

The right response

Interviewer's questions and comments

- a Hello, it's Jonathan, isn't it?
- b Hello, Jonathan. I'm Alex Rice. Pleased to meet you.
- c Come in and take a seat.
- d Did you have a good journey here today?
- e First of all I'd like to ask you some questions about your experience, if that's all right.
- f I understand you've worked in a similar position before. Tell me about that.
- g And what exactly did you do there?
- h Did you enjoy the work?
- i What qualities do you think you possess that make you suitable for this kind of work?
- j What are your plans for the future?
- k That sounds interesting. I hope things work out the way you want them to.
- l Finally, is there anything you'd like to ask me?
- m It lasts from the beginning of July to the middle of September, and you would be expected to be here from ten in the morning until six in the evening.
- n Yes, you would be needed on the first Sunday of each month. Is that all right?
- o Good. Well, thank you for coming in today. We'll let you know by tomorrow morning. Goodbye, Jonathan.



1 You must be joking. I'm not <u>a slave</u> , you know.	2 No, nothing at all. Can I go now, please?	3 Yes, please do.
4 Well, I'm very much a <u>people person</u> , I <u>work well in a team</u> and I'm good at <u>using my own initiative</u> .	5 Well, it was all right, you know, but at the end of the day it was just a job.	6 Yes, I was wondering how long this position is for, and the hours I would need to be here every day.
7 If you must, but I'd rather you didn't.	8 I <u>organised sporting and social activities for the students</u> , and <u>accompanied them on trips in the city</u> .	9 When I leave school, I'd like to do some <u>voluntary work overseas</u> , then <u>train to be a vet</u> .
10 Who knows. To tell the truth, I really don't care either way.	11 Yes, very much. I enjoyed <u>meeting and working with students from around the world</u> .	12 No, our school is in the <u>middle of nowhere</u> , and the bus service is <u>rubbish</u> .
13 Thank you. It will be good if they do.	14 Of course it is.	15 Thank you very much for seeing me. Goodbye.
16 Yes, thank you. There's a very good <u>bus service from my home</u> .	17 Well, last summer I worked as a <u>social activities organiser at the Bradfell School of English</u> .	18 I don't know really. I suppose I can <u>work hard</u> if I have to, when the money is good.
19 I'd rather stand, thanks.	20 Oh yes, I don't have a problem working weekends.	21 And you too, <u>Mr Rice</u> .
22 That sounds fine. What about weekends?	23 Yes, I did, but there's really not much to tell you.	24 Yeah, bye. See you around.
25 Oh, this and that. Nothing much in particular.	26 Not a chance. My weekends are for <u>me and nobody else</u> .	27 I have absolutely no idea. I might become a <u>rock star</u> or something like that.
28 Hi there. And the same to you.	29 Yes, that's right.	30 Thank you.

The right response

Target language: ask and answer questions in an interview

Activity type: dialogue building

When to use: Use this activity after Unit 4 Communication.

Time taken: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students in the class.

Procedure

Put students into pairs. Give each pair a copy of the interviewer's questions and comments and a set of response cards which should be shuffled and placed on the table face down. Explain that the interviewer's questions are for a summer job as a social activities organiser (organising sporting events, evening activities, etc.) at a summer language school, and that some of the sentences on the cards are the interviewee's responses. Give the students time to read the interviewer's questions and comments, but tell them not to look at the response cards yet. Then one student in each pair takes a card and decides if it fits into the dialogue. If it does not fit, the card should be discarded. If the student thinks it does fit, he/she should decide where it fits and write the appropriate letter on the response card as well as his/her initials. E.g. if the card is a response to dialogue sentence A, then the student writes A on the response card. The students take it in turns to turn over a card and place it in the dialogue until all the cards have been read and the dialogue is complete. The winner is the student who managed to place the most response cards correctly in the dialogue.

Now ask the class to think of a different job to be interviewed for or suggest a job, e.g. *a shop manager*. The pairs practise reading the dialogue, changing the information underlined in the dialogue so that it fits the job.

Answers

a 29	i 4
b 21	j 9
c 30	k 13
d 16	l 6
e 3	m 22
f 17	n 20
g 8	o 15
h 11	