LENGUA INGLESA III
Answering to a Job Advertisement

Letters & Job Interview
Anglosaxon Newspapers

Lesson 1a: Reading the Press. Job Ads  p. 2-19
Lesson 1b: Reading the Press. CVs and Letters  p. 19-8
Lesson 2: Writing Job Ads and Letters of Application  p. 9-21
Lesson 3: Dealing with Telephone Conversations and the Job Interview  p. 22

AIMS:
To read the English Press.
To analyse language of Job Ads.
To analyse the language of CVs.
To analyse the language of Letters of Application, Rejection, Appointment & Calling for an interview.
To see the differences between English and Spanish Letter-Writing Genres.
To introduce written formal language
To notice paralinguistic features.

To analyse the language of Telephone Conversations.
To identify many of the skills necessary to participate effectively in Job Interviews.

To write a Job Ad & a CV.
To write Letters of Application, Rejection, Appointment, and Calling for an Interview.
To make Telephone Conversations.
To organize & conduct a Job Interview.

METHODOLOGY:
Task-based approach, Lectures, & workshops.

MATERIALS:
1. Real English Newspapers & Internet.
2. OHP/LCD and transparencies.
3. Articles & photocopies.

LINGUISTIC CONTENT:
Pronouns and Numerals.
Formulaic language.
Persuasive Language & Polite expressions.

TIMING:
10 sessions approximately.

PORTFOLIO:
1. Write a Job Ad.
2. Write a CV.
3. Write a Letter of Application, Rejection, Appointment & Calling a Candidate for an Interview.
4. Correct your partner’s writings.
5. Send your final drafts to your lecturer through the Campus Virtual.

Oral:
Real Telephone Conversation (fluency)
Piece of a play (phonetics)
Job Interview (fluency and structure)
Lesson 1a: Reading the Press.
Job advertisements.

Persuasive and Informative Language.

Job hunting is a difficult and complex process that usually starts when a potential candidate reads a Job Ad and feels interested in answering it. When we consider applying for a job we see the process from the perspective of the job hunter, so we think that the failure or success only depends on the applicant whereas it is not always so. The communicative process starts before, when the enterprises establish their needs and think about their ideal candidate. Then they look for a copywriter who designs the ad and finally they publish it on a newspaper or any other means of communication. Thus, the communicative process starts. The speaker has released the message and waits to be answered. At this moment the responsibility of the success of the communication is on the message and on how it has been written. The message has to be persuasive enough to attract the candidate the company wants. Moreover, it has to give enough information about the type of job, the salary, the company, the duties and responsibilities, and so on. If it fails to do so, communication also fails. Finally, the rest of the Job Hunting process consists on spotting the ideal candidate from the applicants that answered the Ad.

Preliminary Activity:

Discussion:
In groups of four or five look at these questions and discuss the possible answers, when finished, report to the class:

1. Have you ever read a recruitment advertisement?
2. Have you ever answered a Job Ad? In English? In Spanish?
3. Have you ever been in a Job Interview?
4. What kind of information is likely to be found in recruitment advertisements?
5. What kind of recruitment advertisements are you interested in? Make a short list.
Lesson 1a.1: Reading 1

Skim the following article on JOB AD creative process to get general information.

The following article talks about the process of copywriting Job Advertisements.

Recruitment Advertisements:

The process of attracting new staff usually begins with the placement of a recruitment advertisement in the local or national newspapers. This need be no more than a simple notice outlining a vacancy in a couple of lines. Over the years, however, recruitment advertising has become a sophisticated and professional matter requiring as much planning as consumer advertising. The reason for this is the highly competitive nature of the labour market. Not only do individuals compete for the jobs offering the best opportunities and conditions, but employers themselves have to show potential employees why they should apply for their particular position and not a similar one with another firm -especially where skilled labour is scarce. The advertisements therefore are often divided into three broad sections:

1 A profile of the company itself -this can include anything from size, turnover, product range, field of operations to management philosophy.

2 A description of the kind of people the company is looking for -age, qualifications, previous experience and attitude-

3. Details of the position and its conditions -duties, responsibilities, who to report to, salary, vacation allowance, promotion prospects, fringe benefits (these include company car, pension scheme, relocation allowance, bonus or profit share and any other rewards in addition to the basic remuneration).

The advertisement usually concludes with practical details on how and where to apply and whether to send in a self-written curriculum vitae or write for a standard application form. In the case of American organisations a curriculum vitae takes the form of a resumé, covering the name and address of the applicant, his or her education, experience, research (if relevant), other interests and further personal details such as marital status.

Of course these advertisements vary considerably depending on the promotional policy of the company -some firms adopt a very high key approach, with the advertisement as a carefully conceived piece of prestige publicity while others have a much plainer style. An important development in this activity has been the growth of consultancies which specialise in recruitment. They give the firm an opportunity to streamline its consumer and recruitment advertising style. In some cases the agency also conducts preliminary interviews, acting as a consultancy independent of the company's own personnel department -sometimes keeping the identity of its client confidential until a short list of strong candidates can be produced.


Vocabulary:
allowance
company
consultancy
duties
firm
high key approach
marital status
notice
pension
placement
policy
product range
profile
profit share
promotion
prospects
recruitment
remuneration
rewards
skilled labour
streamline
to apply
to outline
vacancy
vacation
**TASK 1:** After having skimmed the article on Job Advertisements, please answer the following questions:

1. How does the recruitment process begin?
2. What is a recruitment advertisement?
3. Why has recruitment advertising become a sophisticated and professional matter?
4. How many sections are there in a recruitment advertisement?

**TASK 2:** Now scan the text and try to find out terms for the following definitions:

<table>
<thead>
<tr>
<th>Definition</th>
<th>Job Terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>The process of looking for and choosing new staff for an organisation</td>
<td></td>
</tr>
<tr>
<td>A group of ideas, suggestions or goods offered or sold together</td>
<td></td>
</tr>
<tr>
<td>Moving a person or an organisation from one place to another</td>
<td></td>
</tr>
<tr>
<td>Money, goods, etc. given to an employee in addition to his/her normal salary</td>
<td></td>
</tr>
<tr>
<td>The total business done by an organisation in a given period</td>
<td></td>
</tr>
</tbody>
</table>

**TASK 3:** Give suitable Spanish translations to the following terms.

<table>
<thead>
<tr>
<th>Terms used in journalism</th>
<th>Spanish Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wages</td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td></td>
</tr>
<tr>
<td>Fees</td>
<td></td>
</tr>
<tr>
<td>Commission</td>
<td></td>
</tr>
<tr>
<td>To earn</td>
<td></td>
</tr>
<tr>
<td>To win</td>
<td></td>
</tr>
<tr>
<td>To gain</td>
<td></td>
</tr>
<tr>
<td>Qualifications</td>
<td></td>
</tr>
<tr>
<td>A-levels</td>
<td></td>
</tr>
<tr>
<td>Resumé</td>
<td></td>
</tr>
<tr>
<td>Bonus</td>
<td></td>
</tr>
<tr>
<td>luncheon vouchers</td>
<td></td>
</tr>
<tr>
<td>Perks</td>
<td></td>
</tr>
<tr>
<td>Fringe benefits</td>
<td></td>
</tr>
<tr>
<td>Labour</td>
<td></td>
</tr>
</tbody>
</table>
Murder Must Advertise by Dorothy L. Sayers

“An hour later, Mr. Hankin pushed open the door and looked in upon him.

‘How are you getting on?’ he inquired kindly.

Mr. Brendon sprang to his feet.

‘Not frightfully well. I’m afraid. I don’t seem to get the atmosphere altogether, if you follow me.’

‘It will come,’ said Mr. Hankin. He was a helpfully-minded man who believed that new copywriters throve on encouragement. ‘Let me see what you are doing. You are starting with the headlines? Quite right. The headline is more than half the battle. IF YOU WERE A COW – no, no, I’m afraid we mustn’t call the customer a cow. Besides, we had practically the same headline in – let me see – about 1923, I think. Mr. Wardle put it up, you’ll find it in the last guard book but three ‘It went’ ‘IF YOU KEEP A COW IN THE KITCHEN you could get no better bread-spread than G. P. Margarine’ – and so on. That was a good one. Caught the eye, made a good picture, and told the whole story in a sentence.’

Mr. Brendon bowed his head, as one who hears the Law and the Prophets. The copy-chief ran a thoughtful pencil over the scribbled list of headlines, and ticked one of them.

‘I like that,

BIGGER AND BUTTER
VALUE FOR MONEY

That was the right feel about it. You might write copy for that, and perhaps for this one,

YOU’D BE READY TO BET
IT WAS BUTTER –

Though I’m not quite sure about it. These Dairyfields people are rather strait-laced about betting.’

‘Oh, are they? What a pity! I’d done several about that. ‘HAVE A BET ON – ‘Don’t you like that one?

Mr. Hankin shook his head regretfully.

‘I’m afraid that’s too direct. Encouraging the working classes to waste their money.’

‘But they all do it – why, all these women like a little flutter.’

‘I know, I know. But I’m sure the client wouldn’t stand for it. You’ll soon find that the biggest obstacle to good advertising is the client. They all have their fads. […]’
Lesson 1a.3: Analysing Ads and Notices

TASK 6: Taking into account the rules of textuality seen in previous lessons.
Try to make up a checklist in order to analyse the language of Job Ads. What kind of features can we analyse in each category? What would be characteristic of this genre?

<table>
<thead>
<tr>
<th>Communicative purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macrostructure</td>
</tr>
<tr>
<td>Microstructure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coherence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohesion</td>
</tr>
<tr>
<td>Progressivity</td>
</tr>
<tr>
<td>Paralinguistic Features</td>
</tr>
<tr>
<td>Genre</td>
</tr>
</tbody>
</table>

• Moves
• Vocabulary
• Syntax
• Rhetoric Figures
• Communicative Purpose of Strategies
Lesson 1a.4: Practice Discourse Analysis

Take a look to the following Ads and try to analyse their features.
**TASK 7: Communicative Purpose**

a) What's the role of the copywriter?

b) What's the role of the newspaper?

c) What's the role of the audience?

d) What's the Communicative Purpose of the text?

**TASK 8: Macrostructure. Fill in the boxes with the appropriate headings and state their functions.**

The set of communicative purposes of job ads shape the internal organization of the texts. Re-read the former example and try to schematise a common macrostructure.

FROM

<table>
<thead>
<tr>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profile of the Company</td>
</tr>
<tr>
<td>Profile of the Candidate</td>
</tr>
<tr>
<td>Profile of the Job Post</td>
</tr>
</tbody>
</table>

TO

Headline
1. What kind of information is included in these moves? Read the text again.

<table>
<thead>
<tr>
<th>a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>b)</td>
</tr>
<tr>
<td>c)</td>
</tr>
<tr>
<td>d)</td>
</tr>
<tr>
<td>e)</td>
</tr>
</tbody>
</table>

**TASK 9: Content**

1. When a candidate gets the job, how will he/she spend her/his first few months in the company?

2. What is the candidate likely to be earning at the end of that period?

3. Name at least one fringe benefit the candidate will have

4. Which phrases in the ad indicate that computing is a positive field to work in?

5. What are the two procedures the candidate could follow to apply for the job?

6. What do you think are the most important qualities Honeywell is looking for its candidates?
Task 10: Microstructure.

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>SYNTAX</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heading &amp; Subheading</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RHETORIC FEATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Task 11: Coherence**

1. Is the text coherent? Why?
2. What’s the main topic?
3. What are the sub-topics? Do the sub-topics have any relation with the Macrostructure?

**Task 12: Cohesion**

1. Is the text cohesive?
2. What cohesive devices have been used?
3. What tenses are used? What words have textual synonyms?
**Task 13: Progressivity**
1. Has the text good progressivity?
2. What information is given in the different stages? Is it adding to the topic sentence?

**Task 14: Paralinguistic Features**
1. What devices have been used?
2. What pieces of information are they reinforcing?
3. What extra-meaning do they confer to the text?
4. Where are they placed on the page?

**Lesson 1a.5: Genre**
The characteristics we have just analysed could belong only to the former text, in order to consider them part of a genre we should analyse more examples to see if they also share them. Do this with the following texts.

**Task 15: Re-read the sections that a Job Ad should contain.**

**IS THIS THE BEST JOB IN SPAIN?**
We are seeking experienced people to sell Costa Blanca homes to our clients.
The ideal candidate will possess:
* Fluency in English and Spanish * Experience in home sales
* Driving licence * Relaxed manner * Honesty and reliability.
We are UK based with considerable success in this field, presently dealing through Spain based agents and now opening a Spanish office.
If you believe in yourself and want to grab this opportunity,
Tel. 00 44 1782 205656 or send CV to fax 00 44 1782 215517.
E-mail cn.harvey@virgin.net
Interviews will be conducted in Spain.

1. Does this Ad present the expected structure?
2. Do paragraphs correspond with sections?

**Task 16: Micro-structure 1**
1. Does this ad follow the same pattern structure as the previous one?
2. What sections are missing?
3. Which sections should be considered moves and which strategies?
Task 17: Microstructure 2

1. What type of Vocabulary has been used?
2. What features of syntax stand out?
3. What Rhetoric Features have been employed?

Task 18: Paralinguistic Features & Textuality

Conditions

1. What Paralinguistic devices are showed?
2. What are they reinforcing?
3. Is the text Coherent?
4. Is the text Cohesive?
5. Is the text Progressive?
6. Has a good Macrostructure?
Lesson 1b: Reading CVs and Letters.

Formal Language.

Cv’s are a essential tool for the professional nowadays when looking for a new job position. Thus, it is unequivocally a must to know and the rules and conventions necessary to write and present them in an adequate way if we want to give a good image of ourselves. This is capital as our CV and letter of application are our personal introduction to our future employer. Know how to write CV’s and letters of application is vital even in Spain as most of the times we are required to write them in English as a proof of your knowledge of the language.

Preliminary Activity:

Discussion: Are Spanish and English Cv’s the same?

In groups of four or five look at these questions and discuss the possible answers, when finished, report to the class:

1. How many sections does a Cv have?
2. Is it necessary to type it? What kind of paper should we use?
3. How many pages are advisable to write?
4. Which of the following strategies of presentation is the best?.

A) PERSONAL DATA: Name: Alfred Smith
   Age: 23
   Address: 45, Oak Street
   W2 ph8 LONDON

B) PERSONAL DATA: Name: Alfred Smith
   Age: 23
   Address: 45, Oak Street
   W2 ph8 LONDON

C) PERSONAL DATA: Alfred Smith
   Age: 23
   Address: 45, Oak Street
   W2 ph8 LONDON

5. How is the information presented chronologically, backwards or functionally?
6. Is important to attach your photograph? If so, what kind?

7. In the Move PERSONAL DATA there are several data that are compulsory and other that are optional. Which are which?

<table>
<thead>
<tr>
<th>DATA</th>
<th>Compulsory</th>
<th>Necessary</th>
<th>Unnecessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surnames</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Address</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place of Birth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nationality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DNI or NIF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work permit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UB-40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marital Status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. Children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Militar Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Driving Licence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent's Names &amp; Profession</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of people living with you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical data: weight, height, chest, hip, or waist measurements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blood group</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. What information should we include in studies & qualifications? Is it important to mention primary and secondary school?

9. Should we mention all of our previous contracts in Career? What type of information should we give about previous employments? And what about if it is our first job?

10. Is important to mention our hobbies?

11. Do we have to sign our CV?
Lesson 1b.1: Reading CVs

These are samples of a CV. They can be a model for your own, but remember that a CV is not a static document and that you’ll have to modify it according to the circumstances.

**CURRICULUM VITAE**

**Personal Details**
- **Name:** Ana
- **Family Name:** García-Pastor
- **Address:** Av. Benito Pérez Galdós, 54 03004 Alicante SPAIN
- **Telephone:** 00 34 965 56 67 89
- **Nationality:** Spanish
- **DOB:** 23 October 1982
- **Marital status:** Single

**Education**
1999-2002
Tourism Studies Degree at the University of Alicante. Spain.

1998-1999
C.O.U (preparatory course for university) similar to A-levels: History, Philosophy, Languages (Spanish, English and Catalan) and Maths.

1981-1995
Secondary Education and Primary School, School Sagrada Familia, Alicante, Spain (private school).

**Languages**
Spanish: mother tongue
Catalonian: Fluent
English: Upper-intermediate
French: Fluent
German: Beginner

**Career**
January 2002- June 2002
Hotel Melia Alicante, Puerto de Alicante, s/n- 03001 Alicante
Training Receptionist
Responsibilities: Bookings, Customer Care, Billing

September 2001-December 2002
English School Academy
Teacher (6hrs./week) plus Computer Manager (3hrs./week)
Responsibilities: Intermediate and Advanced courses (3 hours each); programming, preparing units, responsible of the computer room (timetables and materials).

**Further information**
Driving licence (B1).

**Computers**
Computer-literate in Word, Excel, Power Point and several educational sofware.

**Hobbies**
Swimming., music, cinema, singing in a choir. theatre club at school and university. Leader of youngsters club in San Pablo Parish, Alicante.

**Availability**
I am available and free to travel.
CURRICULUM VITAE: MARY THERESA JONES

AGE: 30

DATE OF BIRTH: 6 September 1976

NATIONALITY: British

HOME ADDRESS: 6 Fern Close
Ashford A34 PGS
Middlesex

TEL. NO.: Ashford 45678.

BUSINESS ADDRESS: Smithson Bros.
56, Alfred Terrace
Fulham Fl67 PF
Greater London

TEL. NO.: Fulham 66543

MARITAL STATUS: Single


QUALIFICATIONS: A Level 1994 English Literature
French

O Level 1992 English Language
English Literature
History
Maths
Geography
French

HND International Communication Studies 1996
Shorthand 100 wpm 1995
Typing and Shorthand 1994

EXPERIENCE: 1999- Personal Secretary to Back Office Manager of
Royal Hall Hotel in Ashford.

1996-1999 Personal Assistant to Personnel Manager of VHS
Music in Brighton.

INTERESTS: Badminton, reading, playing the guitar and hiking
Mandy Pilgrim  
24 Oxford Drive, Asford,  
Surrey Middex. 23 4DJ.  
Tel: (0181) 234 1234

PROFILE:
A Senior Quality Assurance Technician with a wide range of experience in the shoe industry. Able to work on own initiative and as part of a team. Proven leadership skills involving managing, developing and motivating teams to achieve their objectives. First-class analytical, design and problem solving skills.
Dedicated to maintaining high quality standards.

MAJOR ACHIEVEMENTS:
- Saved the company £30,000 a year by implementing a new quality assurance system.
- Increased the acceptance level of finished goods from 96% to 99%.
- Achieved BS5750 for the production line by rewriting the company's quality assurance procedures.
- Solved major quality assurance problems which temporarily affected production.

CAREER HISTORY:

<table>
<thead>
<tr>
<th>Year</th>
<th>Company</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980 - date</td>
<td>TITOLINNO SHOES LIMITED</td>
<td>Senior Quality Assurance Technician</td>
</tr>
<tr>
<td>1989 - 1992</td>
<td>Quality Assurance Technician</td>
<td></td>
</tr>
</tbody>
</table>

Titolino Shoes manufacture shoes under the brand name Titolino at their Surrey factory. Responsibilities and achievements:

- Managed all quality assurance in Titolino Shoes' Surrey factory and reported directly to the Factory Manager.
- Managed a team of 10 people; assigning them tasks, and motivating them to meet deadlines.
- Demonstrated the quality assurance procedures to customers on factory visits.
- Performed Quality Audits at the factory.

- Created computer applications with the help of a programmer to monitor the factory production.
- Analysed the quality assurance system and made recommendations for improvements. These were incorporated into the current quality assurance system.
- Examined equipment in the factory to check that it met the standards.
- Investigated new equipment installed in the factory to make sure that it would comply with quality assurance procedures.
**TRAINING:**
Various courses including: Quality, Quality Standards, Team Leadership; Time Management, Report Writing, Human Resources I & II.

**QUALIFICATIONS:**
**BSc (Hons)** in Engineering at the University of Bedford, London.
**3 A Levels:** Physics [A], Biology [B], Chemistry [C]; **6 O Levels.**

**PERSONAL DETAILS:**
Date of Birth: 7th June 1960.
Marital Status: Married.
Driving Licence: Full, clean.

**INTERESTS:**
Football, Rowing, physical fitness - gym.
Lesson 1b.2: Analysing Discourse

TASK 1: Communicative Purpose

a) What’s the purpose of a CV?

TASK 2: Macrostructure. Fill in the boxes with the appropriate headings and state their functions.

The set of communicative purposes of job ads shape the internal organization of the texts. Re-read the former example and try to schematise a common macrostructure.

FROM

Studies & Qualifications

Heading

Other Information

Hobbies

TO

Career
Lesson 1b.3: The Process of Job Hunting

When you read a Job Ad and you decide to apply for it, you start a long chain of letter communication. The first letter is the Cover, the one you prepare to introduce your CV. Afterwards you will either receive a letter of rejection or a Letter of calling a candidate for interview. Finally, you'll receive a letter of appointment or a letter of rejection.

**TASK 3: Read these two letters of Application and comment upon them.**

6 High Street
Ashford TW 23 1P

Mrs. Jane Stocklom
13, Oak Close
London P23 56B

23rd April 2004

Dear Mrs. Jane Stock

I am writing to enquire whether you have a vacancy in your school for a Spanish teacher. I enclose a copy of my CV for your consideration.

I have just finished a degree in English Studies at the University of Alicante and I am looking for my first employment. I have a good command of English and French and a basic knowledge of Italian. I have also completed a teacher training course (CAP) and I have one month experience as trainee in a Secondary School in Spain. Although my experience in this field is short, my knowledge of English and Spanish and my experience as student of second languages will surely help me to start my career as a teacher, something that I have always wanted to do.

I have good social skills as I am used to work with teenagers as I am currently a leader in a scout association in Spain. I am hard-working, reliable and very adaptable and able to work both independently and as part of a team.

I enclose my CV and will be able for an interview from the 1st May onwards. Mr Pina, lecturer of English at the University of Alicante, and Mrs. Raquel López, principal of Andreu Sempere Secondary School, have agreed to act as my referees.

I hope you will consider my application for this post. Should you need any further information, do not hesitate to contact me.

Looking forward to hearing from you soon.

Yours sincerely

Ms. Julia Pérez-Escoda
[Enc. 1]
30 January 2008

Re. J1

Dear Sir/Madam,

Your advertisement that was published in The Guardian, last Friday 7th October, for the above position has interested me very much and I would like to apply for it.

As you can see from my curriculum vitae (enc.), I have a BA degree in English Studies and have followed several postgraduate courses on journalism and I also finished a MA degree on International Communication.

I have had six years’ experience as a personal secretary. My duties included writing and editing letters. As it was an advertising company I was also in charge of checking copies before they were sent to print. I consider I have the necessary skills to accomplish this job and although I haven’t got experience I have been always interested in journalism and I am keen to start a career in this field.

I enclose curriculum vitae and will be available for interview any day after 30 October and able to take up a new appointment from 15 November.

I am looking forward to your reply

Yours faithfully,

Elspeth McPerson.

[enc. 1]
**TASK 4: Analysing Letters of Application**

1. **Macrostructure:** Name the sections and write a brief description of their typical information content

   1. 
   2. 
   3. 
   4. 
   5. 
   6. 
   7. 
   8. 
   9. 
   10. 

2. **Ads and Letters:**

There is usually a closed relation between the Job Advertisement you are answering and the letter of application and CV you write and send. The profile of the candidate, company and post that you can find in an ad will give you essential clues to be used when writing your application. Thus, the first thing to be done when deciding to answer a Job Interview is to carefully analyse the information provided.

   a) Read the following Ad and underline the information that you think is vital to focus your application letter in an appropriate way:

   **Recruiting language teachers for all languages**

   in Leatherhead, Reigate, Crawley, Horsham, Dorking, Sevenoaks, Royal Tunbridge Wells, East Grinstead Ashford & surrounding areas. It’s a freelance position but you should be available at least 1 hr/wk. Plse email telling us where you live & what language/s you can teach. Having a car & access to email an advantage. Reg. forms will be forwarded.

   (Ad:15274) Thu 28 Oct 09:46
b) Read the following ad and tell what information has been used in the composition of letter number two from TASK 3:

3. **Microstructure**: Analyse the vocabulary, syntax and topic progression in each paragraph of letter 1& 2.

<table>
<thead>
<tr>
<th>No.</th>
<th>Syntax</th>
<th>Topic progression and strategies</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td></td>
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<tr>
<td>7</td>
<td></td>
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<td></td>
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<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Paralinguistic Features**: Are there any features worth noticing?

5. **Coherence**: Are the texts coherent?

6. **Cohesion**: What features of cohesion can you find?

7. **Progressivity**: In what sense do the texts progress?
Mr. F. Key  
Personnel Dep.  
Red Hotel  
4, Rose Mews  
London W1 ps

16 October 2004

___________ Mr. Smith

Re. Experienced Accountant

I ____________ just ____________ your advertisement ____________ an experienced Accountant  
___________ Today's The Times and to apply ____________ this position.

I am twenty years ____________ and since leaving School I have been working as a clerk in a small  
Assurances society.

At School I ____________ my examinations in English, Maths, Economics, Geography and Biology.  
Although I do not have actual experience ____________ accountancy, my present job ____________  
dealing with the public and handling large amounts of ____________. I frequently have to use computers,  
and I am currently ____________ evening classes ____________ computing programming. I enjoy my  
job, but I would like ____________ in a larger company. I want to gain experience of a wider  
___________ of duties and to further my career.

Mr. A. Pérez, the ____________ of the Surrey Branch of the Allaiance Assurances Society, 3 Crescent  
Street, Ashford, has ____________ to act as one of my ____________ and you ____________ also  
contact Mrs. Cuthbert, ____________, Deacons Comprehensive School, Milkwood Rroad, London W2.

I look forward to ____________ from you soon.

Yours ____________

Mary Talbot (___________.)
Lesson 1b.4: Letter Communication for Job Hunting

The process of Job Hunting initiated by the Job Advertisement it is continued by the letter of Applications and the following letters that are showed here: Letter of Calling for an Interview, Letter of Rejection, Letter of Appointment.

Calling for an Interview

VIDEO-IMAGES COOP.
13, Oak Close, London P23 56B

Your ref: Spanish Tutor
Our ref: MP/145

Ms. Julia Pérez-Escoda
6 High Street
Ashford TW 23 1P

23rd April 2003

Dear Ms. Julia Pérez-Escoda

Thank you for your recent application for the post of Spanish teacher.

I should like to take your application a stage further and would be pleased if you could come for an interview at 34, Coronation Street at 2.30 p.m. on 4th May.

I would be grateful if you could let me know preferably by telephone, whether this would be convenient.

I look forward to hearing from you soon.

Yours sincerely

Mrs. Jane Stocklom
Head of Personnel
Dear Ms. Julia Pérez-Escoda

Thank you for your recent application for the post of Spanish teacher.

I have read your application letter and curriculum vitae with much interest but am sorry to tell you that on this occasion you have not been selected for interview. We have had a very large number of applications and have been able to identify several candidates whose experience and background are more closely matched to our specific requirements than your own.

With many thanks for your interest and for the time you have taken in forwarding your application.

Yours sincerely

Mrs. Jane Stocklom
Head of Personnel
Dear Ms. Julia Pérez-Escoda

Further to your recent interview, I am pleased to offer you the position of Spanish Instructor at St. Giles School at a salary of £10,000 p.a.

This offer is made subject to a medical examination.

Other conditions of your employment are set out in the enclosed booklet: working at ‘St. Giles’.

To indicate your formal acceptance of this offer, would you please sign the enclosed form and return it to me by snail mail.

We would like you to commence employment on 10th June. Please, report to Reception at the School, 13, Oak Close, London P23 56B at 9.00 a.m.

I would like to take this opportunity to welcome you to St. Giles School and look forward to meeting you again in June. Please do not hesitate to contact me if there are any points you would like to discuss.

Yours sincerely

Mrs. Jane Stocklom
Head of Personnel
Lesson 21b.5: Analysing Discourse

**TASK 7: Communicative Purpose**

a) What’s the purpose of a Letter in general?

b) What’s the purpose of the different letters?

a. Letter of Application:

b. Letter of Calling a candidate for an interview:

c. Letter of Rejection:

d. Letter of Appointment:

**TASK 8: Macrostructure of Letters. Fill in the boxes with the appropriate moves and state their functions.**

The set of communicative purposes of job ads shape the internal organization of the texts. Re-read the former example and try to schematise a common macrostructure.

```
<table>
<thead>
<tr>
<th>FROM</th>
<th>Date</th>
<th>Addresser’s Name &amp; Surname</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Reference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Addresser</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Initial Greeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information: essential details, values.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establishing contact, soliciting response, further information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Greeting</td>
</tr>
<tr>
<td>TO</td>
<td></td>
<td>Addressee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reason, Aim, Establishing credentials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Signature</td>
</tr>
</tbody>
</table>
```

Formal Language and Formulae

Now we’ll put into practice all the texts we have studied in the previous units. We will organize an interactive seminar. Firstly, we will start with Copywriting. In groups the students will design a Job Ad as attractive as possible to convince their classmates into answering it. Afterwards, students will answer the ads with a letter of application. Then the groups will meet and decide which students are called for an interview and which are sent a letter of rejection. Finally, the groups will send an appointment letter to the successful candidate.

**Task 1: Copywriting: Writing Job Ads**

**Copywriting for a recruitment agency**

A copywriter produces the text for advertisements, whether for products or jobs. Artwork is then added to the copy and then all the material is set for printing.

As copywriters for Dorking and Blower (Recruitment Consultants) Inc. you have been briefed by one Publishing house to produce an advertisement designed to attract journalists to work for the Newspaper. Form teams to see who can come up with the most persuasive advertisement. Here are some notes from the brief:

<table>
<thead>
<tr>
<th>Here is a list of devices that are used by copywriters to create effective headlines</th>
<th>(a) word choice, (b) word play, (c) intertextuality, (d) sound, (e) loaded language, (f) omission of grammatical words, (g) noun phrases, etc.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Macrostructure and moves</th>
<th>1. Give a profile of the newspaper company -this can include anything from size, product range, print run, audience, circulation, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Describe the kind of journalists the newspaper company is looking for -age, qualifications, previous experience and attitude-.</td>
</tr>
<tr>
<td></td>
<td>3. Provide information about the details of the position and its conditions -duties, responsibilities, who to report to, salary, relocation allowance, promotion prospects, fringe benefits (company car, relocation allowance, bonus or profit share, perks, etc.). Mention that salaries of 2,066.52 Euros can be earned.</td>
</tr>
<tr>
<td></td>
<td>4. Do not forget to mention the contact details.</td>
</tr>
</tbody>
</table>
Task 2: Application Letter.
If you were interested in any of the job advertisements advertised in the class newspapers, the usual procedure would be to send in a curriculum vitae (often known as a C.V.) or fill in a company application form. Both enable the applicant to provide the employer with a personal history. If a lot of people apply, the company can select candidates for interview on the basis of their C.V. -this is known as creating a short-list.

1. Read attentively the ad you are interested in.
   a. Underline the requirements

   b. Analyse how you can comply with them. List positive and negative facts according with your CV and experience.

<table>
<thead>
<tr>
<th>Positive: reinforce them</th>
<th>Negative: avoid them</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   c. What are you going to say about your personal character? Write a brief description of yourself.

<table>
<thead>
<tr>
<th>Assertive</th>
<th>Communicative</th>
<th>Social skills</th>
<th>Computer-literate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numerate</td>
<td>Easy-going</td>
<td>Smart</td>
<td>Telephoning skills</td>
</tr>
<tr>
<td>Good-looking</td>
<td>Serious</td>
<td>Responsible</td>
<td>Accurate</td>
</tr>
<tr>
<td>Sociable</td>
<td>Conscientious</td>
<td>Honest</td>
<td>Reliable</td>
</tr>
<tr>
<td>Fluent</td>
<td>Secretarial Skills</td>
<td>Relaxed manner</td>
<td>Leadership</td>
</tr>
<tr>
<td>Collaborative</td>
<td>Analytical ability</td>
<td>Keen team player</td>
<td>Enthusiastic</td>
</tr>
</tbody>
</table>

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
36 Maisonave Street  
Alicante  
Spain  

16 of October 2004  

Dear Sirs,  

Ref. 123F  

I am writing to apply for your advertisement in “The Times” for tourist guides, As you will see in my CV. I was a tourist guide for four years, one of which I was a tourist guide in Benidorm. During this time I gained a great deal of experience in dealing with all kind of foreign people and that is the reason that I like talking to people and communicating with them. As regards my character I am a nice person and I loved talking too much. Needless to say, I will be able to work with groups of tourists as a consequence of my experience in the field.

I also have a wide knowledge of my own countryside and places of interest such as libraries, museums, discos cafés, etc. At present, I am studying English studies at the University of Alicante and in my free time I teach English to secondary students. Consequently, I have an advanced knowledge of English.

To sum up, the post you advertise would give me the opportunity to work as a guide in my own countryside and the chance to communicate with foreign people.

Looking forward to hearing from you soon.

Yours faithfully,

Ms. Ana Soldevilla-Pérez  
(Enc. 1)

1. Write a Letter of Application and your CV and send them to the contact details of one of the Advertisements of the class.

1. Letters of Rejection and Calling a candidate for Interview:
   a. Read the Applications letters you have received and select your candidates.
   b. Write a letter of rejection or not when appropriate.

2. Job Interview: prepare your Job Interview and interview the candidates.
   a. Decide the type: tunnel, funnel, erratic, etc.
   b. Design the type of questions: closed, open, etc.
   c. Prepare some captious questions.
   d. Conduct the interview.

Task 4: Appointment

1. Go through the Evaluation sheets and discuss who you think will be the ideal candidate.
   Make proposals.

2. Put the proposals to vote.

3. Send a letter to the selected candidate.
Lesson 3: Telephone Conversations & The Job Interview

Exchanging information and questioning.

Job hunting is a difficult and effort-consuming process both for the applicant and for the employer. Therefore, the process of exchange of information tends to be as simple, quick and effective as possible. Only when the employer is sure that the applicants can be suitable candidates are they called for an interview. Other times, all applicants might be called by a recruiting agency in order to sit for a personality or content test so that the employer only sees those candidates that have already proved valuable. At the end, in the job interview, employers or recruiters may test the abilities of the candidate under pressure conditions and also try to get as much information as possible. For the candidates, job interviews may be also a good opportunity to get information about the company and make a final decision about their future careers.

Lesson 3.1: Telephone Skills

Telephoning can also be part of the recruitment process, as candidates are usually contacted by phone. Moreover, for candidates that is the best way of getting in touch with a company in order to get essential information.

Task 1: READING: First steps for a Telephone Conversation

There are certain things that you have to bear in mind before making a telephone call:

1. Think and prepare beforehand what you are going to say.
2. Check the number, the code, extension and the name of the person you want to contact (Telephone Directory).
3. Be polite and greet the person who answers the phone.
4. Afterwards, say who you are and to whom you wish to speak.
5. If you have got a wrong number, apologize and say so.
6. If you have got the right one, specify the name of the person you wish to be put through and give her/his extension number if you know it.
7. Speak clearly and slowly. Remember that telephone is a difficult media for understanding even for a native speaker.
**TASK 2: Difficulties of Phone English.**

1. Game: Four students should each think of making an enquiry to another student sitting in another part of the classroom. These students should whisper their message to the person sitting next to them who passes it on to the next student and so on. When each enquiry has reached the person it was intended for, those students should repeat the message for everyone to hear. The person who sent it can check that it is correct.

**TASK 3: Warming-up activities: predicting language.**

1. If you ring to Ms. Smith and the receptionist answers the phone, what do you say to her?
2. If Ms. Smith is not in, what do you say?
3. If you are the receptionist and the person calling wants to leave Ms. Smith a message, what do you say?
4. If you are the secretary and you are asked about your boss, how do you say she is away but she will be in tomorrow?
5. You are the person calling, leave a message.
6. The message is that you are going to ring him up tomorrow.
7. You are the secretary. Ask for his/her name.
8. Tell your name and surname.
9. You’re the secretary, you do not understand the name of the person, what do you say?
10. Your name is Erzebeth Finnngestein. You’re asked to spell it.
11. You are the secretary and you cannot understand the spelling, what do you say?
13. Your office number is area code 96 and your number 5334567 in Spain, how do you say it?
14. Be polite, thank the secretary and give her a final greeting.

**Now perform this conversation in groups of three.**
Lesson 3.1.1: Telephone Language

As in any discourse, also in telephone conversation we can find a specific Macrostructure. Have you noticed it?

Lesson 3.1.2: SPEAKING GUIDE. Terms & Phrases.

See the different strategies you can use in the Microstructure, the choice depends on the level of formality and the communicative purpose of the conversation.

Initial phase:

<table>
<thead>
<tr>
<th>1 Answer</th>
<th>2 Greetings</th>
<th>3 Caller's introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>London 67843267. Bloomsbury Hotel. Can I help you? Maria Bell speaking Bell here</td>
<td>Good morning /afternoon /evening Hello (informal) Hi Cheers</td>
<td>My name is... (formal) This is... It's... (informal)</td>
</tr>
</tbody>
</table>

Central Phase: Different Topics

(a) Caller's request for connection
Could I speak to Mr..., please?
Could you put me through to..., please?
Could I have..., please?
The Production Section, please.
I’m returning your call.
May I.?
Could you put me through anyone in the accounts Department?
(b) **Response**

One moment, please. Hold on./Hang on I’ll just put you on hold.
Could you hang on a minute, please? Sorry to keep you waiting.
Trying to connect you. Putting you through./ I’ll put you through.
Would you like to leave a message? Shall I get him/her to call you back?

(c) **Caller leaves message**

Could I leave a message for...? Could you tell him/her to ring me back, please?
Please, tell him/her, Mrs. X would like to speak to him.
Will you, please, tell him that X has called and that I would like him to call me back as soon as he/she is free?
Could you spell your name/surname, please?

(d) **Caller requests for information**

I wonder if you could tell me...
I'm ringing to find out about...
The reason I've called is to ask you...

(e) **Problems**

Sorry, could you repeat that? I’m sorry, there’s no reply.
I’m afraid he/she is not in at the moment The line is engaged/ busy.
I’m afraid he/she is not answering her/his phone.
I never seem to be able to put you through.
I’m sorry the line got dead Sorry, we were cut off.
Sorry, wrong number I’m sorry I must have got the wrong number.

**Closing phase:**

<table>
<thead>
<tr>
<th>1. Pre-closing sequence</th>
<th>2. Closing greetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well, thanks very much for the information. Thanks for your help. It was very nice talking to you. Look forward to hearing from you again soon. See you next week, then.</td>
<td>Good-bye. Bye. See you (informal) Cheers (informal)</td>
</tr>
</tbody>
</table>

**TASK 4: Spelling on the phone:**

1. Spell your name using the PROPER NAMES Alphabet. Work in pairs.

<table>
<thead>
<tr>
<th>Alfred</th>
<th>Benjamin</th>
<th>Charlie</th>
<th>David</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward</td>
<td>Frederick</td>
<td>George</td>
<td>Harry</td>
</tr>
<tr>
<td>Isaac</td>
<td>Jack</td>
<td>King</td>
<td>London</td>
</tr>
<tr>
<td>Mary</td>
<td>Nellie</td>
<td>Oliver</td>
<td>Peter</td>
</tr>
<tr>
<td>Queen</td>
<td>Robert</td>
<td>Samuel</td>
<td>Tommy</td>
</tr>
<tr>
<td>Uncle</td>
<td>Victor</td>
<td>William</td>
<td>X-ray</td>
</tr>
<tr>
<td>Yellow</td>
<td>Zebra</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **THE (NATO) PHONETIC ALPHABET**: Spell your name and surname. Work in pairs.

<table>
<thead>
<tr>
<th>Alpha</th>
<th>Bravo</th>
<th>Charlie</th>
<th>Delta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Echo</td>
<td>Foxtrot</td>
<td>Golf</td>
<td>Hotel</td>
</tr>
<tr>
<td>India</td>
<td>Juliet</td>
<td>Kilo</td>
<td>Lima</td>
</tr>
<tr>
<td>Mike</td>
<td>November</td>
<td>Oscar</td>
<td>Papa</td>
</tr>
<tr>
<td>Quebec</td>
<td>Romeo</td>
<td>Sierra</td>
<td>Tango</td>
</tr>
<tr>
<td>Uniform</td>
<td>Victor</td>
<td>Whiskey</td>
<td>X-ray</td>
</tr>
<tr>
<td>Yankee</td>
<td>Zulu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TASK 5: Further Practice**

1. **Dialogue**: Make a phone call to your friend. Invite him/her either:
   a. to come to the theatre with you; or
   b. to go to a pub with you
2. **Dialogue**: You are Christine Attenborough. You want to speak with Mr. Samuels at 77699456. He is not in. Leave your name and number.
3. **Dialogue**: You have applied for a post of journalism in The Hours Newspaper. In their letter they told you to phone the Personnel Department and arrange an interview.
4. **Dialogue**: You have interviewed a person for a vacancy in your enterprise. Ring him/her up and leave in his/her answer phone that she/he has been appointed for the position.
5. **Answer-phone**: Record your personal message in your answer phone.
6. **Answer-phone**: You have interviewed a person for a vacant in your enterprise. Ring him/her up and leave in his/her answer phone that she/he has not been appointed for the position.

**TASK 6: Video-Project Exam**

1. Look for a telephone number in a telephone directory or look for an Ad in local or international English Newspapers. Examples: hiring, renting, restaurants, railway stations, etc.; or either phone a school or university for information about English summer courses.
2. Phone them and simply ask for a piece of information: price of goods or services, vacancies, timetables, etc. (5-10 minutes maximum)
   The conversation must be **REAL**, must be carried out in **English**. You have to show enough fluency to able to understand and make you understood, if necessary ask for repetitions and clarifications.
3. Afterwards, record yourself giving an explanation of what has happened during the conversation and what was the most difficult and the easiest part of the conversation.
Lesson 3.2: THE JOB INTERVIEW.

In any Job Interview there are two points of view that are essential in order to understand the development of the Interview: the Interviewer's and the Interviewee's. Both speakers in the Job Interview exchange try to get the most from their interactions. On the one hand, for the Interviewer is essential to get enough information to be able to sort out the ideal candidate from all the applicants. On the other, the interviewee has to leave the impression he/she is this “ideal” candidate and also should get enough information to decide if he/she wants the job.

Task 1: Watch the following recordings from different movies and answer the questions:

1. What went wrong in the interviews?
2. What type of comments are not suitable in a job interview?
3. What type of comments are a good idea?

   (Suggestion: Bridget Jones Diary and Two weeks Notice)

Task 2: Appearance and Behaviour.

1. Read the following conversation and see what went wrong in their Job Interviews.

   THE JOB INTERVIEW

   Cathy and Jane have just returned from a Job Interview. They are discussing what happened. The advertisement asked for someone “accurate, prompt and reliable”, but Cathy doesn’t think she has caused a good impression.

   Jane: Hello Cathy. How did it go?
   Cathy: Oh, Jane! I had the most terrible time!
   Jane: What happened?
   Cathy: I don't know. Everything went wrong. I was late and...
   Jane: You were late for a job interview?
   Cathy: Just 6 minutes, but that was not actually the problem. I was late because I stopped to have a coffee on the way and I spilled it on my jeans.
   Jane: Oh dear!
   Cathy: I should have done as you did. You look gorgeous in that suit.
   Jane: I thought it was more appropriate.
   Cathy: Well, the clothes were not the only problem, the thing was that I also spilled coffee on my résumé and I didn't have another copy.
   Jane: What did the interviewer say?
   Cathy: Nothing at all. I tried to be calm but I couldn't stand her eyes fixed upon me. I got in a terrible fluster, so I tried to relax by having a chewing gum. The problem was that I was so nervous that I wasn't able to concentrate on the questions and I had to ask her to repeat a couple of them. At that moment, I just wanted the ground to open and swallow me up.

2. Further practice: Check phonetic transcription and perform the conversation in pairs.
Lesson 3.2.1: The Interviewer.

In any Job Interview there are two points of view that are essential in the organization and development of the Job Interview. On the one hand, the interviewer’s role is to organize the interview and formulate the questions to get effective information about the candidate’s suitability.

Task 1: Reading. Read the following text and get information in order to design your own Job Interview.

THE SELECTION INTERVIEW

The selection interview can be defined as a face-to-face interaction in which one (or more) person(s) seek(s) information from another. For example, the interviewer may want information that will help assess a person’s suitability for a job. In this sense, the professional interview is more focused than most conversations because the interviewer has a clear purpose: to obtain certain kinds of information from the interviewee.

The effective interviewer is someone who is able to structure and manage the encounter in such a way that information irrelevant to the purpose of the interaction is largely eliminated and relevant information is fully and accurately communicated in a relatively brief period of time. Many interviewers engage in interactions and allow, maybe even encourage, the respondent to spend much of the time talking about things which are irrelevant to the purpose of the interview.

1. The Interview as a Social Encounter

Obtaining full and frank answers from another person is not an easy task. The interview is a complex social encounter in which the behaviour of each party is influenced by the other. An often used but over-simplified model of the interview presents the process solely in terms of the interviewer getting information from the respondent and fails to take into account of the interactive nature of the encounter. Respondents are aware that interviewers are observing what they say and do and, on the basis of these observations, are making inferences about them. Consequently, respondents may not openly and honestly answer all the questions they are asked; they may attempt to manage the way they respond in order to maximise their personal benefit from the interaction rather than help the interviewer achieve his/her purpose.

2. Organisation of Topics

When deciding the order in which topics are to be addressed in an interview, a useful guiding principle is to put yourself in the shoes of the respondent and select an ordering that is most likely to help him understand the question and motivate him to respond. Other considerations might also influence the organisation of topics. It might be that some questions that are seen to be very personal or threatening are best asked in the middle or towards the end of an interview, when maximum rapport and motivation have been established.

For all these reasons, questions that the interviewer may see as being closely related may best be asked at different points in the interview in order to increase the likelihood of the respondent providing full and accurate answers. This reinforces the importance for the interviewer of having some kind of framework or set of pigeonholes (such as the seven point plan) in which information can be stored and cross referenced as the interview progresses.
3. Formulation of Questions

The way in which the interviewer formulates his/her questions can have an enormous impact on the quantity and quality of information the respondent will disclose. Three aspects of question formulation will be considered here: choice of words, the extent to which the question signals an expected or preferred response (leading questions), and the degree of freedom given to the respondent to answer (open versus closed questions).

(a) Choice of words: use clear and precise vocabulary.
(b) Leading questions: be careful not to use a leading question, that is, a question where the expected or preferred answer is implied. There are several different kinds of leading questions: for example, questions that anticipate the answer that the respondent would have given anyway, such as "Isn't it a lovely day?" are called conversational leads. They are often used in the early stages of an interview to convey friendliness and interest and to encourage the respondent to participate. However, there are other kinds of leading questions such as: (1) simple leads, (2) implication or complex leads, (3) subtle leads.

1. Simple leads are questions that are unambiguously intended to lead a respondent to a given answer, i.e. the answer the interviewer expects: "You are not a member of the Union, are you?"

2. Implication or complex leads exert much more pressure on the respondent to reply in a particular way. An example of such a question might be: "At times like this it is important that we all pull together to maintain the stock market's confidence in the Company. So don't you feel that all managers should hold on to their bonus shares even though the price is falling?". The kind of introductory statement that prefaces this question clearly indicates that only one answer is acceptable to the interviewer.

3. Subtle leads are questions that may not be immediately recognised as leading questions but in fact they are: "Do you get headaches frequently and, if so, how often?"

(c) Open and closed questions: the degree of freedom given to a respondent to answer a question can have an important influence on the nature of the information available to then interviewer.

1. Closed questions are those which require the respondent to reply by selecting a response from a series of predetermined categories offered by the interviewer. The most common type of closed question is where the respondent is offered the two categories Yes and No: "Do you like your present job?"

2. Open questions do not restrict the respondent to answering within a framework of a predetermined set of categories. Respondents are let free to reply in their own words and to answer the question in any way they like: "What do you think of your new job?".

4. Sequence of Questions

The sequence of questions within a topic can take a number of forms.

The funnel is a sequence that begins with a very open question and then continues with a gradual decreasing level of openness. Alternatively, the sequence might progress from open to closed questions. The funnel sequence can also help to motivate the respondent by providing him/her with the opportunity, at an early point in the discussion, to talk about those things that are important to him/her. Too many closed questions at the beginning of a sequence might force the respondent to suppress his/her own views and talk about issues that seem unimportant or irrelevant.
The inverted funnel can be used to help the interviewer gather relevant information: for example, about what happened or why the respondent behaved in a particular way, before seeking to explore the reasons why.

In some interviews, all the questions may exhibit the same degree of openness. For example, if a manager has to interview somebody to assess whether he qualifies for a particular benefit or discount, he/she may use a predetermined sequence of closed questions that are designed to elicit factual responses as quickly as possible. This is known as the tunnel sequence of questions.

Finally, in the erratic sequence there is a quick and continuous change of focus that can catch the respondent off-balance, with thoughts out of context. Examples of this type of sequencing can be found in many fact-finding interrogation and the courtroom.

5. Probing and Seeking Clarification

No matter how much care the interviewer has exercised in wording and asking a question there will be many occasions when the initial response will be incomplete or inadequate in some way. Probing is the technique that can be employed to encourage the respondent to provide further information.

One of the easiest ways to press for further information in a way that avoids these problems is to use minimal prompts such as 'uh-huh', 'and...', 'tell me more'; attentive silences, which suggest to the respondent that the interviewer expects him to say more; or accents which offer a one-word or two-word restatement of what the respondent has just said. These techniques are referred to as non-verbal probes and echo probes.

Another type of non-directive probe is the paraphrase or summary, which indicates the extent of the interviewer’s understanding and provides an opportunity for the respondent to clarify, restate or elaborate what he/she has said.

The above mentioned non-directive techniques, although useful, might not provide sufficient focus, and the interviewer may wish to use a range of probes that enable her to manage, more precisely, the kind of information the respondent will feel encouraged to offer. Seven of these more directive probes are identified:

(a) Clarification probes, which can be used to elicit a clear, more concisely worded, response: "What exactly do you mean?" or "Are you saying that you were not responsible?"

(b) Justification probes, which seeks reasons for what the respondent has said: "Why did you say that?"

(c) Relevance probes, which require the respondent to explain the relationship between ideas, people, events, etc: "How does that relate to what you said earlier...?"

(d) Exemplification probes, which seek concrete or specific instances of what has been said: "Does an example spring to your mind?"

(e) Extension probes, which encourage the respondent to elaborate on his initial response: "What happened next?"

(f) Accuracy probes, which invite the respondent to reconsider an earlier response and emphasise the importance of accuracy: "Are you sure it happened before six o’clock?"

(g) Consensus probes, which enable the interviewer, in a group interview situation, to assess the extent to which a view is shared: "Do you all agree with that?"
Sometimes, interviewers are tempted to ask supplementary questions following the primary question. The result is a *multiple question* which may leave the respondent confused and provide the interviewer with little useful information: "Why did you change jobs? Were you unhappy with what you had been doing or was it that the new job offered better pay?"

Which question does the respondent answer first? Indeed, can he remember all that he was asked? Maybe his/her response might be to concentrate on the last question and simply answer "Yes". Obviously, the information obtained via multiple questions is likely to be inferior to that which might otherwise have been obtained.

### 6. Closure

When the interviewer is satisfied that the main purpose of the interview has been fulfilled he/she needs to **check** this out, **ensure** that he/she has understood fully what the respondent has said and signal to him/her his/her view that the interview is **drawing** to a close so that he can manage his/her own exit from the interaction. The absence of appropriate closure behaviour can leave the respondent unsure about whether he/she should wait patiently for another question, continue talking or get up and leave, and can waste the time of the interviewer because he/she fails to stop the respondent talking even though he/she feels that he/she has obtained all the relevant information that he/she can offer.

One of the most useful closures is the summary. It helps the interviewer check that he/she has remembered and recorded the main points discussed. It **reassures** the respondent that the interviewer has listened attentively and provides him/her with the opportunity to clarify or elaborate. The terminal summary can be prefaced with remarks such as: "Before we finish let me review..."; "Thanks for your time"; "Thank you that has been very helpful", etc.


### Task 2: Definitions.

Give a suitable definition to the main headwords of the text.

<table>
<thead>
<tr>
<th>Accuracy Probes</th>
<th>Leading Question</th>
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<tbody>
<tr>
<td>Clarification Probes</td>
<td>Maximise</td>
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<td>Cross-Reference</td>
<td>Multiple Questions</td>
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<td>Check-Out</td>
<td>Non-Directive Probes</td>
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<td>Drawing</td>
<td>Non-Verbal Probes</td>
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<td>Echo-Probes</td>
<td>Open/Closed Question</td>
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<td>Effective</td>
<td>Paraphrase</td>
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<td>Encounter</td>
<td>Pigeonholes</td>
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<tr>
<td>Ensure</td>
<td>Probing</td>
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<tr>
<td>Erratic Sequence</td>
<td>Put sb. in Your Shoes</td>
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<tr>
<td>Extension Probes</td>
<td>Range</td>
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<td>Face-To-Face</td>
<td>Rapport</td>
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<td>Formulate</td>
<td>Reassure</td>
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<td>Fulfil</td>
<td>Relevance Probes</td>
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<td>Simple/Complex Lead</td>
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<td>Inference</td>
<td>Subtle Lead</td>
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<td>Interviewee</td>
<td>Suitability</td>
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<td>Inverted Funnel</td>
<td>Tunnel Sequence</td>
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<tr>
<td>Justification Probes</td>
<td>Wording</td>
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</table>
Lesson 3.2.2: The Interviewee.

On the other hand, the interviewees' role is completely different. Previously, they must prepare for the Interview by getting previous knowledge about the company, by forecasting the type of interview they are going to have, or by having rehearsed and studied possible answers to difficult questions. During the Interview is also essential to behave in an appropriate way in order to make a good impression on the interviewer.

Task 1: Reading. Work in pairs. Read text A or B and then tell your partner what is the text about and summarize the most important points.

A- How to survive an interview

http://www.the-resume.com/

Neasa McErlean outlines some of the major interview pitfalls and how to come up smiling even if you do fall foul of them

Monday October 8, 2001

Most people have a stock of stories to tell about their own awful experiences in job interviews. Hazel Bunston of outplacement and employment consultancy Penna Sanders & Sidley is not surprised.

"You'll be lucky if you meet a good interviewer," she says. "Very often they are managers who interview very frequently." So don't worry too much if the interview does not flow well: it could be their fault and it may happen with every candidate.

But you should avoid the other main cause of bad interviews. "The worst things happen because people are unprepared," says Bunston.

We warn you of some of the major interview pitfalls - and how to come up smiling if they occur.

Ten awful interview experiences and how to handle them

1. You go blank

This usually occurs when people are extremely nervous. If it happens, you will need to take a couple of deep breaths (which will calm you down by getting oxygen to your brain) and try to get your perspective again.

You can stall for time saying something like: "I couldn't quite hear you exactly could you repeat that?" If you need to, you could come clean and say "I'm sorry: my mind has gone blank."

You could then explain that you are prone to nerves in interviews and your disarming honesty may save the day unless you are applying for a job as a fire-fighter, croupier or something else requiring nerves of steel.

2. Your interviewer becomes aggressive
When he or she exclaims: "Why should I take you on rather than that tramp in the street?" you can be sure that you are up against a poor interviewer who probably had a troubled childhood.

Fortunately, few people go in for this approach anymore. Any who do are usually line managers who have limited interview experience save with a few qualified staff from personnel. Stay calm, answer the content of the question rather than the emotion behind it and avoid getting angry back.

3. You are interviewed in a noisy and crowded room
This is a sign of an inexperienced interviewer who may be trying to suggest that he is so important that he cannot leave the centre of his powerhouse. In most cases, you will just have to put up with it and concentrate hard to keep out the interruptions. You could drop them a line afterwards, underlining a couple of points which you think may not have come across well because of the background noise.

4. The questions don't make sense
Ask them to repeat or rephrase the questions. If you give a good answer in the end, they will probably forget a little bit of clumsiness along the way. But if you get hold of the wrong end of the stick to start with, your interviewers are more likely to assume that you are a bit dim.

5. The interviewer clearly doesn't like you
Again this is a sign of a poor interviewer. Try not to be put off. They could well have some problem in the background which you could not be aware of their partner left them that morning or they may have some other agenda such as wanting to give the job to their son-in-law. But you cannot do anything about any of this so just carry on as positively as possible.

6. You don't like your interviewer
Don't let it put you off if you really want the job. Try to "like" them as much as possible during the interview because feelings such as these can communicate themselves through body language. If you discover you will be working closely with this person, you may decide later not to take the job.

Similarly, if you think everyone in the organisation might be a clone of the same type, think through your emotions carefully later.

7. You are interviewed by a panel of eight
"Try to respond to the person who asked you the particular question," says Hazel Bunston of Penna Sanders & Sidley. "But include all the people in the panel." There could be a voting mechanism that gives each of the eight the same voting powers, so you will want to engage with each panel member, even if it is only through eye contact.

8. You got some bad news on the day of the interview
Getting upset whatever the cause in an interview will be very bad for your chances. If you felt under par, you could drop a line afterwards explaining what happened. But the best solution in this situation may be to ring beforehand, explain the situation over the phone and see if another appointment can be found.

9. You know your interviewer
Don't let this worry you. If it is a one-to-one, the interviewer may need to consider their position and the onus would be on them to do something about it. If there is more than one person interviewing you, your contact is under less pressure.
10. Your interviewer suggests you have not got the job
Consider this story from Martin Jon Yate's book Great Answers to Tough Interview Questions (Kogan Page, £8.99).

"I recently heard a story about a young woman who was doing very well in an interview for a high-pressure job in a television studio. The interviewer wanted to know how she would react in the sudden, stressful situations common in TV, and he got his answer when he said: 'You know, I don't really think you are suitable for the job. Wouldn't you be better off in another company?' With wounded pride the job hunter stormed off in a huff. She never knew how close she was."

Ten ways to nail the job at interview

1. The best way to get that job is to find out what particular problem the employer is looking to solve and then show how you can do it. For instance, instead of going for a job as a secretary you are really going for a far more precise role than that.

If you asked the right questions in interview, you might discover that the interviewer wants someone who is great at Excel spreadsheets because no-one else can do them, and who can deal with difficult people because most of the directors are quite peculiar.

You can get into this sort of conversation by asking questions such as "Which projects would I be involved in?" and "Are there any particular requirements of the job it is worth talking about now?"

2. Prepare thoroughly and know exactly what sort of qualities you need to demonstrate.

3. Dress in the way your interviewers are dressed. You can get an idea of dress styles by looking on the website or looking in their reception area or shop window.

4. Make eye contact frequently.

5. Smile.

6. Be positive in your outlook. Try to avoid saying "no" in answers.

7. Demonstrate the skills you claim to have. If they are likely to ask you if you are well organised, you need to have that anecdote about how you switched 200 people from one hotel to another in 30 minutes at the ready.

8. Make yourself stand out from the crowd. Make your comments and stories interesting. If you are a marathon runner, you might include a story to prove your endurance.

9. Show your knowledge of the industry you are applying for not just your knowledge of your role within it. Your employer should be obsessed by that industry and should see your interest in it too as a recommendation.

10. Have a list of points you want to make and find an opportunity to get them over. Don't be shy and let your interviewer chatter away at you just because he likes the sound of his own voice. You need to demonstrate various things in the interview and you must not let a poor interviewer get in the way.
Task 2A: Make a list of the most important headwords in the text and give it to your partner.

**B- BODY LANGUAGE:**

A part from your answers, your preparation and the information you are wording, non-verbal clues also speak of you. Read the following text and try to sort out the essentials of body language in the social encounter of a job Interview.

**NON-VERBAL COMMUNICATION AT THE SELECTION INTERVIEW**

1. **ATTENDING**

People want to feel that the listener is genuinely interested in what they have to say and that he/she will work hard to understand their message. It will be more difficult to develop rapport, and the speaker will be much less likely to give a full account of himself/herself, if he/she feels that the listener is preoccupied and disinterested.

The listener, all of the time, is giving out cues and messages with his/her body. Egan (1986) argues that, by being mindful of the cues and messages he/she is sending, the listener can deliberately develop and project an image that tells the speaker that he/she is 'with him/her'. The so-well known linguist and anthropologist Egan offers the mnemonic SOLER as an aid to remembering ways in which the listener can project a sense of presence.

**S: Face the speaker Squarely.** This is a basic posture of involvement, which tells the speaker that the listener is with him/her. Sitting 'squarely' should not be taken too literally. In some situations an anxious listener might be overpowered by too much attention, so a slight angling of the position might be called for, but if the listener turns too far away the message he/she communicates might be one of indifference or rejection. We have all heard the expression "He gave me the cold shoulder".

**0: Adopt an Open posture.** Tightly crossed arms or legs can communicate to the speaker that the listener is in a defensive mood and/or not open to influence. Uncrossed or loosely crossed limbs communicate a sense of openness and approachability.

**L: Lean the upper part of your body towards the speaker.** A slight inclination of the listener's body towards the speaker communicates interest and attention. An enthralled audience can sometimes be described as 'sitting on the edge of their seats'. Leaning backwards or slouching can be taken to mean that the listener is not in tune with the speaker or is bored by the message he/she is hearing. As with facing the speaker squarely, leaning too far forward can be overpowering in some circumstances. The good listener is alert to feedback, which tells him/her whether to lean more towards the speaker or to back off slightly at different points in the interaction.

**E: Maintain good Eye contact.** Maintaining good eye contact with the speaker is one of the most powerful ways of communicating that the listener is with him/her and wants to hear what he/she has
to say. Good eye contact does not mean maintaining a hard, fixed stare. This can project an image of hostile confrontation. To communicate involvement the eyes should be focused softly on the speaker's face and, rather than maintaining uninterrupted contact, the gaze should shift occasionally, to a gesturing hand or to the notes the speaker has in front of him/her, and then return to his/her face.

Looking away, especially if this happens too frequently, signals that the listener is not involved. Consider how you feel when talking to somebody who keeps glancing over your shoulder to look at other people in the room or who keeps glancing at his/her watch or the clock on the wall! Taken to an extreme, the almost absence of eye contact usually signals indifference or boredom. Many people are passive listeners. They pay close attention to what is being said but they doodle on their pad or look out of the window while the speaker is talking. Although they are listening, the message which the speaker receives is ‘that they don't want to know’. This can be very inhibiting for the speaker; the communication process can be considerably more effective if the listener engages actively in the process of listening.

R: Try to be relatively Relaxed, while engaging in these behaviours. If the listener is too tense or nervous the speaker will not feel at ease. The aim is neither to be so relaxed and laid back that the speaker feels the listener is not prepared to work at understanding what he has to say, or so tense that he is frightened off and disinclined to talk. What is required is the projection of a relaxed but alert posture, which suggests both a comfortable relationship and a genuine interest in what the speaker has to say. The listener who is too tense is likely to hold his/her body too still and create the impression of being very controlled and aloof. Smooth movement, especially if it responds to and reflects what the speaker is saying suggests listening with emphatic understanding.

The SOLER mnemonic offers a set of pointers to the kinds of behaviour that communicate a sense of presence to the speaker. These need not always be adhered to strictly. They are not rules, rather they are reminders of the importance of non-verbal behaviour. The listener's body is a vehicle for communication and he/she should constantly be aware of all the cues and messages he/she is sending.


Task 2B: Make a list of the most important headwords in the text, with their definitions, and give it to your partner.

Task 3: Make a checklist with the most essential recommendations you would do to somebody attending a Job Interview:

| 1)          | 2)          | 3)          | 4)          | 5)          | 6)          | 7)          | 8)          | 9)          | 10)         | 11)         | 12)         | 13)         | 14)         | 15)         | 16)         | 17)         | 18)         | 19)         | 20)         | 21)         | 22)         | 23)         | 24)         |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
Lesson 3.3.1: The Job Interview.

Now, form groups and organize a Job Interview for the students that have answered your Job Ad. Do not forget to reverse roles, so you can also attend a job interview for the position you have applied for. The main aim of the activity is to put into practice the contents, skills and cues previously introduced.

Task 1: The Interviewer
Design your questionnaire. Do not forget what has been said in the former texts about: challenging questions, structure of the questionnaire, type of questions, posture, etc. Do not forget to ask for his/her personal CV and use it as a base for your interview.

Preparing the Interview

1 Question Type:

• **Open questions**: You have a wide range of possibilities to answer. i.e.: “What’s your opinion about the development of the Industry in this area?”

• **Closed questions**: there are only two or few answers possible. i.e.: “Would you like to travel abroad?”

• **Leading questions**: When it is obvious that there is only one possible answer: i.e.: “You are not a member of the Union, are you?”

2. Question Sequence:

• **Funnel sequence**: Opens with open questions and gradually decreases the level of openness.

• **Inverted funnel**: It is the opposite procedure. The interviewer wants the factual information before exploring the interviewee’s opinions.

• **Erratic sequence**: The topics and the type of questions change continuously in order to make the interviewee feel insecure and prove his/her endurance.

3. Clarification:

Do not hesitate to look for clarification, examples or to ask the candidate to explain further what she/he means.

4. Closure:

Remember that the purpose of an interview is to gather information about the possible suitable candidate. In order to be sure that you have got all the information that you need, do a brief summary of what has been said. This provides a good opportunity for elaboration and clarification on the part of the candidate. At the end thank the candidate and greet him/her.
EVALUATION SHEET:
This is the card you have to fill in after every interview

NAME OF CANDIDATE:__________________________

BACKGROUND
Education:□
Languages:□
Computers:□
Experience:□

BEHAVIOUR & COMMUNICATIVE ABILITY
Physical Presence□
Manners□
Communication Skills□
Ability to Listen□
Humour□
Attention□
Culture□
Maturity□

PERSONAL QUALITIES
Dynamism□
Ambition□
Preparation□
Leadership□
Team Spirit□
Involvement□

CONCLUSION & RECOMMENDATION:
Suitability?

Employed?? yes no
**Task 2: The Interviewee**

You have to be prepared for your Interview. Look for information about the type of Job you’re applying. Think about what impression you want to make. Look for ideas and projects you can carry out for the benefit of the company. Think about what can you offer and how can you become an “asset” for the company.

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<thead>
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**Task 3: Personality Questionnaire**

This is a Forced Choice Questionnaire, typical from Job Interviews. With this type of questionnaires done previous to the proper Interview, the employer is forcing you to define yourself as a person and as employee. Therefore, you may find it difficult to choose between answers, but do not deliberate too long.

[http://www.peoplemaps.co.uk/personality/questionnaire.shtml](http://www.peoplemaps.co.uk/personality/questionnaire.shtml)

**Question 1**

<table>
<thead>
<tr>
<th>least like me</th>
<th>most like me</th>
</tr>
</thead>
<tbody>
<tr>
<td>In charge and firm</td>
<td>o o o o o</td>
</tr>
<tr>
<td>Expressive and hopeful</td>
<td>o o o o o</td>
</tr>
<tr>
<td>Faithful and helping</td>
<td>o o o o o</td>
</tr>
<tr>
<td>Meticulous and detailed</td>
<td>o o o o o</td>
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**Question 2**

<table>
<thead>
<tr>
<th>least like me</th>
<th>most like me</th>
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<tbody>
<tr>
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<td>o o o o o</td>
</tr>
<tr>
<td>Animated and persuasive</td>
<td>o o o o o</td>
</tr>
<tr>
<td>Peaceful and harmonious</td>
<td>o o o o o</td>
</tr>
<tr>
<td>Studious and reasoned</td>
<td>o o o o o</td>
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</table>

**Question 3**

<table>
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<th>least like me</th>
<th>most like me</th>
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<tbody>
<tr>
<td>Fun-loving and popular</td>
<td>o o o o o</td>
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<tr>
<td>Patient and supporting</td>
<td>o o o o o</td>
</tr>
<tr>
<td>Formal and principled</td>
<td>o o o o o</td>
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<tr>
<td>Powerful and assertive</td>
<td>o o o o o</td>
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**Question 4**  
<table>
<thead>
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<th>Least Like Me</th>
<th>Most Like Me</th>
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<tbody>
<tr>
<td>Amicable and quick</td>
<td>... ... ... ...</td>
</tr>
<tr>
<td>Reserved and co-operative</td>
<td>... ... ... ...</td>
</tr>
<tr>
<td>Consistent and correct</td>
<td>... ... ... ...</td>
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<tr>
<td>Forceful and goal-oriented</td>
<td>... ... ... ...</td>
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**Question 5**  
<table>
<thead>
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<th>Most Like Me</th>
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<tbody>
<tr>
<td>Empathic and patient</td>
<td>... ... ... ...</td>
</tr>
<tr>
<td>Organised and thoughtful</td>
<td>... ... ... ...</td>
</tr>
<tr>
<td>Independent and bold</td>
<td>... ... ... ...</td>
</tr>
<tr>
<td>Outgoing and gregarious</td>
<td>... ... ... ...</td>
</tr>
</tbody>
</table>

**Question 6**  
<table>
<thead>
<tr>
<th>Least Like Me</th>
<th>Most Like Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair and faithful</td>
<td>. . . .</td>
</tr>
<tr>
<td>Analytical and well disciplined</td>
<td>. . . .</td>
</tr>
<tr>
<td>Fast and reinforcing</td>
<td>. . . .</td>
</tr>
<tr>
<td>Interacting and open</td>
<td>. . . .</td>
</tr>
</tbody>
</table>

**Question 7**  
<table>
<thead>
<tr>
<th>Least Like Me</th>
<th>Most Like Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodical and logical</td>
<td>. . . .</td>
</tr>
<tr>
<td>Task-focused and confronting</td>
<td>. . . .</td>
</tr>
<tr>
<td>Spontaneous and spirited</td>
<td>. . . .</td>
</tr>
<tr>
<td>Tolerant and laid back</td>
<td>. . . .</td>
</tr>
</tbody>
</table>

**Question 8**  
<table>
<thead>
<tr>
<th>Least Like Me</th>
<th>Most Like Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical and controlled</td>
<td>. . . .</td>
</tr>
<tr>
<td>Strong and well argued</td>
<td>. . . .</td>
</tr>
<tr>
<td>Good mixer and lively</td>
<td>. . . .</td>
</tr>
<tr>
<td>Steadying and moderating</td>
<td>. . . .</td>
</tr>
</tbody>
</table>
Question 9

<table>
<thead>
<tr>
<th>least like me</th>
<th>most like me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decisive and immediate</td>
<td>O  O  O  O</td>
</tr>
<tr>
<td>Discussing and compromising</td>
<td>O  O  O  O</td>
</tr>
<tr>
<td>Relating and amenable</td>
<td>O  O  O  O</td>
</tr>
<tr>
<td>Thorough and quiet</td>
<td>O  O  O  O</td>
</tr>
</tbody>
</table>

Question 10

<table>
<thead>
<tr>
<th>least like me</th>
<th>most like me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct and resolute</td>
<td>O  O  O  O</td>
</tr>
<tr>
<td>Social and cheerful</td>
<td>O  O  O  O</td>
</tr>
<tr>
<td>Reliable and restrained</td>
<td>O  O  O  O</td>
</tr>
<tr>
<td>Thinking and distant</td>
<td>O  O  O  O</td>
</tr>
</tbody>
</table>

TASK 4: What are you like as a person? Describe yourself.

TASK 5: Do not forget to send a letter or appointment or rejection, as applicable, to the candidates.


