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## What I'd Really Like to Know Is ...

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**Level**

Intermediate to Advanced

**Time**

30 minutes

**Language Functions**

Asking and answering questions

**4** Now tell them to take turns to ask and answer the combined set of questions on their lists.

**5** Give the students a chance to report back on which questions they particularly didn't want to answer and why. How did they feel about these awkward, unwanted questions and how did they try to answer them?

### In Class

**1** Divide the class into pairs and tell them to talk about the organizations they work for. They should introduce the organizations to each other and should include both positive and negative aspects; for example:

- positive: highly successful multinational company, excellent social benefits for staff;
- negative: many manufacturing processes are not environmentally friendly, the head office is badly designed (sick building syndrome).

**2** Now tell the students to work individually for a few minutes. Their task is to write five questions they would like to answer and five they would *not* like to answer about their organizations. The questions can refer to any aspects at all; for example, sales, profits, size, personnel, location, organization, benefits, unions, products, logistics, technical processes and so on.

**3** Tell the students to work with their partners again. This time, their task is to compare their questions. Explain that it is not yet time to answer the questions. Before they do the answering, they should each add a few questions about their partner's organization to each other's lists.

## Job Analysis

### Level

Intermediate to Advanced

### Time

45–60 minutes

### Language Functions

Analysing; describing; asking and answering questions; persuading; expressing preferences

### Materials

Small cards (about postcard size)

### Before Class

Write one profession and a couple of skills required for that profession on each card. For example:

- dentist: gentle; able to bear others' pain
- firefighter: brave; cooperative (good at teamwork)
- postman: good at reading unclear handwriting; physically fit
- train driver: likes travelling; punctual

You need a classroom in which you can have several groups working in parallel and enough sets of cards for several groups of eight to twelve students.

### In Class

- 1** Divide the class into groups of about eight to twelve students and give each group a set of cards, face down. Explain what's on the cards and read out a couple of examples. Then divide each group in half (As and Bs).
- 2** Have one student in each group turn up a card. This card might read:  
*doctor: good at working with people; caring; controlled emotions*

The A students add to the list of skills a doctor needs; for example, must be willing to work long hours, if necessary on call 24 hours a day, a good listener, and so on. Meanwhile, the B students should brainstorm the job description for the job; for example, gives injections, prescribes medicines, stitches up wounds, and so on.

- 3** Tell the class that the next stage of the activity concerns a selection interview for a vacancy working in the profession on the card that has just been analyzed. The As are the candidates for the job and should each try to convince the Bs (the selection committee) that they would be the best choice. Give the As some time to prepare their arguments for employing them, and the Bs time to prepare the questions they should ask.
- 4** The Bs interview the As one by one. The As each state their arguments and try to persuade the Bs that they are the best candidate.
- 5** The Bs have a short meeting to reach a decision. While they do so, the As also meet and should also decide who gets the job. (They must now try to be professional and objective and should no longer push their own cases.)
- 6** The As and Bs now meet as one group and report back to each other on their decision. Once they have heard the other side's point of view, the As and Bs should argue it out further and try and reach a consensus as to who gets the job.
- 7** If there are several groups, get each group to report back on the interviews to the whole class.
- 8** Now tell the students to write down a couple of qualities that they need in their own jobs and give them a turn to say what these qualities are.