UNIT 1

# Planning for a Career



## PREVIEW

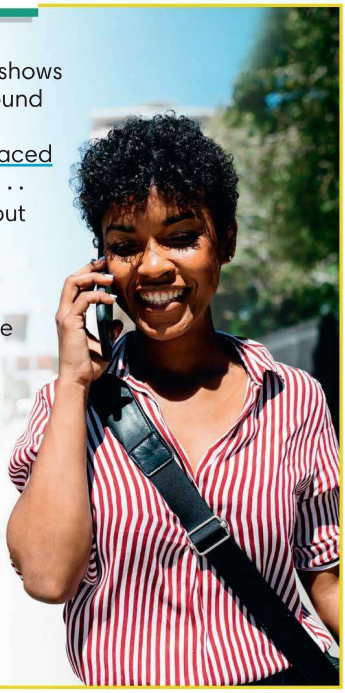
**A** CAREER PLANS | Listen to a man and woman discuss his job applications. What kind of job does he want and why does the woman think he's an ideal candidate?

**B** ZOOM-IN | Read and listen to a phone conversation between two friends. Notice the featured words and phrases.

**UNDERSTAND A VARIETY OF ACCENTS**
**Shannon** = Irish English
**Odette** = French



**Shannon:** Hey, Odette! How are you?
**Odette:** Shannon! I haven't heard from you in ages. I was beginning to think you might be angry about something.
**Shannon:** Oh, I'm sorry. I've just been totally out of touch with *everyone*. Don't take it personally.
**Odette:** Well, what have you been up to?
**Shannon:** Trying to get into law school! The deadline for the application is next week, and they require a ton of detailed stuff: recommendations, essays . . . I've just got to buckle down and get it all in in time. And there's an admissions test to prepare for, too. I know I sound a little desperate, but I can't bear the idea of putting this off for another year. It's not like I'm still 18, you know.
**Odette:** When did you get it into your head to study law?
**Shannon:** Well, I've actually always been interested in law—I love all those legal shows on TV. So, one day I was just fooling around online looking into what it takes to be a lawyer, and I took a practice test and I aced it! I know that sounds a little immodest . . .
**Odette:** Not really. You're not bragging about how smart you are—just stating a fact.
**Shannon:** Well, acing the practice test clinched it for me. I figured I have the interest, and the test indicates I have the aptitude. So, it was a no-brainer. I just decided to apply.
**Odette:** You know, I think the law'll be right up your alley. You win every argument . . . I mean that as a compliment.
**Shannon:** Thanks. I just wish I'd realized this a few years ago. But I've got my heart set on it now.
**Odette:** Well, better late than never. And I wish you all the luck in the world.



**C** UNDERSTAND FROM CONTEXT | Complete each statement with one of the featured words and phrases from Zoom-In.

1 If you get a great grade on a test, you can say you ..... it.
2 If the reason for making a decision is obvious, you can call it a ..... .
3 When you know you have to pay attention to a task, you can say you have to ..... .
4 ..... about your accomplishments is immodest.
5 Something that's ..... is something you'd be really good at.

**D** THINK AND EXPLAIN | With a partner, interpret the meaning of each statement.

1 "Don't take it personally."
2 "I can't bear the idea of putting this off for another year."
3 "Acing the practice test clinched it for me."
4 "I mean that as a compliment."
5 "Better late than never."

**E** LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

.....

**F** DISCUSSION | Thinking about your own strengths and weaknesses, what job or career do you think is or would be "right up your alley"? Explain "what it takes" to have that career and why.

> "I've loved sports since I was a kid, and I love working with teams of people. A career in sports management would be right up my alley."


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Lesson 1 Describe someone's background
Lesson 2 Discuss career and study plans
Lesson 3 Discuss the qualities of a good résumé
Lesson 4 Interview for a job



G TALKING POINTS | Complete the questionnaire.

# FROM DREAMS TO GOALS TO PLANS

## STEP 1: YOUR DREAMS

Before establishing your goals for life and career, it's worthwhile to explore your dreams. Focusing on the next five years, answer the questions as briefly as you can.

1. What would you like to do for fun and with whom?
2. Where would you like to live (location and type of housing)?
3. What places would you like to visit?
4. What job would you like to have?
5. Where would you like to work? (location and type of workplace)?
6. What would you like to own?
7. How would you describe your ideal immediate family?
8. What would your idea of a perfect weekend be?

## STEP 2: YOUR GOALS

Look back at your answers in STEP 1. Imagine making those dreams into goals. Write a checkmark next to the ones you think you can achieve. Write an X for the ones you don't think you can. Write a ? for the ones you're not sure about.

## STEP 3: YOUR PLANS

Choose three dreams you aren't sure you can achieve. Write the item number and what you think you need to do to achieve each dream. Write more on a separate sheet of paper if necessary.

☐ _____

☐ _____

☐ _____





## START TALKING

**PAIR WORK** Compare dreams with a partner, providing details. Are any of your dreams similar? Discuss practical ways you can make your dreams come true. Help each other make plans.

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# 1 COMMUNICATION GOAL Describe someone's background

**A** GRAMMAR CLOSE-UP | Read about a career decision that was made based on experience. Notice the featured grammar.

By the time I was 13, I was cooking dinner for our family at least twice a week, . . . not because I had to, but because I had discovered my passion: cooking! So, when I graduated from secondary school, I had already made up my mind. I decided that I would be a chef—hopefully a world-class famous one known for my own style of Korean food. However, my school counselor suggested—gently—that I needed a reality check. Instead of putting all my eggs in one basket at the young age of 18, I should find out what the work of a real chef entailed. So she found me a spot as an apprentice cook on a cruise ship, saying "There's no hurry. Have fun and learn. When you have a few cruises under your belt, you'll know for sure whether you want to be a chef."

And she was right. It turns out that even before a month had passed, I knew I had made the right decision. Those six months provided me with a solid background in skills and a realistic picture of what my daily life as a chef would be. My advice? If you're offered an apprenticeship or an internship, take it. And guess what? I've just been accepted to the International Culinary Institute!



Kang Jae-sang Apprentice cook, Incheon, South Korea

**B** DISCUSSION | Would you ever consider an internship or an apprenticeship before deciding on a career? Why or why not?

**C** GRAMMAR | Simultaneous and sequential past actions: review and expansion

**GRAMMAR EXPANDER** p. 118
Describing past actions and events: review

### Completed past actions: the simple past tense and the past perfect (Review)

**The simple past tense describes actions completed in the past, whether or not a specific time is mentioned. Context or time expressions can indicate whether the actions were simultaneous (at the same time) or sequential (one before the other).**

Some people **clapped** when they **watched** the celebrity chef cooking. (= simultaneous completed actions)
In the year before he **applied** to the International Culinary Institute, Kang **worked** on a cruise ship. (= sequential completed actions)

**Remember: The present perfect can also describe completed past actions.**
Kang Jae-sang **has** just **enrolled** in the International Culinary Institute.

**The simple past tense and the past perfect can be used to describe two sequential completed past actions. However, it's common to avoid the past perfect and use the simple past tense for both actions, especially when the context clarifies the order of occurrence.**

Kang **had cooked** many meals before he **took** the apprenticeship. OR Kang **cooked** many meals before he **took** the apprenticeship.

### Simultaneous actions in progress: the past continuous (Review)

**A statement in the past continuous describes an action that was in progress at a time—or during a period of time—in the past.**

Kang **was chopping** vegetables while the other cooks **were making** soup.

**Remember: To describe an action that was completed during an action in progress, use the simple past tense.**
Kang **applied** to the International Culinary Institute while he **was working** on the ship.

### Expansion: sequential and completed past actions: the past perfect continuous and the simple past tense

**The past perfect continuous can be used when one past action was already in progress before another one occurred. (It often emphasizes the duration of the action.)**
**Form the past perfect continuous with had been and a present participle.**

By the time Kang **entered** culinary school, he **had been cooking** semi-professionally for six months on a cruise ship.
How long **had** Kang **been working** on a cruise ship when he **was accepted** by the International Culinary Institute?


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**D** UNDERSTAND THE GRAMMAR | Listen to the conversations and circle the letter of the correct summary of the events. Listen again if necessary.

1. a They continued filming after he got on the bus.
   b The bus arrived after the filming was finished.
2. a Lisa had been thinking of buying the sweater that she left on the table.
   b The other girl bought the sweater before Lisa had a chance to try it on.
3. a Diane was texting and driving at the same time.
   b Diane had stopped driving before she texted.

**E** GRAMMAR PRACTICE | Complete the statements with the past perfect or the past perfect continuous.

1 I (had already seen / had already been seeing) the Picasso exhibit at the Metropolitan Museum, so I decided to stay home.
2 Lorraine (had been waiting / had waited) in the rain outside of the stadium for an hour when they canceled the game.
3 Ella (had been watching / had watched) TV for two hours when her parents came home.
4 She (had been trying / had tried) the recipe for cheese bread several times before she served it to friends.
5 Zach (had already gotten / had already been getting) a job as a medical technician when he decided he really wanted to go to medical school.

## COMMUNICATION ACTIVATOR

### Now let's describe someone's background.

**A** TALKING POINTS | Complete the questionnaire about your background.

Where were you born? _____
How long have you been living at your current address? _____
If you are married, when did you get married? _____
Where were you living when you got married? _____
If you have children, what are their names and ages? _____
If you have a career, what is it? _____
How long have you been studying English? _____
If you divided your life into three periods, how would you describe each one?
1 _____
2 _____
3 _____




**B** DISCUSSION | Get to know a classmate's background. Use your Talking Points as an interview guide. Use the simple past tense, the past perfect, the past continuous, and the past perfect continuous in your questions and answers to clarify the order of events in the past. Say as much as you can.

**C** PROJECT | Write a one-page biography of your partner, using the information from your Discussion. Post the bios on a class blog or on the board in your classroom. Include photos if possible. Use the bios to get to know your new classmates.

**KEEP TALKING!**

- Ask questions about other interests and hobbies.
- Compare similarities and differences in your backgrounds.
- Say as much as you can.

Watch the video for ideas!



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# 2 COMMUNICATION GOAL Discuss career and study plans




**A** VOCABULARY | Collocations for career and study plans | Read and listen. Then listen again and repeat.

**decide on** a course of study or a career
*Ruth decided on a career in city planning because she wants to improve the quality of urban life.*

**take up** something you're interested in
*As a child, Clark was fascinated by tropical fish and had two or three aquariums. So it's no surprise that he's taking up marine biology at the university.*

**apply for** a job or a position in a company
*I've applied for a summer internship at an accounting firm to see if I'd like to take up accounting as a career.*

**apply to** a school or a program of study
*Uh-oh! It's September 15th. I hope I haven't missed the deadline for applying to the creative writing program. I want to start in January.*

**sign up for** a course or an activity
*Lida doesn't have to sign up for an exam prep course. She aced the practice test, and she'll definitely do well on the actual test next month.*

**switch to** a new course of study or a career
*Mohammed started out in music theory but switched to dentistry because it had better career possibilities.*

**be accepted to / into / by** a specific school or a program
*Only two students from my class were accepted to medical school for the next term.*

**be rejected by** a school or a program
*Kang would have been heartbroken if he had been rejected by the International Culinary Institute.*

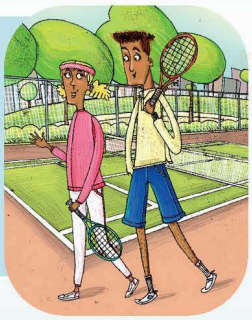
**enroll in** a school or a program
*Fewer people have enrolled in architecture schools in recent years, though it's not completely clear why.*

**B** LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations. Then listen again. After each conversation, complete the statement with the Vocabulary, using a different collocation for each item.

1 She has ..... a career in music.
2 He has ..... meditation.
3 She has ..... two graduate programs.
4 She has ..... engineering school.
5 He has ..... teaching math from his career in business.
6 She has ..... an apprenticeship in a medical lab.

**C** VOCABULARY PRACTICE | Complete the conversations, using the Vocabulary. There may be more than one way to answer correctly.

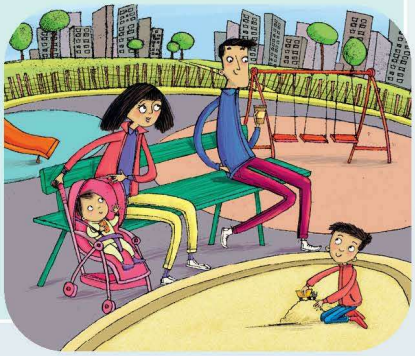
1 **Nicole:** I've been a teacher for five years, but I've just decided to ..... nursing.
**Elliot:** No way! I've just ..... nursing school myself! What a coincidence.



2 **Lila:** I know it sounds weird, but my lifelong dream has been to be an interior designer, so I'm going to ..... an online interior design program. Better late than never, right?
**Olivia:** It must be something in the air. Here I am almost 50 years old, and I've just ..... law school. I hope I'm not rejected!



3 **Clare:** I'm a brand-new parent, but I kind of miss my work as a graphic designer, so I've ..... a part-time teaching position in the evening design program at the college. My husband said he'd take over with the baby when he gets home from work.
**Jack:** I've actually done something similar. I've been acting in commercials for years, and I've taken the plunge: I've ..... a film course. I'll see whether I'm cut out for directing instead of acting.



4 **Phil:** Can you believe it? I was ..... the driving school. To get in, you have to pass the written driver's exam first, and I failed by only one point! I don't know what I'll do if I can't get my license! I can't sleep and I've lost my appetite! I can't even focus on my classes.
**Tony:** Hey, Phil, take it easy. You can take the written test again next month. In the meantime, maybe you could ..... yoga or meditation. If you were a little more relaxed, you'd be able to focus.




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## D GRAMMAR | Completed and uncompleted past actions closely related to the present

**You can use the present perfect for recently completed actions. The adverbs just, recently, and lately often accompany these statements. (Note: Lately is rarely used in affirmative statements.)**

She's just been accepted to a great music program.
Have you checked the requirements for a driver's license lately? They've been revised.

**The present perfect continuous can describe an action that began in the recent past (and continues in the present and is therefore uncompleted). You can use recently and lately.**

They've been rejecting a lot of applicants recently.

**The following adverbs are used only with the present perfect, not the present perfect continuous, because they signal a completed action: ever, never, before, already, yet, still (with negative), so far, once, twice, (three) times.**

Have you ever thought of enrolling in a teaching program? I never have.
She still hasn't signed up for driver's ed.

**Be careful!**
**Use the simple past tense, not the present perfect, to talk about actions completed at a specific time in the past.**

She **applied for** a position at the Oceanographic Academy last year.
NOT She ~~has applied~~ for a position at the Oceanographic Academy last year.

**Remember: Don't use the present perfect continuous with these stative verbs: be, believe, hate, have (for possession), know, like, love, own, seem, understand.**

DON'T SAY ~~I've been owning~~ this car for two years.

GRAMMAR EXPANDER p. 118
Stative verbs: non-action and action meanings

## E GRAMMAR PRACTICE | Circle the correct verb to complete each statement.

1 Last month I ('ve applied to / applied to) an aeronautical engineering program, but I still (haven't been receiving / haven't received) an acceptance letter. It's really hard to get in, and I'm a little pessimistic because no one I know (was / has been) accepted recently.
2 Marlo and Emma (haven't been signing up / haven't signed up) for the teacher development program yet. That's a problem because the in-class sessions (have started / started) last week. Lately, however, more and more people (have been taking / took) the course remotely.

## F GRAMMAR PRACTICE | On a separate sheet of paper, write five questions to ask someone about his or her career or education plans. Use the present perfect, the simple past tense, the present perfect continuous, and appropriate adverbs.

PRONUNCIATION LESSON p. 134
Sentence stress and intonation: review

# COMMUNICATION ACTIVATOR

## Now let's discuss career and study plans.



## A CONVERSATION MODEL | Read and listen.

**A:** So, Andy, what brings you here today?
**B:** I'd like some advice. I've been considering taking up hotel management.
**A:** Hotel management. Correct me if I'm wrong, but weren't you studying marine biology?
**B:** I was. But I've given it some thought, and I've decided I'm not cut out for science.
**A:** OK. So how can I help?
**B:** Well, I'd like to enroll in a good program. I was hoping you could steer me in the right direction.
**A:** Give me a day or two to look into it. I'll get back to you before the end of the week.
**B:** That's great.
**A:** My pleasure. And I'd be more than happy to write you a recommendation if you decide to apply.

**Social language**
**Confirm something you believe to be true with "Correct me if I'm wrong."**

## B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

## C IN YOUR OWN WORDS | Create a similar conversation, using the Vocabulary. Start like this: *So, what brings you here today?* Be sure to change roles and then partners. (Option: Use the Unit 1 Energizer Worksheet.)

**KEEP TALKING!**

- **Explain why your career or course of study wasn't a good fit.**
- **Ask questions about why a new career or course of study is more appealing.**
- **Say as much as you can.**

Watch the video for ideas!



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# 3 COMMUNICATION GOAL Discuss the qualities of a good résumé



**A** READING | Read an article about résumés. Which résumé style do you think is best?

## Résumé ABCs

A résumé is the single most important document in a job search. Your résumé is a summary of your work history, skills, and education, the key word being "summary." Unlike a CV or "curriculum vitae," which is more complete and has no restriction on length, a résumé should be short and limited to information an employer would consider relevant to the needs of a specific position. A good rule of thumb is one to two pages maximum. Even better is only one page—so long as it includes all relevant information.

The sole purpose of your résumé is to generate an employer's interest in interviewing you, as opposed to other potential candidates, for a particular job. Since it is estimated that employers typically spend only 7 seconds reviewing a résumé, the selection and presentation of your information should be strategic, highlighting those facts that would make you seem like a good fit.

The two most common ways to organize a résumé are *chronologically* (by jobs you've had, with your most recent jobs first) and *functionally* (by skills you have). The chronological and functional résumés contain the same information, but are organized according to those two plans.*

Once you have gathered the information to include, you can find templates online, ranging from simple and direct to highly designed. All you have to do is insert your own information into the template. You can then tweak it to personalize it to your taste.

**All résumés should include the following information:**

- your name and contact information
- a short statement of your career objective (your goals) OR a short profile of your abilities (your achievements)
- a list of the positions you have held
- your education
- your skills
- additional relevant information (certifications, languages, interests)

### QUICK TIPS

- Stick to one of the common formats.
- Select a readable font, such as Arial, Calibri, or Times New Roman, in 11- or 12-point size. Use—but don't overuse—capital letters and boldface type to help feature certain facts.
- Save your file in PDF format so formatting will be preserved on all computer screens.
- Name your file with your name and the name of a position you are applying for, such as MaryJones_GraphicDesigner.pdf so it has a serious, professional feel.
- Watch your grammar! If you are describing experience that is completed, use the past tense. If you are describing something you are still doing, use the present tense. Use transitive verbs when possible. (Example: Say "Managed mail room" instead of "Was responsible for mail room.")
- Avoid spelling errors! Don't mix British and American spellings. Choose one and stick to it.
- It's OK to use first person ("I"). But stay consistent and don't mix it with third person ("she" or "he").
- List your experience before your education, unless you haven't yet graduated.
- Don't engage in exaggerated self-praise. State your strengths, but stay modest.
- Don't make any claims that are untrue.

**KATHERINE POOLE**

75 Highland Boulevard
Springfield, NM 87174
kpkp@kmail.com

**GOAL: Manage a city-wide afterschool sports program for teens**

**EXPERIENCE**

- **North Orange, New Jersey, Public Schools** 2019-present
  Guidance counselor at Colton High School
  Health education teacher at Colton High School
  Hock ey Coach for Sutton Middle School team
  Gym teacher at middle and high schools
- **Benton City, New York, Tillis Magnet School** 2017-2019
  Gymnastics instructor
  Girls' basketball coach
  Tennis mentor for first-year students
  Assistant Physical Education Department Head
- **Newark, New Jersey, Robertson Middle School** 2016-2017
  Substitute gym teacher

**EDUCATION**

**State University of New Jersey, Orchard City, NJ:** BA in Physical Education

**REFERENCES**

Available upon request

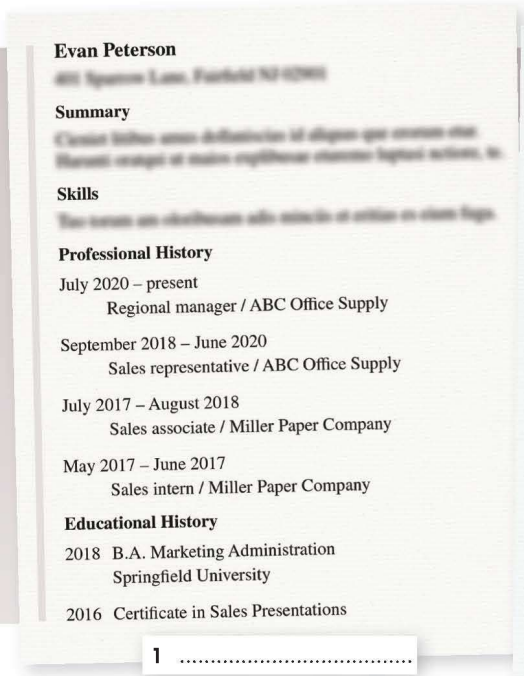
** A third, less common, type combines both the functional and chronological formats. It's called the "combination" format and is sometimes chosen by people with complex and diverse experience.*

**B** UNDERSTAND FROM CONTEXT | Complete each statement about the words in the article.

1 A chronological employment history is organized by (dates / skills).
2 When information is relevant to a particular job it is (related to / unnecessary for) that job.
3 A candidate for a job is a person who is being (accepted by / considered for) that job.
4 An objective is something you want to (achieve / reject).
5 A format is a style of (organizing / checking) information.
6 A template is a readymade design that can guide you as you (find a job / create a document).


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**C** INFER INFORMATION | Write the format each résumé uses: chronological, functional, or combination.



**Evan Peterson**

**Summary**

**Skills**

**Professional History**

July 2020 – present
Regional manager / ABC Office Supply

September 2018 – June 2020
Sales representative / ABC Office Supply

July 2017 – August 2018
Sales associate / Miller Paper Company

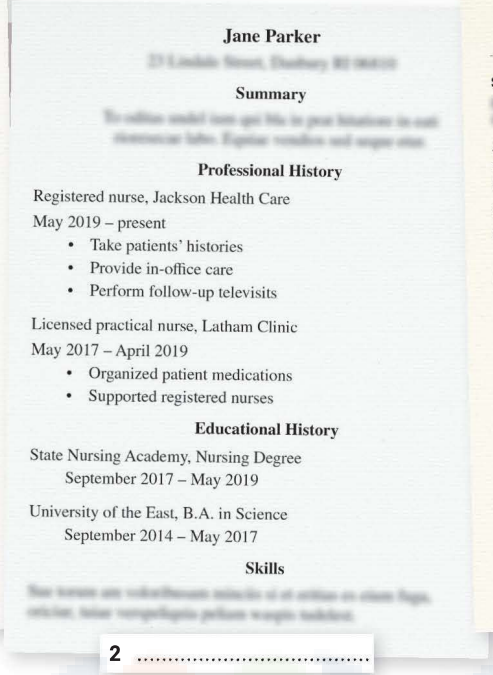
May 2017 – June 2017
Sales intern / Miller Paper Company

**Educational History**

2018 B.A. Marketing Administration
Springfield University

2016 Certificate in Sales Presentations

1 .....



**Jane Parker**

**Summary**

**Professional History**

Registered nurse, Jackson Health Care
May 2019 – present
- Take patients' histories
- Provide in-office care
- Perform follow-up televisits

Licensed practical nurse, Latham Clinic
May 2017 – April 2019
- Organized patient medications
- Supported registered nurses

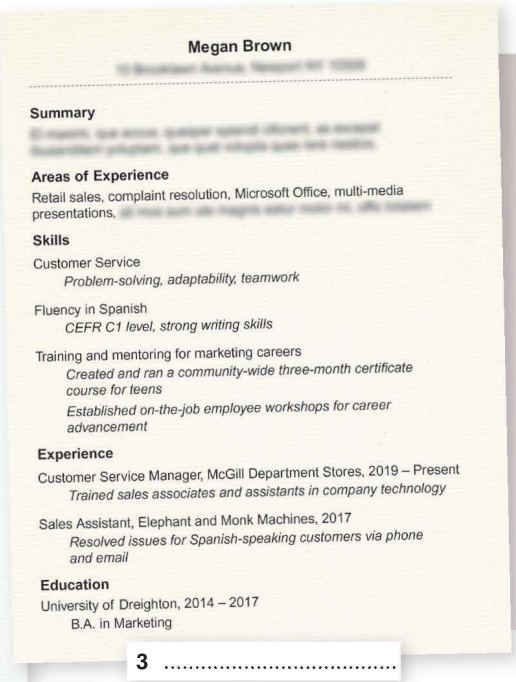
**Educational History**

State Nursing Academy, Nursing Degree
September 2017 – May 2019

University of the East, B.A. in Science
September 2014 – May 2017

**Skills**

2 .....



**Megan Brown**

**Summary**

**Areas of Experience**

Retail sales, complaint resolution, Microsoft Office, multi-media presentations,

**Skills**

Customer Service
*Problem-solving, adaptability, teamwork*

Fluency in Spanish
*CEFR C1 level, strong writing skills*

Training and mentoring for marketing careers
*Created and ran a community-wide three-month certificate course for teens*
*Established on-the-job employee workshops for career advancement*

**Experience**

Customer Service Manager, McGill Department Stores, 2019 – Present
*Trained sales associates and assistants in company technology*

Sales Assistant, Elephant and Monk Machines, 2017
*Resolved issues for Spanish-speaking customers via phone and email*

**Education**

University of Dreighton, 2014 – 2017
B.A. in Marketing

3 .....

**D** APPLY IDEAS | With a partner, discuss what each résumé writer below did wrong, according to the article.

1 2018 to 2021 Ad ministrative assis□□□□istan tant to CEO of Brown C ompany

2 lmthebigcheese_résumé_V68

3 *Objective:* To find a position in which I can combine my CREATIVITY with my solid financial management skills.

4 **Achievements:** In the first months on my last job, the CEO of the company called me every day for advice. She told me she had never had an employee as intelligent as me!!

5 **2019:** I introduced the concept of using colour photos and a color cover on the sales brosure.

## COMMUNICATION ACTIVATOR

## Now let's discuss the qualities of a good résumé.

**A** TALKING POINTS | With a partner, describe the details you'd like to include on your résumé (or just invent details for practice). Write notes on the notepads. Decide which format you think your partner should use. Suggest ways to best describe the details in your résumés.

"I had my first job when I was 13. I worked in my school's library and helped students find books."

"I can make spreadsheets of complex information. I need that skill for a job in sales management."

MY INFORMATION
[job history in reverse chronological order]

[education with inclusive dates]

[skills]

[other relevant information]

MY PARTNER'S INFORMATION
[job history in reverse chronological order]

[education with inclusive dates]

[skills]

[other relevant information]

**B** GROUP WORK | Use your Talking Points to tell your classmates about your partner. Answer questions from the group. Supply details.



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# 4 COMMUNICATION GOAL Interview for a job

**A** **LISTEN FOR MAIN IDEA** | Listen to the interview of Evan Swan on the *Job Builder Daily* podcast. Write a statement explaining the main purpose of this podcast. Then, compare your response with your classmates' statements.

**B** **LISTEN TO CONFIRM CONTENT** | Listen again. Check the ideas that Swan expressed. Then, for the statements that do not reflect what he said, work with a partner to clarify what he actually *did* say.

- ☐ 1 Employers expect employees to be punctual on the job.
- ☐ 2 Interviewees shouldn't ask interviewers questions during a job interview because it might indicate that they don't know anything about the company.
- ☐ 3 It's important for job candidates to express interest in the company offering the job.
- ☐ 4 Interviewers should dress informally when they interview job candidates.
- ☐ 5 It's better not to explain why you are late for an interview because it draws too much attention to your lateness.

**C** **LISTEN FOR SUPPORTING DETAILS** | Read each quotation from a job interview. With a partner, discuss and explain whether the interviewee followed the suggestions Evan Swan gave in the podcast. Support your answers with information from the podcast. Listen again if necessary.





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**D** SUMMARIZE | With a partner, make a list of do's and don'ts for a job interview.

**E** WORD STUDY | Collocations with have and get for qualifications | Read and liste n to the qualifications, paying attention to have, get, and the prepositions. Then listen again and repeat.

| Achievements | Aspirations |
|---|---|
| **have a certificate in** [teacher training] | **get certified as** [an electrician] / **in** [CPR] |
| **have a degree in** [nursing] | **get a degree in** [medicine] |
| **have experience with** [children] / **in** [accounting] | **get experience in** [public speaking] |
| **have training in** [graphic design] | **get training in** [restaurant management] |

**F** WORD STUDY PRACTICE On a separate sheet of paper, write statements about your qualifications, using at least four of the collocations.

*I have quite a bit of experience in videography, which I've done on a freelance basis since I was in college. But now, I'm interested in getting some formal training . . . .*

## COMMUNICATION ACTIVATOR

### Now let's interview for a job.

**A** TALKING POINTS | Look at the job ad. On a separate sheet of paper, write a similar ad for your dream job.

**B** ROLE PLAY | Choose one of the following role plays. In your role play, use the collocations with have and get for your qualifications. Talk about your background. Follow the suggestions from the podcast in Exercise A. (Option: Use the Unit 1 Soft Skills Booster, p. 154.)

1 An interview between an interviewer and a job candidate for the booking manager job in Talking Points.
OR
2 An interview between an interviewer and you for the dream job you created in Talking Points. Use your notepad from page 9.

BOOKING MANAGER
**Sandoval-González Concert Hall**
**LOS ANGELES, USA**

Apply Now
Save Email

Details

Seeks booking manager to identify and book a variety of artists and groups for upcoming concert season. Must have experience in hiring multilingual online advertising staff and negotiating contracts with artists. Ability to speak English required. Conversational ability in Spanish desirable.

**RECYCLE THIS LANGUAGE**

- So, what brings you here today?
- [Architecture] wasn't a good fit for me.
- I decided on a course in [cooking].
- I applied for a job in [nursing].
- I applied to the [nursing] program.
- switch to
- enroll in
- be accepted to / into / by
- be rejected by

**WRITING HANDBOOK** p. 144

- **Skill:** A formal letter
- **Task:** Write a cover letter for a job application

## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe someone's background.
- ☐ Discuss career and study plans.
- ☐ Discuss the qualities of a good résumé.
- ☐ Interview for a job.

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

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