

# Finding a job

## Part A

### Objectives

In this part of Unit 7 you will:

- talk about the future career you would like to have
- learn some verbs to describe actions at work
- listen to three employees talking about their jobs
- extend your knowledge of adjective suffixes
- listen to an employer talking about the kinds of employees he wants
- extend your knowledge of defining relative clauses
- learn some words to describe personal qualities and skills
- discuss the qualifications and skills needed for different jobs
- write a profile of a company or field you would like to work in
- read a poem.

### A7.1 Introduction: Your future career

**1** Have you decided on your future career yet? Work in a small group and discuss whether you agree or disagree with these statements. Make notes of your own answers.

- 1 I like the idea of working with people.
- 2 I think I would prefer to work alone.
- 3 I like to be challenged.
- 4 I don't like to be challenged. I prefer to feel secure and comfortable.
- 5 I think I can lead people and motivate myself.
- 6 I like to be led and told what to do.
- 7 I am a practical person. I need to work with my hands.
- 8 I am an ideas person. I can work with words or numbers.
- 9 I am interested in making money. That is the most important thing.
- 10 I want a reasonably good salary but I want the work itself to interest and motivate me.
- 11 I am prepared to travel away from home for my work if necessary.
- 12 I don't want to travel.

**2** Discuss what each person's answers say about the kind of career that would suit them.

### A7.2 Increase your word power: Actions at work

**1** Work with a partner and look at the verbs in the table. They all describe actions that people in different jobs have to do. Think of some jobs in which each of these actions is required and give the details required. One has been done for you.

Note: There is generally more than one possibility for each action: you must write at least one for each.

**Unit 7** Finding a job

Action	What or who is involved	Job
Advise (who?)	patients clients	doctor lawyer
Attend (what?)		
Do/carry out (what?)		
Draw up (what?)		
Entertain (who?)		
Implement (what?)		
Interview (who?)		
Liase (with whom?)		
Make (what?)		
Negotiate (what?)		
Operate (what?)		
Plan (what?)		
Prepare (what?)		
Raise (what?)		
Report (to whom?)		
Respond to (what?)		
Take (what?)		
Train (who?)		
Write/write up (what?)		

- 2** Compare your answers with those of the rest of the class.
- 3** Work with your partner and discuss which of these actions you think you would be good at.



### A7.3 Listening: Three employees talk

- 1** You are going to listen to three people talking about their work. Before you listen, copy the table below into your exercise book and discuss how to complete it.



Job	Training and qualifications	Personal qualities and skills	Duties	Salary (low, moderate, or high)
Chief mechanic				
Office manager				
Hotel manager				

- 2** Listen to the descriptions and write brief notes in the table. Make sure you write your notes in the correct place as you will hear the job descriptions in a different order from that in the table.
- 3** Compare your notes with your partner.
- 4** Listen to the descriptions again and add more details to your notes.
- 5** Discuss the meanings of these words and expressions from the listening texts:
  - plant hire
  - a fast track to nowhere
  - there are no free rides
  - invoice
  - samples
  - recruit.
- 6** Answer these questions about the listening texts:
  - 1** Using your notes, describe what each job involves.  
**For example:** *The chief mechanic's job involves supervising ...*
  - 2** What are the advantages and disadvantages of each of these jobs?
  - 3** What do you think is the reason why each of them has succeeded?
  - 4** Which of these three jobs would you a) most like to have b) least like to have? Give reasons for your choice.

**A7.4 Increase your word power:** Adjectives with the suffixes *-ful* and *-less*

Read these definitions of the suffixes *-ful* and *-less*.

**-ful** /fʊl/suffix [in adjectives]

**1** full of something: *an eventful day*

**2** having the quality of something or causing something: *Restful colours / Is it painful?*

**-less** /ləs/suffix [in adjectives]

**1** without something: *I felt powerless / A childless couple*

**2** not doing or using something: *You're too careless*

**3** not possible to treat or affect in a particular way: *On countless occasions*

*-ful* and *-less* are often used with the same words to form opposites. However, this is not always the case, for example, 'awful' but not 'awless'.

- 1** Which of the words in the box can take both suffixes *-ful* and *-less*? Which of these words can only take one of them? Add the appropriate suffix to each word and put them in the relevant column of your table.

Note: When making the adjective form you may have to change the form of the base word.

awe beauty care colour dread forget fruit grace gratitude hope  
job joy pain play power spite sun tact thought use wonder

Both <i>-ful</i> and <i>-less</i> (write both forms)		<i>-ful</i> only	<i>-less</i> only
<i>-ful</i>	<i>-less</i>		
careful	careless	awful	sunless

- 2** Which of the words in this box can take *-ful* or *-less* and other adjective suffixes? Add appropriate suffixes and put them in the correct column of the table below.

cheer cooperate fantasy help home logic peace rely resource virtue

<i>-ful</i>	<i>-less</i>	other adjective suffixes

**3 Complete the sentences with suitable adjectives from the table in exercise 1.**

- 1 Standing on top of a high mountain and looking at the view is a \_\_\_\_\_ experience.
- 2 To drive on some of the unmade roads in the countryside, you need a \_\_\_\_\_ 4×4 car.
- 3 I am so \_\_\_\_\_! I came out without my key today.
- 4 Christmas has been \_\_\_\_\_ for us this year as we are still getting over the death of my grandfather.
- 5 I often make \_\_\_\_\_ mistakes in my homework because I don't spend enough time checking my work before I hand it in.
- 6 The hunt for the dangerous criminal who escaped from police custody has been \_\_\_\_\_ so far.
- 7 So far in Grade 12 I have received good grades so I'm \_\_\_\_\_ that I will do well in the exams.



**A7.5 Listening:** An employer talks

**1 You are going to listen to an employer talking about recruiting sales and marketing staff. The company is a multinational, based in Japan, which manufactures office copying and printing machines. Before you listen, work with a partner and discuss the kind of work you think sales and marketing staff do and the skills necessary for the job.**

**2 Listen to the text and make notes in the table.**

Qualifications	Skills and personal qualities needed	Benefits offered

**3 Compare notes with your partner.**

**4 Listen to the text again and add more details to your notes.**

**5 Compare your predictions about what is required for the job with what the employer said.**

**6 Discuss the meanings of these phrases and expressions from the text:**

- |  |   |
|--|---|
| <b>a</b> <i>a degree is a starting point</i> | <b>c</b> <i>multi-level engagements</i> |
| <b>b</b> <i>solutions-focused people</i>     | <b>d</b> <i>to come on stream</i>       |

## A7.6 Language focus: Defining relative clauses

### Relative clauses

#### What is a defining relative clause?

- *Our sales and marketing people work with large companies and organisations which operate in many different areas.*

The relative clause in this sentence tells us exactly which kinds of companies their sales and marketing people work with. The relative clause serves to define or make clear what the sentence is about. We call this kind of relative clause a defining relative clause.

We can use defining relative clauses to give definitions.

#### For example:

- *An x-ray machine is a piece of equipment which uses radiation to photograph the inside of someone's body.*
- *A surgeon is someone who performs operations.*

#### Non-defining relative clauses

Non-defining relative clauses, on the other hand, add extra information which is not essential in identifying what or who is being talked about.

**For example:** *My sister, who always wears bright colours, wants to design clothes.*

#### Commas

Commas are used in a sentence containing a non-defining relative clause but not in a sentence containing a defining relative clause.

#### Who, which or that?

We can replace *which* or *who* with *that* in a defining relative clause.

- *Our sales and marketing people work with large companies and organisations that operate in many different areas.*

We cannot use *that* in non-defining relative clauses.

#### Omitting who, which or that

In defining relative clauses where *which*, *who* or *that* are the object and not the subject of the clause, we can omit the relative pronoun.

#### For example:

- *I like the dress (which) you were wearing yesterday = we can omit which.*
- *I spoke to the woman who was wearing a black dress = We cannot omit who.*

#### Reduced relative clauses

In this kind of defining relative clause, where the pronoun is the object of the clause we can sometimes remove the verb too.

- After *be* as a main verb, if it is followed by a prepositional phrase.

**For example:** *The book which is in your hand is mine./The book in your hand is mine.*

- After *be* as an auxiliary, either in the progressive form.

**For example:** *The boy who is playing football is my cousin./The boy playing football is my cousin.*

- Or the passive: *The book which was presented to me as a prize is very useful./The book presented to me as a prize is very useful.*

- After other forms of the verb which are changed to the present participle: *The man who lives next door is a policeman./The man living next door is a policeman.*

- *Our sales and marketing people work with large companies and organisations operating in many different areas.*



**1 Add commas where necessary in the sentences below:**

- 1 Some of the banana trees which grow behind our house are diseased.
- 2 My brother who works on the radio is my favourite of all my brothers.
- 3 The girl in my class who resembles my sister is in fact a distant relative.
- 4 Our speaker who had travelled to many parts of the world gave an interesting talk.
- 5 The moon which moves around the Earth once in about 29 days is about 384,000 kilometres from us.
- 6 I am just finishing this exercise which is very easy.

**2 Omit the relative pronoun or make a reduced relative clause where possible in the sentences below:**

- 1 Wole Soyinka, who is Nigerian, was awarded the Nobel Prize for literature.
- 2 I'm part of a team which prepares budgets and sales targets.
- 3 The food, which is prepared in the school, is very good.
- 4 I've bought a suitcase which is made from a very light material.
- 5 I've never read a job advert which asks for someone with my skills.
- 6 I want a job which is well paid.
- 7 I'm in a band which is playing in a concert tonight.
- 8 I'm going to eat the chicken which is in the fridge, if no-one minds.

**3 Make sentences from the table below about the kind of person the employer you heard in the listening text is looking for.**

He is looking for someone ...	who	has will have is will be	in touch with the working environment. pride and enthusiasm in their work. passionate about our products. a degree. solutions focused. some ability with numbers.
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**4 With a partner, discuss why these qualities and skills are important for this job.**

**Example:** *He's looking for someone who has a degree because that demonstrates that you have some ability. I suppose he means that it shows you have a certain level of intelligence and that you are able to work hard.*

**5 Discuss with your partner whether or not this job would suit you. Begin like this:**

*This job would (not) suit me as I am (not) someone who ...*

## A7.7 Increase your word power: Skills and personal qualities

- 1** Work with a partner. Look at the qualities and skills listed below. Write the adjective form of as many of these as possible. Discuss the meanings of the words as you work through the list. Use a dictionary if necessary.

### Nouns

an eye for detail  
 communicator  
 confidence  
 determination  
 discretion  
 dynamism  
 experience  
 friendliness  
 gentleness  
 independence  
 intelligence  
 level-headedness  
 loyalty

multi-tasker  
 numeracy  
 passion  
 patience  
 problem-solving skills  
 punctuality  
 reliability  
 resourcefulness  
 self-motivator  
 team-player  
 technical know-how  
 trustworthiness  
 wit

- 2** Practise the pronunciation of the nouns and adjectives. Mark the stressed syllables in each word.
- 3** Go through the list and discuss the extent to which you possess each of these skills and qualities. Also discuss what sorts of jobs these qualities would be useful for, such as doctor, teacher and so on.

### Example:

Student A: I don't really have an eye for detail. I often overlook things and make silly mistakes.

Student B: Do you think you could train yourself to be good with details?

Student A: Maybe, to some extent. But I think I'm better at seeing the bigger picture.



## A7.8 Speaking: Qualifications and skills for different jobs

Study the language in this box:

### Making generalisations

- As a rule you would need to be ...
- Generally you would have to be ...
- Most of the time you wouldn't need to be very ...
- ... would be an essential/a must.

### Making exceptions

- There are exceptions of course, for example, when you would need to have ...
- Occasionally you would have to ... and this would require ...

- 1** Work in a group and look at the four job advertisements below. Choose a range of qualities and skills needed for each one (use the list above in A7.7 and/or your own ideas). Use the language in the box above to discuss each job. Think about the qualifications required. Make lists of between five and ten qualities and skills for each job.



**Job A****Airline pilots needed****Job B**

Personal assistant to the Managing Director of an international company required

**Job C**

We are looking for a customer relations manager for our luxury hotel

**Job D****Grendles Bank** is looking for an IT manager at its head office

- 2** Work in your group to rank the qualities and skills you have chosen for each job in order of priority. Study the language in the box before you start.

**Comparing qualities and skills**

Use this language when prioritising qualifications, qualities and skills needed for each job.

- *Good keyboard skills would be more important than the ability to speak French.*
- *You need to be more diplomatic as a cabin attendant than as a pilot.*
- *For a pilot, the most important skill is the ability to fly, rather than being diplomatic. You must have your pilot's licence.*

- 3** Compare your rankings with those of other groups. Be prepared to justify your decisions.

**A7.9 Writing: A profile**

- 1** Write a profile of a company or an occupation you would like to work in. For example, perhaps you would like to work in medicine or for a specific company. Your profile should be organised in sections. See the profile structure and the advice below:

**Company profile:**

- Name of company
- Location(s)
- Products or services
- Graduate employment possibilities
- Advantages and disadvantages of working for this company

**Occupational profile:**

- Name of occupation
- Organisations within this area and their locations
- Activities
- Graduate employment possibilities
- Advantages and disadvantages of working in this field

**How to write your profile:**

- Research your information.
- Write a first draft.
- Check it carefully and ask another student to check it and make suggestions for improvements.
- Write a final neat version.

- 2** Display your profile on the class wall and read the profiles by other students. Ask questions about the other profiles.



### A7.10 Reading: A poem

- 1** Many jobs involve risk. Why are people prepared to risk their lives for their jobs? In this poem we find out a taxi driver's answer to that question. Read the poem then answer the questions below.

#### A taxi driver on his death

When with prophetic eye I peer into the future  
I see that I shall perish upon this road  
Driving men that I do not know.  
This metallic monster that now I dictate,  
This docile elaborate horse,  
That in silence seems to simmer and strain,  
Shall surely revolt some tempting day.  
Thus shall I die; not that I care  
For any man's journey,  
Nor for proprietor's gain,  
Nor yet for love of my own.  
Not for these do I attempt the forbidden limits,  
For these defy the traffic-man and the cold cell,  
Risking everything for the little little more.  
They shall say, I know, who pick up my bones,  
"Poor chap, another victim to the ruthless machine" –  
Concealing my blood under the metal.

Timothy Wangusa

- 1 What is the taxi driver's prediction about his death?
- 2 What metaphors does he use to describe his taxi?
- 3 Why does the taxi driver think he is likely to die?
- 4 What three factors do not influence the taxi driver's decision to *attempt the forbidden limits*?
- 5 What is the reason he does this job?
- 6 Who and what does he defy when doing this?
- 7 How will the person who finds his body feel about the taxi driver's death?
- 8 Explain the meanings of these words and expressions as they are used in the poem.
  - docile
  - simmer and strain
  - proprietor
  - ruthless
- 9 What do you think is the poet's purpose in writing the poem?

- 2** With a partner, practise reading the poem aloud.

- 3** Discuss the following questions with your partner:

- 1 What is your opinion of the poem? Do you think it can persuade taxi drivers to drive more carefully?
- 2 Why do you think taxi drivers drive so fast?
- 3 What problems do taxi drivers face in their jobs?

**Part B****Objectives**

In this part of Unit 7 you will:

- talk about the process of applying for a job
- read texts used when applying for a job
- revise question forms
- extend your knowledge of the present perfect
- take part in a chain job interview
- write a letter of application
- look at ways of developing your reading
- do a listening and speaking assessment task.

**B7.1 Speaking: Applying for a job**

**Work in a group and discuss these questions together:**

- 1** Where can you find information about job vacancies?
- 2** What should you do if you want to apply for a job?
- 3** If you are a school leaver, what kinds of things can you include in your CV that an employer may be interested in knowing about?
- 4** What are employers looking for in a school leaver?
- 5** What are the stages involved in getting a job? Put these in the order in which they usually happen.
  - a** Receive a letter or telephone call offering you the job.
  - b** Go for an interview.
  - c** You are invited for interview/or rejected.
  - d** Send your letter and CV to the relevant person or department.
  - e** Write a CV.
  - f** See a job advertisement or hear about a vacancy.
  - g** Write a letter or make a phone call accepting the job.
  - h** Your referees are contacted.
  - i** Write a letter of application and/or fill in an application form.



## B7.2 Reading: A CV

1 Read this CV and answer the questions below.

### CV

**FULL NAME** Hadas Gurmu

**AGE** 19

**ADDRESS** 37 Market Road,  
Bishoftu

**SEX** Female

**DATE OF BIRTH** 1st March 1994

**HOME TELEPHONE** 64567

**FATHER'S NAME** Ato Gurmu Demmellash

**MOTHER'S NAME** Weizero Gete Ejigu

### EDUCATION

Valley Primary School 1998–2006

Bishoftu Secondary School 2006–2010

### EXAMS TAKEN

Certificate of Secondary Education 2010

### SUBJECTS PASSED

English

Mathematics

Geography

Civics

History

Biology

### WORK EXPERIENCE

For the last two years I have worked in my uncle's shop serving customers on Sundays and in school holidays.

### INTERESTS

Netball (member of school team 2006–2007)

Learning languages

Teaching reading to children at our church

- 1 Where does Hadas live?
- 2 How old was she when she started primary school?
- 3 How old was she when she left secondary school?
- 4 How many subjects did she pass in her school certificate?
- 5 What kind of work experience does she have?
- 6 What does she like doing in her free time?
- 7 What do you think of her CV?
  - Is it well-organised?
  - Do you think she has given enough information about herself?

- 2** Look at these job advertisements and, with your partner, decide which one is the most suitable for Hadas.

**Vacancy**

Front office staff for new resort hotel.  
Must have School Certificate, good knowledge of English, lively and pleasant personality.  
Apply: The Director of Personnel, Palm Tree Hotels Corporation, PO Box 43, Lalibela

**Vacancy**

Busy international trading company requires a registry assistant for general office work.  
Ability to use a computer and foreign languages an advantage.  
Write to: The Manager, Mountain Trading Ltd, PO Box 12 Adama

**Vacancy**

Kitchen assistant needed in lively restaurant in city centre. No previous cooking experience required. Suit school leaver.  
Apply: The Manager, Half Moon Restaurant Box 34 Addis Ababa

***Urgently required***

Male and female security staff for office building.  
Contact: The Personnel Manager, Securico, PO Box 35, Dire Dawa

***Looking for a career?***

National Airlines has vacancies for technical and non-technical ground staff and cabin crew.  
Apply with full details of yourself to the Chief Personnel Officer, PO Box 96 Addis Ababa

**We are recruiting ...**

A junior reporter for our newspaper. Please write with a full CV to  
The Editor, The Gazette, PO Box 51, Addis Ababa

**Urgently required**

General office assistant. Good English and Kiswahili needed. Write to:  
Weizero K. Wanambwa, Cross Border Trading PO Box 12



## B7.3 Reading: A letter of application

1 Read the different parts of the letter Hadas wrote to apply for one of these jobs.

<p>Part A</p> <p><i>I am 19-years-old and I left Bishoftu Secondary School last year with Certificate of Secondary Education passes in six subjects.</i></p>	<p>Part B</p> <p><i>Hadas Gurmu</i> (signature)</p>	
<p>Part C</p> <p><i>I have enclosed my CV which gives full details of my background and my referees who have said they will be glad to answer any further enquiries about me. If you would like to contact them, they are: my former headmistress Mrs Selassie of Bishoftu Secondary School PO Box 3456, DBishoftu; and my uncle who employed me in his shop, Mr Gessesse Ejigu, Market Stores and Trading, PO Box 4789, Bishoftu.</i></p>		
<p>Part D</p> <p><i>Enc: CV</i></p>	<p>Part E</p> <p><i>4 Market Road, Bishoftu</i></p>	<p>Part F</p> <p><i>I have seen your advertisement in The Citizen newspaper and I would like to apply for the post of junior registry assistant.</i></p>
<p>Part G</p> <p><i>15th March 20- -</i></p>	<p>Part H</p> <p><i>MountainTrading Ltd, PO Box 12, Adama</i></p>	
<p>Part I</p> <p><i>I would like to work in an office as I think I am suited to working with people and keeping records, writing letters, keeping accounts and so on. I have some experience of dealing with customers and keeping stock records as I have worked in my uncle's shop on Sundays and in school holidays for the last two years. I am interested in learning languages and in addition to Amharic, I speak Afan Oromo, English and a little French. These may be useful in your office. I do not have any computer skills but I am very keen to learn.</i></p>		
<p>Part J</p> <p><i>Yours faithfully</i></p>	<p>Part K</p> <p><i>Re: The post of junior administrative assistant in your company.</i></p>	<p>Part L</p> <p><i>Dear Sir/Madam</i></p>
<p>Part M</p> <p><i>I look forward very much to hearing from you.</i></p>	<p>Part N</p> <p><i>Meseret Gurmu</i></p>	<p>Part O</p> <p><i>The Manager,</i></p>

2 Work with a partner and discuss what order the different parts of the letter should go in and how they should be laid out on the page.

3 Write the complete letter out in your exercise book.



- 4** What do you think of the letter? Do you think Hadas would be invited for interview on the basis of this letter? Can you suggest any improvements?

### B7.4 Language focus: Different types of questions

- 1** Look at this list of interview questions and identify the question types used.

- 1 You are an Afan Oromo speaker, aren't you?
- 2 How long have you been working for your uncle?
- 3 Do you live in the city?
- 4 Would you mind telling me when you were born?
- 5 Haven't you ever used a computer?
- 6 Tell me about your interests.
- 7 You obtained your School Certificate last year?

- 2** Work with a partner and answer these questions about the interview questions.

- 1 What kind of questions do we ask when we know the answer, but are just checking?
- 2 What kind of question do we ask when we want to find out something personal or when we want someone to do something for us?
- 3 Which of these questions can be answered by a simple yes or no?
- 4 What kinds of questions do we ask when we want more than a one word answer?

### B7.5 Language focus: Present perfect

- 1** Look at the list of interview questions in the previous section. Which verb form is used in each question?

- present tense
- past simple
- present perfect

- 2** Explain why each of these verb forms is being used in these questions.

- 3** What is the difference between the verb forms used in questions 2 and 5? Why is each of them being used in these questions?

We use the *present perfect continuous* to talk about things that have been happening and are still going on.

**For example:**

- *School **has been going** quite well.*
- *I've **been working** quite steadily all year.*

It emphasises that something is still going on.

It is a bit different from the structure which is used to talk about things that have happened – that have been completed at some point before the present time: the *present perfect simple*.

**For example:**

- *I've **learned** a number of skills working in my uncle's shop.*
- *I'm quite pleased with what I've **achieved** this year.*

**4 Complete these sentences with the correct form of the verb in brackets: *has/have/ been doing or has/have done*. Note: You will need the negative form in places.**

- 1 The drama club \_\_\_\_\_ a new play for the end of term. (rehearse)
- 2 We \_\_\_\_\_ the first exercise. (already, finish)
- 3 I \_\_\_\_\_ my brother since yesterday afternoon. (not see)
- 4 My father \_\_\_\_\_ in another part of the country for a few weeks. (work)
- 5 I \_\_\_\_\_ been out much as I \_\_\_\_\_ a lot recently. (not go out) (study)
- 6 I \_\_\_\_\_ in the school choir since Form 1. (sing)
- 7 I \_\_\_\_\_ much today. (not eat)
- 8 I \_\_\_\_\_ malaria. (never)

**5 Think of some more questions to ask at a job interview:**

- in the present (for example: *Are you ...?*)
- in the past simple (for example: *When did you ...?*)
- in the present perfect simple and continuous (for example: *Have you ...? How long have you been ...?*)

**B7.6 Language focus: Verb + to infinitive**

1 When some verbs are followed by another verb, the second verb is the *to* infinitive, **for example**

*I can't afford to go out.*

*Let's agree to differ.*

*I've decided to finish my essay tonight.*

*I want to go home now.*

2 Some verbs are followed by an object before the *to* infinitive.

*I've invited all my friends to come to the house.*

*Our teacher warned us not to give in our homework late.*

*We must ask someone to help us.*

*I want my employees to speak foreign languages.*

Note: *want* is a verb that goes in both group 1 and group 2.

**Change the given sentences in the way indicated so they include a verb + to infinitive with or without an object.**

- 1 Please come to my party.  
I want *you to come to my party*.
- 2 This bag is very heavy. I can't carry it on my own.  
Please can you help ...
- 3 My mother must not know about this.  
I don't want ...
- 4 My boss said I would lose my job if I was late again.  
My boss warned ...
- 5 I'm interested in engineering.  
I want ...
- 6 The hotel says its staff must look smart.  
The hotel requires ...
- 7 The company is looking for a person who can answer the phone.  
The company wants ...
- 8 Remember you must go to the post office after school.  
Don't forget ...

**B7.7 Speaking:** Chain interview

**1** With a partner, make a list of about 12 questions that the Manager of Mountain Trading Ltd could ask Hadas.

- Choose suitable question types. For example, any questions that you ask about information that is given in Hadas's CV should be *checking* questions because the Manager should already have her CV.
- Use a variety of question types and verb forms.

**2** Think about how to ask these questions. For example, which questions should take a rising intonation at the end and which questions should take a falling intonation at the end? Mark the intonation on your questions and practise reading the questions aloud.

**Example:**

What other languages can you speak? (falling intonation)

**3** With your partner, ask and answer the questions: one of you should play the role of Meseret and the other plays the role of the Manager of Mountain Trading.

- Use the information in Hadas's CV.
- Make up any other information.

**4** Work in a large group of between eight to ten people and sit (or stand) in a circle.

- The first person asks one of his/her interview questions and the next person on the right has to answer as if they were Hadas.
- That same student now chooses one of his/her questions and asks the next person sitting on the right, who then has to answer.
- Continue in this way going round the circle.
- Anyone in the group can interrupt when one of the questions or answers is ungrammatical or inappropriate in some way, or includes incorrect information about Hadas.

**B7.8 Writing:** A letter of application**How to write a letter of application for a job**

When you apply for a job, you have to *sell* yourself. Every aspect of the letter is important: neat writing and appearance, clean paper, good use of English and correct spelling, all the necessary information, the correct length, polite in tone, a formal lay-out and style.

**Follow these steps:**

- Begin the letter by referring to the advertisement and the name of the newspaper where you saw it.
- Give necessary information about yourself: age, schools attended, examinations passed, subjects taken, languages spoken and so on.
- Give any other useful information such as relevant experience, posts of responsibility inside or outside school; if possible say why you think you may be suitable for this post.
- Include the names of two referees who are willing to answer questions about you. These should be responsible and respected people who are not related to you.

**1 Look at Hadas's letter in B7.3 and identify the expressions that do the following:**

- refer to where she saw the advertisement
- explain the reason for her letter
- introduce relevant experience
- introduce her referees
- close the letter

**2 Work on your own. Choose one of the jobs described in the advertisements in B7.2 that you would like to apply for and do the following tasks:**

- 1** Write your own CV using Hadas's CV as a model. Give as much information as you can about your experiences, achievements, interests and responsibilities both in school and outside.
- 2** Write a letter of application for the job. You can use Hadas's letter as a model.

**B7.9 Study skills:** Focus on reading

**A Predicting**

Thinking about what a text is going to be about is a very useful way of helping you to understand it. For example: just looking at the title, the way the text is organised and any sub-headings can give you a good idea of the content. In addition, predicting is something you can do as you read each paragraph and each sentence.

**1 Work on your own and predict possible endings for these sentences.**

- 1** Here is the weather forecast. It is likely to be hot and sunny in the east, but ...
- 2** Nairobi is the capital and largest ...
- 3** When the world price for coffee fell by 50 per cent, farmers ...
- 4** Not only has the scheme resulted in improved maternal health but infant mortality ...
- 5** The common cold is a contagious disease which infects the ...

**2 Compare your sentence endings with one or two other students and discuss the clues that enabled you to complete them.**

**3 Working together, write the ending of this paragraph in your exercise book.**

Cell phones were first developed in 1979 by the Swedish company Ericson. Initially they were large and heavy, but by the mid-1990s developments in the technology meant that small devices that could be easily held in the palm of the hand were available to the mass market. Over a decade later, the cell phone ...

**B** Guessing the meaning of unknown words

When you come across a word you don't know, what can you do to try to understand it, without looking it up in a dictionary or asking someone else to explain it?

There are some important features of the word that can help us to work out what it means:

- 1** Its context (what's the meaning of the rest of the sentence?)
- 2** Its grammar (what part of speech is it? Noun, verb, adjective? Does it look like a plural noun? What tense is it if it's a verb?)
- 3** Its construction (Does it have any prefixes or suffixes you recognise? Do you recognise its base? Is it compound? Do you recognise either part?)
- 4** Its similarity to a word in another language you know.

**1** Look at these words. Single words do not give you any contextual clues, but see if you can identify features 2–4 listed above.

- blunt
- unicycle
- malodorous
- wobbly
- understate

**2** Now look at the words in a context. Does it help you to understand them?

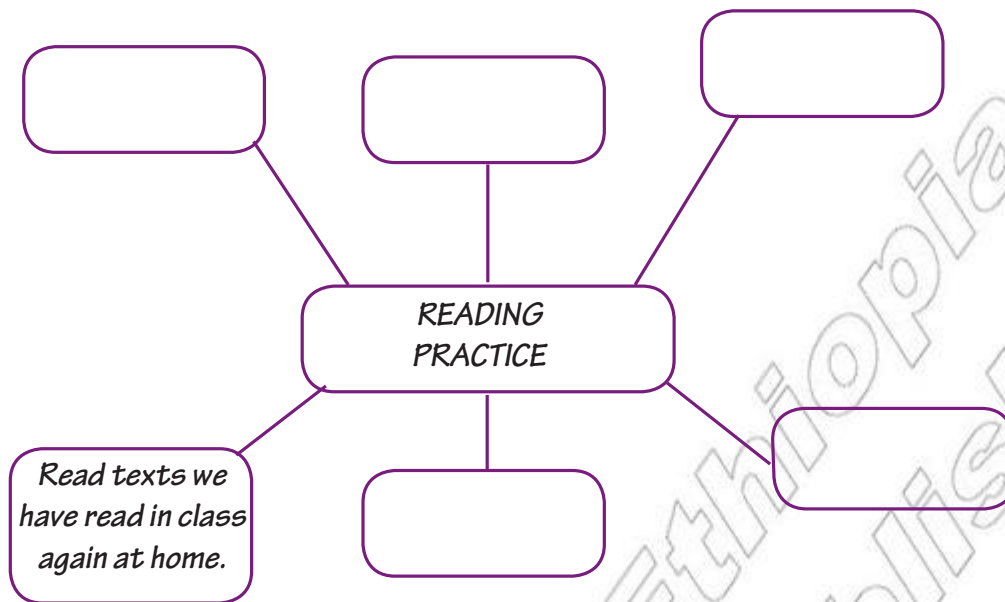
- 1** This knife is blunt and won't cut anything.
- 2** A malodorous presence greeted them as they opened the door, which made them gasp and cover their noses in horror.
- 3** You understate the massive scale of the disaster by saying that it has caused a few problems.
- 4** The circus clown made everyone laugh as he rode backwards and forwards on top of his unicycle, looking as though he would fall off at any moment.
- 5** Don't sit on that chair, it's unsafe. One of the legs is wobbly and could come off at any moment.

**3** This paragraph contains a number of nonsense words. Identify them and replace them with real words that fit the context.

Water is vital for life. It is two-thirds of our body's schlophen and 90 per cent of its volume. When we are ppitke it satisfies us, it kllrths our clothes when they are dirty and it modrties our crops. Every person needs four litres of water a day for cooking and drinking and at least another twenty litres to stay clean and healthy. However, water can carry xelops like bilharzia, malaria, dysentery and diarrhoea. The World Health Organization estimates that 80 per cent of all disease can be attributed to poor water and wethres. As many as 50,000 people lkel every day from diseases associated with dirty water. A further 1,500 million are awfthing from these diseases on that same day.

**C** Reading practice**1** The best way to improve your reading is to read more. How can you do this? Have a class discussion of ways you can read more in English everyday. For example, read one or two articles in a newspaper.

**2** Add the methods of reading practice that appeal to you to this mind map.



**3** Set yourself a goal for doing these things regularly throughout the remainder of Grade 12.

**Example:** *I'm going to do one of these reading practice ideas every week.*

## B7.10 Assessment

### 1 Listening and speaking

In B7.2 and B7.3 you looked at a CV and a letter of application for a job. Now your teacher will 'interview' you for this job.

- You can have your CV in front of you while you are being interviewed.
- Prepare some answers to likely questions before you start.

### 2 Writing

Your teacher will assess the letter of application for a job you wrote in B7.8.