2 Give students a few minutes to put these categories in order individually or with a partner.

Students check their answers against the sample CV. To check answers with the whole class, read out sections from the CV and get students to give the category it falls under, e.g. *British* (personal details), *clean driving licence* (general / additional skills), *I coordinated an office reorganization project* (work experience).

ANSWERS:

personal details	1
qualifications	2
work experience	3
voluntary roles / positions of responsibility	4
general / additional skills	5
references	6

Reading for detail

3 This exercise highlights the degree of formality usually found in CVs. Get individual students to read each of the sentences aloud, while the rest of the class finds the matching sentence in the CV.

Focus on the useful verbs and verb phrases, e.g. *liaise*, *coordinate*, *run*, *represent*, *play an integral part in*, *be responsible for* which students can use in exercises 4 and 5.

ANSWERS:

- 1 ... involved liaising with a client's parent company in Germany.
- 2 Advanced computer literacy
- 3 I coordinated an office reorganization project.
- 4 I ran a language training programme for members of the department.
- 5 I represented over 400 members in faculty meetings.
- 6 I played an integral part in a team of consultants working on IS projects.
- 7 I was responsible for managing the outdoor exhibition of camping equipment.
- 8 This position required familiarity with networking solutions.
- 9 I am responsible for motivating the team.
- 10 ... chaired conferences with visiting speakers.

FURTHER PRACTICE

Use the sample CVs which students downloaded from the Internet and / or real job ads taken from newspapers to compile a list of useful 'action words' – i.e. verbs that that students could use in their own CVs to describe their achievements. Examples of the kinds of words that might be included in this kind of list are *administer*, *analyze*, *assess*, *build*, *create*, *design*, *develop*, *devise*, *direct*, *ensure*, *implement*, *improve*, *increase*, *instigate*, *introduce*, *manage*, *monitor*, *organize*, *produce*, *re-organize*, *solve*, *support*, *test*.

Ordering and reformulating

4 Students could do this task with a partner. Circulate while they are working and assist where necessary. Then get students to exchange their CV with another pair, who check the organization and choice of language.

SUGGESTED ANSWER:

Justine Dominga Collier

Date of birth 4 November, 1986, Auckland, NZ
Nationality New Zealand
Address 14 Green Street, Newcastle NE13 8BH
Telephone 01879 122 7789

Education

2004–2007 BA in Economics at Newcastle University
(Expected final grade 2:1)
2002–2004 Northern High School: 3 'A' levels –
Mathematics (A), Economics (B), French (B)

Work history

Oct–Mar 2005 Internship with Arbol Oil
I played an integral part in the finance department. This position required familiarity with accounts software, and involved liaising with colleagues in South America.
June–Sept 2004 Information officer with Newcastle Social Security
I was responsible for managing a confidential personnel database. I coordinated a three-day visit for a representative of the Spanish government.

Positions of responsibility

2006 Secretary of Newcastle Junior Chamber of Commerce
I was responsible for communications and edited a monthly newsletter. I also liaised with guest speakers and the local authorities.
2005–present Voluntary work for the charity OUTLOOK
I devise and organize events for disabled children.
Social Secretary for the University Basketball team.

Other

Bilingual Spanish
First violin in a string quartet
Typing speed: 90 wpm
References
Mr Bowers, tutor, Newcastle University
Mrs Broadbent, Principal, Northern High School

5 Students could use the results of the Internet research task to help them write or update their own CV. Otherwise, they could use the model in exercise 2 as the basis for their CV. Circulate while students are working and make a note of any useful new vocabulary or phrases that could be shared with the whole class.

4.6 Case study

Gap years and career breaks

This module focuses on the reasons for and experience of taking time off from your career to do something different.

Internet research

A search for *gap year* will reveal a wide range of websites suggesting ways of spending a gap year, including travel, adventure holidays, and voluntary work.

Carrying out this research before they start this module will be useful for students who do not have any knowledge or experience of gap years or career breaks.

Brainstorming

1 Explain that *gap year* usually refers to the time taken off at the beginning of a career, while *career break* refers to the time taken off at a later stage of life.

Do this as a whole-class activity. If students have difficulty getting started, give them the brief outline of a story to comment on, e.g.: *A friend of mine had been working for 7 years in a big company. He enjoyed the work, but the job was stressful and he wanted a break from the pressure and the routine. So he left his job and decided to take some time off and do something different ...*

SUGGESTED ANSWERS:

Gap year: travelling, working, doing voluntary work, writing a book, building a house, studying, meditating, etc.
Advantages: gain experience and maturity, see the world, do something you can't do professionally, do something for people in need, give yourself time to make important choices, escape pressure or difficulty, save money for studies, etc.
Disadvantages: get out of step / lose touch with friends / colleagues, financial cost, acquire 'bad' habits, be perceived as less serious / ambitious, lose job or miss opportunities, etc.

Ask students if gap years and career breaks are common in their country. Do they know anyone who has taken a gap year or career break? What were their experiences? Would they consider taking one themselves?

Listening

2 2:19–2:24 Play the recording. Pause after each speaker to allow students time to answer the questions. Then get students to comment – which of these gap year options would they have chosen to do themselves and why?

ANSWERS:

	When	Where	Experience	Why
1	between 2nd and 3rd year at university	Nepal	positive	learned more than in 3 years at university
2	between school and degree course	Dublin	mixed	good for English and culture, but boring at school
3	in work	around the world	mixed	clearer idea of goals, regrets not helping people
4	before business school	car factory	negative	bored, wasted a year
5	after 20 years in same job	India	positive	changed outlook on life
6	before studying medicine	East Africa	mixed	very hard, but made a difference

RECORDING SCRIPT

2:19–2:24

- 1 My gap year? Oh yes, it was a fantastic experience. It was between my second and third years at university. I went to Nepal to teach English. I think I learned more in that year than in three years at university. It was incredible. Everybody should do it.
- 2 I went to live with a family in Dublin for a year before starting my degree course. Of course, it was really good for my English, and interesting from a cultural point of view. But it was pretty boring going back to school for another year, even if it was in English.
- 3 I've had a great year. I've been around the world, working for two or three weeks, then moving on to the next place. I've just gone back to my job, and now I have a much clearer idea of where I'm going and what I want to achieve. My only regret is not doing something to help people. If I could do it again, I'd definitely volunteer for charity work, probably in Africa.
- 4 Yeah, I had a gap year before starting business school. I needed to earn some money, so I worked in a car factory. It was hell. I've never been so bored in my life. I suppose I learned some valuable lessons, but now I wish I'd done something more exciting, gone somewhere exotic. I feel I wasted a year of my life.
- 5 I'd been in the same job for about twenty years, and I decided I needed to step back and think about what I wanted to do with the rest of my life. So I took a sabbatical. Fortunately my company was very understanding. I travelled in India for six months, then wrote a book about my experiences. It completely changed my outlook on life. I'd recommend it to anybody.
- 6 I've just started studying medicine. I wanted to get away from my parents and see the world, so I've just come back from nine months in East Africa. It was really hard. I almost came home after the first week. I'm glad I stayed, because I felt I made a difference to people's lives – a very small difference, but a difference all the same. But if I'd known what it would be like, I'm sure I wouldn't have gone.

Scan reading

3 Read the title of the article with the whole class and get them to explain what they understand by the two expressions *change the world* (make a difference to other people's lives) and *want a change* (do something different, for yourself).

You could do this task by reading the first question aloud and giving students a few minutes to find the answer in the text. They should then raise their hands when they have found the answer. Wait until most of the class have raised their hands and then call on a student to give you the answer. Continue in this way until students have answered all the questions.

ANSWERS:

- 1 People over 17 years of age, before, during or after a degree course, or in work.
- 2 Broaden your horizons, enhance your CV, step back from your studies to decide what you want to do with your life, do something concrete and tangible to help people in need in underprivileged areas of the world.
- 3 Education, conservation, medical support and care work.
- 4 Participants work as volunteers. Food and accommodation are provided, but participants pay their own travel costs.
- 5 Send in the application form together with your CV.

Reading and discussion

4 Get students to read the four descriptions of gap-year placements silently. Then ask them some questions to get them thinking about what is involved in each placement, e.g.:
What kinds of things do you think a classroom assistant in South Africa or Costa Rica would do on a daily basis? (help the teacher with lessons; spend time with individual children; help with break times and lunch breaks)
What kind of physical work might a conservation volunteer do in Malaysia? (digging, cutting back vegetation, clearing land, caring for animals)
What do you think it would be like to teach in a school in Tanzania? (classes may be large; facilities and resources may be limited; teachers have to teach all subjects so would need a wide range of knowledge and skills).

While students are discussing with a partner circulate and assist where necessary. Make a note of any new vocabulary or expressions and write them on the board at the end of the discussion. Take whole-class feedback on students' choice of placement. Ask them to explain the reasons for their choices.

Writing and roleplay

5 This activity could take place over two lessons – completing the application form in one lesson, and conducting the interviews in another lesson. Alternatively, the application forms could be completed for homework before the class.

With lower-level classes, work through the questions on the application form, eliciting possible answers and making a list of useful words and expressions on the board. Remind them of the information provided in the previous exercises in this module which will help them to complete the answers.

With higher-level classes, before students do the interviewing part of the activity, brainstorm a short list of 'success criteria' to use when assessing each candidate. Possible criteria might be: previous experience of community or care work (for the placements in South Africa and Costa Rica); involvement in sports and extra-curricular activities (Tanzania); health and physical wellbeing (Malaysia), etc. Students could also refer to the vocabulary for personal skills and qualities in module 4.2 to help them, e.g. is the candidate a good communicator (Tanzania), a good team worker (Costa Rica), etc.

Remind students about the work they did on interviewing skills and techniques in module 4.4. Interviewers and interviewees should refer back to the questions and expressions practised there.

Circulate while students are speaking and make a note of any mistakes in the target language for remedial teaching later. You could also make a note of any particularly good questions or responses to share with the rest of the class when the activity is over.