

Learning Support Materials

English for Speakers of Other Languages: ESOL in Context – work (Higher)

Student Notes



Table of Contents

Personal Identity	Page
Describing jobs	
1. Present Employment	3
2. Work Experience	7
3. Skills and Abilities	10
4. Review and Remember 1	13
Applying for jobs	
5. Making Enquiries	15
6. Job Requirements	19
7. Job Adverts 1	23
8. Job Adverts 2	26
9. Review and Remember 2	28
10. Covering Letters 1	30
11. Covering Letters 2	33
12. Covering Letters 3	38
13. CVs 1	43
14. CVs 2	48
15. Review and Remember 3	53
Business Correspondence	
16. Emails, faxes and memos	56
17. Letters	61
18. Reports	64
19. Review and Remember 4	67
Workplace Issues	
20. Recruitment Practice	71
21. Discrimination	75
22. Training	77
23. Dress Code	79
24. Health and Safety	81
25. Review and Remember 5	83
Communication at work	
26. Meetings 1	84
27. Meetings 2	88
28. Meetings 3	90
29. Review and Remember 6	93
30. Telephoning 1	94
31. Telephoning 2	97
32. Email and the Internet	100
33. Disciplinary Issues	103
34. Review and Remember 7	106
Presentation Practice	
35. Work and Career	108
36. Communication at Work	110

Lesson
01 **Describing jobs**
Present Employment

	Task: Talking about jobs
Skills: Speaking, Listening	

Do you know the names of any of these jobs?



Self-study tip:



Use a section of your vocabulary notebook for language related to jobs.

Activity 1

Match the pictures above with the jobs:

- a) engineer
- b) dry cleaner
- c) road mender
- d) business woman
- e) electrician
- f) office cleaner

What do they do? Complete the sentences:

Example:

A dry cleaner dry-cleans clothes.

1. _____ cleans offices.
2. _____ is involved in business.
3. _____ puts in and maintains electric wires.

4. _____ mends and paints roads.
5. _____ designs and builds engines and machines, or roads and bridges.

Activity 2

If you want to be a doctor, academic qualifications are very important.
For some jobs, training and experience are more important.

For which of the jobs in Activity 1 do you think:

- a) qualifications are more important?
- b) training is more important?

Which jobs are well paid/badly paid:

- a) In another country you know well?
- b) In the UK?

Compare your ideas with a partner.

Activity 3

You will hear a short conversation between two friends, Eliana and Marek.

Which of the statements below is true about:

- 1. Eliana? _____
- 2. Marek? _____

- a) I'm a waitress.
- b) I work in a café.
- c) I'm working in a garage.
- d) I'm a student.
- e) I work part-time.
- f) I work full-time.
- g) I work night-shift.
- h) I'm unemployed.

Now complete the sentences with words from a-h above:

3. Someone who only works ten hours a week works _____.
4. If you can't find a job, you are _____.
5. Someone who works very late at night works _____.

What types of jobs usually have to work through the night?

Activity 4

Now ask about your partner and answer questions about yourself. You can begin with ...

- ◆ What about you?
 - ◆ What are you doing at the moment?
 - ◆ Are you just studying, or are you also working?
 - ◆ Where?
 - ◆ Full-time or part-time?
-

Activity 5

Play this with a partner. First, decide where these people work:

a) Customs officer, cleaner, air traffic controller, pilot.

b) Security guard, receptionist, student counsellor, lecturer.

c) Barman/ barmaid, ice cream seller, actor, manager.

Now have conversations with your partner like this:

- A: Where do you work?
B: At Edinburgh University.
A: Oh really? Are you a lecturer?
B: No, actually I'm a security guard.

See how long you can continue the game by talking about other workplaces too.

Homework task:



Some words are easily confused, such as 'job' and 'work'.

Complete the sentences below with 'job' or 'work'.

1. I've got a new _____.
2. I have to _____ late tonight.
3. My _____ is very important to me.
4. I have to go to a _____ interview tomorrow.
5. My last _____ was badly paid.
6. I have to go to _____ now.

Lesson
02

Describing jobs
Work Experience

Task: Talking about work experience

Skills: Speaking, Listening

Ask another student: 'What do you do?'

Find out if anyone else in the class does the same job.



Useful language for this lesson:

The hours are awful.
work experience
duration
badly/well paid

supermarket checkout
grocer's
clerk
flatmate

Activity 1

You will hear two people talking about their **work experience**. Before you listen, read the two paragraphs and decide what kind of information should go in the gaps.

Now listen and complete the sentences below.

Lola:

I've had (a)_____ jobs since I left school. First of all I worked in a (b)_____. That was when I was (c)_____. Then I worked at a (d)_____ checkout for a few months - that was really boring. Then, after I came to Scotland, I got a job as a (e)_____ in a (f)_____. I've worked there for (g)_____ months.

Francesco:

I've had many different jobs. I worked for (h)_____ as a (i)_____ in a small restaurant. After I came to Scotland I got a job in (j)_____ Heaven. It's really (k)_____ and the (l)_____ are awful. I'm looking for (m)_____.

Compare your answers with another student.

Activity 2

Look at sentences a) and b) below. In which case is the person still working there?

- a) I worked there for five months.
- b) I've worked there for five months.

Can you remember when to use the Past Simple and the Present Perfect?

We use the **Simple Past** to talk about events in the past which are finished or completed.

Example: I came to Scotland in January.

We use the **Present Perfect** to talk about:

- ◆ Actions or events which began in the past and continue into the present.
- ◆ Actions or events which happened in the past but are still important in the present.
- ◆ How often or for how long we have done something in our lives, or general life experience.

Example: I've lived here for two years.

The Present Perfect is not used to talk about exact times or dates. We use the Simple Past for this.

Now read the paragraphs about Lola and Francesco again, and underline all the verbs which are in the Present Perfect.

Activity 3

Write down three jobs that you have done. If you haven't had three jobs, choose three that you would like. Beside each job, write **the year you started** the job, and **how long** you did it for.
Example: bus driver 2003 (6 months)

Now ask a partner: "What jobs have you done?"
Then tell your partner about your work experience.

Before you begin, look at the example below:

A: What jobs have you done?

B: I've had three jobs. **In 2002** I worked in a grocer's **for a year** as a shop assistant. Then **in 2003** I worked in a call centre **for six months**. Finally, **in November 2003** I started working in an office as a clerk.

Activity 4

Now tell another student what jobs your partner has had.

Test yourself:



What's the difference in meaning between the two sentences below?

- a) I lived in Edinburgh for two years.
- b) I've lived in Edinburgh for two years.

Homework task:



Ask your flatmates or friends about their work experience.

Lesson
03

Describing jobs
Skills and Abilities

	Task: Describing job skills and abilities
Skill: Speaking	

What are you good at?

Tell a partner.



Useful language for this lesson:

personal qualities	indoors
skills	outdoors
work experience	uniform
training	equipment
qualifications	unemployed

Activity 1

Look at the jobs in the box below.

What do these people do? Tell another student:

waiter	dentist	soldier	chef	secretary
translator	dustman	photographer	accountant	
		nurse		

Activity 2

Tell your partner or group ...

- Which of the people above work:
 - outside?
 - indoors?
 - indoors and outdoors?
- Which of the people above:
 - wear a uniform?
 - need to use special equipment?
 - both?

3. Which jobs above are:
 - a) dirty?
 - b) exciting?
 - c) dangerous?
 - d) boring?
 - e) difficult?
 - f) interesting?

 4. Which of these people are;
 - a) badly paid?
 - b) well paid?
-

Activity 3

Look again at the list of jobs in Activity 1. What skills, abilities or personal qualities do people need to do these jobs? With a partner, choose from the lists A and B below:

A

abilities or skills:

able to type fast
able to speak more than one language fluently
be good at maths and arithmetic
be good at cooking

B

personal qualities:

patient		organised
caring	fit	
artistic		strong
polite	friendly	
creative	hard-working	

Activity 4

Which of the skills and personal qualities in Activity 3 apply to you?

Tell another student:

I'm (qualities).

I can

I'm good at

What skills would you like to learn? Tell your partner.

Example: I'm creative so I'd like to improve my writing skills.

Activity 5

Which of the jobs in Activity 1 would YOU like to do?

Which ones wouldn't you like to do?

Why?/Why not?

Tell another student, and give your reasons.

Now complete the sentences below:

I'd like to be a _____, because I'm good at/ I like _____ (doing something).

I wouldn't like to be a _____, because I'm not good at/ I don't like _____ (doing something).

Test yourself:



Look again at the list of personal qualities in Activity 3 - can you remember what they all mean?

Homework task:



How could you describe yourself to an employer? Write down a list of personal qualities and skills/abilities that describe you.

Lesson
04

Describing jobs
Review and Remember 1

What are the names of these jobs?



(a)



(b)



(c)

Useful language for this lesson:

The vocabulary from lessons 1-3

Activity 1

How many jobs can you remember?

Write them down - you have five minutes!

Activity 2

What sorts of things are you good at? Make a list. 'Good at' can be followed by a verb or a noun.

Example: I'm good at driving, Maths, typing and cooking.

Activity 3

Look again at the list of jobs in Lesson 1, Activity 1. Take turns to choose a job (but don't tell anyone which job you have chosen). The others must ask questions to find out what the person does.

Example: Do you work outdoors?
Do you have to wear a uniform?
Is your job dangerous?
Are you well paid?
Do you need qualifications to do your job?
Do you work with other people?

Activity 4

Swap the lists you wrote in Activity 2 with another student. Now look again at the list of jobs you wrote in Activity 1.

Which job would be best for your partner?

Tell him/ her, and explain why.

Homework task:



Use appropriate forms of the verbs (either Simple Past or Present Perfect) to complete the sentences:

1. When I was 17 years old, I (work) _____ in a factory.
2. I love this house; I (live) _____ here for three years.
3. I'm bored with this job now; I (do) _____ it for three years.
4. Before I came to Scotland, I (live) _____ in Taiwan.
5. I (start) _____ my job in June 2003.
6. I (not do) _____ any secretarial work before.

Lesson
05

Applying for jobs

Making Enquiries

	Task: Asking questions
Skill: Speaking, Listening	

You should think about a place you know well and ask another student:

- ◆ Is it common for teenagers to do part time jobs there?
- ◆ Have you had one? If so, how did you find it?



Useful language for this lesson:

job centre

salary

hours/hourly rate

telesales operator

postal worker

job description

organised

punctual

to be on your feet all day

regular/irregular shifts

Activity 1

You should think about a place you know well. How do people look for work there?

How do people look for work here? Think of three ways:

Activity 2

If you're looking for work in the UK, a good place to start is the Job Centre.

You see a job that you're interested in - a swimming pool attendant. You're a keen swimmer and already have a life-saving qualification so you think you would be suitable.

Discuss with a partner:

- a) Would you need training to do this job?

- b) Would you have to work regular or irregular shifts?
- c) Would it involve being on your feet all day?
- d) Would the job interest you? Why?/Why not?

If someone wanted to find out about this job, what questions could he/she ask? Write some questions: (an example has been done for you).

- 1. How *much is it an hour?* / *What's the hourly rate?*
 - 2. Where _____ ?
 - 3. How many _____ ?
 - 4. Do I need a _____ ?
 - 5. Do I have to wear _____ ?
 - 6. Does it involve _____ ?
 - 7. _____ ?
 - 8. _____ ?
-

Activity 3

Victor is at the Job Centre, asking about the job of swimming pool attendant. Which of his questions are the same as yours? How many are different?

Listen and complete the questions:

- 1. How much _____ ?
 - 2. Where _____ ?
 - 3. How many _____ ?
 - 4. Do I need a _____ ?
 - 5. Do I have to wear _____ ?
 - 6. Does it involve _____ ?
 - 7. Would I get _____ ?
 - 8. Do I have to have _____ ?
-

Activity 4

- 1. What do these people do?
 - a) sales assistant
 - b) telesales operator

2. What skills or abilities do they need? Complete the sentences:

a) A sales assistant needs to be able to

_____.

b) He/she has to be good at

_____.

c) A telesales operator needs to be able to

_____.

d) He/she has to be good at

_____.

Now compare your answers with another pair.

3. Your teacher will give you some information about a job which your partner is interested in. He/she has some information about a job that you want to know more about. Take turns to find out as much as you can. Afterwards, tell your partner if you are still interested in the job, and why or why not.

Student A is enquiring about a job as a telesales operator.
Student B wants to know more about a job as a sales assistant.

Activity 5

Mark these statements True (T) or False (F) for you:

- | | |
|--|-----|
| 1. I prefer working on my own. | T F |
| 2. I'm a team player; I enjoy working with other people. | T F |
| 3. I enjoy a technical challenge. | T F |
| 4. I'm a technophobe (someone who has a fear of technology). | T F |
| 5. I have good IT (computer) skills. | T F |
| 6. I have basic IT skills but would like to learn more. | T F |
| 7. I've never/hardly ever used a computer. | T F |
| 8. I'm good at persuading people. | T F |
| 9. I'm shy. | T F |
| 10. I'm creative. | T F |
| 11. I'm methodical and well-organised. | T F |

12. I'd like to become better organised.

T F

Now compare your answers with a partner.

Would you be suited to similar sorts of jobs, or very different ones?

Homework task:



Divide these jobs into three groups in the table below:

kitchen assistant	delivery man
checkout assistant	despatch rider
telesales operator	shelf stacker
delicatessen assistant	postal worker
barman	barmaid

bar work / catering	drivers / deliveries	sales

Write a paragraph to describe which would be your first choice and which would be your last choice out of the list. Use comparative language.

Lesson
06

Applying for jobs

Job Requirements

	Task: Listening to job requirements
Skill: Listening, Speaking	

Ask another student: 'What was the last job you applied for? Did you get it?'



Useful language for this lesson:

Job Centre	flexi-time
vacancies	early/late shifts
recruitment	split shifts
(a week's) lying time	revolving shifts
have/take/get a (lunch) break	9 to 5
permanent/temporary post	overtime
previous employer	

Self-study tip:



Ask your flatmates or friends about their jobs. For example, do they work '9 to 5' or different shifts?

Activity 1

You pass signs saying 'Situations Vacant' and 'Recruitment taking place this week'. What do they mean?

Now ask if your partner is thinking of applying for a job in the near future.

Activity 2

Eva wants to find out more about a job. Listen to the first part of a conversation between her and a clerk. What job is she interested in?

Eva: Could you tell me more about the (a) _____ job, please?

Clerk: Certainly. Just a moment while I find it ... What's your name?
Eva: Eva. Eva Kubin.
Clerk: Thanks. K-U-B-I-N?
Eva: Yes.
Clerk: Thank you. Now, here we are: "(b) _____ required immediately". So, what would you like to know?
Eva: Um, how much is it (c) _____?
Clerk: It's (d) _____ per hour.
Eva: I see. And where is it exactly?
Clerk: It's based in the main (e) _____, in Brunswick Rd.
Eva: How many (f) _____ is it per week?
Clerk: It's (g) _____ hours a week, with the chance of overtime.
Eva: Is it (h) _____, or different shifts?
Clerk: Er, it's (i) _____ shifts.

Before you listen for a second time, read through the text and try to decide what sort of word(s) are missing, e.g. a noun or a verb. Now listen again and complete the sentences.

Activity 3

What other information do you think Eva will need? Discuss with your partner, and note down your ideas.

Now listen to the second part of the conversation. Did she find out about the things you noted down above?

Eva: Do I need a (a) _____?
Clerk: No, there's no travel involved.
Eva: Oh, so it isn't posting letters, then. What _____?
Clerk: It's (c) _____ - it's an office job.
Eva: I see. Do I have to wear (d) _____?
Clerk: Ah, yes. The uniform is provided.
Eva: Would I get (e) _____?
Clerk: Yes. You don't need any (f) _____. Are you interested?
Would you like an (g) _____?
Eva: Yes please.

Read the text and decide what sort of information should go in the gaps.

Now listen and again and complete the text.

Activity 4

What hours do you work?

Choose words from the right-hand column of the Useful language box to complete the sentences below:

1. Many people in Britain work _____.
This means that you can choose whether to start work at, for example, eight, nine or ten a.m. and finish at four, five or six p.m.
2. In some jobs you may be asked to work _____, that is, additional hours. You should check whether they will pay you extra to do this.
3. If you work _____ it means you work for two separate periods in one day, e.g. 11-3 and 6-10.
4. Someone who works _____ may work afternoons one week, evenings the next and nights the following week.

Discuss these questions with a partner:

- a) What hours do you prefer to work? Why?
- b) Have you ever worked any of the different kinds of shifts described above? If so, which one(s)? Was it easy or difficult? Why?
- c) Is flexi-time common in your country? Do you think it's a good idea? Why?/Why not?

Activity 5

Complete the sentences with vocabulary from below (the first one is done for you):

lying time	temporary post contract	wheelchair access
------------	-------------------------	-------------------

1. When you begin a job you should be given a _____ *contract* _____. This is a legal document which describes your work conditions, including the number of hours you have agreed to work.

2. It is common practice for weekly-paid workers to have to work a week's _____. This means that they are not paid until the end of the second week, instead of at the end of the first.

3. A _____ is a job which only lasts for a short time.

4. If you have a physical disability it is important to find out if a workplace has _____.

Activity 6

What do you think?

Discuss these questions with your partner or group:

- a) Think about a place you know well. Do many buildings have wheelchair access in your country? Do you think that more are needed?
- b) Why is it a good idea to have a contract?
- c) Have you ever done a job for which you did not have a contract? If so, how did you feel about it?

Test yourself:



How many kinds of shift can you remember? Write them down.

Homework task:



Choose six words from the Useful language box and write sentences with them.

Lesson
07

Applying for jobs

Job Adverts 1

	Task: Reading job adverts
Skill: Reading	

Where can you find job adverts?



Useful language for this lesson:

open day	(self) motivated
application pack	dedicated
customer service	enthusiastic
support worker	committed
housekeeper	capable
perm./temp. positions	numeracy skills
team player	IT skills
	keyboard skills

Activity 1

Work with a partner. Write down at least one job that requires:

- a) good keyboard skills
- b) good IT skills
- c) numeracy skills
- d) good communication skills
- e) smart appearance
- f) a good level of fitness
- g) friendly manner

Which of the skills and qualities above do you have? Which would you like to have? Tell a partner.

Help yourself to learn these terms by grouping them together in your vocabulary notebook.

Activity 2

What do these people do? Discuss your ideas with a partner.

- a) Home help
- b) Relief care worker
- c) Customer service adviser
- d) Clerical assistant
- e) Junior hair stylist
- f) General site labourer

Which of the skills or qualities in Activity 1 might these people need?

In your vocabulary notebook, divide jobs into different types, for example 'skilled', 'semi-skilled' and 'unskilled'.

Activity 3

Read the job advertisement below:

Immediate Perm. And Temp. Contact Centre Vacancies
(Aberdeen City Centre)

Ideally you should have previous experience of Sales, Telesales or Customer Service. Applicants should be friendly, motivated team players with a good phone manner.

- ◆ Students welcome
- ◆ Full-time, Part-time or Weekends
- ◆ Salary £6ph
- ◆ Hours to suit all

For application pack, contact:
Telesales Recruitment Limited,
4 Central Business Park,
Aberdeen AH3 4TY

or visit our website at www.telesalesrecruitment.co.uk

Now answer these questions:

- A) What do you think 'perm.' and 'temp' are abbreviations of?
- B) Are the following statements True (T) or False (F)? If false, why?
- 1) The job involves:
 - a) selling televisions.
 - b) selling something.
 - c) speaking on the phone.
 - d) being a student.
 - 2) A successful applicant must:
 - a) have previous experience of sales or customer service.
 - b) work at weekends.
 - c) be able to work with other people.
 - d) have a good phone manner.
- C) What is the rate of pay?
- D) Which of the skills and qualities mentioned in Activity 1 are necessary for this job?
-

Activity 4

Look at the adjectives and skills in the Useful language box. Which ones would be useful for the job advertised in Activity 3? Which wouldn't be very useful? Why?/Why not? Tell a partner.

Homework task:



Look at the jobs page in the local paper, and circle all the jobs which interest you.

Choose one, and write a list of skills and qualities which would be useful for that job.

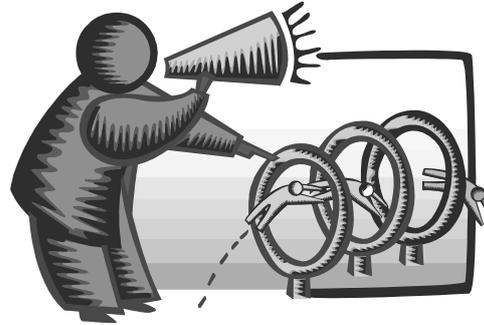
Lesson
08

Applying for jobs

Job Adverts 2

	Task: Extracting information
Skill: Reading	

Do you want to be the boss?



Useful language for this lesson:

a niche	HRM/HR
to foster something	industrial relations
an income stream	employee relations
strategic	drive
tactical	pivotal
a track record	in strictest confidence

Self-study tip:



Reading a variety of adverts will help you to expand your knowledge of vocabulary and style of language e.g. what adjectives are used the most?

Activity 1

Your teacher will give you two adverts to look at.

- Where would you find adverts like these?
- Why are they different to the adverts you've looked at before?

Activity 2

a) Answer these questions about both adverts:

- Which industrial sectors are these jobs in?
- Who is "our client" in advert a and advert b?
- Both adverts refer to a package – what is this?

b) The following questions refer to Advert A:

1. What is HR? Is it different to HRM?
2. What is the difference between strategic and tactical?
3. What is Industrial Relations? Is it different to Employee Relations?
4. What are the skills and qualities required for this job?
5. Will the person who gets this job be very important and influential? What word gives you the answer to this?

c) The following questions refer to Advert B:

1. What does “c. £150k” mean?
2. What are “benefits”?
3. What is a “niche sector”?
4. What is the meaning of “have fostered”?
5. Why does this advert refer to a word that describes a small river?
6. If the business is “self-standing”, it relies on other parts of the company. T/F
7. Why does “Group” have a capital letter?
8. What is a “track record”?
9. Why is “sound” used as an adjective in “sound knowledge”?
10. What is “remuneration”?

Activity 3

Look at the adverts your teacher gives you for an equivalent level of job.

- a) Is the vocabulary and style similar?
- b) If you had the required skills and experience, which advert is the most persuasive in making you apply? Explain your reasons to your partner.

Test yourself:



What adjectives are used when describing the qualities required for senior level jobs?

Homework task:



Look at the job pages of a national newspaper and see how many jobs use similar vocabulary to the adverts you've looked at today. Pick out 5 new words to describe qualities and/or skills and record them in your vocabulary book to discuss with your teacher.

Lesson
09

Applying for jobs
Review and Remember 2

If you could do any job in the world, what would it be, and why?

Tell a partner.



Useful language for this lesson:

Language from Lessons 5-8

Activity 1

A friend has his/her first job interview tomorrow, and has asked you for some advice. With a partner, make two lists: (you have 5 minutes)

do	do not

Activity 2

You're going to do a group activity. Read the instructions below and complete the exercise:

- a) With your group, choose a job and make a list of skills and qualities that someone would need to do the job.
- b) Now write a brief job advert for the job, and stick it on the wall so the other group can read it.
- c) Now read the others groups' adverts. At least two people in your group should apply for each job.
- d) The job applications should prepare what they are going to say about their past work experience, and why they want the job. The interviewers should prepare some questions.
- e) The interviewers should now interview the job applicants and decide who is most suitable for the job.
- f) The interviewers should announce their decision and explain their choice.

Homework task:



Go into the nearest Job Centre if you can, and make a note of any interesting jobs and their details.

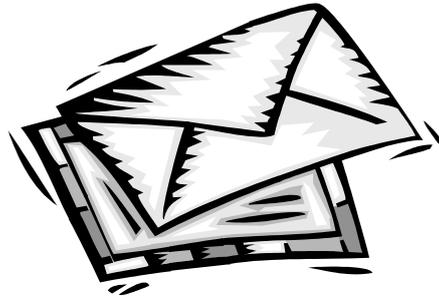
Alternatively, find the Jobs Vacant page of the local newspaper and find five interesting jobs. What qualifications, training or skills do they require? Write them down.

Lesson
10 **Applying for jobs**
Covering Letters 1

	Task: Writing a speculative letter of application
Skills: Writing	

In pairs discuss the following:

- ◆ When looking for work, what is a *speculative* letter or email?
- ◆ Has anyone in the class written one of these?
- ◆ Do they work?



Discuss with your classmates.

Useful language for this lesson:

speculative/to speculate
potential employer

position
customer service/care

Self-study tip:



There are many good books available on writing letters of application and CVs. Ask for further assistance at your local Library and Careers Centre.

Activity 1

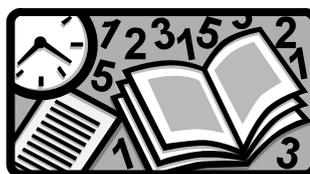
Read the speculative letter on the next page written by David Ho to a potential employer.

Study the layout and content of David's letter to Betsy Perkins.

In small groups discuss how the letter has been designed and written to assist the reader (Mrs Perkins).

Make a list of the points you agree on.

Compare your list with other groups. Write a class list of key recommendations to help write a good, clear letter in the future.



To: Betsy Perkins (Manager)
Campbell Call Centres
Edinburgh
EH33 999

From: David Ho
32, Bash Hill Lane
Edinburgh
EH89 007
Tel: 0213 223 3333

29 February 2004

Dear Mrs Perkins

Re: Possible Position with Campbell Call Centres

I read with interest about your company's expansion into new offices in Leith, Edinburgh. I send this letter in the hope that you are looking to recruit new staff in the near future.

I am 19 years old and am currently taking a gap year before starting college in September. I plan to study an HND in Business Studies. I have recently obtained three SQA Higher examinations in English Language, Computer Studies and Business Skills. I recently completed a short introductory course in Customer Care at evening school.

I am very interested in increasing both my IT knowledge and my work experience in a customer service organisation such as Campbell Call Centres. I believe I have a great deal of enthusiasm and commitment to offer and was considered a good team worker and reliable employee at my last place of work, Billy's Biscuits in Motherwell.

If you would like further information I would be delighted to send a full CV and covering letter.

Thank you for considering this speculative letter and I look forward to receiving your reply.

With kind regards

David Ho
David Ho

E-mail: Daveho233@hotmail.com

Activity 2

It is now two weeks after David wrote his letter. David is not very confident about his English so he has asked his friend Sylvester to phone Betsy Perkins to check on the progress of his letter. Sylvester pretends to be David!

You do not need to write anything during the first listening. You should just listen and underline the differences.

Listen to the dialogue between Sylvester and Betsy Perkins. Listen to the details Sylvester supplies and underline any differences with the information in David's letter.

Activity 3

Listen to the recording again and note down any mistakes that Sylvester makes:

At the end of the listening, working in pairs, compare the facts in the letter with Sylvester's information on the telephone.

Homework task:



Look through your local newspapers to try to find information about any organisations that are expanding or setting up business in your area. These organisations may be looking for new staff in the near future. Write a speculative letter to an organisation that interests you.

Lesson
11 **Applying for jobs**
Covering Letters 2

	Task: Writing a covering letter
Skill: Reading	

Discuss the following in pairs:

- ◆ Have you ever applied for a job in the UK?
- ◆ If so, did you write a covering letter or email?
- ◆ How important is it to send a good covering letter?



Useful language for this lesson:

covering letter	reference
vacancy	referee
skills	application
experience	apply

Self-study tip:

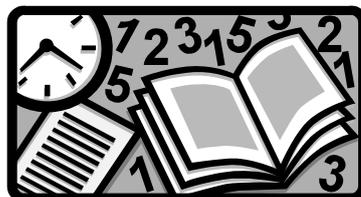


Go to your local library to find books on writing job application (covering) letters. Note down any useful phrases you come across.

Activity 1

Read the covering letter on the next page for an advertised job (below). The letter is incomplete. Look at the missing words in the box and decide where they should be placed within the text (there are some extra words).

sincerely	consider	references	vacancy
CV experience	abilities	confirm	skills
Call 3HG education	application	hearing	
	faithfully		
referees (attached)	opportunity	career	



To: Mr William Williams, Managing Director
Oxford Call Management Centre
Glasgow
GT1 7707

Bonita Shaw
Flat 31a,
Left Field Road
Dunfermline, Fife
HTR 7766

16 July, 2004

Ref: (1) _____

Dear Mr Williams,

Call Centre Holiday Relief Staff Post:

Thank you for discussing the above (2) _____ with me on the telephone this morning. I (3) _____ that I would like to apply for the position and forward this letter, my CV and names and addresses of two (4) _____, for you to (5) _____.

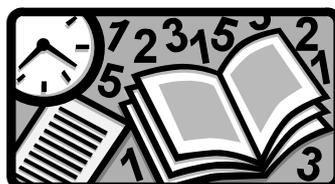
In addition to the skills and (6) _____ outlined in my (7) _____, I am currently working toward an SNVQ in Communication Skills. I have decided to return to part time (8) _____ to update my current (9) _____ and actively pursue a (10) _____ in the Communications Industry.

Thank you for considering this (11) _____ and, hopefully, I will have the (12) _____ of discussing the post further with you at a future interview.

I look forward to (13) _____ from you in the near future.

Yours (14) _____,

Bonita Shaw
Bonita Shaw



Activity 2

Look at phrases taken from the letter and try to put them into the correct order, without looking at Activity 1.

- ◆ I am currently working toward an SNVQ in Communication Skills.
- ◆ hopefully, I will have the opportunity to discuss the post further with you
- ◆ I look forward to hearing from you in the near future.
- ◆ Thank you for considering this application
- ◆ Thank you for discussing the above vacancy with me
- ◆ I confirm that I would like to apply for the position
- ◆ In addition to the skills and experience outlined in my CV
- ◆ I have decided to return to part time education

Activity 3

Now read the job advertisement below and answer the following questions:

1. What kind of job is advertised?
2. What personal qualities are required?
3. Is previous experience essential or desirable?
4. When does the job start?
5. How should you apply for the job?

Wanted: Sales Advisers for 'THIS' Bank
(Part-time and full-time)

Our contact centre services have the experience of working with highly skilled and qualified people to put in place the best customer sales and service solutions.

We are seeking highly motivated and confident individuals with a good standard of education and strong customer relationship skills.

We have immediate vacancies for both experienced sales people and individuals who lack direct experience but can demonstrate motivation and sales potential.

We offer:

- ◆ Competitive salary of £13K
- ◆ City Centre Locations
- ◆ Good Holidays
- ◆ Benefits Package and Health Care

Email Tessa today and tell her why you would make a great member of our sales team: Tessa@i234.this.com

Activity 4

What attracts you (or does not attract you) to applying for this job?
Explain why you would or why you would not apply for it.

Activity 5

Now write a short email replying to the above job advertisement:

- ◆ Explain which job you are applying for and why.
I would like to apply for the position of _____
- ◆ Say you are attaching your CV and what you are currently doing.
In addition to the skills and experience outlined in my CV,
- ◆ Thank her and refer to future contact/interview.
Thank you for _____
- ◆ Bring the letter to a close.

Write no more than 100 words. Use the template below to help you:

To...	<input type="text"/>
Cc...	<input type="text"/>
Subject:	<input type="text"/>
<div style="border: 1px solid black; height: 400px; width: 100%;"></div>	

Homework task:



Find a job advertisement (in a newspaper or on the Internet) that interests you. Write a covering letter/email for the job.



Lesson
12

Applying for jobs
Covering Letters 3

	Task: Deciding what employers want
Skill: Writing	

In groups, discuss what your ideal job or career would be in:

- ◆ 1 year
- ◆ 5 years
- ◆ 10 years



Useful language for this lesson:

skills	shift work
training and development	customer service
flexible	representative
annual salary/pay	subsidised benefits
bonus	benefits and pension provision
performance-related pay/bonus	determination and experience

Self-study tip:



Find advertisements for jobs that interest you and practise writing letters of application. Pay particular attention to the personal qualities, skills and experience required.

Activity 1

The following three job advertisements appeared in your local newspaper on Friday. Read them quickly and answer the following questions:

- a. What kind of jobs are they?
- b. Which one pays the most?
- c. Which is the most challenging?
- d. Which job would you personally find most interesting? Why?



1.

BIZ Bank Plc

‘The world’s greatest bank, ever ...’

Customer Service Representatives

Edinburgh Park, South-Gyle, £12,400 rising to 5% after initial training and annual performance related bonus of up to 25%.

At BIZ Bank we offer a varied and flexible working pattern to fit in with your lifestyle. Whether you are looking to start a career in banking or looking for a great source of extra income you’ll benefit from our award winning training and friendly and inclusive culture.

Our Customer Representatives help our customers with all kinds of queries. One minute you may be checking a caller’s balance and the next dealing with something more complex. Each time you answer the phone you will give accurate and sound advice to our customers.

We are looking for dynamic and enthusiastic people who can think on their feet and be comfortable working as part of a team. You must have a minimum of two Higher Grades in any subject and be prepared to train and work hard to achieve your goals.

Do you want to be part of a winning team?

Write with your CV to Glen Gordon, Human Resource Department, BIZ Bank, South Gyle, Edinburgh EH45 7TW

2.

Core Care Systems Ltd

www.carejob.com

Earn up to £400 p/w
Personal Care Assistants

Wanted to support physically challenged young people to live independent lives in their own homes.

- Live-in, free food and accommodation
- Temp or long term positions
- Flexible rota system
- Extended stay cash bonus
- Nationwide vacancies
- No experience needed and full training given

Driving licence and UK Work Permit essential

In return we need dedicated and motivated carers who have good people skills. A Higher in Social Studies would be an advantage.

For further information call: 0012 22777

3.

Edinburgh Emergency Ambulance Service

Control Centre Operators

£13,000 per annum

(Rising to £13,800 on completion of one year probationary period)

Could you deal with the challenge of working within our Emergency Medical Control Centre in Edinburgh?

The Edinburgh Emergency Ambulance currently has vacancies for Emergency Call Handlers. If you are successful you will be responsible for answering emergency calls and by providing life saving advice, maintaining the first vital link in patient care.

This post offers excellent training benefits and long-term career prospects. The job is demanding but offers significant job satisfaction. You will join an experienced and dynamic team.

You must have an ability to work calmly in a crisis and be a reasonably fast keyboard operator. Candidates should have a good education and IT skills.

You may be asked to work on a rotating shift basis which includes some weekend working.

If you have the determination and the skills required then please telephone us on:

0142 5566998

or email personnel@edinburghsambulances1.com for an application pack.

Applications should be received by Monday 15 July

Activity 2

Read each advertisement again and, with a partner, place the key language into the table on the next page.

For instance, if a position requires some 'sales experience' then you could write this in the 'Skills' column; if certain qualifications are required then place them in the 'Qualifications' column.



	BIZ Bank Plc	Core Care Systems Ltd	Edinburgh Ambulance Service
Skills and qualities required			
Qualifications required			
Job Description			
Training and Benefits			

Activity 3

Choose one of the advertised jobs and write a first draft of a one-sided letter of application.

Use the model in lesson 11 to help you, but try to match the job specifications in the advert with your own experience.

The covering letter should:

- ◆ Be dated, with your address and the address and the name of the person you wish to contact.

- ◆ Be maximum one side in length.
- ◆ Summarise your current situation and any details **not** included in your CV but which you think are important.
- ◆ The final copy should be on good quality paper and **not** hand-written.
- ◆ Show willingness to discuss your CV and job application at interview.

When you have finished, compare your letter with a partner.
Now check your letter for content with your teacher and the rest of the class.

Homework task:



Write up your letter as a WP document, paying particular attention to layout, punctuation and spelling.

Lesson
13

Applying for jobs
CVs 1

	Task: Deciding what to include in a CV
Skill: Speaking, Writing	

Discuss with a partner:

- ◆ What does 'CV' stand for?
- ◆ What is a CV? What is its purpose?
- ◆ When do you need to write one?
- ◆ Who is your 'audience', i.e. who will read it?
- ◆ Have you ever written a CV in English?



Useful language for this lesson:

occupation
qualification
achievement
marital Status

skill
referee
hobbies and interests
aspirations

Self-study tip:



Look for samples of CVs on the Internet and in books in your local library. Note down any ideas which may be useful to you later on when you write your CV.

Activity 1

In groups discuss the following questions and write down your answers.

1. Ideally, how long should a CV be?
2. Which of the following details would you include in a CV and why?
(✓ tick the ones you would include)
 - ◆ Photograph
 - ◆ Email and telephone number
 - ◆ Address
 - ◆ Date of Birth
 - ◆ Mother and Father's Occupations
 - ◆ Family details
 - ◆ Work experience to date

- ◆ Qualifications
- ◆ Hobbies and interests
- ◆ Height
- ◆ Weight
- ◆ Eye and hair colour, etc.
- ◆ Amount of salary you would like
- ◆ Your achievements
- ◆ All your grades at school and college
- ◆ Education
- ◆ Marital Status
- ◆ Number of children
- ◆ Age
- ◆ Nationality
- ◆ Skills (technical and others)
- ◆ Groups you belong to
- ◆ Driving Licence
- ◆ Health
- ◆ Your favourite colour
- ◆ Details of referees
- ◆ Your favourite football team

Check your answers with the other groups in your class and your teacher. Discuss some of the essential sections of a CV.

Your CV should include the following:

- ◆ Personal details (within reason).
- ◆ A brief paragraph on your 'personal profile' and aspirations.
- ◆ Your education and qualifications.
- ◆ Your work experience.
- ◆ Your other skills (IT or handcraft for instance).
- ◆ Your hobbies and interests.

Activity 2

It is easy to write factual details in a CV, for example, address, date of birth, qualifications, etc., but not so simple to think of skills which are relevant to a potential employer. In this section we shall consider which skills could be included in a CV.

Skills can be job-related or non-job-related. General skills could include reading, writing, communicating or working with your hands. However, these are too general to be included in a CV - you must be more specific.

Some specific examples are given below:

Reading	Ability to read in three languages: Chinese, Japanese and English
Communicating	Able to speak two languages fluently: Arabic and English
Writing	Experience in report-writing

Try to think of some more general skills and note them below in the left hand column on the next page. Then in the right hand column, begin to add more specific skills related to these:

general skill	specific skills
Writing	e.g. report-writing
Reading	
Communicating	
Working with hands	
Working with numbers	
Working with people	
Working with equipment	
Organising	

Designing/creating something	
Doing research	

Activity 3

Prepare some questions to ask a partner. You should ask about personal details relevant to a CV, education and qualifications, work experience, other skills and hobbies and interests.

When you are ready, ask your partner your questions and note down their answers in the table below:

personal details	
education and qualifications	
work experience	
other skills	
hobbies and interests	

Activity 4

Using the information from Activity 3, write a short paragraph about your partner. This should NOT be in the format of a CV, only a written outline (personal profile) of your partner's education and

qualifications, work experience, skills and hobbies and interests.

When you have finished, show it to your partner and ask them if they can add anything to it.

Homework task:



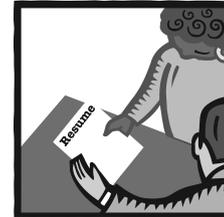
Try to write a short 'personal profile' to summarise your own skills and qualities. The profile should be around three sentences (or one paragraph) in length. Edit and rewrite your profile on a computer. Save it and keep it to help you write your CV in the next lesson.

Lesson
14

Applying for jobs
CVs 2

	Task: Writing a CV
Skill: Writing	

You are going to write a CV in class. In pairs, help each other to remember the key points concerning the design and content of a good, effective CV.



Useful language for this lesson:

style guide

effective

customer service

personal profile

layout

DOB (date of birth)

Self-study tip:



Look in the Library for books on CV writing or check the Internet for CV style guide sites. Some colleges and Web Recruitment Agents have good sites.

Activity 1

Read the template CV below. There are **ten mistakes** in the CV but it is generally a good model. Find the ten mistakes and underline them.

<p>Andrew Cho 144c Dundee Park Avenue Perth Perth and Kinross TGP 0R5</p> <p>Tel: 112266770 Email: agreig@dundee.com</p> <p>DOB:</p> <p style="text-align: right;">Place: Hong Kong</p> <p>Profile</p> <p>I am currently studying for a few highers and I expect to get them with good grades, no problem. I am a highly motivated person and a great team player. I really like to work on my own. I want to study Business at University and follow a career in commerce. I work part time in a café (see below) serving customers.</p>
--

Education	Dates
Higher Grades (in progress), Perth College, Perth	
<ul style="list-style-type: none">• Business Studies	2004/05
<ul style="list-style-type: none">• English Language	//
<ul style="list-style-type: none">• Computer Studies	//
School Leaving Certificate, Kou Lung High School, Hong Kong subject: Science history Chemistry English and maths, Computers	
Work Experience	
<ul style="list-style-type: none">• Junior Sales Executive for my uncle's company in Hong Kong Sales to Export customers, Customer Service and IT skills, I like my uncle and work hard for him when I was younger	
<ul style="list-style-type: none">• Café waiter P/T: Café Coco, High Street, Dundee Customer Service, waiting on tables and handling cash and credit card transactions, fire safety officer for building	
Hobbies	
<ul style="list-style-type: none">• I like Football, reading, movies, dancing and pubs etc	

Activity 2

With a partner, compare the CV errors above and write them down below.

Error

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Now check with your teacher and the rest of the class.

What did Andrew get right?

Activity 3

In pairs, help Andrew by re-writing his CV in the template below.

<p>Andrew Cho 144c Dundee Park Avenue Perth Perth and Kinross TGP 0R5</p>	
Profile:	
Education:	Dates:
Work Experience:	
Hobbies:	

Activity 4

Name:

Address:

Telephone:

Mobile:

Email:

Date and Place of Birth:

Personal Profile, including skills (One Paragraph):

Education and Qualifications:

Work Experience:

Interests and hobbies:

Now write your own draft CV in the template on the previous page. Ask your teacher to help you with your phrasing and language, and try to stick to a one-page CV format. Use the personal profile in Lesson 13.

Take your time and think carefully about your language. What effect will it have on a future employer or college lecturer? What skills do you want to highlight?

Test yourself:



What are the key points when designing and setting out your CV?

Homework task:



From your draft written in class, plan and type your CV as a computer document. Print and bring to class. Remember, it is important to lay out your document well, highlight key words and make it easy for another person to read.

Lesson
15

Applying for jobs
Review and Remember 3

Quiz time!



Activity 1

Test your memory and understanding with this quiz.

1. What is a speculative letter?
2. How long should a speculative letter be?
3. What expression describes looking after business clients?
(c c)
4. What is the name of the year sometimes taken between school and university/work?
5. When an employer has a position available, what is it called?
A. Career
B. Vacancy
C. Opportunity
D. Vacation
6. In a CV or covering letter, what is the difference between skills and experience?
7. What is the difference between reference and referee?
8. Name two personal qualities that would be required by sales people?
9. You are applying for a job in a large hotel as a management trainee. In your opinion, what previous experience would be *essential* and which experience would be *desirable*?
10. What does CV stand for?
11. What is another way of saying £18,000 *a year*?
12. Name three benefits that you would like to enjoy in a future job.
13. In what type of job would you expect to receive a performance related bonus?
14. What is the difference between shift working and flexible working?
15. Which of the following should you include in a CV:
A. Details of your appearance
B. Marital status
C. Skills
D. Referees' addresses

- E. Work experience
 - F. Family Details
 - G. A photograph
16. The following are general skills. Make more specific examples that could be included in a CV.
- A. Communicating
 - B. Writing
 - C. Working with equipment
17. What is a difference between a personal profile and a CV?
18. What do these abbreviations mean:
- A. DOB
 - B. P/T
19. What are the main sections of a CV?
20. A CV is often described as a personal sales document. Why is this so?

Now compare your answers with a partner and check with your teacher.

Activity 2

Study the job advertisement below and write a covering letter applying for one of the posts advertised.

Brickhouse DIY and Garden Centres, Scotland Ltd.

We are recruiting now for the following positions throughout Scotland:

1. Assistant Store Managers
2. Customer Advice representatives
3. Garden Centre Advisors

We are a busy and forward-looking DIY Group, ambitious for both our customers and our staff. Are you a self-starter with the ‘get up and go’ and the skills and ability to work in a team and deliver great customer service? If so, we want to hear from you.

In return we offer:

- Flexible Working
- Competitive Salary and Pay
- Benefits including Staff Discounts
- Career Progression for the right people
- Team Bonus and other rewards

Write or email us today for a new start in Scotland’s most exciting DIY and Garden Centre Emporium.

Homework task:



Check which answers you got correct and which ones you got wrong. Revise these questions to help you prepare for future lessons about work and employment.



Lesson
16

Business Correspondence

Emails, faxes and memos

	Task: Examining emails, faxes and memos
Skill: Writing	

Tell your partner about the last

- ◆ email you sent
- ◆ fax you received
- ◆ memo you received



Useful language for this lesson:

cc
broadband connection
attach (a file/document)
updated manual

recipient
to hand
transmit/transmission
uplift

Self-study tip:



When you note down a formal word, also note down its informal equivalent and vice versa.

Activity 1

Look at the following types of business correspondence. Which would you not send by email? Why?

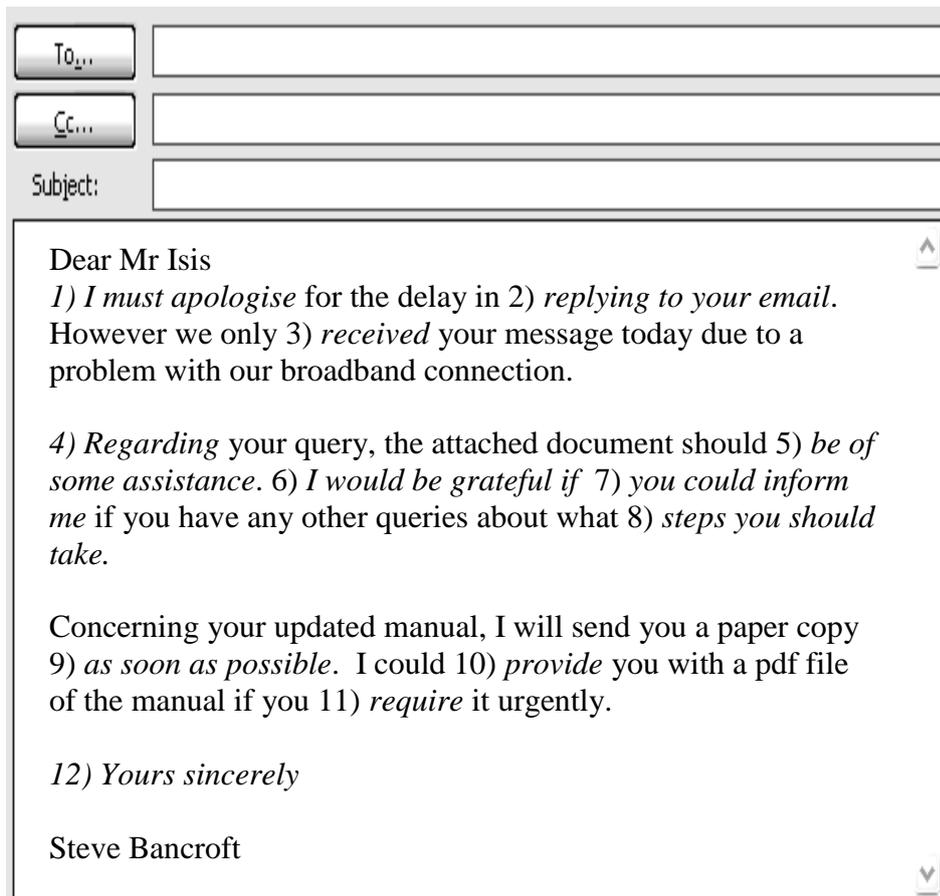
- a) Job application
- b) A quotation
- c) Arrangements for a meeting
- d) A formal complaint
- e) Enquiry about status of an order
- f) Confirmation of contract

Activity 2

When should you be formal in an email and when should you be informal?

Look at the email below.

- ◆ Is it formal, semi-formal, neutral or informal?
- ◆ Is the tone appropriate for an email of this type?



The screenshot shows an email client interface. At the top, there are three input fields: 'To...', 'Cc...', and 'Subject:'. Below these fields is the main body of the email, which contains the following text:

Dear Mr Isis

1) I must apologise for the delay in 2) replying to your email. However we only 3) received your message today due to a problem with our broadband connection.

4) Regarding your query, the attached document should 5) be of some assistance. 6) I would be grateful if 7) you could inform me if you have any other queries about what 8) steps you should take.

Concerning your updated manual, I will send you a paper copy *9) as soon as possible*. I could *10) provide* you with a pdf file of the manual if you *11) require* it urgently.

12) Yours sincerely

Steve Bancroft

Replace the phrases in italics with the phrases below to make the email less formal:

- | | |
|------------------------|----------------------------|
| a) asap | g) please |
| b) Regards | h) got |
| c) help you | i) (could you) let me know |
| d) need | j) Re |
| e) getting back to you | k) give/send |
| f) sorry | l) you should do |

Activity 3

Faxes can be presented in various formats such as in letter, memo or note form. The style of a fax message also varies, depending on the subject and recipient and may be formal, informal or neutral. Points can be numbered for clarity.

Read the fax below.

1. How is the layout of a fax different from an email?
2. What is this fax about?
3. Could this information also be emailed?
4. When are faxes used rather than email?

<i>Loch Tay Hotel</i>	
FAX TRANSMISSION	
To	Sara Haughton
From	Jenny Swinn
Fax No.	0141 837498
Date	3 May
No of pages	(including this) 1
Subject	Booking confirmation
<p>Dear Ms Haughton,</p> <p>This to confirm your booking for a single room from 7 to 10 May inclusive at a rate of £45 per night. As your booking was made through lastminute.com, please have your reference number to hand when you check-in.</p> <p>As requested, we will hold your room until 11pm on the night of arrival.</p> <p>We look forward to meeting you shortly.</p> <p>Yours sincerely Jenny Swinn Jenny Swinn</p>	

Activity 4

Mark the following statements T (True) or F (False) about memos.

1. Memos are usually for internal communication within a company.
2. Addresses are not necessary.
3. Memos are always short and should include only relevant information.
4. Memos are never formal.
5. Subject: is often a phrase beginning with a noun or just a noun.
6. Memos have standard phrases, openings and closings like letters.
7. Memos giving information or asking someone to do a normal work activity should simply end when all the information has been given.
8. You should sign your full name at the end of a memo.

Look at the memo below to check some of your answers.

To: All Staff
From: Paul Williams
Date: 14 September 2004
Subject: Invoices/Delivery notes

Please note all items of equipment/materials ordered by the college should, where possible, be delivered through Central Stores. It has come to my attention that recently there have been instances where staff have either uplifted or received direct to their department equipment ordered by the college.

If equipment is delivered direct to department, staff must notify Stores and check procedures have been followed. Only in exceptional circumstances should a member of staff uplift equipment.

Failure to comply with procedures will result in delayed payment and if suppliers do not receive payment on time they may hold/refuse future orders. Your assistance in this matter would be greatly appreciated.

PW

What is the problem?

What will happen if the problem is not solved?

Homework task:



Swap email addresses with another student. Pretend your partner is your boss at work. Email him/her to set up a meeting next week – remember to mention time, place and alternatives.

When you receive your partner's email, reply to it.

Lesson

17

Business Correspondence

Letters

	Task: Writing a letter
Skill: Writing	

What business letters have you received in the last week?

Tell a partner.



Useful language for this lesson:

salutation
signature

end-of-line
special requirements

Self-study tip:



When you receive a formal letter in English, make a note of useful language you find under the headings in Activity 2. You may need to add other headings for new language.

Activity 1

You're going to do a quiz about letters. In small groups, answer the following questions:

1. Paper which has a company's name and address already printed on it is called _____ paper.
2. At the top of the letter, the order is: sender's address, receiver's address, date, subject heading (if there is one), Dear ... *T/F*
3. It is normal to write *Mr Paul Irvine* in the first line of the receiver's address and underneath *Dear Mr Irvine* without the initial. *T/F*
4. If you were writing to Paula Irvine, what would you write as a salutation?
5. When you don't know a person's name, how should you begin and end the letter?
6. The salutation and close are always followed by a comma. *T/F*
7. What should you write if you are signing for another person? And if you are sending documents with the letter?
8. What do you write near the end of a letter if you expect a reply?

9. What ways do you know to close a letter?
10. What should be under your signature?

Activity 2

Work in small groups. Your teacher will give you standard phrases for writing letters. Arrange these phrases under the following headings:

1. Openings.
2. Apologising/giving bad news.
3. Asking for something.
4. Sending something.
5. Last paragraph.
6. Closing line.



Learn these phrases to help you write good business letters.

Activity 3

Choose one of the following topics. Where possible, adapt the topic to make it similar to documents you write in your job (if you have one).

1. Write a letter complaining about an end-of-line laptop your company recently purchased. Explain that it is not like it was in the advert and say what you want to happen.
2. Write a letter to a hotel to enquire about accommodation. Mention where you heard about them, type of room, dates, special requirements and ask about any special offers.
3. Write a letter to a company visitor/colleague telling them about a change in your plans. Give a reason and suggest an alternative.
4. Write a letter to a nearby hotel enquiring about a meeting room for your monthly departmental meeting. Mention numbers, times, facilities and any special requirements.

When you have finished, give your letter to another student - they are going to reply to your letter for homework.

Homework task:



Look at the letter you were given in Activity 3.

- ◆ Mark any mistakes/problems in understanding and suggest improvements.
- ◆ Write a reply to the letter.
- ◆ Give it to your partner when you next see them.

Lesson

18

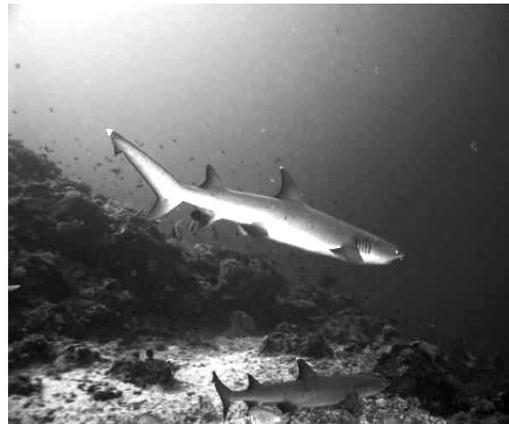
Business Correspondence

Reports

	Task: Writing a report
Skill: Writing	

Discuss with a partner:

- ◆ Have you ever written a report?
- ◆ How are reports different from other business correspondence?



Useful language for this lesson:

submit
aquarium
interactive
endangered species
insufficient

off-putting
eye-catching
publicity campaign
instigate
Park and Ride

Self-study tip:



Practise summarising texts you read. Ensure you only include relevant information and eliminate unnecessary words. Participle clauses are especially useful in summaries.

For example:

~~I visited the exhibition, then I went to the souvenir shop.~~
Having visited the exhibition, I went to the souvenir shop.

Activity 1

A report should be well-organised with information presented in a logical order.

There is no set layout for a report – the layout will depend on:

- ◆ the type of report
- ◆ the company style

A report will often include the sections on the next page in the order they appear. (Sometimes there is no summary near the

beginning.)

Match the sections with their definition:

section	definition
1) Title	a) How the information was gathered
2) (Executive) Summary	b) What the report is about
3) Introduction/ Terms of Reference	c) Explanation of facts and discussion of what they mean
4) Procedure	d) Suggestions for future actions
5) Findings	e) Short overview of the situation
6) Conclusions	f) Who asked for the report; its purpose/subject; submission date
7) Recommendations	g) Facts clearly stated – no opinions

Activity 2

Work in groups. Your teacher will give each of you a part of a report. Do not show your part to anyone else. Work with other students to put the report in order.

What would be an appropriate title for this report?

Activity 3

Read the following tips for reports and answer the questions.

1. **Keep the reader in mind.** Who is this report for and how would this affect the style of language?
2. **Be as brief and clear as possible.** Is this report brief and clear? Is any of it irrelevant?
3. **Organise the material clearly.** How does this report

- accomplish this?
4. **Use an impersonal style.** What grammatical structures are used?
 5. **Do not give opinions in a personal way (I think/I suggest).** How does this report give recommendations?
-

Activity 4

You work for a local tourist attraction (such as an art gallery, museum, theatre or castle).

Your boss has asked you to write a report:

- ◆ describing your visitors (where they are from, age group etc).
- ◆ what they like or dislike about your attraction.
- ◆ how you can encourage more people to visit.

Write between 250-300 words. Work with a partner.

Homework task:



Write a summary of your report.

Lesson
19

Business Correspondence

Review and remember 4

In lessons 16-18, you examined different types of business correspondence.

Tell a partner what you found most useful.



Useful language for this lesson:

Useful language from lessons 16-18

Self-study tip:



Review language you've learned in lessons 16-18 in a few weeks. In the meantime, try to use the new language as soon as you can, at work if possible.

Activity 1

Match the opening formats below with the type of correspondence:

1. Letter
2. Report
3. Fax
4. Memo
5. Email

a)

```
To: Shirley Lennox<slennox@.co.uk>  
Cc: Gareth Darrow<gdarrow@>  
Subject: Meeting to discuss quarterly  
performance  
Attachments: Quarterly Sales Report; Quarterly  
Financial Report
```

b)

Staff opinions on proposed smoking ban

Terms of reference

The management committee has requested this report with the aim of sounding staff views on banning smoking within the main building ...

c)

To: All staff
From: Jill Collins, Human Resources
Subject: Staff training - Presentations course
Date: 22nd September

d)

To: Norman Jenkins
From: Gavin Williams
Fax no: 01383 7829475
Date: 16th February
No of pages (including this one): 4
Subject: Possible candidate for Sales position

e)

JM Breweries
129 Bread
Street
Edinburgh

Western Coaches
3 North Bridge
Edinburgh

8th May 2004

Dear Sir or Madam,

**Staff Outing to Gleneagles for Scottish Open
Golfing Championships**

Activity 2

Rewrite the email on the next page in a less formal style by replacing the numbered phrases.



To...	
Cc...	
Subject:	
<p>Dear Mr Bancroft</p> <p>I wonder if you could (1) <i>be of assistance</i> with a problem I am having with the software I (2) <i>received</i> from your company a week ago (invoice number FR382). Whenever I (3) <i>attempt</i> to use the Insert option, the whole system crashes.</p> <p>(4) <i>I would be grateful if you could</i> (5) <i>inform</i> me what steps I should take to avoid this. (6) <i>In addition</i>, could you please (7) <i>provide me with</i> an updated version of the software.</p> <p>If you (8) <i>require</i> further information, (9) <i>I can be contacted</i> on 07984 277383. (10) <i>I look forward to your prompt reply</i>.</p> <p>(11) <i>Yours sincerely</i></p> <p>John Isis</p>	

Activity 3

Choose one the types of business correspondence in Activity 1 and continue it. Write between 250-350 words.

Lesson
20 **Workplace Issues**
Recruitment Practice

	Task: Comprehension and inference
Skill: Reading, Speaking	

How many marks would you get out of 10?!



Useful language for this lesson:

debt	a proposition
a resourcing manager	compensation
a threshold	intensive
an implication	far-reaching
cause and effect	to stand out
indiscriminate	forged
irrelevant	an acquisition

Activity 1

The picture above is how some people may see the recruitment process. Are employers looking for a person who scores 10 out of 10 all the time?

Who has the power in the recruitment process - the applicant or the employer?

Read the article below:

Graduate debt to affect pay

Rising student debt will force recruiters to rethink employment packages for graduates entering the workforce, the new Chairwoman of the Association of Graduate Recruiters (AGR) has told PM*.

“The propositions that employers make to recruit graduates are going to change,” said Alison Hodgson, also UK and Ireland resourcing manager for Sodexo. “Employers are going to have to be very conscious that graduates will have larger financial commitments than the graduates we work with now.”

Hodgson predicted changes in graduate compensation packages – for

example, offering a company car instead of a higher salary. She warned these changes would be directly linked to the government's proposal to change the repayment threshold for graduates. This is being voted on as part of the higher education bill this week.

Last week's AGR conference in London also saw speakers from the government and the private sector discuss the challenges facing graduates and their potential employees, and what kind of influence recruiters should have on the higher education curriculum.

"I do believe organisations should have an intensive involvement in the curriculum," said Hodgson. She said universities needed to place more emphasis on teaching students transferable skills, to make them more appealing to recruiters.

Hodgson would like to see more graduates understanding the far-reaching implications a single event can have on a particular organisation.

"At the top of my list is connection," said Hodgson, when asked what made a graduate stand out. "Graduates need to appreciate cause and effect".

*People Management

Source: People Management 29.01.04 p.10

Now answer these questions on the text:

1. Graduates will be able to demand higher salaries in the future.
T/F/DS
2. Hodgson believes that employers interfere too much in the development of Higher Education.
T/F/DS
3. Graduates are not able to deal with some workplace situations.
T/F/DS
4. Graduates would prefer to have a car than a higher salary.
T/F/DS
5. Graduates are unable to make themselves attractive to potential employers.
T/F/DS
6. Employers and politicians have recently been discussing possible changes to Universities' curriculum.
T/F/DS

Activity 2

In this unit you have looked at the language used to attract people to apply for jobs through adverts. Traditionally, adverts were placed in newspapers, but now electronic media is increasingly being used. Do you think this is a good idea?

Read the extracts below.

a)

Not so quick and easy

Online recruitment has at last taken off in the UK in the way that employers and industry have been anticipating, according to new figures. The latest survey from *IRS Employment Review* shows that 84 per cent of employers are making some use of electronic recruitment, and this rises to 94 per cent for employers with more than 10,000 staff. The majority of employers (82 per cent) are using their corporate web sites to attract applicants and advertise vacancies.

But the survey of 208 employers reveals a downside to the book: 60 per cent of organisations using the internet as a recruiting tool receive too many unsuitable applicants. Although convenient and cheap, the internet remains an indiscriminate tool when it comes to picking talent. Problems include irrelevant CVs, multiple mailings by the same candidate and forged applications.

Source: People Management, 26.02.04, p.10

b)

Are senior job ads moving online?

More and more jobseekers are turning to the internet to find senior-level positions, according to new research by UK jobs website Totaljobs.com. The study says that a third of the web site's 9,745 jobseekers were looking for employment at management level or above.

But organisations have traditionally preferred alternative methods of advertising for management and senior positions. So is this about to change?

Ivan Newman, head of talent acquisition at Reuters UK, says that although the company has begun to advertise more management positions online, those postings will never be as numerous as those advertising low-level jobs. "We've noticed an increasing willingness of senior-level individuals to participate in online recruitment, from our managers internally and also from candidates", says Newman. At executive level the organisation continues to use an executive search method, he says.

Peter Bedford, head of recruitment at the Royal Mail group who formerly held the same position at the BBC, said the broadcaster was very successful in filling senior posts using the internet.

“It is highly effective as an overall advertising strategy”, he says. But he adds that the best method of recruitment is a combination of online and more traditional media.

Source: People Management, 26.02.04, p.10

Now discuss these questions:

1. What are the advantages and disadvantages of on-line recruitment?
2. On balance, do you think online recruitment is going to become more or less popular in the next 5 years?
3. Have you looked for a job using electronic media? What kind of job were you looking for? Is it easier to look for a job online?
4. How do you think employers can prevent some of the problems with online recruitment?

Test yourself:



Check your comprehension of all the words in the Useful language box

Homework task:



Find a website that advertises the type of job you are interested in. How much information does the site give you? Would you apply through this method?

Write a paragraph to describe your experience of using this website i.e. advantages/disadvantages of this method.

Lesson
21

Workplace Issues
Discrimination

	Task: Listening for detail
Skill: Listening	

To what extent are you living in a multi-cultural society?



Language for this lesson:

- | | |
|----------------------|------------------------|
| someone or something | secular |
| hate against someone | homophobic |
| discrimination | gay |
| | Hindu |
| compensation | the festival of Diwali |
| | obligation |

Activity 1

- a) The term “multi-cultural” is now used to describe many places and societies in the world. What does this mean?
- b) Look at the language in the box above – what do you think the topic is about?

Activity 2

Listen to a manager (Jennifer), reading an article she’s interested in, to a friend of hers.

- a) What is the gist of this article?
- b) Why is Jennifer interested in this article?

Activity 3

Listen again and answer these questions:

1. Who is Ravinder Mahal?
2. What is his main recommendation?
3. What does Richard Lister say is the biggest challenge for employers?
4. Why is the festival of Diwali mentioned?
5. What reason is given for refusing a request for a holiday on religious grounds?
6. What is the limit of compensation for discrimination?
7. Why does Dianah Worman say that organisations will lose their competitive edge?

Activity 4

With a partner, discuss these questions:

- a) Think about a place you know well. Is there legislation there to prevent discrimination? What kind of discrimination?
- b) Do you think it will be difficult for employers to implement these policies?

Homework task:



Write a summary of the article using the tape script.

Lesson
22

Workplace Issues

Training

	Task: Discussing an issue
Skill: Reading, Speaking	

We do a lot of training at work – it keeps me fit mentally and physically!



Useful language for this lesson:

a skills gap

to put something down to something

to urge someone to do something

a training budget

a post

operating costs

to invest in something

cohesive

Activity 1

Discuss these questions with your partner:

- What kind of training have you received in learning English?
- What kind of training have you received, in other areas of your life e.g. sports, work?
- How does training fill a “skills gap”?

Activity 2

Read this article:

Training central to filling skills gap

More than a quarter of employers have admitted that their skill gaps are down to a failure to train staff, according to the largest ever employer survey on skills.

The *National Employers’ Skills Survey 2003*, carried out by the Learning and Skills Council, revealed that 29 per cent of employers blamed skills gaps on a lack of training. A third of employers had no training budget

or plan to address their skills gaps.

Stephen Gardner, director of workforce development for the Learning and Skills Council, urged employers to redirect funds. “We want to see less money spent on recruitment and more on training,” he said.

The survey of 72,100 employers in England showed they are having difficulty recruiting people with the right skills. One in five posts remain unfilled because of skills shortages, with one-fifth of employers claiming their staff do not have relevant skills. Of those employers, 30 percent reported higher operating costs caused by skills gaps.

Victoria Gill, CIPD adviser, said the survey showed that failure to invest in training mean a less competitive business. “Employers need to ensure that there is a cohesive policy on their workforce.”

Source: Higginsbottom, K., *Training central to Fill Skills Gap*, People Management 12.02.04, p. 9

Answer these questions individually, then compare with your partner:

1. What is the main point of this article?
2. Whose fault is this?
3. If you were head of training in an organisation (you can use the one you work for now or have worked for in the past), what would you spend your training budget on?
4. Is training a problem in your country?
5. Do you think that training should be the responsibility of the government or private companies?

Activity 3

Make some notes on what you have discussed - you will need these for your homework task.

Homework task:



Write a short report on your discussion today about training problems.

Lesson
23

Workplace Issues

Dress code

	Task: Listening to a news report
Skill: Listening	

What is a dress code?



Useful language for this lesson:

a collar and tie	restrictive
a dispute	an industrial tribunal
to spark something	a penalty
to be on the verge of something	to reimburse someone
a negotiator	gender-neutral

Self-study tip:



Before you listen to the report, make some notes on what you have learned about how people use stress and intonation to communicate their message.

Activity 1

With a partner, look at the words in the Useful language box and write down as many definitions as you can.

Use an English-English dictionary to look up the rest of the words you don't know.

What do you think this lesson is going to be about?

The title of the report is "Tie dispute near settlement" – does that help you?

Activity 2

Listen to the recording and make notes to answer the following questions:

1. How long has the dispute been going on?
 2. Who is Matthew Thompson?
 3. What is the basis of Mr Thomson's claim of sexual discrimination?
 4. How many people have done the same thing as Mr Thompson?
 5. What is the union's objective?
 6. Has the dispute been resolved?
-

Activity 3

Listen again to the recording and read the tapescript at the same time.

While you are listening to the recording, look at the punctuation in the tapescript – does it match the speaker's intonation?

Activity 4

What is your opinion of this case?

Test yourself:



Record yourself reading the tapescript – can you repeat the same type of stress and intonation used by the reporter?

Homework task:



Listen to a news report on the radio or TV. If you had the script in front of you would you be able to put in the punctuation?

Lesson
24

Workplace Issues
Health and safety

	Task: Summarising
Skill: Reading, Speaking	

What does this symbol mean?



Useful language for this lesson:

to endanger
to evacuate
to misuse
to misinterpret
to readdress
endemic

a procedure
a refuge area
a last resort
a lawsuit
legislation
litigation

Self-study tip:



Think about how the issue you are reading about may affect you. This can help you when you have to discuss the article.

Activity 1

You are going to read an article about a health and safety issue affecting disabled people.

Why is health and safety important at work?

Activity 2

- Look up the definitions of all the words and phrases in the Useful language box. Use an English-English dictionary.
- What do the prefixes “mis-” and “re-” mean? If you know what these mean, how can this help you with your reading?
- What other prefixes can you think of?

d) What is the difference between “litigation” and “legislation”?

Activity 3

Read the article then write an answer to these questions:

1. Are refuge areas being used in the correct way?
 2. Do you think it is reasonable to allow one person to be placed in danger because of possible litigation for a company?
 3. What would you do in this situation?
-

Activity 4

Discuss questions 2 and 3 from Activity 3 with your partner.
Do you agree or disagree with each other?

Test yourself:



How many prefixes can you write down?
What are their meanings?

Homework task:



Write a summary of the discussion you had with your partner in Activity 4.

Supplementary:



Read the article in Supplementary Materials.

Lesson
25

Workplace Issues
Review and remember 5

What do I do now with my new knowledge
.....?



Useful language for this lesson:

relevance

outline

Self-study tip:



Record yourself when practising for a presentation.

Activity 1

Choose one of the topics you have looked at in lessons 20-24.
Prepare a 5-minute presentation on the topic.

You should include:

- A brief outline of the topic.
- Why you think it is an important issue.
- Why you think it is of relevance to you.
- What language skills you have developed whilst studying this issue.

Be prepared to answer questions on your presentation from the rest of the class.

Your teacher will either video your presentation, or record it.

Test yourself:



For the topic you have chosen, can you recall all the new vocabulary you learned? Did you use this in your talk?

Self-evaluation:



Listen/watch your presentation – what can you learn about your use and development of your language skills from this lesson?

Lesson
26

Communication at work
Meetings 1

	Task: Listening to a meeting between colleagues
Skill: Listening	

Discuss with a partner:

- ◆ Have you ever attended a work meeting?
- ◆ If yes, what was the atmosphere like - relaxed or formal?
- ◆ Was any record of the meeting kept?
- ◆ How useful are work meetings?



Useful language for this lesson:

to raise an issue (at a meeting)
parking restrictions
surf the Internet

family-friendly working hours
first aid treatment
training course

Self-study tip:



Watch a video of a meeting/discussion involving three or more people. Try to make notes of the key points.

Activity 1

Listen to the recording and decide which three issues are raised at the meeting:

- a) sending emails to friends and relatives
- b) parking restrictions in the city centre
- c) surfing the Internet during lunchtime
- d) family-friendly working hours
- e) how to give First Aid treatment
- f) training courses available to staff

Activity 2

Listen to the tape again. This time complete the Minutes taken by Frank. Each space represents one word:

Minutes 15 July 2004

Present: Chris (Chair), Ali, Jill, Nora, (1) _____

(minutes)

Apologies: Martina and (2) _____

The following points were discussed:

a. From Minutes 21 June 2004: Parking (3)

_____ for new car park not issued.

Action: Ali to (4) _____ everyone.

b. Permission to send (5) _____ emails

during (6) _____

c. Suspicious emails should be (7) _____

_____. Action: Sam to send everyone (8)

d. Two (9) _____ available to all

staff: 'Presenting without Fear', 2-4 August,

and _____ course. For the former,

let Jill know by (10) _____.

Action: Jill to inform us if (11) _____

have to return to work after 4pm. There are

only (12) _____ on the second course,

which takes place (13) _____

_____. No (14) _____ facilities are

available. Those interested to contact Jill asap.

e. Any (15) _____ .

Issue of (16) _____ hours

was raised. This issue was also raised two

months ago. Awaiting (17) _____ from

(18) _____ .

Next Meeting

Date: (19) _____ at _____

Venue: (20) _____
(21) _____ for (22) _____ to reach Chris by
19th July

Test yourself:



Check the meaning of the following words/expressions:

- ◆ Minutes
- ◆ agenda
- ◆ to raise an issue (at a meeting)
- ◆ flexible working hours
- ◆ family-friendly working hours
- ◆ to issue a parking permit
- ◆ to delete an email
- ◆ spam (mail) (n.)
- ◆ attachment (n.)
- ◆ virus (n.)
- ◆ participant (on training course)
- ◆ First Aid course
- ◆ crèche facilities

Homework task:



Listen to the tape again. Without looking at the outline of the meeting in Activity 2, try to make notes of the main points discussed.

Lesson

27

Communication at work

Meetings 2

	Task: Role-play
Skill: Speaking	

Discuss:

- ◆ Have you or anyone you know ever had any conflict with your/their boss?
- ◆ If so, what caused the conflict?
- ◆ How was the conflict resolved?



Useful language for this lesson:

- | | |
|---|------------------------------------|
| agenda | to clock in/out |
| action points (on Minutes of a meeting) | to relocate/relocation |
| holiday rota | to meet one's personal targets |
| pay rise | to apologise for something/apology |
| to avoid conflict | to make an excuse |

Self-study tip:



In Britain it is very important to offer an apology and give a valid excuse if we have done something wrong. Note down useful phrases for this.

Activity 1

An employee has just realised that he/she has missed an important meeting and is worried that his/her boss will be angry.

What advice would you give to him/her to avoid conflict?

Activity 2

The employee has arranged to meet his/her boss and find out what was discussed at the meeting.

In pairs you will role-play their meeting: one person will play the part of the employee and the other the boss. Your teacher will give you a role card. Do not show it to your partner!

Spend 10 minutes preparing your role; then begin.

When you have finished, swap roles.

Homework task:



Write out one version of the dialogue you and your partner made up in Activity 2.

Self-evaluation:



What would you say to your boss in the following situations:

- ◆ You have missed a meeting.
- ◆ You have arrived late at work (it's the second time this week).
- ◆ You have been unable to meet a deadline.
- ◆ You have broken an important piece of equipment.

Lesson
28

Communication at work

Meetings 3

	Task: Role-play
Skill: Speaking	

Do you attend a sports or leisure centre regularly?
What kind of people work there?



Useful language for this lesson:

- | | |
|------------------------------|--------------|
| job candidate | motivated |
| post/position | sociable |
| to have a good school record | sarcastic |
| no formal qualifications | reference |
| lack of organisation | time-keeping |

Self-study tip:



Think of a job that you have applied for recently or would like to apply for in the future. What are your strong points and weak points?

Activity 1

Look at the job advert below and with a partner, decide what kind of person would be suitable for each job.

Zest Leisure Centres

We are a fast growing leisure group with our eyes firmly on the market for fitness in Scotland. We are currently looking to expand our team in Wester Hailes, Edinburgh and have vacancies for the following positions:

- ◆ Fitness Instructors
- ◆ Café Barristas and Chefs
- ◆ Customer Service Staff

Full training will be provided, but former work experience is desirable for all of these posts. If you think you have got what it takes to help us reach our goals then contact Brian May, our HR Manager, for an informal phone interview on 0131 111 100.

Zest Leisure, together we'll make a healthy difference!

Activity 2

Three candidates have applied for the post of Fitness Instructor with Zest Leisure in Edinburgh and a meeting has been called to discuss them. There is an outline of each candidate and his or her experience below.

1. Read the profiles and check any new vocabulary.
2. Who do you think is the best candidate for the job?

Candidates Profiles:

1. KYLIE: 21 years of age, an athlete. She has competed for Scotland in cross country running and athletics. She has a good school record of exams in most subjects. At the moment she is training for an SNVQ in Sport and Exercise (part-time). Kylie is very motivated but recently has been having problems with her health and has been told to cut back on hard training by her GP.
2. OSCAR: 28 years old. Oscar has just finished 5 years with the Army as a fitness instructor. He is very sociable and has put down 'partying' as one of his interests. Some reports have suggested that while Oscar is a good, motivational coach, he can be a little sarcastic with anyone who does not share his views on "working hard, playing hard". Though intelligent, Oscar has no formal qualifications except his army experience.
3. MICHAELA: 23 years old, originally from Poland. Michaela has a good sporting record in her national student football team. In 1998 she was part of the Polish team at the European Student Games in Dublin. She plays tennis and badminton and has qualifications in First Aid and Health and Exercise. Michaela has no experience of working with fitness customers but she currently works as a customer representative with the Bank of Scotland. Her references are good although there is a little concern with her time-keeping and general lack of organisation at work.

Activity 3

You will now prepare a role-play of a meeting in groups of four people, practising listening, responding and presenting facts at the meeting.

You are each a manager with Zest Leisure Ltd. You will meet to discuss the above three candidates for the post of fitness instructor. Your teacher will give you each a different role. Consider your character carefully and prepare your language notes. You may have a preferred candidate so argue their case well and logically if you want them to succeed. The objective of the meeting is to decide on one successful candidate for the job. The two other candidates could be considered for the lesser-paid jobs of customer service representative and café 'barrista'.

You will now be given a role card. Do not show anyone your role card. Spend 10 minutes preparing your role.

Activity 4

Get together with the others in your group. Discuss the candidate profiles and reach a decision about the most suitable candidate. (The time limit is 15 minutes.)

Homework task:



Make a list of qualities are desirable and essential for jobs you wish to apply for.

Lesson
29

Communication at work
Review and Remember 6

How many minutes does it take to take the Minutes?



Activity 1

Write a short report outlining the best method or methods for holding a successful meeting.

You should include some discussion/description on the following points within your report:

1. Agenda
2. Minutes
3. Conflict resolution
4. Reaching a decision or decisions

Self-evaluation:



How well did you write your report? Did you use appropriate vocabulary, grammar and style? How do you think you can improve your writing?

Lesson
30

Communication at work
Telephoning 1

	Task: Listening to answer-phone messages
Skill: Listening	

Discuss:

- ◆ Do you have an answer-phone at home?
- ◆ Do people regularly leave messages on it? Who?
- ◆ Do you find it useful or a nuisance?
- ◆ Do you like leaving messages on answer-phones for other people?



Self-study tip:



Record yourself leaving messages for potential employers. First find a job advert that looks interesting and then decide what information you would leave on the employer's answer-phone if you were calling to find out about the job. Listen to yourself and then re-record until you are happy with your message.

Activity 1

You are going to listen to Tania's answer-phone messages. Six people called while she was out.

Listen to each message and decide who the caller was. Choose one of the people from the following list and add a number 1-6 (note: there are 2 extra people):

- ◆ _____ Colleague/Friend
- ◆ _____ Relative
- ◆ _____ Current employer
- ◆ _____ Teacher
- ◆ _____ HR Officer
- ◆ _____ Bank Manager
- ◆ _____ Landlord
- ◆ _____ Employment Agency worker

What does Tania do?

Activity 2

Listen to the messages again and complete the following notes for Tania:

1.

NAME: Lesley
CONTACT DETAILS: Ext:
MESSAGE: Jean ill. Need cover tonight from _____ till _____. Double _____!

2.

NAME: Geoff Arnold
CONTACT DETAILS: Mobile:
MESSAGE: Problem with last month's _____. Maybe due to _____.

3.

NAME: Martha
CONTACT DETAILS: Tel:
MESSAGE: 'Good Health' _____. Need _____ nurses at cardiac unit. Very interested in my _____ and _____.

4.

NAME: John Foster
CONTACT DETAILS: 717 3207
MESSAGE: HR _____. July _____ haven't been paid: wrong a/c no. Call pm. May get _____ payment.

5.

NAME: Silvia
CONTACT DETAILS: Home:
MESSAGE: Class tomorrow _____: daughter _____. Must still _____ presentation for next week.

6.

NAME: Jean

CONTACT DETAILS: Ext:

MESSAGE:

Got two _____ for Tattoo. Call back before _____ if want to go. Don't _____ anything to Lesley.

Test yourself:



What do the following words/expressions mean?

- ◆ current employer
- ◆ landlord
- ◆ employment agency
- ◆ to cover for somebody
- ◆ double pay
- ◆ rent
- ◆ direct debit
- ◆ wages
- ◆ supply e.g. supply nurse
- ◆ emergency payment
- ◆ cancel

Homework task:



Arrange to leave an answer-phone message with a fellow student and next lesson ask them if they understood what the message was about.

Lesson

31

Communication at work

Telephoning 2

	Task: Finding out job information by telephone
Skill: Listening	

Have you or someone you know applied for a job recently? Tell your partner about it.



Useful language for this lesson:

leisure centre / group
fast growing
to expand
vacancy

position
café barrista/bar staff
customer service
(telephone) lines open

Self-study tip:



Look at newspaper advertisements for jobs. Find one that interests you and write some questions you would ask if phoning for further information. Record yourself asking the questions.

Activity 1

Look back at the advert for Zest Leisure Centres in lesson 28. Decide which job from the selection in the advert you would apply for:

- ◆ Fitness Instructors
- ◆ Café Barristas and Chefs
- ◆ Customer Service Staff

Activity 2

What qualities do you think an applicant should have for the job you would apply for? Write these down as a list.

Write a list of questions that you would expect the applicant to ask and the company to ask during an initial telephone conversation.

Activity 3

You're going to listen to Michaela (from lesson 28) – you'll hear the original call she made to find out more information about the fitness instructor position.

Listen to the telephone conversation between Michaela and Brian May, Human Resource Manager of Zest Leisure Centres.

As you listen, answer the following questions:

1. Did Michaela make a good impression? What was the outcome?
 2. Who asks more questions, Michaela or Brian?
-

Activity 4

Listen to the dialogue again and do the following:

1. Compare your list of questions from Activity 2 with the dialogue. Did Michaela or Brian ask any of your questions? Which ones?
 2. Write down any other questions you hear.
 3. What other questions could have been asked by Brian or Michaela?
-

Activity 5

In pairs, read the dialogue of the tape script and act out the roles. Try to do this 'back-to-back' so that you cannot see the other person's facial expressions. Notice how you have to work hard at putting extra expression and emphasis into your voice.

Homework task:



Write answers to the following questions and be prepared to discuss them in class:

- ◆ What do employers look for when recruiting new staff?
- ◆ What do you 'look for' in an employer?
- ◆ When should you discuss pay and conditions?
- ◆ What are the most popular jobs amongst your friends?

or colleagues?

- ◆ What is your ideal job?
- ◆ What would be the worst job for you?

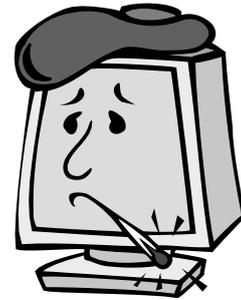
Lesson
32

Communication at work

Email and the Internet

	Task: Reading for detail
Skill: Reading	

Does your computer have a virus?



Useful language for this lesson:

ethically
a violation
intranet
pertinent
spam
a worm (virus)
to intimidate
to threaten

to post (something on the internet)
to download
pornographic
obscene
abusive
inadvertently
a chain letter
to harass

Self-study tip:



The development of the Internet has produced a lot of new vocabulary and new words are constantly being introduced. If you are not an Internet user this can be very confusing! Record your vocabulary with a good explanation.

Activity 1

Discuss these questions with your partner:

1. What do you think are the advantages and disadvantages of the Internet?
2. Have you had any problems using the Internet?
3. Could you live your life without the Internet now?

Activity 2

Many companies now have an Information Technology Policy to avoid some of the problems you identified in Activity 1. What is a policy?

Your teacher will give you an example of an IT policy to look at.

Read the policy and then answer the following questions.

(Circle the correct answer unless otherwise stated.)

1. Employees can use the Internet at any time for work related purposes.
T/F
2. Abuse of the IT policy will automatically result in disciplinary action.
T/F
3. Who decides whether material from the Internet is appropriate to look at?
Employer/Employee
4. Disciplinary action may follow if employees access or view any material that is abusive.
T/F
5. You are allowed to use the Internet for non-work purposes (within the constraints of the IT policy) at the following times (underline all the correct answers):

8.00am to 8.30am 12-12.30pm 5-5.30pm
6. The company can look at your email as long as they tell you before they do.
T/F
7. In section 2.1, what is prohibited? Write at least three things:
a)
b)
c)
8. In general, employees are not allowed to use the Internet unless it is for work-related purposes.
T/F

Test yourself:



Write down as many Internet related words as you can remember from the text today – do any of these words have a non-Internet use?

Homework task:



Does the place where you study or the place you work have an IT policy? What does it cover? Obtain a copy of the policy and compare it with the policy you have looked

at today.

Supplementary:



Read the IT policy in the Supplementary Materials.

Lesson
33

Communication at work
Disciplinary Issues

	Task: Summarising
Skill: Reading, Speaking	

Why would you need these if the topic is Information Technology?



Useful language for this lesson:

intentional	distress
prior	unlicensed/licensed
a verbal warning	suspension
system shutdown	offensive
inappropriate	to solicit
to adhere to something	a consequence

Activity 1

In lesson 32, you looked at a company's IT policy.

In this lesson you are going to look at the consequences of not adhering to that policy.

- a) Before you read the rest of the policy, check the meaning of the words in the Useful language box.
- b) Read the rest of the policy and fill in the missing words in the summary using the words in the list below:

continue	minimum	suspension	deemed	extremely
verbal	legal	comply	consequences	
ultimately	categories	subject	ranging	loss
stated	disciplinary	contract	warrant	

SUMMARY

The (1)_____ of not adhering to ELC's IT policy can be (2)_____ serious for the employee. There are three (3)_____ of offences, (4)_____ from minor to serious. All offences are considered serious enough to (5)_____ (as a minimum) a (6)_____ warning and a (7) _____ of access rights which can (8)_____ lead to (9)_____ or termination of the (10)_____ of employment.

In addition to the (11)_____ offences, any other offence (12)_____ sufficiently serious will be (13)_____ to the same (14)_____ and maximum (15)_____ actions.

As this is a (16)_____ requirement, all employees must read, understand and sign the policy to demonstrate that they will attempt to (17)_____ with this policy, else they will be unable to(18)_____ with their employment at ELC.

Activity 2

Discuss with your partner what you think of this policy. Use these questions to structure your debate:

1. Do you think the policy is fair and reasonable?
2. Do you think that the disciplinary actions suggested are appropriate?
3. If you were able to change anything would you make the policy more or less lenient?

Activity 3

Your teacher will put you into two teams for a class discussion.

One will argue for the advantages of the Internet and one against.

Follow your teacher's instructions.

Test yourself:



Write a summary of the classroom debate on the use of the Internet.

Homework task:



Using the IT policy you found for lesson 32, compare the offences and disciplinary procedures.

Write a comparison of the two policies describing similarities and differences.

Which do you think is the most appropriate? Explain your reasons.

Supplementary:



See second part of IT policy in Supplementary Materials.

Lesson
34

Communication at work
Review and Remember 7

I thought we were meant to be talking to each other - not the computer!



Activity 1

Read the agenda for a meeting you have to attend to discuss IT policy at Zest Leisure Centres:

Zest Leisure Centres
IT POLICY MEETING
Date: 22.04.04
Venue: Conference Meeting Room
Head Office

1. Apologies
2. Legal requirements
3. Email - current problems
4. List of possible offences
5. Disciplinary code and procedures
6. A.O.B
7. Date of next meeting

What kind of issues/topics are going to be discussed at this meeting?

Activity 2

Your teacher is going to put you into a group and you will be given a role card.

Read your role card and makes notes on what you would like to say and what issues you think may come up in the meeting.

You will be given 30 minutes to hold the meeting. At the end of the meeting you must have:

- a) Made a decision about what the offences will be.
- b) Made a decision about what action will be taken against employees who do not follow the policy.
- c) Discussed all the agenda items.

Activity 3

After the meeting, discuss with your group what you achieved.

Think about these points:

1. Did anyone dominate the meeting?
2. Did you move through the agenda items at an appropriate pace or did you get stuck somewhere?
3. Did you make any decisions?
4. Did you complete the task?

Self-evaluation:



How did you perform today in your role?
What were your strengths and weaknesses?

Lesson
35

Presentation Practice
Work and Career

	Task: Making a presentation
Skill: Speaking, Listening	

Not another presentation!



Useful language for this lesson:

constructive

visual aids

body language

linking

signposting

prompt cards

Self-study tip:



Look back at your notes from other units on how to prepare a presentation.

Activity 1

You have to prepare a presentation on one of these topics:

- an area of employment you are interested in
- communication at work

In this lesson, you are going to look at an area of employment

What kind of topics have you covered in the unit related to this subject?

Activity 2

Use your notes to prepare a presentation of about 5 minutes. You will also be expected to have a follow-up discussion of about 2-3 minutes.

What do you need to think about in order to prepare your talk? Here are some suggestions:

1. Structure
2. Content
3. Vocabulary – specialist/linking/signposting
4. Pronunciation
5. Visual aids
6. Body language
7. Prompt cards
8. Practice!

Activity 3

Practise your presentation with your partner. Ask your partner some follow-up questions.

Help each other with constructive comments on the points from the previous activity.

Listen to the feedback your teacher gives you.

Test yourself:



You can record yourself doing your presentation. Listen to your talk and identify any pronunciation problems. Are you linking your talk together and using appropriate vocabulary and grammar?

Homework task:



Read the instructions and prepare for your assessment.

Supplementary:



See an example evaluation sheet to use when practising in the Supplementary Materials.

Lesson
36

Presentation Practice
Communication at Work

	Task: Making a presentation
Skill: Speaking, Listening	

Practice makes perfect!



Activity 1

In this lesson you are going to prepare a presentation on “communication at work”.

What kind of topics have you covered in this unit related to this subject?

Activity 2

Use the feedback from lesson 35 to help you plan this presentation.

Make sure you focus on the questions you will be asked at the end of the presentation as well.

Look back at the headings in Activity 2, lesson 35, if you need help to begin.

Activity 3

Practise your presentation with your partner.

Focus on areas you needed to develop from lesson 35 and ask your partner to give you specific feedback on these areas.

Try to ask some challenging questions at the end of your partner's presentation.

Homework task:



Read the instructions and prepare for your assessment.

Self-evaluation:



Use all of your feedback notes to prepare yourself.. Is there anything else you can improve?

Supplementary:



Use the evaluation sheet from lesson 35 to use when practising (in Supplementary Materials).