

Applications for jobs or college

Part A

Objectives

By the end of this part of Unit 11 you will be able to:

- discuss how you would apply for a job
- listen to advice when applying for a job
- talk about your plans for the future
- analyse your achievements
- draw up a CV for someone
- read some job advertisements
- read some letters of application for a job
- write your own CV
- write a letter of application for a job
- use *for* and *since* correctly
- complete a vocabulary network about jobs
- write a description of a job.

A11.1 Introduction: How to apply for a job

Work in a small group and discuss your answers to these questions.

- 1 Where can you find information about job vacancies?
- 2 What should you do if you want to apply for a job?
- 3 If you are a school leaver, what kinds of things can you include in your CV (Curriculum Vitae) that an employer may be interested in knowing about?
- 4 What are the qualities and skills that most employers are looking for in a school leaver?



A11.2 Listening: What do employers expect?

- 1 Listen to the advice your teacher will give you about how to behave in an interview, then put a tick ✓ for the positive points or a cross X for the negative points of each of the following statements.

Write them in your exercise book like this: 1 = ✓

- 1 You know what you want to do.
- 2 You are decisive.
- 3 You have realistic ideas about your future.
- 4 You speak very hesitantly.
- 5 You have found out about the organisation beforehand.
- 6 You are not interested in a training programme.
- 7 You show interest in the company.
- 8 You don't want to know about prospects for the future.
- 9 You should give the impression that you know all about the company.

- 10 You will not want further training.
- 11 You must respect other employees.
- 12 You should not look down on older workers.
- 13 You should be ambitious and willing to work hard.
- 14 You should not get into debt.
- 15 You can wear what you like to the interview.

2 Listen to the passage again, then choose the best answer for each of the following:

- 1 According to the text, employers like job applicants to:
 - a have a career
 - b have clear goals
 - c be able to make decisions
 - d know the employer's mind
- 2 At a job interview, applicants should:
 - a try to impress the interviewer
 - b show interest in what the interviewer says
 - c know something about the organisation they are applying to
 - d talk about their training and long-term prospects with the organisation
- 3 It is not a good idea to:
 - a respect older employees
 - b be ready, willing and able to learn new things
 - c have only minimum academic achievements
 - d think qualifications are more important than experience
- 4 Being ambitious is a good thing, as long as:
 - a you are friendly
 - b you are prosperous
 - c you are not too competitive
 - d you are extremely competitive
- 5 When you first get a job, it is a mistake:
 - a to borrow money
 - b not to borrow money
 - c to have a car or motorcycle
 - d not to manage your money carefully

3 What do you think the author means by the following:

- a ... *this does not mean that the applicant should try to appear a 'know-all' at the interview.*
- b *Many young people, when they first get a job, think that the world is at their feet.*
- c ... *they often bite off more than they can chew in terms of financial obligations.*
- d ... *it pays to dress conventionally and smartly.*

4 Explain the meanings of the following words and expressions as they are used in the text.

Use a dictionary if you want.

- a *notions*
- b *prospects*
- c *crucial*
- d *look down on*
- e *bite off more than they can chew*

5 Listen to the text again, then discuss the following questions.

- 1 Which of the suggestions given in the text do you agree with and which do you disagree with?
- 2 Do you think you will be able to follow this advice when you apply for or start a job? Why / Why not?
- 3 How could you get some information about an organisation you are applying to in order to 'do your homework' before your job interview?
- 4 What clothes would you wear to a job interview so as to be 'conventionally' but smartly dressed?



A11.3 Speaking: Talk about the future

Work in your group to ask and answer questions about your plans for the future.

Use the question forms *What, Where, Why* and the future tenses.

Examples: *I am staying on at school. (present continuous)*

I'd like to go to college. (would like ...)

I am going to go to college. (going to future)



A11.4 Speaking: Records of achievement

Make a list of your achievements, both academic and non-academic, both in school and outside school. Now work in pairs to advise your partner about possible career choices based on your lists.



A11.5 Listening: Drawing up a CV

Copy the following CV into your exercise book, then listen to your teacher before you complete it.

TITLE:

Date of birth

First name(s) Last name

Postal address

Telephone number Mobile phone number

Current occupation or school

Employer's or school name and address

Qualifications

Experience

Hobbies / interests

Other information

References

**A11.6 Reading: Job advertisements**

Soon many of you will be leaving school and looking for a job. At some stage in the job-seeking process, it is necessary to write a formal letter of application. Often the letter is written in response to advertisements like those below, which have appeared in a newspaper.

- 1 Note the skills and attributes required in each advertisement.
- 2 List the adjectives of personality mentioned in the advertisements e.g. punctual, motivated.

1

SITUATIONS VACANT

A fast-growing motor company requires capable personnel as follows:

Warehouse clerk

Applicant should have completed Junior Secondary School, have a good command of English, and a head for figures. Punctuality is important.

Receptionist

Applicants must speak English fluently, be motivated and must get on with customers easily. Previous experience would be an advantage.

Messenger / cleaner

Experienced Grade 8 person required, strongly built.

Salary by negotiation. Very attractive salaries in all cases, with the usual fringe benefits.

Applications, in candidate's own handwriting, stating age, qualifications, and experience to:

**The Managing Director, PIO Motors (Ethiopia) Ltd,
P.O.Box 9571,
Addis Ababa**

2

VACANCY

Busy international trading company requires a junior assistant for general office work. Ability to use a computer and foreign languages an advantage.

Write to: The Manager, International Trading Ltd, P.O.Box 12, Nazret

3

HOTEL WORKER WANTED

General jobs including keeping entrance clean, carrying bags, taking people to their rooms.

Qualifications:

Must speak English well – be neat and tidy – be polite – be able to work at weekends

Apply: Grand Hotel, POB 2031 Addis Ababa

Complete the following sentences with words from the box.

self-motivated punctuality salary experience recruiting ability

- 1 The interviewer decides to employ the applicant because she showed her _____ to work independently.
- 2 The Managing Director particularly wants the candidate to be _____ and to show that he or she can work without constant supervision.
- 3 The candidate only seemed interested in the _____ and not what he could bring to the job.

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- 4 PIO Motors is _____ for a number of new members of staff.
- 5 In any job, _____ is important so make sure you arrive on time.
- 6 It always helps if you have some work _____ before you apply for a job.



A11.7 Reading: Letters of application

- 1 Read the following letters of application and discuss with your partner the strengths and weaknesses of each and decide on whom you would ask for interview.

Example:

I would choose this applicant because he has all the necessary qualifications.

1

*P.O.Box 183
Addis Ababa*

Hello Sir.

I read you job advert in the Ethiopian Herald and want to apply to be a clerical officer. I write good and like meeting people, so would be a good asset for you company.

Hope to hear from you soon. You can ring me on my mobile.

Your friend,

Getachew Abebe

2

*P.O.Box 7659.
Addis Ababa.
6th June 20011.*

*The Personnel Manager,
Handiwear Leather Company,
P.O.Box 12347
Addis Ababa*

Dear Sir,

I am writing to apply for the post of clerical officer you have advertised in the 'Ethiopian Herald' of 4th June.

I am a responsible person, and willing to work hard in the post. My father says that I deserve a good job as I have worked hard at school and passed all my examinations with distinction in English and Mathematics. I can type well, and have some experience with a computer. I also help with disabled children in the local centre in my spare time.

I enclose details of my examination results and hope that you will consider me a suitable applicant for the position. I look forward to hearing from you.

Yours faithfully,

Aziza Seif

3

P.O.Box 173
Addis Ababa.
6th June, 2001.

The Personnel Manager,
Handiwear Leather Company,
P.O.Box 12347
Addis Ababa

Dear Sir,

Application for the post of Clerical Officer

With reference to your advertisement in the 'Ethiopian Herald' of 4th June, I would like to apply for the post of clerical officer.

I recently completed my course in Grade 10 and passed the end of year examinations with distinctions in English and Mathematics. Although I have no full-time work experience, the year I spent as editor of the school magazine enabled me to acquire a number of useful clerical skills, which included using a computer.

I feel confident that I could cope with the work of a busy office.

I enclose details of my educational qualifications and experience, together with the names and addresses of two referees.

Yours faithfully,

Mohammed Mussa

- 2** Using comparative and superlative adjectives, work in pairs to make statements comparing the letters.

Example:

The second letter is better than the first letter because it has fewer spelling errors.

The third letter is the best because it has a good layout.

- 3** Discuss in your groups what kind of people you think the letter writers are, and use adjectives to describe them.

Example:

The writer of letter 1 is *careless*.



A11.8 Writing: A record of achievement (CV)

Mohammed provides the information he refers to in the first sentence of his last paragraph in the form of a Record of Achievement or CV, or *curriculum vitae* a Latin expression literally meaning 'course of life'. Study the example below; each item of information has its own heading. Full sentences are not required. Two names of referees are usually required, preferably that of your Principal and that of some other respected member of the community who knows you well. Always ask them first if they consent to being a referee.

CURRICULUM VITAE

Name: *Mohammed Musa*

Date of birth: *10.10.1998*

Place of Birth: *Addis Ababa*

Education:

Primary: *(2001 – 2007) Valley Primary School, Addis Ababa*

Secondary: *(2007 – 2011) Selassie Memorial High School, Addis Ababa*

Part-time Work Experience:

2007 – present General assistant in Plaza supermarket

2005 – 2007 Volunteer helper, Lady Fatima's School for the Blind (working to help blind pupils)

Interests / hobbies: *Reading, music*

Secretary of school Debating Society (2006 – 7)

Assistant editor of school magazine (2007 – 8)

Sports / Team membership: *Basketball team 2008 – present*

Captain of Junior Football team 2007

Other information: *School science prize 2009*

Currently doing evening classes in typing and book-keeping at Regent College, Addis Ababa

References: *Ato Mustefa (Manager) The Plaza Supermarket, P.O.Box 517, Addis Ababa*

Ato Ahmad (Principal) Selassie Memorial High School, Addis Ababa

1 Write your own CV along similar lines to the one above.

2 Turn the notes from your CV into written sentences using *for* and *since* and make paragraphs giving more details of some of the items.



A11.9 Writing: A letter of application

Using letter 3 in Reading A11.7 write a similar letter of application for one of the jobs advertised in Reading A11.6.

A11.10 Language focus: Using *for* and *since*

In Grade 9 Unit 12 we looked at using *for* before a period of time, and *since* before a time when something happened.

Examples: *Meskerem has lived in Harar for 20 years.*

She has lived in Harar since 1998.

These two sentences mean that Meskerem has lived in Harar in the past – and still lives there. Compare those sentences with this one:

Meskerem lived in Harar for 20 years.

Using the Simple Past tense in the third person means that she no longer lives there.

Look at this sentence: Is Kibrom still living in Dire Dawa – or has he left?

Kibrom has lived in Dire Dawa since 2005.

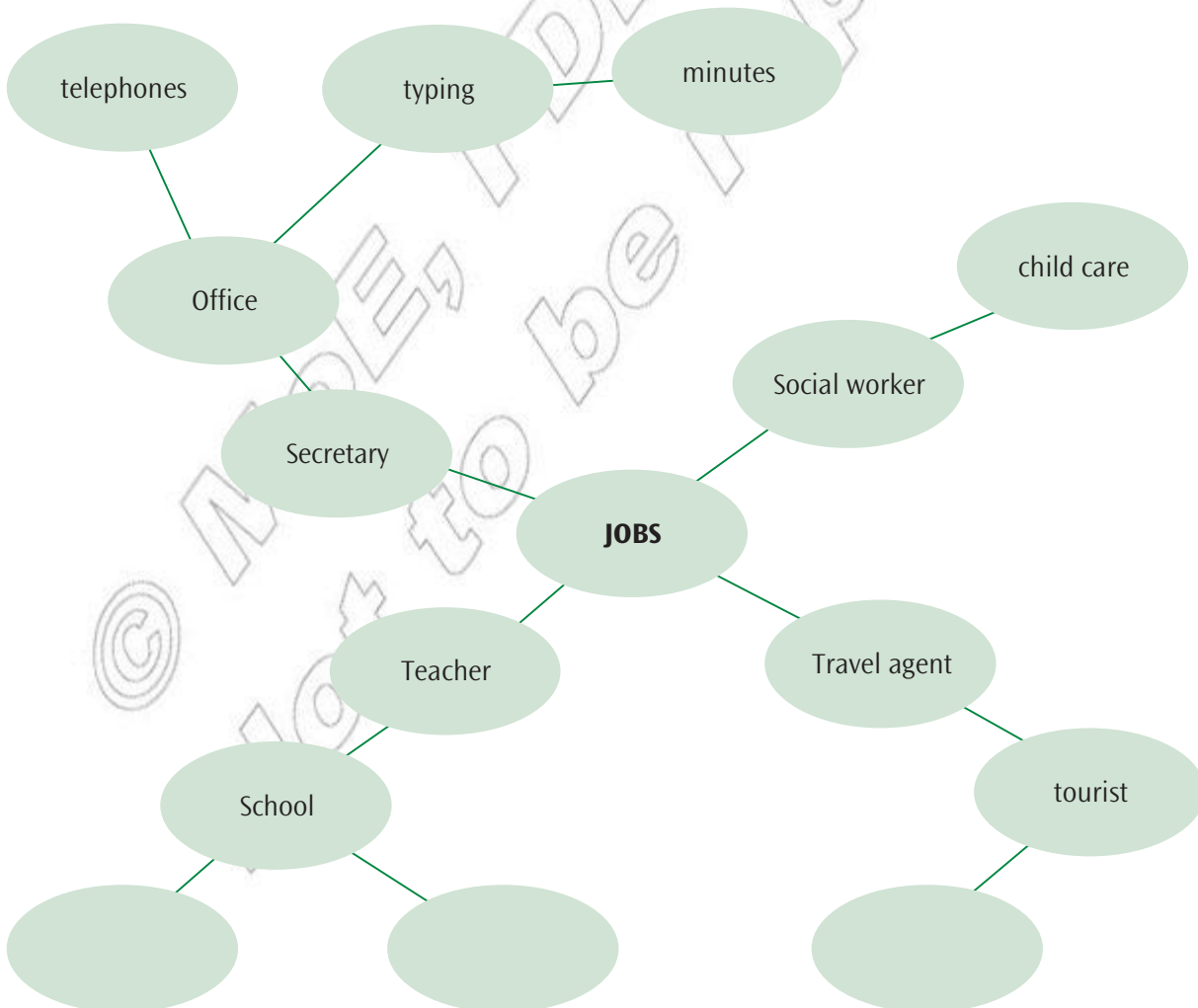
Not that we use *since* to refer to a particular time; we use *for* when referring to a period of time.

- 1** Listen and repeat these sentences as your teacher pronounces them.
- 2** Write *for* and *since* on separate pieces of paper. As your teacher reads out some sentences, hold up the appropriate word.
- 3** Use *for*, *since* or *ago* to complete this passage, and the correct form of the verb in brackets. Write the passage in your exercise book.

My father is a farmer. He _____ (farm) in the Tigray region _____ 20 years. He first _____ (move) there with his parents many years _____ when he _____ (is) a child. His father _____ (die), so he _____ (work) to grow food _____ the rest of the family. We children _____ (walk) to school _____ two hours every morning. The school _____ (open) in 2003 and my brother _____ (be) at school there _____ four years. He _____ (is) the first in our family to go there _____ it opened, and now my two sisters _____ (attend) the same school as well.

A11.11 Increase your word power: A vocabulary network

Copy the following network into your book and complete it with words connected to jobs and employment. Add any other links about jobs to extend the spidergram as you wish, using collocations and other linked lexical items.





A11.12 Writing: Description of a job

Interview someone you know at home (it could be your mother or father, another relative or a friend) about their job. Find out about:

- a** their duties
- b** the qualifications required
- c** personal qualities necessary for the job
- d** the advantages and disadvantages of the job.

Then write a composition about the job to include these facts.

Part B

Objectives

By the end of this part of Unit 11 you will be able to:

- listen to advice about how to behave in an interview
- listen and answer some interview questions
- role-play an interview
- learn some sentence patterns involving adjectives
- take part in a group role-play about an interview
- write a guided essay
- improve your study skills
- hold mini-conversations
- use discourse markers to complete a story
- read a poem
- play a guessing game.



B11.1 Listening: Interview questions

- 1** Your teacher will give you a number of interview questions. Listen and answer them in your exercise book.
- 2** Work in groups to compare your answers to the questions with those of other members of the group.
- 3** In your groups, draw up a list of 'dos and don'ts' for a candidate in an interview.

Examples: *Speak clearly.*
Be polite.
Look at the interviewer.



B11.2 Speaking: Role-play an interview

- 1** Look at the following expressions you can use to clarify or correct a statement you have made during a discussion or an interview:

What I mean is ...

What I meant was ...

Let me put it another way ...

Let me re-phrase what I just said.

The fact of the matter is ...

Do you really mean that?

I'm afraid that just isn't true.

- 2** Listen and note the pronunciation as your teacher says examples of these expressions.

- 3** Look at this list of extreme statements:

I don't make grammar mistakes.

Students are lazy.

Girls should not apply for the same jobs as boys.

Working in a factory is boring.

I want to set up my own business.

Work in pairs to moderate these statements, using a correcting / clarifying phrase.

Example:

Student A: I don't make grammar mistakes.

Student B: Do you really mean that?

Student A: Well, what I mean is I only make errors in writing and always correct them immediately afterwards.

- 4** Look at these social expressions to re-state and make something more clear:

In other words ...

So what you are saying is ...

If I understand you correctly ...

So you mean that ...

Work in pairs to conduct an interview. One student is a journalist and the other an interviewee. Using interview questions similar to those in Listening B11.1 and re-stating phrases from the list above, role-play conversations between the two.

B11.3 Language focus: Sentence patterns with adjectives

1 We saw in Unit 9 A9.8 how we can use the *-ing* form or the *to* infinitive after certain verbs.

Example: *I do not find it difficult to communicate with others.*

- 1 Another kind of sentence pattern is to use adjectives with prepositions:
I am very *good at* English.

1 Choose a preposition from the box to complete the following sentences. Write the answers in your exercise book.

about at by for from

- 1 They are excited _____ their trip to Addis Ababa next June.
- 2 Teddy Afro is famous _____ his pop music.
- 3 I must admit I was shocked _____ her behaviour at the party.
- 4 She's rather worried _____ her son's studies.
- 5 I'm just hopeless _____ playing the guitar.
- 6 That house is different _____ the one I was looking for.
- 7 I'm upset _____ my exam grades.
- 8 She was annoyed with Tesfaye _____ ignoring their agreement.

2 Adjectives expressing feelings and reactions are always followed by the infinitive form of the verb: *disappointed, glad, happy, pleased, relieved, sad, surprised*.

Examples:

- I was **happy** to help them.
- She will be **delighted** to see you.

This includes **too + adjective**:

- The water was **too cold** to swim in.
- Is your coffee **too hot** to drink?

The infinitive form is also used after **adjective + enough**:

- He was **strong enough** to lift the box.
- She is **rich enough** to buy two cars.

2 Complete the following sentences with one of the words from the box in the infinitive form. Write them in your exercise book. Note there is more than one correct answer!

sad happy surprised annoyed angry pleased

- 1 We were _____ to see our parents at the concert.
- 2 The pupils were _____ to learn about their new timetable.
- 3 My mother was _____ to learn about the death of her sister.
- 4 My uncle was _____ to know that he was to become a chief.
- 5 My parents were _____ to find out about my brother smoking cannabis.
- 6 The farmer was _____ that the cattle had destroyed his crop of maize.



B11.4 Speaking: Job interviews

Decide on which job you would like to apply for in the advertisements in Reading A11.6.

Work in groups of eight: three students act as interviewers, and three as candidates, and two as observers.

- 1 The interviewers must prepare the questions.
- 2 The candidates re-read their notes from the interview questions in Listening, B11.1, and prepare answers to possible questions, using the expressions in B11.2 to clarify and correct yourself during the question and answer session.
- 3 The observers plan what they will look for in the interview, using their own notes from Listening B11.1.
- 4 At the end of the interview, the observers give positive comments about the candidate, and point out general areas to develop.

Example:

The questions were answered well, but everyone needs to speak more loudly.

- 5 Students then re-form into other groups and take up different roles for another interview.

B11.5 Language focus: More about adjectives

1 Look at these two sentences.

He is *bored* by the lesson.

He finds the lesson *boring*.

A very common way of forming adjectives is to use the present and past participles of verbs. There are many examples of these, including *interested, interesting, tired, tiring, excited, exciting, closed, broken, amusing*. As a rule the past participle (usually, but not always, ending in *-ed*) tells us how someone feels about something, while the present participle ending in *-ing* tells us how something makes us feel, so:

I'm excited at the prospect of another change – tells you how I feel;

The prospect of another change is exciting (for me) – tells you how *the prospect* makes me feel.

Here are some more pairs of similar adjectives:

disappointed–disappointing

depressed–depressing

shocked–shocking

frustrated–frustrating

astonished–astonishing

exhausted–exhausting.

2 Complete the following sentences with the correct word from the brackets.

- 1 I like being a nurse. It is very (satisfied / satisfying) to look after people who are ill.
- 2 We were glad to arrive after such a long and (tired / tiring) journey.
- 3 My boss was very (pleased / pleasing) with my work and increased my salary.
- 4 The children were (thrilled / thrilling) by their new pet.
- 5 The music was so (bored / boring), that Nishan fell asleep.
- 6 Please stop making that noise. It is very (annoyed / annoying).
- 7 Desta was (surprised / surprising) to get a letter from her brother in America.
- 8 We were very tired and (confused / confusing) after the long journey from London.

3 Look back at the job advertisements on page 195 and say what you feel about the jobs, using adjectives with *-ing* or *-ed*.

Example: *That job sounds boring. I would be bored by that job.*



B11.6 Writing: A guided essay

- 1** You are going to write an essay entitled *Who you know is more important than what you know*. Read the seven steps to write an essay in Unit 7, B7.6, again. Then work in groups to identify topic sentences, paragraph headings and useful language patterns, as well as useful ideas and vocabulary from this Unit to use in your essay.
- 2** Your teacher will write the ideas from the different groups on the board. Decide as a class which ideas you think are the best and use these as a scaffold to support you in writing the first draft of your essay in five paragraphs. Remember to include an introduction and conclusion.
- 3** Give your partner the first draft of your essay *Who you know is more important than what you know* and ask your partner to correct it, looking especially at spelling, punctuation, grammar, content, layout, etc. You can then make the suggested corrections and submit the final draft to your teacher. When suggesting corrections use your own personal marking scheme (Example: T = tense error; sp = spelling, etc.).

B11.7 Study skills: Improve your skills

- 1** Look back at the Study Skills in Unit 9, B9.2. How well have you met the listening goal you set yourself there?
- 2** Your teacher will divide the class into two groups. One group must brainstorm ways of improving your speaking skills and the other group ways of improving your writing skills.
- 3** Now work in pairs, one from each group, to share your information and list the ideas. Highlight with smiley faces those strategies which you personally use or would find useful.
- 4** Set yourself a writing and speaking goal for the last Unit and decide what strategies you are going to use.



B11.8 Speaking: Discussion

Look back over your vocabulary lists and the social expressions list and choose a topic to discuss in pairs. Using these lists, take it in turns to build mini-conversations.

Example:

Student A: Tell your partner a problem (for example, *There are not enough girls in high school.*)

Student B: Give a reason (for example, *Yes, I agree with you.*)

Student A: Give a reason (for example, *One reason for this is because girls don't pass the primary school exam.*)

Student B: Give the most important point from your opinion (for example, *In my opinion, it is because girls are needed at home.*)

Student A: Give your most important point (for example, *I think it is because many girls are told to marry early.*)

Student B: Give a solution (for example, *I think boys should help in the home.*)

Student A: Agree or disagree (for example, *I don't.*)


B11.9 Writing: Complete the story

- 1** Copy the following passage into your exercise book and complete it with words (discourse markers) from the box. You may need to use them more than once.

although however but despite since as then so finally

The clever crow

One day a crow felt very thirsty. _____ he looked everywhere for some water, he couldn't find any. _____ he saw a water pot, which made him very happy.

He flew down to the pot, hoping to have a long cool drink, _____ he found there was only a little water inside the pot. _____ this, that he stretched out his neck as far as it would go, _____ he found he could not reach the water _____ hard he tried. _____ he tried pushing the pot with his head, _____ he knew that the water would run out if he could turn the pot over. He pushed and pushed at the pot, _____ it was too heavy to move.

_____ he realised that _____ he could not reach the water by pushing it over, he must try another method.

He looked round and saw some pebbles lying nearby. He discovered that if he dropped the pebbles one by one into the pot, _____ the water rose slowly up inside it. _____ the thirsty crow could drink the water _____ he could now reach it. _____ he sipped the water until he had drunk enough to quench his thirst.





B11.10 Reading: A poem

Read the poem below in your group.

Destiny

Have you ever once felt
as though you were on a road,
a road leading you somewhere
and yet ... nowhere?
And at one point or another
felt like jumping off the road
but ... to where?
So you clung onto the road,
pursued it, followed it,
because it was all you had;
Because even though your
destination was unknown,
At least you had a destination?
So often these days, I feel like this,
And although my destination is
unknown,
I trudge on, wearily, to the end.

Philippa Namutebi Barlow (From An Anthology of East African poetry, Longam, 1998)

Discuss the following questions with your group.

- 1 Why do you think the poem is called *Destiny*?
- 2 What kind of feeling does the poem give you – one of hope or one of resignation?
- 3 Do you think that your own actions can affect your future life?
- 4 Do you consider yourself an optimist or a pessimist?
- 5 What are your own ambitions and how do you hope to achieve them?

B11.11 Fun with words: A guessing game

'What's my line?' means 'What's my job?' In this game you work in a group.

- 1 One member of the group is chosen to be the guesser.
- 2 The guesser must cover their ears and close their eyes or go away from the group for a minute while the rest of the group choose a job for the guesser. It can be any job.
- 3 When the group has decided, the guesser comes back to the group and asks questions to find out what the job is. The guesser can only ask 10 yes / no questions.

Example:

Do I work in a hospital? *No.*

Do I work in an office? *Yes.*

Do I have to wear a uniform? *No. That's three questions so far.*

etc.

Assessment**1** Writing

Your teacher will give you some notes made by a job interviewer describing a candidate. Your task will be to turn the notes into sentences and paragraphs using suitable discourse markers (*although, however, but, despite, since, as*).

2 Listening

Your teacher will ask you some interview questions for you to respond accordingly.

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