

4

Looking for work

Can you describe these jobs?
 What jobs have you done?
 What jobs would you like to do?



What you will do

This unit is about looking for work. These are the skills you will practise. Which are the most useful to you? Tick the boxes.

Listening and speaking

Skill

- Listen to and discuss a radio interview about employment trends
- Listen to and take part in a job interview
- Express views and opinions about work
- Talk about skills and experience

Skill code

Sd/L1.2a; Lr/L1.1a, 6a
 Sc/L1.4b; Sd/L1.1b; Lr/L1.1b, 2b
 Sd/L1.1c, 2a
 Sc/L1.1c, 2b, 3a, 4a, 4b; Sd/L1.2c; Lr/L1.2d

Reading and writing

Skill

- Read about interview skills
- Preparing and writing a CV
- Understanding other documents for job applications

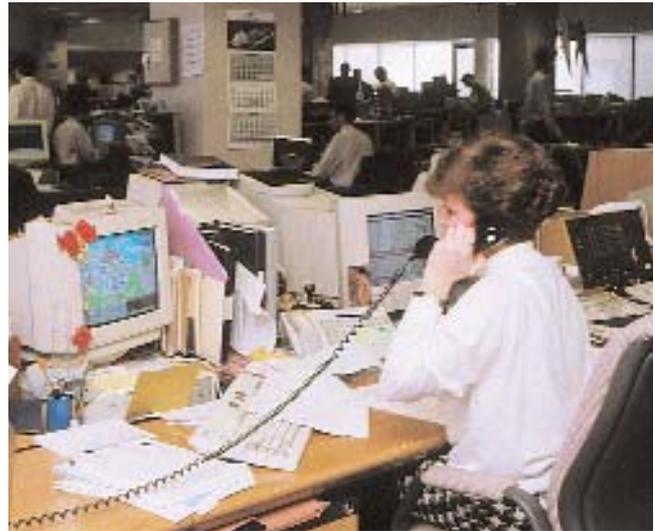
Skill code

Rt/L1.1a; Rs/L1.1a; Rw/L1.2a
 Rt/L1.1a, 2a, 4a; Wt/L1.1a, 2a, 4a, 5a, 6a
 Rt/L1.2a, 4a, 5a; Wt/L1.1a, 1b, 2a, 5a

Project work

At the end of the unit you will write a CV for a job you are interested in and practise being interviewed for the job.

Employment in the UK



Activity A • Listening: work today

- 1 Work in pairs. Look at the pictures. One shows people at work in the UK in the 19th century. The other shows people at work in the UK today. Discuss and list the differences between the two periods.
-  2 Listen to part of a radio programme called *Work Today*. Professor Duncan Stuart is talking about changes in employment practices in the UK. What are the five main things the interviewer asks about?

Activity B • Quiz: employment in the UK

What can you remember from the radio programme? Work in groups. Look at the quiz and agree which is correct – a, b or c.

- 1 The majority of people in the UK are
 - a self-employed
 - b employed in manufacturing
 - c employed in service industries
- 2 The UK is the world's largest centre for
 - a currency exchange
 - b financial services
 - c business services
- 3 Anti-discrimination laws were first introduced in the
 - a 1960s
 - b 1970s
 - c 1980s
- 4 People in the UK work
 - a the longest hours in Europe
 - b the shortest hours in Europe
 - c average hours for Europe
- 5 In the UK workforce, the percentage of women is
 - a 28%
 - b 66%
 - c 55%
- 6 Equal opportunities means
 - a people from different groups get the same pay
 - b people from different groups have equal access to jobs and services
 - c people from some groups get better jobs

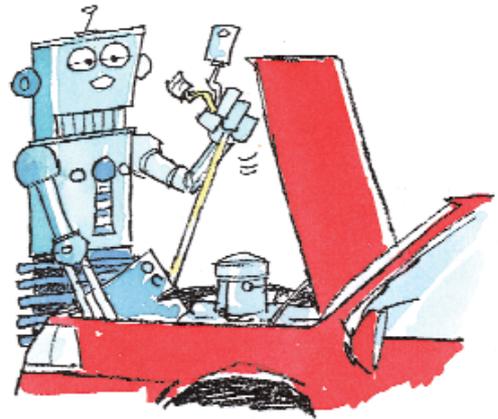
-  2 Now listen to the audio again and check your answers.

Imagine if ...

Activity A • Speaking: work in the future

Work in groups. How do you think work will change in the next 50 years? Look at these suggestions and decide which you think are likely or unlikely to happen.

- Robots will do everything.
- People will work until they are 90.
- People will work on different planets.
- Everyone will work from home.
- There will be no unemployment.



Activity B • Language: the second conditional

We use the second conditional to talk about an imaginary situation and its result.

We describe the situation with *if* + past simple, the result with *would* or *wouldn't*.

We use a comma to separate the two clauses.

Example *If I got the job, I'd work really hard.*

- 1 Work in pairs. Use the statements in Activity A to make sentences in the second conditional.

Examples

If robots did everything, people wouldn't have very interesting lives.

If the technology was good enough, robots would do everything.

- 2 Your teacher will give you a card. Use this to make a question in the second conditional. Think about how you would answer the question, then ask people in your class.

Job advertisements

Activity A • Vocabulary: skills and experience

- 1 These expressions are often used in job advertisements. Work in pairs. Discuss what they mean.

a team player

can motivate others

good communication skills

a reliable person

able to work under pressure

IT literate

can work on your own initiative

- 2 Work in pairs. Look at a selection of job advertisements from the local paper. Find other phrases which are used to describe different skills needed for particular jobs. List these and report back to the class.
- 3 Which of these skills do you have? Explain your skills to a partner giving reasons and examples.

Example

I think I'm a team player because I get on well with other people and enjoy doing things as part of a group.

Activity B • Reading: a job advertisement

- 1 Look at the picture of a learning support assistant at work. In what way do you think her job is different from that of a teacher?
- 2 Work in pairs. Make a list of the skills and experience you think are needed to work with children as a learning support assistant.
- 3 Now read the advertisement on page 5. Underline the skills and experience required for the job. Were any of these on your list?





LONGFORD JUNIOR SCHOOL

Longford Road
London N16 2BU

LEARNING SUPPORT ASSISTANT

- Salary £7050–£7776 (incl. LW)
- Full-time post (36 hours – to be negotiated between 8 am and 5 pm)
- 36-week fixed term contract

We are looking for an enthusiastic, reliable person who is able to work well under pressure and on his or her own initiative. You must be patient and understand the needs of children learning English as an additional language.

At least one second language and a good basic education are essential, as is experience of working with children. Previous LSA experience is desirable but full training will be given.

We are an equal opportunities employer and welcome applications from all sections of the community.

Phone 0775 341679 for an application pack.

Activity C • Writing: designing a job advertisement

- 1 Work in groups. Look at these phrases. Discuss which of them you think are necessary to be an effective ESOL teacher.

a loud voice

very smartly dressed

a kind person

speaks lots of languages

over 30

attractive

knows a lot of grammar

under 30

highly educated

very strict

patient

- 2 Your teacher is leaving and you need to design an advertisement for a replacement. Make a list of the skills and experience you would like the new teacher to have.
- 3 Now plan and design an advertisement for a new teacher. Use the advertisement above to help you. Include a salary you think is fair and a description of the skills and experience required.

Describing your experience

Activity A • Listening: modern skills



- 1 Look at the statement on the right.
Work in pairs and discuss these questions.
 - a What skills do you think are meant?
 - b Do you agree with the statement?
- 2 Solomon and Zeena are on a course for people learning new skills to find a job or get a better one. Zeena is interested in the advertisement for a learning support assistant on page 5.
 Listen to their conversation. What skills does Solomon think are important nowadays?

It is now necessary for people to have a number of different skills in order to find almost any kind of job.

Activity B • Language: the present perfect continuous

- 1 Work in pairs. Look at Zeena's statement and underline the verb. Then discuss these questions.
 - a When did she begin working in the nursery?
 - b Does she still work there now?
 - c Do you know the name of the tense she uses?
 - d How is it formed?
- 2  Complete Zeena's statements from the conversation. Then listen again and check your answers.
 - a Italian since January.
 - b on my CV all week.
 - c Actually my sister me.
 - d a home and since my kids were born.
- 3 Now make four sentences about your own experience using the present perfect continuous.

I've been working with children in the nursery for the past three years.

Remember

We use *for* to talk about the length of time and *since* to talk about when something started.

Activity C • Language: using different tenses to describe your experience

- Work in pairs. What tenses does Zeena use to talk about her experience?
 - 'I know how to talk to children'
 - 'I've never worked in a school in the UK before'
 - 'I worked in an infants' school in Algeria for two years'
- Zeena applied for the job of learning support assistant and made these notes before completing the application form. Notice how she uses two or three words, not sentences. Make similar notes about your own experience.

<u>Experience with children</u>	<u>Other experience</u>
nursery – 3 yrs	can use computer
Algeria – school 2 yrs	pressure: study/deadlines
personal/own family	learning languages

- Work in pairs. Talk about your experience using your notes. Use different tenses, including the present perfect continuous.
- Now work with a different person. Exchange notes. Ask questions about each other's experience using the present perfect continuous.

Example

How long have you been using a computer?

Activity D • Language: discussing likes and dislikes

-  Listen to Solomon describing his job. What do you think it is?
-  Listen again and join the expressions Solomon uses to describe the things he likes and dislikes doing.

- | | | |
|----------------------------|---|---------------------------------|
| a I'm quite keen on | → | checking the cold store. |
| b I really love | → | sorting out complaints. |
| c I'm fairly interested in | | finding out about new software. |
| d I much prefer | | being told what to wear. |
| e I really can't stand | | working with food. |
| f I really hate | | wearing my own clothes. |

- Work in pairs. Your teacher will give you some pictures. Use the expressions to say how you feel about doing the things in the pictures.

Writing a CV

We write a CV, or **curriculum vitae**, to present information about our education, skills and work experience to an employer. If you are looking for a job you will need a good general CV, but you may need to adapt this when you apply for particular jobs.

Activity A ● Reading: planning and organising a CV

- 1 Work in groups. Decide whether the following statements are true or false.
 - a CVs are generally written in an impersonal style.
 - b CVs must include references.
 - c CVs should be three to four pages long.
 - d CVs must include information about your family.
 - e CVs shouldn't mention why you left your last job.
 - f CVs are always organised in the same way.
 - g CVs ask you to list work experience in reverse chronological order.
- 2 All CVs should include some basic information. What do you think this should be? In your groups, make a list of the information you would include in a CV. Now look at Solomon's CV on page 9. How does it compare with your list?
- 3 Work in pairs. Match these headings to the different parts of Solomon's CV.

TRAINING **SKILLS** **EDUCATION AND QUALIFICATIONS**
PERSONAL PROFILE **EXPERIENCE**

Activity B ● Language: vocabulary

- 1 'Action' verbs are often used in CVs, as they suggest energy and achievement. Work in pairs. Find and underline the action verbs used by Solomon to describe his experience.
Examples *manage* *investigate* *deliver*
- 2 Now make a list of more action verbs you think would be suitable for a CV.

Activity C ● Writing: your CV

- 1 Plan your own general CV. Think about:
 - the headings you will use and what order these will be in
 - the information you want to include under each heading
 - how to make your personal profile sound positive and impressive.
- 2 Write your CV.

CURRICULUM VITAE

Solomon Falase

24 Mansfield Drive
London E22 5TY

1

An experienced store manager in the food industry. Proven ability to work on own initiative and as part of a team. Leadership skills including managing, developing and motivating teams to achieve targets. Dedicated to maintaining high standards.

2

1998–current **Assistant Store Manager, Pricecutter, Walthamstow, London**

- Manage customer service section of store
- Investigate and respond to customer complaints
- Deliver staff training on customer services

1992–1997 **Store Manager, Sam’s Superstore, Accra**

- Established and operated recruitment and personnel procedures
- Modernised and expanded store
- Increased profits by 32%

1988–1992 **Senior Catering Manager, Raffles Hotel, Accra**

- Managed team of six people, assigned tasks and ensured hotel standards were met
- Supervised ordering and storing of supplies
- Inspected kitchen equipment to ensure compliance with health and safety regulations

3

Various courses including Team Leadership I & II, Time Management, Quality Assurance

4

BA (Hons) 2.2 Business and Economics – University of Accra

5

- Full driving licence
- IT literate
- Fluent in two additional languages

Interview skills

Activity A • Reading: interview do's and don'ts

- 1 You are going to read a magazine article about interview skills. Work in groups. Describe any interviews you have attended. Say why you thought the interview was successful or unsuccessful.
- 2 These sentences are from the text. Work in pairs. Read the article and decide which sentences go in the numbered gaps.

a

Avoid words like *no* and *can't*. Concentrate on what you *can* do.

b

Make a list of possible questions and prepare your answers.

c

Check out the organisation before you apply for the job.

d

Make eye contact with the interviewers.

e

And it's surely stating the obvious to say smart dress only.

f

Keep a copy of your application form and reread it before the interview.

- 3 Work in groups and discuss what you think the writer means by the phrases in bold.
 - a Read on and give yourself a **fighting chance** of getting that job ...
 - b Most will have a website where you'll find a **wealth of information** ...
 - c If you have to **rack your brains** when asked about something ...
 - d He spent the whole interview trying not to scratch until **he couldn't stand it** any more ...
 - e Do the same ... if **your mind goes blank**.

Activity B • Speaking: interview priorities

Work in groups. Look at the sentences in Activity A task 2. Which do you think are the most important? Can you add any other suggestions?

SURVIVING that interview:

TOP TIPS FROM RECRUITMENT CONSULTANT SARA PATEL



- A To beat those nerves and give a star performance, interview skills are a must. Read on and give yourself a fighting chance of getting that job ...
- B **Before the interview:** A friend of mine gets offered every job she goes for. Why? Because she always knows more about the company than the interview panel! (1) Most will have a website where you'll find a wealth of information; use this to decide if and why you want to work for them.
- C At one interview I was asked about my experience of working with young people. My reply, 'What experience?', was met with an embarrassed silence. I'd forgotten about the youth work I'd done back in the '80s which was on my application form. So be prepared! (2) If you have to rack your brains when asked about something you yourself wrote, it will look really suspicious.
- D Looking at the personnel specification also helps you anticipate questions you may be asked. Employers say a top reason why people fail interviews is that they simply don't prepare well enough. What tends to happen then is total silence, or a ridiculous response. (3) Then get a friend or relative to play the role of scary interviewer.
- E **At the interview:** The golden rule is: **be on time**, even if it means getting up at dawn and walking the streets for a while. (4) You're not going to get that plum job dressed in your jeans and trainers, even if they are your best. But be careful – a colleague bought a

beautiful suit for an interview. Sadly, it was that special itchy wool. He spent the whole interview trying not to scratch until he couldn't stand it any more and had to get up and rush out. Needless to say he didn't get the job.

- F It's important not to panic at interviews. If you don't understand a question, be honest and ask for it to be repeated or explained, rather than giving a rubbish answer. Do the same to buy yourself some thinking time if your mind goes blank. Then take some nice slow deep breaths.
- G Be positive! If you're asked why you left your last job, don't say, 'Because I hated my boss,' even if it's true. (5)
- H **Body language** is crucial at interviews. (6) Looking at the floor all the time makes you look shifty or chronically shy. Don't cross your arms or wag your finger – it will make you look arrogant. Keep your hands gently in your lap. This will also help you to avoid twitching, picking and scratching – all instant job losers! Do sit still in your chair; simply lean forward slightly so that you look attentive. Practise in front of a mirror at home or, even better, video yourself – you'll be amazed at your annoying habits.

Reading a personnel specification



Activity A • Reading: call centre manager

- 1 Work in pairs. Your teacher will give you a personnel specification for a call centre manager. Read the job description section. Say why you would like or dislike working in a call centre.
- 2 Discuss the skills and abilities you think the specification will include. Now read the education and skills sections of the specification and compare your ideas.
- 3 Read the education and skills sections again. Decide what kind of experience is:
 - a necessary
 - b not necessary but helpful.

Activity B • Speaking: who is the best candidate?

- 1 Work in groups. You are senior managers at the call centre. Your teacher will give you a CV from a person applying for the job of call centre manager. Use the CV and the personnel specification to discuss whether the candidate would be suitable for the job.
- 2 Prepare a presentation for the class in which you will describe your candidate. Discuss the different tenses you will use to describe your candidate's experience and decide who is going to say what. Your presentation should try to persuade the class that your candidate is the best person for the job.
- 3 Now look at all three CVs. Give each one marks from 1–10 in the three categories in the table.

	Helen Williams	Vishan Bihari	Solomon Falase
Style			
Content			
Organisation			

The interview

Activity A • Listening: Zeena's interview

- 1 Zeena has applied for the job of learning support assistant and has been asked to go for an interview.

Work in groups. Your teacher will give you a job specification. Read it and make a list of the questions you think Zeena might be asked.

-  2 Now listen to the first part of the interview and tick any questions on your list that are similar to those asked in the interview.
-  3 Listen to the interview again. In pairs, answer the following questions.
 - a How does Zeena explain that her lack of experience with older children will not be a problem?
 - b Zeena isn't quite sure how to answer the question about 'establishing a needs profile'. What does she do to get more time to think?
-  4 Now listen to the second part of the interview. How do you know Zeena has prepared for the interview?



Activity B • Speaking: practising interviews

- 1 You are going to use the CVs and personnel specification from the last section to practise interviewing. Your teacher will divide you into two groups.

GROUP 1

Work in pairs. You are the interviewers. Use the personnel specification and CVs to prepare a list of questions to ask the candidates. Take turns to interview the candidate while your partner takes notes. When you have finished the interviews, decide who will get the job.

GROUP 2

Work in pairs. Imagine you are the person in the CV. Look at the CV and the personnel specification and make a list of the questions you might be asked at the interview. After the interview, discuss how you think it went.

- 2 When you have finished the interview, compare your questions. How similar were they?



Project



Activity A ● **Work with a personnel specification**

- 1 Phone an employer or look on the Internet to obtain a personnel specification for a job you are interested in applying for.
- 2 Go through the specification and check which skills and experience are essential and which are desirable.
- 3 Now make a list of the skills and experience you have which match those on the specification.
- 4 Make a list of questions you think you might be asked at an interview for this job.

Activity B ● **Write a CV for a particular job**

- 1 Use the list of skills and experience you made in Activity A to adapt your general CV for this particular job. Think about:
 - how to change your personal profile to suit the job
 - whether you need to change any of the information under the other headings.
- 2 Work in pairs. Check each other's CVs and suggest improvements.

Activity C ● **Interview the candidate**

- 1 Work in pairs. Exchange your personnel specification and CV.
- 2 Prepare to interview your partner:
 - Read through the personnel specification and CV and make a list of questions you want to ask.
 - Check the grammar in your questions. Have you used a good range of tenses?
- 3 Now interview your partner.
- 4 When you have finished the interviews, compare the list of questions you thought you would be asked with the questions your partner asked you.



Check it

Activity A • Correct the mistakes

Look at Zeena's letter of application. She wrote it in a hurry and has made ten mistakes. See if you can find the mistakes and correct them.

56 Longford Hill
London N16 3BP

Mr F Horsfield
Headteacher
Longford Junior School
Longford Road
London N16 2BU

8th June 2003

Dear Mr Horsfield

I am writing to apply for the job of learning support assistant which was advertised in the Longford Guardian. I enclose my CV.

As you will note from my CV, I have been work in a nursery school for the past three years and was before that a teacher in Algeria. I believe, therefore, that I am well qualified for the post. I also been attending various IT courses since January. I am fluent in Arabic and French and have also learning Italian.

I am particularly interested helping children who are learning English as a second language. My three sons all received language support when we arrive here, so I am familiar with the problems of these children. If I am get the job I would be keen on work with children with Arabic or French as a second language.

I have been try to contact you by telephone to find out when the interview dates are but have not been able to get through. Please note that if I was short-listed for the post I am not able to attend an interview on Friday mornings although I available at any other time.

Yours sincerely

Zeena Attallah



Mini-projects

Activity A • Improve your CV

- 1 Find information on writing a CV from different websites, the job centre and/or community employment projects.
- 2 Compare the information you find and make notes.
- 3 Use the information to improve the layout and content of your CV.



Activity B • Plan for the future

- 1 Think about a job you would like to do in the future but for which you do not yet have the qualifications, experience or level of English you need.
- 2 Find as much information as you can about the job, including the personnel specification.
- 3 Make an action plan including all the things you need to do in order to be able to apply for the job.

How am I doing?

Look back at the skills listed on page 1. Then finish the sentences below.

I am confident with

.....

.....

.....

I need more practice with

.....

.....

.....

Date



Audio scripts

Page 2 Employment in the UK

Activity A

Presenter: Good afternoon, Professor Stuart. Thanks for agreeing to come on the programme.

Stuart: Not at all.

Presenter: Perhaps I could begin by asking you what you think has been the biggest change in the UK labour market over the last 50 years or so.

Stuart: Well ... um ... undoubtedly that would be the transition from an economy based on manufacturing to one ... erm ... based on services. In simple terms we have gone from providing people with *things* – like coal and steel – to providing them with services, like financial advice, insurance, and so on.

Presenter: And what does that mean in terms of the kinds of jobs people are doing now?

Stuart: What it means is that well over half the workforce is now employed in service industries, while only 20% are in manufacturing. It also means jobs are generally less secure with ... um ... a much more flexible labour market. That is ... um ... many more people are on short-term contracts, so people have to be prepared to move around to look for work. There's no such thing as a job for life any more, and of course people work longer hours – the longest in Europe, in fact.

Presenter: And tell me – what are the most important of these service industries?

Stuart: Well, these things can change quickly, but those related to technology are a major contender. There's the whole area of software and hardware maintenance, for example help desks and call centres, computer maintenance facilities, and so on. For obvious reasons there's a huge amount of activity in these areas.

Presenter: Yes, I can see that.

Stuart: And the UK is the biggest centre for currency exchange as well as handling 20% of the world's insurance business.

Presenter: Twenty per cent? Well, that's quite something for such a small country. Now, Professor, what about the workforce itself? How has that changed?

Stuart: Well, a big change is that women make up 66% of the workforce. But you have to remember that many women – 44% – work part-time ...

Presenter: And why is that?

Stuart: It's a combination of factors, but it's partly because there are now more part-time jobs available, and these tend to suit women better ... um ... as they still take most of the responsibility for childcare.

Presenter: And ... lastly ... what about changes in employment law?

Stuart: Well, this has to be the anti-discrimination legislation of the mid-'70s, the Race Relations Act of '76 and the Sex Discrimination Act of '75. These mean you cannot treat someone differently because of their sex, race or nationality. Without these laws there would be no equal opportunities.

Presenter: Could you explain ... I think a lot of people are unsure ... what exactly does equal opportunities mean in practice?

Stuart: Well, for example, public authorities – that is, national and local government, the police, fire brigade, professional bodies, and so on – must promote race equality. They must make sure people from different ethnic groups have the same opportunities when they apply for a job or ask for a public service.

Presenter: Well, thank you, Professor Stuart.

Pages 6 and 7 Describing your experience

Activity A/B

Zeena: I really like the sound of this job. But I don't know ... do you think I'd have a chance?

Solomon: Let's have a look. Oh, yes, definitely ... you'd be perfect.

Zeena: Really? Well, I know how to talk to children, that's for sure ... with three of my own. And I've been working with children in the nursery for the past three years, so I suppose ...

Solomon: Yes, and how many languages do you speak?

Zeena: Well ... French and Arabic, and I've been learning Italian since January.



- Solomon: There you are, then: perfect. Having a second language really improves your chances nowadays.
- Zeena: Yes, but I've never worked in a school in the UK before, though I worked in an infants' school in Algeria for two years.
- Solomon: OK, but it says they give training ... remember, concentrate on the positive.
- Zeena: Well, I'm trying to be positive. I've been working on my CV all week. Look ... What do you think?
- Solomon: Um ... looks great. It shows how good your English is, and that's so important.
- Zeena: Well, actually, my sister has been helping me a bit ...
- Solomon: Well, it's really excellent. Hang on, though, you haven't put anything down about IT.
- Zeena: Oh, yeah ... of course I can use a computer ...
- Solomon: You must put that down. IT skills are a must in almost any job now. And what about working under pressure? Nearly all jobs ask about that.
- Zeena: Ha! That's easy. I've been running a home and working since my kids were born. If that's not pressure I don't know what is. Mind you, I suppose that doesn't count ...
- Solomon: Of course it counts. That's what equal opportunities is all about.
- Zeena: What do you mean?
- Solomon: I mean your personal experience – as a working mum – is also important.
- Zeena: OK, I can see I'm going to have to do a bit of work on this ... thanks, Solomon.

Activity D

- Zeena: What's *your* job like, Solomon?
- Solomon: It's great. I really love working with food.
- Zeena: Just food! What about people?
- Solomon: Customers ... yes, I'm quite keen on sorting out complaints.
- Zeena: And what about dress ... do you have to wear a uniform?
- Solomon: Oh, no ... I really can't stand being told what to wear. None of the managers wear a uniform, but you have to look very smart – I always wear a suit and tie. I much prefer wearing my own clothes.

- Zeena: Is there anything you don't like about your job?
- Solomon: Umm ... yes, I know ... I really hate checking the cold store ... it's freezing! Also I sometimes have to sit at a computer all day. I'm not too keen on that ... although I'm fairly interested in finding out about new software.
- Zeena: So why are you looking for another job?
- Solomon: Well, it's a small company, so it's difficult to get promoted. There just aren't that many stores, compared to the big chains like Tesco. What I'd really like to do is to work for one of the big chains managing my own store ... instead of just being an assistant manager.

Page 13 The interview

Activity A

Part 1

- Horsfield: Ah ... Good morning ... Mrs Attallah, isn't it?
- Zeena: That's right.
- Horsfield: Welcome, welcome, Mrs Attallah. Please sit down. I'm Mr Horsfield, headteacher of Longford. And this is Ms Ashton, the learning support coordinator. Ms Ashton is going to start.
- Ashton: Yes. Hello, Mrs Attallah, very pleased to meet you. I'd like to start by asking you to tell us what interests you about this job.
- Zeena: Well, firstly, I love working with children – that's what I've always done. As you know from my application, I was a teacher in Algeria. Eventually I'd like to teach here and I think this could be the first step towards that.
- Ashton: Um ... yes ... but I noticed that all your experience has been with younger children. Here, of course, we go up to eleven.
- Zeena: That's true, but I'm sure that wouldn't be such a problem ... you see my own children – my three boys – well, the youngest is nine, so I've had the very real experience of my boys ... coming here not knowing a word of English and supporting them through that difficult



time. I'm not saying I wouldn't have anything new to learn, but ... um ... well, the situation of these children is not new to me.

Horsfield: Of course. Now, Mrs Attallah, I'd like you to think about this. You get the job, it's your first day, and you have a rather frightened little boy. How would you go about establishing a needs profile for him?

Zeena: Um ... sorry, I'm afraid I'm not quite sure what you mean. Could you explain?

Horsfield: Yes, no problem. What I mean is ... how would you find out what he needed?

Zeena: Well, um, yes, now – are we talking about a boy who speaks one of my languages?

Horsfield: Oh, yes, absolutely ...

Part 2

Zeena: Well, I would start by asking him, of course. I would find out how much English he knew – if he knew the alphabet, for example – the sounds of the letters. I would talk to the teacher and his parents, if possible, to get their impressions. I would look at any work he'd done so far and of course I would find out if he understood the English system ... what was expected of him. Does that answer your question?

Horsfield: Yes – thank you. Now ... over to Ms Ashton again.

Ashton: OK, Mrs Attallah ... now, what kind of help do you think you would be giving a child on a day-to-day level?

Zeena: Well, I think the main thing would be to make sure the child learnt English as quickly as possible. I wouldn't really see myself as just a translator, although some translation would be necessary ... um ... I would use gesture and ... er ... pictures – visual aids – to avoid too much translation. And of course help with spelling and writing sentences. I also think it would be important to help the child fit in ...



Answers

Page 2 Employment in the UK

Activity A2

Suggested answers:

Changes in the labour market
The kinds of jobs people are doing
The most important service industries
How the workforce has changed
Changes in employment law

Activity B

1 c 2 a 3 b 4 a 5 b 6 b

Page 4 Job advertisements

Activity A1

Suggested answers:

a team player – someone who likes and is good at working with other people
can motivate others – can make other people want to do things
good communication skills – good at talking and explaining things
a reliable person – someone who is punctual and who you know will do what is needed
able to work under pressure – someone who can do a lot of work, often within a set time, and remain calm
IT literate – someone who knows how to use computers
can work on your own initiative – someone who can decide what to do without someone telling them

Activity B3

We are looking for an enthusiastic, reliable person who is able to work well under pressure and on his or her own initiative. You must be patient and understand the needs of children learning English as an additional language.

At least one second language and a good basic education are essential, as is experience of working with children. Previous LSA experience is desirable but full training will be given.

Pages 6 and 7 Describing your experience

Activity A2

Solomon mentions:

- having a second language
- good English
- IT skills
- working under pressure

Activity B1

- Three years ago
- Yes
- Present perfect continuous
- have/has + been + -ing*

Activity B2

- I've been learning** Italian since January.
- I've been working** on my CV all week.
- Actually my sister **has been helping** me.
- I've been running** a home and **working** since my kids were born.

Activity C1

- present simple
- present perfect
- past simple

Activity D1

Solomon is an assistant manager in a supermarket

Activity D2

- sorting out complaints
- working with food
- finding out about new software
- wearing my own clothes
- being told what to wear
- checking the cold store

Page 8 Writing a CV

Activity A1

- true
- false
- false
- false
- true
- false
- true

Activity A3

- Personal profile
- Experience
- Training
- Education and qualifications
- Skills

Activity B1

Suggested answers:

established, operated, modernised, expanded, increased, assigned, ensured, supervised, inspected



Pages 10 and 11 Interview skills

Activity A2

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

Activity A3

- a a good chance
- b a lot of information
- c think really hard
- d he couldn't stop himself
- e if you can't think of anything

Page 12 Reading a personnel specification

Activity A3

- a necessary:
 - Leadership/management skills
 - Experience of quality control
 - Meeting and exceeding targets
- b not necessary but helpful:
 - A degree
 - Experience of call centre systems
 - Some experience of staff training and recruitment

Page 13 The interview

Activity A3

- a She loves working with children and has experience of this. She talks about her experience with her own children.
- b First she asks the interviewer to explain and then she checks she has understood by asking ... *are we talking about a boy who speaks one of my languages?*

Activity A4

Zeena gives a lot of information in her answers. The information relates to the skills on the job specification.

Page 15 Check it

Activity A

Dear Mr Horsfield

I am writing to apply for the job of learning support assistant which was advertised in the Longford Guardian. I enclose my CV.

As you will note from my CV, I have been **working** in a nursery school for the past three years and was before that a teacher in Algeria. I believe, therefore, that I am well qualified for the post. I **have** also been attending various IT courses since January. I am fluent in Arabic and French and have also **been** learning Italian.

I am particularly interested **in** helping children who are learning English as a second language. My three sons all received language support when we arrived here, so I am familiar with the problems of these children. If I **got** the job I would be keen on **working** with children with Arabic or French as a second language.

I have been **trying** to contact you by telephone to find out when the interview dates are but have not been able to get through. Please note that if I was short-listed for the post I **would** not be able to attend an interview on Friday mornings although I **would be** available at any other time. **OR** Please note that if I **am** short-listed for the post I **am not/will not be able** to attend ...

Yours sincerely

Zeena Attallah