Rules of The Ideal Candidate's Profile Guessing Game

1. Divide the class into four teams. (N.B. I did this game during one of the half-group sessions, in which I only had about 13 to 15 pupils, which gave me teams of approximately 3 or 4 pupils. If this game were played in a larger class size, I would adapt the size of the teams so to have no more than four teams in all.)

2. Distribute 3 "job cards" to each team. I purposefully gave at least one "unusual" job (like "undertaker", midwife", and "lion tamer"!) in each pack of 3 jobs distributed, which inevitably was chosen by each team.

3. Each team is then allowed a couple of minutes to discuss and choose which 3 sentences they will use to describe their given job(s). A spokesperson is nominated to read the job profile.

4. Teams take turns to present their mystery professions, using different adjectives and job characteristics, in 3 sentences maximum. The other teams have to guess which job is being described. Of course, questions need to be asked (N.B. yes/no questions only) in order to clarify which job is being talked about. However, teams can't shout out, they have to take turns to speak, and can only ask one question during their turn. (So either it's a question about the job, or it's a question to name the job.)

It is **important to enforce the notion of taking turns**, both <u>within</u> each team, and <u>between</u> each team. The ideal situation being that all pupils are made to speak, bearing in mind the objective of the final task: asking / answering questions in a job interview situation. Let me explain by giving an example:

Team 1 is the first to give their job profile. The spokesperson gives the 3 sentences decided upon: "My (our) ideal candidate must be artistic. He or she needs to be good with their hands. He or she has to like working with flowers."

> N.B. Now Teams 2, 3 and 4 **take turns to ask questions**, and the members of Team 1 **take turns to reply**.

Team 2: "Does this person work outdoors?" A member of Team 1 answers: "No, s/he doesn't".
Team 3: "Does this job require long studies?" Another, and so a <u>different</u>, member of Team 1 goes on to answer: "No, it doesn't."
Team 4: "Is this job well-paid?" Team 1 (another and different member):"No, we don't think so."
Back to **Team 2**: "Does this person work in a shop?" Team 1: "Yes, usually."
Team 3: "Is this person a florist?" Team 1: "Yes, it is!"

As Team 3 guessed the job, so they get to give their 1st job profile. Teams 1, 2, and 4 take turns to ask questions. And so the game continues…

Variation 1:

To make the game more fun, and to be able to have a winner, a **points system** can be used: (Ideally, a pupil is designated to be the "points master/ administrator" and has to write up the points won on the board. This way, the teacher becomes just an "overseer", and can blend into the background!)
+1 point per comprehensible question asked (**0** if the question isn't understood!)
+2 points if correct job is named (but **-1** point if incorrect!?)

Let me go back to the earlier example:
Team 1: "My (our) ideal candidate must be artistic. He or she needs to be good with their hands. He or she has to like working with flowers."
Team 2: "Does this person work outdoors?" (**+1 to Team 2**) Team 1 answers: "No, s/he doesn't".
Team 3: "Does this job require long studies?" (**+1 to Team 3**) Team 1: "No, it doesn't."
Team 4: "Is this job well-paid?" (**+1 to Team 4**) Team 1:"No, we don't think so."
Team 2: "Does this person work in a shop?" (**+1 to Team 2**) Team 1: "Yes, usually."
Team 3: (who want to try their luck for 2 pts) "Is this person a florist?" Team 1: "Yes, it is!" (So **+2 points to Team 3**. Had they got the wrong answer, they would have lost 1 point, even before earning any!)

Team 3: as winners of that round get to give their 1st job profile. Teams 1, 2, and 4 take turns to ask questions.

Variation 2:

It is true that the team answering the questions don't actually earn any points (which some pupils could find frustrating). If this is the case, maybe a half point could be given to each answer, but only if the correct short answer, using the right auxiliary verb (i.e. but nothing given for just saying "yes" or "no" !)

I hope I haven't made this game sound too complicated. I don't want to put you off trying it in class with your pupils, because my pupils loved playing this game, and often asked to play it again in subsequent lessons! …