

Learning Support Materials

English for Speakers of Other Languages: In Context - Work (Higher)

Teacher's Notes



Introduction

These materials are designed to prepare students for the Higher Unit *English for Speakers of Other Languages: In Context*. They form part of a series of materials for the three units which lead to the Higher qualification

There are enough materials to cover 40 hours of lesson time. The different activities in the lessons can be taught over different periods or days. The teacher should assess how much of the lesson is appropriate to cover with his/her students in any one session. Stop and continue where it is most appropriate for your learners and your timetable.

The teacher's notes are arranged in 4 sections as follows:

- Teacher's Notes
- Answer Key
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- Supplementary Materials

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01 Describing jobs Present employment

Task: Talking about jobs
Skill: Speaking, Listening

Materials: Recording

Notes: Warmer:
Ask students if they know any of the names of the jobs before looking at Activity 1.

Activity 1:
These exercises may be quite simple for some students but are a useful lead-in to the later discussion. Check comprehension of all the verbs.

Activity 2:
Discuss differences in requirements for jobs and how some jobs now need qualifications that in the past may not have required them. Ask students if they think there is a difference between qualifications and experience. Is one better than the other?

Activity 3:
Listen to the recording and if necessary play twice for detail. Check answers then move on to 3-5. Ask students in which jobs it is essential to work through the night.

Activity 4:
Ask some concept questions to check use of present simple and continuous and monitor students as they speak. Check for errors and feedback in plenary.

Activity 5:
Check answers to a-c and then monitor.

Useful language for this lesson:

qualifications	maintain
training	design
well paid/badly paid	mend
full-time/part-time	to be involved in
night-shift	

02

Describing jobs

Work experience

Task: Talking about work experience

Skill: Speaking, Listening

Materials: Recording

Notes: Warmer:
Get students to mingle.

Activity 1:
Get students to predict answers. Listen to the recording and check new vocabulary.

Activity 2:
Ask concept questions to check use of present perfect and past simple. If necessary, give more examples before completing the task.

Activity 3:
In addition to the written example, you could also give three real or fictional jobs you have done and write them on the board, with starting dates and duration. You could also elicit prepositions required with some gap-fill sentences on the board.

Activity 4:
Monitor students as they swap partners. Ensure that students talk to at least 3 or 4 students if possible.

03 Describing jobs
Skills and abilities

Task: Describing job skills and abilities
Skill: Speaking

Materials: None

Notes: Warmer:
Give an example about yourself and then ask students to mingle.

Activity 1:
Monitor students as they talk to each other. Feedback new vocabulary in plenary. (N.B. – a dustman is quite old fashioned and “refuse collector” could also be used)

Activity 2:
Students may have different answers for some of these jobs depending on how people work in their own country. Also, answers to number 3 will be influenced by personal opinion. You can extend the conversation by asking why some jobs have uniforms.

Activity 3:
This can again be influenced by personal opinion – you can give your opinion and see if students agree with you. Monitor students as they discuss. This may bring up the issue of stereotyping different types of jobs.

Activity 4:
Monitor students as they speak. Focus on target language and correct errors as necessary.

Activity 5:
Put students into pairs and, if time, ask students to swap partners and compile a list of what everyone would like to do in the class. Check that the vocabulary for all the jobs is known.

04 **Describing jobs**
Review and remember 1

Materials: None

Notes: Warmer:
Elicit names of jobs.

Activity 1:

Give students 5 minutes to write down individually. Then put students into small groups and get them to self-correct. Award points to the teams for correct spelling and pronunciation.

Activity 2:

Get students to make notes and then to talk to each other. Monitor.

Activity 3:

You can make this a guessing game for the whole class. One person chooses and everyone else asks questions.

Activity 4:

Monitor as students talk to each other and give feedback on good practice and common errors in plenary.

05 Applying for jobs Making enquiries

Task: Asking questions
Skill: Speaking, Listening

Materials: Role cards for Activity 4 (see Supplementary Materials)
Recording

Notes: Warmer:
This activity may be of more recent interest than others for some students. Get students to mingle and put some names of jobs on the board. Discuss whether students think it is appropriate for teenagers to work – is it a necessity for some?

Activity 1:
Give students 2 minutes to brainstorm then check in plenary.

Activity 2:
Students write sentences and compare with each other. This prepares for the listening in Activity 3.

Activity 3:
The sentences are relatively simple for this level but focus on the construction of the sentence. Students compare to their sentences in Activity 2. Highlight any problems on the board.

Activity 4:
The first part of the task prepares for the role-play. Ensure students have written enough information before letting them see their cards. You may wish to extend the discussion here about the increase in the number of telesales jobs and call centres.

Activity 5:
Students complete individually and then compare.

06 Applying for jobs

Job requirements

Task: Listening to job requirements
Skill: Listening, Speaking

Materials: Recording

Notes: Warmer:
Students mingle and talk about their most recent job – compile a list of jobs on the board. Ask if there are any unusual ones.

Activity 1:
Students discuss in pairs for 5 minutes. Check comprehension of “recruitment”

Activity 2:
Students listen once, then check for answers they missed and see if they can guess.

Activity 3:
Students predict what is coming next – put some suggestions on the board. Students listen to the recording and check their predictions.
Play again if necessary. Focus on any new vocabulary.

Activity 4:
Students complete the gap-fill exercise. Ask students what kind of jobs would require these work patterns. Students then discuss the work patterns and differences between the UK and their home country. You could write a list of comparisons on the board to encourage further conversation.

Activity 5:
In number 4, wheelchair access may be an unfamiliar request for some students. You may need to discuss disability and the laws on disability in the UK to put this into context. Students can discuss what happens in their country. Ask students to think about buildings where they think it would be difficult for a disabled person to get access to (also transport to and from work). This overlaps with Activity 6.

Activity 6:
Monitor as students speak. Recycle the vocabulary to round up the discussion.

07 Applying for jobs

Job adverts 1

Task: Reading job adverts
Skill: Reading

Materials: A selection of job adverts from the Internet or local papers

Notes: Warmer:
Students brainstorm – compile ideas on the board.

Activity 1:
This can be open to interpretation but you should make one or two suggestions to point students in the right direction. It may throw up some interesting differences between nationalities. Students then discuss their skills and qualities.

Activity 2:
Some of these jobs may be unfamiliar to some nationalities. Give students time to think about the vocabulary and to make a guess if they don't know. Check definitions before moving on to the next part of the exercise.

Activity 3:
Students have had a lot of practice at job adverts in previous Units so should be familiar with the abbreviations. Get students to work in pairs to answer the questions and check answers in plenary.

Activity 4:
This gives students the chance to practise their new vocabulary. Monitor and check for pronunciation and correct usage.

08 Applying for jobs

Job adverts 2

Task: Extracting information
Skill: Reading

Materials: Adverts A and B from Supplementary Materials
Additional adverts from a national paper for a similar level of job

Notes: Warmer:
Ask students if they can describe what is happening in the picture - lead them to “jumping through hoops” and check their comprehension of this metaphor.

Activity 1:

It's important in this activity to set out why and how the adverts are different. Ask students to skim both adverts and see what their initial reactions are. Ensure that they are clear that the adverts are for very senior positions compared to the previous adverts they looked at in this Unit and others.

Activity 2:

The language and style of these adverts are more challenging than the previous adverts looked at. Encourage students only to use an English-English dictionary to help them with definitions. Put students into pairs or small groups to answer the questions and do feedback in the plenary. Much of the language relates directly to the sector so if you are not familiar with some of the topic-specific questions, check the answer key for details prior to the class. It's important to note that the language is very specific for this level of job, in particular, the qualities required. Ask students how much they think the companies are advertising to the potential employees – why are the companies not mentioned?

Activity 3:

You will need to bring in a selection of similar adverts – it would be useful to look at both similar and different industrial sectors as students should be able to pick up the similarity in the vocabulary.

Monitor students as they talk to each other about their preferred advert.

09 Applying for jobs

Review and remember 2

Materials: Something to stick the adverts on the wall/board

Notes: Warmer:
Encourage students to be as fantastical as they want to be.
Compile a list on the board to help with Activity 2.

Activity 1:

Students need to think about positive and negative things e.g. talking about their skills and qualities, but not trying to pretend to know everything! Although students have not done any specific interview practice, this gives them an opportunity to put the previous lessons learning into a context that will probably be familiar to them. Set the time limit of 5 minutes and get feedback in plenary.

Activity 2:

Students will need to be carefully monitored so that they are focusing on the task and using target language. You may wish to set a time limit for each stage of the exercise. You will need to divide them into groups, then applicants and interviewers. If time, you can ask them all to swap roles. Sum up the achievements of the students at the end of the lesson by highlighting good use of language and showing areas for further development.

10 Applying for jobs Covering letters 1

Task: Writing a speculative letter of application
Skill: Writing

Materials: Recording

Notes: Warmer:
Make sure the students understand the difference between a 'speculative' letter (when asking if any positions are vacant, though not advertised) and a covering letter for a job that has been advertised.

Activity 1:

Tell the students that David Ho is a young Chinese man, living in Edinburgh. He has just read about the expansion of a local company in the national newspaper and wants to find out if there are any jobs. Ask the students to read the speculative letter from David.

Put the students into small groups to study the layout and content of David's letter to Brian Perkins. First, students should discuss how the letter has been designed and written to assist the reader (Mr Perkins). Secondly, each group should make a list of the points they agree on and then compare this list with other groups. Write a class list of key recommendations to help write a good, clear letter in the future.

Activity 2:

Ask the students to listen to the dialogue between Sylvester and Brian Perkins. They should listen to the details Sylvester supplies and underline any differences with the information in David's letter.

(students do not need to write anything down at this stage, they should only underline).

Activity 3:

Play the recording again and ask students to note down any mistakes that Sylvester makes. At the end of the listening, put students into pairs to compare the facts in the letter with Sylvester's information on the telephone.

11 Applying for jobs Covering letters 2

Task: Writing a covering letter
Skill: Reading

Materials: None

Notes: Activity 1:
Ask the students to read the covering letter for an advertised job and fill in the gaps with words from the box.
N.B. There are four extra words.

Activity 2:
Students should try to order the phrases taken from the letter.
They must not look at Activity 1.

Activity 3:
Students read the job advertisement and answer the five comprehension questions.

Activity 4:
You could put students into pairs for this discussion activity:
'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:
Ask the students to write a short email replying to the job advertisement, using the template to help them. Around 100 words should be sufficient. Alternatively they could write a letter.

12 Applying for jobs Covering letters 3

Task: Deciding what employers want
Skill: Writing

Materials: None

Notes: Activity 1:
Tell the students that the three job advertisements appeared in your local newspaper on Friday. Ask them to read them quickly and answer the questions. Their answers could be discussed as a class or in small groups.

Activity 2:
Ask the students to read each advertisement again and, with a partner, place the key language into the table. The first one could be done together as a class as an example.

Activity 3:
Ask the students each to choose one of the advertised jobs and write a first draft of a one-sided letter of application. They can use the model in lesson 11 to help them, but should try to match the job specifications in the advert with their own experience.

When finished, ask students to compare their letter with a partner.

The letters could be checked for content with the whole class.

13 Applying for jobs

CVs 1

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

Materials: None

Notes: Warmer:
CV stands for Curriculum Vitae. Its purpose is to give a brief outline of one's qualifications and skills, experience and interests. The 'audience' is a potential employer, who, usually on the basis of a candidate's CV and covering letter, will decide if the candidate should be interviewed or appointed. Of course, there may be cultural differences regarding the content and layout of CVs and this could be worth discussing.

Activity 1:
Put the students into small groups or pairs to discuss the questions. Feedback could be given as a whole class.

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 the students will consider which skills could be included in a CV. Some examples of general skills are given and the students should try to think of more specific examples and write these in the table. Remind them that only specific examples should be included in a CV.

Activity 3:
The students should spend about 5-10 minutes preparing some questions to ask a partner. They should ask about personal details relevant to a CV, education and qualifications, work experience, other skills, hobbies and interests.

When they are ready, put them into pairs to ask each other the prepared questions and ask them to note down their answers in the table.

Activity 4:
Using the information from Activity 3, the students should write a short paragraph about their partner. At this stage, the writing should NOT be in the format of a CV, only a written outline ('personal profile') of their partner's education and qualifications, work experience, skills, hobbies and interests. Check that the students are only including details discussed

in Activity 1, part 2.

When they have finished, the students should show their writing to their partner and ask if they can add anything to it. Class feedback could be given on relevancy of content.

Homework task:

Students write a short 'personal profile' to summarise their own skills and qualities. The profile should be around three sentences (or one paragraph) in length. They should try to edit and rewrite their profile on a computer. This will be useful when writing CVs in the next lesson.

14 Applying for jobs CVs 2

Task: CV Writing
Skill: Writing

Materials: None

Notes: Activity 1:
Ask the students to read the template CV. There are **ten mistakes** in the CV but it is generally a good model. They should find the ten mistakes and underline them.

Activity 2:
Put the students into pairs to compare the CV errors and to write down exactly what they are. Check the answers as a whole class.
Ask the students what Andrew got right.

Activity 3:
In pairs, ask the students to help Andrew by re-writing his CV in the template.

Activity 4:
Now ask the students to write their own draft CV in the template. They may need help with phrasing and language. Ask them to try to stick to a one-page CV format. They should use the personal profile in Lesson 13.

15 **Applying for jobs**
Review and remember 3

Materials: Pens and Paper

Notes: Activity 1:
Give the students around thirty minutes to answer the questions. Some students may need more time in which case Activity 2 could be set as a homework task. Review answers and supply correct ones.

Activity 2:
Follow writing guidelines set out in earlier Covering Letter lessons. Encourage the students to be a little more adventurous with their writing this time with more descriptive language perhaps and a strong final paragraph.

16 Business correspondence

Emails, faxes and memos

Task: Examining emails, faxes and memos
Skill: Writing

Materials: Optional: some real examples of emails, faxes and memos

Notes: Activity 1:
Begin by asking students what percentage of their day is spent reading and answering email. Is it too long or not long enough? How many emails do they receive on average per day/week?

Point out that, in the UK, email has taken over from most other types of communication including phoning. However it is still unsuitable for some things – see Activity 1.

You could also ask how confidential students think email is at work. According to the Society for Human Resource Management, more than 36% of employers look at employees email. Company IT policy will be looked at in greater detail later in the Unit.

Activity 2:
Students often think email = informal, but this is only really the case with colleagues you know well.

There is no clear distinction between formal correspondence by letter or email. When writing first-contact business emails it is safer to adopt the same formal approach as a letter. If you are replying you can match your correspondent's level of formality. Email often becomes less formal more quickly than a letter and more direct language is used rather than formulaic expressions.

Activity 3:
Compare faxes with emails especially layout.

Activity 4:
Put students into pairs/small groups to mark the statements - this could be done as a quiz with one point for each correct answer.

Homework:
Ensure students swap email addresses so they can do their homework.

17 Business correspondence

Letters

Task: Writing a letter
Skill: Writing

Materials: Cut-up phrases and handouts - see Supplementary Materials

Notes: Activity 1:
Divide students into teams and set a time limit for the quiz.
One point for each correct answer – clap and cheer the winning team after feedback.

Activity 2:
Cut up and distribute the phrases among the groups. You could do this as a race between groups. Once a group has finished, they can check their answers against the handouts (one per student).

Activity 3:
Pair up students and check they understand the instructions. Monitor and help as necessary. When students have finished, give their letter to their partner so they can reply for homework.

18 Business correspondence

Reports

Task: Writing a report
Skill: Writing

Materials: Cut-ups of report and photocopies of whole report in Supplementary Materials

Notes: Warmer:
Put ideas on the board.

Activity 1:

Emphasise that a report must be well-organised and clearly divided into sections.

Activity 2:

Divide students into groups of 5. Give each student one part of the cut-up report from Supplementary Materials – give stronger students the longer sections (or two parts, if in a group of less than 5) and weaker students the shorter ones. Students should not show each other what is on their cut-up but should summarise for other students. If appropriate, this activity could be done as a race between different groups. Tell students before they begin that there is no title.

When students have finished, ask them to think of an appropriate title in groups. Get feedback before handing out photocopies of the full report.

Activity 3:

Get students to discuss the answers in pairs before feedback. Encourage them to underline useful phrases. Highlight the usual formal language issues, such as no contractions.

Activity 4:

If time, students should work in pairs for this to help each other get ideas and formulate language. Encourage them to use their own ideas and not to simply lift material from the sample report.

19 **Business correspondence**

Review and remember 4

Materials: None

Notes: Activity 1:
Students work in pairs, then feedback as a class.

Activity 2:
Students work individually, then compare in pairs.

Activity 3:
Students can choose whichever form of business correspondence they feel they most need practice in. They should use the headings/ information given but can invent details to help them answer the questions. Monitor and correct as necessary.

20

Workplace issues

Recruitment practice

Task: Comprehension and inference

Skill: Reading, Speaking

Materials: None

Notes: Warmer:

Students will have looked at jobs/recruitment issues before in other Units as well as this one so should be familiar with discussing things like skills, abilities and qualities needed to get a job. Ask students what they would give themselves out of 10 - what would they give their teacher?!

Activity 1:

Ask students the question on the power of the recruiter and the applicant. Do they think it is always the employer who is in control? The article shows that the applicants may well be able to demand much higher salaries/benefits. The questions are a mix of True/False and Doesn't Say. These types of questions are tricky in that inference is required. Students should do the questions individually first and then compare. In the plenary, focus on the reasons for the answers and pick out the specific wording in the text; this is very important for the DS answers.

Activity 2:

These extracts are intended to follow on from earlier lessons where the focus was on paper based adverts. The extracts allow students to focus on advantages and disadvantages and could be used for an extended activity e.g. a mini-debate as well as the initial discussion in pairs. Students should be set a time limit to read the article before discussion. Monitor as students discuss the questions and draw up a list on the board of the suggested pros and cons. If time, also address the issue of what, if anything, can be done to avoid these problems so that students get extended speaking practice.

21 Workplace issues Discrimination

Task: Listening for detail
Skill: Listening

Materials: Recording and tape script for “More than lip service”

Notes: Warmer:
Ask students what the picture makes them think of.

Activity 1:

Ask students what they think multi-cultural means – in a general sense and to them as individuals. The theme of the lesson is discrimination and the language used to describe different types of discrimination - this may be a completely new concept for some students – some students may have faced discrimination so be sensitive to issues that arise.

Activity 2:

Let students listen to the recording once. Ask students to make brief notes. Check comprehension of the words in the Useful language box.

Activity 3:

Listen to the recording again and get students to answer the questions individually and then compare answers. Discuss any issues that arise from the questions. If necessary, give students the tape script and allow them to read and listen for a third time to complete the questions.

Activity 4:

The follow-up discussion could also be based on any other issues that students have raised during Activity 3.

22 Workplace issues

Training

Task: Discussing an issue
Skill: Reading, Speaking

Materials: None

Notes: Warmer:
Discuss how training can be used in different contexts e.g. work/sports (as shown in the picture).

Activity 1:

Ask students question (a). Elicit the types of skills they are developing through training. Write suggestions on the board and see if students come up with similar ideas about work/sports i.e. that training helps them to develop in some way. Discuss what a skills gap is – take suggestions of what areas in the UK there may be gaps.

Activity 2:

Before reading, check comprehension of words in the Useful language box. Skim read the article and ask for their initial reaction – are they surprised that employers cannot fill jobs? Students read the article again and answer the questions individually before comparing with a partner. Allow plenty of time for the discussion as this will be the basis of their homework task. Extend the size of the group in the discussion – monitor for how students are putting forward arguments for and against.

Activity 3:

Give students 10 minutes to make notes on what they have discussed. Did they come to any conclusions? How can they organise their points into a report? Remind them to look back at lesson 18 before starting their homework.

23

Workplace issues 4

Dress code

Task: Listening to a news report
Skill: Listening

Materials: Recording and copies of the tape script for “Tie dispute near settlement”

Notes: Warmer:
Ask students what a dress code is – does it mean everyone has to wear a dress (a dress is shown in the picture)? Elicit “uniform”, “collar and tie” and any adjectives that are associated with a dress code e.g. smart, businesslike.

Activity 1:
Although there is new vocabulary, the focus of the lesson is on listening to how someone speaks and how they use stress and intonation to get their message across. Ask students first if they can guess what the story is about before and after knowing the title.

Activity 2:
Check comprehension of questions then listen once. Students compare answers then listen again if necessary. Discuss how the report is read – what information was stressed? Check comprehension of the overall story.

Activity 3:
Give students the tape script to read and listen to at the same time. Focus on the punctuation and how this reflects the reporter’s speech patterns.

Activity 4:
Ask students what they think of this issue – is it a very silly dispute or is there a serious point behind it all? Is this what they would call discrimination?

24 Workplace issues

Health and safety

Task: Summarising
Skill: Reading, Speaking

Materials: Article in Supplementary Materials, “Disabled staff face greater risk”

Notes: Warmer:
The symbol represents a disabled person – what do students think disabled means? Is disability recognised as an important issue in their own country?

Activity 1:
Elicit the types of issues that this topic covers e.g. training to use equipment/machinery. Write vocabulary on the board as required.
Ask if students have had any training themselves – was it effective?

Activity 2:
Check meanings of words and prefixes. The prefixes should be familiar but check comprehension and make a list of others. Discuss how knowledge of these and suffixes can help understand the type of word as well as the meaning e.g. –ation.

Activity 3:
Set a time limit for students to write short answers. This will prepare them for a more intensive discussion of the issues. This could be a very emotive issue so tread carefully in case students have family who are disabled or if any of your students are disabled.

Activity 4:
Monitor discussions – if appropriate, widen the discussion to a small group or whole class.

25

Workplace issues

Review and remember 5

Materials: Video or tape recorder/OHP acetates or other visual aids for students to use to prepare a presentation

Notes: Warmer:
Students have looked at a range of workplace issues which may have been quite challenging. Ask students what they have learned about the topics and their own language development. Were the language tasks easy/difficult/challenging?

Activity 1:

Students will have prepared presentations before in other Units but will need some help in revising what they need to do. They will also get the chance to practise in lessons 35 and 36 but the content of those talks will be more general. This presentation allows students to reflect on their language learning as well as simply practising skills.

Make notes during the presentations on each student and review with them what issues they have raised in their own language development. Video or tape each presentation so students get used to practising with this media..

You may wish to do a plenary session where you present an overview of the language development issues.

26 Communication at work

Meetings 1

Task: Listening to a meeting between colleagues

Skill: Listening

Materials: Recording

Notes: Activity 1:
Check the students understand the issues a-f. Play the tape once for gist. The students should only tick three of the issues.

Activity 2:
Check the students understand what 'Minutes' are. Allow them time to check the vocabulary before playing the tape for a second time. After the listening, students could be asked to compare their answers. (If necessary, play the tape a third time to check the answers.)

Homework Task:
If it is not possible to give students access to the tape, this activity could be done in class. Make sure the students have put away all the worksheets and have only a blank piece of paper and a pen. They should try to make notes of the main points only. This can then be compared to Frank's notes in Activity 2.

27 Communication at work

Meetings 2

Task: Role-play
Skill: Speaking

Materials: Role Cards in Supplementary Materials

Notes: Warmer:
Pre-teach the word 'conflict' and to 'resolve' conflict. The students could discuss the questions in pairs.

Activity 1:

This could be done as a whole class discussion activity, with the teacher writing any advice from the students on the board. You could ask the students if they have come across any cultural differences in the way conflict is avoided or resolved at work.

Activity 2:

Put students into pairs and give one student the role of boss and the other the role of employee (see role cards in Supplementary Materials). The students should not show their partner their card. Give them ten minutes to prepare their roles.

Activity 3:

While the students are taking part in their role-plays, go around taking notes of any language points, paying particular attention to intonation and emphasis (the way they show their attitude).

Feedback could focus on functions such as 'how to apologise',

e.g. I'm really/very/so sorry

What intonation patterns do these follow?

28 Communication at work

Meetings 3

Task: Role-play
Skill: Speaking

Materials: Role cards in Supplementary Materials

Notes: Check the vocabulary before starting Activity 1.

Activity 1:

Ask students to read the job advert and decide what kind of person would be suitable for each job (what qualities, experience, qualifications).

N.B. This advert reappears in lesson 31.

Activity 2:

Tell the students that three candidates applied for the post of Fitness Instructor. They should then read the outlines of each candidate.

Check any new vocabulary. Ask the students who they think is the best candidate for the job.

Activity 3:

The students will now prepare a role-play of a meeting between four managers of Zest to discuss the 3 candidates. Ideally, students should be in groups of four people, but a group of three is fine (leave out the last role card). The role play practises listening, responding and presenting facts at a meeting.

Give each student in each group of four a different role, which they must not show to anyone. The meeting must decide on one successful candidate for the job. Students should spend 10 minutes preparing their roles.

NB: The meeting could also discuss real CVs compiled by students before mock interviews take place as a follow-up activity.

Activity 4:

The role-play should take about 15 minutes (set a time limit if appropriate). You could take feedback notes on particular points of language, e.g. language of persuasion and negotiation.

You could record the meeting and play it back to the students, asking them for feedback.

After the role play, you should give class feedback.

29 **Communication at work**
Review and remember 6

Materials: None

Notes: Warmer:
Ask students to explain the sentence. This is intended to be a light-hearted start! Ask students what they have learned about the conventions of meetings.

Activity 1:

This activity gives students the chance to practise further report writing within the context of a specific topic. Allow students time to look at the topics they must include and to review their notes from lessons 26 to 28.

You may wish to review some of the issues related to these topics by brainstorming on the board or with students in small groups. Set a time limit and collect the reports at the end of the lesson. If time, you may be able to give some initial feedback on how students are structuring their reports from your monitoring.

30 **Communication at work**
Telephoning 1

Task: Listening to answer-phone messages
Skill: Listening

Materials: Recording

Notes: Warmer:
Put the students into pairs or groups of three and ask them to discuss the four questions about answer-phones (about 5-10 minutes).

Activity 1:
The first listening is for gist. Make sure the students understand that there are eight types of people mentioned and that they should only choose six. For each message they should write the correct number next to the person they think is speaking.

Activity 2:
The second listening is for detail. The students should try to complete as much of the information as possible.

31 Communication at work

Telephoning 2

Task: Finding out job information by telephone
Skill: Listening

Materials: Recording

Notes: Activity 1:
Put the students into pairs and ask them to read the job advert and decide which job from the selection in the advert they would apply for (could also be done as a plenary).
N.B. this advert also appears in lesson 28.

Activity 2:
'What qualities do you think an applicant should have for the job you would apply for?' Ask students to write these down as a list and then compare with someone else who has chosen the same job. If time, make a list, on the board, of desirable qualities for each job.

'Write a list of questions that you would expect to be asked by the applicant and by the company during an initial telephone conversation.' Check that students write at least 5 questions.
N.B. This activity is linked with Activity 4, question 1.

Activity 3:
First listening for gist.

Activity 4:
Second listening for detail. Make sure the students know that the first question refers to Activity 2.

Ask students to brainstorm other questions, either as a whole class or in pairs.

Activity 5:
If time, ask students to role-play the dialogue. Make sure they have copies of the transcript.

32 Communication at work

Email and the Internet

Task: Reading for detail
Skill: Reading

Materials: IT policy in Supplementary Materials

Notes: Warmer:
The funny picture shows how language can be adapted to suit new developments i.e. a virus not just being a medical problem but now describes computer problems

Activity 1:
Ask students to discuss the questions in pairs and then fours or small groups. Elicit positive and negative issues to prepare for the reading. Ask how dependent they are on the Internet – will this increase?

Activity 2:
The policy given is taken from an actual company manual – it has only been shortened for the purposes of the lesson so all of the language and the issues raised are completely authentic. Do students realise that companies and colleges have policies like these? The policy is written in report style and is very formal and very precise about what is and what is not acceptable. Give students a limited time to skim read and then ask them if they feel that it is a reasonable set of rules. Students then read for detail and answer the questions. Identify specific IT language that has become common such as “spam”. Ask students if they can add to this list.

Note that in the next lesson the students will be looking at the consequences of breaking these rules so it is important that they have a good understanding of this text. You may wish to change the homework task in order to give them more time on the text itself.

33 Communication at work

Disciplinary issues

Task: Summarising
Skill: Reading, Speaking

Materials: IT policy (second part on offences) from Supplementary Materials

Notes: Warmer:
Abuse of the internet, ranging from simply spending time emailing friends to downloading pornography, is becoming a major headache for employers. The picture of the pair of handcuffs makes a funny but serious point that in some cases, employees have not only lost their jobs but could potentially end up in court and/or jail for serious offences.

Activity 1:

- a) Ensure students use an English-English dictionary. Check one or two meanings with the class before moving on.
- b) Set a time limit for students to read the policy. Ask students to look at the form of the words in the list before starting the summary exercise - get them to write down noun/adjective etc. Students then complete the summary individually, followed by comparison with their partner. Read out the summary.

Activity 2:

Students discuss for about 5 minutes their opinions of this policy – is it harsh? Have they come across anything like this?

Activity 3:

Remind students of the advantages and disadvantages they discussed in lesson 32 and divide them into teams. Set a 5 minute time limit to make notes and to prepare their arguments.

34 Communication at work

Review and remember 7

Materials: Role cards for Managing Director, HRM Manager, IT Manager and Union representative in Supplementary Materials (if possible a video recorder or tape recorder)

Notes: Warmer:
Ask students what topics and skills they have covered in lessons 30-33. This lesson is going to focus on their understanding of IT related vocabulary and IT issues though the medium of a meeting, which will test their speaking and listening skills. There is no specific telephone activity but see below for suggestions.

Activity 1:

Students read the agenda and spend 5 minutes brainstorming the issues/topics. Put some suggestions on the board and recycle some of the vocabulary.

Activity 2:

Put students into groups of 4. Adjust groups to suit the numbers. You could ask other students to observe the meeting and to make notes instead of everyone taking part. Give students 5 minutes to prepare and then either start the meeting or make an announcement that someone is going to be late. Get one or two of the students playing a role to make a telephone call to the meeting. This will be frustrating for the rest of the group who need decisions made! Each student who is going to be late can turn up at a different time. Ensure you stop the meeting after 30 minutes.

Activity 3:

Give students 5 minutes to discuss the questions and get feedback in the plenary. Discuss the homework task and give a couple of examples to help them identify their strengths and weaknesses.

35 Presentation practice

Work and career

Task: Making a presentation
Skill: Speaking, Listening

Materials: Evaluation sheet in Supplementary Materials
Video or tape recorder

Notes: Warmer:
Ask students to shout out any words/phrases that they associate with presentations and or/skills.
Activity 1:
Students will have covered presentation skills in other Units (in particular see DV35 11 - lessons 29 to 31) so this is an opportunity to apply transferable skills to one of the topics. If some students have not done these Units before then you will have to make some extra time to discuss presentation skills with them as this lesson is an application and recycling of skills.

Get students to brainstorm the topics in a group and then start to work individually on their own topic area.

Activity 2:
In a group, get students to discuss what all of these headings mean and how they apply to this presentation – give examples if necessary on the board. Monitor students as they make preparations. You may have to split the group/lesson so that all students get a chance to practise.

Activity 3:
Watch at least some part of each presentation so the students get some individual feedback. Compare your notes with the students' notes on each other and give any additional advice as required.

36 **Presentation practice**
Communication at work

Task: Making a presentation
Skill: Speaking, Listening

Materials: Evaluation sheet in Supplementary Materials from lesson 35
Tape recorder or video if possible

Notes: Warmer:
Ask students what they learned from their last practice presentation.

Activity 1:
Students brainstorm topics in a group, then start to put ideas together for their talk.

Activity 2:
Students can discuss what they learned from their last presentation and apply this to the headings for this talk. In particular, get them to pick out how well they did on their vocabulary, grammar and structure. In addition, how did they cope with the questions at the end of the talk – what strategies did they use to answer the questions?

Activity 3:
Watch each presentation and give feedback. Compare your notes with the students' notes and help them to identify strengths and weaknesses.

Answer Key

01 Describing jobs Present employment

Activity 1:

1.f 2.d 3.e 4.c 5.a

Activity 3:

1. a, d, e 2. c, g 3.e 4. h 5. g

Activity 5:

a) Airport b) University c) Theatre

Homework:

1. job 2. work 3. job/work 4. job 5. job 6. work

02 Describing jobs Work experience

Activity 1:

a) three b) bakery c) seventeen d) supermarket e) cleaner f) hotel g) five
h) a few years i) chef j) Hamburger k) badly paid l) hours m) something else

03 Describing jobs Skills and abilities

Activity 2:

1a) dustman b) waiter, dentist, chef, secretary, translator, accountant, nurse

c) soldier, photographer

2a) waiter, soldier, nurse b) dentist, chef, photographer c) soldier, nurse

3) personal opinions 4) In the UK this can vary depending on the person's opinion and where they work e.g. public/private sector for a nurse.

Activity 3:

A – type fast: secretary

able to speak more than one language fluently: translator

good at maths and arithmetic: accountant

good at cooking: chef

B – personal qualities are open to discussion

04 Describing jobs

Review and remember 1

Homework:

1. worked 2. 've lived 3. 've done it 4. lived (note that present perfect continuous could also be used here correctly) 5. started 6. haven't done

05 Applying for jobs

Making enquiries

Activity 1:

Suggestions are: look in the Job Centre, local newspapers, supplements of national papers, register with an employment agency (especially for temp work), look at cards in local shops, ask in department stores, restaurants etc.

Activity 3:

1. How much is it an hour?
2. Where is it?
3. How many hours is it per week?
4. Do I need a driver's licence?
5. Do I have to wear a uniform?
6. Does it involve working outdoors?
7. Would I get training?
8. Do I have to have previous experience?

Activity 4:

1. a) He/she sells products in a shop.
b) He/she sells products and services over the telephone.
2. a) A sales assistant needs to be able to be punctual/look tidy/be presentable/be on their feet all day.
b) He/she has to be good at dealing with the public, answering questions about products and services, dealing with complaints.
c) A telesales operator needs to be able to phone strangers and talk to them about products they may not be interested in, be diplomatic and polite, be patient and persevering.
d) He/she has to be good at persuading people to buy things.

Homework:

Bar work/catering: kitchen assistant, barman, barmaid, delicatessen assistant.

Drivers/deliveries: delivery man, despatch rider, postal worker.

Sales: checkout assistant, shelf stacker, telesales operator.

06 Applying for jobs

Job requirements

Activity 2:

- a) Postal worker's b) Postal workers c) an hour d) £5 e) Post Office Depot
f) hours g) 40 h) 9 to 5 i) revolving

Activity 3:

- a) driver's licence b) exactly is the job c) sorting letters d) a uniform
e) training f) previous g) application form

Activity 4:

1. flexi-time 2. overtime 3. split shifts 4. revolving shifts

Activity 5:

1. contract 2. lying time 3. temporary post 4. wheelchair access

07 Applying for jobs

Job adverts 1

Activity 1:

Suggestions: a) VDU operator b) data input clerk c) accountant d) customer service e) shop assistant f) fitness instructor g) any customer service position.

Activity 2:

- a) A person who does household tasks and other services for people of all ages in their own homes, to help them to live independently.
b) Temporary social care worker who provides care and assistance to people at home or in sheltered housing who have dementia or other illness.
c) A person who advises the people either in person or over the phone on what customer services are available to them.
d) An office worker who does filing or data input work.
e) A trainee hairdresser.
f) A person who does a variety of physical tasks on a building site.

Activity 3:

- a) permanent and temporary
b) 1a False 1b True 1c True 1d False
2a False 2b False 2c True 2d True
c) £6 per hour
d) Probably a, b, c, d, g

08 Applying for jobs

Job adverts 2

Activity 1:

- a) National newspapers/job supplement pages e.g. 'The Sunday Times' Appointments supplement.
b) The style and language is different. Very formal, serious approach –

note no pictures and also that you don't know who the jobs are actually with, which gives an air of exclusivity to the positions. A lot of description and the salary are very clearly showing a senior level job.

Activity 2:

a)

1. Manufacturing sector and transport
2. In (a) the client is a "leading European airline" and in (b) the company is a "leader in its"
3. A package is the total sum of the salary and benefits e.g. a company car.

b)

1. HR is Human Resources/HRM is Human Resource Management. They refer to the same function within a company.
2. Strategic refers to the top level planning and decision-making. Tactical refers to the operational level.
3. Industrial Relations was the term used to describe the general area of the interaction between management and unions/employees. Employee management is a more up-to-date term, although both are still used.
4. Significant drive/enthusiasm/team management skills/leadership skills/ability to influence people/commercial awareness/knowledge of European industrial relations.
5. Yes. Pivotal.

c)

1. circa i.e. about £150,000
2. Extras such as company car, pension scheme, share ownerships scheme
3. A niche is a particular area in industry that has specific requirements.
4. To have encouraged and enabled
5. Because an "income stream" means a regular amount of money coming into the company.
6. False
7. Because the Group is referring to the entire company – it doesn't say what the other companies are in the Group but its name would be written something like The Smith Group.
8. A person's past achievements/failures within their career
9. Sound is a word that has become used in business to describe an appropriate amount of (in this case) knowledge.
10. This is the amount of money you are paid for your job.

10 Applying for jobs

Covering letters 1

Activity 1:

List of key recommendations to help write a good, clear letter:

- ◆ Try to limit your writing to one side of paper (the letter should be short and to the point as companies receive a lot of mail every day).
- ◆ Follow the layout on the template (position of addresses, date, subject matter, beginning and ending the letter)
- ◆ Plan your letter and make a note of what you will say in each paragraph
- ◆ Learn some useful expressions
- ◆ Check your spelling
- ◆ Ask a friend to proofread the letter before you send it

Activity 2:

The differences between the information Sylvester supplies and the information provided by David, in the letter, are underlined on the next page.

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 3:

Information in David's Letter	Sylvester's Information on the phone
<ul style="list-style-type: none"> ◆ 19 years old ◆ currently taking a Gap year ◆ plans to study an HND in Business Studies ◆ has SQA Higher in English Language ◆ completed a short introductory course in Customer Care ◆ team worker ◆ Billy's Biscuits in Motherwell 	<ul style="list-style-type: none"> ◆ 18 years old ◆ doesn't want to take a gap year ◆ wants to go straight into full-time employment ◆ has SQA Highers in computers, business and communication skills ◆ completed an evening course in Spanish ◆ team leader ◆ Tiny Biscuits in Paisley

11 Applying for jobs
Covering letters 2

Activity 1:

- | | | |
|------------------------|-----------------|-----------------|
| 1. Call 3H6 | 2. vacancy | 3. confirm |
| 4. referees (attached) | 5. consider | 6. experience |
| 7. CV | 8. education | 9. skills |
| 10. career | 11. application | 12. opportunity |
| 13. hearing | 14. sincerely | |

Activity 2:

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

Activity 3:

1. What kind of job is advertised? Sales Advisers (for 'THIS' Bank).
2. What personal qualities are required? highly motivated, confident.
3. Is previous experience essential or desirable? Desirable, but not essential if can demonstrate motivation and sales potential.
4. When does the job start? Immediately.
5. How should you apply for the job? Email Tessa.

12 **Applying for jobs**
Covering letters 3

Activity 1:

- a. 1. Customer Service Representatives for a bank; 2. Personal Care Assistants to support physically challenged young people; 3. Emergency Call Handlers/operators for an Ambulance service
- b. The second one (care assistants: c. £19,200 per annum)
- c. Open question, but arguably the second one, dealing with physically challenged young people.

Activity 2:

	BIZ Bank Plc	Core Care Systems Ltd	Edinburgh Ambulance Service
Skills and qualities required:	dynamic and enthusiastic; able to think on one's feet; team player	dedicated and motivated	Keep calm in a crisis; quite fast keyboard operator; IT skills
Qualifications required:	two Higher Grades in any subject	Driving licence and UK work permit; Higher in Social Studies	'good' education
Job description:	Help customers with queries,	Support physically challenged	Answering emergency calls;

	e.g. checking bank balance	young people to live in own homes	providing life-saving advice; part of dynamic team; some weekend work
Training and benefits:	'award winning' training provided; varied and flexible working hours	Full training given; Free food and accommodation; temporary or long term positions; flexible rota; nationwide vacancies	Excellent training; long-term career prospects

13 Applying for jobs CVs 1

Activity 1:

1. A CV should ideally be no longer than two sides of A4 paper.
2. The following details are most likely to be included in a CV:
 - ◆ Email and telephone number
 - ◆ Address
 - ◆ Date of Birth
 - ◆ Work experience to date
 - ◆ Education and Qualifications
 - ◆ Hobbies and interests
 - ◆ Skills (technical and others)
 - ◆ Driving Licence (if appropriate)
 - ◆ Details of referees

Activity 2:

The following are examples only, the students should be able to come up with their own ideas:

General Skill	Specific Skills
◆ Writing	e.g. report-writing; writing business letters; creative writing
◆ Reading	reading academic journals in the field of ...
◆ Communicating	dealing with phone calls/enquiries
◆ Working with hands	constructing things; repairing; cookery

◆ Working with numbers	solving numerical problems; number crunching
◆ Working with people	Teaching others; managing/supervising people; supporting/caring for people (say how); giving advice/counselling; teamwork
◆ Working with equipment	Computer-literate; using specific machinery
◆ Organising	Coordinating projects/people
◆ Designing/creating something	Decorating; designing clothes; painting; handicrafts; growing plants
◆ Doing research	Analysing data; record-keeping; meeting deadlines

14 Applying for jobs CVs 2

Activity 1:
The ten mistakes are underlined below:

Andrew Cho 144c Dundee Park Avenue Perth Perth and Kinross TGP 0R5	
<u>(1) Tel: 112266770Email:agreig@dundee.com</u>	
<u>(2) DOB:</u>	Place: Hong Kong
Profile	
I am currently studying <u>for (3) a few highers</u> and <u>(4) I expect to get them with good grades, no problem</u> . I am a highly motivated person and a great team player. <u>(5) I really like to work on my own</u> . I want to study Business at University and follow a career in commerce. <u>(6) I work part time in a café(see below) serving customers</u> .	
Education	Dates
Higher Grades (in progress), Perth College, Perth	
• Business Studies	
2004/05	

- English Language //
- Computer Studies //

School Leaving Certificate, Kou Lung High School, Hong Kong
(7) subject: Science, History, Chemistry, English and maths, Computers

Work Experience

- Junior Sales Executive for (8) my uncle's company in Hong Kong
Sales to Export customers, Customer Service and IT skills, I (9) like my uncle and work hard for him when I was younger
- 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

- (10) I like Football, reading, movies, dancing and pubs etc

Activity 2:

1. The text runs together (bad style).
2. DOB not completed.
3. Be specific - three SQA Higher Grades.
4. "I hope to get the following grades ..."
5. If he wishes to work on his own, why does he highlight team working?
Be consistent.
6. Don't replicate information (see work experience below).
7. Text is run together: punctuation and capitals.
8. Company name and address and dates needed.
9. This is not relevant information - too personal.
10. Why do you like these activities/what do they add to the CV? Don't put in pubs!

Activity 3:

Andrew Cho
144c Dundee Park Avenue
Perth
Perth and Kinross
TGP 0R5
Tel: 112266770
Email: agreig@dundee.com

DOB: 14/09/79, Hong Kong

Profile:

I am currently studying for three SQA Higher Grades and expect to get grades of C or above. I am a highly motivated person, a team player who can also work to individual targets and deadlines. I intend to study Business Studies and Management at University and eventually follow a

career in business.

Education:

Dates:

Higher Grades (in progress), Perth College, Perth

- Business Studies 2004/05 //
- English Language //
- Computer Studies //

School Leaving Certificate, Kou Lung High School, Hong Kong
1993/09

- Subjects: Science, History, Chemistry, Computers, English and Maths

Work Experience:

- Junior Sales Executive for Imperial Export Inc in Hong Kong
2000/2
Sales to Export customers, Customer Service and IT skills, Junior management Training Courses
- Café waiter P/T: Café Coco, High Street, Dundee
2003/04
Customer Service, waiting on tables and handling cash and credit card transactions, fire safety officer for building

Hobbies:

- Team Games such as football and individual activities such as reading and music

15

Applying for jobs

Review and remember 3

Activity 1:

1. A letter enquiring about any future work with an organization.
2. One side (maximum).
3. Customer care.
4. A Gap Year.
5. Vacancy.
6. Skills are personal and unique to the applicant. Experience relates to any work or posts in the past (perhaps where these skills were developed or used).
7. A reference is a request for a referee (the person offering the reference) to support an application with comments on character, working life, education etc.
8. Energy, enthusiasm, ambition etc.
9. Brainstorm this in the class. **Essential:** Educated, well dressed, tidy and a pleasant manner, good customer service skills, management

- potential. **Desirable:** IT skills, ability to plan and delegate for manager etc.
10. Curriculum Vitae.
 11. Per annum.
 12. Personal list from students (discuss in class).
 13. Sales (any other customer or marketing service jobs mentioned).
 14. **Shift working:** Three or Four shifts usually in 24 hours. Workers are assigned or negotiate a shift but once chosen the hours are set and not flexible e.g. 2.00pm to 10.00pm at night. **Flexible Working:** Time is built up and traded for holiday, free time, pay etc. If a worker is in time 'debt' at the end of the month they may have to make up time!
 15. Skills, Referees sometimes, Work experience.
 16. Brainstorm answers. Any specific answers could include: IT skills, Word or Microsoft Office Skills, Customer care experience, Report writing, Presentation Skills etc.
 17. CV is a brief outline of key points in a person's working life and education. A personal profile is a personal statement of working skills and educational attainment which supports the information on the CV and expands key information to present a snapshot of the person's personality and potential.
 18. Date of Birth and Part Time.
 19. Name, address and key information/ Personal Profile/Education/Work Experience/Hobbies or Interests/Referees if requested.
 20. The CV is like a personal promotional or sales document that can be adapted to suit any circumstance. Like an advert, it should be clear, concise and communicate key information and benefits to the client (employer or college). It should serve to inform and interest the person reading it. Finally, a good CV will work by supplying an incentive for the employer to contact the student directly (for an interview).

16 Business correspondence

Emails, faxes and memos

Activity 1:

a - could be sent by email but some employers only accept hand-written applications on paper.

d - may be more effective if delivered in person.

f - would need to be a signed paper copy.

Activity 2:

Formal – first contact, normal formal situations.

Informal – colleagues you know well.

This email is formal. If the email received was very formal this might be appropriate; however email quickly becomes less formal and a semi-

formal tone would be more usual.

1. f 2. e 3. h 4. j 5. c 6. g 7. i 8. l 9. a 10. k 11. d
12. b

Activity 3:

1. from; date; no of pages 2. booking confirmation 3. yes
4. used to transmit copies of documents that are not in electronic form

Activity 4:

1. T 2. T 3. F (memos may be long) 4. F 5. T 6. F 7.
T 8. F (just initials)

Problem - staff have either uplifted or received direct to their department equipment ordered by the college .
If not solved – may lead to delayed payment and if suppliers do not receive payment on time they may hold/refuse future orders.

17 Business correspondence

Letters

Activity 1:

1. headed 2. F (Dear ..., then subject heading) 3. T (or Mr P Irvine)
4. Dear Ms Irvine 5. Dear Sir/Madam Yours faithfully 6. F
7. pp/encl. 8. I look forward to hearing from you 9. Yours faithfully, Yours sincerely, Best/kind regards (are most common) 10. your printed name and position.

18 Business correspondence

Reports

Activity 1:

1. b 2. e 3. f 4. a 5. g 6. c 7. d

Activity 3:

1. Directors – so it is more formal.
2. It is concise and to the point.
3. Headings, subheadings, numbering and bullets.
4. The passive, 'it' + passive, compound nouns (entry cost).
5. Should + passive, it is recommended/suggested that ...

19 Business correspondence

Review and remember 4

Activity 1:

1. e 2. b 3. d 4. c 5. a

Activity 2:

1. help me
2. got
3. try
4. please
5. let me know
6. also
7. send /give
8. need
9. you can reach me
10. Please get back to me soon
11. (Best/Kind) Regards

20 Workplace issues

Recruitment practice

Activity 1:

1. T
2. F
3. DS
4. F
5. DS
6. T

21 Workplace issues

Discrimination

Activity 1:

- a) multi- means many

Activity 2:

- a) The gist of the article is that new legislation has been introduced for specific types of discrimination and employers need to know how to deal with it

Activity 3:

1. An employment lawyer
2. Employers implement anti-harassment policies
3. The culture of harassment
4. Because employees may now ask for time off work to celebrate it, as it is a religious festival
5. Business reasons
6. There is no limit
7. If they don't adhere to the law then they will not be able to recruit talented people from different backgrounds and cultures.

22 Workplace issues

Training

Activity 2:

- a) The main point is that employers cannot fill jobs because people do not have the right skills.
- b) The article indicates that this is at least in part, the employer's fault for not spending enough money on training.

23 Workplace issues

Dress code

Activity 2:

See tape script.

24 Workplace issues

Health and safety

Activity 1:

Health and safety is important as employees have the right not to be in danger at work. Employers have to provide some training but this does not guarantee that people will adhere to this.

Activity 2:

- b) “mis-” means bad or wrong “re-“ means again. Understanding prefixes can help you to guess the meaning of a word
- c) There are many possibilities, for example, un-, dis-, co-
- d) **litigation** is the use of the legal system to settle a dispute, **legislation** is the law or set of laws

26 Communication at work

Meetings 1

Activity 1:

- a) sending emails to friends and relatives
- f) training courses available to staff
- d) family-friendly working hours

Activity 2:

Minutes 15 July 2004

Present: Chris (Chair), Ali, Jill, Nora, (1) Sam (minutes)

Apologies: Martina and (2) Tom

The following points were discussed:

- a. From Minutes 21 June 2004: Parking (3) permits for new car park not issued. Action: Ali to (4) email everyone.
- b. Permission to send (5) personal emails during (6) lunchtime
- c. Suspicious emails should be (7) deleted immediately.
Action: Sam to send everyone (8) memo
- d. Two (9) training courses available to all staff: ‘Presenting Without Fear’, 2 – 4 August, and First Aid course. For the former, let Jill know by (10) Friday. Action: Jill to inform us if (11) participants have to return to work after 4pm. There are only (12) two places on the second course, which takes place (13) over/at the weekend. No (14) crèche facilities are available. Those interested to contact Jill asap.

- e. Any (15) other competent business. Issue of (16) flexible working hours was raised. This issue was also raised two months ago. Awaiting (17) decision from (18) Head Office.

Next Meeting

Date: (19) 21 June at 3.30

Venue: (20) Meeting Room 2

(21) Items for (22) Agenda to reach Chris by 19th July

30 Communication at work

Telephoning 1

Activity 1:

A.

- | | | |
|---------------------|-------------|-----------------------------|
| 1. Current employer | 2. Landlord | 3. Employment Agency worker |
| 4. HR Officer | 5. Teacher | 6. Colleague/Friend |

B. Tania is a nurse.

Activity 2:

Caller's Name	Contact Details	Message
1. Lesley	Ext. <u>3405</u>	Jean ill. Need cover tonight from <u>10pm</u> till <u>6am</u> . Double <u>pay</u> !
2. Geoff Arnold	Mobile: <u>077 943192</u>	Problem with last month's <u>rent</u> Maybe due to <u>direct debit</u> .
3. Martha	<u>Tel: 453 8865</u>	'Good Health' <u>Agency</u> . Need <u>supply</u> nurses at cardiac unit. Very interested in my <u>skills</u> and <u>experience</u> .
4. John Foster	717 3207	HR <u>Department</u> . July <u>wages</u> haven't been paid: wrong a/c no. Call pm. May get <u>emergency</u> payment.
5. Silvia	Home: <u>652 8813</u>	Class tomorrow <u>cancelled</u> : daughter ill/(got chicken-pox). Must still <u>prepare</u> presentation for next week.
6. Jean	Mobile: <u>0799 378501</u>	Got two <u>tickets</u> for Tattoo. Call back before <u>6</u> if want to go. Don't <u>mention/say</u> anything to Lesley.

31 Communication at work

Telephoning 2

Activity 3:

1. Yes. She has managed to get an interview next week.
2. Brian.

Activity 4:

1. Michaela's questions:
 - ◆ May I ask you about the jobs advertised in last night's newspaper?
 - ◆ Shall I continue?
 - ◆ How do I find your offices?
 - ◆ I was wondering about the pay and conditions/can you tell me this information now?
2. Brian's questions:
 - ◆ How can I help you?
 - ◆ How do I spell Dolez ...?
 - ◆ Which ones (positions) would you like to apply for?
 - ◆ Can you just confirm, you are twenty-four years old and live at 11 Park View Street?
 - ◆ Why you think you would make a good fitness instructor?
 - ◆ Do you have any experience working with people?
 - ◆ Would you perhaps also consider working in our customer service department?
 - ◆ How do you feel about that?
 - ◆ Now you are probably wondering about remuneration?
 - ◆ Can you send me a full CV with two referees?

32 Communication at work

Email and the Internet

Activity 1:

1. Suggested answers:

Advantages – speed/availability/doesn't matter what time it is to contact people/can be used at home and at work/accessibility of people

Disadvantages – crime e.g. credit card/pornography easily available/abuse of the systems at work i.e. people not working but emailing friends or downloading unsuitable material.

Activity 2:

- 1.T 2.F 3. Employer 4.T 5. 8.00am to 8.30am 6. T
7a) b) c) – any combination of: discussion of religion or politics/using it for entertainment/asking for or sending out information for another business

or political party/to threaten, harass or intimidate someone

33 Communication at work

Disciplinary issues

Activity 1:

1. consequences
2. extremely
3. categories
4. ranging
5. warrant
6. verbal
7. loss
8. ultimately
9. suspension
10. contract
11. stated
12. demand
13. subject
14. minimum
15. disciplinary
16. legal
17. comply
18. continue

Listening CD track index

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Tapescript

01 Describing jobs Present employment

Activity 3:

(M = Marek; E = Eliana)

M: Oh Hi, Eliana! I haven't seen you for ages!

E: Hi Marek! How are you?

M: I'm fine. I didn't know you worked here! Do you work here full-time?

E: No, just part-time - I only work in the evenings. I'm also studying at Edinburgh University. What would you like?

M: I'd like a coffee, please.

E: What about you?

M: Well, I was unemployed for a few months, but now I'm working in a garage. I have to do night shift sometimes, but I don't mind.

02 Describing jobs Work experience

Activity 1:

Lola

I've had three jobs since I left school. First of all I worked in a bakery. That was when I was seventeen. Then I worked at a supermarket checkout for a few months - that was really boring. Then, after I came to Scotland, I got a job as a cleaner in a hotel. I've worked there for five months.

Francesco

I've had many different jobs. I worked for a few years as a chef in a small restaurant. After I came to Scotland I got a job in Hamburger Heaven. It's really badly paid and the hours are awful. I'm looking for something else.

05 Applying for jobs Making enquiries

Activity 3:

- 1) How much is it an hour?
- 2) Where is it?
- 3) How many hours is it per week?
- 4) Do I need a driver's licence?
- 5) Do I have to wear a uniform?
- 6) Does it involve working outdoors?
- 7) Would I get training?
- 8) Do I have to have previous experience?

06 Applying for jobs

Job requirements

Activity 2:

(E = Eva; C = Clerk)

- E: Could you tell me more about the postal worker's job, please?
C: Certainly. Just a moment while I find it ... What's your name?
E: Eva. Eva Kubin.
C: Thanks. K-U-B-I-N?
E: Yes.
C: Thank you. Now, here we are: "postal workers required immediately". So, what would you like to know?
E: Um, how much is it an hour?
C: It's £5 per hour.
E: I see. And where is it exactly?
C: It's based in the main Post Office depot, in Brunswick Rd.
E: How many hours is it per week?
C: It's 40 hours a week, with the chance of overtime.
E: Is it 9-5, or different shifts?
C: Er, it's revolving shifts.

Activity 3:

(E = Eva; C = Clerk)

- E: Do I need a driver's licence?
C: No, there's no travel involved.
E: Oh, so it isn't posting letters, then. What exactly is the job?
C: It's sorting letters - it's an office job.
E: I see. Do I have to wear a uniform?
C: Ah, yes. The uniform is provided.
E: Would I get training?
C: Yes. You don't need any previous experience. Are you interested?
Would you like an application form?
E: Yes please.

10 Applying for jobs

Covering letters 1

Activity 2 and 3:

Situation: 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!

(BP = Betsy Perkins; S = Sylvester)

- BP: (*Phone Rings*) Hello, Campbell Call Centres, Betsy Perkins speaking, how can I help you?
S: Oh good afternoon, my name is David Ho and I was wondering about a letter I sent you on the 30th February about work with Campbell Call Centres in Edinburgh.
BP: Oh yes, thank you for calling me, I liked your letter and was going to

call you next week David. Now ...I can't seem to find your letter under that date, can you just remind me of your age and qualifications and tell me a little about yourself?

S: Yes, well erm ...I'm 18 years old, just turned 18, and I've been in the UK for three years now. For the past two years I've been studying at Paisley Tutorial College, which I've really enjoyed: I've made lots of very good friends there. Oh, and I'm just finishing three Higher Grades: they're in Computers, Business and Communication Skills.

BP: (*Shuffling of papers*) Yes, go on.

S: What else? Oh, I also really enjoy learning new languages: I recently completed an evening class in Spanish at Paisley Tutorial College as well. I found that very useful. And I was thinking of travelling to South America, but now I've decided that I don't want to take a gap year, as most of my friends seem to be doing these days. No, that's not for me: I just want to go straight into full time employment and start earning some money, if possible.

BP: Right, I'm just writing this down, can you tell me a little about your experience.

S: Yes, erm, I worked shift work as part of a production team for Tiny Biscuits in Paisley near Glasgow. I was a team leader and made it to the number one employee place for January. I like team working but I'm also great at working on my own.

BP: Mmm ... so it seems, well this is all very interesting David. How is your IT knowledge?

S: My what? Sorry I don't understand.

BP: Computers, you said you had a Higher in Computers?

S: (*Feeling increasingly uncomfortable*) Yes, erm, good, I think, why?

BP: Well, the Call Centre and Customer Care industry is very technical and we would ask for a good level of proficiency in IT and interactive systems. We are also looking for people who will respond well to customers, make them feel at home when they phone us about ...well, anything from banking to insurance and holiday flights. We work for a variety of companies, so you will need to be flexible.

S: Flexible?

BP: Yes, don't worry though, we will give you full training. Ah ...here it is, your letter, now let's just check that information.

S: (*Quickly*) Oh thanks, Mrs Perkins, but there is someone at the door and I must go, I'll send you an e-mail very soon! Bye.

BP: David? Oh well, goodbye (*Puzzled*).

21 Workplace issues Discrimination

Activity 2 and 3:

More than lip service

This week, legislation banning discrimination in the workplace on the grounds of sexual orientation and religion came into force. Under the

Employment Equality Regulations 2003 it is now unlawful for employers to discriminate against workers because of their religious beliefs or sexual orientation. So what are the implications for HR?

First, employers will have to review all their HR policies to ensure that they are not treating staff less favourably on the grounds of belief or sexual orientation.

Ravinder Mahal, employment lawyer at Morgan Cole, says that a key area of concern for employers is that of “banter” in the workplace. Employers are also liable for acts of their employees, for example, if a member of staff makes offensive comments about a co-worker’s religion or sexual orientation. This is unless the employer can prove that they have taken steps to prevent the employee’s acts. “Some HR directors are very concerned about this,” says Mahal. “At the moment the key thing employers can do is to put in place anti-harassment policies.”

The largest obstacle employers face is changing their organisational culture, says Richard Lister, employment lawyer with Lewis Silkin. “Religious jokes are quite common in the workplace. The culture of harassment is the biggest challenge for employers to train the secular majority to change their behaviour.”

This challenge is highlighted by the potential conflict between sexual orientation and religion in the workplace, where a member of staff could hold religious views that are homophobic, and yet work in direct contact with a gay employee.

“If an employee makes homophobic remarks on the basis of their religious belief, it is a difficult situation for a manager,” Lister told PM. “You must protect your gay employee but if you discipline the harasser this could lead to discrimination against someone for their religious belief.”

The practical implications for line managers are many, particularly in respect of the legislation on religious belief. They may face requests from staff for time off to celebrate religious events such as the Hindu festival of Diwali and about issues surrounding staff dress code.

The HR department must be clear about communicating its policy on all these types of issues to line managers, says Lynda Macdonald, an employment trainer, whose book – *Managing equality, diversity and the avoidance of discrimination* – will be published by the CIPD next year.

“Line managers need to know whether they can say ‘no’ to requests if there is a valid business reason. There should be a clear policy on holidays, religious observance and dress code from HR as these are issues line managers will face,” she says.

But despite the issues raised in the workplace by the legislation, employers should not be fearful of it, argues Tyrone Jones, diversity

manager for HBOS, the financial services group. “There are practical things organisations can do at low costs to ensure that they are compliant with the legislation. For example, you can use internal communications to raise awareness of religion and sexual orientation”.

And employers will not have to go it alone. As well as ACAS’s two sets of guidelines, the CIPD has also released a change agenda on religious discrimination with practical tips on handling the new legislations.

Joanne Gordon, equality and diversity manager for Lloyds TSB, told PM that the ACAS guidance was very informative but added: “We want to exceed expectations”.

For those employers who ignore or fail to comply with the legislation, the consequences will be severe, says Lister. “Compensation for religious discrimination and sexual orientation claims is unlimited so there is a high price to pay,” he said.

Damage can also be inflicted on a company’s reputation, according to Jones. “Forget about legal claims; it is about treating people with respect.”

It’s also about the war for talent. Employers will miss out on a talented and diverse workforce and lose their competitive edge if they ignore this legislation, believes Dianah Worman, CIPD adviser, diversity. “These new legal obligations will help employers stamp out the kinds of prejudices that stop organisations from accessing the talent they need and that keep talented people out of the job,” she said.

Source: Higginsbottom, K., *More than Lip Service*, People Management 04.12.03, p. 14 –15 (abridged)

23

Workplace issues

Dress code

Activity 2 and 3:

Tie dispute near settlement

The long running “collar and tie” dispute in Britain’s Jobcentres, which sparked 8,000 employment tribunal claims, is on the verge of settlement.

Last year, Matthew Thompson, an administrative assistant at a Jobcentre Plus office in Greater Manchester, took his employer, the Department for Work and Pensions (DWP), to court, claiming that he had suffered sexual discrimination because he was forced to wear a tie at work. He said dress rules for women were less restrictive.

Thompson won his case and a further 8,000 of his colleagues lodged tribunal claims. But several weeks ago the EAT sent the case back for reconsideration at tribunal level.

Since then, talks between senior managers from Jobcentre Plus and officials of PCS, the civil service union, have produced a settlement

proposal.

The proposal is based on “a new Jobcentre Plus dress standard” to reflect a “professional and businesslike approach”. There would be no requirement for men to wear a collar and tie, and no local variation of the rules. Penalties imposed on staff who have refused to wear ties would be withdrawn, and financial penalties would be reimbursed.

Details are now being sent to PCS members throughout the Jobcentre Plus network – along with a special legal acceptance form. This asks all 8,000 DWP workers who have filed a tribunal form to personally authorise the union to withdraw their claim.

PCS’s assistant group secretary David Burke warned workers that the outcome of further legal action would be “uncertain” and that the proposed settlement removes sex discrimination - meeting the union’s objective of a “gender-neutral standard.”

In the next four weeks the union will add up the numbers who have accepted the proposal, and signed the authority form.

During March, PCS officials and Jobcentre Plus negotiators “will consider the level of acceptance”. If the number of staff who turn down the deal is small it is expected to go ahead regardless. If the figure is too large, the union has indicated that it will not let all tribunal cases run on.

Source: Upton, R., *Tie Dispute near Settlement*, People Management, 26.02.04 p13

26 Communication at work Meetings 1

Activity 1:

(C = Chris (Chair), J = Jill, N = Nora, S = Sam, A = Ali)

C: Good afternoon everyone. I’m glad most of you could make it.

Martina and Tom send their apologies - they’re on a training course in Newcastle this week. Now, does everyone have a copy of the minutes of the last meeting?

All: Yes.

C: Nora, I believe you took the Minutes last time?

N: Yes, that’s right.

C: So let’s ask Sam to take the Minutes today?

S: Alright.

C: Are there any action points from the last meeting that have not yet been completed?

A: Yes, I tried to contact John about parking permits for the new car park, but he’s been away on holiday for a fortnight and his secretary couldn’t issue them without his permission. So, I’m afraid we’ll have to wait until Monday when he gets back.

C: Thank you for that, Ali. Could you email us with his decision?

A: Yes, of course.

- C: Good. Any other points?
- All: No.
- C: Well, can we take the last minutes as read?
- All: Yes.
- C: Fine. Let's move on to today's agenda. You'll notice the first item is 'email policy'. Sam, could you talk a little about this?
- S: Right, well, you may remember that we asked if we could use the Internet for personal reasons. I've had a very clear memo from Head Office outlining the use of email for personal use. We all know that up till now it's been strictly forbidden to send any kind of personal email or use the Internet at work. However, we're now allowed to send personal emails during our lunchtime: for most of us here that means between 12.30 and quarter past one. But, please be careful not to open any unsolicited mail, as it may contain a virus. If you open one by accident, it is imperative that you do not open any attachments. Just delete the suspicious email immediately.
- J: Can we send emails during our tea breaks?
- S: No, only lunchtime. I think Head Office is worried our 15 minute breaks will turn into half an hour ones!
- All: (laughter)
- C: Will you send a copy of the memo round to everyone in the office, Sam?
- S: Will do. There are actually a few other issues, such as how to avoid getting spam mail, so everyone should read it.
- C: OK, thank you Sam. Now, Jill, you wanted to talk about training courses available to staff, didn't you?
- J: Yes, I just wanted to let everyone know about two courses which are free to all staff. The first is a course entitled 'Presenting Without Fear' and as the name would suggest, it should help boost your confidence when giving face-to-face presentations. If you'd like to attend this course, try to let me know by Friday as it's filling up fast.
- N: When does it take place and for how long?
- J: It runs from the second to the fourth of August, so three days in total, from 9am till 4pm.
- A: Where will it be?
- J: It'll be held in the meeting room next to the canteen.
- C: If it finishes at 4pm, will the participants be expected to return to work for an hour?
- J: I'm not exactly sure – probably not though. I'll find out more and let you know.
- C: Fine Jill. And what was the second course?
- J: Well that's a First Aid course and there are only two places left on it. We don't have a recently qualified First Aider and HR want us to have one in the office at all times in case there's a mishap.
- N: First Aid? That sounds interesting.
- J: The only thing is it takes place over a weekend. Nora, I don't know if that would suit you?
- N: (disappointed) Oh, what a pity! I have my three kids to look after. Is there a crèche or anything?
- J: I'm afraid not. But there may be another course at a more

convenient time later on the year.

C: OK, Jill, keep us informed. So if anyone wishes to sign up for these courses, please contact Jill in the first instance. Time's moving on.

Is there any other competent business?

N: Yes, has anything been decided about having more flexible working hours?

A: No decision has been taken on this yet. This is something we should take up with the Union.

C: Let's not be hasty. Wait and see what Head Office decides. We only raised the issue of family-friendly working hours two months ago: I think we need to give them a little more time.

N: Well, do you mind if I contact them to remind them?

C: I think it's enough to send a copy of the minutes and draw their attention to this item. Sam, have you taken down that point?

S: Yes.

C: Fine. The next meeting will be on the 21st of this month. I thought we could have it a little later than usual, at 3.30. And the venue will change too: meeting room two. Please let me have any items for the agenda by the 19th. Thank you all.

30 Communication at work

Telephoning 1

Activity 1:

Message 1

Hello, Tania, it's Lesley here. I'm afraid that Jean has come down with the flu and we're one nurse short tonight. We really need you to cover her absence. Please call me as soon as you get back and let me know if you can do the night shift from 10pm till 6am. Remember, it's double pay! Call me on extension 3405 as soon as you get back. Cheerio.

Message 2

Good morning. It's Geoff Arnold here. I've been checking my bank statements and it seems that I didn't receive your rent last month. I don't think it's anything to worry about, it may just be a problem with the new direct debit you set up with your bank. Could you give me a call on my mobile when you get this message? The number's 077 943192, that's 077 943192. I'm sure this can easily be sorted out.

Message 3

This is a message for Tania Oblamov. I'm calling from the 'Good Health' Agency. Thank you for faxing your CV to us earlier today. I'm pleased to say that it arrived at just the right time: we're looking for supply nurses at the new cardiac unit in James Street to start later this month, and we're very interested in your skills and experience. Could you call us back on 453 8865 as soon as you can and ask for Martha. Thank you.

Message 4

Hello Tania. I'm John Foster from the HR department. I have a few questions for you regarding your bank account details. I'm afraid we haven't been able to pay your wages for July as we seem to have the wrong bank account number. You can catch me in my office this afternoon: the number's 717 3207. I'm sure we can offer some sort of emergency payment while we sort out the bank details. Speak to you later.

Message 5

Tania, this is Silvia. Just to let you know that I've had to cancel the English class tomorrow as my little daughter isn't too well – she's caught chicken-pox. I'm really sorry about that and about the short notice. I'll make up the class at the end of term. Can you still prepare your presentation, but for next week's class instead? If you have any questions about it, just call me at home – my number's 652 8813. Anyway, all going well, I'll see you next week. Take care. Bye for now.

Message 6

Hi, it's me, Jean. Listen, I've managed to get two tickets for the Tattoo tonight – can you believe it! I got them at the last minute and at a very reasonable price. Do you fancy coming? Let me know before 6 o'clock cos one of my flatmates is interested if you can't make it. I know tonight's your night off, so I really hope you can come. I should be at home till six – remember my number's changed to 381 6922. Oh no, better still, forget that and call me on my mobile instead – I might pop out to buy some fags. Just in case you've forgotten my number, it's 0799 378501. OK? Oh, and by the way, I was supposed to be on the night shift tonight, but I told Lesley I had the flu! (nervous laugh) Don't mention anything to her about the show tonight! Bye.

31 Communication at work

Telephoning 2

Activity 3:

(B = Brian, M= Michaela)

Phone rings

B: Good morning, Brian May, Zest Leisure Centres, how can I help you?

M: Oh, good morning, erm ...my name is Michaela Dohlezeva. May I ask you about the jobs advertised in last night's newspaper?

B: Yes, right, Michaela, hi there ...(writing). How do I spell Dolez ...?

M: Dohlezeva, D O H L E Z E V A (spells slowly)

B: Great, got it, thanks. Well ...we have several positions open at the moment, all for our new centre in Wester Hailes, Edinburgh. Which ones would you like to apply for?

M: The fitness instructor, maybe the café barrista, but I'm really interested in working with people to develop their health and fitness, so the instructor post is my first choice.

B: Great, well Michaela I'd like to ask you a few questions and then hopefully we can take it from there and have you round for a full interview sometime next week ... if you are successful at this stage.

- M: Yes, fine ... I'm a little nervous though (*laughs*).
- B: Nothing wrong with nerves, but please don't worry. Right ... I have your name and address on the e-mail you sent last night (*pause*). Can you just confirm, you are twenty-four years old and live at 11 Park View Street?
- M: Parkside Street.
- B: Oh, sorry, Parkside Street. OK, can you tell me, briefly, why you think you would make a good fitness instructor Michaela?
- M: Well, firstly, I am a keen sportsperson and still play tennis and badminton competitively with my local club. Secondly, in 1998 I represented my country - I'm from Poland originally- at the European Student Games in Dublin. I was part of the women's football team but only a reserve unfortunately (*both laugh*).
- B: Do you have any experience working with people?
- M: Yes, I have junior coaching awards in tennis and football and I have always been involved in helping to teach general exercise and sports training with young people. I have a sports First Aid certificate from the Polish National Sports Association. I'm currently working as a customer service representative with the Bank of Scotland.
- B: Mmm ... yes, sorry, I'm just writing a few notes here, this is all very interesting stuff.
- M: Shall I continue?
- B: No, that's fine Michaela, thank you. Well, you seem to have the experience and enthusiasm that we are looking for but would you perhaps also consider working in our customer service department?
- M: Perhaps, yes.
- B: Good, well I am going to invite you to our offices here in Edinburgh next week, for a more formal interview with our management team. How do you feel about that?
- M: Great, thank you, I'm looking forward to it, how do I find your offices?
- B: I'll send full details in the post. Now you are probably wondering about remuneration?
- M: Erm, yes please. I was wondering about the pay and conditions, and starting dates of course. Can you tell me this information now?
- B: All those details will be in the post as well. For the record, our salaries are quite generous for the industry and we normally run two, eight-hour shifts until 10.30 at night. We will have the opportunity to discuss remuneration further at the interview. Can you send me a full CV with two referees?

Learning Support Materials

English for Speakers of Other Languages: In Context - Work (Higher)

Supplementary Materials

05 **Applying for jobs**
Making enquiries

Role cards

Student A
Telesales operator

Birmingham
£4.50 per hour plus commission
20 hrs per week
Starting ASAP

Staff required to promote and sell services to a wide range of clients across the Midlands. A good telephone manner is essential, as well as the ability to work unsupervised. You will need to be assertive, confident and well-motivated. Simple computer skills are also advantageous.

Student B
Sales assistant

Bournemouth
£4.50 per hour weekdays, £6.20 per hour Sundays
Various shifts
Starting ASAP with permanent positions available

Part-time sales assistant to work in a major department store. You will need to be honest, reliable, with a smart appearance and sales experience. You will be involved in all the main aspects of shop management, product replacement, ordering products and customer service within specific line of products. You are fashion-oriented and responsible and enjoy working in a dynamic and flexible environment and would like to build a career in fashion retailing.

08

Applying for jobs

Job adverts 2

Advert A

HEAD OF HRM OPERATIONS

TO £100,000 PACKAGE – EUROPEAN BASED

Our client is a leading European airline employing close to 5,000 staff throughout UK and Europe. Due to expansion, the HRM function is facing new and greater challenges resulting in the need to appoint an exceptional individual to lead the delivery of operational HR. Reporting to the new HR Director, your responsibilities will include:

- Leading a team providing the delivery of HR services throughout Europe.
- Working with HR colleagues to develop industrial relations solutions to strategic and tactical employee relations issues.

Candidates should:

- Be graduates with at least 10 years' experience in the HR function.
- Have good knowledge of the European industrial relations environment.
- Possess significant drive, enthusiasm and excellent team management skills.
- Demonstrate leadership and influencing skills combined with commercial awareness.

This is an outstanding opportunity to join a newly established HR management team and to play a pivotal role in the expansion of a major company.

In the first instance, please email your CV and current salary details, in the strictest confidence, to Liz@FEBConsulting.co.uk, quoting reference 2867/flycom.

Alternatively, please contact Liz Loudon at FEB Consulting, 123-167 Regent Terrace, London, W1B 3HQ. Tel: +44 (0) 20 7864 2567. Fax: +44 (0) 20 7864 2589. www.FEBConsulting.co.uk

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Reporting to the Chief Executive, and leading a workforce of around 150, you will be responsible for developing new income streams from the manufacturing operation, establishing it as a self-standing business within the Group.

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An entrepreneurial individual, with strong leadership and interpersonal skills and a sound knowledge of manufacturing best practice, you'll be attracted by the opportunity to create new markets and to benefit from the career development potential in such a dynamic and successful business.

Please send a full CV in total confidence, with details of your current remuneration, quoting ref: MF998 by email to MF998@EGBConsultancy.co.uk or by post to EGB Consultancy, PO Box 109, Glasgow, G11 3AD. Telephone: 0141 376 4487.

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14

Applying for jobs

CVs 2

Handy Word Guide (some suggestions for CV language)

Dynamic Verbs (past experience)

Negotiated, created, delivered (strategy, sales), activated, pushed, motivated, liaised with, designed or built, sold, returned, reviewed, maintained (databases), launched, streamlined, generated (sales, ideas), processed, implemented, wrote, secured (business), operated, simplified, supported, presented, enforced, led.

Active Words (for key skills)

Opportunities, team working, leadership, client or customer focus, abilities, core competencies, vision and values, depth of knowledge and/or experience, problem solving approach, supportive, incisive, logical, strategic, flexible, adaptable, inclusive (personality), creative, innovative, supportive, belief, friendly, mentor.

17 **Business correspondence**
Letters

Thank you for your letter dated 9 th August.
We refer to our recent telephone conversation and confirm that ...
Further to/following our meeting ...
I am writing with reference to ...
I am writing to enquire about ...
I regret to inform you that ...
Please accept our apologies for any inconvenience caused.
I am afraid that ...
Unfortunately/regrettably it is not possible to ...
Could you possibly ...
I would be grateful if you would ...
I would appreciate it if you could ...
Please could you return this at your earliest convenience?
Please find enclosed our order for ...
As you will see from my enclosed CV ...
A pre-paid envelope is enclosed for your convenience.
If you require any further information, please do not hesitate to contact me.
If you have any further questions/queries regarding this, please call ...
I look forward to meeting you next week.
I look forward to hearing from you.
I look forward to your prompt reply.

Standard phrases for letters

1. Openings

Thank you for your letter dated 9th August.

Further to/following our meeting ...

I am writing with reference to ...

I am writing to enquire about ...

We refer to our recent telephone conversation and confirm that ...

2. Apologising/giving bad news

I regret to inform you that ...

Please accept our apologies for any inconvenience caused.

I am afraid that ...

Unfortunately/regrettably it is not possible to ...

3. Asking for something

Could you possibly ...

I would be grateful if you would ...

I would appreciate it if you could ...

Please could you return this at your earliest convenience?

4. Sending something

Please find enclosed our order for ...

As you will see from my enclosed CV ...

A pre-paid envelope is enclosed for your convenience.

5. Last paragraph

If you require any further information, please do not hesitate to contact me.

If you have any further questions/queries regarding this, please call ...

6. Closing line

I look forward to meeting you next week.

I look forward to hearing from you.

I look forward to your prompt reply.

18 Business correspondence

Reports

This report has been requested by the Directors with the aim of finding possible ways to increase the popularity of Sea World. The report is to be submitted as soon as possible.

A hundred and fifty visitors were interviewed informally and asked:

1. how they had heard of Sea World
2. what they liked/disliked

1. *How visitors heard of Sea World*

- ◆ Two-thirds learned of the park through personal recommendation.
- ◆ A small minority visited as a result of our website.
- ◆ One in four were here as part of an educational school-visit.

2. *Likes/Dislikes*

a) The vast majority of visitors enjoyed their visit. They liked:

- ◆ watching divers hand-feed the sharks
- ◆ interactive demonstrations in the amphibian enclosure
- ◆ endangered species exhibition
- ◆ "Finding Nemo" clownfish tank

b) Visitors complained about:

- ◆ insufficient parking facilities/poor public transport links
- ◆ poor food and drink selection in the Lagoon Café – mostly unhealthy
- ◆ cost of tickets - family tickets in particular were seen as pricey and discouraged return visits

1. Sea World appears to suffer from a lack of publicity.
2. The activities and exhibitions on offer are seen as part of the aquarium's strengths.
3. A wider variety of options is required in the café.
4. Parking facilities are limited but the centre is difficult to reach by public transport.
5. Cost of tickets is off-putting and customers are discouraged from returning.

1. It is suggested that we instigate an aggressive publicity campaign immediately including eye-catching events in the media and local advertising.
2. Schools and educational establishments should be targeted and offered significant discounts.
3. It is recommended that we investigate the possibility of a Park and Ride car park near the train station with a free bus service to and from Sea World.
4. Healthier options should be considered for the café.
5. Ways of lowering entry cost (especially for families) should be discussed.

Investigation into why Sea World is not more attractive to visitors

Terms of reference

This report has been requested by the Directors with the aim of finding possible ways to increase the popularity of Sea World. The report is to be submitted as soon as possible.

Procedure

A hundred and fifty visitors were interviewed informally and asked:

1. how they had heard of Sea World
2. what they liked/disliked

Findings

1. How visitors heard of Sea World

- ◆ Two-thirds learned of the park through personal recommendation.
- ◆ A small minority visited as a result of our website.
- ◆ One in four were here as part of an educational school-visit.

2. Likes/Dislikes

a) The vast majority of visitors enjoyed their visit. They liked:

- ◆ watching divers hand feed the sharks
- ◆ interactive demonstrations in the amphibian enclosure
- ◆ endangered species exhibition
- ◆ "Finding Nemo" clownfish tank

b) Visitors complained about:

- ◆ insufficient parking facilities / poor public transport links
- ◆ poor food and drink selection in the Lagoon Café – mostly unhealthy
- ◆ cost of tickets - family tickets in particular were seen as pricey and discouraged return visits

Conclusions

1. Sea World appears to suffer from a lack of publicity.
2. The activities and exhibitions on offer are seen as part of the aquarium's strengths.
3. A wider variety of options is required in the café.
4. Parking facilities are limited but the centre is difficult to reach by public transport.
5. Cost of tickets is off-putting and customers are discouraged from returning.

Recommendations

1. It is suggested that we instigate an aggressive publicity campaign immediately including eye-catching events in the media and local advertising.
2. Schools and educational establishments should be targeted and offered significant discounts.
3. It is recommended that we investigate the possibility of a Park and Ride car park near the train station with a free bus service to and from Sea World.
4. Healthier options should be considered for the café.
5. Ways of lowering entry cost (especially for families) should be discussed.

24 **Workplace issues**
Health and safety

DISABLED STAFF FACE GREATER RISK

People Management 26.02.04

Employers are endangering disabled staff during emergency evacuation procedures because of prevailing confusion over proper evacuation methods.

Serious concerns have been raised over the widespread misuse of dedicated “refuge areas”. These are intended to be used as areas where disabled employees are asked to wait in the event of an emergency, so there is a clear passage way for other employees to escape. But there are concerns that refuges are being used by employers as a place of stay for disabled staff until the emergency services arrive to free them.

Disability rights experts say this is a misinterpretation of the guidance: effectively it leaves disabled staff alone in a burning building or area of danger while waiting for assistance from the emergency services.

The issue was recently highlighted to the CIPD by David Dennis, a chartered fellow of the institute who lectures on disability rights. He described the practice of leaving disabled employees in burning buildings until the fire service arrived as “endemic”.

They should be left only while others are evacuated, Dennis stressed. He urged organizations to readdress their policies on the evacuation of disabled employees.

The Disability Rights Commission told PM it was concerned that some organizations might view refuge areas as an “alternative evacuation”. It stressed that refuges should be used only as a “short-term last resort”.

But Tim Wilkins, chief fire consultant at RPS Health, Safety and Environment, added that fears over litigation could be encouraging firms to wait for the emergency services to deal with evacuating disabled workers.

“If an untrained employee was to drop or injure another employee – or to injure themselves – then firms could face prosecution,” he said.

Naeema Choudry, an employment law specialist, at Eversheds, advised that to protect themselves against lawsuits, companies should provide adequate training for staff in lifting and carrying disabled employees from the building.

But rising concern over the issues has prompted calls for clearer guidance from the government on emergency evacuation procedures.

Although the Office of the Deputy Prime Minister offers some guidance on evacuating workers, it admitted legislation dealing with the needs of disabled people did not make any specific requirements regarding means of escape in case

of fire. The Health and Safety Executive also said it did not offer specific guidance on the evacuation of disabled employees.

Glossary

CIPD The Chartered Institute of Personnel and Development

Eversheds The name of a UK law firm

RPS Health, Safety and Environment An environmental consultancy

The Health and Safety Executive A government agency

Source: Watkins, J., *Disabled Staff face greater Fire Risk*, People Management, 20.02.04

27 **Communication at work**
Meetings 2

Role cards:

Employee:

After forgetting to attend an important meeting last week, you have arranged to see your boss. You have an agenda from the meeting and know that the following points were discussed:

- ◆ Holiday rota
- ◆ Pay rise
- ◆ Clocking in/out
- ◆ Staff Café
- ◆ Relocation
- ◆ Personal Targets

You know your boss is probably angry with you for missing the meeting and you must try to avoid conflict. At the same time, you must also find out what exactly what was discussed and what was decided at the meeting.

You should do the following:

1. Apologise
2. Think of a good excuse
3. Ask how the meeting went
4. Ask what was decided at the meeting
5. While talking to your boss, make notes of what was decided and any actions you must take.

Boss:

You are annoyed that one of your employees missed the last meeting for no apparent reason. The employee has arranged to discuss the matter with you.

You have a list of the main points from the meeting:

- ◆ **Holiday rota:**
Action: everyone must fill in the holiday rota by Friday.
- ◆ **Pay rise:**
For those on minimum wage only. 5% is being offered from 6 April.
- ◆ **Clocking in/out:**
New electronic key system from next week.
Action: everyone to pick up a key from Personnel by Monday.
- ◆ **Staff Café:**
Now opening for early breakfast (6.30 – 9am). Healthy options will be offered.
- ◆ **Relocation:**
Move to new site delayed again. Unlikely until next year.
- ◆ **Personal Targets:**
These are not being met.
Action: everyone to arrange individual meeting with their boss to discuss ways of being more effective.

You expect an apology from the employee and want to know why they missed the meeting. Do not give any of the above information unless the employee asks for it. Be cold, but do not lose your temper.

28 Communication at work

Meetings 3

Brian May

Brian is the Personnel Manager (Human Resources). He is a relaxed and friendly character who is very diplomatic and does not like conflict to develop between participants at a meeting. His preferred candidate for the post is Michaela. She had a good interview with him on the phone and has an interesting CV. She could work in customer care but you would prefer her to get the fitness job if possible.

Sylvia Swan

Sylvia is the General Sales Manager for Scotland. She thinks there are too many fitness instructors and not enough sales people! She needs a sales person to help build the customer base (more customers!). She would prefer the best candidate to help her in the office with this important work. She has no preference at the moment.

Mohammed Bell

Mohammed is the chief Fitness and Exercise Instructor for Scotland. He needs an enthusiastic and energetic young person to run the classes in Edinburgh. Because of the increase in new classes offered he needs someone with a background in many different sports and with qualifications in training and exercise. His preference is for Oscar, a former fitness instructor with the Army. He is not very interested in the café or customer service operations.

Isobel McKenzie

Isobel must chair the meeting and help the participants reach a decision. Her role is Marketing and Finance. Overworked, she needs more people with financial and office skills and is secretly looking for help in the Finance Department. She must keep this secret from the other participants but try to persuade them to move one of the unsuccessful candidates toward this (unadvertised) job. Isobel is quiet but likes to plan and scheme!

32 **Communication at work**
Email and the Internet

ELC LIMITED	INFORMATION TECHNOLOGY POLICY
OFFICE MANUAL ACCEPTABLE USER POLICIES	

1. Online systems

1.1

- Employees' use of information technology and access to its contents are authorised for legitimate ELC business related purposes only.
- At all times employees are expected to use good judgment and common sense and to conduct themselves ethically and professionally in accessing and using company-provided information technology and its contents.
- Violation of this policy or any operational procedures or guidelines developed in support of it, or any other misuse of ELC's information technology or its contents may result in **disciplinary action as stated in Section 3 of these guidelines.**

1.2

- ELC's various IT systems (for example: email, company network, serves and Intranet, Internet connections, telephone, fax and/or any other online services, systems or resources) are vital business resources for providing efficient communication and information exchange pertinent to the conduct of ELC's business.
- ELC expects that easy access to tools and information will be used to achieve work-related goals and objectives only and not for personal aims or entertainment.

1.3

- **ELC strictly prohibits at any times the access, viewing, posting, downloading, storing, transmitting, sharing, printing, distribution or solicitation of any information or material from any source that the company deems pornographic, obscene, abusive or otherwise offensive or inappropriate for the workplace. This policy applies to any such activity occurring on company property business-related event/activity, including offsite meetings. The consequences of this activity can lead to ELC instigating the disciplinary actions as set out in Section 3.**

1.4

- IT systems may not be used during work hours for electronic communications with parties outside ELC, except for ELC business related purposes.
- During work time, employees may not use IT systems to solicit for any purpose or to distribute for any purpose any electronic communications that are not related to ELC business related purposes.
- Work time is that portion of the day when an employee is expected to be performing work for ELC. (**Non-work time includes lunch-time (12.45-2.00pm), and before (pre-9.00am) and after work (post 5.30pm).**)
- Due to electronic communication system efficiency, security and cost concerns, mass emails or multiple distributions (e.g. “Spamming”) to employees or to others that are unrelated to ELC business purposes are not permitted.
- All employees are advised that the company may access any such data as needed but not without prior notice to the individuals concerned. Accordingly, the privacy of email and similar data should not be presumed.

2. Online services

2.1

- Disciplinary consequences will result following the use of ELC services, networks, systems and equipment in any of the ways listed below:
 - In future, any web based personal e-mail account will be blocked. We apologise for any inconvenience this may cause but regret that it has become necessary e.g. the virus that affected a large number of PCs recently. Please note that all “worms” can be inadvertently introduced through emails from friends via their mail boxes.
 - Use of your company email account may give the appearance that you represent ELC. You should avoid commenting on any ELC business issues or related topics, but if you do comment, as your ELC employment is obviously known, you should indicate that you are expressing solely your own personal views and not those of ELC.
 - As a forum for political or religious debate
 - As a form of entertainment or for the distribution of chain letters
 - To solicit or distribute for any private, commercial business or political cause
 - To harass, intimidate or threaten any person

33 **Communication at work**
Disciplinary issues

ELC LIMITED	INFORMATION TECHNOLOGY POLICY
OFFICE MANUAL ACCEPTABLE USER POLICIES	

3. Classification of Offences

The following is a list of offences divided into three categories, which may be imposed for the first-time **INTENTIONAL** violation of the AUP.

These offences are not all inclusive. Any violation not listed in this policy will be categorized by the Management Committee.

Category A – Minor Offences

- Installing unlicensed/personally licensed software into ELC’s IT system without prior authorisation from the IT department.
- Unnecessarily wasting system resources in any way.
- Sending chain letters, no matter what the purposes of the chain letter.
- Using ELC’s IT system for commercial gain.

ACTION TAKEN BY ELC FOR CATEGORY A OFFENCE:

Possible loss of access rights and a verbal warning

Category B – More Serious Offences

- Gaining or attempting to gain unauthorized access to ELC’s IT systems, resources and/or data.
- Harassing or causing distress to fellow employees by means of obscene, threatening or sexually harassing electronic messages.
- Installing or downloading unlicensed software or unauthorised hardware on to ELC’s IT system. Making unauthorised copies of ELC’s owned software.
- Allowing unauthorized access to the system by means of sharing passwords or other information about the system.

ACTION TAKEN BY ELC FOR A CATEGORY B OFFENCE

Possible loss of access rights and a written warning and a disciplinary suspension depending on the seriousness of the offence.

Category C – Serious Offences

- Intentionally introducing any computer viruses to ELC’s hardware or software.
- Gaining or attempting to gain unauthorised access to any external organisation’s systems, resources and/or data.
- Intentionally doing anything that could result in system shutdown, damage to ELC’s IT system or software.
- Making unauthorized unlicensed copies of ELC’s owned software.
- Using ELC’s IT systems for illegal or criminal purposes.
- Intentionally accessing, viewing, posting, downloading, storing, transmitting, sharing, printing, distributing or soliciting any information or material from any sources that the company deems pornographic, obscene, abusive or otherwise offensive or inappropriate for the workplace.

ACTION TAKEN BY ELC FOR A CATEGORY C OFFENCE

Will almost certainly result in disciplinary suspension or termination of the violator’s employment with ELC.

IT IS A LEGAL REQUIREMENT UNDER STATUTORY LAW, THAT AN AUP POLICY IS IN PLACE

PLEASE SIGN BELOW AS HAVING READ, UNDERSTOOD AND WILL AIM TO COMPLY WITH THIS POLICY.

Signed

34 **Communication at work**
Review and remember 7

ROLE CARDS FOR IT POLICY MEETING – ZEST LEISURE CENTRES

CHAIRPERSON

You are the Managing Director of Zest Leisure Centres. You have heard that there have been a number of problems with people spending a lot of time sending emails during work time. You think people should be sacked for this but you're not sure how you can prove people are doing it.

You know how to use a computer and some packages, but are not really an expert; you rely heavily on your Personal Assistant to deal with your correspondence so you don't want to show that you're not as confident as some people in using IT.

You've talked to the IT manager about the email problem before but have not really had a proper meeting to discuss anything in detail. The IT manager has asked for this meeting because she is unhappy with the number of people who she thinks are abusing the system.

In the past, you've had quite good relations with the Union representative but recently you had a huge argument with her about another issue.

IT MANAGER

You've recently been appointed as IT Manager for Zest. When you took the job you thought it would be good job to "get your teeth into" as nobody really knew how to use the systems very well and you thought you would be able to provide some training which is your favourite part of your job.

You realised very quickly that most people were just using the Internet to send emails and have found a small group of people in one of the centres using their computers to run a business from.

You've tried to talk to the Managing Director about this but he doesn't seem to understand very much of what you're saying or doesn't seem interested. You're amazed that he's agreed to come to this meeting.

You'd like a chance to explain to everyone at the meeting what all the problems are but you're not convinced that the meeting is going to achieve anything.

UNION REPRESENTATIVE

You're aware that there have been a number of problems relating to abuse of the IT systems at Zest; the IT manager has talked to you before about this and asked for help to try to get this meeting organised.

You know that at least two people have been receiving malicious emails from someone in the company but as yet, nobody has found out who it is. You've also been told that some people are running a mail-order business for performance enhancing drugs from their computers but you can't believe that someone would be able to do that and still do their job. You need some proof.

You're reasonably computer literate but are aware that you need a lot more training and think that the company in general needs a much better training programme. You've noticed that it's not on the agenda and you want to make sure that it's discussed.

You used to get on quite well with the Managing Director but recently you had a major row about the next pay claim and feel that he is not interested in employees any more – just how many more centres he can open in the next year.

HRM MANAGER

The problems with the IT system have been concerning you for some time. You were very pleased when the new IT Manager was appointed as she was much better qualified with a broad range of experience. You've already had a couple of meetings with her and identified a number of issues that need to be dealt with immediately.

There is no IT policy in place and as it's going to be a legal requirement soon, you need to get discussion started on what it's going to contain. You've tried to explain the significance of this to the MD but he only seems to be interested in problems with his own email.

You really need some decisions made at this meeting and you're hoping that you will get support from everyone but you'll need to get some money set aside for a training programme to help implement any new policy and you know that the MD is reluctant to spend money on anything except expansion.

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Presentation practice

Work and career

PRESENTATION EVALUATION FORM

1. What were the strong points of the talk?

2. Was the content well-organised and well-presented?

3. Was the speed of speaking satisfactory?

4. Was the voice loud and clear enough?

5. Did the speaker make eye contact with you? Was there any body language that distracted you?

6. If you had any problems following the talk, were they caused by:

Accent aspects?	Grammar	Topic	Other
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7. How did the speaker deal with questions?

8. What advice would you give the speaker for future presentations?