

# Module 11

## Looking for a job

In this module you will learn to talk about:

- Jobs and job ads
- Courses
- CVs and covering letters
- Job interviews and getting a job



### Jobs and job ads

1

Introduction

What plans do you have for your future?

Complete the following for yourself.

This time next year,	I think I'll be
In five years' time	I don't think I'll be
In ten years	

2

Reading

These paragraphs are about four young people, Heather, John, Karen and Linda, who are thinking about their future.

Read them and decide which one is most similar to you.

#### Heather

Heather chose a Higher Diploma in Creative Arts and Media. She spends two days a week working towards her Diploma, one day in school and the other at a local college. She'll be taking exams in the functional skills of ICT, English and mathematics but her other Diploma work is assessed through evidence collected over the two years of the course.

'I chose the Diploma because it was completely different from the other options as it offered me different ways of learning creative skills and about the media. I find learning much easier now as it is all connected and therefore easier to understand.'

As part of her Diploma, Heather worked on a project with an acclaimed local gallery. She helped to set up an exhibition of work that included photography, music, performances and 2D and 3D art. She also helped to develop educational activities and workshops for visitors and local schools.

'The gallery project was a lot of fun but it also gave me real experience of work.'

Glossary

Acclaimed:  
famous



### Glossary

**His talent shone through** – was clear

**Tease** – make fun of

**Tough** – intense

**Flair** – talent

**Fall back on** – use in a difficult situation

### Glossary

**Strengths and weaknesses** – strong and weak points

### John

John's dream is to perform in the West End. He has a lifelong interest in musical theatre and joined his first dance school when he was ten. His talent shone through at an early age and he transferred from his local secondary school to a performing arts school. Now he studies acting, singing, music and dancing alongside a range of other subjects.

At first, people used to tease John about his singing and dancing. This didn't deter him. In fact he thinks it made him more determined to succeed. His family, teachers and tutors give him lots of support and guidance about the future. He knows that he'll face tough competition and needs a back-up plan. He's investigating music production and recording, which he has a flair for. Post-16, he plans to study at college so that he has other qualifications to fall back on. Then he hopes to audition for a performing arts or music college.

### Karen

Karen took exams in triple science, geography, history, product design and art and design. Choosing triple science was easy as she's always been interested in science. She found the other choices much harder as she is creative too. With no firm career plans, she looked for help from her teachers and family. She gained advice and information about different subjects and discussed her ideas and strengths.

Karen is pleased that her choices kept her post-16 and career options open. Studying art and design, biology, chemistry and geography has helped her to identify her strengths and weaknesses. She's realised that she enjoys science-based subjects the most and plans to study something related to biology or medicine at university.

### Linda

Linda wants to work in fashion and textiles. She's doing a Young Apprenticeship in Business Administration alongside her courses in English, maths, science, art and design, French and business studies.

Linda chose the Young Apprenticeship because it sounded different from everything she'd come across before. She liked the focus on independent learning and the chance to do 50 days' work experience with an employer over two years. The programme is motivating her to work hard. At the end, she'll gain vocational qualifications and she'll also gain an additional qualification for her work placement. She's keeping her post-16 options open but if she does well, she may apply for an Advanced Apprenticeship.

**Now say which of the four, Heather, John, Karen or Linda, these sentences are about.**

Heather, John, Karen or Linda?	
	is extremely ambitious.
	is interested in clothes.
	has already shown some of her work to the public.
	is studying a foreign language.
	knows that s/he may not fulfill his or her dreams.
	may become a doctor.
	studies in different places during the week.


  
 Writing

Write a short paragraph modeled on the paragraphs above about a friend. Alternatively, write it about yourself, but write it in the third person. ('Giovanni is..') Before you start, underline phrases in the paragraphs that are useful. Incorporate them into your own writing.


  
 Reading

Look at the jobs advertised in A – D  
Which job would you like to have in ten years' time?

### Retail assistant

A

Our client is a high street retailer of quality jewellery and has been established for over 140 years.

A family business which has expanded through success due to quality of both its products and excellence in service. They require a bubbly, customer focused assistant who has previous retail experience but not necessarily in the jewellery industry. The ideal candidate will have an interest in jewellery and have good grades especially in maths & art. This is a friendly, well respected company who provide a uniform, pension scheme with 3% offered by the company - good discount on staff purchases and 4 weeks paid holiday + Bank Holidays. The hrs are 9 - 5.30pm Mon - Saturday. May suit a school leaver with an interest in Art or Jewellery!

If you are interested please send your CV to [marrie@forappointments.com](mailto:marrie@forappointments.com) or call Marrie on 0114 2757744

### Gallery Assistant

B

Employer: PILAR CORRIAS

Posted: 29 Jul 20\*\*

Location: Fitzrovia

Contract: Permanent

Hours: Full Time

Salary: £20,000

Responsible for front of house reception,

Answering incoming phone calls

Handling inbound/outbound couriers/packages/post

Ordering Stationary and business cards

Handling general gallery enquiries and redirecting specific enquiries to relevant staff

Updating artists on press

Informing press and listings of forthcoming gallery shows

Responding to press requests

Booking and managing photographers to photograph gallery exhibitions and incoming artworks in a timely manner

Updating website  
 Working with designer to design gallery mail-outs  
 Managing and sending gallery mail-outs  
 Ordering books and catalogues  
 Managing mailing list maintenance and other data entry  
 Keeping artist presentation folders up to date  
 Preparation of sales presentation material  
 Assisting on art fair administration  
 Assistant to director:  
 Organising travel  
 Managing travel and appointment schedule  
 Keeping records of expenses  
 The candidate needs:  
 a degree in art history or curatorial/museum studies  
 Excellent level of organisation and sense of priorities  
 Good interpersonal skills  
 Good IT skills – excel, photoshop, Office/administrative experience  
 Some level of previous gallery experience  
 Apply using the following method: Visit website

### ART EDITOR WANTED – AHLAN!

C

Employer: ITP PUBLISHING GROUP  
 Location: based in Media City, Dubai  
 Contract: Permanent  
 Hours: Full Time  
 Salary: negotiable

#### **ART EDITOR WANTED – AHLAN!**

**Ahlan!** – the biggest-selling Hollywood celebrity title in the Middle East – is looking for an creative and talented **Art Editor**.

You'll have been working for at least three years on consumer magazines, and have experience of overseeing a team of designers, as well as liaising with editors and the photo department to create the best magazine possible. If you know your Zacs from your Pax, have fantastic page-popping ideas and passion for everything a celebrity gossip junkie needs to know, even better! Exceptional senior designers looking to take the next step up are also welcome to apply.

A complete working knowledge of InDesign and Photoshop is essential, as is being able to enjoy working hard under pressure to weekly deadlines.

ITP is based in Media City, Dubai. Salary is negotiable.

Apply by email only to [recruitment@itp.com](mailto:recruitment@itp.com). Please include a covering letter, an up-to-date CV and samples of relevant work. Applications without work examples or CV will not be considered.

**WOULD YOU SELL A PICASSO?****D**

Employer: REGENT SELECTION LTD

Contact: Jane Armstrong

Location: Greater London - Central London

Contract: Permanent

Hours: Full Time

Salary: Base to £40,000 - 100,000+

**WOULD YOU SELL A PICASSO?****MAYFAIR GALLERY**

Our client is one of Europe's leading galleries in contemporary, fine art and sculpture. They are highly successful – success which is based on their focus on the commercial realities rather than the exclusive and rarefied atmosphere the art environment can invoke.

They are seeking to expand their sales team with the following candidate profile. You will have established a very successful track record in business and are now seeking a career change to pursue your passion for art. Your client portfolio will include buyers who are acquiring art for investment purposes and those who are acquiring art for appreciation. The role will appeal to candidates who enjoy the people aspect of negotiation whereby you establish long term associations with your clients.

The salary projection is a base of approximately £40,000 and on target earnings of £150,000. This is a highly prestigious gallery with a high profile reputation and this new opportunity will appeal to an ambitious executive who is seeking that unique chance to refocus their career goal combining work with their passionate interest.

In the first instance send me your CV with a supportive email and telephone me, Jane Armstrong, on my direct line – 020 7038 3506 - if you wish to find out additional background information.

Regent Selection Ltd., Linen Hall, 162 Regent Street, London W1B 5TG.  
jane.armstrong@regentselection.co.uk

Closing date for applications: 10th September

**Now find jobs for the following people**

Anna is an investment banker with a degree in fine arts, and a desire to use her qualification professionally.	
Ben is working for a magazine popular with London commuters and would like to earn a higher salary. He is talented and has extensive experience of software used in photography.	
Giovanni worked at a gallery in New York for several years after graduating in Milan, but would now like to return to Europe. He is friendly and efficient.	
Nadia has recently left school and would like to work in town. While at school she worked on Saturdays on a market stall. Her exam results were good and she is interested in many types of art.	

**5**Reading  
activity

6

Reading activity

Look at the jobs and complete the following table

	EMPLOYER	POSITION	ANNUAL SALARY	AREA	METHOD OF APPLICATION
A	Not named	Retail Assistant	Not shown	Not shown	Email or phone
B		Gallery Assistant		Fitzrovia (London)	Visit website
C	ITP Publishing Group	Art Editor			
D		Salesperson			Email and phone

7

Vocabulary - Abbreviations

Complete this table with the meanings of these abbreviations.

Ad	Abbreviation	Meaning
A	hrs Mon	
B	IT	
C	CV	

## Courses

1

Introduction  
and reading

When you leave school you may continue studying at a college or university. The UK government offers the following advice about this on its 'Connexions' website.

Which of the twelve questions would you ask yourself? Can you think of any other important questions you need to ask?

### Choosing the right place to study

Choosing where to study can feel like a big decision. You may be considering moving away from home to go to university, which would mean living away from friends and parents for the first time.

Although this may seem a bit *scary*, it is also a very exciting time! You will have the chance to meet new and interesting people, to learn new things and experience a different kind of life in a new place.

When looking around, bear in mind that you could be studying for as long as 2-4 years, depending on the course. So you need to be sure that you'll be happy there for that long.

Before you decide, ask yourself these questions. If you are happy with most of the answers then the chances are you'll be happy studying there.

1. Do I understand the *entry requirements* for the course and think they are achievable?
2. Am I interested in, and motivated, by the subject?
3. What kind of jobs do *graduates* of this course go on to do? Are they the sort of jobs I would like to do?
4. Does this course and university have a good reputation, especially with employers?
5. What learning approach do they use? What would my timetable be like? Do I like the balance of lectures and seminars; theoretical and practical work; group work and independent study? Will this approach *suit* my way of learning?
6. What facilities does the college or university offer? Do they *suit* my needs? Do they offer any necessary specialist equipment?
7. Will I be able to get any one-to-one support?
8. Does the course have a strong focus on employability as well as academic excellence?
9. Would the university or college help me find high quality work experience placements?
10. Does it meet my other criteria - where is it, what's the social life like, are there plenty of social events and societies, etc?
11. Do they have an open day I can go along to?
12. What is my *gut feeling* about studying there?

If it's possible, try and talk to some students who are already studying at the places you are considering. Talking to someone with similar interests and tastes to you will give you a better idea of whether you will enjoy studying there.

2

### Vocabulary

Complete the table with the word used in the text. The words you need are in *italics*.

frightening	
qualifications needed to enter	
a person who has successfully completed a course	
be appropriate for	
instinctive impression	

3

### Reading

Now look at this information about a Graphic and Media Design course in the UK and answer the twelve questions from the previous exercise about the course by saying 'Yes', 'No', or 'I don't know.'

## LCC - London College of Communication

### BA (Hons) Graphic and Media Design

Level: Undergraduate  
Study mode: Full-time  
Duration: 3 years  
Start date: October  
Application: Through University and College Admissions Service ([www.ucas.com](http://www.ucas.com))

#### Course description

The BA (Hons) Graphic and Media Design course at the London College of Communication is renowned for its experimental approach to graphic design. You can expect to study in a culturally diverse and forward thinking educational environment, enjoying a wide range of teaching and learning experiences including practical workshops, seminars, lectures, events, exhibitions and live projects.

The course is delivered by active and enthusiastic professionals from a wide range of disciplines in art, design and communication, creating a climate of debate, analysis and innovation. We seek to produce graduates whose understanding of visual language means that they will be a confident, influential and proactive participant in an increasingly diverse design community. We view the course as a journey on which you will be guided through a multiplicity of practical and theoretical experiences, informed by subject expertise, contextual, professional and social awareness.

#### Course structure

Year 1 is common to all students and will orientate you to the course and Faculty, its facilities, staff, philosophy and ethos as well as raising your awareness of a range of design principles and media associated with the subject, both practically and theoretically. These

include research methodology, image and narrative, typography, semiology, colour theory and developmental and presentation skills.

Besides studio based activity you will also be introduced to printmaking, photography, letterpress and relevant aspects of IT and 3D.

If English is not your first language you will have access to the College and University language centre.

Throughout the year, and the course, you will be given both academic and pastoral tutorial support. Additionally the College offers a network of support for disability, learning and personal issues.

Assessment will take place at the end of each term and at the end of the year.

Year 2 encourages exploration and application of your chosen pathway.

The Final Year is the culmination of your studies and focuses on the synthesis of innovation, methodology and philosophy in the realisation of personal goals and the solving of individually identified problems in relation to your pathway.

The year ends with the final summative assessment but also an exhibition of your work either within the College or at external venues in London.

## **Year Two and Three Pathway Descriptions**

### **Design for Typo/Graphics**

This pathway is not purely about typography but is concerned with the diverse field of graphic design centered around language and its visualisation through typography. The pathway explores this relationship between typography and language through a broad range of media from 2D and 3D, from traditional print methods to more expressive and sequential forms including performance, conceptual and interactive design.

### **Design for Information**

This pathway is concerned with making visual messages clear, simple to understand and appropriate to content, context and audience. You will learn how to use a variety of methodologies to impart messages in an engaging and accessible manner.

### **Design for Advertising**

This pathway focuses on environmental, political, social and cultural issues, examining and questioning the ethics of advertising on both a global and local level.

Emphasis is given to designing creative strategies that encompass both social and corporate responsibility with consideration for the accessibility and inclusivity of public messages.

### **Design for Print**

This pathway offers you the opportunity to explore and challenge perceived notions of what constitutes print in all its manifestations from creative book and editorial design to IT based production.

You will explore form, colour, paper and the translation of image and text from digital to two and three-dimensional print.

### 4

#### Reading

Now read the course description of the BA in Graphic and Media Design again and say whether the following are true or false.

The BA Graphic and Media Design is a three-year degree course.

T F

The pathways differ from the start of the course.

The pathways train students for different professional areas.

The course emphasises individual creativity.

Overseas applicants are interviewed about their level of English by the college.

### 5

#### Vocabulary and Grammar

Look at the course description and put the following words into the correct position in the table. Some words may fit in more than one position.

access   design   designer   experience   graduate   graduation   postgraduate

Verb	Noun (Thing)	Noun (Person)

Now use words from the table to complete these sentences.

- If you start the course in 2012, you will \_\_\_\_\_ in 2015.
- I would like to do a \_\_\_\_\_ course in graphics after my first degree.
- On the LCC course you \_\_\_\_\_ different learning and teaching styles.
- The course should give you \_\_\_\_\_ to a good job in the field.
- Many \_\_\_\_\_ started their career by working in the back room.

### 6

#### Writing

Like most college websites, the London College of Communication publishes a list of Frequently Asked Questions.

Write questions for the following answers. Then compare your questions with those from the website.

FAQs

- \_\_\_\_\_?

Home/EU students applying for first year entry should do so through the University and College Admissions Service (UCAS). Further information on UCAS can be found on their web site: <http://wwwucas.ac.uk/>

International students should apply directly to the College. Further information and application forms can be found on the University website: [www.lcc.art.ac.uk](http://www.lcc.art.ac.uk)

- \_\_\_\_\_?

Please visit UCAS website for deadline information.

3. \_\_\_\_\_ ?

Two A-levels/Foundation course and three GCSEs (grades A-C) plus a portfolio of work to demonstrate your ability to succeed in this specialist area.

Alternatively, applications will also be considered from applicants with five GCSE passes who have completed a Foundation course in Art and Design, or EDEXCEL/BTEC/ABC Diploma in graphics or a related subject, and a portfolio of work.

International students require English to IELTS 6.0.

4. I am an international student. \_\_\_\_\_ ?

Applicants whose first language is not English must demonstrate their competence in England to IELTS Level 6.0, or demonstrate an equivalent level of achievement.

5. \_\_\_\_\_ ?

Three years full time.

6. \_\_\_\_\_ ?

The course will commence at the beginning of October and finish around June every year.

7. \_\_\_\_\_ ?

Three to four days a week.

8. \_\_\_\_\_ ?

In the Faculty of Design at LCC, Elephant and Castle, south London.

9. \_\_\_\_\_ ?

The course offers technical support for students in the form of photography, computing, interaction and moving image, printmaking, letterpress and 3D workshops, as well as providing open access to these facilities. In addition you may access college facilities including bookbinding.

10. \_\_\_\_\_ ?

The course uses a variety of teaching and learning techniques in various of contexts including workshops, practical and written assignments and projects, critiques, seminars and lectures.

11. \_\_\_\_\_ ?

Our students have a wide variety of options available when they leave college. A significant percentage seek employment in the design industry either in the UK or abroad. Additionally, a number continue onto postgraduate study in courses in which they can pursue subject based research or teaching qualifications.

12. \_\_\_\_\_ ?

For information about fees visit the LCC website at [www.lcc.arts.ac.uk](http://www.lcc.arts.ac.uk) or call the Faculty Office on 020 7514 6650.

There will also be an additional £90 studio fee payable at enrolment. The studio fee is used for the purchase of a wide variety of materials and services but only under discussion and agreement with students on the course.

7

Vocabulary  
and  
Comprehension

Another FAQ is 'What will the college be looking for in my portfolio?'  
The website lists five points. Match the points with these explanations.

- The research needed to support your ideas which is usually included in sketchbooks
- Understanding and application of subject knowledge and context
- Work which shows your ability and to develop ideas as well as the quality of the ideas and expression of conceptual thinking
- Examples of your work
- Work which shows your compositional skills and use of line, shape, form, scale, space, light, colour, texture and time

1. Visual vocabulary \_\_\_\_\_

2. Ideas generation \_\_\_\_\_

3. Research and its application \_\_\_\_\_

4. Examples of materials and media exploration and experimentation in realisation of concepts \_\_\_\_\_

5. Contextual awareness and its influence on the portfolio \_\_\_\_\_



3

Reading

Below is an example of a school leaver's CV from the UK.  
Answer these questions about John Smith.

1. How old is he and where is he from?
2. What is his best subject at school?
3. Has he any experience of work?
4. What does he consider to be his strengths?

### John Smith

*Address:* 20 Moor Road                      Telephone: (01302) 777777  
Erdingham                                      E-mail: j.smith@talk21  
Doncaster DN1 1AA

#### **Skills, experience and personal attributes**

##### ***Communication skills***

I have enjoyed being a member of the after school computer club in which I was appointed deputy chair. This experience gave me the chance to speak to the group about my ideas, and has given me the confidence to express myself clearly and confidently in a group situation. The group consists of 30 members and I regularly chaired the weekly meetings, produced minutes of the meetings and designed promotion material.

##### ***Time management skills***

While at school I worked weekends in the local Marks and Spencer store in Doncaster in order to gain extra income. I also worked additional hours over the busy Christmas period. Despite these added demands I still managed to complete my school work on time and stick to deadlines at my work place. I am good at prioritising my workload and believe that this skill will be very important in employment.

##### ***Customer care skills***

While at Marks and Spencer, I worked in a front-line position dealing directly with customers. I worked on the tills serving customers and also on the lighting department offering advice to customers on the range of products on offer. I received in-house training on Customer Care Skills and will be taking an OCN qualification in the near future.

##### ***IT Skills***

I have A level in Computer Studies and was ranked as top student in my school year. I have recently completed CLAIT Advanced Certificate in IT at Doncaster College during the evenings. This course included using various IT skills such as

word processing, spreadsheets, databases and graphics. I am a competent user of the internet and have used it regularly to do research for my homework and for my computer club. I have also designed my own website which I use as a tool to promote the computer club.

## Education / Training

### ***Further Education***

2008 – 2010      Doncaster College  
A-levels: English (B), Business (E) Computer Studies (A)

### ***Secondary***

2003 – 2008      Broadhill School, Doncaster  
GCSEs: Maths (C) , English (C), Computers (A)  
Science (E), PE (E), Geography ( C), Business (B)

### ***Training Courses***

2010              Marks and Spencer Doncaster - In-house Customer Care Course  
2010              Doncaster College – CLAIT Advanced Certificate

### ***Achievements***

2009              Ranked Top student in computer studies class, Broadhill School, Doncaster  
2010              Appointed Deputy Chair of Computer Club

## **Employment history**

Jan 2009 – Dec 2010      Shop Assistant, Marks and Spencer, Doncaster

### *Duties included:*

- Serving customers at cash registers
- Stocking shelves with goods
- Providing advice and explaining different features of products to customers
- Dealing with customer complaints when product returned

## **Interests and activities**

Computers – designing websites and deputy leader of Computer Club.  
Sports – play football for local 5-a-side team and help organise weekly games.  
Cinema – meet friends on regular basis to watch sci-fi movies

## **Referees**

Mrs J Johnson, Store Manager, Marks and Spencer Doncaster - Tel: 01302 354178  
Mr M Dougal, Chair of Computer Club, Doncaster Tel: 01302 779523

4

Reading

Now read this American CV, or resume.  
Answer these questions about Peter Mitchell.

1. How old is he and where is he from?
2. Where did he go to school?
3. What type of work experience does he have?
4. What does he consider to be his strengths?

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Peter Mitchell  
36, William Road, Dallas  
Texas 10080  
Home 000-123-1234

peter.mitchell@email.email

**Objective:**

To get a position as Interior Designer and to gain further projects and experience in this field.

**Experience summary**

- \* Handled interior designing tasks for major client and increased client base
- \* Carried out designing projects for promotional materials

**Professional Experience**

Interior Decorator, July 2009 to Present

LLL Furniture and Upholstery, Dallas

- \* Handled designing task for two large corporate client. Designed office furniture for employees and for the key members of client office
- \* Designed the look of client living rooms for those seeking partial home re-decoration
- \* Handled clients looking for a complete makeover with their homes and completely decorated their homes giving new effects.

Interior Decorator, July 2007 to July 2009

Home Design, Dallas

- \* Designed home interiors and kitchen interior for various marketing brochures
- \* Handled the decoration takes for five clients' corporate employee events

**Education**

2003 – 2007 Harrow School of Fashion and Interior Design, New Jersey

- \* Degree in Fashion Design and Interior Design
-

5  
Reading

Here is the letter Peter Mitchell wrote to accompany his resume when applying for a job.

Does it contain more information than his resume?

Dear Ms Robinson

As TripleD Design is well known in the field I would very much like to pursue my career with your company and hope to work in interior design with you.

I enclose my resume, though I have a great deal more to offer than can be shown on paper. I have already acquired important experience with major clients who will be happy to supply references.

My creativity, enthusiasm and drive added to my experience will enable me to make a positive contribution right from the start.

I can be contacted at any time and I look forward to discussing professional opportunities with you.

Yours

Peter Mitchell

6  
Reading

Read the following guidelines on writing a covering letter. One of them is not authentic. Can you identify it?

- A. Include your post code, telephone number and email address.
- B. Address your letter to a specific person, check the spelling of his or her name as well as gender and exact job title.
- C. Mention your CV and relevant experience, skills, qualifications etc.
- D. Use your normal handwriting even it is untidy and illegible. Employers often carry out graphological tests on the psychological make-up from letters. They will gain a good impression from your CV, not your letter.
- E. If you open the letter with a named person, use 'Yours sincerely' to close it.
- F. Print your name clearly under your signature.
- G. Specify if you have more than one address or commitments, such as exams, on certain days.
- H. Close by saying that you look forward to a reply.

7  
Writing

John Smith is applying for a job with Capital Computers selling computers and giving customer assistance. Write the covering letter he sends with his CV.

### Job interviews and getting a job

1

Listening

Nadia is preparing for an interview this afternoon, with the help of her sister Josi. What sort of job is it?



2

Vocabulary

Josie now has to advise Nadia on what to wear for the interview. Look at this list of clothes in Nadia's wardrobe. With a partner say what colour and type you imagine the clothes are, and list them.

#### Nadia's wardrobe



##### Clothes

anorak blouse cardigan  
dress jacket jeans  
jumper mini-skirt overalls  
pullover shirt sweat-shirt T-shirt  
shorts skirt suit sweater trousers  
tracksuit bikini

##### Patterns

checked flowery  
patterned plain  
spotted striped  
tartan

##### Accessories

cap contact lenses  
earrings glasses gloves  
hairband hat jewelry  
ring scarf

##### Materials

cotton denim leather  
linen silk suede woolen  
nylon polyester and  
these designs

E.g. Nadia has a black leather jacket, a blue denim jacket ...

She has tartan trousers, a flowery dress, a plain red mini-skirt  
Then in new pairs compare and say what you think would be  
Nadia's best choice.



Listening

Now compare your ideas with Josi's advice and complete this sentence:

Following Josi's advice, Nadia is going to wear...



Speaking

Here are some suggestions on what you should do or shouldn't do during an interview. Do you think they are a good idea?

	Should you do this or not?
1. Ask about the salary before you sit down.	
2. Say "yes" or "no" rather than "yeah" or "nah"	
3. Smile and speak clearly	
4. Be polite	
5. Talk about the negative aspects about your previous employer	
6. Touch your hair while speaking	
7. Be enthusiastic and tell the truth	
8. Exaggerate your skills and experience	
9. Use colloquial language and slang	
10. Interrupt the interviewer if something is not clear	
11. Put your handbag on the interviewer's desk.	
12. Ask a lot of questions about the company and the job duties.	



Listening

Sarah and Robert, two friends from school, meet in the office of a graphics company where they have gone for a job interview. Say if the following are true or false.

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. Robert has already been interviewed.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Sarah has already been interviewed.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Robert's new job is similar to his old one.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Sarah wants the same job as Robert.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Sarah is nervous about the interview.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Robert thinks Sarah has the right attributes for the job. | <input type="checkbox"/> | <input type="checkbox"/> |

### 6

#### Grammar

Now read the interview and underline all the verbs referring to the future.

- Sarah Hi, Robert. Are you OK now?  
Robert: Oh yes, I've finished at last. I was so nervous! But I made a good impression. I've got the job!
- Sarah Congratulations! Lucky you! What is the job?  
Robert I'm going to work in the office of a graphics company.  
Sarah You lucky thing.  
Robert Yes. That's what my old company was, but it was only for three months so now here I am again! Going through yet another job interview!
- Sarah At least your is finished. I'm still waiting for mine.  
Robert Try not to be too nervous. If you've got the right qualifications, they'll see from your CV and they won't ask you anything difficult.  
Sarah I know they're going to ask me why I applied for this job, with this company..  
Robert What job do you want, anyway? It's not the office job, is it?  
Sarah Oh no, I did art and design at college. I want to actually work in graphics.  
Robert Oh, yes. That's true. Well, have they seen your work?  
Sarah Oh yes, I sent them my portfolio.  
Robert Well, they must be interested or they wouldn't have called you for interview.  
Sarah Yes, I know, but I'm still nervous about it.  
Robert Well, don't worry, you are looking very nice, you know. And your work must be good.  
Sarah Thanks, Robert. I need my confidence building up a bit.  
Robert Oh, you'll be fine! You know everything they are going to ask you, you know all the answers, they're going to think you're just the person they need! Stay cool! Good luck, Sarah!



#### A -'will' for the future

We use the modal verb 'will' to make a prediction or express a hope about the future.

Look at the examples of 'will' in the dialogue between Sarah and Robert.

**What about you? How do you see yourself in five years' time? In ten years' time? Make sentences using the following**

<p>In five years, In ten years,</p>	<p>I think I will I don't think I will I hope I will I hope I won't</p>	<p>be at university be divorced be married be unemployed earn a good salary have a job in art and design have a job in another country have a job in Italy have one or more children</p>
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**B 'going to' for the future**

**When you are talking about future intentions, or making predictions about the future based on present evidence, you can use 'going to'.**

Look at the examples of 'going to' in the dialogue between Sarah and Robert.

Now complete these sentences.

1. Greta doesn't like her job; she's going to .....
2. The studio liked Matthew's photos and they are going to .....
3. I am tired of this watch; I'm going to .....
4. I'd really like to see that film about social networks; I'm going to .....
5. When I'm at home this evening; I'm going to .....

**Choose the correct word for each pair given in italics.**

**A. Susan Serra talks about how she became a kitchen designer.**

I think one knows early on in life, what one's passions are. Those passions can move into interests and work that can last a lifetime and be very fulfilling. At an early age, I was interested (1 *at / in*) working with space in the home. I applied (2 *for / with*) and enrolled at art college and it became clear that my strong interest was in the design of kitchen spaces. The path towards (3 *being / doing*) a kitchen designer however is not straight. Training and education come from several areas and disciplines. Eventually I worked my way (4 *from / towards*) becoming a Certified Kitchen Designer and got the qualification five years after leaving art college.



### B. Anna Wilde talks about her job in the art world

The ad asked would I sell a Picasso, and I thought, yes, this is the job for me! I sent in my (1 *demand / application*) by email, and the agency, in central London called me the next day to ask for some additional information. To take up that job, I was leaving a high-powered city job. But I wanted a job that (2 *met / matched*) my interests; I was tired of working seven days a week at a job that gave me a good (3 *role / salary*) but nothing else. Art is my real interest. So now I work with clients who are looking to buy paintings. Sometimes it's for financial investment, but I meet genuine collectors (4 *also / too*). I give them financial (5 *advice / advise*) as well as information about the art world. I've never been happier!

### C. Alan Gould talks about his work as a careers advisor

Nowadays the job market is different – any job requires language and computer skills as a minimum and those jobs where you (1 *can't / don't*) need a piece of paper are few and far between. My advice to youngsters is always to (2 *make / get*) those qualifications while you can, and then, if you're not going on (3 *to / at*) university, try to get as much experience as you can in the type of (4 *zone / field*) you're interested in. If you want to work with children, then go and look after your aunt's children. If you want to work on a newspaper, then go and (5 *voluntary / volunteer*) at any sort of publication in your town. You need (6 *titles / qualifications*) today, of course, but more than anything you need experience and enthusiasm.