



### C Showing comprehension

1. 3.3 DVD 3.A Watch the video and write the words under each picture.
2. The words below are in the video. Write them in the boxes.

- a. punctual
- b. manager
- c. colleagues
- d. customers
- e. tasks
- f. quality
- g. equipment
- h. workspace
- i. chronologically

### D Making notes of the main points

1. Complete the notes below with a verb in each space.
2. Match the verbs with the points.

#### How to be a good employee

You must:

1. go to work every day.
2. be punctual.
3. respect colleagues and customers.
4. do all tasks on time.
5. do all tasks well.
6. not use computers for personal things.
7. keep your workspace tidy.
8. organize files sensibly.

What does the speaker say about each point?

a. punctual	always on time
b. manager	the person who gives you orders
c. colleagues	the people you work with
d. customers	the people who buy things from your company
e. tasks	pieces of work
f. quality	good or bad
g. equipment	phones and computers
h. workspace	desk, shelves, cupboards
i. chronologically	ordered by date

warning

all tasks well.  
computers for personal things.  
your workspace tidy.  
files sensibly.

### 3.3 Learning new listening skills

#### Recognizing sentence stress

#### A Reviewing key words

- 3.4 Listen to the sentences. What is the next word?

Always arrive on time.  
It's important to be ...

punctual!

#### B Identifying a new skill

1. Read **Skills Check 1**. When you listen, how do you know which words are important?
2. Look at the sentences from another lecture. Which words will be stressed?
  - a. Companies want college or university graduates.
  - b. All employers want critical thinking.
  - c. 'But how can I get work skills?' you might ask.
  - d. You can learn management skills in university study.
  - e. You must show that you want to learn.
  - f. You must take responsibility for your mistakes.
3. 3.5 Listen. Underline the stressed words.

#### C Making notes

1. Read **Skills Check 2**. Which words do you write in your notes?
2. 3.6 Listen and note the key words in each sentence.

#### Skills Check 1

##### Hearing important words

When a speaker gets to an important word in a sentence, he/she often says it **more loudly**. That is, the word is **stressed**. Listen for the loud words in each sentence.

##### Examples:

You **must go** to work every day.  
You **can't wear jeans** in the office.

## Skills Check 2

### Noting key words

The loud words are the important words for you to write down in your notes.

the speaker says ...	you write ...
You must <u>go</u> to work <u>every day</u> .	go every day
You must be <u>punctual</u> .	punctual
You must <u>respect</u> your <u>manager</u> and your <u>colleagues</u> .	respect manager & colleagues

### D Identifying consonant sounds

1. Tick the correct column for each word according to the underlined sound.

2. Read the Pronunciation Check

	/g/	/dʒ/	/j/
	good	manager	you
change		✓	
begin	✓		
get	✓		
job		✓	
university			✓
young			✓
wage		✓	



### Pronunciation Check

#### Hearing consonants: /g/, /dʒ/ and /j/

1. The sound /g/ is the sound of a written letter **g** or double **gg**.  
*Examples: good, colleague, bigger*
2. The sound /dʒ/ is the sound of the letters **ge** and **j**.  
*Examples: manager, job, college*
3. The sound /j/ is the sound of the letters **y** or **u**.  
*Examples: yes, usually, you*

1. goes
2. don't tell
3. 'll do
4. see
5. doesn't like
6. has
7. won't make
8. didn't take
9. 'd like
10. wouldn't go

### A Recognizing negatives from verb form (1)

1.  3.8 Listen to some verbs. Say *positive* or *negative* in each case.
2.  3.9 Listen to some sentences. Say *positive* or *negative* in each case.

It is difficult to hear a negative verb with some structures.

positive			negative		
It	's	important ...	It	isn't	important ...
You	're	responsible ...	You	aren't	punctual.
They	were	on time.	They	weren't	ready.
You	can get	work skills.	You	can't be	late.
You	must respect	the customers.	You	mustn't be	rude.

Which word is stressed in each positive sentence? What about each negative sentence?

1. He works in a bank.
2. Managers don't like workers to come late.
3. I'll finish the work tomorrow.
4. The company has a big office.
5. The woman doesn't know the way.
6. The secretary has a lot of experience.
7. They won't buy any new machines.
8. I didn't make a mistake in the letter.
9. They'd like me to work at the weekend.
10. I wouldn't do that. It's dangerous.



## B Recognizing negatives from verb form (2)

1. 3.10 Listen to some verbs. Say positive or negative in each case.
2. 3.11 Listen to some sentences. Say positive or negative in each case.

Speakers often follow an obligation with a reason. We can link the two sentences in different ways. But be careful! Sometimes the next sentence is a new point.

first sentence

second sentence

Managers mustn't behave rudely

because

Why? Because

(pause)

## C Recognizing reasons

1. 3.12 Listen to some sentences. Does the speaker give a reason? Say Yes or No.
2. 3.13 Listen. Is the second sentence a reason or a new point?
3. 3.14 Listen. The speaker gives a silly reason! Correct the reason in each case.

- |                    |                  |
|--------------------|------------------|
| 1. are             | 2. aren't        |
| 3. can't wear      | 4. must go       |
| 5. shouldn't leave | 6. is            |
| 7. isn't           | 8. were          |
| 9. can be          | 10. mustn't come |
| 11. should have    | 12. weren't      |

1. You can't be rude to customers.
2. They're important people.
3. She's the manager.
4. They weren't late yesterday.
5. You aren't responsible for the files.
6. The papers were on your desk.
7. You must arrive before nine.
8. Everyone should be in the office now.
9. I mustn't leave before six.
10. You shouldn't wear those clothes.
11. This isn't a difficult problem.
12. You can be in charge this afternoon.


### 3.5 Applying new listening skills

#### Reasons for good behaviour at work

##### A Reviewing vocabulary

1. Cover the second and third columns below. How can you complete the phrases?

- |                                   |   |   |
|-----------------------------------|---|---|
| a. If you are ill and can't work, | <input checked="" type="checkbox"/> stay in bed, but phone. | <input type="checkbox"/> do your work at home.                |
| b. The company doesn't want to    | <input type="checkbox"/> lose money.                        | <input checked="" type="checkbox"/> waste money.              |
| c. It's important to respect your | <input type="checkbox"/> managers and colleagues.           | <input checked="" type="checkbox"/> colleagues and customers. |
| d. You're responsible for         | <input checked="" type="checkbox"/> your office equipment.  | <input type="checkbox"/> the quality of your work.            |
| e. Organize your files in         | <input type="checkbox"/> alphabetical order.                | <input checked="" type="checkbox"/> chronological order.      |
| f. Make sure your workspace is    | <input type="checkbox"/> tidy and comfortable.              | <input checked="" type="checkbox"/> organized.                |

2. Uncover the columns.  3.15 Listen and tick the phrase you hear.

##### B Predicting content

You are going to watch the second part of the talk.

1. What is the speaker going to talk about? (He said it at the end of the first part.)
2. Study the notes below. Think of a reason for each point.



## Practising a key skill

3.16 DVD 3.8  
stressed words

You must  
because p

You must

1. go to w

2. be pu

3. respec

4. do all

5. do all t

6. not use

7. keep yo

8. organize

You must ...	Why?
1. go to work every day	<ul style="list-style-type: none"><li>– people rely on you</li><li>– people need your work</li></ul>
2. be punctual	<ul style="list-style-type: none"><li>– people expect you</li><li>– people get angry</li><li>– company loses money</li></ul>
3. respect colleagues and customers	<ul style="list-style-type: none"><li>– work together</li><li>– customers pay wages</li></ul>
4. do all tasks on time	<ul style="list-style-type: none"><li>– people need information</li></ul>
5. do all tasks well	<ul style="list-style-type: none"><li>– customers not satisfied</li></ul>
6. not use computers for personal things	<ul style="list-style-type: none"><li>– wastes time</li><li>– wastes money</li></ul>
7. keep your workspace tidy	<ul style="list-style-type: none"><li>– mess is rude</li><li>– colleagues need space</li></ul>
8. organize files sensibly	<ul style="list-style-type: none"><li>– so colleagues can find papers</li></ul>

rite two or three

### 3.6 Vocabulary for speaking

#### Employment


#### A Reviewing vocabulary

Think of adjectives to complete each sentence.

1. A good employee is reliable and responsible
2. A good employer is \_\_\_\_\_
3. A successful businessperson is \_\_\_\_\_
4. A helpful colleague is \_\_\_\_\_

#### B Practising new vocabulary

Study the conversations below.

1. Complete each conversation with words from the box.  
 3.17 Listen and check.
2. Practise the conversations in pairs.

- 1 A: You look smart!  
B: Thanks. I'm on my way to a secretary job.  
A: Oh, what for?  
B: I've got an interview for a summer job.  
A: Well, good luck!

the prefix un-.

- un/friendly
- un/helpful
- un/intelligent
- un/kind
- un/reliable
- un/sociable

aggressive

rude

hostile

cold (= unfriendly)

shy

introvert

dis/honest

un/friendly

lazy

energetic

un/intelligent

pessimistic

extrovert

punctual

un/sociable

hard-working

calm

sensible

in/efficient

competitive

trusting

ir/responsible

dis/organized

un/helpful

optimistic

excited

un/kind

polite

un/reliable

warm (= friendly)

2

A:

B:

A:

B:

A:

Presenter: Conversation 2.

Voice A: Could you put an advert in the paper for a summer job?

Voice B: Yes, of course. What's the exact job title?

Voice A: Um. Sales assistant, I think.

Voice B: Full-time or part-time?

Voice A: Part-time.

3

A:

B:

A:

B:

A:

B:

Presenter: Conversation 3.

Voice A: Did you have a good summer?

Voice B: Not really. I was working for a building company.

Voice A: In the office?

Voice B: No, I wasn't doing clerical work. I was outside.

Voice A: So manual work, then.

Voice B: That's right. It was hard work, but the pay was good.

C

## Extending new vocabulary

1. Look at these nouns. C

nouns

ad'vertisem

advis

impression

organizatio

preparation

recruitment

nouns	verbs
ad'vertisem	'advertise
ad'visor	ad'vise
im'pression	im'press
organi'zation	'organize
prepa'ration	pre'pare
re'cruitment	re'cruit

impression (n)

interview (n)

interviewee (n)

interviewer (n)

job title (n)

lazy (adj)

look (v) [= appear]

manual (adj)

organization (n)

outgoing (adj)

outside (adj)

part-time (adj)

pay (n and v)

recruitment (n)

retail (adj)

rude (adj)

salary (n)

self-motivated (adj)

shy (adj)

smart (adj)

sound (n and v)

vacation (n)



1. There are lots of job advertisements in today's paper.
2. I am advertising my bike on the university website.
3. The careers advisor's office is next to the library.
4. There is lots of interview advice on the Internet.
5. It's important to make a good impression at an interview.
6. My boss is very hard to impress.
7. The organization of the office is not very good.
8. I need to organize my desk before I start work.
9. I did lots of preparation before my interview.
10. Good managers prepare for meetings.
11. Banks have reduced recruitment recently.
12. We need to recruit more staff for the tourist season.

### 3.7 Real-time speaking Talking about summer jobs

#### A Developing independent learning

1. Read the Pronunciation Check. What sound does the symbol /g/ represent? What about /dʒ/?
2. Use a dictionary to check the pronunciation of the letter g in the words below. Tick the correct column.

	gou/r →	/g/	/dʒ/
agitate			✓
catalogue		✓	
gesture			✓
regular		✓	

Warning

organize  
manage  
language

wages  
change  
suggest

#### B Understanding a situation

Julia Greco is at university. She wants to get a job during the summer vacation. She has filled in a form on a website.

1. Read the form. What kind of job would she like?
2. What does the computer suggest?

Rules for pronunciation of g:

g+	a	= /g/	g+	e	/g/ = or /dʒ/
	o				
	u			i	
	l				
	r				

If you meet a new word with g, check the pronunciation in a dictionary. Don't worry about the other symbols.

good /g u d/ adj of a high standard; His exam result was ~.

age /eɪ dʒ/ n the number of years someone has lived; He is the same ~ as me.



colleague  
manager  
organize

wages  
language  
suggest

get  
agree  
change

**C** Understanding a model

3.19 Listen. Julia is talking to her friend Carla. Fill in the

- |  |   |
|--|---|
| <input type="checkbox"/> in my own country | <input checked="" type="checkbox"/> abroad            |
| <input type="checkbox"/> alone             | <input checked="" type="checkbox"/> with other people |
| <input type="checkbox"/> inside            | <input checked="" type="checkbox"/> outside           |

A good job for you is:

*camp counsellor*

**D** Studying a model

3.20 Listen. Write one or two words in each space.

C: Are you going to get a job in the university holidays?

J: I'd like to. What about you?

C: Yes, I think so.

J: What do you want to do?

C: I'm not sure.

J: Would you like to work abroad?

C: Yes, I would. I'd love to work in another country.

J: Do you like working alone or with other people?

C: With other people, definitely. I don't enjoy working alone. But I would prefer to do something with adults because I have no experience with children.

J: Do you like working inside or outside?

C: Mm, Let me think. Inside. No, I'll change that. Outside.

**E** Practising a model

1. Practise the



Do you want a summer job?  
What kind of job would you like?

Answer the questions, press **FIND** and  
**Find-a-job.com** will do the rest!

I live in

I would like a summer job:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> in my own country | <input type="checkbox"/> abroad                       |
| <input type="checkbox"/> alone                        | <input checked="" type="checkbox"/> with other people |
| <input checked="" type="checkbox"/> inside            | <input type="checkbox"/> outside                      |

**FIND**

A good job for you is:

nursery school assistant  
shop assistant

*Do you like + verb -ing*  
*Would you like + to do*



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

a. 3 b. 4 c. 2 d. 1

**A** Activating ideas

1. Cover the conversations below. Which picture above does each sentence go with?

- a. Let me check. The ninth. c. We're late!  
b. What day is our test? d. Yes. It's just after three forty.

2. 3.21 Listen and match a conversation with each picture.

*What time does the lesson begin / end?*

*What time is lunch?*

*What time is your favourite TV programme?*

*What time is the football match tonight?*

**B** Practising conversations (1)

Uncover the conversations. Practise in pairs.

**1** A: Excuse me. Have you got the time?  
B: Yes, it's just after three forty.  
A: Thank you.  
B: That's OK.

**2** A: Excuse me. What day is our test?  
B: Next Monday.  
A: What time does it start?  
B: At nine thirty.

**3** A: What's the date today?  
B: Let me check. The ninth.  
A: So what's the date next Wednesday?  
B: The fifteenth.

**4** A: Hurry up! We're late!  
B: What time is it?  
A: It's nearly eight fifteen. The bus is at half past.  
B: OK. I'll be as quick as I can.



### C Practising conversations (2)

There are two conversations below.

1. Find the sentences for each conversation. Number the sentences in a logical order.

2 A: Is it the same every day?

1 A: What are the working hours?

3 A: What time is your interview?

4 A: How long will it last?

2. Practise the conversations in pairs.

### D Real-time speaking

Work in pairs. Role-play conversations. Use expressions from the conversations above.

#### Student A

Ask your partner about ...

- the time of the next lecture.
- how long it is before the end of the lesson.
- the time now.
- the date of the end of the semester.

#### Student B

Ask your partner about ...

- the day of the last English lesson.
- how long it is before the end of the day.
- when the lesson starts and ends.
- the dates of next semester.

1. A: What are the working hours?

B: Seven till nine.

A: Is it the same every day?

B: Every weekday, yes.

2. A: What time is your interview?

B: Three o'clock.

A: How long will it last?

B: About 15 minutes, I think.

### 3.8 Learning new speaking skills





#### How to be a good interviewee

#### A Saying consonants

Look at these phrases and sentences from Lesson 3.7.

1. What is the sound of the underlined letters?
  - a. I'm using this webpage.
  - b. Are you going to get a job?
  - c. What do you want to do?
  - d. What does the computer suggest?
  - e. A good job for you is camp counsellor.
  - f. Would u like to work abroad?
2. Practise saying the phrases and sentences.

#### B Identifying a key skill (1)

1.  3.22  3.C Watch an interview between a careers advisor and a student. Does the interviewee make a good impression? Why (not)?
2.  3.23  3.D Watch another interview. Does the interviewee make a good impression? Why (not)?
3. Read Skills Check 1. What good things does the interviewee do in the second interview? Tick points in Skills Check 1.

#### C Identifying a key skill (2)

1. Study this section from an interview. How could the interviewee improve the answers?

What sort of summer job would you like?

With people.



#### Skills Check 1

##### How to make a good impression

You must make a good impression at an interview.

##### 1. Preparing

Think about the interview before it starts.

- What questions will the interviewer ask?
- Think of a good, truthful answer in each case.

##### 2. During the interview

You must have the correct body language.

- Sit up straight.
- Put your hands in your lap or on the table.
- Look at the interviewer.
- Smile!

3.22



**Presenter:**

**3.22. Lesson 3.8. Learning new speaking ski  
How to be a good interviewee**

Careers advisor: What sort of summer job would you like?

Female student: I'm not sure.

Careers advisor: Well, for example, do you like working with people?

Female student: Mm, yes.

Careers advisor: And how about children?

Female student: Maybe.

Careers advisor: OK. I know there is a job at Macdonald's. You could apply for that.

Female student: Oh no, I wouldn't like to work inside.

Careers advisor: I see. Well, let me have a look what I can find for you out of doors ...



3.23



 3.23 **DVD** 3.D

Careers advisor: What sort of summer job would you like?

Male student: Well, I'm doing an education course so perhaps something with children. Also I have two younger brothers and I like looking after them.

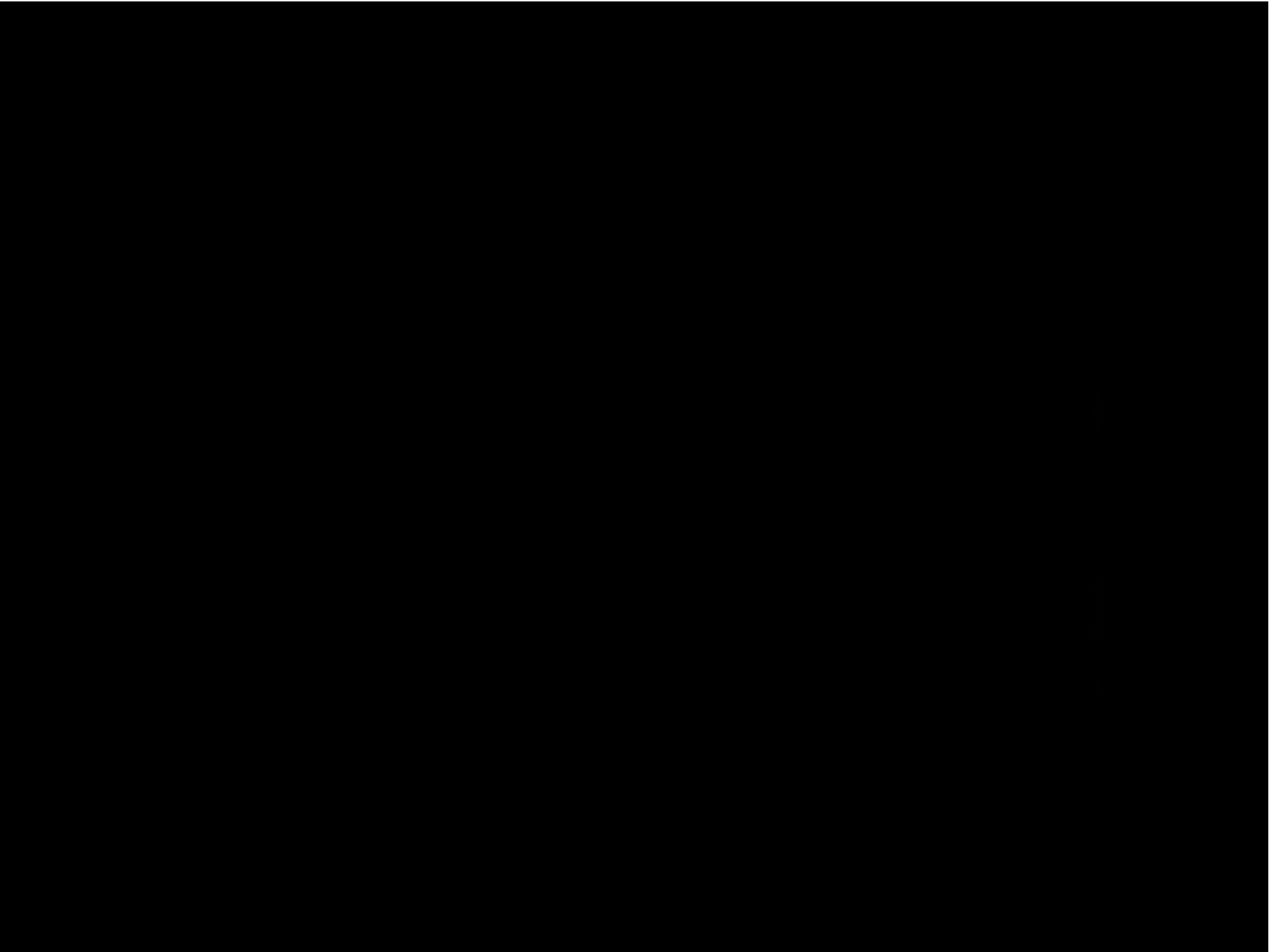
Careers advisor: That's a good idea. Would you like to work in this country or abroad?

Male student: I would like to work abroad, if possible. I like travelling.

Careers advisor: Well, there are lots of jobs in holiday camps for children in the USA.

Male student: Ah, that sounds interesting. Can you tell me more about them?

Careers advisor: Yes, of course. And I have some leaflets you can take away with you ...



1. The interviewee does not make a good impression because:
  - she gives short answers; these make her sound rude / impolite / uninterested
  - her body language is wrong
  - she does not make eye contact
  - answers are not helpful
- 2/3. The interviewee gives a good impression because:
  - he gives full answers and adds extra useful, relevant information
  - his body language is good
  - he makes eye contact
  - he smiles

D

Write some 'interview' questions on the board:

- What are you studying?
- What do you want to be?
- Why do you want to do that?
- What sort of summer job would you like?
- What sort of field would you like to work in?

With people.

Would you like to go abroad?

No.

2. Read **Skills Check 2**. Check your ideas.

### **D** Practising a key skill

Study each pattern below. Think of true information for each space.

1. I'm studying ... and I ...
2. I want to be a/an ... because ...
3. I enjoy ..., so ...
4. I'm interested in ... That's why ...
5. I'd like to work in ... because ...

• Smile!

## **Skills Check 2**

### **Extending a turn**

How can you make a good impression when it is your turn to speak?

One way is to extend the turn.

**Examples:**

What are you studying?

Education. → Education, and I really like it.

What do you want to be?

I want to be a primary teacher. → I want to be a primary teacher because I love working with children.

### 3.9 Grammar for speaking Closed questions

The start of Yes / No questions is very important.  
In most cases you can use the first word in your Yes / No answer.

start	Yes	No	start
Are you ...	Yes, I <b>am</b> .	No, I' <b>m</b> not.	<b>Do</b> you ...
Are they ...	Yes, <b>they are</b> .	No, <b>they aren't</b> .	<b>Have</b> you ...
Is he ...	Yes, <b>he is</b> .	No, <b>he isn't</b> .	<b>Can</b> you ...
Were you ...	Yes, I <b>was</b> .	No, I <b>wasn't</b> .	<b>Would</b> you ...
Was she ...	Yes, <b>she was</b> .	No, <b>she wasn't</b> .	<b>Did</b> you ...

1. Do you go to university?
2. Have you got a job?
3. Can you drive a car?
4. Would you like to work in a bank?
5. Did you go out last night?
6. Are you a student?
7. Were you late for class today?
8. Have you been to another country?
9. Can you ride a horse?
10. Do you live in a flat?

#### A Answering closed questions

3.24 Listen and give true answers with Y or N.

Do you go to university?

Yes, I do.

Sometimes, closed questions offer a choice. You can answer with Y or N.

Would you like to have a car?

#### B Answering closed questions with a choice

3.25 Listen and give true answers. Select the correct answer (A or B).

Would you like to visit Russia or America?

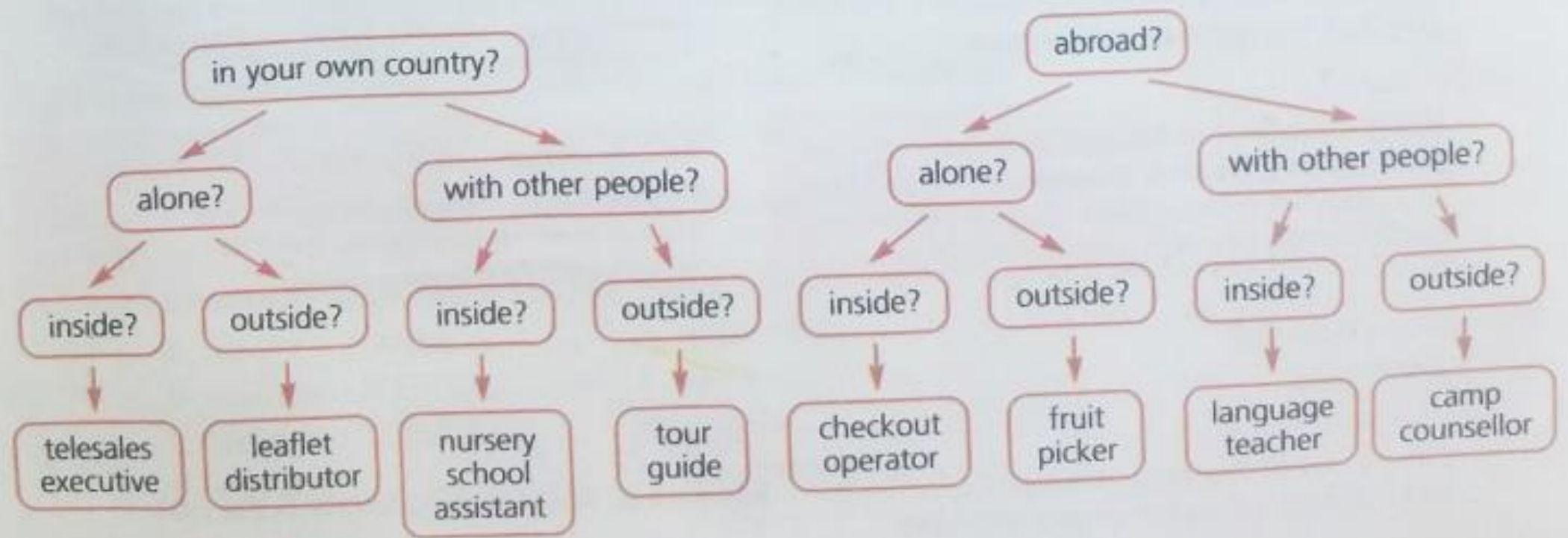
1. Would you like to visit Russia or America?
2. Would you like to have a manual job or a clerical job?
3. Would you prefer to live in a city or in a village?
4. Would you prefer to eat Chinese food or Indian food?
5. Would you like to travel in your job or stay in one place?
6. Would you prefer to work with children or adults?
7. Would you like to live in a flat or a house?
8. Would you prefer to work in the daytime or at night?
9. Would you like to be a manager or a worker?
10. Would you like to have your own desk or share a desk?

C

### Answering mixed questions

Ask and answer in pairs. Use question types from Exercise A and Exercise B.  
Find a good summer job for your partner.

Do you like working alone or with other people?



### 3.10 Applying new speaking skills A job interview

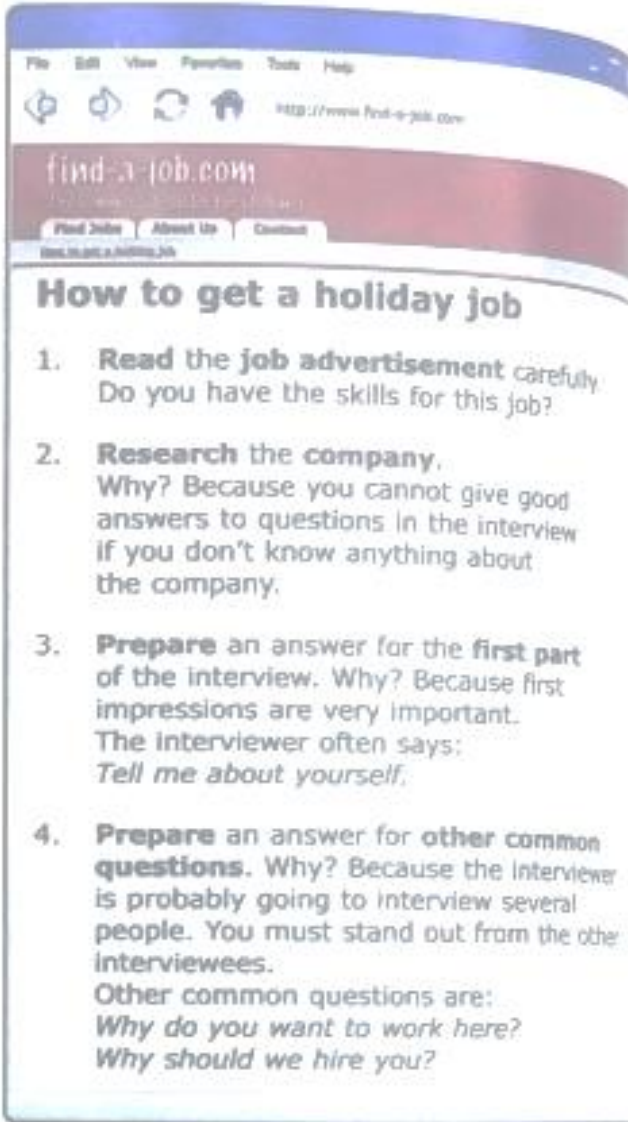
#### A Reviewing sounds

Say each pair of words below. Make sure your partner can hear the difference.

	A	B
1.	go	joe
2.	get	jet
3.	ago	age
4.	wag	wage
5.	colleague	college
6.	gust	just
7.	use (n)	juice
8.	leg	ledge
9.	angle	angel
10.	you'll	jewel

#### B Researching information (1)

1. Study the information from a recruitment website on the right.
2. Cover the information. What must you do before you go for a job interview?



File Edit View Favorites Tools Help  
HTTP://www.find-a-job.com

find-a-job.com  
Find a job, get a holiday job

Find Jobs About Us Contact Us

### How to get a holiday job

1. **Read the job advertisement** carefully.  
Do you have the skills for this job?
2. **Research the company.**  
Why? Because you cannot give good answers to questions in the interview if you don't know anything about the company.
3. **Prepare an answer for the first part** of the interview. Why? Because first impressions are very important.  
The interviewer often says:  
*Tell me about yourself.*
4. **Prepare an answer for other common questions.** Why? Because the interviewer is probably going to interview several people. You must stand out from the other interviewees.  
Other common questions are:  
*Why do you want to work here?*  
*Why should we hire you?*

### C Researching information (2)

Study the information below. Job adverts are on the left and company research information is on the right. Which job(s) could you do? Which job would you like to do most?

SALES ASSISTANT required. FRESH FOODS in Winton. Daily 3 hours. No weekends. Includes stacking shelves and checkout work. Must be smart, with good maths skills. For more information, call ...

#### FRESH FOODS

Small, family-run company in the centre of Winton. Sells fresh food - fruit, vegetables, bread, dairy products. Established in 1975. Working hours: Mon-Sat 8.30-5.30. Closed Sundays.

HOME-BASED Typist/Data Entry Processor required. INTERMAIL are looking for honest, self-motivated people. Work from your own home. Applicants should have Internet access. Must have basic computer and typing skills. Please call ...

#### INTERMAIL

New company (est. 2008). Only employs home-workers. Pays good piecework rate for typing work in Word and data entry into Excel spreadsheets.

TOUR GUIDE required. BIG CITY TOUR Co. is looking for smart, extrovert people to act as tour guides on their buses this summer. Full training supplied. Do one or two tours per day (1½ hours per tour). Must know local area. Phone ...

#### BIG CITY TOUR CO.

Franchise company - more than 150 branches in all major cities. Won Tour Guide Company of the Year (2007). Also won Innovation in People award for in-company training.

### D Using a new skill

Work in pairs.

#### Student A

Choose one of the jobs in Exercise C.  
Make a good impression at your interview.

#### Student B

Interview A. Are you going to give A the job?

*Tell me about yourself.*

*Why do you want to work here?*

*Why should we employ you?*

Interviewers can ask supplementary questions if they want – encourage faster classes to do this.

Also, elicit a few ideas for beginning the interview and putting the interviewee at their ease:

*Good morning / afternoon. I'm ...*

*Your name's ..., isn't it?*

*It's a bit cold today, isn't it?*

*Did it take you long to get here? The traffic's terrible!*

For finishing off the interview:

*Have you got any questions?*

*Well, I think that's everything. Thank you for coming. We will let you know as soon as possible.*

Individual questions	Tell me about yourself
<i>What's your name?</i>	<i>My name's Josephine Smith.</i>
<i>How old are you?</i>	<i>I'm 18 years old.</i>
<i>Where are you from?</i>	<i>I was born in London but I live in Winchester now.</i>
<i>Where are you studying?</i>	<i>I am studying at Winchester University.</i>
<i>What are you studying?</i>	<i>I am doing a BA degree course in Psychology.</i>
<i>What qualifications do you have?</i>	<i>I have three A levels and ten GCSEs.</i>
<i>What experience do you have?</i>	<i>I worked in shops when I was in sixth form.</i>

Why do you want to work here?
<i>I understand that the company is quite small and I want to work for a small company when I finish my education.</i>
<i>The company has a good reputation in the city. I use the shop myself and I love the food.</i>
<i>I think people should buy fresh food instead of junk food.</i>
<i>The job looks interesting. I like meeting people.</i>

Why should we hire you?
<i>I have very good maths skills. I didn't take Maths at A level but I got an A in Maths at GCSE.</i>
<i>I use maths a lot because my Psychology course involves a lot of maths work.</i>
<i>I'm an extrovert person and I have experience of working in a shop.</i>
<i>I like being tidy so I think the shelf-stacking would be interesting.</i>

ability (n)

appropriate (adj) /ə'prəʊ.pri.ət/

architect (n) /'ɑː.kɪ.tekt/

architecture (n) /'ɑː.kɪ.tek.tʃər/

area (n) [= of work] /'eə.ri.ə/

benefit (n and v)

career-entry (adj)

contribute (v) /kən'trib.ju:t/

counsellor (n) /'kaʊn.səl.ər/

deadline (n)

deletion (n) /dɪ'liː.ʃən/

design (n and v)

employ (v)

employable (adj)

experience (n and v) /ɪk'spiə.ri.əns/

freelance (adj and n)

impression (n)

journalist (n)

kindness (n)

(the) mass media (n) newspapers, television, radio, and the internet

meet a deadline finishing the task on time

motivate (v)

overtime (n)

part of speech

perk (n) [= work benefit]

personal qualities

qualifications (n)

recruitment (n)

reliability (n) reliable

requirement (n)

research (v)

responsibility (n)

rise (n and v)

shift (n) [= work period]

technology (n)

trainee (n) /,treɪ'niː/

unemployment (n)

unpaid (adj)

worker (n)

working hours (n)

workplace (n)

an advantage or something extra,  
such as money or goods, that you  
are given because of your job

a person who  
is learning and practising the  
skills of a particular job

the number of people who do not have  
a job that provides money

### 3.11 Vocabulary for reading

### Word building



1. A good *employer* looks after all the people in the company. *noun*
2. The company has 200 *employees* in its main office. *noun*
3. We would like to *employ* you to work as a teacher. *verb*
4. What is the length of *employment* in this job? I mean, how long do you want me for? *noun*
5. If you learn many skills at college, you will be *employable* when you leave. *adjective*

employ (v) to pay someone to do a job  
employable (adj) easy to employ; an ~ person has a lot of useful skills for an employer  
employee (n) a person who is paid to do a job  
employer (n) a person or company who pays someone to do a job  
employment (n) 1 employing or being employed 2 a person's job

## Building vocabulary

1. What part of speech are the following words?

ability business counsellor experience worker  
impressions journalist recruitment trainee

2. Read the information below and check your ideas.

### Noun endings

Sometimes, the end of a word helps you decide the part of speech. Here are the most common noun endings.

-tion/-sion	-ity	-er/-or	-ist/-ian
-ment	-ness	-ance/-ence/-ency	-ee

3. Find one example of each noun ending from the word lists in Themes 1, 2 and 3.

4. What is the base word for

- a. advisor advice
- b. manager manage
- c. deletion delete
- d. efficiency efficiency

1. All the words are nouns.

- 4. a. advisor – advice
- b. manager – manage
- c. deletion – delete
- d. efficiency – efficient
- e. responsibility – responsible
- f. payee – pay
- g. kindness – kind
- h. requirement – require

**Warning**

### 3.12 Real-time reading So you want to be a journalist?

#### A Activating ideas

Think of a job you would like to do when you finish your education. Answer these questions.

1. What qualifications do you need?
2. What experience do you need?
3. What personality do you need?
4. What abilities do you need?
5. What is the location of this job?
6. What are the working hours?

#### B Preparing to read

1. What should you look at before you read a text?
2. Read the questions below. Then look quickly at the text opposite and answer them.

- a. Where does this text come from? \_\_\_\_\_
- b. What kind of text is it? \_\_\_\_\_
- c. What is it about? \_\_\_\_\_

3. Cover the page opposite. Look at the section headings on the left below. Find one sentence on the right from each section.

a	<b>Personal qualities and abilities</b>	f	Employers look for people who have contributed to school newspapers or club newsletters.
b	<b>Working hours</b>	f	Career-entry jobs are low-paid.
c	<b>Workplace</b>	a	Journalists must be articulate ...
d	<b>Qualifications</b>	d	You need a degree in journalism ...
e	<b>Experience</b>	b	There is a lot of weekend work ...
f	<b>Salary and benefits</b>	c	Some journalists travel all over the world.

1. – any illustration  
– the title OR the heading  
– the introduction OR the first paragraph
2. a. Where does this text come from? *a website*  
b. What kind of text is it? *information*  
c. What is it about? *job of a journalist*

a. Personal qualities and abilities	e	Employers look for people who have contributed to school newspapers or club newsletters.
b. Working hours	f	Career-entry jobs are low-paid.
c. Workplace	a	Journalists must be articulate ...
d. Qualifications	d	You need a degree in journalism ...
e. Experience	b	There is a lot of weekend work ...
f. Salary and benefits	c	Some journalists travel all over the world.

Warning

### C Selecting the correct meaning

Read the job description opposite. Find the words below in the text. Both meanings are possible.

1. articulate	(v)	move	(adj)	able to put words together well ✓
2. issues	(n)	important points ✓	(v)	sends out
3. shifts	(n)	working periods ✓	(v)	moves
4. freelance	(n)	a person who works for him/herself	(adj)	not employed by one company ✓
5. mass	(adj)	going to a large number of people ✓	(n)	large number
6. field	(n)	place for animals or crops	(n)	area, e.g., of work, study ✓
7. contribute	(v)	give money to	(v)	give items to ✓
8. cub	(n)	junior employee ✓	(n)	small animal
9. rise	(n)	(an) increase ✓	(v)	(to) increase
10. perks	(v)	gets more active	(n)	extra benefits ✓

### D Reading and reacting

Answer the questions below. Explain your answers.

1. Do you have the personality to be a journalist?
2. Do you have the abilities to be a journalist?
3. Would you like the working hours of a newspaper journalist?
4. Do you have the right sort of experience to be a journalist?
5. How do you feel about the salary and benefits?

# choose-a-career.com

The website that helps you find the right career for you.

So you want to be a ...  
**journalist**



We all read newspapers and magazines. We all watch the news on television or listen to it on the radio. Perhaps you even read the news on a website. But would you like to write the news? If so, think about a career in journalism.

## » Personal qualities and abilities

Journalists must be articulate in speech and writing. They must be outgoing and like meeting new people. They must be interested in issues like pollution and climate change. They must also be able to type and use information technology.

## » Working hours

Magazine journalists work from 9 a.m. to 5 p.m., Mondays to Fridays, but newspaper journalists sometimes work shifts. There is a lot of weekend work and unpaid overtime as well. The news never stops!

## » Workplace

Journalists usually work in a newspaper or magazine office, but freelance journalists work from home. Some journalists travel all over the world.

## » Qualifications

You need a degree for most jobs in this field. Employers prefer candidates with a degree in journalism or media studies. Media studies courses look at communication in the mass media.

## » Experience

Employers look for people who have contributed to school newspapers or club newsletters.

## » Salary and benefits

Career-entry jobs are low-paid. The starting salary for a cub reporter on a local newspaper is about £10,000 per year, but this can rise quite quickly. There are very few perks except, perhaps, a company car.

### 3.13 Learning new reading skills

#### Dealing with new words

##### A Reviewing vocabulary

Match words to make a phrase.

1. freelance	7	technology
2. mass	3	studies
3. media	6	overtime
4. company	5	salary
5. starting	1	journalist
6. unpaid	8	job
7. information	4	car
8. career-entry	2	media

**Warning**

8. career-entry 2 media

## **B** Identifying a new skill (1)

1. Study the sentences below. Do you know the underlined words?
  - a. Employers look for conscientious people who work hard all the time. *adʒ* /,kɒn.ʃiˈen.ʃəs/
  - b. You must motivate yourself to do boring work and find something interesting in each job. ✓
  - c. Reliability is very important, because your colleagues need your work on time. *n*
  - d. I work for a multinational company with offices all over the world. *n*
  - e. Always ask your line manager if you have a problem. *n*

## Dealing with new words

When you find a new word, think:  
*Can I understand this sentence without the new word?*

Example:

*Journalists must be outgoing and like meeting new people.*

Perhaps you don't know the word *outgoing*. Cross out the word.

*Journalists must be ~~outgoing~~ and like meeting new people.*

*Can you understand the sentence from*

1. a. adjective (because comes before noun) = working hard?
- b. verb (because comes after *must*) = push?
- c. noun (because subject of *is*) = doing things on time?
- d. adjective (because comes before noun) = kind of company – with offices all over the world?
- e. adjective (or noun) (because comes before noun) = kind of manager?

C

## Identifying a new skill (2)

1. Read **Skills Check 2**. What is a section?  
Study the section headings below from an article:  
**Get a good job ... and keep it.**
2. Find two sentences on the right which might appear in each section.

1 **Choose the right career for you**2 **Get the right qualifications**3 **Get useful work experience**4 **Getting your first job**5 **Being a good employee**

5	Always get
3	Do summe
2	Find out th
3	Join univer
5	Meet all th
2	Research th
1	Think abou
4	Wear smar
1	all the ques
1	You must b
4	You must s

1. Choose the right career for you	1	You must be interested in the field.
	1	Think about your hobbies and interests.
2. Get the right qualifications	2	Find out the requirements for a career-entry job.
	2	Research the universities which offer the appropriate degree or diploma courses.
3. Get useful work experience	3	Do summer jobs during your time at university.
	3	Join university clubs and help to organize events.
4. Getting your first job	4	You must sell yourself at the interview.
	4	Wear smart clothes and give interesting answers to all the questions.
5. Being a good employee	5	Always get to work on time.
	5	Meet all the work deadlines.

### 3.14 Grammar for reading

#### Basic sentence patterns

There are three main kinds of word.

**nouns (n)**

man, career, i

A new word in a  
prepositions (pre  
or an adjective?

**A**

Identifying

Read the te

The world  
whole of  
expect to  
different

The world of work is changing. At one time,  
most people got a job and they stayed in that  
job for the whole of their life. Employers paid  
employees for their time. But in the modern  
world, you cannot expect to get a job for life  
when you finish your full-time education. You  
will probably have many different jobs in your  
lifetime. Now, employers pay people for  
useful skills.

Warning

SV  
SVO  
SVC  
SVA

English is an SV(O) language. This means the basic sentence pattern in English is: subject-verb-(object). 25

subject (S)	verb (V)
The woman	listened.
He	left.

subject (S)	verb (V)	object (O)
The company	has	two hundred employees.
You	need	a degree.

However, there are other common patterns.

S	V	complement (C)
The job	is	interesting.
They	are	journalists.

S	V	adverbial (A)
Some journalists	work	from home.
We	travel	all over the world.

The pattern of the sentence will help you understand the meaning. It will also help you work out the meaning of new words.

## Warning

Employment / is declining.	S V
Unemployment / is rising.	S V
Many young people / are / out of work.	S V C
Good jobs / are / scarce.	S V C
Most employers / want / skilled workers.	S V O
Unskilled workers / cannot get / full-time positions.	S V O
They / work / now and then.	S V A
They / don't earn / every week.	S V A

**B**

### Identifying sentence patterns

Read the sentences below.

1. Divide each sentence into parts with /. Label the parts of each sentence.

S	V	S	V	S	V	C
Employment / <u>is declining</u> . <u>Unemployment</u> is rising. Many young people are <u>out of work</u> .						
S	V	C	S	V	O	S
Good jobs are <u>scarce</u> . Most employers want <u>skilled</u> workers. Unskilled workers cannot get						
S	V	A	S	V	A	
full-time <u>positions</u> . They work <u>now and then</u> . They don't <u>earn</u> every week.						

2. Work out the meaning of the underlined word or phrase in each sentence.

Is unemployment getting better?

(No, because it is rising.)

Why are young people unemployed?

(Because there are few jobs.)

What kind of workers do employers want?

(Skilled.)

Why don't unskilled workers earn money every week? (Because they can't get fulltime work.)

2. *is declining* = going down

*unemployment* = not having a job

*out of work* = not having a job

*scarce* = not many

*skilled* = with ability to do things from training

*positions* = jobs

*now and then* = sometimes, occasionally

*earn* = get money for work

B

## Identifying sentence patterns

Read the sentences below.

1. Divide each sentence into parts with /. Label the parts of each sentence.

S

V

S

V

S

V

C

Employment / is declining. Unemployment is rising. Many young people are out of work.

Good jobs are scarce. Most employers want skilled workers. Unskilled workers cannot get

full-time positions. They work now and then. They don't earn every week.

2. Work out the meaning of the underlined word or phrase in each sentence.

### 3.15 Applying new reading skills

### So you want to be an architect?

#### A Reviewing key skills

You are going to read about another job.

1. What should I learn?
2. Find all the key words.

#### B Predicting

Look at the questions and predict the answers.

1. What can I expect to earn?
2. What examinations must I pass?
3. What must I be able to do?
4. What sort of personality must I have?
5. What work skills must I have?
6. When must I work?
7. Where must I work?

questions	section	answer
1. What can I expect to earn?	f	\$1,500 per month
2. What examinations must I pass?	d	degree in architecture
3. What must I be able to do?	a	good at mathematics, able to draw, etc.
4. What sort of personality must I have?	a	listen to clients, etc.
5. What work skills must I have?	e	background in design
6. When must I work?	b	9 a.m. to 5 p.m. but overtime too
7. Where must I work?	c	in a large company but also on your own

*Personal qualities and abilities*

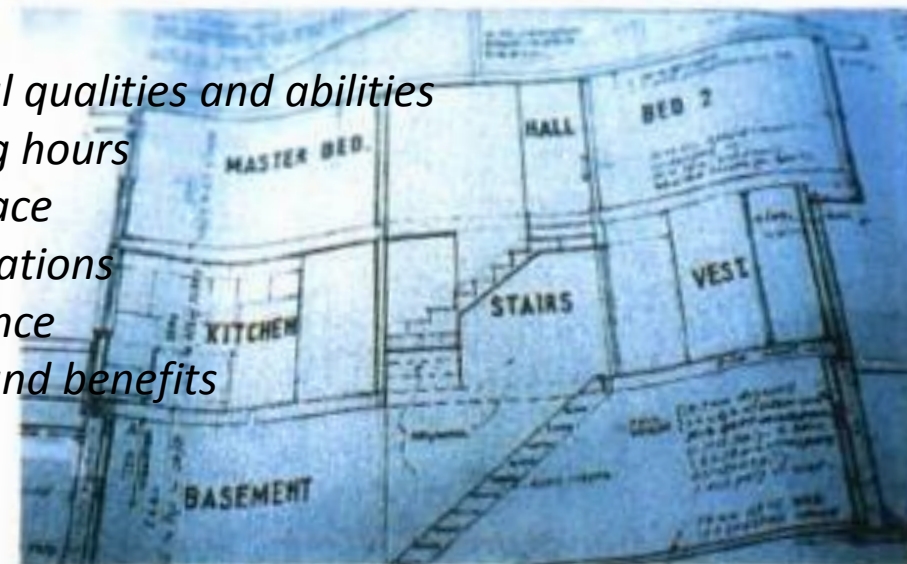
*Working hours*

*Workplace*

*Qualifications*

*Experience*

*Salary and benefits*



5. What work skills must I have?

6. When must I work?

7. Where must I work?

*2 background*  
*b 9am to 5pm*  
*c in a large company but also on your own*

### C Checking predictions

Read the text opposite. Find one answer to each question in Exercise B. Go straight to the correct section.

What can I earn? = Go to Salary and benefits = £25,000 per year

### D Dealing with words in context

The words and phrases below are in the text.

	words	part
1.	centres	n
2.	draw	v
3.	complex	adj
4.	carry on	v
5.	practice	n
6.	cover	v
7.	background	n
8.	packages	n

words	part	How do you know?	meaning in context
1. centres	n	There are + noun phrase	places with a lot of shops
2. draw	v	able to + v	make pictures
3. complex	adj	v + adj + n	hard to use
4. carry on	v	must + v	continue
5. practice	n	after a = n	company, business
6. cover	v	pronoun + v	include
7. background	n	after a = n	some experience in the past
8. packages	n	adj + n	programs

ext

of shops

1. Find each word in the text and underline it. Is it a noun, a verb or an adjective? Write the part of speech in the second column.
2. How do you know the part of speech? Write the pattern in the 'How do you know?' column.
3. What does each word mean in context?

**E**

## Developing critical thinking

Think about the two jobs discussed in this section.

1. Find two similarities.
2. Which job:
  - a. has the higher salary?
  - b. is the harder?
  - c. is the more interesting?
3. Which job would you like to do most?



1. 9 a.m.–5 p.m., like meeting people, can be freelance / own practice
2. a. architect  
b. and c. Depends on students.
3. Depends on students.



# choose-a-career.com

The website that helps you find the right career for you.

So you want to be an ...  
**architect**



The world around us is changing. There are new buildings everywhere. There are new shopping centres, new houses and flats, new factories. Would you like to design new buildings, to make them safe, comfortable and beautiful? If so, think about a career in architecture.

## • Personal qualities and abilities

Architects must be good at mathematics. They must also be able to draw well. They must be able to listen to clients, to find out their wants and needs. They must also be able to use complex programs for drawing on a computer.

## • Working hours

Architects work from 9 a.m. to 5 p.m., Sundays to Thursdays, but they often do lots of overtime to meet a deadline. If the deadline is tomorrow, and you haven't finished by 5 p.m., you must carry on working through the night! Of course, this overtime is usually unpaid.

## • Workplace

Architects often work for large companies like banks or supermarkets. When you have a lot of experience, you can start a practice of your own.

## • Qualifications

You need a degree in architecture. Some degree courses take five years or more. They cover engineering principles and town planning laws as well as design.

## • Experience

Employers look for people with a background in design.

## • Salary and benefits

The starting salary for an architect is high. You earn about \$1,500 per month. But remember! You will be 23 or 24 before you start earning. There are no perks, except perhaps free use of expensive packages for the computer.

a. What is a <i>campus</i> ?	j	They are people you work or study with.	2 Listening
b. What is a <i>graduate</i> ?	i	People who make fun of something you can't change.	2 Reading
c. What is <i>plagiarism</i> ?	c	Using someone else's work without naming them.	1 Reading
d. What is a <i>tutorial</i> ?	f	The human brain and individual behaviour.	2 Listening
e. What is an <i>assignment</i> ?	k	People who show their feelings.	2 Writing
f. What does a <i>psychologist</i> study?	h	The third stage, after secondary.	1 Speaking
g. What does a <i>sociologist</i> study?	m	Employing someone for a job.	3 Speaking
h. What is <i>tertiary</i> education?	n	A person who writes for a newspaper or a magazine.	3 Reading
i. What are <i>bullies</i> ?	o	A person who designs buildings.	3 Reading
j. What are <i>colleagues</i> ?	l	Payments for work.	3 Listening;
k. What are <i>emotional</i> people?	g	The behaviour of people in groups.	2 Listening
l. What are <i>wages</i> and <i>salary</i> ?	e	A piece of written work, usually homework.	1 Listening
m. What is <i>recruitment</i> ?	d	A discussion in a small group with a tutor about a topic.	1 Speaking
n. What is a <i>journalist</i> ?	a	All the buildings of a university or college.	1 Listening
o. What is an <i>architect</i> ?	b	A person with a degree.	1 Speaking

a. dominant	h	in your own country
b. mentally	e	dissatisfied
c. optimistic	f	with other people
d. punishment	g	chronological
e. satisfied	j	clerical
f. alone	i	part-time
g. alphabetical	b	physically
h. abroad	d	reward
i. full-time	a	submissive
j. manual	c	pessimistic

a. hire	i	need
b. punctual	g	outgoing
c. hostile	d	old
d. ancient	f	organization
e. behave	h	mind
f. company	b	on time
g. extrovert	j	sick
h. brain	a	employ
i. require	e	act
j. ill	c	aggressive

Warning



appearance (n)  
appoint (v) *تعيين*  
appointment (n) *تعيين*  
arrow (n) *سهم*  
attitude (n) *موقف*  
candidate (n)  
conduct (n and v) *سلوك*  
consultant (n)  
contact (v)  
department (n)  
description (n) *وصف*  
design (n and v)  
executive (n) *مدير*  
experience (n)  
flow chart  
intelligence (n)  
interpersonal (adj)  
interview (n and v)  
member (n)

motivation (n)  
original (adj)  
petroleum engineer  
process (n) *عملية*  
put in (v) *يضع*  
referee (n)  
reference (n)  
selection (n) *اختيار*  
short list (n)  
staff (n)  
stage (n)  
successful (adj)  
take up (v) *يأخذ*  
unsuccessful (adj)  
unsuitable (adj)  
vacancy (n)

### 3.16 Vocabulary for writing

#### Selecting people for jobs

##### A Building knowledge

*advertising, interviewing, selecting,*

1. Read the text below about the selection process. Divide the text into four paragraphs.
2. Find and underline words in the text from the list on the right. Try to work out the meaning of the words from context.

Selecting a new member of staff is not easy. Many companies have a long selection process with many stages. The aim is to get a large number of candidates for a job and then to choose the best one. The process begins with a job description and ends with the appointment of one person. The process often includes references and interviews. Acme Engineering does not have a good selection process. When there is a vacancy in any department, the manager puts an advertisement in the local paper. Candidates are asked to write a letter with information about their qualifications and experience. The manager does not take up references from previous employers. She does not conduct interviews. As a result, Acme Engineering has appointed many unsuitable people in the past few years. The manager of Acme Engineering has asked a management consultant to design a good selection process for the company. The management consultant has suggested writing a person description for each vacancy. One way to write a person description is the Munro-Fraser Plan (see Table 1).

- What is the aim of the selection process? (To get a large number of candidates and choose the best one.)
- How does the process begin? (With a job description.)
- Why is the job selection process at Acme Engineering bad? (Because the manager does not take up references and does not conduct interviews.)
- What is the Munro-Fraser Plan? (It is a person description.)

Munro and Fraser are the two people who devised this plan.

**B****Understanding new vocabulary**

Match each point from the Munro-Fraser Plan with an example.

Table 1: *The Munro-Fraser Plan*

1.	qualifications	6	wants to become a manager; willing to work long hours to solve problems
2.	experience	7	able to manage a team of people, including some older engineers
3.	appearance	2	at least two years' work in a maintenance department
4.	attitude	5	able to learn about new products quickly; able to find solutions to problems
5.	intelligence	4	friendly, helpful
6.	motivation	3	smart
7.	interpersonal skills	1	degree in Engineering

- 2. experience
  - check on the application form
  - check at the interview
  - ask the referees
- 3. appearance
  - ask for a photograph
  - check at the interview
- 4. attitude
  - ask the referees
- 5. intelligence
  - check at the interview
- 6. motivation
  - ask the referees
  - check at the interview
- 7. Interpersonal skills
  - ask the referees
  - check at the interview

**C****Developing critical thinking**

Study each point in the plan again.

1. Give another example for each point.
2. How can a manager check each point during a selection process?

1. *Qualifications*

*A manager can check qualifications on the application form.*

*A manager can also check original documents at the interview.*

### 3.17 Real-time writing A selection process

#### A Reviewing vocabulary

Complete each phrase with a suitable verb.

1. write a job description
2. design an advertisement
3. complete / fill in an application form
4. make / produce a short list
5. take up / follow up references
6. conduct interviews
7. interview candidates
8. appoint the best candidate

#### B Understanding a discourse structure (1)

Study the flow chart on the opposite page. Discuss these questions.

1. How many stages are there in this selection process? *9*
2. What is the first stage? *vacancy*
3. What is the final stage? *offer*
4. Why does Job description come before Person description?
5. Why does References come after Short list?

1. write / produce	a job description
2. design	an advertisement
3. complete / fill in	an application form
4. make / produce	a short list
5. take up / follow up	references
6. conduct	interviews
7. interview	candidates
8. appoint	the best candidate



## **C** Understanding a discourse structure (2)

1. Read the assignment for the Business Studies Faculty.

2. Study the essay about the selection process under the flow chart opposite. Complete the essay with information from the flow chart.

3. Complete the flow chart. Try to draw the flow chart from the information in the essay.

- Which faculty has given this assignment?

(Business Studies)

- What area of Business Studies is the assignment for? (human resource management: selecting people)

- How many main parts to the assignment are there? (two)

## **D** Developing critical thinking

The writer of the essay on the opposite page has not given the reason for some of the stages.

Write the reason for these stages in the correct place.

1. The manager makes a short list.

2. The manager telephones the referees.

3. The manager interviews some of the candidates.

1. After studying all the applications, the manager makes a short list of candidates because she does not want to interview all the candidates.

2. Then, she takes up the references. She writes to the referees and she telephones them because she wants people to tell the truth about the candidate.

3. Finally, the manager conducts interviews with two or three candidates because she must meet the best people face to face.



## Business Studies Faculty

Human resource management: selecting people

### Assignment 2

- Draw a flow chart of a good selection process.
- Write a description of the process. Explain the reason for stages of the process if necessary.

Firstly, **the manager writes a job description.** The job description gives full details of the job.

Then, **the manager writes a person description.** The person description describes the best person for the job.

After that, **the manager designs a job advertisement.** The advertisement contains information from the job description and the person description. Next, **the manager puts the advertisement in several newspapers** because she wants a large number of people to apply.

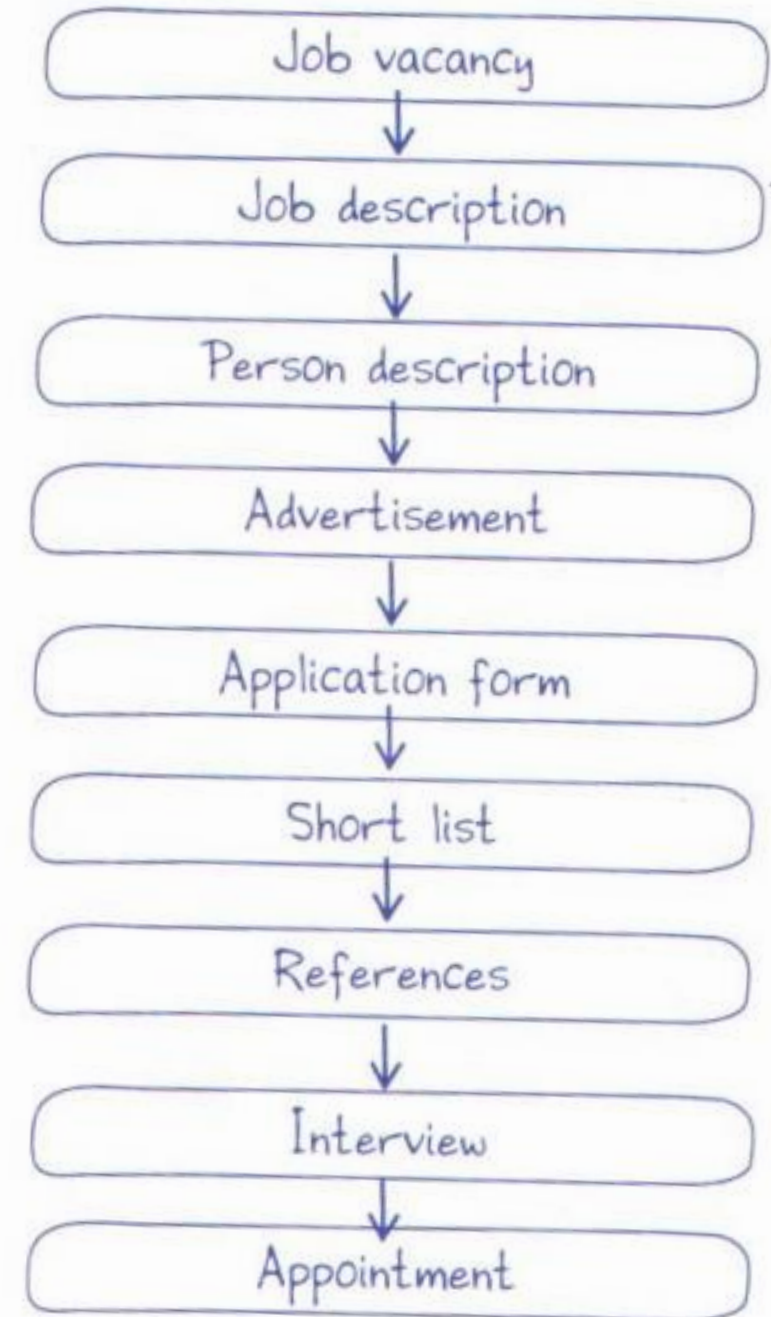
Candidates contact the company. **The manager sends them an application form.** The candidates complete the form and return it to the company. Candidates must provide two referees.

After studying all the applications, **the manager makes a short list of candidates.**

Then, **she takes up the references.** She writes to the referees and she telephones them.

Finally, **the manager conducts interviews with two or three candidates.**

### Warning



## A selection process

Firstly, the manager writes a job description. The job description gives full details of the job. Then, the manager writes a person desc.. The person description describes the best person for the job. After that, the manager designs a job advertisement. The advertisement contains information from the job description and the person description.

Next, the manager puts the ads in several newspapers because she wants a large number of people to apply. Candidates contact the company. The manager sends them an application form.

The candidates complete the form and return it to the company. Candidates must provide two referees. After studying all the applications, the manager makes a short list of candidates.

Then, she takes up the referees. She writes to the referees and she telephones them.

Finally, the manager conducts interviews with the candidates.

### 3.18 Learning new writing skills

#### Writing about a process

#### A Developing vocabulary

One or two letters are missing from each of these words from the course so far.

1. Complete each word with the missing letter(s).

a. language	g. engineer
b. manager	h. wage
c. enjoy	i. colleague
d. job	j. aggressive
e. suggest	k. subject
f. June	l. assignment

2. Read the **Pronunciation Check** and check.

#### Pronunciation Check

##### Using the letters *g* and *j*

We can write the sound /g/ as *g* or *gg*.

**Examples:** *colleague, aggressive*

We can write the sound /dʒ/ as *g*, *gg* or *j*.

**Examples:** *engineer, suggest, subject*

You must learn the correct form in each word.

**Note:**

Sometimes we must write the letter *g* but it has no sound.

**Examples:** *assignment, weight, high*

**B** Identifying a new skill (1)

1. Read **Skills Check 1**. How many stages are there in the process of making a cup of tea?
2. What stage is missing from the flow chart in **Skills Check 1**?

**C** Practising a new skill

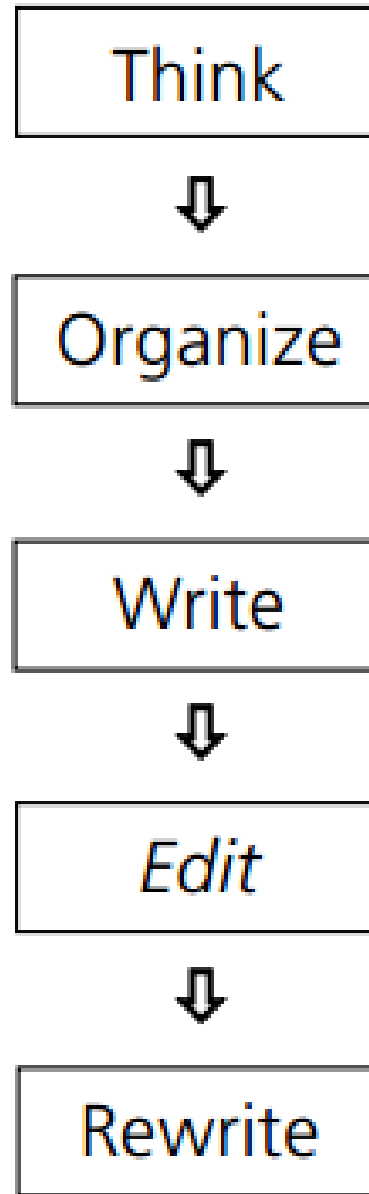
Below are the stages of the writing process.

1. Number them in a logical order.

	Organize
	Rewrite
	Think
	Write

2. One stage is missing. Add the missing stage in the correct place.
3. Draw a flow chart of the process.

Making a cheese and tomato sandwic



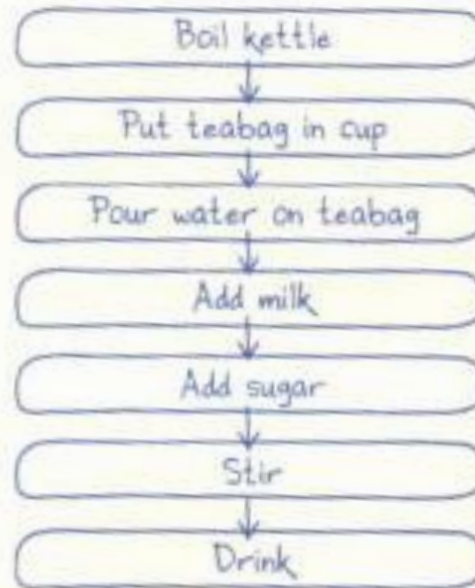
## Skills Check 1

### Organizing information into a flow chart

You can organize information in a process into a flow chart.

Example:

#### Making a cup of tea



You must:

1. Find out the stages of the process.
2. Put them in order. Draw a box around each stage.
3. Draw an arrow to link each stage with the next one.

## **D** Identifying a new skill (2)

Read **Skills Check 2**. Then write a chronological marker in each space in this short essay.

Firstly, the writer thinks about the topic. The writer makes some notes or a spidergram.

Then, the writer organizes the information into paragraphs. Each paragraph contains information about one or two sub-topics.

Next, the writer produces the first draft of the essay.

After that, the writer edits the first draft. The writer corrects problems with grammar, spelling and punctuation.

Finally, the writer rewrites the essay.

### **Skills Check 2**

#### **Chronological markers**

We use words and phrases to show stages of a process.

*Firstly, Secondly, Thirdly, ...*

*Next, / After that, / Then, ...*

*Finally, ...*

Passives are very important in academic English because readers are often more interested in the action than the person who did it. In some cases, the person who did the action may not even be known to the writer, e.g.,

*Someone greets the candidates. = The candidate is greeted.*

Passives can also make an action sound more impersonal and therefore more academic, e.g., *I asked the candidate ... = The candidate was asked ...*

### 3.19 Grammar for writing

#### Present simple passive

We often use the passive in academic English. In passive sentences, we give important information in a different order.

In the **present simple passive**, we use the verb **be** in the present and the **past participle** of the active verb. We often do not say who did the action.

1	2	3		3	2	1
subject	v. active	object		subject	v. passive	object
The manager	writes	a job description.	→	A job description	is written	by the manager.
She	telephones	the referees.	→	The referees	are telephoned	by her.

#### Warning



#### Producing passive sentences

Rewrite each sentence in the space given.

1. The manager writes a person description.
2. The manager designs a job advertisement.

**The manager puts the advertisement in several newspapers.**

**The manager sends candidates an application form.**

5. The candidates complete the form.

*I make a cake then puts the people*  
A person description is written.

**A job advertisement is designed.**

The advertisement is put in several newspapers.

Candidates are sent an application form.

**The form is completed (by the candidates).**

We often give a reason for an action by using *because* or *so*. We can put the reason after or before the action. 23

action		reason
The advertisement is put in several newspapers.	<b>because</b>	the company wants a large number of candidates.
reason		action
The company wants a large number of candidates,	<b>so</b>	the advertisement is put in several newspapers.

**B**

Giving reasons      Answers depend on

Complete each sentence with something logical.

1. Managers telephone referees because *they don't like putting bad things in writing.*
2. Architects must be able to listen to clients because *they must understand their needs.*
3. You must go to work every day because *people rely on you.*
4. The news never stops, so *some journalists work shifts*
5. Journalists meet new people every day, so *they must be outgoing*
6. Managers cannot interview all candidates, so *a small number is selected.*



### 3.20 Applying new writing skills

#### An interview process

##### A Reviewing vocabulary

In a selection process, who or what can you ...

1. write?	<i>a job description / person description</i>
2. design?	<i>an advertisement</i>
3. send?	<i>an application form</i>
4. complete and return?	<i>an application form</i>
5. make?	<i>a short list</i>
6. take up?	<i>references</i>
7. telephone?	<i>a referee</i>
8. conduct?	<i>an interview</i>
9. interview?	<i>a candidate</i>
10. select?	<i>the best candidate</i>

Warning



An interview process

7	8	Candidate can ask questions
---	---	-----------------------------

## **B** Thinking and organizing

You are going to describe the interview process at a company. There are three sections to the process:

- Before the interviews (B)
- During each interview (D)
- After the interviews (A)

1. Study the stages on the right. Mark each stage *B*, *D* or *A*.
2. Number the stages in each section in a logical order.
3. Add a reason for some of the stages.

## **C** Making a flow chart

Make a flow chart for each section of the interview process.

## **D** Describing a process

Write about the interview process.

Remember to:

- use the present simple passive where possible.
- give reasons for stages with *because* / *so*.

D	8	Candidate can ask questions
D	3	Check qualifications and experience
B	3	Give candidates a personality test
B	2	Give candidates tea / coffee / biscuits
A	1	Interviewers discuss candidates
A	2	Interviewers make a decision
D	1	Introduce the interviewers
A	3	Manager sends letter to successful candidate
A	4	Manager sends letters to unsuccessful candidates
B	1	Organize interview room
D	5	Question: Tell me about yourself.
D	6	Question: Why do you want to work here?
D	7	Question: Why should we hire you?
D	2	Short conversation, e.g., weather, journey
B	4	Take candidates on tour of company

## Before the interviews:

Organize interview room



Offer candidates tea / coffee / biscuits



Give candidates a personality test



Take candidates on tour of company



Interviews start

**During each interview:**

Greetings and introductions



Short conversation, e.g., weather, journey



Check qualifications



Check experience



Question 1: Tell me about yourself.



Question 2: Why do you want to work here?



Question 3: Why should we hire you?



Candidate can ask questions

After the interviews:

Interviewers discuss candidates



Interviewers make a decision



Manager sends letter to successful candidate



Manager sends letters to unsuccessful candidates

**E** Editing

Exchange descriptions with a partner. Read his/her description. Mark the description with *?*, *S*, *G* and *P*.

**F** Rewriting

Read your description again. Look at the *?*, *S*, *G* and *P* marks on your first draft. Rewrite the description.



### A Activating ideas

1. Look at the photographs of jobs above. What is the main task of each job?
2. Which of these jobs would you like to do? Which of these jobs would you hate?

### B Gathering information (1)

1. Divide into two groups. Group A: 3.26, Group B: 3.27. Listen to the information about two jobs. Make notes to answer these questions.
  - What is the name of the job? *primary school teacher*
  - What does the job involve? *teaching children*
  - What sort of person is good at the job? *helping people*
  - What are the working hours? *9-5*
  - What are the benefits? *vacation*
  - What qualifications do you need? *degree*
  - What experience do you need? *teaching*
  - What is the starting salary? *£20,000*
2. Work in pairs, one student from Group A and the other from Group B. Exchange information about your job. Make notes.

## Exercise B1. Group A.



Teacher: I'm going to tell you a little bit about my job. I'm a primary school teacher. At primary schools in the UK, we have children between the ages of 5 and 11. After 11, they go on to secondary school. So I teach children between 5 and 11. I teach all the subjects, like History and Geography. At primary schools, we don't have special teachers for Maths or Science. I think you have to be a special kind of person to be a primary teacher. I don't mean very intelligent. I mean patient. You have to say the same things again and again, and you must not get angry with the children. In fact, you must like children very much. Primary schools are open from 8.45 a.m. to about 3.45 p.m., but a teacher's day is longer. I work from about 8.00 a.m. to about 5.00 p.m. Schools are open five days a week, Mondays to Fridays. But of course, my work does not finish when I go home. I have to prepare lessons, mark homework, write reports for the school or the government. I also manage an afterschool club. Some people think teachers have an easy life because schools are only open for about 40 weeks each year. But I have to go into the school when the children are on holiday and there is a lot of preparation for the next term.

You must have a teaching certificate – that takes three years. You must then work as a practice teacher for one year. The best work experience for this job is having younger brothers and sisters. You learn to be patient. If you don't have brothers or sisters, get a job in a school in the summer holidays. Teachers need a lot of help in the classroom. A newly qualified teacher can earn about £18,000 per year at first.



Solicitor: I'm going to tell you a little about my job. I'm a solicitor. A solicitor is a person who helps if you have a legal problem, or if you want to write a legal document. For example, you need a solicitor when you buy or sell your house.

Solicitors must be patient and they must be good at listening. They must listen to their customers' problems and give them advice. They must also be very careful because their advice must be correct, in the law.

Solicitors work a 37-hour week usually, Monday to Fridays. However, you are often on call at night or at the weekend. On call means that people can call you on your mobile and you have to talk to them or even go and see them at any time. New solicitors usually start with small companies but they can go on to work with very large companies. Many solicitors start their own companies after some years.

You must have a degree in law or a diploma. A degree takes three years and a diploma takes at least two years.

The best work experience for this job is working with a local solicitor, in his or her office. You get a good idea

of the different jobs. Some are very interesting, some are quite boring! A newly qualified solicitor can earn about £14,000 per year at first.

1. What is the name of the job?	primary school teacher	solicitor
2. What does the job involve?		
3. What sort of person is good at the job?		
4. What are the working hours?		

5. What are the benefits?

6. What qualifications do you need?

7. What experience do you need?

8. What is the starting salary?

3. Are you the right sort of person for one or both jobs? Explain your answer.

**C**

### Gathering information (2)

1. Work in pairs. Read one of the texts about jobs, *Advertising executive* or *Petroleum engineer*, on pages 102 and 103. Make notes.
2. Explain the information you read about to your partner. Your partner should make notes.

**D**

### Giving a talk

Choose one of the jobs from your portfolio notes, *Primary school teacher*, *Solicitor*, *Advertising executive* or *Petroleum engineer*. Write a short talk. Give your talk in a small group.

**E**

### Writing

 **3.28** Listen to a talk about the job of retail manager. Write a website page for [choose-a-career.com](http://choose-a-career.com).

# choose-a-career.com

The website that helps you find the right career for you.

So you want to be an ...

## advertising executive



The world of advertising looks very glamorous from the outside. Thinking up new ideas for advertisements, then making the advertisements with famous people in exotic locations. But in reality it is a very competitive field.

### Personal qualities and abilities

Advertising executives must be knowledgeable about the world. They must be creative and passionate about their work. They also need determination to win, and they must not be afraid to compete with others. The business can be ruthless at times.

### Working hours

Advertising executives do not have fixed hours. The office itself may be open from 9.00 a.m. to 5.00 p.m. to the general public, but the executives often start earlier and finish much, much later. There is a lot of weekend working, too.

### Workplace

Advertising is largely office-based. Don't expect to be flying around the world all the time, although some very large agencies have offices overseas and you may be sent for a placement or a permanent job.

### Qualifications

You need a degree, but it does not have to be in a particular subject. It can be an arts subject or a science subject. Most large advertising agencies will train you on the job, with lectures, presentations and placements in different departments.

### Experience

It is good to show your creativity in some way. If you are studying art, you will have a portfolio of drawings and paintings, but if you are doing another subject, you need something else, for example, poetry you have written, or another type of creative writing.

### Salary and benefits

Advertising executives start on about £2,500



# choose-a-career.com

The website that helps you find the right career for you.

So you want to be a ...

## petroleum engineer



The products of petroleum engineering are all around us, from car fuel to plastics, from perfume to fertilizer. Petroleum engineers make a vital contribution to the modern world. Perhaps they work with computers to design and build refineries. Or perhaps they work in a refinery with responsibility for maintenance, health and safety. Either way, it's an exciting world.

### Personal qualities and abilities

Petroleum engineers must be interested in chemistry – and good at it! They must also be good at maths and be able to understand the principles of engineering. Because so much design and control is done by computers nowadays, they must have a high standard of computer literacy, especially using computer-aided design (CAD) programs.

### Working hours

Petroleum engineers in a research and development team work about 37 to 40 hours per week. But engineers in a refinery often work much longer hours, 50 or 55, with a lot of evening and weekend work.

### Workplace


Research and development teams work in offices. Maintenance and control engineers work in a refinery, both indoors and outdoors. Sometimes they need to work offshore or deep in the desert.

### Qualifications


You need a degree in chemical engineering or a Higher National Diploma (in the UK).

### Experience

Get as much experience as possible on computer programs, especially CAD.

A group of men are seated at a long wooden table in a restaurant, enjoying a meal. The table is set with various dishes, including meat, vegetables, and bread, along with several bottles of water. In the foreground, a man with a beard and a light blue shirt is smiling at the camera. Other men are visible along the table, some looking towards the camera and others focused on their food. The background shows a staircase and a wall with a stone-like texture. A large blue cloud-shaped graphic is overlaid on the right side of the image, containing the text "Mamosta emnsh walami dazanim".

Mamosta emnsh  
walami dazanim

A group of men are seated at a long wooden table in a restaurant, eating and drinking. The table is set with various dishes, including meat, vegetables, and bread, along with several bottles of water. In the background, there are refrigerators stocked with drinks and a man standing near the entrance. A large blue cloud-shaped overlay is positioned in the center of the image, containing text in a non-Latin script. The restaurant has a warm, stone-walled interior with arched doorways.

Kwra, mastaw byne  
Kak Hemn alere  
zor brsima