

Catering for Learner Diversity in English Language Learning

Introduction

Catering for Learner Diversities

Under the curriculum of the New Senior Secondary, all students have the opportunity to complete three years of senior secondary schooling, thus greater learner diversity is anticipated. There will be learner diversity in terms of interests, motivations, aspirations, abilities, learning styles and achievements across the various aspects of intelligence. In general, learner diversity can be catered for at the curriculum planning level, classroom learning and teaching level and student support.

Learning English through Workplace Communication: Job Interviews

My partner and I design a unit plan flexibly to suit the needs of 2 groups of Secondary 4 learners who are more able students from a Band 1 school and average students from a Band 2 school. Basing on Unit 3 Role-playing an Interview, Summit series on electives, our resource package engages students in a range of tasks which aim to develop their knowledge and skills to use the language in a practical way (i.e. role-playing a job interview) and gain confidence in using English when communicating with others about workplace-related matters. Students will develop language skills, presentation skills, organization skills and interpersonal skills in the process.

Approaches that we apply to cater for learner diversities in our resource package are that we include flexible groupings (mixed abilities/ interest-based/ homogenous/ same-ability/ same ability level or mixed ability level partners) when it comes to pair work and group work. While teaching, we cut down or adapt the materials by using simplified language and adjusting the unit materials. Some multiple intelligences, for instance, linguistic, bodily-kinesthetic, spatial and interpersonal, etc. will be entertained.

Learning Objectives

The resource package covers 5 activities. Our target is that with the designed activities, the students can experience the process on how to equip themselves before attending a job interview, which is very practical since internships and part-time jobs have become part of the students' life in the metropolis. There are tasks that concentrate on naming different occupations, using adjectives to describe personal attributes, discussing questions frequently asked by job interviewers, the interview skills and finally role-playing a job interview. Listening and speaking activities will be included to help develop skills in handling spoken communication.

At the end of the unit, students will be familiar with the process of job interviews, understand the role of an interviewee, gain understanding of the vocabulary and styles in spoken communication, and be able to apply the knowledge and skills they have learnt in their production of a job interview.

Table of Content

	The Strong Version (Lower Band 1 school)	The Weak Version (Band 2 school)
Section 1 – Different Types of Jobs		
No. of lesson	1	
Objectives	Students will be able to: ➤ learn different types of jobs ➤ identify job descriptions ➤ write job descriptions	Students will be able to: ➤ learn different types of jobs ➤ identify job descriptions
Learning activities / tasks	➤ Students (ss) look at pictures of different jobs and label them. ➤ Ss work in pairs to match jobs with the given descriptions. ➤ Ss work in pairs to write job descriptions. ➤ Ss work in groups of 4 to share their favourite jobs and reasons.	➤ Students (ss) look at pictures of different jobs and label them. ➤ Ss work in pairs to match jobs with the given descriptions. ➤ Ss work in groups of 4 to share their favourite jobs and reasons.
Learning materials	Worksheets 1 – 2	Worksheets 1 – 2
Language skills to be developed	➤ Speaking ➤ Listening ➤ Reading ➤ Writing	➤ Speaking ➤ Listening ➤ Reading
Generic skills to be developed	➤ Collaboration skills ➤ Communication skills ➤ Critical thinking skills	➤ Collaboration skills ➤ Communication skills ➤ Critical thinking skills
Multiple Intelligences to be developed	➤ Interpersonal ➤ Visual-spatial ➤ Verbal-linguistic ➤ Intra-personal	➤ Interpersonal ➤ Visual-spatial ➤ Verbal-linguistic ➤ Intrapersonal
Section 2 – Personal Attributes		
No. of Lesson	2 – 3	
Objectives	Students will be able to: ➤ learn and understand >25 adjectives used to describe personal attributes ➤ apply all the vocabulary learnt when attending/ role-playing a job interview	Students will be able to: ➤ learn and understand <20 adjectives used to describe personal attributes ➤ apply some of the vocabulary learnt when attending/ role-playing a job interview
Learning activities / tasks	➤ Students (Ss) brainstorm adjectives used to describe personalities ➤ Ss work on the Word Puzzle ➤ Ss work to match adjectives with appropriate descriptions ➤ Ss work in pairs on what kinds of person would be the most suitable candidate for the jobs stated	➤ Students (Ss) brainstorm adjectives used to describe personalities ➤ Ss work on the Word Puzzle ➤ Ss work to match adjectives with appropriate descriptions ➤ Ss work in pairs on what kinds of person would be the most suitable candidate for the jobs stated
Learning materials	Worksheets 3 – 6	Worksheets 3 – 6
Language skills to be developed	➤ Listening ➤ Speaking ➤ Writing	➤ Listening ➤ Speaking ➤ Writing
Generic skills to be developed	➤ Collaboration skills ➤ Communication skills ➤ Critical thinking skills	➤ Collaboration skills ➤ Communication skills ➤ Critical thinking skills
Multiple Intelligences to be	➤ Visual-spatial ➤ Interpersonal	➤ Visual-spatial ➤ Interpersonal

developed	<ul style="list-style-type: none"> ➤ Verbal-linguistic ➤ Bodily-kinesthetic 	<ul style="list-style-type: none"> ➤ Verbal-linguistic ➤ Bodily-kinesthetic
Section 3 – Frequently Asked Questions in Job Interviews		
No. of Lesson	2	
Objectives	Students will be able to: <ul style="list-style-type: none"> ➤ predict questions asked at a job interview ➤ understand and prepare questions for a job interview ➤ answer the interview questions 	Students will be able to: <ul style="list-style-type: none"> ➤ set some/ common questions asked at a job interview ➤ understand and prepare some questions for a job interview ➤ answer some interview questions
Learning activities / tasks	<ul style="list-style-type: none"> ➤ Ss work in pairs to think of questions commonly asked at a job interview ➤ Ss answer the interview questions ➤ Ss work in pairs to refine the questions and answers 	<ul style="list-style-type: none"> ➤ Ss work in pairs to think of questions commonly asked at a job interview ➤ Ss answer the interview questions ➤ Ss work in pairs to refine the questions and answers
Learning materials	Worksheets 7 – 8	
Language skills to be developed	<ul style="list-style-type: none"> ➤ Listening ➤ Speaking ➤ Writing 	<ul style="list-style-type: none"> ➤ Listening ➤ Speaking ➤ Writing
Generic skills to be developed	<ul style="list-style-type: none"> ➤ Collaboration skills ➤ Communication skills ➤ Creativity ➤ Problem-solving skills ➤ Critical thinking skills 	<ul style="list-style-type: none"> ➤ Collaboration skills ➤ Communication skills ➤ Creativity ➤ Problem-solving skills ➤ Critical thinking skills
Multiple Intelligences to be developed	<ul style="list-style-type: none"> ➤ Verbal-linguistic ➤ Interpersonal ➤ bodily-kinesthetic 	<ul style="list-style-type: none"> ➤ Verbal-linguistic ➤ Interpersonal ➤ Bodily-kinesthetic
Section 4 – Interview Tips		
No. of lesson	1	
Objectives	Students will be able to: <ul style="list-style-type: none"> ➤ understand the dos and don'ts in a job interview. ➤ gain an awareness of the importance of body language in a job interview. 	
Learning activities / tasks	<ul style="list-style-type: none"> ➤ Students (ss) watch a video clip on interview tips and compile a list of interview tips. ➤ Ss work in groups of 4 to perform some given actions and decide if the actions performed are appropriate in a job interview. ➤ Ss work in groups to think of 5 more actions, write them down, perform them and decide if they are appropriate actions in a job interview. 	<ul style="list-style-type: none"> ➤ Students (ss) watch a video clip on interview tips and compile a list of interview tips. ➤ Ss work in groups of 4 to perform some given actions and decide if the actions performed are appropriate in a job interview.
Learning materials	Worksheets 9 – 10 Video clip: http://www.youtube.com/watch?v=XvuZY3DWtY	Worksheets 9 – 10 video clip : http://www.youtube.com/watch?v=XvuZY3DWtY
Language skills to be developed	<ul style="list-style-type: none"> ➤ Listening ➤ Speaking ➤ Reading ➤ Writing 	<ul style="list-style-type: none"> ➤ Listening ➤ Speaking ➤ Reading ➤ Writing
Generic skills to be developed	<ul style="list-style-type: none"> ➤ Collaboration skills ➤ Communication skills ➤ Creativity ➤ Critical thinking skills 	<ul style="list-style-type: none"> ➤ Collaboration skills ➤ Communication skills ➤ Creativity ➤ Critical thinking skills

Multiple Intelligences to be developed	<ul style="list-style-type: none"> ➤ Interpersonal ➤ Verbal-linguistic ➤ Bodily-kinesthetic ➤ Logical-mathematical 	<ul style="list-style-type: none"> ➤ Interpersonal ➤ Verbal-linguistic ➤ Bodily-kinesthetic ➤ Logical-mathematical
Section 5 – Job Interview Role-play		
No. of lesson	2	
Objectives	Students will be able to: <ul style="list-style-type: none"> ➤ form interview questions ➤ answer interview questions ➤ practise job interview 	Students will be able to: <ul style="list-style-type: none"> ➤ form interview questions ➤ answer interview questions ➤ practise job interview
Learning activities / tasks	<ul style="list-style-type: none"> ➤ Students (ss) read the job advertisements given. ➤ Ss work in pairs to choose a job advertisement that they are interested in. ➤ Ss work in pairs, one be the interviewer and the other be the interviewee and prepare for the interview. ➤ Ss do the job interview role-play ➤ Ss fill in a feedback form for his / her partner ➤ Ss swap their roles and repeat the above steps. 	<ul style="list-style-type: none"> ➤ Students (ss) read the job advertisements given. ➤ Ss work in pairs to choose a job advertisement that they are interested in. ➤ Ss work in pairs, one be the interviewer and the other be the interviewee and prepare for the interview. ➤ Ss do the job interview role-play ➤ Ss fill in a feedback form for his / her partner ➤ Ss swap their roles and repeat the above steps.
Learning materials	Worksheet 11 – 13 and Feedback form	
Language skills to be developed	<ul style="list-style-type: none"> ➤ Listening ➤ Speaking ➤ Reading ➤ Writing 	<ul style="list-style-type: none"> ➤ Listening ➤ Speaking ➤ Reading ➤ Writing
Generic skills to be developed	<ul style="list-style-type: none"> ➤ Collaboration skills ➤ Communication skills ➤ Creativity ➤ Critical thinking skills 	<ul style="list-style-type: none"> ➤ Collaboration skills ➤ Communication skills ➤ Creativity ➤ Critical thinking skills
Multiple Intelligences to be developed	<ul style="list-style-type: none"> ➤ Interpersonal ➤ Verbal-linguistic ➤ Intrapersonal ➤ Logical-mathematical ➤ Bodily- kinesthetic 	<ul style="list-style-type: none"> ➤ Interpersonal ➤ Verbal-linguistic ➤ Intrapersonal ➤ Logical-mathematical ➤ Bodily-kinesthetic

Version 1

For

High

Achievers

Worksheet 1

Section 1 Different Types of Jobs

A Have you ever thought about what your future career will be like? The following pictures are some common jobs. Can you name them?

 <u>accountant</u>			
			
			
			
			

Worksheet 2

B The following are some of the descriptions of the jobs listed above. Match the jobs with their descriptions.

accountant	a person who keeps or inspect financial accounts
	a person who reports news on TV, radio or Newspaper
	a person who edits a book, newspaper, magazine, radio or television programme
	a person who is actively involved in politics
	a person who cures animals
	a person who works on an aircraft
	a person who makes and sells glasses and contact lenses
	a person who designs, builds or maintains engines, machines, bridges, railways, etc.
	a person who performs operations in hospital
	a person who gives legal advice and assistance to clients and represent them in law court

Now work in pairs and write the descriptions for the remaining jobs in the table below.

chef	
actor	
waiter	
secretary	
designer	
hair stylist	
technician	
dentist	
sales assistant	

photographer	
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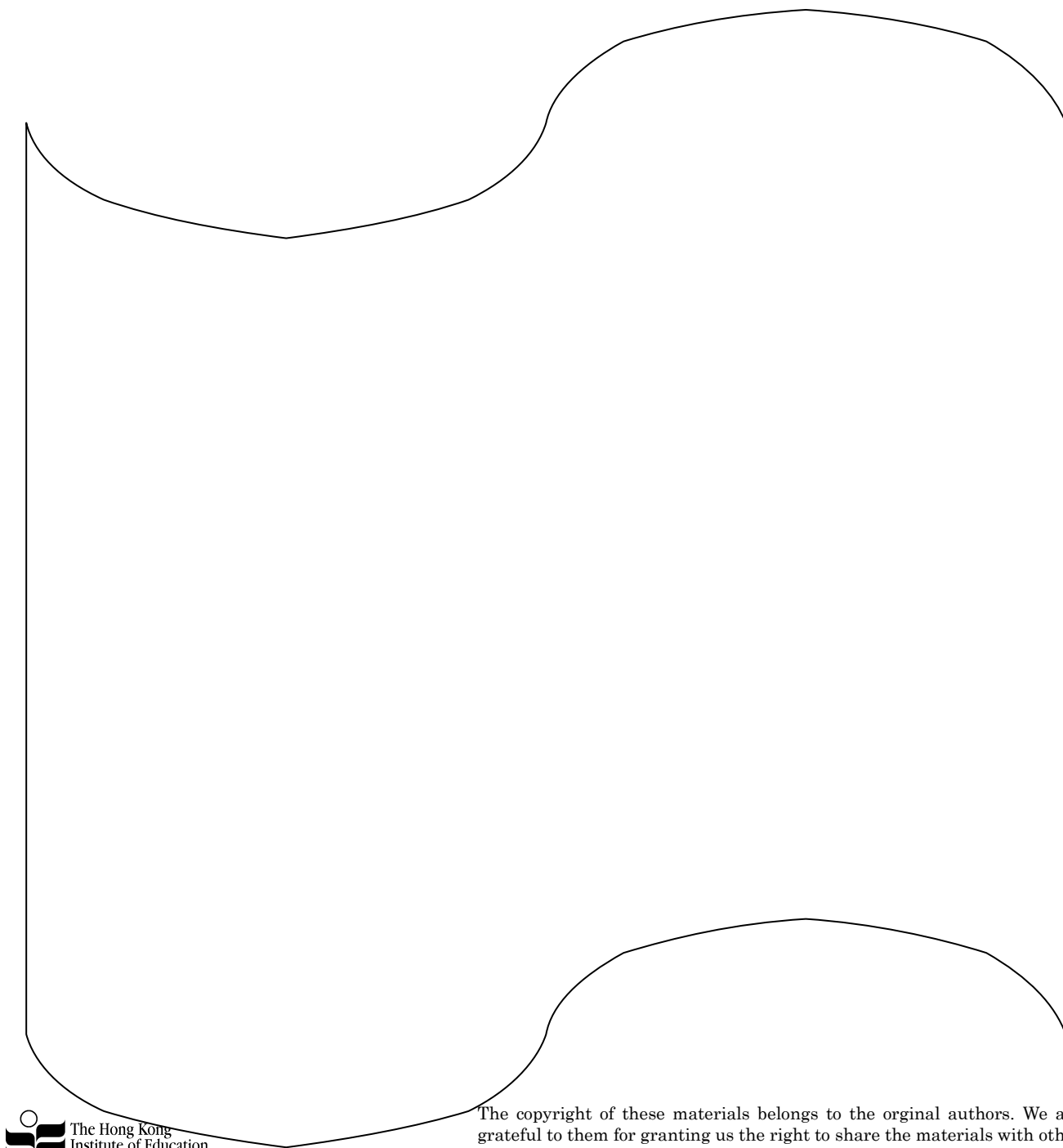
In groups of 4, share what your favourite jobs are and the reasons why you like them.

Worksheet 3

Section 2 Personal Attributes

In your responses to interview questions, you should try to use positive adjectives to describe your personal attributes.

A In pairs, brainstorm adjectives used to describe personal and professional characteristics.



Worksheet 4

Adjectives describing personal attributes.

B Locate and circle as many adjectives used to describe personal attributes as possible.

Words Used to Describe Personal Attributes


	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	t	i	t	i	s	e	o	n	t	e	p	c	f	n	c	l	t
2	b	t	d	m	i	o	v	p	v	a	e	i	u	a	c	i	m
3	b	g	t	a	l	a	c	i	t	y	l	a	n	a	e	t	c
4	v	i	n	g	s	u	o	i	t	i	b	m	a	d	s	n	f
5	f	l	e	i	b	l	e	u	a	i	i	r	i	e	l	e	t
6	c	o	d	n	k	n	o	l	e	b	t	t	d	d	y	d	n
7	l	g	n	a	t	r	a	l	e	n	l	e	t	n	h	i	e
8	e	i	e	t	p	m	o	o	r	d	e	e	p	i	t	f	v
9	v	c	p	i	r	e	i	w	p	g	b	r	y	m	r	n	i
10	e	a	e	v	i	t	c	u	d	o	r	p	g	n	o	o	t
11	r	l	d	e	z	i	n	a	g	r	o	l	l	e	w	c	a
12	a	i	n	t	s	c	c	p	t	e	a	o	t	p	t	c	e
13	v	p	i	m	t	u	o	o	i	m	n	h	i	o	s	i	r
14	o	t	a	u	e	l	b	a	d	n	e	p	e	d	u	n	c
15	e	r	a	t	i	o	n	a	l	a	n	c	l	l	r	l	o
16	t	l	t	t	o	u	t	e	c	a	r	t	i	s	t	i	c
17	t	d	e	c	i	s	i	v	e	r	e	l	i	a	b	l	e

ambitious
analytical
artistic
clever
competitive
confident
creative
decisive
dependable
energetic
flexible
fun
hard-working
imaginative
independent
logical
meticulous
open-minded
patient
polite
productive
punctual
rational
reliable
smart
sociable
trustworthy
well-organized

Worksheet 5

C Read the descriptions on the right. Write down appropriate adjectives in the left-hand column.

Adjective	Description
	You are willing to consider and accept other people's ideas and opinions.
	You make friends easily
	You are willing to modify your actions or plans to adapt to a change in circumstances.
	You can be trusted and depended on.
	You are very careful about small details, and always making sure that everything is done correctly.
	You work hard.
	You wait calmly for a long time or you don't mind accepting difficulties.
	You are able to do things by yourself in your own way.
	You arrive at a place or do a task at the exact time that has been arranged.
	You can connect facts with ideas in a correct way.
	You are determined or trying very hard to be more successful than other people or businesses.
	You produce or achieve a lot.
	Your thought and decisions are based on reasons rather than emotions.
	You are reliable or you can be trusted or depended on.
	You are always sure that something will happen in the way that you want or expect.
	You are good at making decisions quickly and with confidence.
	You think about things in a detailed and intelligent way, so that you can examine and understand things.
	You can be trusted and depended on
	You are determined to be successful, rich, and powerful.

 You are very good at using their imagination to make things.

Worksheet 6

The most suitable candidate for the jobs...

D Choose 4 jobs that you are interested in and write a description of the person in the space provided.

Driver	Reporter	Teacher	Beautician
Restaurant Chef	Photographer	Graphic Designer	Wedding planner

Job	What kind of person would be suitable for the job the most?
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

Worksheet 7

Section 3 Frequently Asked Questions in Job Interviews

At an interview, you will be asked a range of questions to find out if you are suitable for the job. In most cases, you can predict the types of questions that you will be asked.

A Work in pairs/groups. Discuss what questions would be asked at an interview to find out if the applicant is a suitable person.

A large rounded rectangle with a thin black border, containing 15 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the rectangle.

Worksheet 8

- B Work with your partner/group mates. Answer the questions you have just prepared. Remember you should always take the opportunity to show that you are the best person for the job when answering an interview question.**



Hand in the notes you have written to your teacher for feedback. Refine your questions and answers based on the comments provided.

Worksheet 9

Section 4 Interview Tips

- A Watch the video clip about interview tips and complete the following list of tips for successful interviews.

12 Top Tips for Successful Interviews

1. **Be smart** – if you look good, you feel good; dress for success.
2. **Eye contact** – keep _____.
3. **The handshake** – beware of your handshake, _____, make sure that _____.
4. **Sell yourself** – make sure _____.
5. **Listen** – concentrate on _____ so that _____.
6. **Don't waffle** – be concise and clear in your answers
7. **Body language** – beware of your body language as _____ . A smile is a thousand words.
8. **Ask questions** – ask _____, prepare them in advance.
9. **End with a smile** – end with a smile and a handshake, ask _____.
10. **Punctuality** - _____, check the _____, you should get there 5 minutes before hand.
11. _____ - find out about the company, what it does and what the role is.
12. _____ - know what qualifications, experiences and achievements you have claimed.

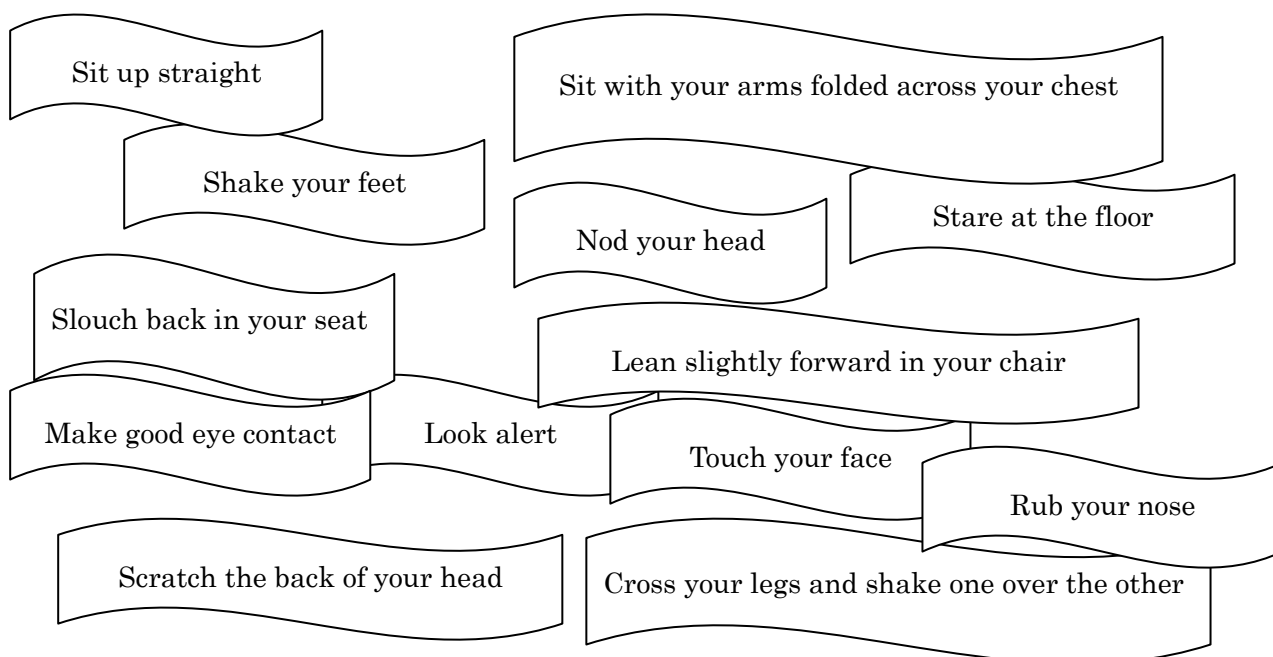
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other
the

Worksheet 10

Body language do's and don'ts

Believe it or not, body language speaks volumes and can be an **important** factor in an employer's decision to hire someone.

B **Work in groups of 4, take turns to pick an action below and perform it in the group. The other members need to guess which action is being performed and decide whether the action should or should not be done in a job interview. Write the actions in the body language dos and don'ts box below.**



Glossary

Slouch (v.) – stand or sit in a lazy way

Scratch (v.) – rub the skin with nails or claws e.g. The cat is scratching at the door.

Lean (v.) – in a sloping position, bend

Stare (v.) – look directly and fixedly

Body Language Dos	Body Language Don'ts

In your group, think of five more actions, write them down in the box below, perform them and decide whether they are appropriate in a job interview.

1.
2.
3.
4.
5.

Worksheet 11

Section 5 Job Interview Role Play

You are going to take part in a job interview role-play. Look at the recruitment advertisements below. In pairs, choose one of the advertisements on this page or the next. One of you will role-play the interviewer and the other will role-play the interviewee for this job. You will have 10 minutes to prepare questions for this job. The interview should last about 6 minutes. After you have finished 1 interview, swap roles, choose another job and do another role-play.

ABOUT OUR COMPANY

We are a professional, dynamic and vigorous IT company providing a wide range of IT services to our clients in HK.

JOB DESCRIPTION

- We are now looking for a high caliber candidate to fill the post of programmer.
- S5 or above
- 5 years **experience**, preferably in IT industry
- Must speak fluent English and Cantonese
- Good communication skills
- Basic salary + commission

Remarks

On-job training, Bank holidays

Good fringe benefits – health fund contributions

Interested parties please email your updated resume with expected salary to hr@tre.com.hk or fax to 27137313.

Company website: www.tre.com.hk

Clerical Assistant

Responsibilities:

The successful applicant will be mainly responsible for providing clerical support to the report team and proofreading test reports.

Job Requirements:

- S7 or above, 1-2 years' clerical experience preferred
 - Diploma, fresh graduates will also be considered
 - Good English, Level 3 in HKDSE is a MUST
 - Hands-on PC knowledge, familiar with MS Word & Excel
 - Willing to work overtime when necessary
- Excellent career advancement plus attractive fringe benefits including a 5-day week, overtime allowance, bank holidays, annual leave, bonus and life insurance.

Interested parties please email your application letter and CV stating expected salary to etc_etc@hkbureauvista.com



Sales / Customer Service – Retail

Romantic Life, established in 1990, is one of the leading wedding services providers in Taiwan. In 2005, we set up a new branch in Hong Kong aiming to provide comprehensive and excellent services to Hong Kong wedding couples. Having obtained the ESDlife Bridal Award 2007, we plan to tap into Japan and European markets in the future.

Requirements:

- S5 or above
- Sales experience in high fashion shops a priority
- Good communication, negotiation and interpersonal skills
- Gracious, with a pleasant appearance and personality
- Able to work under pressure and with a positive and active attitude
- Good command of written and spoken English

Job Duties:

- selling wedding photos / gown rental package
- handling customer services with respect to planning photo-taking styles / destinations / album layouts, gown selection, etc.
- working hours: 1230-2100
- having to work on Sundays and public holidays on a rotation basis

Please include your answers to the following questions in the application:

1. Why do you want to work in the wedding industry?
2. How does your character and experience fit the job?

The answers may be in Chinese or English. Applicants without answers to these questions will NOT be considered.

Interested parties please send your application and full resume stating career history, qualifications and expected salary, together with the answers to the above questions to the following email address: jv@romanticlife.com.tn

Worksheet 12

Employer Worksheet

Write down 8 questions that you would like to ask your prospective employee. You may make use of the frequently asked interview questions in activity 2 to help you. However, you must include at least 2 questions of your own to 'surprise' the jobseeker.

Questions for the jobseeker:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

While you interview the jobseeker, jot down some notes about him / her in the space provided.

Name of applicant: _____

Experience: _____

Skills: _____

Personal attributes: _____

Good points: _____

Bad points: _____

Others: _____

He / She is / is not a suitable candidate for the post because _____

Worksheet 13

Jobseeker Worksheet

You should prepare for the interview by prediction what types of questions that you will be asked and making up any necessary information or background.

Questions that I may be asked:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Other information about me:

Experience: _____

Skills: _____

Personal attributes: _____

Good points: _____

Bad points: _____

Others (why you are fit for the job): _____

Think of at least 2 questions to ask the employer.

1. _____
2. _____

Worksheet 14

Feedback Sheet

Give feedback on the performance of the interviewee by putting a tick (✓) in the appropriate box and add any comments you feel would be valuable.

Name of student: _____

Criteria	(5 = Excellent; 4 = Very Good; 3 = Satisfactory; 2 = Fair; 1 = Poor)				
I Content	5	4	3	2	1
1. The interviewee answered the questions with relevant information.					
2. The interviewee answered concisely and to the point.					
3. The interviewee provided useful information about his/ her background.					
4. The interviewee provided enough information for the interviewer.					
II Organization					
1. The interviewee prepared well for the interview.					
2. The interviewee looked at the company website.					
III Delivery					
1. The interviewee made eye contact with the interviewer.					
2. The interviewee spoke clearly and confidently.					
3. The interviewee used intonation and stress in the correct places occasionally.					
4. The interviewee used natural expressions.					
IV Use two adjectives to describe the interviewee's performance					
V Areas of Improvement					










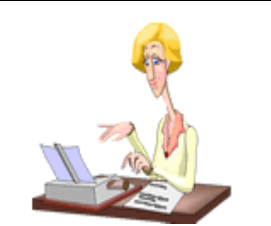








Version 2





For Low Achievers

Worksheet 1

Section 1 Different Types of Jobs

A Have you ever thought about what your future career will be like? The following pictures are some common jobs. Can you name them?

 <u>accountant</u>	 e _ _ _ _ _	 d _ _ _ _ _	 flight a _ _ _ _ _
 hair s _ _ _ _ _	 o _ _ _ _ _	 j _ _ _ _ _	 s _ _ _ _ _
 _ _ _ _ _	 v _ _	 p _ _ _ _ _	 sales a _ _ _ _ _
 c _ _ _	 fashion d _ _ _ _ _	 e _ _ _ _ _	 _ _ _ _ _

 <p>p _ _ _ _ _</p>	 <p>s _ _ _ _ _</p>	 <p>computer t _ _ _ _ _</p>	 <p>_ _ _ _ _</p>
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Worksheet 2

B The following are some of the descriptions of the jobs listed above. Match the jobs with their descriptions.

accountant	a person who keeps or inspect financial accounts
	a person who reports news on TV, radio or Newspaper
	a person who edits a book, newspaper, magazine, radio or television programme
	a person who is actively involved in politics
	a person who cures animals
	a person who works on an aircraft
	a person who makes and sells glasses and contact lenses
	a person who designs, builds or maintain engines, machines, bridges, railways, etc.
	a person who performs operations in hospital
	a person who gives legal advice and assistance to clients and represent them in court
	a person who does the cooking in a restaurant or hotel
	a person who acts in a movie
	a person who takes people's orders in a restaurant and serves them food
	a person who answers phone calls and does office work for his/her boss
	a person who designs fashionable clothes
	a person who cuts and arranges hair
	a person who repairs and maintains computers and servers
	a person who fills, cleans and takes out teeth, and fits artificial teeth
	a person who sells goods in a shop
	a person who takes photographs, either as a hobby or a profession

In groups of 4, share what your favourite jobs are and the reasons why you like them.

Worksheet 3

Section 2 Personal Attributes

In your responses to interview questions, you should try to use positive adjectives to describe your personal attributes.

A Work in groups of 3-4. Brainstorm adjectives used to describe personal and professional characteristics.

Reliable ***Outgoing*** ***Hard-working ...***

Worksheet 4

Adjectives describing personal attributes.

- B Work in pairs. Go to the word puzzle. Locate as many adjectives used to describe personal attributes as possible.**

Words Used to Describe Personal Attributes

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	f	n	t	l	o	g	i	c	a	l	e	p	i	p
2	l	e	c	n	a	c	o	n	f	i	d	e	n	t
3	e	o	h	n	e	u	r	p	i	e	r	d	d	r
4	i	r	a	a	c	i	t	e	g	r	e	n	e	y
5	b	m	i	i	r	e	t	c	a	d	f	o	p	h
6	l	s	a	e	p	d	t	a	n	t	p	u	e	t
7	e	a	u	g	l	d	w	i	p	u	i	p	n	r
8	r	g	o	o	i	b	m	o	l	m	p	v	d	o
9	e	d	e	z	i	n	a	g	r	o	l	l	e	w
10	v	e	t	a	e	t	a	i	i	k	p	c	n	t
11	e	l	f	p	e	o	i	t	c	u	i	g	t	s
12	l	i	o	a	i	l	e	b	i	o	h	n	t	u
13	c	n	e	g	i	e	e	e	m	v	s	c	g	r
14	f	u	m	f	g	r	n	v	a	a	e	n	u	t

ambitious	clever	confident	creative	energetic	flexible
fun	hard-working	imaginative	independent	logical	open-minded
patient	polite	punctual	sociable	trustworthy	well-organized

Worksheet 5

C Read the descriptions on the right. Write down appropriate adjectives in the left-hand column by referring to the word puzzle. The first letter of the adjectives is provided.

Adjective	Description
	You are willing to listen to other people's ideas and opinions.
	You make friends easily.
	You are willing to change your actions or plans so as to make things simpler and smoother.
	You are very good at using your imagination to make things.
	You behave in a way that is correct, showing that you care about how others feel.
	You work hard.
	You don't mind waiting for a long time or you don't mind facing difficulties.
	You are able to do things by yourself.
	You arrive at a place or do a task at the exact time that has been arranged.
	You can connect facts with ideas in a correct way.
	You are determined or trying very hard to be more successful than other people.
	You are reliable and can be trusted or depended on.
	People enjoy having you around because you are happy and amusing.
	You are determined to be successful, rich, and powerful.

You are always sure that something will happen in the way that
you want or expect.

Worksheet 6

The most suitable candidate for the jobs...

- D** What kinds of person would be the most suitable candidates for the jobs below? Choose 2-3 jobs that you are interested in. Work in pairs to complete the table below.

Driver	Reporter	Teacher
Restaurant Chef	Photographer	Graphic Designer

Job	Personal Attribute

Worksheet 7

Section 3 Frequently Asked Questions in Job Interviews

At an interview, you will be asked a range of questions to find out if you are suitable for the job. In most cases, you can predict the types of questions that you will be asked.

A In pairs/groups, write down some of the common questions asked in interviews, using the hints provided in the brackets.

- 1 (Reasons for applying)
Can you tell us why _____?
- 2 (The interviewee to introduce himself/herself)
Could you tell _____?
- 3 (Reasons for being eligible or suitable for the job)
Why do you _____?
- 4 (Strong and weak points)
What are _____?
- 5 (Preference for working alone or in a team, and reasons)
Do you _____?
- 6 (Relevant experience)
What experience _____?
- 7 (Questions to ask interviewers)
Do you _____?

8 Can you think of some more interview questions? Write them below.

Worksheet 8

B Work with your partner/group mates. Answer the questions you have just prepared.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Hand in the answers you have written to your teacher for feedback. Correct your questions and answers.

Worksheet 9

Section 4 Interview Tips

- A Watch the video clip about interview tips and complete the following list of tips for successful interviews.**

12 Top Tips for Successful Interviews

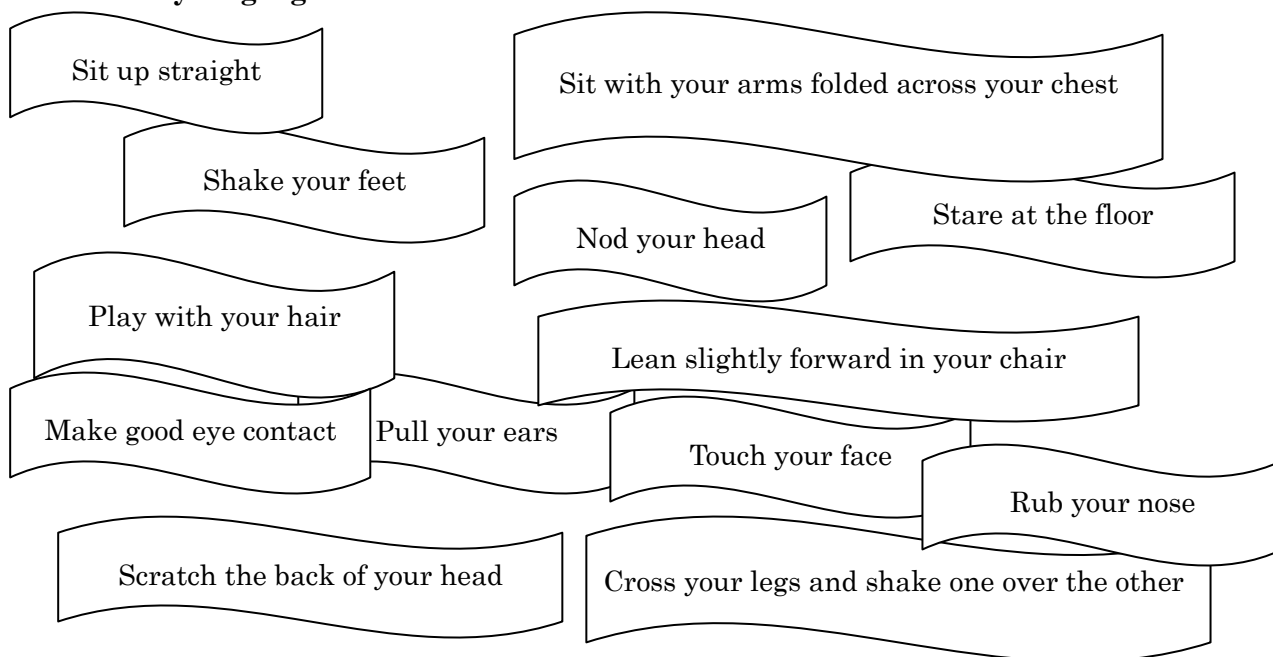
1. **Be smart** – if you look good, you feel good; dress for success.
2. _____ – keep good eye contact during the interview.
3. **The handshake** – beware of your handshake, not too firm, not too soft, make sure that your hands are _____.
4. _____ – make sure the interviewer knows the good points about you.
5. **Listen** – concentrate on what the interviewer asks you so that you can answer _____.
6. _____ – be concise and clear in your answers.
7. **Body Language** – beware of your body language as _____ of the communication is non-verbal, a _____ is a thousand words.
8. _____ – ask lots of questions, prepare them in advance.
9. _____ – end with a smile and a handshake, ask the interviewer what will happen next.
10. **Punctuality** - don't be late, check the location and journey in advance, you should get there _____ before hand.
11. _____ - find out about the company, what it does and what the role is.
12. _____ - know what qualifications, experiences and achievements you have claimed.

Worksheet 10

Body language do's and don'ts

Believe it or not, body language speaks volumes and can be an **important** factor in an employer's decision to hire someone.

B Work in groups of 4, take turns to pick an action below and perform it in the group. The other members need to guess which action is being performed and decide whether the action should or should not be done in a job interview. Write the actions in the body language dos and don'ts box below.



Glossary

Scratch (v.)- rub the skin with nails or claws e.g. The cat is scratching at the door.

Lean (v) – in a sloping position, bend

Stare (v) – look directly and fixedly

Body Language Dos	Body Language Don'ts

--	--

Can you think of any more recommendations for body language?

Worksheet 11

Section 5 Job Interview Role Play

You are going to take part in an interview role-play. Look at the recruitment advertisements below. In pairs, choose one of the advertisements on this page or the next. One of you will role-play the interviewer and the other will role-play the interviewee for this job. You will have 10 minutes to prepare questions for this job. The interview should last about 4 minutes. After you have finished 1 interview, swap roles, choose another job and do another role-play.

Timerise Engineering Company Limited

We are a professional and dynamic IT company providing a wide range of IT services to our clients in HK.

JOB DESCRIPTION

- We are now looking for a suitable candidate to fill the post of programmer.
- S5 or above
- 5 years **experience**, preferably in IT industry
- Must speak fluent English and Cantonese
- Good communication skills
- Basic salary + commission

Remarks

On-job training, Bank holidays

Good fringe benefits – health fund contributions

Interested parties please email your updated resume with expected salary to hr@tre.com.hk or fax to 27137313.

Company website: www.tre.com.hk

Golden Dragon Holidays Assistant Tour Officer

Golden Dragon Holidays is a travel agency specializing in package holidays throughout Southeast Asia.

Responsibilities:

- Assisting with enquiries about package tours
- Data entry

Job Requirements:

- S7 or above, 1-2 years' clerical experience preferred
- Good English, Level 3 in HKDSE is a MUST
- Hands-on PC knowledge, familiar with MS Word & Excel
- Willing to work overtime when necessary

Attractive salary and excellent fringe benefits including a 5-day week, overtime allowance, annual leave, bonus and life insurance.

Please call 22334455 to arrange an interview.



Camp for kids Summer Camp Assistant

Camp for kids is a charity which organizes school holiday camps for kids. We are seeking senior secondary students to work as leaders' assistant.

Successful applicants will:

- be responsible
- have the ability to work well in a team
- have the ability to communicate well with both children and adults
- have good command of written and spoken English

Job Duties:

- assisting in supervision of groups of up to 10 children aged 7-10
- working hours: 1230-2100
- organizing games and activities for children

Interested parties please send your application with the answers to the above questions to the following email address: jv@campforkids.com.hk

Worksheet 12

Employer Worksheet

Write down 6 questions that you would like to ask your prospective employee. You may make use of the frequently asked interview questions in activity 2 to help you. You should include at least 1 question of your own to ‘surprise’ the jobseeker.

Questions for the jobseeker:

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

While you interview the jobseeker, jot down some notes about him / her in the space provided.

Name of applicant: _____

Experience: _____

Skills: _____

Good points: _____

Bad points: _____

Others: _____

He / She is / is not a suitable candidate for the post because _____

Worksheet 13

Jobseeker Worksheet

You should prepare for the interview by prediction what types of questions that you will be asked and making up any necessary information or background.

Questions that I may be asked:

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Other information about me:

Experience: _____

Skills: _____

Personal attributes: _____

Good points: _____

Bad points: _____

Others (why you are fit for the job): _____

Think of 1 question to ask the employer.

1. _____

Worksheet 14

Feedback Sheet

Give feedback on the performance of the interviewee by putting a tick (✓) in the appropriate box and add any comments you feel would be valuable.

Name of student: _____

Criteria	3 = Well done; 2 = Satisfactory; 1 = Needs improvement		
I Overall performance	3	2	1
1. The interviewee was well-prepared for the interview.			
2. The interviewee gave relevant, well-supported responses.			
3. The interviewee gave relevant information about his/her experience and attributes.			
4. The interviewee provided enough information for the interviewer.			
5. The interviewee conducted himself/herself appropriately			
6. The interviewee looked at the company website.			
7. The interviewee made eye contact with the interviewer.			
8. The interviewee spoke clearly and confidently.			

9. The interviewee used body language effectively.			
II How can the performance be improved?			

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8. **Catering for Learner Diversity English Language Education**
<http://minisite.pro.hkedcity.net>