

World of Work

Aim: to prepare students to write an email

Level: Upper intermediate / B2

Language: asking for and giving advice; asking about someone's availability

Time: 60 minutes + 30 minutes for exam task

Materials: one copy of the worksheets and exam question per student

Warmer

- Put students in pairs and hand out the warmer activity worksheet. One student in each pair takes picture A and the other picture B.
- Ask students to describe their picture to their partner and answer the questions under the picture.
- At the end, ask the class for any interesting interview stories their partner told them.

Reading 1 & 2

Note: There are two reading tasks in this worksheet and no language focus. This is because students are likely to be familiar with the format of emails – the layout and headings such as *To, From, Subject* etc should not pose problems. The key is for them to practise responding appropriately to an email, looking at the content and who the email is from (i.e. their relationship) as this will affect the language used (formal vs informal).

- Hand out the worksheet.
- Ask students to scan the email and choose the correct topic (**Answer:** b).
- Now, ask students to read the email again and answer the questions.
- Put the students in pairs and ask them to discuss and compare their answers.
- Check the answers as a class.

Key: 1. going to university; 2. no, she's taking a year out; 3. because she wants to earn some money; 4. she's going to have a job interview;

5. she's terrified (nervous / worried); 6. because he has experience with interviews and is successful

6. Next, repeat the procedure with the second email. (**Answer:** c)

7. When you check the answers you can discuss the difference in the language used i.e. informal vs formal and why such language is used. You can also discuss what the differences would be between the replies.

Key: 1. because her response was not very quick / was delayed; 2. the job / vacancy; 3. she made the shortlist; 4. confirm she is available for an interview (on Monday at 13:00)

Writing

Note: This activity is designed to be a semi-controlled writing activity. The idea is that students should try to reconstruct Max's reply to Sabina. Once this has been completed, you can have a look at whether he has answered her original email.

- Ask the students what they can remember about Sabina's email to Max (Reading 1).
- Then, ask the students what kind of advice they think Max would give – write up some of the ideas on the board.
- Explain that they are now going to read Max's reply, but the email has been jumbled up – their task is to put the lines in the correct order.
- Give each pair the lines of email, cut up. Get them to discuss and compare their answers.
- Monitor and help where necessary.
- Check the answers as a class.

Key:

- q. Yes, it's been a long time -;
 d. but that's as much my fault;
 c. as yours. I'm glad you've been reading my blog and;
 i. I'm really excited about next year. As you;
 p; say, it will be awesome. Although;
 h. I'm a bit nervous as well. It's;
 g. great that you have a job;
 k. interview. The main thing is not to worry;

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- a. about it too much. Remember there are three;
 l. key things to a successful;
 j. interview. The first thing is to make sure you know;
 e. exactly what the job is and what skills you;
 n. need. Then, highlight these skills and make sure;
 s. you speak about them during the interview.
 This way;
 r. you show you are the right person for the
 job. Finally,;
 o. remember that all the other candidates are;
 b. also nervous, so you won't be alone.;;
 f. Good luck, and;
 m. let me know how it goes.

Speaking

The aim of this activity is to consolidate student understanding of the vocabulary of work and careers, and signpost a spoken presentation. The suggested allowed time for this section of the lesson is 20-30 minutes.

1. Divide the class into pairs (A and B). Get the pairs to sit together.
2. Distribute the speaking worksheet, one per student. Make it clear that the students will take turns to act as candidates and interviewers in two consecutive role-plays.
3. Individually, students read the background information in preparation for both role-plays.
4. Check student understanding of the context by asking concept checking questions.
5. Explain the concept behind an internship (*a period of time spent working for a company, usually during a holiday or a gap year, often as a volunteer earning very little money but gaining some experience before becoming fully qualified to do a job*).
6. Put the following expressions on the board and ask students to provide definitions for each one.

a steady job
 a dead-end job
 a high-powered job
 a demanding job
 a lucrative job
 a rewarding job

reasonable pay
 fixed hours

7. Set a time limit of about 10–12 minutes.
8. Students work individually. They prepare their speeches and prepare questions to ask as the interviewer.
9. Monitor and offer help if necessary.
10. When they are ready, get students to work in their pairs.
11. Set a time limit of about 15 minutes. Students take turns to act out the different parts in the two role-plays.
12. Monitor and offer help if necessary.
13. When they are ready, find out who was more successful as an interviewee in each pair and why.

Extension Activity

If there is time, you could ask the students to write a reply to the email from Frida. It's important they think about the relationship between Sabina and Frida as this will influence the language used.

Practice exam question

Note: This can either be done in the class (preferable) or set for homework.

- The students should read the task rubric telling them what they need to do.
- They might want to make notes before they start writing.
- Give the students a time limit of 30 minutes for this activity.

Suggested marking scheme:

Total mark out of 20 with each criteria worth up to 5 marks.

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Content – answering the question

- 5 – answers the question and all the information included
- 4 – answers the question but one or two things missing
- 3 – answers the question but a number of things missing
- 2 – tried to answer the question but quite a lot missing
- 1 – failed to answer the question

Range of vocabulary and grammar

- 5 – used a wide range of vocabulary and grammar appropriate to the task
- 4 – used a wide range of vocabulary and grammar but not always appropriate to the task
- 3 – used a fairly wide range of vocabulary and grammar appropriate to the task
- 2 – used a limited range of vocabulary and grammar
- 1 – used a very limited range of vocabulary and grammar

Accuracy of language (i.e. spelling, tenses etc)

- 5 – minimal errors, well-developed control of language
- 4 – errors occur when attempting more complex language
- 3 – a number of errors but they do not impede communication
- 2 – a lot of errors, distract the reader, difficult understanding
- 1 – frequent errors, difficult understanding

Organization and appropriacy

- 5 – effectively organized and appropriate
- 4 – clearly organized, on the whole appropriate
- 3 – adequately organized, reasonable, but not always appropriate
- 2 – inadequate organization, attempt to use appropriate format and register but unsuccessful, inadequate
- 1 – lack of organization, little or no awareness of appropriate format

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1 Warmer



Describe the picture.

1. Why do you think the woman is so happy?
2. How would you react if you failed a job interview?
3. Describe a situation when you or someone you know prepared for a job interview.



Describe the picture.

1. What do you think the interviewers are discussing?
2. How would you prepare for a job interview? Why?
3. Describe a situation when you or someone you know had an unsuccessful job interview.

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2 Reading 1

Read the email and choose the correct topic.

- a. making a suggestion
- b. asking for advice
- c. sending an invitation

From: Sabina02@gmail.com
To: MaxGh@yahoo.co.at
Cc:
Subject: My job interview

Hi Max,

Sorry I haven't emailed you recently but I noticed on Facebook that you'll be going to university next year – that's awesome!

I wanted to ask you about something. As you know I'm going to take a year out, I want to earn some money. Well, the good news is I have an interview next week – on Monday. The bad news is that I'm terrified. I know you've had a couple of interviews and you always seem to get the job, how do you do it? Can you give me some advice?

All the best,

Sabina

Read the email again and answer these questions.

- 1. What is Max doing next year?
- 2. Is Sabina going to university next year?
- 3. Why is she taking a year out?
- 4. What's happening next week?
- 5. How does she feel about it?
- 6. Why does she want Max to give her advice?

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3 Reading 2

Read the email and choose the correct topic.

- a. giving advice
- b. asking for information
- c. checking availability

From: dgf@intern.com
To: Sabina02@gmail.com
Cc:
Subject: Job interview

Dear Ms Schomann,

First of all, let me apologize for the delay in my response to your enquiry about the job. As I am sure you are aware we had considerable interest and it took us longer than we anticipated to draw up the shortlist. However, I am pleased to say that you are on this list and we are interested in interviewing you for the position.

Can you confirm that you are available to come in for an interview next Monday at 13:00?

Yours sincerely,

Frida Grieg (Ms) HR administrator

Read the email again and answer these questions.

1. Why is Frida Grieg apologizing?
2. What was there a lot of interest in?
3. Why should Sabina Schomann be pleased?
4. What does Frida Grieg need Sabina Schomann to do?

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4 Writing

a) about it too much. Remember there are three

b) also nervous, so you won't be alone.

c) as yours. I'm glad you've been reading my blog and

d) but that's as much my fault

e) exactly what the job is and what skills you

f) Good luck, and

g) great that you have a job

h) I'm a bit nervous as well. It's

i) I'm really excited about next year. As you

j) interview. The first thing is to make sure you know

k) interview. The main thing is not to worry

l) key things to a successful

m) let me know how it goes.

n) need. Then, highlight these skills and make sure

o) remember that all the other candidates are

p) say, it will be awesome. Although

q) Yes, it's been a long time –

r) you show you are the right person for the job. Finally,

s) you speak about them during the interview. This way



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5 Speaking

Candidate

Before the interview

You are applying for a holiday internship with an international company. You have always dreamt of working for them.

For an interview, **prepare a two-minute speech about your career plans, ambitions and about expectations concerning the internship programme.** You may use these questions to help you with your presentation.

- What is your dream job? Why?
- What are your future career ambitions? Why?
- What would you like to learn from the internship experience? Why?

Useful language

I'd like to start by saying that ...

As you probably know, ...

Something that I'd like to talk about first is ...

Now, let me focus on ...

Well, this brings me to the end.

Thank you for your time and attention.

During the interview

Be ready to respond to the interviewer's questions.

Interviewer

Before the interview

You are going to interview a candidate for a holiday internship with your company – an international corporation. Hundreds of students have applied.

During the interview, the candidate is supposed to make a speech about their career plans, ambitions, and about their expectations concerning the internship programme.

Prepare three questions for the candidate to answer during the interview:

- ask him / her to give you more details.
- ask him / her to give you more arguments to support his / her ideas.
- ask him / her to give you an alternative idea concerning his / her future career.

During the interview

Be ready to interrupt the candidate by asking the questions.

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You work as an intern in a company. You've worked there for the past three months. You receive an email from a friend who works as an intern in the USA.

Practice exam question

From: JackJnr@gmail.com
To: jj88@gmx.at
Cc:
Subject: Problems at work

Hi J,

I've been working at *Funworld* as an intern for the past two weeks now. At first I really enjoyed it but now it seems as though all I get are the jobs nobody else wants. I've tried to talk to my supervisor but he doesn't seem to care. I'm not sure if I should talk to his boss as I'm sure that would upset him and make the situation worse. It's been so bad in the last few days that I'm seriously thinking about quitting however I really need the money.

I know the situation is different where you live, but I was wondering if you could give me some advice. I know you work as an intern as well, so I was wondering if it was as bad for you or if I'm just unlucky. Anyway, it would be great to hear what you think ...

All the best,

Jack

Answer the email. In your reply, you should:

- ask some questions to try and find out more about the situation and Jack's experience
- describe your experience as an intern, both the positive and negative things (if there are any)
- suggest what Jack should do next

Write around **250 words**.