

Teacher's notes Unit 4 Careers

Level: Intermediate

Slides 1, 2 and 3: Covering letter and comprehension questions

Slides 1 and 2 provide you with a copy of the **covering letter** your students can find in the *Business documents* section of their DVD-ROM. The letter and the comprehension questions on **Slide 3** offer a way into discussing some of the points made in the photocopyable *Job search plan*. The *Job search plan* is in the *Subject background* information on page 49 of the *Teacher's Book*.

We recommend that you or your students print out the covering letter from the DVD-ROM so that your students can read it more easily on their own. You can do this by clicking on the *Downloadables* icon on the DVD-ROM. This will take you to the *Business documents* folder where you will find a copy of the covering letter. We would then recommend that you refer to the covering letter on **Slides 1 and 2** only when you review the letter together as a group and go through the comprehension questions on **Slide 3**.

Ask your students to read the covering letter in **Slides 1 and 2** and then to answer these questions on **Slide 3**.

[15 minutes]

Slide 3: comprehension questions

Commentary

- How much does the covering letter tell you about Adriana's educational and professional qualifications?

Not a lot other than she is completing a degree course at ESADE, a prestigious Business School. You would expect full details of her qualifications going back as far as high/secondary school to be in her résumé/CV.

- How much does it tell you about her relevant experience?

Quite a lot. She has done an internship at Air France and is working part-time for Iberia. Her résumé probably contains more details about summer jobs, volunteer work and any other relevant information that will help the potential employer get a better idea of her qualities.

- What position is Adriana applying for?

She is not applying for a specific position that has been advertised – this letter is asking for her to be considered for a position in the *area* of financial management. Maybe she has been **networking** and knows a job might be coming up in this area.

- What are the strengths and weaknesses of the letter?

It is difficult to fault Adriana: she is clear, precise and to the point. The reader quickly learns what she wants. Another good aspect is that she is **assertive** without being rude about making contact in the last paragraph.

- What words indicate she learnt American not British English?

She writes *résumé* rather than *CV* and *Sincerely yours* rather than *Yours sincerely*.

Notes:

One added benefit of using this covering letter is that it will help familiarize your students with what is contained on their DVD-ROM.

You could also use the covering letter later in the unit alongside 4.5 *Writing a CV* on page 52 of the *Student's Book*.

Lastly, this letter offers a great opportunity for a quick major tense review!

Slide 4: link to Wikipedia site

You might like to explore further the concept of **internships** by going to Wikipedia where there is a good definition and links on to other sites.

[5 to 10 minutes]

You could also use your search engine to find out about **specific** internship programs, but this will probably depend on the make-up of your class. If your students are in finance, for example, then you could visit Barclays to see what kinds of internships are offered in the banking sector. Or, if your students are in IT, Google offers interesting internships. You could also ask your students to identify internships that are of interest to them either as candidates or as potential employers, as an out-of-class web-based research assignment.

Slides 5 and 6: extracts from an interview

Slides 5 and 6 are designed to be used alongside 4.4 *Speaking Job interviews* on pages 50 and 51 of the *Student's Book*. They provide four examples of bad interview technique.

Ask your students to imagine that the context is a recent chemistry graduate applying for a job with a major pharmaceuticals company. How could the candidate for the job have improved what they said at the interview? This task could be done in pairs.

[5 to 10 minutes]

Commentary

Interviewer: *Did you find the advice to interviewees on our website useful?*

Candidate: *I did not spot that.*

The candidate should have researched the website thoroughly and should at least apologize for not visiting the *advice to interviewees* part of the website.

Interviewer: *You say in your CV that you speak Spanish. Where did you learn that?*

Candidate: *Actually, I'm not that good at it really but I learnt it on a summer job in Argentina.*

Unnecessarily, the candidate runs himself down by saying his Spanish is not very good. He was not asked about that. Learning the language on a summer job in Argentina sounds impressive and that's what he should talk about.

Interviewer: *Why have you decided to apply to our company?*

Candidate: *Well, I need to get a job to pay off my student debts and with a chemistry degree obviously I thought about pharmaceutical companies.*

Clearly this will not impress the interviewer who will be looking for positive reasons for wanting to join the company, for example, wanting to make a contribution to the research and development of new drugs.

Interviewer: *Have you got any questions you'd like to ask us?*

Candidate: *No, I don't think so at this stage.*

The candidate should have questions prepared to ask at this point.

Slides 7 and 8: Interview hints and tips

Picking up on the *Internet research* advice at the top of page 51 of the *Student's Book* and following on from **Slides 5** and **6**, these two slides give you the tips section found on the GlaxoSmithKlein (GSK) website, which your students can reflect on. GSK is a major pharmaceuticals company. Ask your students which pieces of advice they find particularly useful or which they are willing to admit they have not followed in the past! For example, have they ever rehearsed and got feedback from friends? You could also ask them how they would go about making a **good first impression**.

[10 to 15 minutes]

Slides 9, 10 and 11 are designed to be used alongside *4.5 Writing A CV* on pages 52 and 53 of the *Student's Book*. **Slide 9** provides some examples of bad CV technique and **Slides 10 and 11** provide the model CV for *4 Ordering and reformulating* on page 53 of the *Student's Book* found on page 60 of the *Teacher's Book*.

Slide 9: CV extract

Slide 9 has a lot wrong with it. Ask students to comment on it.

Commentary

1. It should be in reverse chronology, starting with 2002-2006.
2. Primary school information does not need to be included.
3. Probably it is going into too much detail to list all ten GCSEs. Maths and English should be mentioned, to show literacy and numeracy
4. Typographically it is too fussy. One typeface is enough.
5. It does not say **which** modern languages.

Slide 10 and 11: Justine Dominga Collier CV

Slide 10 and 11 are here to allow students to compare quickly what they have written with a model answer.

If you think it will be of use to your students, you could point them in the direction of the GSK Interview Candidates Handbook at <http://www.gsk.com/careers/uk-hints.htm>. This contains a section called *Updating your CV*.

Acknowledgements:

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