

**About the language**

When Emina is talking to the library teacher, on the whole, the language is more formal, compared to the language when Emina is talking with her friends. For example, Emina asks the teacher 'Would you have time to help me please?' The teacher is giving a lot of advice to Emina, so imperative verbs are used, e.g. 'Have a look at this website', 'Don't forget your referees'.

In the dialogue the teacher says 'Teachers are good **coz** they know about your work habits'. 'Coz' is a shortened form of 'because', often used in spoken language.

**Tongue twister (a homograph) - Say this quickly three times.**

Priscilla will present the present to the President.

**Useful phrases - Say these sentences to your partner.**

<b>How are you going?</b>	(An invitation to a casual conversation)
<b>Sure!</b>	(Giving feedback, showing that you agree with someone)
<b>Would you have time to help me, please?</b>	(A polite request for help)
<b>I'm applying for a sales assistant job at Myer.</b>	(A statement of intention)
<b>Would you mind being my referee?</b>	(A polite request)
<b>Can I ask you to be my referee for this job?</b>	(A polite request)
<b>What should I put down as your contact details?</b>	(A polite request)
<b>Here is a copy of my application and resume.</b>	(Enabling referee to answer questions of a prospective employer)

**Something to know**

- Learners need to be aware of **employability skills** and **personal attributes** that employers are looking for, so that they can demonstrate them in their *resume* and/or at a job interview, as appropriate.
- There is a lot of work involved in writing a good *resume*.
- Many people find it quite difficult identifying skills and personal attributes, and accurately describing their work experience.
- You need to ask a teacher or a native speaker to check your resume, to ensure you have described your education and training, your skills, personal attributes and your experience in the best possible way.
- Remember that you need to ask a person to be a referee before you record their name and contact details. Also, you need to give them a copy of your finished *resume* and let them know when you apply for jobs, so they are prepared for a call from a prospective employer.

**Listening comprehension - Choose the correct answer.**

1. Why does Emina go to the library?
  - a) **To apply for a job online.**
  - b) **To start work on her resume.**
  
2. What information is on the myfuture.com.au website?
  - a) **Tips on working in a team, problem solving, using the computer, personal qualities.**
  - b) **Tips on careers, courses, resumes and job interviews.**
  
3. What are 'employability skills'?
  - a) **The skills employers are looking for.**
  - b) **A resume / Curriculum Vitae**

**The story - Choose the correct word.**

Emina goes to the library and **asked / asks** the library teacher for help with her resume. The teacher shows Emina some good websites with **information / informations** about careers, courses, writing a resume, and preparing for **some / a** job interview. The teacher also shows her some models of resumes. Emina needs at least two referees, and the teacher explains that teachers can be **asked / asking** to be referees, because they **know / knowing** the students and can recommend them to **a / an** employer. Teachers can observe the same qualities, called 'employability skills' that employers are **look / looking** for.

**Homographs - Match the word and the meanings. The first one is done for you.**

**Check pronunciation with your teacher.**

(*Homographs* are words which are spelt the same, but which have different meanings or grammatical functions, depending on syllable stress and pronunciation.)

<b>resume</b>	<b>address</b>	<b>content</b>	<b>present</b>	<b>desert</b>
<b>permit</b>	<b>minute</b>	<b>contract</b>	<b>document</b>	

1. <b>resume</b> _____	<ul style="list-style-type: none"> <li>• A summary statement of your educational and work history (noun)</li> <li>• To start again (verb)</li> </ul>
2. _____	<ul style="list-style-type: none"> <li>• A legal agreement between two parties (noun)</li> <li>• To grow smaller (verb)</li> </ul>
3. _____	<ul style="list-style-type: none"> <li>• To allow someone to do something (verb)</li> <li>• A document authorising something (noun)</li> </ul>
4. _____	<ul style="list-style-type: none"> <li>• Happy and satisfied (adjective)</li> <li>• The subject matter, e.g. of a speech (noun)</li> </ul>
5. _____	<ul style="list-style-type: none"> <li>• A manuscript (noun)</li> <li>• To record, to write something down (verb)</li> </ul>

6. _____	<ul style="list-style-type: none"> <li>• A gift (noun)</li> <li>• To introduce something to an audience (verb)</li> </ul>
7. _____	<ul style="list-style-type: none"> <li>• Tiny (adjective)</li> <li>• A period of time - 60 seconds (noun)</li> </ul>
8. _____	<ul style="list-style-type: none"> <li>• To go missing without leave, especially from the army (verb)</li> <li>• A dry wasteland (noun)</li> </ul>
9. _____	<ul style="list-style-type: none"> <li>• To speak to an audience (verb)</li> <li>• The place where mail can be delivered to you (noun)</li> </ul>

**Getting a job - Circle True or False.**

- |   |             |              |
|---|-------------|--------------|
| 1. You don't need a resume because employers aren't interested in work you've done before.  | <b>True</b> | <b>False</b> |
| 2. A teacher can't be a referee because a teacher hasn't seen you in a workplace.           | <b>True</b> | <b>False</b> |
| 3. It is important to identify the skills you have and be able to describe them in English. | <b>True</b> | <b>False</b> |

**Grammar (imperatives) - Complete the sentences using an imperative 'make / don't / have / speak'.**

(We often use the imperative, the basic form of the verb, for friendly invitations and for advice.)

- \_\_\_\_\_ a look at this.
- \_\_\_\_\_ forget your referees.
- \_\_\_\_\_ to your teacher about that.
- \_\_\_\_\_ sure you dress well for the interview.

**Vocabulary - Write the correct word next to its meaning.**

(Here is a list of the employability skills identified by employers as being essential to participate in the Australian workforce.)

<b>communication</b>	<b>problem-solving</b>	<b>teamwork</b>	<b>initiative and enterprise</b>
<b>technology</b>	<b>self-management</b>	<b>learning</b>	<b>planning and organizing</b>

- \_\_\_\_\_ Thinking up new ways to do things; turning ideas into action.
- \_\_\_\_\_ Speaking and writing clearly, sharing information.
- \_\_\_\_\_ Keeping up-to-date with industry knowledge and being prepared to learn new skills.
- \_\_\_\_\_ Being able to organise and manage your time and workload.
- \_\_\_\_\_ Working easily with other people to get a job done.
- \_\_\_\_\_ Taking responsibility for your own work and performance.
- \_\_\_\_\_ Thinking up practical solutions to problems in the workplace.
- \_\_\_\_\_ Being competent with computers and other technology required for a particular job.

**Vocabulary - Complete the sentences with words from the box. The first letter is given to you.**

(Here is a list of the personal attributes identified by employers as being desirable.)

<b>loyalty</b>	<b>honesty and integrity</b>	<b>common sense</b>
<b>reliability</b>	<b>enthusiasm</b>	<b>positive self-esteem</b>
<b>commitment</b>	<b>ability to deal with pressure</b>	<b>adaptability</b>
<b>sense of humor</b>	<b>motivation</b>	<b>personal presentation</b>
<b>balanced attitude to work and home life</b>		

- Su is saving to buy her own place. She has the **m**\_\_\_\_\_ to work hard and earn extra money.
- Most people feel **I**\_\_\_\_\_ to their family, and want to help, when there is trouble.
- Fran is a very practical person. She always behaves sensibly. She has a lot of **c**\_\_\_\_\_.
- There is a lot of work that has to be attended to immediately in this job. You need to have the **a**\_\_\_\_\_.

5. Lee can always see the funny side in any situation. He has a good **s**\_\_\_\_\_.
6. Employers value **r**\_\_\_\_\_ in a worker because they depend on you to be there every day and do the work.
7. The applicant who was very keen and showed the most **e**\_\_\_\_\_ for the job was selected.
8. Sara showed great **h**\_\_\_\_\_ when she told the truth about what happened.
9. Yuri's past experience doing many jobs showed that he had the **a**\_\_\_\_\_ to try his hand at whatever task was given to him.
10. Because **p**\_\_\_\_\_ is so important in a workplace, Frederik makes sure his work clothes are always clean and neat.
11. Zaria works hard and is very responsible. She shows great **c**\_\_\_\_\_ to this firm and to the work we do.
12. Jess has no self-confidence. She needs to value herself more and show she has **p**\_\_\_\_\_ if she wants to get that job.
13. Miki comes to work very early and leaves very late. I don't think he has a **b**\_\_\_\_\_.