

# 1 Careers

Unit **Focus** ● Professions ● Recruitment ● Training

## Unit overview

Unit components	Focus	TOEIC® practice	Duration
Snapshot	Employment	Part 1	15–25 mins
Listening 1	Temp agency	Part 3	15 mins
Grammar Check 1	Present simple and present continuous	Part 6	20–30 mins
Vocabulary Builder	Suffixes: people and professions	Part 5	20 mins
Viewpoint	Business etiquette: Indian companies	Part 7	20–30 mins
Grammar Check 2	Wh- questions	Parts 2 / 3 / 4 / 7	20 mins
Listening 2	Job interview	Part 2	20 mins
Listening 3	Job fair talks	Part 4	20 mins
Communication	Temporary work agency interviews		40 mins
		<b>Total</b>	3 hrs 10–3 hrs 40

## Snapshot

### Aims

- TOEIC® Part 1 practice: identifying the context of a photo
- Vocabulary development: employment
- Discussion

The activities in this section introduce the themes of careers and employment which are developed throughout the unit. The pictures provide students with practice in identifying the context of images that they will encounter in Part 1. Explain to students that they should always look for visual clues that give information about the situation that is shown in the picture. The exercise provides a list of possible situations that could correspond to those shown in the pictures. Students should use their dictionaries to find the meanings of these terms, then decide which ones are the most likely. The discussion questions that follow are designed to encourage students to exchange their knowledge and experience of the professional environment in their countries in order to enhance their speaking skills.

### Picture descriptions

#### Picture 1

This picture shows two people *shaking hands* in a room where the *representatives* of two sides in a *negotiation* are *meeting*. The man on the left, who is wearing a

*business suit*, is most probably a manager and he is shaking the hand of one of the men on the other side of the *conference table*. These men are more casually dressed and are wearing *short-sleeved shirts*. Some documents are laid out on the table. The situation is not a *board meeting* because the participants would all be dressed in the same way, but the setting for the photo could be a *boardroom*. It is unlikely that the situation is a *general assembly* as the representatives are shaking hands after reaching an agreement about something.

#### Picture 2

This picture shows a *demonstration* in a city street. In the foreground, a *police officer* is positioned in front of some metal *barriers*. On the other side of the barriers, a crowd of people is *gathered*. They are all wearing the same color clothes which suggests that they may all be *employees* of the same company. They are holding *banners* and *signs* with slogans on them. We can read the words "... with justice" on one banner. The situation is not a *company picnic* since the employees are protesting about something. It cannot be a *fire drill* because they would not be carrying banners.

#### Picture 3

This picture shows two people in an *interview* situation. The women are seated across from each other at a table in a room. One woman is *writing notes* on a *sheet of paper* on a *clipboard*. The other woman is sitting with

## Target Score

her legs *crossed* and her hands *clapsed*. She is speaking to the other woman. There are a number of empty chairs *lined up* against the wall. The picture does not show a *sales presentation* since neither person is presenting a product. It does not show a *conference call* because neither person is using a telephone.

**Picture 4**

This picture shows three middle-aged men in *business suits* in a *meeting room*. The man on the right is presenting an *award* to the man on the left, and a third man is *clapping*, or *applauding*. The situation is most probably a ceremony for a *member of staff* who is about to take *retirement*. Behind them on the table we can see some *wine glasses* and an *ice bucket*. The situation is not a *press conference* as only three people are present. Neither is it a *product demonstration* as there are no products visible.

**Answers**

1 c      2 b      3 b      4 a

**Listening 1****Aims:**

- TOEIC® Part 3 practice: short conversations
- Listening for specific information in telephone calls

The recorded telephone conversations present three situations that a temporary agency manager has to deal with. These are in the form of short conversations and although they do not follow the exact format for Part 3 of the test, they allow students to develop strategies for this section. Students are asked to listen for the specific information to help them to identify the context of each conversation. In the first two conversations, the callers are enquiring about the availability of temporary personnel, and in the third, the caller is informing one of her clients that an employee has interrupted his contract. Although telephoning is dealt with in detail in Unit 3, you may want to focus students' attention on the following language:

*This is ...*

*Speaking.*

*I'm calling to ...*

*What can I do for you?*

*Can you get back to me ...?*

*Can I help you?*

You may want to pre-teach the following vocabulary:

- |   |                             |                            |                      |
|---|-----------------------------|----------------------------|----------------------|
| 1 | <i>schedule</i>             | <i>department store</i>    | <i>to sort out</i>   |
| 2 | <i>HR (human resources)</i> | <i>staff</i>               | <i>truck driver</i>  |
|   | <i>to involve</i>           | <i>deliver merchandise</i> |                      |
| 3 | <i>full time</i>            | <i>to give notice</i>      | <i>short-staffed</i> |

**Answers****A**

- 1 availability, contract(s), a previous assignment
- 2 availability, contract(s), an assignment abroad, meeting arrangements
- 3 contract(s), a replacement

**B****Call 1**

**Name of caller** Jason Jackman

**Subject of call** Asking if Sabrina Marquez can do another contract

**Action to be taken** Laura to check on January contract and to get back to Jason tomorrow

**Call 2**

**Name of caller** Howard Mason

**Subject of call** Wants to hire two truck drivers to deliver merchandise to Mexico

**Action to be taken** Laura to go for meeting at Howard's office tomorrow at 11 a.m. to go over the conditions and contract

**Call 3**

**Name of caller** Laura Alvarado

**Subject of call** Chef currently on temporary assignment has resigned to take up full-time post without giving notice

**Action to be taken** New chef to call Manfred first thing tomorrow

**AUDIOSCRIPT****A and B**

1

**Man** Hi Laura. This is Jason Jackman from ShowKase stores.

**Woman** Hi Jason. What can I do for you?

**Man** Well, I'm calling to ask you if there's any chance of getting Sabrina Marquez to do another contract with us. You know, she worked at our Lexington store last year during the holiday period. Is there any way we can get her back again this year?

**Woman** Just let me have a look at her schedule. OK, here it is. Well, right now she's working on a two-month contract for a department store. But that finishes on the fifteenth – when do you need her to start?

**Man** It would be great if she could start right after that and work through the end of January.

**Woman** She's down for another contract in January but that hasn't been finalized yet. Let me check with her on this.

**Man** I really need to get this sorted out pretty quickly. Can you get back to me before the end of the week?

**Woman** No problem. I'll let you know tomorrow.

2

**Woman** PeoplePower. Can I help you?

**Man** Yes. My name is Howard Mason. I'm the HR manager of Dextro Logistics and we need to hire some temporary staff.

**Woman** Fine, Mr. Mason. What exactly are you looking for?

**Man** Well I need to hire two truck drivers for a service contract that we've just taken on. Do you have any drivers available?

**Woman** Yes, we do have a number of drivers available. What does the job involve?

**Man** It's for an international assignment. We have to deliver some merchandise to a client in Mexico. And they gave us your name. The job would be for two drivers and would take about a week, I reckon.

**Woman** I'll need to know the exact dates and we'll also have to discuss the conditions and go over the contract together. I think it might be better to meet.

**Man** Sure. Could you come over to my office tomorrow mid-morning? We're at 19 West 57<sup>th</sup>, third floor.

**Woman** Just let me check. OK. That's fine. Shall we say at 11?

**Man** Fine. See you then.

3

**Woman** This is Laura Alvarado of PeoplePower. Manfred Liebe please?

**Man** Speaking. What can I do for you?

**Woman** Well, actually it's about Hamish Douglas, you know, the chef who's been working under contract with you for the last two weeks. I'm sorry to have to tell you this but he's just informed me that he's accepted a full-time position elsewhere without giving me any notice.

**Man** That's really a shame because he was working out so well. But I assume you'll be able to supply us with a replacement as soon as possible.

**Woman** Yes. I have a young French chef, Madeleine Legrand, who can replace him. She's just waiting for me to confirm the assignment.

**Man** This is a busy period and I can't afford to be short-staffed. Could you please have her call me first thing tomorrow?

## Grammar Check 1

### Aims

- TOEIC® Part 6 practice: text completion
- Review and practice of present tenses

Depending on the level of your students, you may want to review the formation of these tenses and draw attention to the time markers that are used with them. Point out that adverbs of frequency (*occasionally, usually, etc.*) are normally associated with the present simple form while time markers such as *at the moment, right now, at present* are used with the present continuous. Although the focus of this section is not on vocabulary, you may want to point out the following words:

<i>to hire</i>	<i>candidate</i>	<i>findings</i>
<i>survey</i>	<i>release</i>	<i>annual</i>
<i>job market</i>	<i>job prospects</i>	

### Answers

#### A

1 c            2 a            3 b            4 d

#### B

1 b            2 d            3 a            4 c

#### C

1 is releasing	2 is changing	3 examines
4 compares	5 show	6 appears
7 expect	8 agrees	9 possesses
10 are becoming	11 suggest	12 do not have

## Vocabulary Builder

### Aims

- TOEIC® Part 5 practice: incomplete sentences
- Suffixes: people and professions
- Vocabulary development: suffixes

The quiz at the start of this section focuses students' attention on the professions of celebrities. Ask students if they know the professions that made these people famous. Do they also know what professions they did before becoming famous? You can add your own examples of famous people who have changed profession, or ask students to think of examples of people from their country who have done this.

Target Score

Answers

A

Celebrity	Profession	Previous profession
1 Paul Gauguin	painter	stockbroker
2 Charles Lindbergh	aviator	farmer
3 Alfred Hitchcock	film director	clerk
4 Marilyn Monroe	actress	factory worker
5 Ralph Lauren	fashion designer	salesman
6 J K Rowling	author	secretary
7 Hillary Clinton	senator	lawyer

Exercise B presents the principal noun-forming suffixes that are used to form words that refer to people who are active in a particular profession or participate in a given activity. You can also have students think of other professions that they could add for each of the suffixes:

- 1 *-ist* geologist physicist\*
- 2 *-ian* politician physician\*
- 3 *-er / -or* painter advisor
- 4 *-ee* retiree
- 5 *-ant / -ent* contestant superintendent
- 6 *-man\*\** fisherman

\* These two words refer to different professions. In U.S. English, a *physician* is a medical doctor. A *physicist* is an expert in physics.

\*\* In modern usage, the suffix *-man* is often interchangeable with the suffixes *-woman* or *-person*, depending on the gender of the person referred to, i.e. *salesman*, *saleswoman*, *salesperson*.

Answers

B

- 1 *-ist*: publicist, biologist, pharmacist, receptionist, economist
- 2 *-ian*: optician, electrician, statistician, historian, librarian
- 3 *-er*: laborer, designer, engineer
- or*: supervisor, surveyor
- 4 *-ee*: trainee, referee, trustee, addressee, interviewee
- 5 *-ant*: consultant, accountant, attendant, assistant
- ent*: correspondent
- 6 *-man) /*
- woman*: fireman\*, salesman, saleswoman, repairman, craftsman, craftswoman, chairman, chairwoman

\* A more common form of this word in U.S. English is *firefighter*.

C

- 1 consultants / accountants
- 2 chairman / chairwoman
- 3 electrician
- 4 economists

Extension Activity

Guess the profession. Students choose a profession from the list and other students have to ask closed questions to find out what it is:

*Do you work outside? Do you work in an office?, etc.*

Viewpoint

Aims

- TOEIC® Part 7 practice: reading comprehension
- Answering Wh- questions
- Discussion: business etiquette – Indian companies

The topic of the text is on one type of training that is given to staff in some Indian companies in order to prepare them to work with clients from other English-speaking cultures: cultural awareness and business etiquette training. Although the article is descriptive in tone, it raises the sensitive issue of Western cultural imperialism. Some readers, for example, may be offended to learn that employees are forced to adopt a style of dress and to change their behavior in order to conform to the Western culture of a multinational or international company's clients.

Before doing the reading activity, you may want to pre-teach the following vocabulary:

- necktie*                      *to raise a toast*              *conference call*
- to interact with*              *interactions*                  *foreigner*
- compensation*                  *to crack a joke*                  *punctuality*
- protocol*                          *benefits*                          *a bid*
- competitor*                      *a fit*                                  *project leader*

Answers

- 1 To learn global-employee skills.
- 2 How to interact with people from other cultures.
- 3 You should not slap him / her on the back or call him / her by his / her first name in the first meeting.
- 4 They have improved the image of Indian companies and allowed them to work on bigger projects at better rates.

**DISCUSSION**

The discussion questions are designed to get students to give a personal reaction to the issues raised in the article. Would they feel motivated by the kind of training offered by Indian companies? Would they find it acceptable to have to change their normal behavior and dress to suit their employer?

**! TOEIC® Tip**

This tip explains the most common forms of address. It is important to point out that *Mr.*, *Miss.*, *Mrs.*, *Ms.* are never used in formal situations unless followed by a last name. It may be useful to inform students that the TOEIC® uses a selection of first names and last names from a variety of countries. You can ask the class to give some examples of common names and family names from their country.

**Grammar Check 2****Aims**

- TOEIC® Parts 2 / 3 / 4 / 7 practice
- Review of Wh- questions: question forms
- Discussion

Recognizing and understanding question forms is essential in Parts 2, 3, 4 and 7 of the test. In addition, in Part 2, students must be able to identify appropriate responses to different types of questions. In this grammar section, the questions that are presented are information questions. These require responses which provide information about a job candidate's experience and background.

**Answers****A**

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

**B**

1 Where                            2 When  
3 How many                      4 What / How many  
5 Who                                6 How much / What  
7 Which / What /                8 How  
How many

Wh- word		Legal status
1 Where	were you born?	illegal
2 When	did you graduate from high school?	illegal
3 How many	children do you have?	illegal
4 *What / How many	languages are you fluent in?	legal
5 Who	do you live with?	illegal
6 How much / What	do you weigh?	illegal
7 Which / What / How many	social organizations do you belong to?	illegal
8 How	old are you?	illegal

\* In the U.S., question 4 is the only legal question. This is because employment laws make it illegal for an employer to obtain certain information from an interviewee. This ensures that minority groups are given equal employment opportunities. Question 4 is therefore only legal if the candidate's ability to speak a foreign language is part of the requirement for the position offered. In the U.S., it is illegal for any recruiter to ask about the applicant's ancestry, national origin, parentage or nationality, or to ask *how* the applicant learned to read, write or speak a foreign language. For the interviewee, he or she can choose to answer any question asked by the interviewer, even if the question is illegal. Nevertheless, if an interviewer has asked an illegal question, he or she may be subject to legal action.

**DISCUSSION**

You can initiate a short discussion about how interviews are conducted in the students' countries. Ask students to give examples of their own personal experience of interviews by using the questions in exercise A of the Grammar Check.

## Target Score

**TOEIC® Tip**

This tip draws attention to potentially confusing questions and gives examples of the different types of questions that begin with *How*. Ask students to think of other examples of questions that use *How* plus an adjective or adverb, i.e. *How big?*, *How far?* You should also point out that *How* is also often associated with *about*, and used in questions which make suggestions and invitations:

*How about taking a break?*

The correct response to a question with *How about?* is to either accept or refuse the invitation or suggestion.

*No. Let's finish what we're doing first. /*

*Good idea. I think we all need one.*

**Listening 2****Aims**

- TOEIC® Part 2 practice: question / response
- Listening to interview questions

Before listening, have students read the answers and check their understanding of potentially difficult vocabulary such as:

*leadership skills*      *to strive for*      *to oversee*  
*to conduct*              *to achieve*

You may wish to ask students to prepare appropriate questions for each of the answers. After completing the listening, you can ask students to compare their questions with the ones that the speaker used in the recording.

**Answers**

- 1 A
- 2 F
- 3 E
- 4 G
- 5 C

There are no responses for questions B and D.

## AUDIOSCRIPT

- A What qualities make an ideal manager?
- B What is most important to you in a job?
- C How would you describe yourself?
- D What are your long-term career plans?
- E What are your present job responsibilities?
- F How do you spend your free time?
- G What skills have you developed recently?

**Listening 3****Aims**

- TOEIC® Part 4 practice: short talks
- Listening to an informal talk

Remind students that in Part 4 it is important to identify the context of the short talk. They can do this by listening for key phrases that indicate whether the talk is formal or informal. Tell them to look out for the use of the personal pronoun *you* which indicates a talk in the presence of an audience. Although students need to be able to filter and cope with difficult vocabulary in Part 4 listenings, you may want to pre-teach the following words:

*seminar*                      *applicant*                      *to compliment*  
*strengths*                      *job-seeker*                      *job performance*  
*advancement*

**Answers****A**

- 1 recruiters, headhunters
- 2 job-seekers, job-hunters
- 3 interviewing, e-recruiting

**B****Don Stanley**

- 1 15-minute interview, not 50-minute interview
- 2 shorter, not longer
- 3 hiring professionals, not interviewees

**Kimberly Armstrong**

- 1 job interviews, not advertisements
- 2 job-seekers, not interviewers
- 3 job-seekers, not recruiters

## AUDIOSCRIPT

**B****Don Stanley**

Good morning. My name's Don Stanley and I'd like to welcome you to my seminar "Getting the most out of the 15-minute interview." As recruitment managers, you may find that you have less time to spend interviewing. With more applicants due to Internet job postings and tougher competition for top prospects, recruiters have to be more efficient in the hiring process. Well, today I'm going to teach you some tips on how to do that. By following a few simple steps, you can save time without giving candidates the impression that you are rushing them through a quick and impersonal interview. OK. First, open with small talk, but don't let it exceed two or three minutes.

Second, focus on a few essential questions.

Then, give the applicant a few minutes to ask questions about the job.

And finally, conclude by complimenting the candidate on their strengths.

So let me elaborate on my first point, small talk ...

### Kimberly Armstrong

At the end of most interviews, job-seekers have the opportunity to ask questions. But very few take advantage of this moment to learn more about the job. Remember, you also want to find out whether the company and the job are right for you. It's a good idea to ask what results are expected from the position. You may want to know how job performance is evaluated. You may also want to ask one or more of these questions:

"What are the challenges of this job?"

"What advancement opportunities can the company offer?" and "What are the long-term goals of this department?"

Questions like these can help you decide whether the job fits your career plans.

## Communication

### Aim

- Speaking practice: asking and answering interview questions

This section gives students an opportunity to practice asking and answering interview questions. There are various ways that the activity can be organized in the classroom, depending on the number of students.

It can be done as a pairwork activity where students can take turns playing each role. Or it can be done in groups with the interviewers preparing their questions while the interviewees anticipate the questions that they think they may be asked, and prepare responses.

It also works well in groups of three with two co-directors and an applicant. One interviews the candidate and the other observes the interview and takes notes on the interviewee's performance.

Applicants can rotate several times so that interviewers have a chance to conduct several interviews before deciding on the best candidate. Interviewees can also meet after the interviews to decide which interviewers were most effective, and why.

To prepare the jobs that the candidates will apply for, you can either use the following short summaries of the main requirements for different positions, or you can clip suitable job advertisements from the newspaper, or copy them from the Internet.

### Position

Water sports instructor

### Requirements

- instructor level in one of the following: diving, water-skiing, sailing
- 6-month contract
- foreign location
- excellent physical condition
- previous experience required

Mystery shopper\*

- able to travel
- irregular working hours
- good written and oral communication skills

Television sports commentator

- good speaking voice
- excellent speaking skills
- extensive knowledge of football, basketball and rugby
- frequent travel
- weekend work

Hotel receptionist

- good physical presentation
- excellent interpersonal skills
- knowledge of office software
- foreign languages an advantage
- willing to work at the weekends and late at night

\* Mystery shoppers conduct quality control inspections of retail stores and service outlets. The inspectors are called mystery shoppers because they act as if they are normal clients and evaluate the store and its personnel as they are being served.

## Target Score

**TOEIC® Speaking Test Practice** SP2

One of the tasks on the TOEIC® Speaking Test is to describe a picture. Your students can practice preparing for this part of the Speaking Test by making short 45-second descriptions of the pictures from the Snapshot section. Compare their presentations of the pictures with the descriptions that are given in the Teacher's notes for the Snapshot section.

**TOEIC® Writing Test Practice** WR1

You can have your students practice for the first task on the TOEIC® Writing Test by asking them to write sentences about specific pictures. Assign individual pictures to students and distribute one of the pairs of words that are given below. You should remind students that they may change both the form of the words and the order in which they appear.

- agree*      *hands*  
The men are shaking *hands* because they have reached an *agreement*.
- crowd*      *barriers*  
The *crowd* has to wait behind the *barriers*.
- candidate*      *notes*  
The woman is taking *notes* as the *candidate* is speaking.
- present*      *gift*  
The man is being *presented* with a *gift*.

**TOEIC® Speaking Test Practice** SP6

You may want to use the following question as practice for Part 6 of the Speaking Test. Remind students that they have 15 seconds to prepare their answers and 60 seconds to speak. You may choose to record their answers on audio.

Some companies allow their employees to dress casually when they are at work while others require them to wear uniforms or business suits. How do you think that employees should be dressed at work?

**TOEIC® Speaking Test Practice** SP3

You can use the subject of interviewing to provide students with practice for the third part of the Speaking Test. You should remind students that they will not be given time to prepare their answers to the questions and

will have no more than 15 seconds to answer the first two questions and 30 seconds to answer the last.

You are applying for a new job. The recruitment manager of the company you applied to has asked you to take part in a telephone interview. Answer the interviewer's questions:

*What are your strengths?*

*What things would you like to learn?*

*How would you describe your ideal job?*

**TOEIC® Writing Test Practice** WR2

You can assign the exercise below as practice for Part 2 of the Writing Test. Remind students that they have 10 minutes to read and answer the email.

The screenshot shows an email client window titled 'In'. The toolbar includes icons for Delete, Reply, Reply All, Forward, New, Mailboxes, Get Mail, and Junk. The email content is as follows:

**FROM:** M. Bridges  
**TO:** New graduate trainees  
**SUBJECT:** Welcome message  
**SENT:** April 19th

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On behalf of the staff and management of Omniotex I would like to extend a warm welcome to all the new graduate trainees who have just joined us. We are confident that the two months that you will spend with us here at the Ridgewood Production facility will be rewarding ones and that we will all enjoy working together. I hope that you have all received your guest welcome packages with information about the company's operations and useful practical information to make your stay here as easy as possible. If you have any questions, please contact me personally.

Marjorie Bridges  
 Human Resources Manager

Respond to the email as if you were one of the graduate trainees who has just joined Omniotex. In your email, make two requests for information.