

Cambridge English for Job-hunting

TEACHER'S NOTES

UNIT 1

Research and preparation

- Identifying the stages in the job application process
- Researching yourself
- Highlighting your skills and experience
- Researching the market

➔ Go to page 11 for essential background information on the topic and useful web links.

➔ Don't forget to explore the [Extra activities](#) for this unit

▶ Refers to Student's Book pages

Identifying the stages in the job application process

Before you begin ...

The following questions can be used to generate a warm-up discussion before starting Unit 1.

- 1 How many different stages in the job application process can you think of?
- 2 What stages do you think are the most important?
- 3 What stages are the hardest for non-native English speakers applying for a job in English?
- 4 Do you have any real-life experience of job-hunting in English?

1 a Students complete the task individually before comparing answers in pairs.

Answers

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



b Students complete the task in pairs before open-class feedback.

Suggested answers

8 7 6 1/2 5 4 3



C Students complete the task individually before comparing answers in pairs.**Answers**

- 1 g (*Customer service assistant, Packaging Palace*)
- 2 c (*recent psychology graduate*); g (*BSc (Hons) Psychology (2.1)*); h (*recent psychology graduate*)
- 3 a (*circa £25k pa*)
- 4 e (*a bit moody / not very well organised / make decisions without thinking*); f (*I didn't use to be very well organised*)
- 5 d (*and calculated ... you could justify charges of ...*); e (*good at maths*); g (*Liaised with management on pricing strategy*)
- 6 c (*as advertised in The Guardian*); h (*an advert in The Guardian*)
- 7 e (*doing research on the net*)
- 8 a (*an ability to work well in a team*); d (*make a very useful contribution to your team*); e (*work well with people*)
- 9 b (*It all looks very impressive*); c (*a successful international firm*); d (*Everyone in your office was friendly and made me feel very welcome ... your strong reputation for quality*); h (*your excellent reputation*)
- 10 d (*I checked your prices*)

d Open-class discussion.**Answers**

Teresa meets the advertised criteria: she has a degree and related professional experience in sales and marketing. The extract from her letter demonstrates a clear, confident and professional approach, which helped her get an interview. Her chances of getting the job appear strong, but this will depend on her ability to emphasise her teamworking skills and play down her weak organisational skills during her interview.

Researching yourself

Before you begin ...

The following questions can be used to generate a warm-up discussion.

- 1 What research should a job-hunter do before looking for a job?
- 2 What do you need to find out about yourself before you start job-hunting?
- 3 Have you ever done any research like this before? What did you do?

2 a Students read the questions, listen and answer the questions in pairs.

► 1.1 page 84

Answers

- 1 Sophie suggests Silvia works out what she wants to do by thinking about what she likes doing and what she's interested in.
- 2 She thinks about something she's done that was successful, and then tries to identify the skills she used.
- 3 No, she says that Silvia shouldn't take them too seriously.
- 4 A successful job search is not just about finding a job that you would be good at, but about finding a job that you will love doing.

Language note for audioscript 1.1

You may want to highlight the following vocabulary.

sustainability = development which meets the needs of the present without compromising the ability of future generations to meet their own needs

b Students discuss their own experience in pairs.

Your strengths and weaknesses

- 3 a Students complete the task individually before comparing answers in pairs.

Answers

b to c at d to e in f in g in h at
i to j at



- b Students complete the task individually before comparing answers in pairs.

Answers

2 Achievements 5 Personal characteristics
3 Languages 6 Knowledge
4 Experience



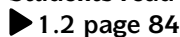
Extension activity: character adjectives

Ask students to suggest adjectives of character (both positive and negative) which best describe Silvia. Students can find examples in Silvia's mind map.

Answers

organised, impatient, indecisive

- c Students read the questions, listen and answer the questions in pairs.



Answers

1 To start looking for a new job
2 Because his company is too small to give him the experience he wants
3 Coming up with new ideas and suggesting alternative solutions
4 To speak Mandarin
5 He is taking Mandarin lessons and listening to podcasts.



Language note for audioscript 1.2

You may want to highlight the following vocabulary.

pick something up (quickly) = learn a new skill by practising rather than being taught

come up with an idea = suggest or think of an idea or plan

take someone on = employ someone



- d Students listen again and complete the task individually before discussing their answers in pairs. Afterwards get students to read the audioscript to find evidence supporting their answers.

Answers

flexible: I'm very adaptable. I don't mind working late or at weekends, and I'll have a go at anything ...

creative: I'm also good at coming up with new ideas and suggesting alternative solutions; you used to stick notes with new ideas everywhere

disorganised: Your desk was such a mess and you never knew where anything was.



- e Students complete the exercise individually before open-class feedback.

Answers

2 c 3 e 4 d 5 b 6 a



- f** Students complete the exercise individually before comparing answers in pairs.

Answers

- | | |
|----------------|----------------|
| 2 indecisive | 5 unpersuasive |
| 3 inflexible | 6 unreliable |
| 4 disorganised | |



Extension activity

In pairs, discuss which character adjectives best describe you. Give examples of past actions and behaviour to support your claims.

- g** Students complete the task in pairs. Encourage students to think of more questions and adjectives that relate to their own personal characteristics. You may want to provide some examples of your own.
- h** Students complete the task individually on a blank sheet of paper. Provide students with a separate sheet of blank white paper to complete this exercise.
- i** Students complete the task in pairs before open-class feedback.

Your qualifications

Before you begin ...

The following questions can be used to generate a warm-up discussion.

- 1 What qualifications have you got / are you studying for?
- 2 Do you think that your qualifications will be understood/recognised in the country you would like to find work in?
- 3 What qualifications do you need to get the job you would like?

- 4 a** Students complete the task individually before comparing answers in pairs.

Answers

- 2 read; completed (obtained)
- 3 graduated; hold; completed (obtained)
- 4 graduating; awarded; read



- b** Students complete the task individually before comparing answers in pairs.

Answers

- | | |
|------------------|----------------|
| 1 from; with; in | 3 in; from; in |
| 2 in; with; from | 4 at |



- c** Students discuss the questions in pairs before open-class feedback. Ask students to identify their most important and relevant qualifications, and help them to establish what the equivalent qualifications are in the country they plan to find work in.

Highlighting your skills and experience

Note

This is a brief introduction to transferable skills, designed to help students identify their own transferable skills before looking for work. In subsequent units of the book students will learn to demonstrate these transferable skills in CVs, cover letters and interviews.

- 5 a** Students discuss the questions in pairs.

- b** Students complete the task individually before comparing answers in pairs. Encourage students to identify further examples of professional behaviour exemplifying these transferable skills.

Answers

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



- c** Students complete the task in pairs before looking at the suggested answers in the key.

Suggested answers

- 1 **flexibility:** I am willing to investigate options in depth, even when they are the ideas of others. I am able to adapt to and work with a variety of situations, individuals and groups. I am able to think on my feet. I am willing to try different approaches.
- 2 **leadership skills:** I am good at leading, encouraging, inspiring and supporting others to develop confidence and help them to realise their full potential. I delegate routine elements of more complex tasks at work and encourage others to do the same. I am approachable at work.
- 3 **organisational skills:** I am always on time at work, attending meetings, and when I cannot make it, I always let somebody know in advance. I can plan ahead and am excellent at meeting deadlines.
- 4 **teamworking skills:** I cooperate to meet shared goals even at the expense of my own personal preferences. I listen carefully to the concerns and opinions of others. I enjoy collaborating on projects.



- d** Students prepare individually before discussing in pairs.
- e** Students read the questions, listen and answer the questions individually before comparing answers in pairs.
- 1.3 page 84

Answers

- 1 When she was working in Africa
- 2 She worked for an NGO (non-governmental organisation) as part of a large team of people, educating local people about the importance of reforestation.
- 3 She was the communications officer of the student union.

**Language note for audioscript 1.3**

You may want to highlight the following vocabulary.

NGO = non-governmental organisation (e.g. Red Cross, Médecins Sans Frontières)

reforestation = replant trees in an area

suppliers = a company, person etc. that provides things that people want or need, especially over a long period of time



- f** Students complete the task individually before comparing answers in pairs or small groups.

Answers

- | | |
|-----------------|-----------------------|
| 1 planning | 3 talked; convinced |
| 2 worked; given | 4 dealing; understood |



- g** Students discuss in pairs. You may wish to play the audio again before they complete the task. Ask students what types of job they think Silvia would be good at.

Answers

- 1 organisational skills
- 2 flexibility / teamworking skills
- 3 negotiation/communication skills
- 4 communication/organisational skills

- h** Students complete the task individually before comparing answers in pairs.

Answers

- | | | |
|-------------|--------------|-------------|
| 1 b analyse | c conduct | |
| 2 a invent | b suggest | c solve |
| 3 a write | b explain | c give |
| 4 a resolve | b listen | c work |
| 5 a chair | b motivate | c delegate |
| 6 a meet | b decide | c implement |
| 7 a discuss | b contribute | c support |
| 8 a change | b negotiate | c convince |

- i** Students complete the task in pairs before open-class feedback.
- j** Students complete the task individually.
- k** Students complete the task in pairs. Remind students not to reveal which transferable skills they are talking about as it is their partner's task to identify them.
- l** Students complete the task in pairs before open-class feedback.

Extension activity: writing about yourself

Ask students to put the expressions from 5h and 5i into context by writing further sentences about their skills and experiences.

Researching the market**Finding a job**

- 6 a** Students discuss the questions in pairs.
- b** Students listen and complete the task individually.
▶ 1.4 page 84

Answers

- 1 the Internet
- 2 networking
- 3 job agencies / headhunters
- 4 newspapers and magazines
- 5 cold calling / mailing

Language note for audioscript 1.4

You may want to highlight the following vocabulary.

headhunter = a person who tries to persuade someone to leave their job by offering them another job with more pay and a higher position

a reputable company = having a good reputation and able to be trusted

cowboys = not a reputable organisation / not professional

newspaper supplement = part of a magazine or newspaper produced either separately or as part of the magazine or newspaper

- C** Students listen again and discuss the questions in pairs, before small-group or open-class feedback.

Cold calling

Before you begin ...

Write the words 'cold calling' on the board and elicit the meaning from the students. Ask students what they think is the primary goal of a cold call in a job-hunting context. Then ask students to compare their ideas with the introduction in the book on page 14.

- 7 a** Students discuss the questions in pairs before open-class feedback and discussion. You may like to provide a personal anecdote of your own.
- b** Students read the question, listen and discuss the question in pairs. Encourage students to provide supporting evidence from the audioscript for their opinions.
▶ 1.5 page 84

Answer

Eryk's technique is more successful.



- C** Students complete the task and listen again to check their answers. In open-class try to elicit the main function of each extract. At this stage do not correct students' ideas or give an answer.

Answers

1 b 2 a 3 e 4 d 5 c



- d** Students complete the task individually before open-class feedback.

Answers

b 5 c 3; 4 d 2; 4 e 1

**Job advertisements****Note**

You may wish to provide examples of real, up-to-date, locally sourced English job advertisements either in print or online.

8 a Students discuss the questions in pairs before open-class feedback.

Suggested answers



- 1 The main details of the job; clear instructions for responding; the deadline for submission of applications (often called the closing date); the name and title of the person to whom enquiries can be made if you wish to have a preliminary discussion about the role and your qualifications before submitting the written application; the name, title and address of the person or business unit to whom the response should be sent – this is often a different person from the one who is responsible for the actual job; whether applications are to be submitted electronically or mailed; whether a detailed job description is available; whether there are key selection criteria (the standards or requirements you must meet to be considered for the role); what qualifications, if any, are required; whether a website address is provided for more information about the company
- 2 An advertisement that gives a sense of what the organisation is like

b Students complete the task in pairs. Try to elicit additional abbreviations that you might find in job advertisements. You could provide students with real examples of job advertisements to scan for these abbreviations and any further examples.

Answers



- 2 curriculum vitae
- 3 experience
- 4 agency
- 5 on-target earnings
- 6 per annum
- 7 per week
- 8 point of sale

c Students complete the task individually before comparing answers in pairs.

Answers



- 1 EXP 2 PA 3 AGY 4 POS
- 5 OTE (if a salesperson hits the targets specified for them, they will be guaranteed that amount of money)

d Students discuss the questions in pairs.

Answers



Almost all employers want employees who will fit in with the rest of the team (*team player*), will help the company make money (*results-focused*), can think intelligently and come up with new ideas (*dynamic*), can meet deadlines under pressure (*good organisational skills*) and are willing to work longer hours when necessary (*flexible*).

e Students complete the task in pairs.

Answers



- | | |
|-------------------|------------------------------|
| 1 team player | 4 flexible |
| 2 results-focused | 5 good organisational skills |
| 3 dynamic | |

- f** Students complete the task individually before comparing answers in pairs. Remind students to underline evidence to support their answers in the job advertisements.

Answers



- 1 Media assistant (*We are looking for a ... graduate*). The trainee finance recruitment consultant can be a *graduate or of graduate calibre*.
- 2 Trainee finance recruitment consultant (*no two days are the same*)
- 3 Trainee finance recruitment consultant (£30–£35K)
- 4 *Email your CV and cover letter to colm@MediaX.com by May 23rd.*
- 5 You will be contacted by them (*only successful candidates will be contacted*).

- g** Students complete the task individually before comparing answers in pairs.

Answers



- 1 circa (sometimes abbreviated as *c.* or *ca*)
- 2 Closing date
- 3 K
- 4 Quote Ref
- 5 pro rata

Note

Exercises 8f and 8g could alternatively be set as homework.

- h** Students discuss the questions in pairs.

Answers



- 1 Trainee finance recruitment consultant: multi-tasker / target driven / articulate / determined / interpersonal skills / negotiation skills
Media assistant: organisational skills / proof-reading / editing / IT skills / communication skills / language skills
- 2 Trainee finance recruitment consultant

- i** You may wish to lead this exercise as an open-class discussion. Discuss whether similar language distinctions exist in the students' native language(s).

Answers



proficiency in = very experienced
excellent command of = very good knowledge of
working knowledge of = basic understanding of

- j** Students complete the task individually before feedback in small groups.

- k** Students complete the task in pairs before open-class feedback. Ask students to think of any real examples of essential skills they have seen in job advertisements.

Answers



- 1 X is necessary; the successful candidate will be; X is vital; you must be; you will have
- 2 X would be desirable; ideally you will have; X would be a plus; X is preferred; X would be advantageous; X would be welcome

- l** Students complete the task individually before comparing answers in pairs.

Answers

Trainee finance recruitment consultant: *You will have; You must be*
Media assistant: *essential; would be a plus; would be advantageous*



- m** Students complete the task individually before comparing answers in pairs.

Answers

1 resourceful	4 computer literate
2 fluent	5 numerate
3 adaptable	



- n** Students discuss the questions in pairs.

Answers

You would need to be an excellent communicator with fluent English language skills, resourceful, adaptable, with good research skills, able to use a computer well, able to deal with numbers, with a relevant degree and experience in or knowledge of sustainability issues.



- o** This task can be completed in the classroom if you have access to newspapers or the Internet, where students can research job advertisements. Alternatively, students can complete this task for homework. Ask students to bring in a copy of the advertisements they find. They can then discuss the advertisements and any useful vocabulary in the following lesson.

Background information and useful web links

Unit 1 focuses on the research and preparation students should carry out before applying for a job. Following an introduction to the different stages of the job application process, the unit is broadly divided into two areas: researching yourself, and researching the market. In this unit students are introduced to a range of characters as they embark on the job-hunting process, two of whom (Silvia and her friend Sophie) reappear throughout the book.

Identifying the stages in the job application process (page 6)

This section introduces students to the different stages in the job application process. Students identify the different stages, put them in a logical sequence and identify the features of a variety of text extracts from each stage in the process (including a job advertisement, a mind map, a cover letter, a CV, a cold call, an interview, a follow-up letter).

The Careers Group, University of London, has produced a number of worksheets on every aspect of the job application process. You can find them at: <http://www.careers.lon.ac.uk/output/Page67.asp>

Video jug offers a selection of short online videos on all aspects of the job application process. If you have the facilities, these videos could be exploited in the classroom.

You can find the videos at: <http://www.videojug.com/tag/job-searching>

You will find a collection of videos which work particularly well with unit 1 at: <http://www.videojug.com/tag/searching-for-work>

You can find free podcasts, produced by Monster, at: http://content.monster.co.uk/15658_en-GB_p1.asp – *The job search* is particularly relevant for unit 1.

You can find a series of short videos based on job-hunting advice produced by Monster at: http://content.monster.co.uk/15193_en-GB_p1.asp

You may wish to have a class discussion on the use of podcasts as a tool for both learning English and helping students with their job hunt.

Researching yourself (page 8)

This section introduces students to strategies for researching themselves. These include identifying individual strengths and weaknesses (important prepositions / positive and negative adjectives of character), and learning how to talk accurately about professional qualifications.

The recurrent character, Silvia, is interested in finding employment with an organisation working in the area of sustainable development. You may wish to discuss sustainable development with your students. It is broadly defined as development which meets the needs of the present without compromising the ability of future generations to meet their own needs. You can find a full definition on wikipedia: http://en.wikipedia.org/wiki/Sustainable_development

Personality tests can be useful in helping job-hunters identify their personality type and transferable skills, and identify the things they like doing, how they do them, and ultimately, what jobs they are most suited to. You can find a link to a free online version of a Myers-Briggs personality type test at: <http://www.personalitytype.com/quiz.html>

The results of this test provide a rich source of vocabulary, which you may wish to exploit further in the classroom.

Highlighting your skills and experience (page 11)

This section introduces students to transferable skills. It is essential for job-hunters to be able to identify and describe these. Students match transferable skills with examples of professional behaviour, which demonstrate evidence of these skills. Through a range of tasks students learn appropriate language to be able to demonstrate evidence of their own individual transferable skills.

You can find a complete guide to British qualifications at: <http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/index.htm>

The British Council produces a website advising international students who may be considering studying in the UK: http://www.educationuk.org/pls/hot_bc/page_pls_all_homepage

Researching the market (page 13)

This section introduces students to different strategies for researching the job market and finding suitable available jobs. They practise techniques and key phrases for cold calling a company. The unit ends with an in-depth analysis of job advertisements, which includes deciphering confusing abbreviations and understanding what the advertised job really involves. This section ends with an advertisement from Futerra, which is a sustainability communications agency based in London. You can find their website at: <http://www.futerra.co.uk/>

Another excellent resource for job-hunters is www.monster.co.uk. This is a UK-based website for posting your CV and searching for jobs, which offers a lot of free professional job-hunting advice.

If you have access to the Internet in class you might want to do a job search online together in open-class, and discuss the vocabulary in the advertisements you find. You can find a good source of advertisements at: www.jobs.guardian.co.uk

Cambridge English for Job-hunting

TEACHER'S NOTES

UNIT 2

Writing an impressive CV

- Structuring your CV
- Avoiding common CV mistakes
- Creating a strong first impression
- Identifying your key skills
- Highlighting your work experience
- Detailing your education and qualifications
- Demonstrating your interests
- Providing references

➔ Go to page 25 for essential background information on the topic and useful web links.

➔ Don't forget to explore the [Extra activities](#) for this unit

Structuring your CV

Before you begin ...

The following questions can be used to generate a warm-up discussion about CVs. Try to elicit how much experience your students have had writing CVs, in their own language or in English, and what they consider makes a CV successful. You may wish to use the questions in Exercise 1a.

- 1 a** Students complete the task in pairs or small groups before open-class feedback.

Answers

- 1 curriculum vitae
- 2 resume / résumé
- 3 The main purpose of a CV is to persuade a potential employer that you have the right skills, experience, education and personality for the job.
- 4 A successful CV is the product of careful thought and planning. It needs to stand out from potentially hundreds of competing applicants. In order to do this a CV must be planned and written specifically for the job you are applying for, clearly expressing how you meet the requirements for the job. A successful CV must be concise, honest and error-free.
- 5 There is no limit to the number of sections in a CV, although all CVs should cover professional experience, educational qualifications and skills. The only rule to remember is that the sections within your CV should all be strictly relevant to the position you are applying for.
- 6 There is no one correct way to structure your CV, although the two most common approaches are the conventional chronological CV and the skills-based CV.

- b** Students read the questions, listen and answer the questions in pairs.

▶ 2.1 page 84

Answers

- 1 Conventional chronological CV and skills-based CV
- 2 A chronological CV lists your academic achievements and work experience in chronological order. A skills-based CV lists your key transferable skills relevant to the job and provides evidence of these skills.

Language note for audioscript 2.1

You may want to highlight the following vocabulary.

work out = solve or find the answer to something

words of wisdom = advice

a killer CV = an excellent CV

chronological (in chronological order) = starting with the earliest and following the order in which they occurred

a clean driving licence = a driving licence with no recorded penalty offences

give something a go = to try

- c** Students listen again and complete the CV structures individually before open-class feedback.

Answers

2 Contact	10 Contact details
3 Personal statement	11 Personal statement
4 Education	12 skills
5 Work experience	13 Work experience
6 interests	14 Education
7 skills	15 Interests
8 References	16 Referees
9 Your name	

- d** Students discuss in pairs before open-class feedback.

Answers

The first CV on page 20 is a chronological CV. The second CV on page 21 is a skills-based CV.

- e** Students complete the task individually before comparing answers in pairs.

Answers

2 Developed	7 Held
3 Persuaded	8 Researched
4 Represented	9 Achieved
5 Completed	10 Coordinated (Organised)
6 Organised (Coordinated)	

Language note for Exercise 1e

You may want to highlight the following vocabulary.

ensure = make sure

sole = only

liaise = establish a working relationship with (NB draw attention to spelling)

Collocations

catering suppliers

frequent revision

maintain relationships

unforeseen events

viable alternative

- f** Students complete the task individually before comparing answers in pairs.

Answers

- 1 Communication and teamwork
- 2 Energy and motivation
- 3 Adaptability and resourcefulness
- 4 Research and computer skills

Language note for Exercise 1f

You may want to highlight the following vocabulary.

devise and **implement** strategies = devise – plan or invent by careful thought,
implement – to put into effect

result in = occur or follow as the consequence of something

act as = fulfil the function or serve the purpose of

culminate in = reach a climax or point of highest development

handle a wide variety of tasks = manage

substantial = considerable

g Students discuss in pairs before open-class feedback.**Answer**

- Both career changers and recent graduates may not have much relevant professional experience, so they may prefer to use a skills-based CV, where capability is emphasised over experience.

Avoiding common CV mistakes**2 a Students discuss in pairs before open-class feedback.****Suggested answers**

Sending the same CV for all the jobs they apply to; making spelling mistakes; including information that is not relevant; providing too much information so that the CV is too long (more than two pages); using a bad layout or design; including lies

b Students listen and discuss in pairs.

► 2.2 pages 85 and 86

Language note for audioscript 2.2

You may want to highlight the following vocabulary.

admin = administrative work

proofread = read and check for errors

to get rid of = throw away

double check = to go over (read) something for a second time to ensure that it is accurate or safe

less is more = simplicity and clarity are more effective

spot = notice, discover

c Students listen and answer the questions in pairs before open-class feedback.

► 2.2 pages 85 and 86

Answers

- receive; correspondence; liaise; practice / to practise; advice / to advise
- Employers don't have much time and a concise CV can demonstrate your ability to edit effectively.
- Your CV is a legal contract and you could lose your job if found out. You'll be more confident in the interview if your CV is accurate.
- No, you should adapt your CV for each job you apply for.

d Students complete the task individually before comparing answers in pairs.

Answers



- 1 ~~previous~~ previous; ~~responsible~~ responsible; ~~dealling~~ dealing; ~~correspondance~~ correspondence; ~~massages~~ messages; ~~arrangeing~~ arranging; ~~apointments~~ appointments
- 2 ~~form~~ from; ~~benefitts~~ benefits; ~~experiance~~ experience; ~~off~~ of; ~~studing~~ studying; ~~abroad~~ abroad; ~~practice~~ practise; ~~foriegn~~ foreign; ~~develope~~ develop; ~~strenghts~~ strengths
- 3 ~~assistent~~ assistant; ~~personal~~ personnel; ~~acheivement~~ achievement; ~~lead~~ led; ~~witch~~ which; ~~improveing~~ improving; ~~startegic~~ strategic; ~~business~~ business; ~~planing~~ planning

e Students discuss in pairs.

Extension activity

Extension activity: common CV mistakes

A *Guardian* article on common CV mistakes can be found at: <http://jobs.guardian.co.uk/careers/49/236299/bad-education/>

The end of this article includes a high-level challenge to spot some common spelling and punctuation mistakes in a report.

Creating a strong first impression

Writing a personal statement

Before you begin ...

The following questions can be used to generate a warm-up discussion about what makes a CV memorable and impressive.

- 1 What message would you like your CV to convey to someone glancing briefly at your CV? What is the best way of getting this message across?
- 2 Are personal statements on CVs commonplace in the country you are applying for work in?
- 3 Would you include a personal statement on your CV? Why (not)? Even if you decide against including a personal statement on your CV, writing one is an excellent way of helping identify key skills and experience.

3 a Students complete the task individually before comparing answers in pairs.

Answers



- 1 *Geography graduate; Currently completing Master's in Development Studies with specific focus on sustainability.*
- 2 *Well-organised, highly motivated; Self-motivated, resourceful and able to motivate others, with excellent communication and interpersonal skills.*
- 3 *communications strategy adviser*
- 4 *with recent professional experience developing communication strategy for positive change*
- 5 *Geography graduate with recent professional experience developing communication strategy for positive change.*

b Students complete the task individually before comparing answers in pairs.

Answers



- b *Well-organised, highly motivated communications strategy adviser.*
- c *Geography graduate with recent professional experience developing communication strategy for positive change.*
- d *Fluent spoken and written English.*
- e *Currently completing Master's in Development Studies with specific focus on sustainability.*

- c** Students complete the task individually before comparing answers in pairs.

Answers



- 1 well-organised; confidently and effectively
- 2 full-time professional; Proven ability; experience in

- d** Students discuss in pairs before open-class feedback.

Answers



- 1 The first is shorter and less factual than Silvia's. The language is strong and positive, but is mostly descriptive. The second is similar to Silvia's in length and style. Character descriptions are supported with evidence.
- 2 The first statement answers questions **a** and **d**, but does not support the character descriptions with evidence. The four sentences of the second statement mainly answer questions **b**, **d**, **d** again and **b** again.

- e** Students complete the task individually before discussing in pairs.

Answers



With its stronger focus on professional skills and experience, the second statement is more suitable for this post, which requires previous experience.

Note

Ask your students to consider why the job is a temporary position. A possible answer is that the job is a cover for maternity leave or a sabbatical. You may wish to use this to discuss the issue of covering work for an absent employee. Students may have acquired useful experience and skills while covering for an absent employee which are worth including in their CV.

Language note for Exercise 3e



You may want to highlight the following vocabulary.

PA = personal assistant

fill someone's shoes = stand in for / step in for / cover

in addition to = as well as

- f** This task can be completed in the classroom if you have access to newspapers or the Internet, where students can research job advertisements. Alternatively, students can complete this task for homework. Ask students to bring in a copy of the advertisements they find. They can then discuss the advertisements and any useful vocabulary in the following lesson.
- g** Students complete the task in pairs before open-class feedback.
- h** Students complete the task individually.
- i** Students complete the task individually. Exercises 3h and 3i could alternatively be set as homework

Writing eye-catching headings

- 4 a Students discuss in pairs before open-class feedback.
b Students complete the task in pairs before open-class feedback.

Suggested answers

Note that the three categories are intended only to generate ideas; some section titles may belong to more than one category.

Personal strengths and competencies: these include anything that tells employers what sort of person you are (e.g. *Flexibility, Initiative, Focus on results, Teamworking, Cross-functional working, Organisational skills*)

Areas of professional experience: what sorts of jobs you have done (e.g. *Accounting, Electronic engineering*) and what objective evidence you can provide of your professional achievements (e.g. an architect might list *Professional awards* or *Major buildings designed*)

Business skills: what you have learnt through your work (e.g. *Negotiation skills, Project management, Communication skills*)

- c Students discuss in pairs before open-class feedback.

Identifying your key skills

Before you begin ...

... ask students to brainstorm some famous people from a range of backgrounds (e.g. politicians, actors, businesspeople). Get them to identify what their key skills are. What are they good at? What skills do they have that make them good at their job? If they are unsuccessful, what skills are they lacking?

- 5 a Students discuss in pairs.
b Students complete the task individually before comparing answers in pairs.

Answers

- | | |
|--------------|------------|
| 2 creativity | 5 research |
| 3 analysis | 6 teamwork |
| 4 writing | |

- c Students discuss in pairs.
d Students complete the task individually before comparing answers in pairs.
e Students discuss in pairs before open-class feedback.

Answers

Adjectives and adverbs

- f Students complete the task individually before open-class feedback.

Answers

- | | |
|------------------------|----------------------|
| 1 successful | 6 successful; entire |
| 2 successfully | 7 top |
| 3 successful | 8 in-depth |
| 4 fully; international | 9 substantial |
| 5 wide | 10 excellent |

- g Students complete the task individually.

Highlighting your work experience

- 6 a** Students discuss in pairs.
- b** Students complete the task in pairs before open-class feedback.

Answers

1 b 2 a



- c** Students complete the task individually.
- d** Students complete the task in pairs.
- e** Students answer the questions in pairs before open-class feedback.

Answers

She used: achieved; coordinated; developed; established; improved; led; organised; persuaded; planned; represented; researched
She used these other verbs: completed; held; liaised; managed; maintained; provided; worked



- f** Students complete the task individually before comparing answers in pairs and open-class feedback.

Suggested answers

- 2 Successfully completed a financial management course.
- 3 Translated the company website into three different languages.
- 4 Identified a problem with the company's database system and recommended an alternative solution.
- 5 Designed and implemented a new customer feedback system, leading to a 20% increase in customer satisfaction levels.



- g** Students complete the task individually before comparing answers in pairs and open-class feedback.

Suggested answers

- 2 Represented front-office staff on ICT Strategy Implementation Team.
- 3 Formulated training plan.
- 4 Supervised office budget.
- 5 Researched and evaluated new suppliers.
- 6 Presented client feedback questionnaire.
- 7 Investigated waste reduction.
- 8 Led design team.



- h** Students read the questions, listen and answer the questions in pairs.

► 2.3 page 86

Answers

- 1 Answering the phone; filling in forms; taking minutes
- 2 Dealing with customers; representing the company; listening and writing intelligently; producing company documents
- 3 Nanny; waitress; cleaner
- 4 They demonstrate her language skills, and that she's responsible, flexible and hard-working.



Language note for audioscript 2.3

You may want to highlight the following vocabulary.

take minutes = write an official record of events during a meeting

board meeting = meeting between a company's board members – senior management

follow = understand

not afraid to get your hands dirty = not frightened to get practically involved
– in the audioscript this is used both literally (Klaudia has worked as a cleaner) and idiomatically.

- i** Students complete the task individually before comparing answers in pairs and open-class feedback.

Answers

Professional experience

2007 – present PA to Managing Director (London)

- Schedule MD's meetings
- Represent MD and company with official visitors and on telephone
- Take minutes at board meetings and write professional official company reports

2007 Nanny (New York)

- Supervised two English-speaking children (aged 4 and 6)
- Planned and organised inspiring and educational daily activities

2006 Waitress (Madrid)

- Developed excellent customer-service skills in Spanish

2006 Chambermaid (Madrid)

- Maintained hotel rooms at five-star levels of professional presentation
- Demonstrated flexibility and dedication while developing Spanish language skills

- j** Students complete the task individually. Alternatively, you may wish to set this task for homework.

Detailing your education and qualifications

- 7 a** Students discuss in pairs before open-class feedback.

Answers

See article in unit

- b** Students read the article and answer the questions individually before comparing answers in pairs.

Answers

- 1 Because their education experience is more relevant
- 2 *in skeletal form*
- 3 If they were your highest educational qualification or they were particularly good
- 4 Most recent first (*in reverse chronological order*)
- 5 Add an additional relevant section on IT skills

Language note for Exercise 7b

You may want to highlight the following vocabulary.

curricula = courses

thesis (pl. theses) – also dissertation = a document that presents the author's research and findings and is submitted in support of candidature for a degree or professional qualification

skeletal form = just the main pieces of information, nothing more. NB Do not preteach this item as it forms part of a question in Exercise 7b.

bear in mind = consider

imply = suggest, indicate

redundant = not necessary

in reverse chronological order = starting with the most recent and following the order in which they occurred, going backwards in time

working knowledge = able to use something effectively in practice without a deeper understanding of how it works

c Students complete the task individually before comparing answers in pairs.

Answers

- | | |
|---------------------|------------|
| 1 PhD | 4 A-levels |
| 2 Master's degree | 5 GCSEs |
| 3 Bachelor's degree | |

d Students discuss in pairs before open-class feedback.

e Students discuss in pairs.

f Students answer the questions in pairs before open-class feedback.

Answers

- Because the title of their degree is not clear enough to explain what the course actually involved. Employers need to know what you actually studied, and not just the name of your degree.
-
- The writer has included details of a work placement, an exchange year and a major piece of research (dissertation).

g Students complete the task individually before comparing answers in pairs. Alternatively, you may wish to set this task for homework.

h Students complete the task in pairs before open-class feedback.

Answers

*Geography graduate with recent professional experience of developing communication strategy for positive change.
Currently completing Master's in Development Studies with specific focus on sustainability.
I researched top international universities for my degree course.
I am currently completing in-depth research on reforestation techniques for the African subcontinent for my Master's degree dissertation.
Research for my dissertation includes substantial use of the Internet and professional journals, and interviewing experts in the field.*

i Students complete the task individually.

Demonstrating your interests

- 8 a Students discuss in pairs before open-class feedback.

Answers

- 2 Employers want to know more than just your qualifications and work experience; they want to know what type of person you are, and whether you are going to fit in.



- b Students read the questions, listen and answer the questions in pairs.

► 2.4 page 86

Answers

- 1 The V in CV stands for *vitae*, which is Latin for 'life'. This is relevant as the interests section is about your life and personality.
- 2 Because it didn't give details of his achievements as captain
- 3 It shows that you can fit into different environments easily.
- 4 Her ability to learn new languages quickly and that she is a member of an orchestra
- 5 Running the London Marathon and raising £1900 for charity



Language note for audioscript 2.4

You may want to highlight the following vocabulary.

fit in with = to be socially compatible with other employees at the company

make a mess of something = do a bad job / do something badly

take advantage of something = make good use of the opportunities offered by something

unsubstantiated claim = claim without supporting proof or evidence



- c Students complete the task individually before comparing answers in pairs.

Answers

- 1 leadership skills
- 2 determination; self-motivation
- 3 intercultural awareness; language skills
- 4 analytical skills; intelligence
- 5 creativity; resourcefulness



- d Students discuss in pairs before open-class feedback.

- e Students complete the task in pairs before open-class feedback.

- f Students complete the task individually.

- g Students complete the task individually before comparing answers in pairs.

Suggested answers

- 2 Keen mountain climber: Recently completed a five-day expedition in the French Alps. Currently attending a mountain leadership course.
- 3 Passionate photographer: Currently attending evening classes to develop my photography skills. Excellent working knowledge of Photoshop software. Designed a website to display my best photographs.
- 4 University Social Coordinator: Active member of the student committee. Organised more than ten musical and cultural events. Responsibilities included booking acts to perform and organising the tickets sales.



- h** Students complete the task individually.
- i** Students complete the task in pairs.
- j** Students complete the task individually. Alternatively, you may wish to set this task for homework.

Providing references

- 9 a** Students discuss in pairs.

Answer

See advice in Exercise 9b



- b** Students complete the task individually before comparing answers in pairs and open-class feedback.

Answers

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



- c** Students discuss in pairs.

- d** Students read the questions, listen and answer the questions in pairs before open-class feedback.

► 2.5 pages 86 and 87

Answers

1 1 B 2 G 3 O

2 1 Friends can't comment on your professional performance. 2 Employers only contact referees to confirm the facts on a CV. 3 It takes up valuable space, and employers are unlikely to contact referees at the early stages of the process.

3 *References available on request*



Language note for audioscript 2.5

You may want to highlight the following vocabulary.

at the minute = at the moment

awkward = difficult, embarrassing

sing someone's praises = strongly praise



Extension activity: agreeing and disagreeing

During an interview it's important that students are able to give their opinion and agree and disagree with the interviewer using a variety of suitable expressions.

- 1 Students listen again to the recruitment consultants discussing references in audioscript 2.5. As they listen, students underline any phrases that are used to give opinions, agree or disagree in the audioscript on pages 86–7.
- 2 Students complete the following table using the expressions they have underlined.

Giving opinions	Agreeing	Disagreeing
In my view ...	Of course	I understand what you're saying, but ...
What I'm saying is ...	-	I agree with you to some extent, but ...
-	-	I agree with you up to a point, but ...
-	-	-
-	-	-

Answer key

Giving opinions	Agreeing	Disagreeing
In my view ...	Of course	I understand what you're saying, but ...
What I'm saying is ...	I agree	I agree with you to some extent, but ...
For me ...	Exactly	I agree with you up to a point, but ...
I'd say ...	That's a good point	I'm not so sure I agree with you on this one
The way I see it ...	You're right	I can see your point, but ...
I think ...		
In my opinion ...		

e Students complete the task individually.

f Students complete the task in pairs.

Alternatively, you may wish to set Exercise 9e for homework. Students can then complete Exercise 9f in the following class.

Background information and useful web links

An effective CV is essentially a marketing tool, acting as a bridge between what you have to offer and what an employer is looking for. It should not be an exhaustive record of your life. Based on extensive research into what recruiters really want to see, unit 2 covers every aspect of writing an impressive CV, from layout through to content and language. At the end of each section students practise writing the corresponding section of their own CV. Throughout the unit students are provided with relevant language practice, professional advice, and insights into the way employers read CVs.

Structuring your CV (page 19)

This section introduces students to different ways of structuring a CV. After an introductory discussion on CVs, students complete a series of tasks based on two model CVs. These models, chronological and skills-based, are the most common and successful ways of structuring the contents of a CV. An individual's choice of model and layout is entirely dependent on the experience and personality of the job-hunter, as well as the job they are applying for.

You can find further examples of model CVs for specific jobs at: http://www.cvtips.com/CV_example/

The Careers Group, University of London, has produced a number of worksheets on every aspect of the job application process. You can find a worksheet on CVs at: <http://www.careers.lon.ac.uk/output/Page314.asp>

Video jug offers a selection of short online videos on CV writing. If you have the facilities, these videos could be exploited in the classroom. You can find videos about CVs at: <http://www.videojug.com/tag/cv-writing>

Another excellent resource for job-hunters is www.monster.co.uk. This is a UK-based website for posting your CV and searching for jobs, which offers a lot of free professional job-hunting advice.

You can obtain a free professional review of individual CVs at: <http://www.thefullercv.com/guardian.asp>

You can find professional advice on writing a CV at: <http://www.cv-masterclass.com/freereads-article003.html>

Avoiding common CV mistakes (page 22)

This section focuses on the most common mistakes found in CVs, in particular spelling mistakes, which can be especially problematic for students.

You may wish to look at the following article on typical CV mistakes, including a high-level exercise on spotting errors: <http://jobs.guardian.co.uk/careers/49/236299/bad-education/>

Creating a strong first impression (page 23)

This section introduces students to writing a personal statement tailored for the specific job they are applying for. Although including a personal statement on a CV is ultimately up to individual style and choice, writing one can help students to identify their key strengths and attributes. In this section, students practise writing about their skills and experience in a dynamic and concise way. They learn to use adverbs and adjectives to emphasise positive personal characteristics, skills and experience. In addition, they learn to use headings effectively.

Identifying your key skills (page 25)

This section provides more practice in identifying and clearly demonstrating evidence of relevant transferable skills. Students work with extracts from successful CVs to identify demonstrated transferable skills, before writing sentences for their own CVs which demonstrate their own skills and emphasise achievement and ability.

Highlighting your work experience (page 26)

This section focuses on effectively detailing work experience in a CV. As well as presenting 50 common verbs for describing work experience and achievements, the section provides practice for students of writing about their work experience in a clear and concise way, suitable for a CV.

Detailing your education and qualifications (page 28)

This section focuses on detailing educational background and qualifications in a CV. For students applying for work in a country different from the one they studied in, it is essential to be aware of the equivalent qualifications in their target country and be able to discuss how their qualifications compare. This section uses an article from a recruitment consultant on the best way to highlight education and qualifications in a CV in order to raise this issue and give students the opportunity to discuss their qualifications in English.

Demonstrating your interests (page 30)

This section deals with how to make the interests section of a CV effective and worthwhile. As well as identifying the transferable skills different interests suggest, students practise using adjective–noun phrases to make their interests sound dynamic and interesting.

You can find a useful article on improving the interests section of a CV at: <http://jobs.guardian.co.uk/careers/49/503151/interests-and-hobbies/>

Providing references (page 32)

This section covers how to select referees and include references on a CV. Students listen to experts' opinions and discuss which approach will suit them best, dependent on the referees they have available, the job they are applying for and the country they are looking for work in.

You can find a useful article on references at: <http://jobs.guardian.co.uk/careers/49/503152/references/>

Cambridge English for Job-hunting

TEACHER'S NOTES

UNIT 3

Effective cover letters

- Identifying features of cover letters
- Beginning a cover letter
- Writing the main body of the letter
- Writing an effective final paragraph
- Using appropriate language
- Putting it all together



Go to page 35 for essential background information on the topic and useful web links.



Don't forget to explore the [Extra activities](#) for this unit

Identifying features of cover letters

- 1 a Students discuss in pairs before open-class feedback.

Answer

- 1 See article in unit



- b Students complete the task individually before comparing answers in pairs.

Answers

- | | |
|----------------|-----------------|
| 2 cover letter | 7 well-focused |
| 3 complement | 8 interview |
| 4 persuade | 9 business |
| 5 position | 10 introduction |
| 6 employer | |



- c Students discuss in pairs before open-class feedback.

Answer

letter of application



- d Students discuss in pairs before open-class feedback.

- e Students listen and complete the task individually before open-class feedback.

▶ 3.1 page 87

Answers

- 1 Three years
2 She feels her career prospects are limited at Green Pharmaceuticals.



Language note for audioscript 3.1

You may want to highlight the following vocabulary.

limited career prospects = few job or promotion opportunities



- f** Students complete the task individually before listening to the rest of the conversation. After listening, students compare answers in pairs before open-class feedback.

▶ 3.2 page 87

Answers



- 2 ✓ (remember not to be too informal as you want to sound as professional as possible)
- 3 ✗ (every cover letter should be written specifically for the position you're applying for)
- 4 ✓ (You should show that you've read about the company, done some research)
- 5 ✓ (you should concentrate on demonstrating the skills that are required for the post, what you can offer the company)
- 6 ✗ (If a company wants to see any documents like that, they'll ask for them later.)

- g** Students discuss in pairs.

- h** Students complete the task individually before comparing answers in pairs.

Answers



- 1 Economics
- 2 Costcutter
- 3 She sings in and manages a jazz band, and is learning Italian.

- i** Students complete the task individually before comparing answers in pairs.

- j** Students complete the task individually before comparing answers in pairs.

Answers



- | | |
|---------------|---------------|
| 1 Paragraph 2 | 4 Paragraph 1 |
| 2 Paragraph 5 | 5 Paragraph 4 |
| 3 Paragraph 3 | |

Beginning a cover letter

- 2 a** Students complete the task individually before comparing answers in pairs.

Answers



- 1 enquire
- 2 response; enclosed
- 3 recommended; requirements
- 4 advertised; qualified
- 5 application; consideration

- b** Students discuss in pairs before open-class feedback.

Answers



- 1 b 2 a 3 c 4 a 5 a
- All of these approaches could potentially lead to successful employment. However, your chances of employment are strongest following a personal recommendation. Replying to an advertisement is more likely to lead to a job than applying 'cold'.

- c** Students discuss in pairs before open-class feedback.

Answers



See advice in audioscript 3.3 on page 87

- d Students listen and answer the questions in pairs.

▶ 3.3 page 87

Answers

Order: 3 2 1



Language note for audioscript 3.3



You may want to highlight the following vocabulary.

mission statement = a formal summary of the aims and values of a company, organisation or individual

boastful (to boast) = showing excessive pride and self-satisfaction in one's achievements and/or abilities

indispensable = absolutely necessary

valuable asset = somebody or something extremely useful and important

competent = having the necessary ability, knowledge or skill to do something successfully

- e Students listen again and discuss in pairs before open-class feedback.

▶ 3.3 page 87

Answers



Advice given: specifically mention the position you are applying for and how you found out about it; don't copy phrases from the company website – reformulate them into your own words; focus on the skills and experience you have that make you the right person for the job; be confident in your cover letter but don't make claims that are difficult to support

- f This task can be completed in the classroom if you have access to newspapers or the Internet, where students can research job advertisements. Alternatively, students can complete this task for homework. Ask students to bring in a copy of the advertisements they find. They can then discuss the advertisements and any useful vocabulary in the following lesson.

Writing the main body of the letter

Demonstrating your key skills and experience

- 3 a Students discuss in pairs before open-class feedback.

Answers



- 1 The main body is the longest section. This may be a single powerful paragraph or two or three shorter paragraphs. Ideally your cover letter should be no longer than a single side of A4 paper.
- 2 Recruitment experts suggest identifying three to four specific skills and/or experiences you have that meet the requirements for the position.
- 3 Every job you apply for will require a different cover letter as you need to demonstrate how your skills and experience match the specific requirements for each position.

b Students complete the task individually before comparing answers in pairs.**Answers**

- 2 flexibility (*We often have to work unsociable hours under difficult conditions*); interpersonal skills (*I ensure that team morale is maintained by regularly counselling team members to check they are coping with the demands of the job*)
- 3 customer service skills (*I learned that customer service is the key to success in the service industry*); initiative (*I implemented a new way for customer feedback to be recorded*)
- 4 customer service skills (*Working in the shop helped me to learn the importance of dealing with customers in a friendly and efficient way*); entrepreneurial skills (*During this month I suggested changing the layout of some of the gift displays*)
- 5 leadership skills (*I have a strong history of staff management*); self-awareness (*I regularly seek feedback on my performance from my superiors and colleagues to identify areas I need to improve in*)

c Students complete the task individually before open-class feedback.**Suggested answers**

- 2 Within my role as ..., I am responsible for ...; We often have to work unsociable hours under difficult conditions; I ensure that team morale is maintained by ...
- 3 I implemented a new ...; I believe I can apply the skills obtained from my previous employment to this position
- 4 Working in ... helped me to learn the importance of ...; During ... I suggested ...; These changes led to a significant increase in ...
- 5 I have a strong history of ...; I regularly seek feedback on my performance from my superiors and colleagues to identify areas I need to improve in.

d Students complete the task individually before comparing sentences in pairs.**Matching your skills and experience to the position****4 a Students discuss in pairs before open-class feedback.****Answers**

- 1 You will highlight different skills and experience in response to the particular skills and experience relevant for the position applied for.
- 2 By reading the advertisement carefully and using your knowledge and research of the company and the position
- 3 No

b Students read the letter and complete the task individually before comparing answers in pairs.**Answers**

- 1 Public Relations Officer
- 2 Press Officer for the Swedish Ministry of Industry
- 3 Political Science
- 4 Hanna has gained professional experience as a Press Officer for the Swedish Ministry of Industry and also at the Swedish Embassy in Warsaw. Through these experiences she has developed the following skills: teamwork, organisational skills, drafting skills, project management skills and linguistic skills. She has also gained a substantial amount of political and diplomatic knowledge, which is relevant for her application to the Australian Embassy.

- c** Students complete the task individually before comparing answers in pairs.

Answers

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



- d** Students read the advertisement and discuss in pairs before open-class feedback.

Answers

Skills: organisational skills, report-writing skills, summarising skills, teamwork, resourcefulness (ability to work independently), time-management skills
Experience: public relations and media-related fields; knowledge of the Swedish government, economy, business and EU processes



- e** Students complete the task in pairs before open-class feedback.

Answers

2 a/b/h 3 f 4 d/g 5 b/c 6 e



- f** Students complete the task individually before open-class feedback.

Suggested answers

I am writing in response to your advertisement for the position of ...; I am currently working as a(n) ... for ...; Previous experience at ... gave me an opportunity to ...; During my time there I learnt to ...; I am very suited to ... and feel this move would be a logical career step; The role of ... would allow me to develop my existing skills



- g** Students complete the task individually before comparing answers in pairs.

Answers

2 During my time
 3 As part of my; where I gained
 4 During my period of employment at; having
 5 In the course of my current job; As a result
 6 Since I work with



- h** Students complete the task individually before open-class feedback.

- i** Students discuss in pairs before open-class feedback.

Writing an effective final paragraph

- 5 a** Students discuss in pairs before open-class feedback.

Answers

1 T 2 F 3 T 4 T



- b** Students complete the task individually before comparing answers in pairs.

Answers

Jane and Hanna both followed the true advice in Exercise 5a.



- c** Students complete the task in pairs before open-class feedback.

Answers

The American approach (1 and 3) is much more direct and assertive than the British approach (2 and 4). When applying for jobs in America, or to an American company, it is common for applicants to promote themselves strongly and practically assume that an interview is guaranteed. In America it is common to follow up your application with a phone call. In Britain the language used is different and less direct. When applying to a British company, it would be inappropriate to assume that an interview is automatic, and it's best to finish the letter by thanking the reader for their time and consideration.



- d** Students discuss in pairs before open-class feedback.

Answer

1 Extracts 2 and 4



- e** Students read the extracts and discuss in pairs.

Answers

See advice in audioscript 3.4 on page 87



- f** Students listen and discuss in pairs before open-class feedback.

▶ 3.4 page 87

Answers

Advice given: use a professional and appropriate tone: formal, friendly and polite; do not make unsupported claims, or claims that will be difficult to support if you are invited to an interview; thank the company for their time and consideration



Language note for audioscript 3.4

You may want to highlight the following vocabulary.

credentials = a qualification, achievement, personal quality, or aspects of a person's background, typically when used to indicate they are suitable for something

back something up = provide support or supporting evidence

tentative = not certain or fixed; provisional



- g** Students complete the task individually before comparing answers in pairs.

Using appropriate language

- 6 a** Students complete the task individually before comparing answers in pairs.

Answers

- | | |
|--------------|---------------|
| 2 additional | 10 tell |
| 3 want | 11 employer |
| 4 require | 12 more |
| 5 talk about | 13 looking |
| 6 contact | 14 request |
| 7 about | 15 employment |
| 8 ensure | 16 show |
| 9 give | |



b Students complete the task individually before comparing answers in pairs.**Answers**

- 2 searching; employment
 - 3 discuss; greater/further
 - 4 provide; with
 - 5 require; further (we do not say *greater information*); regarding; contact
- Should* is a more formal equivalent of *if*. It is common in cover letters. Like all modal verbs, *should* is followed by infinitive without *to* (***If my application is successful = Should my application be successful.***

c Students complete the task individually before comparing answers in pairs.**Suggested answers**

- 2 to enquire whether you currently have any vacancies
- 3 the position of financial administrator
- 4 meet the requirements for the advertised position
- 5 recommended that I contact you regarding
- 6 I attach
- 7 Should you require any further information concerning
- 8 I would like to thank you in advance

d Students complete the task individually before open-class feedback. This exercise could be set as homework.**Suggested answer**

I am writing to apply for the position of secretary, which is advertised on your website. I am currently employed as a secretary at Gordon's Financial Services in Barcelona, a position I have held for three years. I am searching for new employment in Italy, as my husband has recently been asked by his company to move to Milan.

I understand that Carnali Carretta is one of the leading financial service providers in Italy.

Six years' international experience in the area of financial services has helped me to develop the knowledge and skills that a market leader such as Carnali Carretta requires.

If you would like to meet to discuss how my skills and experience can benefit your company in the future, I would welcome the opportunity to come in and meet you.

Yours sincerely,
Jane Nuttall

Extension activity:

If your students are having real difficulty rewriting the informal cover letter extract you could use this alternative letter.

Answers

- 1 position 2 employed 3 searching 4 develop 5 requires
- 6 would 7 sincerely

Complete the letter with a suitable word.

Dear Ms. Mattin,

I am writing to apply for the _____ of secretary, which is advertised on the Internet.

I am currently _____ as a secretary at 'Gordon's Financial Services' in Barcelona, a position I have held for three years. I am _____ for new employment in Italy, as my husband has recently been asked by his company to move to Milan. I understand that Carnali Carretta is one of the leading financial service providers in Italy.

Six year's international experience in the area of financial services has helped me to _____ the knowledge and skills that a market leader such as Carnali Carretta _____.

If you _____ like to meet to discuss how my skills and experience can benefit your company in the future, I would welcome the opportunity to come in and meet you.

Yours _____,

Jane Nuttall

Writing a cover letter

7 a Students read the letter and discuss in pairs.

b Students complete the task individually before comparing answers in pairs.

Answers

2 c	3 d	4 g	5 h	6 j	7 m	8 l	9 k
10 o	11 n	12 i	13 f	14 e	15 a		



c Students complete the task individually before comparing answers in pairs.

d Students complete the task individually. This exercise could be set as homework.

Extension activity:

Ask students to discuss and compare working, and applying for work, in their own countries. What things are the same/different? You could use the following website to help generate further discussion. http://www.prospects.ac.uk/cms/ShowPage/Home_page/Explore_working_and_studying_abroad/Country_specific_information/plejFamp

Background information and useful web links

Unit 3 covers the essential ingredients of writing an effective cover letter. The unit starts with an overview of the key features of a cover letter, and then looks at each of the three sections of a cover letter (the opening paragraph, the main body of the letter and the closing paragraph) in detail. The unit ends with a section on using appropriate language. At every stage, students are given extensive practice in writing the various sections of cover letters, before tackling a complete cover letter at the end of the unit.

Identifying features of cover letters (page 34)

This section introduces students to the main features of a cover letter, and emphasises the importance of tailoring each cover letter for the position applied for. A cover letter should complement, not duplicate, a CV. Students analyse a model of a successful cover letter and identify the features that make it effective. The section ends with specific focus on paragraphing in a cover letter.

Beginning a cover letter (page 36)

This section covers the introductory paragraph(s) of a cover letter, the main purpose of which is to get the potential employer interested in the application. In this section students complete and assess introductory paragraphs of a range of different cover letters.

Writing the main body of the letter (page 37)

This section focuses on the body of a cover letter, which should demonstrate that the candidate is qualified for the job and a good match for the organisation. This section of the letter should provide concrete examples of the candidate's skills and experience which are relevant for the position.

Students work from model extracts to identify useful expressions and phrases for demonstrating their key skills and experience. Through a series of exercises based on a job advertisement and model cover letter, students learn to match their skills and experience to the position, and complete templates for their own cover letters.

Writing an effective final paragraph (page 42)

This section focuses on effective ways to close a cover letter. In this section students analyse different final paragraphs from British and American cover letters. Although the cultural difference (see answer to Exercise 5b) is very clear in the final paragraph of a cover letter, it runs throughout the application process. It would be useful to discuss what job application methods and techniques are socially acceptable within your teaching context during this section.

Using appropriate language (page 43)

This section focuses on using an appropriate formal register. Students compare informal and formal equivalents and rewrite informal extracts in a more appropriate style.

Writing a cover letter (page 45)

In this final section students bring together all the language and skills presented in the unit. Students identify the features of an example of a bad cover letter and rewrite it. They can compare their answers with a model letter on page 111.

The Careers Group, University of London, has produced a number of worksheets on every aspect of the job application process. You can find a worksheet on cover letters at: <http://www.careers.lon.ac.uk/output/Page487.asp>

Video jug offers a selection of short online videos on writing a cover letter. If you have the facilities, these videos could be exploited in the classroom. You can find videos about cover letters at: <http://www.videojug.com/film/how-to-write-a-cover-letter>

You can find an interesting article on what not to do when writing a cover letter at: <http://jobs.guardian.co.uk/careers/200255/503092/covering-letter-no-nos/>

You can find examples of cover letters for specific jobs at: <http://www.bestcoverletters.com/>

You can find professional advice on writing a cover letter at: <http://cv-masterclass.com/freereads-article010.html>

Cambridge English for Job-hunting

TEACHER'S NOTES

UNIT 4 Successful interviews

- Preparing for the interview
- Making a positive first impression
- Dealing effectively with interview questions
- Talking about yourself
- Avoiding common mistakes
- Proving you've done your research
- Demonstrating you've got what it takes

➔ Go to page 48 for essential background information on the topic and useful web links.

➔ Don't forget to explore the [Extra activities](#) for this unit

Preparing for the interview

Language note for introductory paragraph on page 47

You may wish to highlight the following vocabulary.

make a strong first impression = cause a positive reaction the first time you meet someone

rival = a person, group etc. competing with others for the same thing or in the same area

the shortlist = list of people who have been judged the most suitable for a job, made from a longer list of people originally considered, and from which one will be chosen

- 1 a Students discuss in pairs before open-class feedback.
b Students discuss in pairs.

Making a positive first impression

Before you arrive

- 2 a Students discuss in pairs.
b Students discuss in pairs before open-class feedback.

Answers

Ways of creating a positive first impression include: arriving on time; dressing appropriately for the interview; smiling; acting in a confident, relaxed way. Demonstrate that you have done some research into the company, know what you are talking about, and speak using clear, concise, positive language.

Note

Appropriate body language and appearance are largely dependent on what is culturally appropriate in the country a candidate is applying for work in, as well as the internal culture of the organisation or company. You may wish to discuss cultural differences in body language and appearance at this stage.

c Students discuss in pairs.

d Students listen to the conversation and answer the questions in pairs.

► 4.1 pages 87 and 88

Answers

- | | |
|---------|---------|
| 1 do | 4 do |
| 2 do | 5 do |
| 3 don't | 6 don't |

She also suggests: taking an umbrella; taking a contact number in case you are delayed; wearing smart, formal clothes; tying back long hair; checking your social networking pages for any potentially 'damaging' content and to ensure that they make you come across as a professional person.

**Language note for audioscript 4.1**

You may want to highlight the following vocabulary.

social networking site = for example Facebook, MySpace or Bebo

privacy settings = controls which enable you to restrict public access to private/personal content



3 a Students listen to the interview extracts and answer the questions in pairs before open-class feedback.

► 4.2 page 88

Answers

- 1 He was in a meeting.
- 2 A company brochure
- 3 That two other candidates are being interviewed
- 4 By paying a compliment about the office
- 5 Transport and the weather
- 6 By saying that he has heard positive things about the company (*You were highly recommended*)



b Students discuss in pairs before open-class feedback.

Answers

- 1 It is vitally important to be professional and polite to *everybody* you meet during an interview. The receptionist may also be asked his or her opinion of the candidate.
- 2 She asks how many other applicants are being interviewed for the position. Knowing how many other candidates she is competing against will help Silvia get a better idea of her chances of success.
- 3 It is usually positive to mention people you know who currently work for the company. Obviously, it is important that you are confident this person will speak highly of you and also that they are respected within the company.



- c** Students complete the task individually before comparing answers in pairs. Afterwards students listen to audioscript 4.2 again to check their answers.
 ► 4.2 page 88

Answers

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



- d** Students practise using the small-talk expressions in pairs.

Extension activity: responses

Make enough copies of the cards for each pair of students to have a complete set. Students work in pairs to match the pairs of cards. Afterwards, they cover the grey cards and practise responding to the white cards from memory.

I'm afraid Mr Lewis is in a meeting at the moment.	It's nice to meet you at last.	No, no trouble at all.	You were highly recommended to me by a friend.
Can I get you anything while you wait?	Did you have any trouble finding us?	No, thank you, I'm fine.	I'm very well, thank you.
I'm sorry I'm late. Our meeting overran a bit.	I can't believe the weather at the moment!	I know. It's awful, isn't it?	That's quite all right.
How are you?	How did you find out about us?	Thank you. It's nice to meet you too.	That's okay. I was just admiring the office.

- e** Students complete the task individually before comparing answers in pairs.

Answers

2 e; R 3 d; B 4 b; R 5 g; B 6 j; B 7 f; B 8 i; R 9 h; B 10 a; R



- f** Students discuss in pairs before open-class feedback.

- g** Students practise role plays in pairs.

- 4 a** Students discuss in pairs before open-class feedback.

Answers

- Slouching or leaning back in the chair; giving the impression that you are too casual about the job; flapping your hands around a lot when you speak; folding your arms, making you appear defensive; staring at the floor or focusing too much on one interviewer in a panel; talking too fast, slow, etc.
- Sit reasonably upright to create a more positive professional impression; hold your hands together to avoid unnecessary movements (although moderate hand movements are perfectly acceptable and can enliven the conversation); keep your arms open and resting on your lap; maintain good eye contact with the interviewer who asked you the question, but glance from time to time at the other interviewers (this can also help you judge the interviewer's reaction to what you are saying); try not to talk too fast and keep your tone moderate; take a deep breath before you start to answer a question and try to keep your answers concise



- b** Students listen to the interview extracts and answer the questions in pairs before open-class feedback.

► 4.3 page 88

Answers

2 a; C 3 e; A 4 c; D 5 d; B



Language note for audioscript 4.3



You may want to highlight the following vocabulary.

a panic attack = a sudden feeling of severe anxiety where your heart beats fast, you have trouble breathing and you feel as if something very bad is going to happen

overcome = defeat or succeed in controlling or dealing with something

tendency = if someone has a tendency to do or like something they will probably do or like it

play it safe = avoid risks

- c** Students discuss in pairs before open-class feedback.

Dealing effectively with interview questions

- 5 a** Students discuss in pairs before open-class feedback.

Answers

1 See Appendix 2 on page 110 for a list of commonly asked questions



- b** Students complete the task individually before comparing answers in pairs.

Answers

2 c 3 c 4 a 5 b 6 b 7 a 8 c 9 a 10 a & c 11 b 12 a



- c** Students discuss in pairs before open-class feedback.

Suggested answers



a What kinds of things do you worry about? Would you say you're an ambitious person?

b What do you think of our product range?

Do you think this is the sort of company you'd like to work for?

c How much autonomy to make decisions did you have in your last position?

How good is your written English?

- d** Students practise answering interview questions in pairs, before discussing task questions in pairs and open-class.

- e** Students listen to the interview extracts and answer the questions in pairs before open-class feedback.

► 4.4 page 88

Answers

1 Question 12

2 Question 7

3 Question 10



- f** Students listen to the interview extracts again. Pause the recording after each interview response and ask students how the response could be improved.
▶ 4.4 page 88

Answers



Extract 1 would be better if it were more concise, clear and explicit. The candidate also makes negative comments (*being stuck in a boring job; I wouldn't want to get stressed*), which should be avoided.

Extract 2 would be better if it were a little more balanced – it is too positive.

Also, the candidate makes some very big claims without providing any evidence in support of them.

Extract 3 would be better if it were better structured. At the moment it is badly organised and confusing.

- g** Students complete the task individually before comparing answers in pairs.

Answers



2 e 3 d 4 b 5 a

Extract 1: not clear and explicit

Extract 2: not truthful

Extract 3: not concise

Language note for Exercise 5g



You may want to highlight the following vocabulary.

jargon = language used by a particular group, profession or culture, especially when the words are not understood or used by other people

acronym = a word formed from the initials or other parts of several words, for example NATO (North Atlantic Treaty Organisation)

- h** Students read the extract and complete the task individually before comparing answers in pairs.

Answers



See audioscript 4.5 on page 89

- i** Students listen to an improved response and compare their answers in Exercise 5h in open-class feedback.
▶ 4.5 page 89

Answers



The candidate's improved response is well structured, concise and positive. She welcomes responsibility (*which will make me proud of the work I do*), and explains how she will avoid stress (*I'll make sure I only take on what I can manage*). She uses *will* instead of *would* throughout her response, which conveys a positive and optimistic attitude.

- j** Students read the extract and complete the task individually before comparing answers in pairs.

Answers



See audioscript 4.6 on page 89

- k** Students listen to an improved response, followed by open-class feedback.

▶ 4.6 page 89

Language note for audioscript 4.6



You may want to highlight the following vocabulary.

archive = to place or store something in such a collection or place

keep track = make sure you know what is happening or what has happened to someone or something

keep an eye on = to watch carefully

come up = arise, for example *I deal with unexpected situations as they come up*

sick leave = leave of absence from work granted because of illness

- l** Students complete the task in pairs.

Talking about yourself

- 6 a** Students discuss in pairs.

- b** Students listen to the interview extracts. Pause the recording after each answer and ask students how the answer could be improved.

▶ 4.7 page 89

Suggested answers



- 1 Alejandro could improve his answer by: speaking for longer and providing a fuller response; not simply repeating details from his CV; using the question as an opportunity to demonstrate his skills and experience relevant to the position he is being interviewed for.
- 2 Alejandro could improve his answer by: providing more detail about what he has learnt, rather than just listing the modules of his course; relating his answer to the requirements of the position; providing concrete examples of transferable skills he developed at university.
- 3 Alejandro could improve his answer by: keeping his answer brief and well-structured; only mentioning common professional concerns, which have either been addressed or would not affect his ability to do the job.
- 4 Alejandro could improve his answer by: providing a much fuller response; talking about his career plans which include his prospective employer.

- c** Students listen to the recruitment consultant discussing the answers in audioscript 4.7. Pause the recording after her comments on each answer and ask students to discuss her comments.

▶ 4.8 page 89

- d** Students listen to the interview extracts. Pause the recording after each answer and ask students how Alejandro has improved his answer.

▶ 4.9 page 89

Answers

- 1 Alejandro uses this question as an opportunity to demonstrate the skills and experience relevant for the post he is applying for. He demonstrates high levels of motivation and achievement (*I put a lot of effort into everything I do; our team managed to reach the regional final*) as well as organisational and communication skills (*I had to organise matches and motivate the players*).
- 2 He uses this question to highlight transferable skills relevant for the job which he has obtained through his time at university (*there were many elements of the degree that could be applied to the business world; This helped me to develop my prioritising skills and ability to work to tight deadlines*).
- 3 Alejandro admits to worrying about meeting deadlines. However, as long as he can demonstrate that he is able to meet them, then this response is likely to be seen as a strength rather than as a weakness. He also uses this potentially difficult question to highlight how he has overcome a problem.
- 4 He emphasises his desire to work for the company (*I'm very keen to get a job with a company such as yours*), whilst also reminding the interviewer of the reasons why he is a strong candidate (*my degree and professional experience; I am a dedicated worker*).

- e** Students complete the task individually before comparing answers in pairs. Afterwards students listen to audioscript 4.9 again to check their answers.

Answers

- | | |
|---------------|-----------|
| 2 motivate | 8 meeting |
| 3 communicate | 9 getting |
| 4 leading | 10 get |
| 5 applied | 11 make |
| 6 develop | 12 gain |
| 7 work | |

- f** You may wish to start this task with an open-class discussion, highlighting useful phrases in the audioscript in Exercise 6e. Then students complete the task individually.

Suggested answers

As ... it was essential that I was able to do ... effectively; This helped me to develop my ... skills and ability to do ...; I'm very keen to get a job with a company such as yours where I can ...

- g** Students complete the task in pairs.

Avoiding common mistakes

- 7 a** Students discuss the questions in pairs, before practising asking and answering the questions.
- b** Students listen and discuss the recruitment consultants' advice in pairs. Students also discuss how they could improve their own answers in Exercise 7a in light of the advice.
- ▶ 4.10 page 89

Language note for audioscript 4.10

You may want to highlight the following vocabulary.

a golden opportunity = an excellent opportunity

character flaw = a fault or weakness in a person's character

- c** Students complete the task individually before comparing answers in pairs. Afterwards students listen to audioscript 4.10 again to check their answers.
▶ 4.10 page 89

Answers

b 2 c 3 d 2 e 1 f 4 g 3 h 4



- d** Students listen to two candidates and discuss in pairs. They can also discuss which one has followed the experts' advice.
▶ 4.11 page 90

Answers

Lidia follows the recruitment consultants' advice and is the stronger candidate.

**Language note for audioscript 4.11**

You may want to highlight the following vocabulary.

a systematic approach = done or acting according to a fixed plan or system:
methodical

rusty = (of knowledge or a skill) impaired by lack of recent practice

stubborn = having or showing determination not to change one's attitude or position on something, especially in spite of good arguments or reasons to do so

- e** Students complete the task individually before comparing answers in pairs. Afterwards students listen to audioscript 4.11 again to check their answers.

Answers

2 research	5 regularly
3 reputation	6 keen
4 recently	7 spent



- f** Students complete the task individually before comparing answers in pairs.
g Students practise asking and answering the questions in Exercise 7a in pairs.

Proving you've done your research

- 8 a** Students listen to the interview extract and answer the questions individually.
▶ 4.12 page 90

Answers

- 1 She researched the market and Futerra in depth.
- 2 The fact that they work with a range of clients in a variety of sectors
- 3 Her communication skills and experience in developing communication strategies
- 4 That it was very attractive and professional
- 5 A small organisation



- b** Students complete the task individually before comparing answers in pairs. Afterwards students listen to audioscript 4.12 again to check their answers.
▶ 4.12 page 90

Answers

- 2 look at your website
- 3 attracted me to
- 4 well-established reputation
- 5 dynamic place to work
- 6 It's clear from
- 7 from everything I've learnt

- c** Students listen and discuss in pairs.
▶ 4.13 page 90

Language note for audioscript 4.13

You may want to highlight the following vocabulary.

do your homework on someone/something = research

look great on paper = implying that in reality the quality is not as high as expected/hoped

- d** Students complete the task individually before comparing answers in pairs. Brainstorm further expressions in open-class.

Suggested answers

Futerra came out on top; just what I'm looking for; This impressed me a lot; a well-established reputation; very attractive and professional, really excellent; an exciting, dynamic place to work.

More examples of positive language: I really like the way you ... / The best thing about your company is ... / A really nice combination of ... / What struck me was ... / wonderful / amazing / professional / perfect / impressive / attractive / progressive / user-friendly

- e** Students complete the task individually before open-class feedback.

Answers

- | | |
|---------------|--------------|
| 2 enjoyable | 4 fulfilling |
| 3 first-class | 5 fantastic |

- f** Students work individually to plan answers. Afterwards, students practise their role play in pairs.

Extension activity: promotional literature

Get each student to look at promotional literature for an individual company (online or a company brochure). They should try to identify the most important and interesting features of the company within a set time limit of five minutes. Afterwards, students practise asking and answering the question, 'What do you know about our company?' in pairs. Remind students to use the language from this section.

Demonstrating you've got what it takes

Note

You may wish to discuss the expression 'to have what it takes' with your class. In the job-hunting context it means to have the necessary skills, experience, qualifications and expertise for the job.

- 9 a** Students listen to the interview extract and answer the questions in pairs. Do not check answers in open-class at this stage.

► 4.14 page 90

Answers

- 1 Good customer service skills
- 2 She was studying at university in Turin.
- 3 She managed the volleyball team's finances and has professional experience as a sales assistant.
- 4 Her knowledge of three languages demonstrates that she is multilingual, but this alone does not demonstrate her communication skills.



Language note for audioscript 4.14

You may want to highlight the following vocabulary.

track record = the past achievements or performance of a person, organisation or product



- b** Students listen to audioscript 4.14 again and complete the task individually. You may wish to check students' answers to Exercise 9a at this point.

► 4.14 page 90

Answers

- | | |
|----------------------------------|---------------------------------|
| 2 dealing with customers | 6 highly effective communicator |
| 3 fluently | 7 well under pressure |
| 4 managing people | 8 delegate effectively |
| 5 captain of the volleyball team | |



- c** Students complete the task individually before comparing their sentences in pairs.

- d** Students take turns to ask and answer the questions in pairs.

- e** Students listen to Silvia's interview extract and complete the task individually before comparing answers in pairs.

► 4.15 page 90

Answers

Silvia highlights her communication skills, teamworking skills and research skills.



- f** Students read the extract and complete the task individually. Afterwards students listen to audioscript 4.15 again to check their answers.

▶ 4.15 page 90

Answers

- | | |
|----------------------|------------------------|
| 2 years ago | 9 So |
| 3 ever since | 10 For my dissertation |
| 4 Following | 11 So to sum up |
| 5 That's really when | 12 for three reasons |
| 6 also when | 13 Firstly |
| 7 For example | 14 Secondly |
| 8 When I was at | 15 finally |



- g** You may wish to start this task with an open-class discussion, highlighting useful phrases in the extract in Exercise 9f. Then students complete the task individually before open-class feedback.

Suggested answers

*I understand the issues you deal with (and am passionate about them);
I started getting interested in ...; I started learning about ...; I was responsible
for (dealing with) ...; I know you're (also) looking for someone who's good at ...;
For my ... I'm researching ...; I think I'm suitable for the position at ... for three
reasons.*



- h** Students complete the task individually before open-class feedback.

Answers

Correct order: 4 1 3 5 2



- i** Students complete the task individually.
- j** Students complete the task individually before comparing answers in pairs.
- k** Students complete the task individually.
- l** Students practise the role play in groups of three.

Background information and useful web links

Unit 4 covers the essential aspects of the job interview process. After an introductory section on interview preparation, the unit takes students through the key stages of a job interview, from small talk and body language to dealing successfully with common interview questions. The unit includes a wide range of audio interview extracts. Through a series of good and bad models of candidates' responses, students learn and practise the language and techniques needed to perform effectively in an interview. In addition, students listen to and discuss expert advice and critical analysis of candidates' responses given by recruitment professionals. Throughout the unit students are given plenty of opportunities to practise the techniques and language.

Preparing for the interview (page 47)

This short section introduces students to the interview process. Students talk about their own experience of job interviews and discuss how to prepare for a job interview.

The Careers Group, University of London, has produced a number of worksheets on every aspect of the job application process. You can find a worksheet on job interviews at: <http://www.careers.lon.ac.uk/files/pdf/Interviews.pdf>

Video jug offers a selection of short online videos about job interviews, including a series of good model answers to common questions. If you have the facilities, these videos can be exploited in the classroom. They include full transcripts. You can find videos about job interviews at: <http://www.videojug.com/tag/job-interviews>

The Guardian online offers a lot of informative and up-to-date articles on all aspects of job interviews. You will find these at: <http://jobs.guardian.co.uk/careers/>

Making a positive first impression (page 48)

This section continues the theme of preparation, covering areas such as appearance, small talk and body language. Silvia Carnali reappears in this section, and students listen to her discussing interview tips with a human resources manager, and arriving for her interview at Futerra. Students practise a number of fixed expressions for small talk, useful for breaking the ice at the beginning of an interview. The section ends with a listening task focusing on body language.

Dealing effectively with interview questions (page 50)

This section serves as an introduction to dealing with interview questions. Students listen to a number of candidates' responses to typical interview questions, and identify problems with the responses and suggest ways in which they could be improved. They then listen to improved model responses and identify the positive aspects of each response.

Talking about yourself (page 52)

This section builds on the previous section and moves on to questions that explicitly require candidates to talk about themselves. Again, students listen to and analyse bad and improved responses to a series of common interview questions. The section includes advice from recruitment experts, and ends with an opportunity for students to practise their own responses to the same questions.

Avoiding common mistakes (page 53)

This section focuses on common mistakes made by candidates in job interviews. Students listen first to advice from recruitment experts and then to a series of model responses. They identify the stronger answers, and complete answer templates based on the language in the extracts.

Proving you've done your research (page 55)

In this section students listen to Silvia Carnali's interview at Futerra in which she skilfully demonstrates that she has thoroughly researched the company before the interview. Students analyse the language used, identifying examples of positive expressions, before planning and practising their own answers to the questions.

Demonstrating you've got what it takes (page 56)

In this final section students listen to interview extracts of Silvia and another candidate effectively demonstrating that they have the skills and experience required for the position applied for. Students identify expressions in the audioscripts used to demonstrate skills and experience, and to organise the responses. Students build up a list of useful phrases that they can use in their own interviews. The unit ends with a role play of a job interview which covers common interview questions.

Note

Throughout this unit students are asked to prepare and practise their own responses to interview questions. Encourage your students to make brief notes to plan their answers, but they should not write whole answers or scripts. During speaking practice activities students should be encouraged to respond from memory, as if they were in a real interview, and only use their notes as a last resort. If there is time you may like to get your students to do speaking activities twice: first with notes if they need them, and then strictly without their notes with a new partner. Students could record themselves, on audio or video, during the role plays, analyse their performances and give each other feedback.

Cambridge English for Job-hunting

TEACHER'S NOTES

UNIT 5

Advanced interview techniques

- Handling competency-based questions
- Demonstrating your skills
- Talking about your weaknesses
- Asking questions of your own
- Dealing with telephone interviews



Go to page 61 for essential background information on the topic and useful web links.



Don't forget to explore the [Extra activities](#) for this unit

Handling competency-based questions

- 1 a Students complete the task in pairs.
- b Students listen to the first half of three interview extracts and answer the questions in pairs before open-class feedback.
- 5.1 pages 90 and 91

Answers

Speaker 1: Q1
Speaker 2: Q4
Speaker 3: Q2



- c Students discuss in pairs.
- d Students listen to the end of the interview extracts and discuss in pairs.
- 5.2 page 91
- e Students discuss in pairs before open-class feedback.

Answers

- 1 Employers are looking for evidence that you have the specific competencies required for the position, e.g. communication skills, leadership qualities, flexibility.
- 2 Brief stories will provide evidence of how you acted in real situations in the past, which will help you demonstrate the competencies the employer is looking for.
- 3 They are very common.



- f Students listen and in pairs discuss their ideas from Exercise 1e, comparing them with the recruitment consultants' advice.
- 5.3 page 91

Language note for audioscript 5.3

You may want to highlight the following vocabulary.

personal attributes = qualities regarded as a characteristic or inherent part of someone or something

character trait = a distinguishing quality or characteristic

in-depth = done carefully and in great detail

go blank = having temporarily no knowledge or understanding

standard practice = the usual way of doing something

g Students complete the task individually before open-class feedback.**Answers**

Situation	Target	Action	Result

h Students listen to audio 5.2 again and identify the four STAR sections in each response. After each extract, pause the recording and discuss in open-class.**► 5.2 page 91****Answers**

- 1 S: *The problem was, it was at exactly the same time as my exam session.*
 T: *I had to choose between studying for my exams and getting involved in the case.*
 A1: *I spoke to my professor at university to explain the situation,*
 A2: *In the end I had to put my studies first.*
 R1: *When I explained this to my employer, they were actually very supportive, and when they saw how disappointed I was at missing the opportunity, they made sure I got more involved in the next big case that came up.*
 R2: *And because I'd had a chance to study properly, I passed my exams with a very good grade.*
- 2 S: *My role, although crucial, was a bit less glamorous, designing the electronics to actually make it work.*
 T: *I wanted to be a bit more creative.*
 A: *I started playing around with extra features ...*
 R1: *The other guys in the team really liked my ideas, so they adapted their designs slightly to take advantage of my modifications.*
 R2: *In the end we won the competition, and the judges specifically mentioned my extra features as an important factor in our success. And, of course, I learnt a lot of new skills in the process.*
- 3 S: *My boss told me to phone and tell him we were going to stop supplying him with goods, and to threaten legal action.*
 T: *I wanted to be a bit more delicate because I'd built up quite a good relationship with the customer over the time I'd worked there.*
 A1: *So I called him to find out if everything was okay.*
 A2: *I agreed to give him another month to repay, and we continued supplying him during that time.*
 R: *So we actually ended up getting paid within a week, and from then on he was a perfect customer, and recommended us to plenty of other new customers.*

i Students complete the task individually before open-class feedback.**Answers**

- 1 worked out
- 2 turned out
- 3 ended up

Extension activity: phrasal verbs

Complete the following interview extracts using the correct form of the phrasal verbs in the box. Sometimes more than one phrasal verb can be used.

end up turn out work out

- 1 I was planning to study Economics at Bristol University but I _____ going to Manchester University instead.
- 2 Things _____ so well that they offered me a promotion.
- 3 Although I wasn't entirely sure I had made the right decision, I _____ really enjoying the course.
- 4 Unfortunately it _____ that they couldn't offer me the job because my qualifications didn't meet the visa requirements for working in the country.
- 5 Larissa was working as a PA when I joined the company. However, after she got married, she moved to New Zealand and she _____ retraining as a nurse.
- 6 We had a lot of technical problems in the beginning, but we managed to sort them out and it all _____ in the end.

Answer key

- 1 ended up
- 2 turned out / worked out
- 3 ended up
- 4 turned out
- 5 ended up
- 6 worked out

- j** Students complete the task individually. You may wish to set this task for homework.

Demonstrating your skills

- 2 a** Students listen and answer the questions individually before open-class feedback.
► 5.4 page 91

Answers

- 1 Hong Kong
- 2 City University in Hong Kong and Manchester Metropolitan University

- b** Students listen and answer the questions individually before open-class feedback.
► 5.5 page 91

Answers

- 1 The University of Rotterdam
- 2 He spent a year there after volunteering to take part in an exchange programme.
- 3 At a bank, doing market research

- c** Students discuss the interview extracts in pairs before open-class feedback.

Answers

Vicky has provided a standard response to this question. It's not a terrible answer but it's a wasted opportunity. She has simply repeated details that are on her CV, which the interviewers clearly stated they had read. During interviews try not to repeat information straight from your CV. Pieter has taken full advantage of the question, telling the interviewer short stories based on the skills and experience he gained during his time at university in The Netherlands and Russia. He has used the question as an opportunity to demonstrate his relevant competencies.

- d** Students listen to audioscript 5.5 again and answer the questions individually before open-class feedback.
▶ 5.5 page 91

Answers

Pieter demonstrates or suggests the following competencies: organisational skills (*it really taught me how to be independent, and of course how to manage conflicting priorities and deadlines*); teamworking (*active membership of several sports teams*); interpersonal skills (*made friends with people from all over the world*); customer service skills (*I helped set up a focus group and analyse the results*).

- e** Students complete the task in pairs.

- f** Students listen and answer the questions individually before open-class feedback.
▶ 5.6 page 91

Answers

- 1 They didn't have enough contacts in China.
- 2 She organised a pharmaceutical conference in Beijing.
- 3 The conference was a success and led to closer professional relationships between Green Pharmaceuticals and key contacts in China.

- g** Students read the extract and complete the task individually before open-class feedback.

Answers

- 1 S: *Green Pharmaceuticals felt they didn't have enough contacts in China.*
T: *We needed to improve things ... to increase our number of contacts ...*
A: *I decided to organise a pharmaceutical conference in Beijing.*
R: *In the end my hard work resulted in a successful conference, with our employees meeting and talking to the right people.*

- h** Students complete the task individually before open-class feedback.

Answers

Situation:	at the time ...
Target:	we needed to ...
Action:	I decided to ...
Result:	in the end ...

- i** Students complete the task individually before open-class feedback.

Answers

Situation:	probably the best example is ...; there was one time when ...; the problem was ...
Target:	I wanted to be a bit more ...
Action:	so I ...; I agreed to ...
Result:	we actually ended up ...; So it all worked out in the end

- j** Students complete the task in pairs.

k Students listen and answer the questions individually before open-class feedback.

► 5.7 page 92

Answers



- 1 A guest speaker for a conference Vicky was organising had his flight cancelled.
- 2 She booked another flight for the speaker. She explained the situation to the delegates and invited them to have coffee and cakes while they waited for the speaker to arrive.
- 3 Initiative; negotiation skills; organisational skills; communication skills. Vicky demonstrated her ability to think quickly and not panic when faced with a problem.

Language note for audioscript 5.7



You may wish to highlight the following vocabulary.

give an opening address at a conference = to make the opening speech

make it on time = to arrive in time for something

show up = appear/attend/arrive

network / networking = interact with other people to exchange information and develop contacts, especially to further one's career

l Students read the extract and complete the task individually before listening to audioscript 5.7 again to check their answers.

► 5.7 page 92

Answers



- 2 Anyway, what happened was
- 3 It was very important
- 4 So I decided to
- 5 I managed to
- 6 Unfortunately this meant that
- 7 As soon as
- 8 I then
- 9 which I'd organised beforehand
- 10 In the end

m Discuss the question as a class.

Answers



Vicky uses the past simple to give the key events of her story (*I decided, I managed, I took, I contacted* etc.). She also uses the past continuous to give background information (*I was organising*) and the past perfect to talk about something that happened before another past event (*he'd landed, I'd organised*).

n Students discuss the question in pairs before open-class feedback.

Answers



This sentence is very visual and also humorous. It is easy to picture the conference participants happily networking, with Vicky desperately trying to persuade them to finish their coffee and cakes and go back into the main room for the opening speech. Also, by using *did arrive* rather than *arrived* she draws attention to the fact that in spite of all the problems he actually arrived. She also uses adverbs (*finally, actually*) to emphasise a pleasant surprise after a long and nervous wait.

0 Students complete the task individually before open-class feedback.**Answers**

- 1 My boss wasn't convinced that it was worth investing in India. However, my research managed to prove that in fact / actually / as a matter of fact it was.
- 2 As a result of my actions, what could have been a disaster in fact / actually turned out to be a big success.
- 3 My work had really helped, and I thought that I would be invited to join the marketing team permanently, but in fact / as a matter of fact I was actually invited to lead the team!
- 4 I believed my suggestions would lead to bigger profits. What I didn't expect was that in fact / as a matter of fact profits at the company would actually grow by nearly 20%!

p Students complete the task in pairs.**Extension activity: anecdotes**

Ask students to prepare a short anecdote which demonstrates a specific competency, for example flexibility. Students can write down up to ten key words to help them organise and remember their anecdotes. Once the students are ready ask them to mingle in the classroom and tell another student their anecdote. The *listening* student should try to guess what competency the speaker is trying to demonstrate. Students swap roles, and once they have finished, find another partner. Tell students they have a maximum of 90 seconds in which to tell their anecdote. After each student has told their anecdote once or twice, stop the activity and ask students to continue without their notes. You might also raise the challenge by instructing students they now only have a maximum of 60 seconds in which to tell their anecdotes.

Talking about your weaknesses**Turning negatives into positives****3 a Students listen and answer the questions individually before open-class feedback.**

▶ 5.8 page 92

Answers

- 1 Probably Sabine Griffin and one or two other colleagues
- 2 He couldn't stand his boss.
- 3 To focus on the positives in every question and avoid any negatives

b Students read and discuss Jarek and Olivia's responses in pairs. In pairs students complete Olivia's response before open-class feedback.**Answers**

- | | |
|-------------|------------|
| 2 liked | 6 position |
| 3 working | 7 develop |
| 4 feel | 8 further |
| 5 stretched | |

c Students discuss in pairs.

d Students complete the task in pairs.**Answers**

- | | |
|-------------|-----------------|
| 1 negative | 3 opportunities |
| 2 embarrass | 4 problems |

**e** Students listen and complete the task individually before open-class feedback.

► 5.9 page 92

Answers

- 1 b 2 c 3 a

**Language note for audioscript 5.9**

You may want to highlight the following vocabulary.

procrastinate / **put something off** = delay or postpone action; put off doing something

workaholic = a person who compulsively works hard and long hours

f Students complete the task in pairs.**Answers**

- a This is a common technique, but be careful as without true examples it may be too obvious that you are manipulating the question to shout about how wonderful you are. Avoid clichéd answers such as 'I'm a perfectionist'.
- b This is an excellent technique as it focuses on a weakness that no longer exists. By telling a carefully prepared story you can demonstrate self-awareness, how you actively remedied the problem and developed the skills required for the position. Use the STAR method to tell a captivating story about something that didn't go as planned and describe what you would do differently next time.
- c This is a safe, well-used technique. Knowledge-based weaknesses, such as a lack of technical expertise or knowledge of a language, are easily overcome and will not put the employer off giving you the job. This is especially true if you can talk about steps you have taken to remedy this weakness.

g Discuss the question as a class.**Answer**

Candidate 1

**Softening and emphasis****4 a** Students read the extract and discuss in pairs before open-class feedback.**Answers**

She softens the negative (*I used to procrastinate*) in this sentence by adding *sometimes* and *a little* and therefore reduces the negative impact of the information.

b Students complete the task individually before open-class feedback.**Answers**

Softening: *sometimes; a little; There were times when; perhaps*

Emphasising: *strict; all; well; really; much; at the same time*

- c** Students read the extract and complete the task individually before listening to the second candidate in audioscript 5.9 again to check their answers.

► 5.9 page 92

Answers

- | | |
|--------|----------|
| 1 very | 4 really |
| 2 very | 5 always |
| 3 very | |



- d** Students read the extract and complete the task individually before listening to the third candidate in audioscript 5.9 again to check their answers.

► 5.9 page 92

Answers

Weaknesses? Well, I can be a bit of a workaholic and always get very involved in every project that I work on. I'm happy to spend a lot of time and energy making sure that every project is as successful as possible. So, occasionally, when I feel that other members of the team might not be working as hard, I can get a little frustrated. I am aware of this problem, and I try to solve situations like this by being extremely positive and enthusiastic.



- e** Students discuss in pairs before open-class feedback.

Answers

- used to (*I sometimes used to procrastinate*). This emphasises that the past state or action is no longer true.
- present perfect (*Using a schedule has really helped me*)
- be used to + -ing (*I'm used to using Windows*); get used to + -ing (*I'd get used to using Apple Macs very quickly*)
- can (*I can be a bit of a workaholic; I can get a little frustrated*)



- f** Students complete the task individually before comparing answers in pairs.

Answers

- I occasionally have a little difficulty making decisions.
- I used to be a bit too stubborn and it was sometimes hard to get me to change my mind.
- When working on projects I am a 'big picture' person. This means that from time to time I might miss some minor details.



- g** Students complete the task individually before listening to audioscript 5.10 to check their answers.

► 5.10 page 92

Answers

- 1 b 2 a 3 c



- h** Students complete the task individually before open-class feedback.

Answers

- ever; significant; actively; even
- a lot of; every single; possible; carefully; all
- entire; successful; completely



- i** Students listen and discuss in pairs.

► 5.11 page 92

Answers

Adam avoids answering this question directly and uses it as an opportunity to demonstrate that he is a positive, forward-looking individual. During interviews try not to say anything negative about your last or current job. It is much better to identify something within the post you are applying for that is different and challenging. Another positive aspect of Adam's answer is that he mentions not only what the new job can offer him, but also what he has to offer. The key word in Adam's response to this question is the word *contribute*.



- j** Students complete the task individually before open-class feedback.

Answers

2 d 3 c 4 f 5 b 6 a Adam used a, c, e and f.



- k** Students complete the task in pairs.

Asking questions of your own

- 5 a** Students discuss the questions in pairs.
b Students read the article and discuss the question in open-class. Encourage students to justify their answers.
c Students complete the task individually before open-class feedback.

Answers

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



- d** Students discuss in pairs before open-class feedback.

Answers

1 d 2 a



- e** Students complete the task individually before comparing answers in pairs.
f Students complete the task in pairs.

Dealing with telephone interviews

- 6 a** Students discuss in pairs.

Answers

- 2 It significantly reduces the cost for the employer.
- 3 Financial saving; feeling more relaxed; access to research materials; no need to dress smartly
- 4 At a time that is convenient for you, the candidate
- 5 It will help you to relax and project a positive image.
- 6 To try and set up a face-to-face interview



- b** Students read the article and in pairs compare the advice with their answers in Exercise 6a.

c Students discuss what they would do in this situation in pairs.**Answers**

Alex could do the following: provide a believable reason why now is not a good time for the interview; arrange another time for the interview to take place, ideally later that day; try to get the interviewer to phone him back to save unnecessary costs; make sure he is fully prepared in a quiet environment at the time he has arranged for the interview.

**d** Students listen and discuss in pairs.

► 5.12 page 92

Answers

Alex handles the call well. He gives a believable reason why this is not a good time for the interview and reschedules it for later that day.

**e** Students listen to audioscript 5.12 again and complete the task individually before open-class feedback.

► 5.12 page 92

Answers

- 1 How can I help you
- 2 I'm very happy you called
- 3 What time is good for you
- 4 I look forward to it

**f** Students listen and answer the questions individually before open-class feedback.

► 5.13 pages 92 and 93

Answers

- 1 Managing the logistics of theatre performances; managing performance contracts; participating in advisory panel meetings
- 2 Yes, there would be support from the rest of the team.
- 3 He is using a mobile phone and has bad reception.
- 4 By helping new writers finance and develop their plays

**Language note for audioscript 5.13**

You may want to highlight the following vocabulary.

logistics = the detailed coordination of a complex operation involving many people, facilities or supplies

a black spot = an area with little or no mobile phone reception

**g** Students listen to audioscript 5.13 again and complete the task individually before open-class feedback.

► 5.13 pages 92 and 93

Answers

- 2 ✓ 3 ✓ 4 ✓ 5 ✗ 6 ✓ 7 ✗ 8 ✓

**h** Students complete the task individually before comparing answers in pairs.**Answers**

- 2 R 3 I 4 C 5 C 6 C 7 I 8 I



- i** Students read the extracts and complete the task individually before listening to audioscript 5.14 to check their answers.

► 5.14 page 93

Answers



- 2 I didn't quite catch what you said
- 3 Do you mean
- 4 I'm having trouble hearing you. Can you hear me clearly?
- 5 Could you tell me what that would involve?
- 6 So, if I understand you correctly

Language note for audioscript 5.14



You may want to highlight the following vocabulary.

performance-related pay = wages that change according to your performance in your job

Extension activity:

- Students discuss the following question.
- What are the advantages and disadvantages of performance-related pay?
- For further ideas and opinions see:
- http://tutor2u.net/business/people/motivation_financial_performancepay.asp

- j** Students practise the dialogues in pairs.
- k** Students practise a telephone interview role play in pairs.
- l** Students take turns to ask and answer questions from units 4 and 5 in pairs.

Background information and useful web links

Unit 5 covers advanced interview techniques, including using short stories to demonstrate your transferable skills effectively, turning negatives into positives, and emphasising your skills and achievements. It also covers the questions that candidates will ask during interviews and handling an interview over the telephone. The unit includes a wide range of audio interview extracts. Through a series of good and bad models of candidates' responses, students learn and practise the language and techniques needed to perform effectively in an interview. In addition, students listen to and discuss expert advice and critical analysis of candidates' responses given by recruitment professionals. Throughout the unit students are given plenty of opportunities to practise the techniques and language.

Handling competency-based questions (page 59)

This section introduces competency-based questions. Students listen to a number of candidates successfully answering competency-based questions and identify the techniques and language used which make their responses effective, including the STAR method for planning and structuring responses.

The Careers Group, University of London, has produced a number of worksheets on every aspect of the job application process. You can find a worksheet on job interviews at: <http://www.careers.lon.ac.uk/output/Page315.asp>

Video jug offers a selection of short online videos about job interviews, including a series of good model answers to common questions. If you have the facilities, these videos can be exploited in the classroom. They include full transcripts. You can find videos about job interviews at: <http://www.videojug.com/tag/job-interviews>

The Guardian online offers a lot of informative and up-to-date articles on all aspects of job interviews. You will find a video on strategies for answering some of the most challenging job interview questions at: <http://jobs.guardian.co.uk/videos/200792/424266/1/>

There is an excellent podcast of job interview tips available at: <http://jobs.guardian.co.uk/careers/200256/298301/interview-tips-podcast/>

Demonstrating your skills (page 60)

Students listen to and analyse model responses from two candidates, focusing on techniques and expressions for answering competency-based questions effectively. They then practise answering the same questions themselves.

The British Council has produced a behavioural competency dictionary for external applicants to the British Council to use when applying for work at the British Council. This resource is available for free online and provides detailed useful descriptions of typical behaviours, which demonstrate different transferable skills. You can find it here: <http://foi.britishcouncil.org/downloads/competency%20dictionary.pdf>

Talking about your weaknesses (page 63)

This section focuses on potentially tricky interview questions and how to turn difficult interview questions into an opportunity for demonstrating and emphasising key strengths. Students listen to models of candidates turning negatives into positives as they respond to challenging questions. They analyse model answers closely, highlighting the language that softens negative information and emphasises positive details.

Asking questions of your own (page 67)

This section focuses on the questions candidates ask the interviewers in a job interview. After reading a newspaper article about asking questions in an interview, students complete interview questions of their own. The section ends with a role play in which students practise asking and answering their own interview questions, and displaying active listening skills.

Dealing with telephone interviews (page 68)

The unit finishes with a section on telephone interviews. In this section students read advice in a newspaper article before listening to extracts from a number of telephone interviews. They identify and practise words and phrases used in these extracts, which they can use in telephone interviews of their own.

Cambridge English for Job-hunting

TEACHER'S NOTES

UNIT 6 Follow up

- Keeping in touch
- Handling rejection
- Dealing with job offers
- Negotiating terms and conditions

- ➔ Go to page 71 for essential background information on the topic and useful web links.
- ➔ Don't forget to explore the [Extra activities](#) for this unit

Keeping in touch

- 1 a Students discuss in pairs before open-class feedback.

Answers



- 1 Send a brief thank-you letter to the employer.
- 2 If you haven't heard from the employer after any time agreed during the interview, or after five days if no time was agreed upon, then it is perfectly acceptable to send a brief reminder to the employer. In this letter you can repeat your interest in the position and politely enquire as to when you will be notified regarding the success of your application.
- 3 If you accept a position but have applied for a number of jobs, it is good practice to inform the other companies of your decision. These employers may often end up being future business contacts of yours.

- b Students complete the task individually before open-class feedback.

Answers



It will help you to prepare for a second interview. If you do not get offered the job, it will help you to learn from your mistakes.

- c Students discuss the questions in pairs.

- d Students listen to the beginning of the conversation and answer the questions in pairs.

▶ 6.1 page 93

Answers



- 1 Silvia feels that the interview went well.
- 2 She suggests Silvia writes a follow-up letter to improve her chances of being offered the job.
- 3 Appearing desperate for the job

Language note for audioscript 6.1

You may want to highlight the following vocabulary.

let someone know = inform someone

stand out from the crowd = be clearly better or more significant than someone or something

I can see your point = I understand what you are saying

e Students discuss in pairs before open-class feedback.**Answers**

See Sophie's ideas in audioscript 6.2

f Students listen to the rest of the conversation and, in pairs, compare their answers in Exercise 1e to Sophie's advice in the audioscript before open-class feedback.

▶ 6.2 page 93

Answers

Sophie's ideas:

- 1 It will impress the interviewer and show them that you are organised and professional. It will keep you fresh in the interviewer's mind.
- 2 This will demonstrate that you recognise the importance of what the interviewer said, and demonstrates good listening skills and the ability to put received information into practice.
- 3 This will show that you clearly understand the requirements of the job and the challenges it will bring, and that you are able to meet these challenges.
- 4 This will help the interviewer to clearly see you doing the job.
- 5 It might be the crucial deciding factor in getting you the job.

Language note for audioscript 6.2

You may want to highlight the following vocabulary.

a concrete suggestion = a specific suggestion

the deciding factor = an event or action more important than the rest because the final result or decision is changed by it

g Students complete the task individually before comparing answers in pairs and open-class feedback.**Answers**

2 g 3 c 4 a 5 f 6 d 7 b 8 e 9 i

h Students complete the task individually before open-class feedback.**Answers**

Dear Mr Lewis, // Thank you very much ... Futerra is doing. // As mentioned when we met ... to work in this area. // I recognise the importance ... communication with key clients. // Please feel free to contact ... or suitability for the position. // I look forward to ... meeting me. // Yours sincerely, // Silvia Carnali

- i** Students complete the task individually before comparing answers in pairs and open-class feedback.

Answers



- 1 Thank you for taking the time to discuss ...; I appreciate the time you and the team took in telling me about the specific aspects of the job
- 2 I am particularly interested in the projects that you talked about during the interview; I look forward to hearing from you
- 3 I am confident in my ability to meet the challenges ...; I feel I am perfectly suited for ...; I believe I can make a significant contribution towards ...
- 4 Having discussed the role with you in greater depth ...; I am particularly interested in the projects that you talked about during the interview; This helped me gain a better understanding of ...

- j** Students complete the task individually before open-class feedback.

Answers



- 1 Thank you for taking the time to discuss
- 2 I appreciate the time you and the team took in telling me about the specific aspects of the job
- 3 This helped me gain a better understanding of
- 4 I feel I am perfectly suited for
- 5 I look forward to hearing from you

Handling rejection

Learning from failure

- 2 a** Students listen to the conversation and answer the questions individually before open-class feedback.
▶ 6.3 pages 93 and 94

Answers



2 F 3 T 4 T 5 T 6 F 7 T

- b** Students discuss in pairs.

Requesting feedback

- 3 a** Students complete the task individually before open-class feedback.

Answers



- 2 I am grateful
- 3 Obviously I am disappointed
- 4 I would very much appreciate
- 5 I am confident
- 6 Thank you very much in advance

- b** Students discuss in pairs before open-class feedback.

Answers



Paul did not have enough work experience for the position; he failed to provide enough examples of leadership skills during the interview; his interview responses were generally too short and he failed to provide enough concrete examples to support his claims.

- C** Students discuss the questions in pairs before open-class feedback.

Answers



- 1 Paul gave several good answers in the interview, and in particular demonstrated his customer service skills well. However, generally Paul failed to provide enough evidence, through specific examples, to demonstrate other skills necessary for the position (*your answers were often short and lacking examples*).
- 2 To plan his answers more carefully before his next interview
- 3 The interviewers needed specific examples of his leadership skills – different examples are required for each skill.
- 4 Mr Brooker genuinely wants Paul to apply for the junior position. If Paul had not impressed Mr Brooker during the interview, it is extremely unlikely that he would have made the suggestion.

- d** Students complete the task individually. This exercise could be set as homework.

Dealing with job offers

Accepting the job

- 4 a** Students discuss the questions in pairs before open-class feedback.

Answers



- 1 It is important to remember when receiving a job offer that you do not have to accept it. As well as being certain that this is the right career choice for you, you need to consider a number of things including: location, travelling time, promotional prospects, perks of the job, as well as obvious salary considerations. You may like the job very much but feel you can only accept it if you are offered slightly more money, for example.
- 2 A formal acceptance letter, although not a written contract, is an excellent way of accepting a job. It is also an effective method of clarifying the terms and conditions as you understand them before you sign a contract and start work. Equally if you decide not to accept the position, although you do not need to specifically state why, it is good practice to write a formal letter declining the position. Even if you don't want the job now, you never know when you might be in touch with a company again. It pays to be polite.

- b** Students listen to the conversation and discuss the questions in pairs before open-class feedback.

► 6.4 page 94

Answers



Alex didn't accept the position immediately. This seems professional and gives him time to consider the offer.

- C** Students read the extract and complete the task individually before listening to audioscript 6.4 again to check their answers.

► 6.4 page 94

Answers



- | | |
|------------|-------------|
| 2 position | 7 contact |
| 3 salary | 8 decision |
| 4 time | 9 latest |
| 5 consider | 10 meantime |
| 6 offer | |

- d** Students practise reading the dialogue in Exercise 4c in pairs.

- e** Students listen to the conversation and answer the questions in pairs before open-class feedback.

► 6.5 page 94

Answers



- 1 No, he is looking forward to moving to London.
- 2 Yes, he could see himself working well as part of the team.
- 3 Yes
- 4 Fringe benefits (for example, holiday entitlement); whether King's Theatre will be willing to pay him while he attends a training course
- 5 Send a formal letter of acceptance

- f** Students complete the task individually before listening to audioscript 6.6 to check their answers. Afterwards, students discuss Ella's advice in pairs.

► 6.6 page 94

Answers



- 2 e 3 c 4 d 5 a

Language note for audioscript 6.6



You may want to highlight the following vocabulary.

vague = of uncertain, indefinite or unclear character or meaning

- g** Students complete the task individually before comparing answers in pairs and open-class feedback.

Answers



Dear Mr Bradshaw, // Thank you for your offer ... beginning work at King's Theatre. // I am pleased to accept your offer ... within my new role at King's Theatre. // During the interview ... holiday leave I will be entitled to. // Thank you again for offering ... the theatre team on July 29. // Yours sincerely, // Alex Mencken

- h** Students complete the task individually before open-class feedback.

Answers



As we discussed on the phone yesterday; As we agreed; During the interview

Other phrases: I am delighted to accept your offer and look forward to beginning work at ...; I am pleased to accept your offer at a salary of ... annually; I also understand that I will receive ...; During the interview we did not discuss ... and I hope you will be able to clarify ...; I very much look forward to joining you and the ... team on ...

- i** Students discuss in pairs before open-class feedback.

Answer



They personalise Alex's letter and make him sound very positive and enthusiastic about the new job.

- j** Students complete the task individually. This exercise could be set as homework.

Withdrawing from consideration

- 5 a Students complete the task individually before listening to audioscript 6.7 to check their answers.
▶ 6.7 page 94

Answers

- 2 I'm calling as I've been offered
- 3 I just wanted to let you know
- 4 I was very impressed by your team
- 5 That's very kind of you
- 6 It's the least I could do



Language note for audioscript 6.7

You may want to highlight the following vocabulary.

put someone through (on phone) = connect

put someone on hold = to make someone wait on the telephone until you return



- b Students conduct the role play activity in pairs, using expressions in Exercise 5a.
c Students complete the task individually before open-class feedback.

Answers

- 2 b 3 a 4 c 5 f 6 e



- d Students complete the task individually before comparing answers in pairs and open-class feedback.

Answers

- 2 I greatly enjoyed meeting
- 3 I am writing to withdraw from consideration for the position
- 4 I have decided to accept a position elsewhere
- 5 closely matches my abilities and personal career aims
- 6 best of success



- e Students complete the task individually. This exercise could be set as homework.

Declining an offer

- 6 a Students discuss the questions in pairs before open-class feedback.

Answers

- 1 If you decline a job offer, remember that this employer may be an important contact for you in future. Therefore it is essential that you maintain a professional, courteous relationship. Secondly, it is worth remembering that if you received a job offer from this employer, they believed in your ability to do a good job for their company, so treat them with respect. Lastly, the employer might reply to your well-written, polite letter with an even better offer.
- 2 It is not necessary to state whose offer you accepted, nor provide lengthy details about why you have turned down their job offer. Indeed, if you do not give specific reasons for turning down a job, this will increase your chances of receiving an improved offer.
- 3 If you're positive that you do not want the job, or once you have received a signed offer letter or signed contract for a job that you prefer



- b** Students listen and complete the notes individually before open-class feedback.

▶ 6.8 page 94

Answers

- 1 Future Designs
- 2 Ms Johnson
- 3 Graphic Designer
- 4 The work the company does, in particular the advertising campaigns for major retailers
- 5 Offered another job more suited to his skills and interests



Language note for audioscript 6.8

You may want to highlight the following vocabulary.

a (great) shame = a regrettable or unfortunate situation or action



- c** Students listen to audioscript 6.8 again and complete the task individually. Afterwards, students compare answers in pairs before open-class feedback.

▶ 6.8 page 94

Answers

- | | |
|-------------|---------------|
| 2 spent | 5 accept |
| 3 impressed | 6 opportunity |
| 4 However | |



- d** Students conduct the role play activity in pairs.

- e** Students complete the task individually before open-class feedback.

Suggested answers

Thank you for extending the offer for the position of ...; I very much appreciate the time and effort you and your team spent ...; I was very impressed by ...; However, after much thought and careful deliberation, I have decided not to accept your offer; I have decided to accept another position, which ...; Thank you again for your time and consideration.



- f** Students complete the task individually. This exercise could be set as homework.

Negotiating terms and conditions

- 7 a** Students discuss the questions in pairs.

- b** Students listen and, in pairs, discuss who negotiated a better deal, justifying their opinion.

▶ 6.9 pages 94 and 95

Answer

Nick negotiates a better deal.



Language note for audioscript 6.9

You may want to highlight the following vocabulary.

market rate = The price (salary) that is generally acknowledged as acceptable for the particular position

range = the area of variation between the upper and lower limits on a particular scale



- C** Students listen and discuss the questions in pairs. Ask students to identify pieces of advice they found particularly useful or interesting.

▶ 6.10 page 95

Answers



Advice given: establish the employer's salary range for the position; remember to negotiate 'fringe benefits' like holiday entitlement, health cover, etc. try to get the employer to mention a figure first and then try to improve it; only negotiate with people who have the power to make decisions regarding salary (this may not always be the person interviewing you); establish if and when your pay will be reviewed before agreeing to any salary offers; do your research and establish the 'market rate' for similar positions; only negotiate if you are confident that you are the employer's first-choice candidate

Language note for audioscript 6.10



You may want to highlight the following vocabulary.

fringe benefits = compensations/benefits made to an employee beyond the regular benefit of being paid for their work

tactic = an action or strategy carefully planned to achieve a specific end

strategy = a plan of action or policy designed to achieve a major or overall aim

- d** Students complete the task individually before listening to the second section of audioscript 6.9 again to check their answers.

▶ 6.9 pages 94 and 95

Answers



1 expect

4 Could

2 might

5 Would

3 would

- e** Students complete the task individually before open-class feedback.

Answers



b 2 c 1 d 5 e 4 f 6

- f** Students complete the task individually before open-class feedback.

Answers



1 the range is for this position / the range for this position is; with my level of experience

2 would you consider a higher amount

3 current offer is below the market rate for this position

- g** Students conduct the negotiation role play game in pairs. Make sure that students do not look at each other's role play cards (on pages 96 and 104 of the Student's Book).

Background information and useful web links

Unit 6 covers all of the aspects of the job application process which follow an interview, including writing a follow-up note, handling rejection, dealing with job offers, and negotiating terms and conditions of service. Writing a follow-up note might mean the difference between receiving a job offer or not, and negotiation is critical to ensuring that conditions and pay are as good as possible. This unit also explores effective ways of dealing with failure, requesting feedback, and how best to withdraw from consideration if you accept another competing offer of employment. Completing these steps will help ensure that, if your job application is unsuccessful, you fully understand the reasons why, and learn from any mistakes you may have made. Throughout the unit, students work with a range of model letters and emails. In addition, the unit includes model telephone conversations and negotiations.

Keeping in touch (page 72)

This section introduces students to an often-neglected aspect of the job application process: the follow-up letter. A well-written follow-up letter will remind the prospective employer of the candidate and make them seem organised and professional. Students listen to Silvia discussing a follow-up letter with her friend Sophie, and complete a model based on the advice in the listening. They identify language and phrases they can use in their own follow-up letters.

Video jug offers a short video of a recruitment specialist discussing what a candidate should do after an interview. If you have the facilities, this video can be exploited in the classroom. It includes a full transcript. You will find the video at: <http://www.videojug.com/interview/what-to-do-after-the-job-interview>

Handling rejection (page 75)

Despite their best efforts it is inevitable that some candidates will be unsuccessful sometimes. This section is designed to ensure that, rather than lose heart, unsuccessful candidates make the most of the situation and learn from their failure. Feedback from an employer who has not offered a candidate the job will help the candidate identify the areas they may need to work on in order to be successful in future interviews. In this section students complete a model letter requesting feedback on an unsuccessful application.

You will find a useful article on requesting feedback and dealing with failure at: http://targetjobs.co.uk/general-advice/articleview-18a_39.aspx

Dealing with job offers (page 77)

This section covers accepting a job offer, withdrawing from consideration and declining a job offer. Students listen to the recurring character, Alex Mencken, receiving a job offer over the phone, and analyse the language he uses in his response. They then prepare his formal acceptance letter, using advice presented in a listening task. Alex phones another theatre where he had applied to work to withdraw from consideration. Students listen to the conversation and practise withdrawing from consideration in a role play activity and complete a more formal letter of withdrawal. Finally, they listen to another candidate declining a job offer and again complete a formal letter and a related role play.

Negotiating terms and conditions (page 81)

The unit concludes with a section on negotiating terms and conditions. Students listen to recordings of good and bad negotiations, as well as advice from recruitment experts. This section finishes with a negotiation role play game.

There is a useful article about salary negotiation at: http://targetjobs.co.uk/general-advice/articleview-20a_3150.aspx