



**Salahaddin University / College of Education-
Shaqalawa – Department of Arabic and Kurdish Language**

Second semester : English for specific purpose

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Google classroom Platform:

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Outline

Theme 3

Work and Business

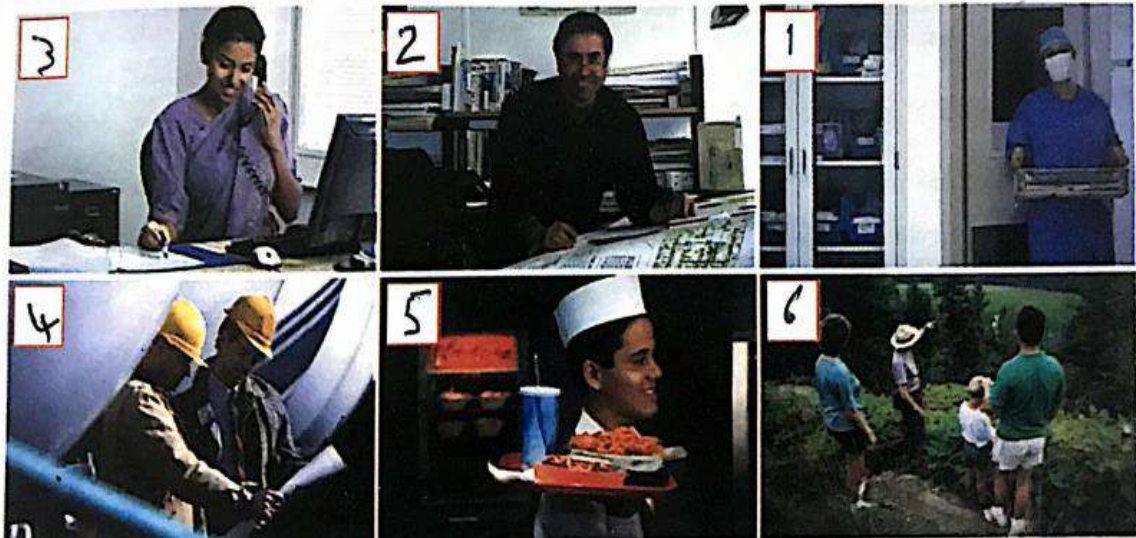
- How to be a good employee
 - Summer job
 - Choosing a career
 - The interview process

Alphabetical order	Expect	On time	Satisfied
Businessperson v	File	organize	Sensibly
Chronologically	Ill	Personal	Shelf /shelves
Comfortable	In order	Punctual	Sick
Customer	Involve	Quality	Spend
Description	manager	Reason	System
Employee	meeting	Rely on	Task
Employer	mess	Respect	Tidy
Equipment	Money	Responsibility	Wages
		Waste	Work space

Listening : How to be a good employee

3.1 Vocabulary for listening

Responsibilities at work



A Activating knowledge

look at the pictures, what are people doing? What are the responsibilities of each person?.

(engineer / businessperson / office worker / medical assistant / park ranger / waiter

- 1: I'm a I work in a hospital.
- 2: In my office we make plans for towns and cities. I'm an
- 3: I am a I work in a small company.
- 4: I'm an. I work on big public projects.
- 5: I work as a A waiter, and sometimes a cook. I also have to wash up sometimes.
- 6: I'm a I look after the animals and the plants.

////////////////////////////////////

3.2. Exercise B1. **Listen**. The **people** are **talking** about their **jobs**..

You will **hear two** of the **words** or **phrases below** in each **description**. Number the words

1: I'm responsible for the **equipment** in the hospital. My job is to clean it and keep it **in order**.

2: We make roads and water **systems** and other things for everybody to use. So our **customers** are people like you and me – the public.

3: We work fast. It's important for us to **finish** tasks on time. If we can't, another company gets the job, and we lose the **money**.

4: We go to a lot of meetings for work to discuss **projects**. We need to travel sometimes and we're very busy, so we organize our time carefully. We also have to wear good clothes, and be **punctual**.

5: I work with food, so it's very important that my **workspace** is always clean and tidy. It's important too that our customers are always **satisfied**. That way they come back.

6: I think of myself as a kind of teacher. My **colleagues** and I teach people, usually children, to enjoy and **respect** nature.

Real time listening

Behaviour at work

A

Activating ideas

Discussion the question

1. What are the main differences between **having a job** and **going to university**?
2. What are the main similarities between the two?

- 1. Answers depend on you as a students. Here are some suggestions:
- **At work** it's important to **be responsible, punctual, hard-working, well dressed, polite**. You should use your **wages wisely** – perhaps **save** some **money** in the **bank**, or **use it to buy important things** for **yourself** or your **family**. You should try to **gain knowledge** and **skills** for the **future**.
- **University is different** from work because: it is a place for **studying** only; you do not have a **boss** to tell you what to do; you can **dress** as you **please**; you are **not paid** to go there.
- 2. **University** and **work** are **similar** in that: you have **responsibilities**; you must **organize your time effectively**; you must **interact** and **cooperate** with others; you use **computers** and **research information**.

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**Presenter: 3.4. Lesson 3.3. Learning new listening skills: Recognizing sentence stress
Exercise A. Listen to the sentences. What is the next word?**

(order - responsible – task – punctual – tidy – manager)

- 1. Always arrive on time. It's important to be
- 2. You must keep your shelves, your desk and your cupboards
- 3. Your files must be in date order or in alphabetical
- 4. At university, your tutor gives you instructions. He or she is your
- 5. If your work is bad, it is your fault. You are
- 6. Do your work on time. Complete all your

.....

B Identifying a new skill

1. read Skills Check 1 when you listen and watch , how do you know which words are important. Underline the important words.

- A. Companies want college or university graduates.
- B. All employers want critical thinking .
- C. But how can I get work skills? You might ask.
- D. You can learn management skills in University club.
- E. You must show that you want learn.
- F. You must take responsibility for your mistakes.

.....

3.7. Exercise D3. Listen and check your answers.

Voice: change, begin, get, job, young, wage.

	/g/	/dʒ/
	good	manager
Change		
Begin		
get		
job		
young		
wage		

Pronunciation Check

Hearing consonants: /g/ /dʒ/

1 - The sound /g/ گ is the sound of a written letter **g** or double **gg**.

examples: good, colleague, bigger

2 - The sound /dʒ/ ج is the sound of the letter **ge** and **j**

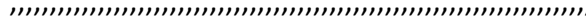
Examples: manager, job, college

3.4 Grammar for listening Negative sentences; reasons

It is easy to hear a negative verb with some structures. There is an extra word or a different word. (15)

positive			negative		
The company	wants	good workers.	It	doesn't want	bad workers.
You	went	yesterday.	You	didn't go	the day before.
The manager	'll ask	about it.	You	won't get	a good job.
I	'd like	that.	I	wouldn't do	that.

Which word is stressed in each positive sentence? What about each negative sentence?



3.8. Lesson 3.4. Grammar for listening: Negative sentences; reasons

Exercise A1. Listen to some verbs. Say **positive** or **negative** in each case.

• 1. goes		2. don't tell	
• 3. 'll do		4. see	
• 5. doesn't like		6. has	
• 7. won't make		8. didn't take	
• 9. 'd like		10. wouldn't go	

Speaker often follow an **obligation** with a **reason**. We can link the obligation and the reason in several ways. But be careful! Sometimes the next sentence is a new point.

First sentence		Second sentence	
Managers mustn't behave rudely	Because	It makes people angry	reason
	Why? Because		
	Pause		
		They mustn't get angry	New point

3.12. Exercise C1. Listen to some sentences. Does the speaker **give a reason**? Say **Yes** or **No**.

1. You must finish on time. Why? Because other people need that information.
2. We must arrive before eight o'clock; we have lunch at twelve; we finish at five.
3. You must be responsible for your work ... other people can't do it for you.
4. Customers must complete a form with their name, address and telephone number.....
5. Office employees must be polite. Rudeness makes people angry.
6. I must go because I have a meeting at three o'clock.

C Practicing a key skill

watch the talk. complete the why? column in the table below. write two or three stressed words for each point.

You must	Why ?
1. Go to work every day	- people rely on you – people need your work
2. be punctual	– people expect you – people get angry – company loses money
3. respect colleagues and customers	– work together – customers pay wages
4. do all tasks on time	people need information
5. do all tasks well	– customers not satisfied
6. not use computers for personal things	– wastes time – wastes money
7. keep your workspace tidy	– mess is rude – colleagues need space
8. organize files sensibly	– so colleagues can find papers

practicing new vocabulary 3.17. Exercise B1. Listen and check.

1. complete each conversation with words from the **list** on the **right**

• **Conversation 1.**

- Voice A: You look**smart**....
- Voice B: Thanks. I'm on my way to aagency.
- Voice A: Oh, what for?
- Voice B: I've got anfor a summer job.
- Voice A: Well, good luck!

• **Conversation 2.**

- Voice A: Could you put anin the paper for a summer job?
- Voice B: Yes, of course. What's the exact job?
- Voice A: Um. Sales, I think.
- Voice B: Full-time or?
- Voice A: Part-time.

• **Conversation 3.**

- Voice A: Did you have a good summer?
- Voice B: Not really. I was working for a building
- Voice A: In the office?
- Voice B: No, I wasn't doingwork. I was
- Voice A: Sowork, then.
- Voice B: That's right. It was hard work, but thewas good.



C Extending new vocabulary

1. look at these nouns. Check any meanings (change the noun to verb)

Nouns	Verbs
advertisement	Advertise
Advisor	
impression	
organization	
preparation	
recruitment	

3.18. Exercise C4. Listen to some sentences and check your ideas.

- 1. There are lots of job advertisements in today's paper.
- 2. I am advertising my bike on the university website.
- 3. The careers advisor's office is next to the library.
- 4. There is lots of interview advice on the Internet.
- 5. It's important to make a good impression at an interview.
- 6. My boss is very hard to impress.
- 7. The organization of the office is not very good.
- 8. I need to organize my desk before I start work.
- 9. I did lots of preparation before my interview.
- 10. Good managers prepare for meetings.
- 11. Banks have reduced recruitment recently.
- 12. We need to recruit more staff for the tourist season.
-

3.19 Listen, **Julia** is talking to her friend, **Carla**. Fill in the form below for **Carla**

- () In my own country () abroad
- () alone () with other people
- () inside () outside

.....

3.20. Listen. Write **one** or **two** words in each space.

- Carla: Are you going to**get**.....a job in the university holidays?
- Julia: I'd like to. What about you?
- Carla: Yes, I so.
- Julia: What would you like to ?
- Carla: I'm not sure.
- Julia: Would you to work abroad?
- Carla: Yes, I I'd love to work in another country.
- Julia: Do you like alone or with other people?
- Carla: With other people definitely. I don't working alone.
But I would prefer to do something with adults
because I no experience with children.

- Julia: you like working inside or outside?
- Carla: Mm. Let me think. Inside. No, I'll change that. Outside.

.....

- Alternatively ask questions such as:
- **What time is it? Or what is the time?**
- What time does the lesson begin / end?
- What time is lunch?
- What time is your favorite TV programme?
- What time is the football match tonight?

A Activating ideas

calendar, *alarm*, minute, *hour*.

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Every day English

Talking about days and times



1- _____ 2- _____, 3- _____, 4- _____

- a. Let me check. The ninth.
- b. What day is our test.

- c. we're late!
- d. Yes. It's just after three forty.

3.21. listen and match a conversation with each picture.

1 A: Excuse me. Have you got the time?
 B: Yes, it's just after three forty.
 A: Thank you.
 B: That's OK.

3 A: What's the date today?
 B: Let me check. The ninth.
 A: So what's the date next Wednesday?
 B: The fifteenth.

2 A: Excuse me. What day is our test?
 B: Next Monday.
 A: What time does it start?
 B: At nine thirty.

4 A: Hurry up! We're late!
 B: What time is it?
 A: It's nearly eight fifteen. The bus is at half past.
 B: OK. I'll be as quick as I can.

C Practicing conversations (2)

1. Find sentences for each conversation. Number the sentences in a logical order.

Answers

- | | |
|--------------------------------------|------------------------------------|
| ---- A: Is it the same every day? | ---- B: Seven till nine. |
| ---- A: What are the working hours? | ---- B: Three o'clock. |
| ---- A: What time is your interview? | ---- B: About 15 minutes, I think. |
| ---- A: How long will it last? | ---- B: Every weekday, yes. |

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D. Real-time speaking

Student A

Student B

Ask your partner about...

Ask your partner about...

- | | |
|---------------------------------|---|
| - The time of the next lecture. | - the day of the last English lesson. |
| - How long it is before the end | - how long it is before the end of the day. |

of the lesson

- | | |
|--|------------------------------------|
| - The time now. | - when the lesson starts and ends. |
| - The date of the end of the semester. | - the date of the next semester. |

.....

What time is it?



Twenty to three



Thirty five past eight



Ten to two



Ten past nine



Quarter to ten
Or fifteen to ten



Five past six



Four o'clock



Quarter past eight
Or fifteen past eight



Half past seven or
thirty past seven

.....

• 3.8 Learning new speaking skills:

The **role** of a **careers advisor** school and college

(provide information and guidance about a career, the **careers advisors** can **help** students also **with** :

- part-time / temporary work
- gap years
- further education and courses
- writing their CV and application forms
- advising them on what skills / exams / grades,
etc., they will need for a particular course or job
- how to improve their skills, e.g., taking a computer course.

Skills Check 1 How to make a good impression	Skills Check 2 Extending a turn
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You must make a good impression at an interview.

1. Preparing

Think about the interview before its starts.

- What question will the interviewer ask?
- Think of a good, truthful answer in each case.

2- During the interview

You must have the correct body language.

- Sit up straight.
- Put your hands in your lap or on the table.
- Look at the interviewer.
- Smile!

How can you make a good impression when it is your turn to speak?

One way is to extend the turn.

Examples.

What are you studying?

Education Education and I really like it.

What do you want to be?

I want to I want to be a primary teacher **because I love working with children**

3.22. listen the interview between a careers advisor and a student. Does the interview make a good impression? Why (not) ?

How to be a good interviewee

- Careers advisor: What sort of summer job would you like?
- Female student: I'm not sure.
- Careers advisor: Well, for example, do you like working with people?
- Female student: Mm, yes.
- Careers advisor: And how about children?
- Female student: Maybe.
- Careers advisor: OK. I know there is a job at Macdonald's. You could

apply for that.
- Female student: Oh no, I wouldn't like to work inside.
- Careers advisor: I see. Well, let me have a look what I can find for you out of doors

3.23 : listen the another interviewee. Does the make a good impression? Why (not)

Careers advisor: What sort of summer job would you like?

Male student: Well, I'm doing an education course so perhaps
Something with children. Also I have two younger
brothers and I like looking after them.

Careers advisor: That's a good idea. Would you like to work in this
country or abroad?

Male student: I would like to work abroad, if possible. I like traveling

Careers advisor: Well, there are lots of jobs in holiday camps for children in the
USA.

Male student: Ah, that sounds interesting. Can you tell me more about them?

Careers advisor: Yes, of course. And I have some leaflets you can take away with you
.....

1. Study this section from an interview. How could the interviewee improve the answer

- A: What sort of summer job would you like?

B: I'd really like to work with people. I don't like working on my own.

A: Would you like to go abroad?

B: No, not really. I have never been abroad so I think I would be frightened.

1- The **interviewee** does **not make a good impression** because:

she gives short answers; these make her sound rude / impolite / uninterested / her body
language is wrong / she does not make eye contact / answers are not helpful.

2/3. The **interviewee** gives a **good impression** because:

he gives full answers and adds extra useful, relevant information / his body language is
good / he makes eye contact / he smiles

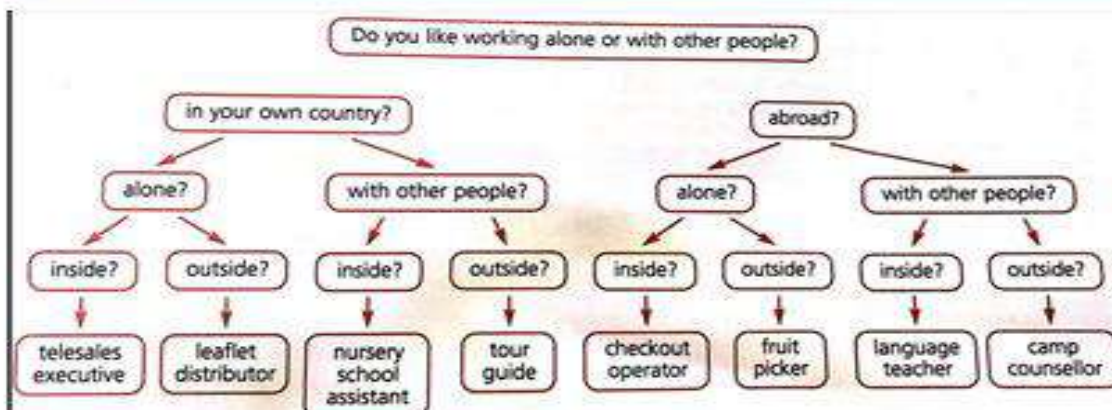
Sometimes, closed question offer a choice. You cannot answer with Yes/No

	Choice 1		Choice 2	Answer
Would you like to have	tea	Or	Coffee	Tea, please

3.25. Listen and give true answers. Select the first choice or the second choice.

1. Would you like to visit **Russia** or **America**?
2. Would you like to have a **manual job** or a **clerical job**?
3. Would you prefer to live in a **city** or in a **village**?
4. Would you prefer to eat **Chinese food** or **Indian food**?
5. Would you like to **travel in your job** or **stay in one place**?
6. Would you prefer to work with **children** or **adults**?
7. Would you like to live in a **flat** or a **house**?
8. Would you prefer to work in the **daytime** or **at night**?
9. Would you like to be a **manager** or a **worker**?
10. Would you like to have your **own desk** or **share a desk**?

C Answering mixed questions



3.10 B. 1 / A job interview



www. Find a job

How to get a holiday job

1. **Read** the **job advertisement** carefully. Do you have the skills for this job?
2. **Research** the **company**. Why? Because you cannot give good answer to question in the interview if you don't know anything about.
3. **Prepare** an answer for the **first part** of the interview. Why? Because first impression are very important.

The interviewer often says : Tell me about yourself.

4. **Prepare** an answer for **other common question** why? Because the interviewer is probably going to interview several people. You must stand out from the other interviewees.

Other common questions are :

Why do you want to work here?

Why should we hire you?

.....

Reading : choosing a Career

Reliability	recruitment	Requirement	Rise (n & v)
Ability	impression	Working hour	Experience (n & v)
Architect	Journalist	Worker	Contribute (v)
Architecture	kindness	unemployment	Freelance (adj & n)
Area	(the) Mass media	trainee	Research (v)
Counsellor	overtime	Benefit (n&v)	Employ (v)
Deadline	perk	Career – entry (adj)	Motivate (v)
deletion	Qualification	Unpaid (adj)	Part of speech
Workplace	Shift	Employable (adj)	Personal qualities
responsibility	Technology	Appropriate (adj)	Meet a deadline

3.11 vocabulary for reading world building

predicting the next word

Study the sentences and the dictionary extracts below. What part of speech is the missing word in each case?

1. A good**employer**.....looks after all the people in the company. ...**noun**....
2. The company has 200in its main office.
.....
3. We would like toyou to work as a teacher.
4. What is the length ofin this job? I mean, how long do you want me for?
5. If you learn many skills at college, you will bewhen you leave.

Employ (V) to pay someone to do the job.

Employable (adj) easy to employ; an – person has a lot of useful skills for an employer.

Employee (n) a person who is paid to do a job.

Employer (n) a person or company who pays someone to do a job.

Employment (n) 1 employing or being employed or being employed 2 a person job.

.....

B Building vocabulary

1. What part of speech are the following words?

ability business counsellor experience worker
impressions journalist recruitment trainee

2. Read the information below and check your ideas.

Noun endings

Sometimes, the end of a word helps you decide the part of speech. Here are the most common noun endings.

~tion/~sion

~ity

~er/~or

~ist/~ian

~ment

~ness

~ance/~ence/~ency

~ee

B. 4- What is the **base** word for each of the following **nouns**?

a. Advisoradvice...

e. Responsibility

b. Manger

f. Payee

c. Deletion

g. Kindness

d. Efficiency

h. Requirement

.....



We all read newspapers and magazine. We all watch the news on television or listen to it on the radio. Perhaps you even read the news on a website. But would you like to write the news? If so, think about a career in journalism.

a **Personal qualities and abilities** : Journalists must be articulate in speech and writing. They must be outgoing and like meeting new people. They must be interested in issue like pollution and climate change. They must also be able to type and use information technology.

B **Working hours** : Magazine journalists work from 9 a.m. to 5 p.m., Monday to Fridays, but newspaper journalists sometimes work shifts. There is a lot of weekend work and unpaid overtime as well. The news never stops!

c **workplace** : journalists usually work in a newspaper or magazine office, but freelance journalists work from home. Some journalists travel all over the world.

d **Qualifications** : you need a degree for most jobs in this field. Employers prefer candidates with a degree in journalism or media studies courses look at communication in the mass media.

e **Experience** : Employers look for people who have contributed to school newspapers or club newsletters.

f **Salary and benefits** : Career-entry jobs are low-paid. The starting salary for a cub reporter on a local newspaper is about E10,000 per year, but this can rise quite quickly. There are very few perks except, perhaps, a company car.

C Selecting the correct meaning

Read the job description opposite. Find the words below in the text. Both meanings are possible.

Tick ✓ the best meaning for each word in context.

articulate		move (V)	✓	able to put words together (Adj) well
issues		important points (N)		sends out(V)
shifts		working periods(N)		moves(V)
freelance		a person who works for him/herself(N)		not employed by one company(Adj)
mass		going to a large number of people(Adj)		large number(N)
Field		place for animals or crops(N)		area, e.g., of work, study(N)
contribute		give money to(V)		give items to(V)
cub		junior employee(N)		give items to(N)
rise		(an) increase(N)		(to) increase(V)
Perks		gets more active (V)		extra benefits (N)

.....

3.13 learning new reading

Dealing with new words

D Reviewing vocabulary

- Match words to make a phrase.

1. freelance	technology
2. mass	studies
3. media	overtime
4. company	salary
5. starting	1 journalist
6. unpaid	 Job
7. information	 Car
8. career-entry	 Media

.....

B Identifying a new skill (1)

1. Study the sentences below. Do you know the underline words?

- a. Employers look for conscientious people who work hard all the time.
- b. You must motivate yourself to do boring work and find something interesting in each job.
- c. Reliability is very important, because your colleagues need your work on time.
- d. I work for a multinational company with offices all over the world.
- e. Always ask your line manger if you have a Problem.

Skills Check 1

Dealing with new words

When you find a new word, think:
Can I understand this sentence without the new word?

Example:

Journalists must be outgoing and like meeting new people.
Perhaps you don't know the word outgoing. Cross out the word.
Journalists must be outgoing and like meeting new people.
Can you understand the sentence from the other words?

Find two sentences on the right which might appear in each section.

1	Choose the right career for you	Wear smart clothes and give interesting answers to all the questions.
		Do summer jobs during your time at university.
2	Get the right qualifications	Find out the requirements for a career-entry job.
		Join university clubs and help to organize events.

3	Get useful work experience	Research the universities which offer the appropriate degree or diploma courses.
		Always get to work on time.
4	Getting your first job	Meet all the work deadlines.
		Think about your hobbies and interests.
5	Being a good employee	You must be interested in the field.
		You must sell yourself at the interview.

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3.14 Grammar for reading Basic sentence patterns

There are three main kinds of word.

nouns (n)	verbs (v)	adjectives (adj)
man, career, idea	be, go, walked, can do	good, intelligent, three, green

A new word in a text will probably be a noun, a verb or an adjective, but there are also pronouns (*pron*), prepositions (*prep*), and adverbs (*adv*). When you find a new word in a text, think: *Is this word a noun, a verb or an adjective?*

Identifying parts of speech

Read the text bellow. **Box the nouns.** Underline the verbs. **Circle the adjective.**

The **world** of work is changing. At **one** time, most people got a job and they stayed in that job for the whole of their life. Employers paid employees for their time. But in the modern world, you cannot expect to get a job for life when you finish your full-time education. You will probably have many different jobs in your lifetime. Now, employers pay people for useful skills.

English is an SV(O) language. This means the basic sentence pattern in English is: subject-verb-(object). (21)

subject (S)	verb (V)
The woman	listened.
He	left.

subject (S)	verb (V)	object (O)
The company	has	two hundred employees.
You	need	a degree.

However, there are other common patterns.

S	V	complement (C)
The job	is	interesting.
They	are	journalists.

S	V	adverbial (A)
Some journalists	work	from home.
We	travel	all over the world.

The pattern of the sentence will help you understand the meaning. It will also help you work out the meaning of new words.

A

Identifying sentences below.

1. Divide each sentence into parts with/ label the parts of each sentence

S	V
Employment / <u>is declining</u> . <u>Unemployment</u> is rising. Many young people are <u>out of work</u> .	
Good jobs are <u>scarce</u> . Most employers want <u>skilled</u> workers. Unskilled workers cannot get.	
Full-time <u>positions</u> . They work <u>now and then</u> . They don't <u>earn</u> every week.	

2. Work out the meaning of the underline word or phrase in each sentence.

- is declining =
- unemployment =
- out of work =
- scarce =
- skilled =
- positions =
- now and then =
- earn =

- 1 - with ability to do things from training,
- 2 - get money for work, 3- jobs
- 4- sometimes, occasionally, 5 - not many,
- 6 - not having a job, 7 - going down
- 7 -not having a job

.....

<http://www.choose-a-Career.com/architect>

Choose-a-Career.com.com

The website that helps you find the right career for you.

So you want to be an **Architect**

The world around us is changing. There are new buildings everywhere. There are new shopping center. New houses and flats, new factories. Would you like to design new buildings, to make them safe, comfortable and beautiful? If so, think about a career in architecture.

A personal qualities and abilities : architects must be good at mathematics. They must also be able to draw well. They must be able to listen to clients to find out their wants and needs. They must also be able to use complex programs for drawing on a computer.

b working hours : architects work from 9 a.m. to 5 p.m. Sunday to Thursday, but they often do lots of overtime to meet deadline. If the deadline is tomorrow, and you haven't finished by 5 p.m. you must carry on working through the night of course, this overtime is usually unpaid.

c workplace : architects often work for large companies like banks or supermarkets. When you have a lot of experience, you can start a practice of your own.

d Qualification : you need a degree in architecture. Some degree courses take five years or more. They cover engineering principles and town planning laws as well as design.

e Experience : Employers look for people with a background in design.

f Salary and benefits : the starting salary for an architect is high. You earn about \$ 1,500 per month. But remember! You will be 23 or 24 before you start earning. There are no perks, except perhaps free use of expensive packages for the computer.

Predicting content from section headings

look at the **section headings**. Which section will answer

- | | |
|---|---------------------------------------|
| 1- What can I earn?... F | 5- What work skills must I have?..... |
| 2- What examinations must I pass?..... | 6- when must I work?..... |
| 3- What must I be able to do?..... | 7- Where must I work?..... |
| 4- What sort of personality must I have?..... | |

Checking predictions

Read the text opposite. find one answer to each question in exercise B. go straight to the correct section.

- 1- What can I earn? = go to salary and benefits = \$1,500 per month
- 2- What examinations must I pass? =
- 3- What must I be able to do? =
- 4- What sort of personality must I have? =
- 5- What work skills must I have? =
- 6- when must I work? =
- 7- Where must I work? =

A	What is a <i>campus</i> ?	They are people you work or study with
B	What is a <i>graduate</i> ?	People who make fun of something you can't change.
C	What is <i>plagiarism</i> ?	Using someone else's work without naming them.
D	What is a <i>tutorial</i> ?	The human brain and individual behaviour.
E	What is an assignment?	People who show their feelings.
F	what does a <i>psychologist</i> study?	The third stage, after secondary.
G	What does a sociologist study?	Employing someone for a job.
H	What is <i>tertiary</i> education?	A person who writes for a newspaper or a magazine.
I	What are <i>bullies</i> ?	A person who designs buildings.
J	What are <i>colleagues</i> ?	Payments for work.

K	What are <i>emotional</i> people?		The behaviour of people in groups.
L	What are <i>wages</i> and <i>salary</i> ?		A piece of written work, usually homework.
M	What is <i>recruitment</i> ?		A discussion in a small group with a tutor about a topic
N	What is a <i>journalist</i> ?		All the buildings of a university or college.
O	What is an <i>architect</i> ?		A person with a degree.

Match the opposite

a	dominant		in your own country
b	mentally		dissatisfied
c	optimistic		with other people
d	punishment		chronological
e	satisfied		clerical
f	alone		part-time
j	alphabetical		physically
h	abroad		reward
i	full-time		submissive
j	manual		Pessimistic

.....

Match the words with similar meaning

a	hire		need
b	punctual		outgoing
c	hostile		old
d	ancient		organization
e	behave		mind
f	company		on time
j	extrovert		sick
h	brain		employ
i	require		act
j	ill		aggressive

Writing : The interview process what is interview?

Appearance	Description	Original	Successful
Appoint	Design	Petroleum engineer	Take up
Appointment	Executive	Process	unsuccessful
Arrow	Experience	Put in	unsuitable
Attitude	Flow chart	Referee	vacancy
Candidate	Intelligence	Reference	
Conduct	Interpersonal	Selection	
Consultant	Interview	Short list	
Contact	Member	Staff	
department	motivation	stage	

.....

3.16 : 2- find and underline

Selecting a new member of staff is not easy. Many companies have a long *selection* process with many *stages*. The aim is to get a large number of *candidates* for a job and then to choose the best one. The process begins with a job description and ends with the *appointment* of one person. The process often includes *references* and interviews. Acme Engineering does not have a good selection process. When there is a *vacancy* in any department, the manager *puts* an advertisement in the local paper. Candidates are asked to write a letter with information about their qualifications and experience. The manager does not *take up* references from previous employers. She does not conduct interviews. As a result, Acme Engineering has appointed many *unsuitable* people in the past few years. The manager of Acme Engineering has asked a management *consultant* to design a good selection process for the company. The management consultant has suggested writing a person description for each vacancy. One way to write a person description is the Munro- Fraser Plan (see Table 1).

Match each point from the Munro-Fraser Plan with an example.

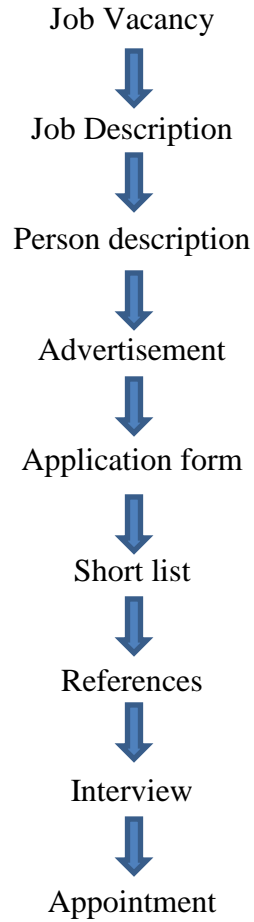
1	Qualification		wants to become a manager; willing to work long hours to solve problems
2	Experience		able to manage a team of people, including some older engineers
3	appearance		at least two years' work in a maintenance department
4	attitude		able to learn about new products quickly; able to find solutions to problems
5	intelligence		friendly, helpful
6	motivation		smart
7	Interpersonal skill		degree in Engineering

3.17 : Complete each phrase with a suitable verb

((make / produce ,, take up / follow up ,, design ,, interview ,, appoint ,, conduct ,,
write / produce ,, complete / fill in))

- 1..... a job description
 2. an advertisement
 3.an application form
 4. a short list
 5. references
 6. interviews
 7. candidates
 8. the best candidate
-

The structure job selection process



.....

1. How many stages are there in this selection process?

.....

2. What is the first stage?

.....

3. What is the final stage?

.....

4. Why does Job description come before Person description?

.....

5. Why does References come after Short list?

.....

A selection Process

Firstly, **the manager writes a job description**. The job description gives full details of the job. Then, **the manager writes a person description**. The person description describes the best person for the job. After that, **the manager designs a job advertisement**. The advertisement contains information from the job description and the person description. Next, **the manager puts the advertisement in several newspapers** because she wants a large number of people to apply.

Candidates contact the company. **The manager sends them an application form**. The candidates complete the form and return it to the company. Candidates must provide two referees. After studying all the applications, **the manager makes a short list of candidates**. Then, **she takes up the references**. She writes to the referees and she telephones them. Finally, **the manager conducts interviews with two or three candidates**.

.....

Complete each word with the missing letter

- a. lan.....a...e
- b. mana...er
- c. en...oy
- d. ...ob
- e. su.....est
- f....une
- g. en...ineer
- h. wa...e
- i. collea.....e
- j. a.....ressive
- k. sub...ect
- l. assi...nment

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