

FINDING A JOB

ADJECTIVES: POSITIVE AND NEGATIVE



INSTRUCTION SHEET

INSTRUCTIONS:

In preparation for that dreaded point in an interview when one is asked to “tell us about yourself”, students need to expand their vocabulary and practise describing themselves accurately yet positively.

Begin by asking students to describe their character. Remind the students that they need to “sell themselves” in an interview, so they have to play up their positive characteristics i.e. *quick thinking, creative, hard-working, loyal*, etc. Brainstorm adjectives with the whole class, then after explaining meanings, have students select those which describe themselves most accurately. (Level 2 and 3-classes should probably end here)

(For level 3+ classes): After the positive adjectives are determined, explain that interviewers often ask interviewees what their weaknesses are. Brainstorm and make a list on the board of some more examples of negative personal characteristics, such as *stubborn, arrogant, bossy* etc. Remind the students that they need to be honest when they answer interview questions, but “sell themselves” as best they can. Next to the list on the board, make another column under the heading “Positive” and draw an arrow from the negative adjective to another word that has the same meaning but a better connotation. For example: *bossy > assertive, stubborn > determined*. Instructors may want to prepare a list before class, or distribute dictionaries to students to see if they can find synonyms. From these lists, students should choose 1 or 2 “negative” adjectives that they can turn around to their advantage in an interview.

REQUIRED STRUCTURES: describing character “People say I’m,” “I think I’m,” etc.

REQUIRED VOCABULARY: personal adjectives, *positive, negative, connotation*

GROUP SIZE: whole class for brainstorming, pairs and small groups for making lists of synonyms, checking dictionaries

HANDOUTS: none

OTHER MATERIALS REQUIRED: dictionaries, a thesaurus (or instructor can prepare a list of common adjectives before the class with examples of positive and negative connotations)

RELATED GRAMMAR: participals as adjectives, -ed vs. -ing adjectives

FOLLOW-UP ACTIVITIES:

Students give examples (personal experience) of their personal characteristics

See *How are you...?* and *Find Someone Who...* activities to follow.