Aims and objectives

In this lesson students will:

• listen to four speakers talking about how they found their jobs

• read and analyse job advertisements

• discuss motivational factors in the workplace

Speaking

Starting your career

Exercise 1, page 68

Books closed. If your students are already in work, ask how they found their current job. This could be permanent employment or a part-time or vacation job. Brainstorm a list of job-finding methods onto the board. Students then work in pairs to discuss which of these they think would be most and least successful. When they have finished, discuss their answers as a class. What different ideas did they have?

Students’ own answers.

Listening

Finding a job

Exercise 2, page 68

Students open their books at page 68. Compare the list they brainstormed in Exercise 1 with methods a–j. Were there any differences? Then play the recording for students to find the

job-finding methods used by the four speakers. Ask students to note the methods each speaker mentions and the method that was successful for him/her. Pre-teach any difficult vocabulary, e.g. *letter of rejection*, *internship*, *expo* (*exposition*), *subscription*, *black hole,* *cyberspace*.

In feedback, you could ask what Anthony means by a *quality newspaper*. Ask what other newspaper terms they know (*tabloid* and *broadsheet* are the two main distinctions; they used to refer to the size of the page but have come to refer to the content. Traditionally, quality newspapers are *broadsheet* while *tabloids*cover more sensational stories and have   
more pictures).

**a** 2 **b** 3 **c** 1, 2 **d** 4 **e** 1, 3 **f** 1 **g** 1 **h** 2

**i** 3 **j** 4

Speaker 1: e and g were successful

Speaker 2: c was successful

Speaker 3: b was successful

Speaker 4: d was successful

Exercise 3, page 68

Play the recording again for students to focus on the expressions the four speakers use. As they listen, they should work individually to match the extracts (1–8) with the methods in Exercise 2   
(a–j) before whole class feedback.

**1** c **2** g **3** e **4** a **5** h **6** i **7** j **8** d

Audio script Track 8.1, Exercises 2 and 3, page 124

**1** My name is Ernesto Guerrero. When I left college, there weren’t many jobs available and my friends said I should go to temporary employment agencies but I didn’t because I wanted a full-time job. I was also reluctant to spend hours on the internet searching online recruitment sites as it’s very time-consuming. So I decided to target a number of companies I knew I would want to work for. I sent them my CV and a covering letter but most of them never replied and the ones that did just sent me letters of rejection. Anyway, three months later I contacted one particular company and said why I really wanted to work with them and offered to do a three-month internship without pay. So I think they were impressed by this strategy and they gave me the opportunity to prove myself. And at the end of the three months they took me on.

**2** My name is Sofia Baldi and I’m a human resources assistant. I did a first degree in Travel and Tourism and at the same time I joined the Institute for Personnel and Development, which is a professional association for human resources management. They recommended I go to a careers expo and I talked to a few people but it wasn’t specifically targeted towards tourism and there wasn’t anything specific to personnel management. So, then I took out a subscription to *People Management* magazine. You get a code number and can search their online jobs database and make very specific search requests. That’s where I saw my job advertised. I emailed my application and got offered an interview.

**3** Hi, I’m Jennifer Willis. I work for a hotel chain as a sales and marketing manager. I graduated from a business school and I thought the best way to find a job would be using professional networking websites like LinkedIn, Plaxo and Ecademy. So I posted my CV on LinkedIn and announced that I was looking for work in the travel industry. I even included a video of myself. But nothing happened. And then a friend who works in IT told me that it is a waste of time sending information about yourself into the black hole of cyberspace if you don’t narrow your focus and target specific companies or individual recruiters. He also said that 80 percent of people get their job through recommendation. So, then I started researching hotel chains and following the Twitter feeds of their executives and, sure enough, one of them contacted me, said he liked my profile and offered me a job.

**4** My name is Anthony Chan and I first studied Hospitality Management and spent some time working overseas for tour operators, learning how the overseas part of a tour operator’s programme works. Then I returned to the UK to be back with my family and I looked after my children while my wife went out to work. When she was made redundant, I started thinking about another position in the hospitality industry. But it was difficult because I had no contacts. I bought a quality newspaper every day but the jobs advertised weren’t specific enough. But I was very lucky because one day and quite by chance my wife’s uncle, who is based in Hong Kong, got in touch with me and offered me my present post as British representative for a Chinese tour operator.

Reading

Applying for a job

Exercise 4, page 69

Divide students into groups of three and tell them that they are going to look at three different job advertisements. Each student should read their own advertisement and then exchange information with the other two to complete the table on page 69. Allocate an advertisement to each student and refer them to the relevant pages. Student A’s advertisement is on page 69, Student B’s and Student C’s are in the Pairwork files. Encourage students to look up any words they do not know in a dictionary. You may need to explain *young senior* in File 13: *senior* refers to *senior citizen*, so *young seniors* are at the lower end of the age range, with the implication that they will be more active.

Monitor conversations during the activity, making notes of good language use and other points to mention during feedback.

If your class does not divide evenly into groups of three, you could have a group of four with two students sharing an advertisement. When they have finished, go through the completed table on page 69. In feedback, ask what the three advertisements have in common (similar structure with job title near the beginning, detailed list of responsibilities which are in the form of bullet points in ads B and C, candidate profile and remuneration last).

See Pairwork files 13 and 25 on pages 105 and 109.

Skirun.com

company activity: web retailer specialized in the sale of ski and snowboarding holidays

job title: *ski sales manager*

role and responsibilities: leading a team of reservation consultants, training new recruits, briefing staff on new products and organizing daily work schedules

candidate profile: outgoing, energetic, autonomous, able to work in a pressurized environment and have a good knowledge of ski holiday destinations

remuneration: competitive salary, uncapped commission, free winter holidays

On-TrackTours

company activity: travel provider for the young seniors market

job title: investigations executive

role and responsibilities: in charge of handling customer complaints, researching issues with suppliers, requesting appropriate compensation and maintaining detailed records

candidate profile: well-educated and computer-literate, previous track record in the travel industry, strong communication skills, methodical approach, integrity, ability to multi-task while working under pressure

remuneration: negotiable depending on age and experience, fringe benefits include subsidized staff restaurant and a child care subsidy

Howatt Hotels

company activity: international hotel group

job title: operations manager, Dubai

role and responsibilities: identifying and following up all sales leads, keeping the team up-to-date concerning hotel and company activities through daily communications including financial and customer feedback, conducting interviews and contributing to recruitment decisions

candidate profile: hard-working and articulate, a solid background in the hotel industry, standards-driven and detail-oriented, able to organize in a logical manner and plan ahead, first-rate leadership and people management skills, focused on providing a consistently high standard of customer service

remuneration: excellent remuneration package including profit-related bonuses, company car and private medical insurance

Exercise 5, page 69

Tell students that they are going to look at the language in the job advertisements more closely. They could work in the same groups as in Exercise 4. First, check that they understand all the vocabulary in sentences 1–8. They then rewrite the sentences replacing the underlined sections with words and phrases from the three advertisements.

**2** He/She must have a keen eye for detail (ad A) / must be detail-oriented (ad C).

**3** The ideal candidate must be able to work in a pressurized environment (ad A) / multi-task while working under pressure (ad B).

**4** The person appointed must have a previous track record (ad B) / a solid background (ad C) in the industry.

**5** He/She must be autonomous (ad A) and standards-driven (ad C) / focused on providing a consistently high standard of customer service (ad C).

**6** The candidate should have strong communication skills (ad B) / be articulate   
(ad C) and have previous telesales experience (ad A).

**7** Responsibilities include conducting interviews (ad C) and contributing to recruitment decisions (ad C).

**8** The ideal candidate will have first-rate leadership and people management skills   
(ad C).

Vocabulary

Remuneration

Exercise 6, page 69

Tell students that they are going to focus on vocabulary concerned with *remuneration*. They work in pairs to write definitions for the terms before checking in a dictionary. Point out that 1,   
2 and 6 are in the three advertisements. If you prefer, use the extra activity below.

Students’ own answers.

Extra Activity

Write the following definitions on the board for students to match with the terms 1–10.

**a** money that you earn for your work, which is increased if you do your work very well

**b** an additional advantage given with a job, e.g. a company car

**c** a reduction in the usual price of something, e.g. an airline ticket

**d** an extra amount of money that is paid to a person according to the value of the goods they have sold

**e** money paid regularly by the company into a pension fund while you are working

**f** money you receive as payment from the company you work for, usually paid monthly

**g** money you receive every week from   
 your employer

**h** money a professional person, e.g. a consultant, receives for their services

**i** a system by which all the people who work for a company receive part of its profits

**j** the opportunity for employees to buy company shares at a reduced price

**Answers**

**1** d **2** b **3** c **4** i **5** j **6** f **7** a **8** h **9** g

**10** e

Speaking

Job satisfaction

Exercise 7, page 69

Books closed. Tell students that so far in this unit, they have looked at aspects of employment related to before the person takes up the post: applying for a job, analysing advertisements, what employers look for in candidates and forms of remuneration. Now they are going to consider what, apart from pay, they hope and expect to get out of work. Remind them that we spend a third of our adult lives at work, so it is important to have a job that we enjoy and find rewarding.

First, brainstorm a list of factors onto the board. Then ask students to work in pairs to place the factors in order of importance to themselves. Find out their preferences by a show of hands and order the factors on the board. Which was the most important factor to the class as a whole? Were there any surprises?

Finally, ask students to describe their ideal job to a partner. If your students are colleagues in the same company, they could invent a fantasy job.

**Suggested factors** (if students have difficulty thinking of them)

• type of work

• fringe benefits

• high rates of remuneration

• promotion prospects

• the company’s reputation

• pleasant working environment

• flexible working hours

• relationship with colleagues

Homework suggestion

Students search online or in an English language newspaper for two or three advertisements for jobs in the travel and tourism industry. They should bring them to the next lesson to discuss in small groups, analysing in the same way as in Exercise 4.

Selling yourself

Aims and objectives

In this lesson students will:

• study personality adjectives for use in a personal profile

• discuss elements of a good CV

• complete a covering letter

Speaking

Your personal profile

Exercise 1, page 70

Tell students that this lesson is about preparing to apply for a job. An essential part of a job application is a good CV, which should include a personal profile. Check that students are familiar with the term *CV* (*curriculum vitae*); they may know the American English term *résumé*. Check that students understand the adjectives. They then work individually to select the five that best describe themselves. If students know each other well, they could select adjectives for each other. All the adjectives are positive!

Students’ own answers.

Exercise 2, page 70

Students now work in pairs to share their list with their partner and give examples from their lives to support their choices. In feedback, find out whether students chose five adjectives with similar meanings or completely different ones to describe themselves.

Students’ own answers.

Listening

Writing a CV

Exercise 3, page 70

Tell students that they are going to hear three people talking about what they consider to be important in writing a CV. First, check that they understand all the terms in a–f. Pre-teach any difficult vocabulary, e.g. *A4*, *leisure*, *solitary*, *discrimination*, *tailor*, *proofreading*, *consistent*. Then play the recording for them to match the three speakers with what they talk about. In feedback, you could clarify the distinction between *acronym* and *abbreviation* (an acronym is an abbreviation which is pronounceable as a word, e.g. *SMART*).

**a** Speaker 3 **b** Speaker 1 **c** Speaker 2

**d** Speaker 2 **e** Speaker 1 **f** Speaker 2

Exercise 4, page 70

Play the recording again for students to complete the table with what job applicants should and should not do regarding their CVs. If students have a current CV, ask them which of these dos and don’ts apply to theirs!

Should do

• print on good-quality paper

• mention hobbies that show positive qualities, e.g. stamina and resourcefulness

• describe education and qualifications in straightforward language

• tailor the CV to the job description

• include a personal profile

• learn expressions to describe skills and work experience

• be concise and use bullet points to list key accomplishments

Shouldn’t do

• make it too long – one A4 page is enough

• mention solitary, passive interests

• include a photo when applying to the USA

• use foreign acronyms or abbreviations

• be repetitive or write long sentences

• make spelling or grammatical mistakes

• over-use colours and different fonts

Audio script Track 8.2, Exercises 3 and 4, pages 124–125

**1** I’m a human resources manager, so I get to read a large number of CVs and many of them get rejected. Very often, the CV is too long – one A4 page is usually enough – and sometimes it’s not printed on good-quality paper. It’s a very competitive market, so you want to read a CV that stands out from the crowd. So if, under the *Leisure interests* section, a candidate says they like socializing with friends or reading novels, then I’m not really very impressed. It’s not a good idea to mention passive, solitary interests like watching TV or playing chess. Hobbies tell the reader something about your personality. For example, if you enjoy mountaineering or whitewater rafting, it shows you have stamina and can stretch yourself to the limit, and that you can depend on your own resources in demanding situations.

**2** As a careers advisor, many people ask what my attitude is towards including a photo. Personally, I don’t object to seeing a photo but I also see little point in attaching one. In fact, in some countries like the USA it’s actively discouraged because it can lead to

discrimination. Much more important for me is a description of education and qualifications that I can understand. People often write foreign acronyms or abbreviations like *ESO* or *BTS* that the recruiter can’t understand. It’s much better to write things like *I did a course in ...*, *I have a degree* – or *master’s* or *diploma* – *in* ... and then the subject studied. Or *I graduated from the University* *of wherever in whatever year it was*. But the main thing to remember is that each CV should be tailored to the kind of job you’re applying for and contain a *Personal profile* section because I obviously want to match the profile of the person I’m recruiting with the job requirements. It’s no good just sending off the same one each time because there’s little likelihood of you getting a job if you don’t adapt it to the job profile.

**3** When I was a student, I did a course at university in writing CVs. The teacher said we should learn expressions to describe our skills and work experience, like *I am good at working under pressure*, *I have a good eye for detail*, *I was responsible for ...*, *I was in charge of ...*, *I specialized in ...* and so on. I also learnt action verbs like *handled*, *designed*, *supervised*, *coordinated*, *monitored* and so on. The first CVs I wrote were very repetitive and had long sentences. I wasn’t aware of the need to be concise and use bullet points to list my key accomplishments. I also didn’t do any proofreading, so there were spelling and grammatical mistakes I hadn’t noticed. I used to think that using colours and different fonts would make my CV stand out but now I know that it doesn’t create a good impression – in fact, the opposite – and it’s best if it’s simple and consistent.

Speaking

The perfect CV

Exercise 5, page 70

Divide students into groups of three or four to discuss the question. They can refer to the listening in Exercise 3 and complement what the speakers say in any way they wish. When they have finished, a spokesperson from each group presents their findings to the rest of the class.

Students’ own answers.

Exercise 6, page 70

Students now compare their ideas in Exercise 5 with the model CV in the Writing bank on page 100. What are the similarities and differences? In feedback, you could point out that the model CV includes *DOB* (date of birth). Ask students if this is encouraged in their own country and point out that in many countries it is illegal to ask an applicant their age.

Students’ own answers.

Grammar

Dependent prepositions

Exercise 7, page 70

Focus students’ attention on the Grammar box. Give them time to read through the information and check that they understand the concept of a preposition being *dependent* on another word (it ‘belongs’ to the word it follows and as such links the word to the rest of the sentence). Students then work individually to write sentences using some of the prepositional phrases in section 3 of the Grammar box, checking answers in pairs. After whole class feedback, refer students to the Grammar reference on pages 114–115.

Students’ own answers.

Writing

Covering letters

Exercise 8, page 71

Tell students that after the CV, the covering letter is the most important part of a job application as recruiters will select candidates for interview based on these two documents. Remind them of the HR manager in Exercise 3, who said that he receives many applications, so many candidates will not get as far as an interview. Before students complete the gap-fill task, check that they understand all the options in 1–12. They then work in pairs to complete the letter of application for the job advertised on page 69.

**1** d **2** a **3** b **4** c **5** c **6** b **7** b **8** a **9** b **10** c **11** d **12** d

Extra Activity

Once students have gone through the answers to Exercise 8, ask them to read through the covering letter again and underline useful expressions they can use in a covering letter.

**Suggested answers**

*I am writing to apply for the position of* (job title)

*which was advertised on* (name of website)

*I have a proven track record in* (list skills)

*I am interested in pursuing a career in* (name of profession)

*As you will see from the enclosed CV* (for a letter; *attached CV* for an email)

*I have considerable experience in* (skills area)

*I have always succeeded in* (name of activity)

*In addition, ...*

*I am available for interview from* (date; or *at any time*)

*Please do not hesitate to contact me if you require further information.*

*I look forward to hearing from you.*

RESEARCH

Go through the task with the class. If your students did the homework task at the end of the first lesson, they will already have done some job finding research; this time they should look for a job they would like to apply for.

Homework suggestions

• Refer students back to Exercise 1 on page 70. They should write ten sentences describing themselves using some of the adjectives, to illustrate the meaning of the examples (i.e. not simply *I am ...*).

• Ask students to write a covering letter for one of the job advertisements they found in the research task, using the letter in Exercise 8 as a model. If they did not do this task, they could apply for one of the other jobs in the previous lesson (Pairwork files 13 and 25 on pages 105 and 109).

Photocopiable notes 8.1 (page 153)

Personality adjectives (Card activity, pages 154–155)

professional skills

interviews

Aims and objectives

In this lesson students will:

• focus on the professional skill of handling difficult interview questions

• listen to candidates answering and asking questions at a job interview

• roleplay a job interview

Listening

Preparing for an interview

Exercise 1, page 72

Tell students that they are going to spend this lesson looking at interviews from the point of view of both interviewer and interviewee. First, they work in pairs to make a list of dos and don’ts for the different stages of an interview. In feedback, write three lists on the board for before, during and after the interview. Leave this list on the board during Exercise 2.

Students’ own answers.

Exercise 2, page 72

Students now listen to an interview with a human resources manager answering the same question as in Exercise 1. Pre-teach any difficult vocabulary, e.g. *concrete*, *impertinent*, *arrogant*. Then play the recording for students to answer the questions individually. In feedback, compare the points the speaker made with students’ own lists on the board.

**1** Before the interview:

• Anticipate the questions and think about possible answers.

• Find out as much as possible about the company.

• Find out who is actually going to conduct the interview and that person’s position in the company.

• Get the person’s mobile phone number.

• Dressed smartly and get a haircut.

During the interview:

• Respond to questions by giving specific examples.

• Highlight skills mentioned on the CV and give concrete examples of their use.

**2** After the interview:

• Phone a few days later to ask whether a decision has been made.

• If the interview was unsuccessful, ask why.

Audio script Track 8.3, Exercise 2,   
page 125

**S = Stephen Lang, I = Interviewer**

**S** What people often don’t realize is what they should do before they come for an interview. Obviously, they should anticipate the questions and think about possible answers but there are other things they should do as well. For example, they should find out as much as possible about the company beforehand – for example, the number of employees, the turnover, the structure of the organization, the rates of pay and so on. They should also find out who is actually going to conduct the interview and, if possible, find out about that person’s position in the company. Also get the person’s mobile phone number.

**I** Why is that?

**S** In case there’s a problem getting to the interview on time or finding the right office. It can happen.

**I** How should people dress for an interview?

**S** First impressions count. In most cases, it’s still important for a man to wear a suit and tie and for a woman to be dressed smartly. She should avoid too much jewellery and wear sensible shoes. For both, a trip to the hairdresser a few days before is a good idea. The golden rule is to dress appropriately, neither too casual nor overdressed.

**I** What’s the best way to respond to the interviewer’s questions?

**S** The best way is to show the interviewer what you know by giving specific examples. When you respond with actual on-the-job experiences and situations you’ve previously had to deal with, you show the interviewer in practical terms what you know and what you can do. Also, you should highlight the skills you’ve mentioned on your CV and, again,   
give concrete examples of when and how   
you used them.

**I** OK. What about after the interview?

**S** Well, there’s nothing wrong in phoning a few days later to ask whether a decision has been made. It shows you’re motivated. But if you don’t get the job, you should ask the interviewer why.

**I** Isn’t that kind of impertinent or arrogant?

**S** Not at all. You need to know so you can make any adjustments next time. You may be able to highlight any weaknesses or maybe there was nothing wrong with you but you just didn’t have the right profile.

Speaking

Handling interview questions

Exercise 3, page 72

Refer students to the Professional skills box, which contains examples of typical interview questions. Students work individually to match the two halves of the sentences to form eight questions. In feedback, tell students that they should be prepared to answer questions similar to these in any interview they have.

**1** c **2** e **3** b **4** g **5** a **6** d **7** h **8** f

Exercise 4, page 72

Students now work in pairs to discuss the questions in the Professional skills box and prepare answers to them. They exchange ideas with another pair and pool their ideas to produce a combined list, eliminating any duplicates, and then think of any other questions an interviewer might ask. In feedback, ask if anyone has been asked any of these questions during an interview and if they were happy with the replies they gave. You could tell them that the way they give their answers – tone of voice, eye contact, body language, etc. – is often as important as what they say, and it is worth practising their replies   
so that they will be able to speak confidently in   
a real interview.

Students’ own answers.

Exercise 5, page 72

Tell students that they are now going to think about questions the interviewee might ask. Ask at what point in the interview the interviewee will be invited to ask questions (towards the end). Ask students whether they have had interview experience and what questions they asked. Working in different pairs from the previous exercise, students write a list of questions they would ask in an interview. They can use the topics in the box or any other ideas they have.

When students have finished, they should think about topics and questions that would not be suitable to ask and why. As in the previous exercise, emphasize that practising questions ahead of time will enable them to sound confident and fluent in the interview. They will have an opportunity to listen to a candidate asking some of these questions in Exercise 9, so do not spend too much time fine-tuning questions at this stage.

Students’ own answers.

Extra Activity

Once students have completed Exercises 4 and 5, you could ask them to practise their interview questions and answers in pairs, focusing on their delivery (tone of voice, eye contact and body language). When they have finished, invite more confident pairs to act out their mini-interviews for the class. Reinforce that the purpose of this is to practise how they perform as much as what they say – an interview is a performance for both the interviewer and the interviewee.

Listening

Two candidates for the job

Exercise 6, page 73

Students listen to parts of two interviews; in each case there are two interviewers and one interviewee. As they listen, they should identify the questions the interviewers ask from the list in the Professional skills box. In feedback, ask students for any additional questions the candidates were asked. Were they impressed with the answers the candidates gave?

Candidate 1: 2, 7, 8, 1

Additional questions:

Why did you leave your last job?

You mean you were fired?

Candidate 2: 6, 7, 3, 5

Additional questions:

Perhaps you could start by telling us something about yourself? (This is not phrased as a question but is asked as one in that the candidate is intended to answer.)

Exercise 7, page 73

Play the recording again for students to answer the questions. In feedback, you could ask them to support their answer by quoting what the candidates said (underlined in the audio script below). Play the recording again if necessary or refer students to the audio script on page 125.

**1** 1 **2** 1 **3** 2 **4** 2 **5** 1 **6** 1 **7** 2 **8** 2 **9** 2

**10** 1

Audio script Track 8.4, Exercises 6 and 7, page 125

**S = Stephen Lang, C1 = Candidate 1,   
C2 = Candidate 2**

**1**

**S** OK, well, first of all, could you briefly run through your previous experience?

**C1** Yes, of course. As you can see from my CV, I did a degree in Travel and Tourism and specialized in events management. I did an internship with a major football club after I graduated and then I got a job on a cruise ship. My duties there were presenting and coordinating activities on board and presenting the on-shore excursion to the passengers at the ports they would visit.

**S** And what do you think you learnt from that job?

**C1** Well, it was very challenging to give talks to hundreds of people, so I had to be really self-confident and well-prepared. So, I think I learnt how important it is to be well-organized; and I needed good communication skills when there were problems with the passengers.

**S** OK. Can you give me an example of a problem and how you handled it?

**C1** Yes, there was once a problem on board ship – there was a hurricane and we couldn’t sail into port, so I had to cancel some events and organize different replacement activities for the passengers at short notice. Some of the passengers were unhappy about this, so I had to explain why it was necessary and try   
to get them interested in the new activities   
on offer.

**S** Could you tell me something about yourself? How would a friend or colleague describe you?

**C1** Um ... I guess hard-working and reliable but I’m also creative, good at coming up with ideas and problem-solving.

**S** Why did you leave your last job?

**C1** I didn’t leave the job. The job left me.

**S** You mean you were fired?

**C1** No, no, not at all. The cruise line got into financial difficulties and the company had to downsize, so I was made redundant.

**2**

**S** Perhaps you could start by telling us something about yourself?

**C2** Um ... well ... um ... I like people and I think other people like me. I like working in a team where everybody can contribute and help each other get things done. I’m not afraid of hard work and I think I’m pretty efficient.

**S** OK. And can you tell us what you find attractive in this particular job?

**C2** Well, as you can see from my CV, I’ve had a number of previous jobs, so I’ve got quite a lot of experience. Um ... I’ve never done this kind of job before but, as far as I can tell from the job description, it seems to be one where I can kind of use my skills. And it would also be a good move for me because it would give me better promotion prospects than I had before. Also, I’ve just got married and we’ve now bought a flat, so I really need a job to help with the repayments.

**S** I see that you worked as a telesales representative two years ago. What did you learn from your previous job?

**C2** Well, it wasn’t easy – the work was very repetitive, which actually is not a bad thing if you’re tired, because if you’re tired that day, the repetition can kind of help you handle it. Um ... what did I learn? Sometimes the callers are abusive, so you have to have customer service skills, remain calm, you know, be patient and polite. So, yes, I learnt good customer service skills.

**S** Right. And what would you say is your greatest strength?

**C2** Well ... er ... sometimes I’ve been told that I pay too much attention to detail but I think that’s a good thing. As I said, I’m very efficient, so I always make sure that all the paperwork is in order and things get done on time. I think that’s important.

**S** OK. One last question. Can you tell us why we should hire you for this particular job rather than anyone else?

**C2** Well, I suppose there are lots of other candidates who could fill this position but I think I’m well-suited to the job description, I’m like ... er ... committed – I know I can do the job well. I’m an efficient kind of person who gets things done.

Exercise 8, page 73

Students discuss in pairs which of the two candidates they found more impressive, basing their opinions on the answers the candidates gave to the interview questions, and also on their manner. Were there any questions they felt the candidates did not handle well? Ask for a show of hands to find out which candidate students think would be offered the job.

**Possible answers**

Candidate 1 sounds confident and gives full answers which are focused on the job.

Candidate 2 sounds less confident and has a hesitant manner. Her answer to why she finds the job attractive is about why she needs a job rather than this particular job. Some answers are muddled; she says she hasn’t done this kind of job before but feels it would enable her to use her skills – she cannot know this if she has no experience of this kind of job.

Exercise 9, page 73

Tell students that they are now going to hear a third candidate, focusing on the questions the candidate asks. Play the recording for students to complete the candidate’s questions.

**1** Could you tell me something more about what the job involves?

**2** Who would I be reporting to?

**3** What kind of training do you offer?

**4** How will my performance be reviewed and who does that?

Exercise 10, page 73

Play the recording again for students to pay particular attention to Stephen’s replies.

Answers are underlined in the audio script.

Audio script Track 8.5, Exercises 9 and 10, pages 125–126

**S = Stephen Lang, C = Candidate**

**S** Are there any questions you’d like to ask us or any aspects of the job that need clarifying?

**C** Yes, I’ve prepared a list of things I’d like to know a bit more about. Um ... first of all, could you tell me something more about what the job involves?

**S** Yes, you would be working with a team of five other people and your main responsibility would be contacting firms and organizations that would be ready to use our facilities.

**C** Who would I be reporting to?

**S** You would be under the day-to-day supervision of your line manager and, ultimately, to the head of department. His name is Herr Grüber and he’ll be present at the second interview.

**C** Uh huh. Um ... What kind of training do you offer?

**S** We have our own Internal Training Department and we regularly organize sessions so that employees can learn any

skills they think they lack and go forward to increase their chances of promotion.

**C** How will my performance be reviewed and who does that?

**S** There’s a first appraisal after three months to discuss how the job is going and then once a year after that. Mr Ross would do that but there’s nothing to stop you asking Mrs Wilkins for advice on how well you’re doing and any improvements.

Speaking

Conducting an interview

Exercise 11, page 73

Divide students into groups of four and tell them that they are now going to practise their skills as interviewers and interviewees. First, they should read the job advertisement. They then decide who will be interviewers and who will be candidates. Each group has two interviewers and two candidates.

The interviewers and candidates read their role cards and prepare for the interview. They can do this preparation together or separately, as they wish. The information in the advertisement is not very specific, so interviewers and candidates can invent any information they want. This means that the candidates will have to think on their feet during the interview. However, the focus is on preparing questions and giving suitable answers; the precise details of the job are not important.

After the first round of interviews, students swap roles so that everyone takes a turn at interviewing and being interviewed. You could either maintain the groups as they are or regroup so that the new interviewers interview a different pair of candidates. Monitor conversations during the activity, making notes of good language use and other points to mention during feedback. When they have finished, find out who got the job!

Homework suggestion

Students write a covering letter applying for a job with Wessex Plc. They can decide what kind of job within the company they wish to apply for and invent any information they wish about past experience and skills.

Photocopiable notes 8.2 (page 153)

Interview preparation (Matching activity, page 156)

CAse study

Recruit the right person

CASE STUDY MENU

Refer students to the lesson’s aims and objectives before focusing on the photos. What kind of person do students think the manager of a luxury spa hotel should be?

A job profile

Exercise 1, page 74

Introduce the topic by asking students if they have ever been to a luxury spa hotel or if there is one in their home town. If possible, bring in photos or leaflets, either from a local hotel or by doing some internet research before the lesson. What kind of treatments do they offer? Some of them can be quite exotic, so be prepared to teach any unusual vocabulary!

Tell students that they are going to choose the right person for the job of spa manager. First, they work in pairs to read the short text about the hotel and discuss the professional skills and personal qualities the manager will need to have. Pre-teach any difficult vocabulary, e.g. *holistic*, *idyllic*, and check that students understand the idiomatic expression *a stone’s throw*. Take whole class feedback and write ideas on the board.

If your students are preparing for the LCCI Level 2 English for Tourism exam, remind them that they must be able to talk about job roles within the travel and tourism industry such as that of hotel manager.

Students’ own answers.

Exercise 2, page 74

Tell students that they are going to listen to the directors of the hotel discussing the requirements for the new post of assistant manager. Pre-teach any difficult vocabulary, e.g. *substantial*, *beautician*, *thalassotherapy* (seawater treatment), *monitor*.Then play the recording for students to complete the job description in the advertisement. They then check answers in pairs before whole class feedback.

**1** manage **2** beauticians and specialists

**3** indispensible **4** fluent **5** recommended

**6** accurate accounts **7** supervising

**8** monitor trends

Audio script Track 8.6, Exercise 2,   
page 126

**A** OK, this post of assistant manager, what’s the profile of the person we’re   
looking for?

**B** Well, I think we need someone with   
fairly substantial experience, say seven or eight years.

**C** Not sure about that. This is not a senior position, is it? I’d go for less – three to four.

**A** OK, so we need a job specification.

**C** Yeah. So, basically, we’re looking for someone who will manage the day-to-day running of the spa. And with responsibility for recruiting a team of beauticians and specialists in wellness treatments.

**A** Would the person appointed know anything about the spa programme, beauty treatments, thalassotherapy, aromatic plant oils, that sort of thing?

**B** Well, it would help and I think he or she should provide some assistance in the design and marketing of what the spa offers. But it’s not indispensible as we can employ an external consultant to do that.

**C** Sure – it would be cheaper in-house.

**A** What about the ideal candidate’s previous experience? I guess we’re looking for someone with a college or university degree.

**B** Or higher. And they must be fluent in Spanish. And the ability to use English is strongly recommended.

**C** I think it’s important at this level to have someone who has a good track record in financial management and can make the spa a real going concern. So, the candidate should be good at keeping accurate accounts, providing a good level of customer service and supervising staff. So, excellent people management and communication skills.

**A** OK, we’ll upload the ad this afternoon.

**B** Just one more thing. We want to grow this business, so it’s important for the candidate to really know the spa business. Whoever we appoint should be able to monitor trends in the spa market.

A short list

Exercise 3, page 75

Check that students understand what a *short list* is. Tell them that they are now going to discuss a short list of candidates drawn up from the interviews for the job of assistant spa manager as advertised in Exercise 2. Students work in pairs; each member of the pair has two candidate profiles. Direct them to the relevant pages: Student A’s profiles are on page 75. Student B’s are on page 106. They should first read their own profiles, look up any words in their role information they do not know and be prepared to explain them to their partner. They then make notes on their two candidates and discuss them with their partner.

See Pairwork file 15 on page 106.

TASK

Exercise 4, page 75

Bring together the pairs from Exercise 3 to form groups of four. They continue the discussion of the candidate profiles, this time noting their merits and shortcomings, i.e. reasons for recruiting or rejecting them. When they have done this, they decide which person they would like to offer the job. They can reach a decision through discussion only or by putting it to the vote within their group.

Students’ own answers.

Exercise 5, page 75

Tell students that they now have some additional information: character references for each of the four candidates. Refer them to file 16 on page 106. They should read the references and decide whether or not to change their decision.

Monitor conversations during Exercises 3–5, making notes of good language use and other points to mention during feedback. When students have finished, find out which person each group has decided to appoint. You could discuss the significance of the references: in many countries employers are not permitted to make negative comments about former employees. How useful are they, if they cannot be candid? Would the reference mentioning a nervous breakdown be allowed in students’ own country? Is there any way an employer can communicate an honest opinion in a reference while observing the law?

See Pairwork file 16 on page 106.

Exercise 6, page 75

Having made their choice, students now write to the successful candidate offering him/her the job. They should include all the points mentioned on page 75. Students could either write their letter   
as a group effort in class or individually as homework.

possible outcome

Each of the four candidates has strengths and weaknesses.

Carlos de Sousa

Strengths: highly educated, has initiative (started his own business), knowledge of spa business, financial background

Weaknesses: over-qualified for the post, too theoretical, not fluent in Spanish

Jennifer Watson

Strengths: practical knowledge of spas and therapy, enthusiastic, gets on well with people, in contact with the Spanish language

Weaknesses: no management or financial experience, may get bored with routine work

Graham Nash

Strengths: relevant education, previous experience in spa resorts, gets on well with people, fluent in Spanish; previous   
managerial experience

Weaknesses: over-qualified for the post, high salary expectations, may leave relatively quickly to open up his own spa

Carmen Rosa

Strengths: native Spanish speaker, relevant qualifications, relevant previous experience, interested in thalassotherapy and good level of English, reasonable salary expectations, needs little supervision

Weaknesses: possibly lacking in communication skills, lacking in self-esteem (willing to work for a low salary)

This analysis suggests that Carmen is the person to appoint, though other analyses are possible – students may decide that Graham is the right candidate even though he may not stay long (and they could decide to offer him incentives to stay).

**UNIT 8: KEY WORDS**

Highlight the key words box and elicit definitions for a selection of the words. Check on parts of speech, syllable stress and pronunciation as needed. Suggest that students use the   
DVD-ROM Mini-dictionary for further self-study.

Homework suggestions

• The letter in Exercise 6 may be done individually as a homework activity.   
(150–200 words)

• Students write a sentence of their own using each of the key words given at the end of   
the lesson.

• Tell students that the selected candidate did not accept the job and the post has been   
re-advertised. They should write a letter of application for the post. (150–200 words)