UNIT 3

LIFE EXPERIENCES



COMMUNICATIVE OBJECTIVES

Speaking

Asking different kinds of questions
Talking about life experiences up to now
Talking about the duration of a state or event up to now
Asking and answering questions in a job interview
Talking about an activity or event that has present relevance

Listening

Listening to people discussing job advertisements
Listening to a person giving information for a CV

Reading

Reading an article about life coaches
Reading a human interest article

Writing

Writing a formal letter

OVERVIEW

READING

Anticipating vocabulary

Skim reading

GRAMMAR

Subject and object questions

Present perfect simple

Present perfect continuous

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READING 1

Reading strategy: Before you read a text, look at the title and anticipate vocabulary you think will appear in the text. This will help you read more effectively.

1. Before reading, look at the title and circle ten words that you think will appear.

Are life coaches driving people in the right direction?

traffic road interview responsibilities passenger future mind police relationships

vision vehicle aspirations lost psychologist park stress challenges motorcycle

2. Read the article quickly to check.

Of all the questions we are asked during a job interview, perhaps the most difficult to answer is: "Where do you see yourself in 5 years' time?" The reason this question is so unnerving is because most of us live firmly in the present (I'm…, I've...). Trapped by our day-to-day responsibilities, activities and projects, it's sometimes hard to see the bigger picture. It's easy to become overwhelmed or to feel like we're lacking direction. In any case, who knows what the future holds?

Life coaches are part of a growing profession of people who claim they can help. Unlike personal trainers who improve our body, life coaches work with the mind. And more and more people have been turning to them for help. There are certainly plenty to choose from, with over 12,000 life coaches worldwide. Indeed you can find life coaches specializing in a vast number of areas, from relationships and careers to personal growth. And while some make unbelievable claims about helping you to achieve power and riches, most only promise to boost your confidence or help you decide which direction to take in your life. In fact 25 percent of life coaches in one recent survey said that their coaching specialty was "life vision and improvement".

But can they really help? Life coaches claim that knowing what frustrates us or what we are good at helps us make better decisions. One life coach explained: "Often, people only need to talk to someone about their aspirations - and then allow that person to show them how to make the aspirations a reality. We are not therapists who try to help people with mental problems. Life coaches actually help already healthy people improve their lives. It's that simple." Even trained psychologists see some good in what life coaches do. "Learning skills to handle stress, adversities and other life challenges - regardless of the source - is a positive step for any person," says psychologist Dr. David Shern, president and CEO of the non-profit group Mental Health America.

But there is just one problem. Once you've found a life coach, be prepared to open not only your mind but also your cheque-book. An hour-long session with a life coach can cost from $40 to more than $500. If money is part of your problem then you'd better talk to a close friend!

COMPREHENSION CHECK

1. Answer the questions.

1. What question is most feared in a job interview?

_____

2. Why is it sometimes difficult to see the bigger picture?

_____

3. How are life coaches different to personal trainers?

_____

4. What do most life coaches say they can do for you?

_____

5. What is the difference between life coaches and therapists?

_____

6. What is the problem about going to a life coach?

_____

2. What do these numbers refer to in the text? Use your own words.

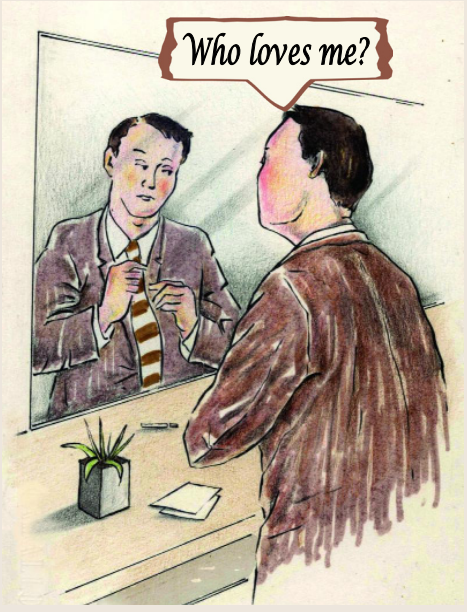
5 12,000 25 40 500

1. _____
2. _____
3. _____
4. _____
5. _____

3. Find words or expressions in the text that mean the same as these.

1. frightening (Paragraph 1) _____
2. getting bigger (Paragraph 2) _____
3. incredible (Paragraph 2) _____
4. increase (Paragraph 2) _____
5. origin (Paragraph 3) _____

GRAMMAR 1: *Subject and object questions*



1. Read the rules about object questions, then match the questions and answers.

Object questions ask about the object of the verb. The word order of the question must be changed and the question requires the use of an auxiliary verb (*be, do, have*).

Who did you call? I called John.

Which film did you see? I saw *The Reader.*

1. Who did you see last night?	a) We went to a restaurant.
2. What did you do?	b) It cost 20 euros.
3. How much did it cost?	c) I saw Pete.

2. Read about subject questions, then match the questions and answers.

Subject questions ask about the subject of the verb. We do not use an auxiliary verb in subject questions.

Who called? Mary called. Who directed Titanic? James Cameron directed it.

1. What happened today?	a) Terry phoned.
2. Which life coach is best?	b) I went to see my life coach.
3. Who phoned you?	c) Sheila is.

NOTE

Question words

Question words ask for more information about an action, event or person: We use

what to ask for information about something: *What did you say?*

when to ask about the time of something: *When did they arrive?*

where to ask about place or position: *Where are you going?*

which when asking for information about a limited number of things: *Which one do you want, the red one or the blue one?*

who or ***whom*** to ask about a person: *Who is that man with Maite?*

whose to ask about possession: *Whose car is that?*

why to ask for a reason: *Why do you want to see that film?*

how to ask about the way something is done: *How do I turn this on?*

GRAMMAR PRACTICE 1

1. Make questions with these words. Then answer the questions.

1. kind of What music like? do you

   _____

2. you Who like? do look

   _____

3. are Why learning English? you

   _____

4. you start When did English? learning

   _____

5. coffee Which you do tea? prefer: or

   _____

6. go to you How do the cinema? often

   _____

7. you were born? Where

   _____

8. many sisters How and have brothers you got?

   _____

9. time usually do you bed? go to What

   _____

2. Write a question for the underlined part of each sentence.

1. Ken sent me <u>an invitation to his party</u>. *What did Ken send?*
2. <u>My life coach</u> told me what to wear. _____
3. She showed me <u>some good shops</u>. _____
4. I learned <u>how to combine my clothes</u>. _____
5. I met <u>a really nice girl</u> at the party. _____
6. <u>She</u> wrote me an email the next day. _____
7. We're going out to dinner <u>next weekend</u>. _____

LEARNING TIP Make a special section in your notebook for grammar. Write an example sentence for each new grammar point you learn.

VOCABULARY BUILDING 1: False Friends

False friends are words that look similar in two languages but have a different meaning.
***carpet* = *alfombra* (not *carpeta*, which is *folder* or *file*)**
***qualification* = *titulación* (not *resultado de un examen*, which is *mark* or *grade*)**

1. Match these false friends to the correct meaning: a or b.

1.	actually	a) in fact	b) nowadays
2.	argument	a) a verbal fight	b) the plot of a film
3.	conductor	a) drives a car	b) leads an orchestra
4.	divert	a) have a good time	b) change direction
5.	direction	a) address	b) line of movement
6.	educated	a) polite	b) a person with learning
7.	eventually	a) in the end	b) possibly
8.	library	a) a place to buy books	b) a place to borrow books
9.	parent	a) mother or father	b) family member
10.	particular	a) private	b) special
11.	prove	a) evidence	b) demonstrate
12.	realise	a) become aware of	b) make happen
13.	sensible	a) sensitive	b) having good judgement
14.	success	a) good result	b) incident or crime
15.	sympathetic	a) compassionate	b) friendly
16.	topic	a) theme	b) cliché

2. Underline the mistake and write the correct word.

1. When you make a fault, correct it. _____
2. They had a vase of wine with dinner. _____
3. He was feeling insane so he went to the gym. _____
4. The book was a great exit. It sold out! _____
5. He put the application forms inside the carpet. _____
6. There is a reunion about pay and conditions. _____
7. It was a tramp. They were waiting for him so he couldn't escape. _____
8. English is a very important idiom to learn. _____
9. I had a compromise so I couldn't go to the party. _____
10. It's good notice. You've got the job! _____

LISTENING 1

Listening strategy: Before listening, spend a few minutes thinking about the situation. What would you say? Role play a conversation to yourself (in your mind) before you listen. Rehearsing in this way will help you understand better.

1. Read the situation and the job ads. Then think about what the people will say.

Situation: Two young people are discussing job ads. One of them needs a part time job but doesn't have much work experience. What will the speakers say?

A

Wanted: Part-time waiter or waitress, evenings and weekends only. Excellent conditions. Previous experience required plus some knowledge of Italian food.

B

Independent fashion magazine is looking for a part-time editor. Successful applicants should be knowledgeable about all aspects of the fashion scene. Previous experience an advantage.

C

Newspaper round. We are a small shop in the town centre looking for someone to deliver newspapers door to door (early morning) Monday to Friday. Successful applicants need to have a bicycle or car. No experience required!

D

Tourist Information Centre is looking for someone to work as a part-time tour guide at weekends. At least two languages required to intermediate level. Need to be good with people. Some experience required.

2. Listen and circle the job the girl is interested in.

A B C D

3. Listen again and write why the girl chose the job.

Reason 1: _____

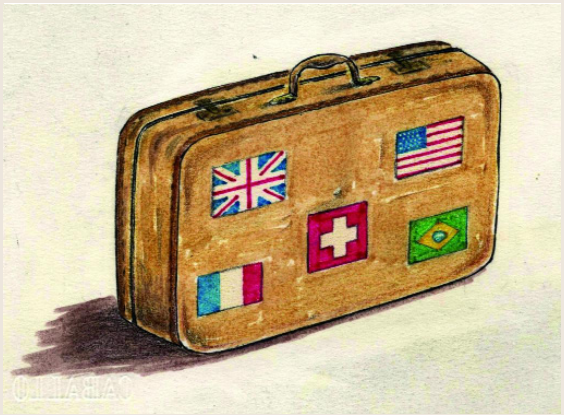
Reason 2: _____

GRAMMAR 2: Present perfect simple for general experiences

1. Read the rule. Then, circle the best option in each sentence.

We use the present perfect simple to talk about our life experiences up to now. We use the past simple when we say exactly when something happened.

1. I visited / have visited Paris twice in my life.
2. I visited / have visited Paris last week.



2. Complete the rules.

a) *never, in my life, this month*

b) *last week, yesterday, in 2005*

1. **We use the past simple with time expressions that indicate finished time, like *three days ago*, _____, _____, _____.**
2. **We use the present perfect with time expressions that are connected to the present and indicate unfinished time, like *ever*, _____, _____, _____.**

3. Complete the table with *have* or *has*.

Present perfect simple

	Affirmative	Negative	Interrogative
I/you/we/they	____ *finished*	____ *finished*	_____ *you finished?*
He/she/it	____ *finished*	____ *finished*	_____ *he finished?*

Short answers:

____ you ever been to a concert?	Yes, I _____. No, I _____n't.
____ she ever been to Paris?	Yes, she ____. No, she _____n't.

4. Listen to check, then repeat.

NOTE

Past participles

The part of the verb used to form the present perfect is called the past participle. The past participle of regular verbs is formed with *-ed*, in the same way as the simple past, for example: *play - played, stop - stopped, try – tried.*

For a full list of irregular past participles, see page 380.

GRAMMAR PRACTICE 2

1. Complete the sentences with the present perfect simple form of the verb in brackets.

1. *Have* you ever *worked* (work) in a fast food restaurant?
2. Jerry _____ (not be) to many job interviews.
3. How many times _____ you _____ (travel) to a foreign country?
4. María _____ (visit) the British Museum twice in her life.
5. I _____ never _____ (eat) Chinese food.
6. We _____ (not read) any books in class this year.
7. John's not at home. He _____ (go) to the dentist.
8. How many English speaking people _____ you _____ (meet)?

> ***Been* and *gone***
> John has gone to Tokyo = John is still in Tokyo.
> John has been to Tokyo = John has returned from his trip to Tokyo.

2. Underline the correct verbs in the conversations.

1.

Carla: *Did you ever be* / *Have you ever been* kite-surfing?
Tony: No, *I haven't / didn't* but I've been surfing several times. Last year I *went / have been to Hawaii*.
Carla: Wow! Lucky you! How was it?
Tony: It was great! The waves are huge there and it *was* / *has been* a lot of fun.

2.

Matt: *I've never written / I never wrote* a letter of application for a job.
Celia: I have. I *wrote / have written* one last year. I *have seen/saw* an ad for a camp monitor in Canada.
Matt: Did you get the job?
Celia: Yes, I did, actually. I *was / have been* there for a whole month. It was hard work but I enjoyed it and my English got much better!

3.

Pete: What is the strangest thing *you ever ate / you've ever eaten*?
May: Haggis, I think. I *have tried / tried* it two summers ago in Scotland. It's the inner organs of a sheep. They cut them up and …
Pete: That sounds disgusting! I've never eaten the inner organs of an animal. The weirdest thing *I've had / I had* were fried ants in a cinema in Mexico. They were quite crispy.



STOP AND SEND 1

1. Your friends are going to play a trivia quiz at the Christmas party. Write two questions for each category.

ART

1. Who painted the Sistine Chapel?
   a) Leonardo da Vinci b) Michelangelo c) Tintoretto
2. _____
3. _____

HISTORY

1. How many wives did Henry VIII have?
   a) three b) five c) six
2. _____
3. _____

CINEMA

1. Who directed Jurassic Park?
   a) Robert Zemeckis b) Steven Spielberg c) George Lucas
2. _____
3. _____

SPORT

1. Which medal did Rafael Nadal win in the Peking Olympics?
   a) Gold b) Silver c) Bronze
2. _____
3. _____

2. Write five questions starting with *Have you ever…?* Use the words in the box.

1. *Have you ever got lost in a foreign city?*

a famous person for an autograph	a horse
ask	have
get lost	a car accident
in a foreign city	in a railway station
in the Alps	ride
ski	sleep

3. Write approximately 100 words about your most exciting experience. Include information about *what, where, when* and *how* you felt at the time.

READING 2

Reading strategy: Before reading an article in detail, skim the text and look at the main vocabulary. This helps you understand what the article is about.

1. Look at these words from the article and mark what you think it is about.

Craig McDonald working island fifty years petrol station back 60's began washing cars met wife married children moved mainland visit grandchild nowadays tourism like work a good feeling

a) A man who has changed jobs a lot in his life.

b) A man who has never worked but travels a lot.

c) A man who has worked in the same place for 50 years.

2. Read the article to check.

50 years later and still no change!

Craig Mc Donald has been working on the island of Scree in Scotland for fifty years… he is still pumping fuel, washing windscreens and repairing cars at the island's only petrol station.

Craig said he was ten when he started back in the 60's at what was a Texaco station at the time. It later became Mobil, then it was sold again in 2000 and since then he has been selling BP.

Craig began washing cars but later became a trained mechanic. He met his wife Maggie when she was on holiday and stopped to get some petrol. It was love at first sight. They got married on the island and have now been married for forty years. They have had two children, Linda and Steve, who have recently moved to the mainland but who try and visit their parents once a month. Linda has just had their first grandchild.

Maggie works part-time in the village supermarket. Life is very quiet on the island, which is how Craig and Maggie like it. "Most visitors come in the summer," Craig says. "There's quite a lot of tourism nowadays and I've met quite a few well-known politicians and footballers, but I don't envy them. I'm easygoing."

Craig hasn't had a summer holiday since he started work. "At first it was the money. It was expensive to travel. Later I realised I like my work. It's the only petrol station on the island. People need me! It's a good feeling!"

VOCABULARY BUILDING 2: Compound nouns

In English we often combine words to form compound nouns. Compound nouns usually have two parts and can appear as one word (Fused: *policeman*), two words joined with a hyphen (Hyphenated: *water-bottle*), or two separate words (Separated: *car door*).

1. Find one example from the article to add to each of the categories.

1. Fused compound noun: _____
2. Hyphenated compound noun: _____
3. Separated compound noun: _____

2. Join these words to make compound nouns.

house	stop
foot	friend
summer	clock
sports	vitae
job	knife
team	jockey
alarm	ball
pen	list
living	teacher
shopping	key
disc	keeper
boy	camp
dining	ad
fish	room
language	mate
bus	table
curriculum	monitor
goal	tank

3. Listen to check.

LISTENING 2

Listening strategy: When you are listening to a CD, pause and replay the parts you need to listen to in more detail. Pausing and replaying gives you time to think and write.

1. Listen. Why is Joan asking her friend for help? Choose the best answer.

a) She can't type. ____
b) She has never written a CV before. ____
c) She has a problem with her computer. ____

2. Listen and complete the information in the CV.

LEARNING TIP Stop and replay the CD as often as you need to!

CURRICULUM VITAE

Name: ……

DOB: ……

Address: ……

Qualifications:

……

……

……

Work experience:

……

……

……

……

Interests:

……

……

……

Referee:

……

Contact details:

Phone: ……

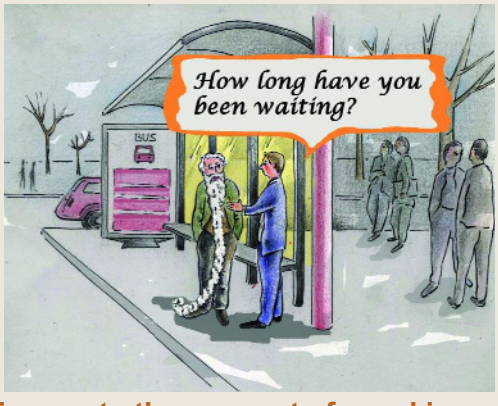
Email: ……

GRAMMAR 3: Present perfect for duration

1. Read the rule and underline the correct form of the verbs.

The present perfect simple and continuous are used to talk about the duration of an activity or state up to now. The present perfect simple is used to talk about the duration of a state and the present perfect continuous about an action or event.

1. My best friend *has known/has been knowing* me for ten years.
2. My best friend *has skateboarded/ has been skateboarding* for 3 years.



2. Read and complete the sentences with *since* or *for*.

- **To ask about duration we use *How long…?***
- **To answer, we use *for* when we say the period of time up to the moment of speaking: *for a day, for two weeks, for five years.***
- **We use *since* to indicate when the period of time started: *since 10 o'clock, since last year, since Sunday.***

1. Why are you so late? I have been waiting *for / since* two hours!
2. I have been standing here *for / since* 7 o'clock!

Present perfect continuous

Affirmative	
I/you/we/they	have been studying English since 1992.
He/she	has been studying English for three years.
Negative	
I/you/we/they	have not been studying English since 1992.
He/she	has not been studying English for three years.
Interrogative	
How long	have I/you/we/they been studying English?
	has he/she been studying English?

3. Listen and repeat.

NOTE

Stative verbs

Remember, stative verbs are not used in the continuous form. See Unit 1, Grammar 2.

GRAMMAR PRACTICE 3

1. Complete the sentences with the present perfect simple or continuous.

1. I _____ (know) my best friend since Primary School.
2. + How long _____ you _____ (have) your bike?
   - I'm not sure. I think I _____ (have) it for about five years.
3. We _____ (study) for two hours. I think we need a break.
4. My dad is furious. He _____ (try) to log on to the internet for hours.
5. I _____ (not see) Frank for ages. I think he _____ (study) for exams.

2. Complete the sentences with *since* or *for*.

1. I've had my laptop _____ a month.
2. Kelly has been going out with her boyfriend _____ last summer.
3. I'm starving. I haven't eaten anything _____ this morning.
4. They've been building the stadium _____ 2008.
5. We've lived in this house _____ we got married.
6. I'm leaving! I've been waiting _____ more than an hour and he hasn't arrived!

3. Write sentences about the situations with *since* or *for*.

1. Andy runs a video club. He started doing this three years ago.
   He's been running a video club for three years.
2. I have a hamster. I bought it two months ago.
   _____
3. I'm learning Chinese. I started in 2008.
   _____
4. Joanne lives in Dublin. She moved there last summer.
   _____
5. My dad plays golf. He started last year.
   _____

We use *during* to refer to a period of time when an action happens.
I read a lot of books during the summer.
Streets get really crowded during the Christmas holidays.
During does not indicate the duration of an action.
I've known my best friend ~~during~~ for fifteen years.

SPEAKING

Speaking strategy: Using idiomatic expressions such as *I mean or Alright then* makes your speaking sound more natural.

1. Complete the interview for a summer job with these expressions.

Talking of	That kind of stuff
Yeah, that's right.	Well basically
I see	Alright then
I'm really into	That sounds great
I mean	Have a seat
tell me about	

Interviewer: Hi, come in.
Applicant: Hello.
I: (1) _____, please.
A: Thank you.
I: Now, (2) _____ any relevant work experience.
A: Well, I've worked at a couple of summer camps before.
I: With young people?
A: (3) _____. I worked with fifteen-year-olds last summer for a couple of months.
I: (4) _____. What was your job exactly?
A: I worked as sports monitor, and evening activity organiser. (5) _____.
I: Did you enjoy it?
A: I loved it. (6) _____ sports!
I: Mmm… (7) _____ sports, you've been playing football for a team as well.
A: Yes, since last year…
I: (8) _____, do you want to ask me any questions?
A: Yeah, what's the job like? (9) _____, what does it involve?
I: (10) _____, it's teaching sport on a three month summer camp.
A: (11) _____! What about the pay and working hours?

2. Listen to check.

3. Listen and repeat.

GRAMMAR 4: Present perfect for present result



1. Read the rule, then match the questions and answers.

We can use the present perfect simple and continuous to talk about an activity or event which has present relevance. We normally use the present perfect continuous to emphasise the activity and the present perfect simple to emphasise the result.

1. A person is sweating. You ask: *What have you been doing?*
2. A person is holding a trophy. You ask: *What race have you won?*
3. A person yawns. You ask: *Why are you so tired?*
4. A person is clapping. You ask: *Why are you clapping?*

a) I've won the marathon!
b) I've been running.
c) I've been doing my homework.
d) My team has scored a goal!

2. Read the sentences and complete the rules with *just, yet* or *already.*

I've already finished my homework. (I did it quicker than expected)
I've just finished my homework. (A short time ago)
I haven't finished my homework yet. (There is a delay)

Just, yet, already

We use the present perfect simple…

a) with _____ to indicate that something happened a moment ago.
b) with _____ to indicate something expected to happen hasn't happened.
c) with _____ to indicate something has happened before expected.

GRAMMAR PRACTICE 4

1. Match the beginning and the ending of the conversations.

1. You look exhausted. ___d___
2. Your hands are all dirty. _____
3. Why are your eyes so red? _____
4. Your face is red. _____
5. Children!!! Why are your shoes so dirty? _____
6. Mmm! That smells great! _____

a) I think it's because I've been working with the computer all day.
b) I've been baking a cake.
c) I've been changing a flat tyre.
d) I've been running for two hours.
e) We've been playing in the garden, mummy.
f) Yeah, I've been sunbathing on the beach.

2. Complete the sentences with the present perfect simple or continuous.

1. I _____ (write) emails all morning. I _____ (write) about thirty.
2. Paula _____ (study) French since she got home from school. She _____ (learn) a long list of irregular verbs by heart.
3. We _____ (pick) mushrooms all morning. I think we _____ (pick) two kilos.
4. Why is your hair white? I_____ (paint) my room but I haven't finished yet.
5. How many books _____ you _____ (read) in your life?

We use *still* to say that a situation hasn't stopped or changed. *Still* usually goes before the main verb and after the verb *to be*.

I'm still using my old computer. *Derek is still in New York.*

3. Rewrite the sentences using the words in brackets.

They're still looking for the missing girl. (yet)
They haven't found the missing girl yet.

1. I arrived a minute ago. (just)
_____
2. I haven't finished that book yet. (still)
_____
3. I don't want to read *Twilight* again. (already)
_____
4. They're still repairing our car. (yet)
_____
5. Phil is not in bed any more. (just)
_____



STOP AND SEND 2

1. Write a short article about your favourite music group. Do a web search to get the information. Complete the table and then write about 100 words.

What's the name of the group? _____

How many members are there? _____

Where are they from? _____

How long have they been playing together? _____

When did they release their first album? _____

When was their first concert? _____

Have they ever had a big hit? _____

How many albums have they recorded? _____

Have they ever won a Grammy? _____

Have they ever had fights or been about to break up? _____

Have they released an album recently? _____

Have you ever been to one of their concerts? _____

2. You have just received this email. Write a reply in about 80 words.

From: outdooractivitygroup@hotmail.com
To: yourname@yahoo.es
Thank you for asking about our outdoor activity club.
Before you can join, we would like to know a bit more about you. Could you tell us how long you have been interested in outdoor activities? Have you ever belonged to a club? What is your favourite outdoor activity? Are you keen on extreme sports like hang-gliding or bungee-jumping? Have you ever had an accident while doing them?
Please write back and let us know. We look forward to your reply.

3. You are going to interview two candidates for a position as assistant editor in a school newspaper. Write 10 questions you are going to ask. Ask about experience, suitable skills (computer, foreign languages, photography, etc) and availability (the candidates' main occupation, their timetable and their free time).



WRITING: A formal letter

Writing strategy: Have a clear reason for writing a formal letter and tell the recipient the reason in the first paragraph.

1. Read the job ads and the letter. Which job is the person applying for?

A

If you are interested in a job in the tourist industry give us a call. We are looking for people with some experience, knowledge of the area and above all good communicators who want to work as tour guides in the historic town of Corby.

B

Would you like to work in a lively travel agency in the historic town of Corby? We are looking for an administrative assistant with some experience in the tourist industry.

12 Swale Drive,
Corby L23 0ST

20 March, 2010

Mr. R Cook
Travel Tours,
23 College Road,
Hale L25 0SS

Dear Mr Cook,

I am writing to apply for a job as tour guide, as advertised in the Hale Post. I believe that this is an ideal job for me given my experience and qualifications.

Communication has always been important to me, which is why I have been interested in becoming a travel agent since leaving university. Furthermore, I have also always enjoyed travelling and working with people. As a result I have worked on several summer camps in different countries.

As you can see from my CV, I achieved a degree in Spanish from the University of Leeds. What is more, I am also a confident user of Microsoft Office.

I am keen to find a job in the tourist industry and I am free to start immediately. I look forward to hearing from you.

Yours faithfully,

Joan Wrigley

2. Write the number of the paragraph in the letter where the information appears.

a) Joan's interests and strengths and why she wants the job — Paragraph _____
b) Her skills and qualifications — Paragraph _____
c) When she can start work — Paragraph _____
d) The job she is applying for and why — Paragraph _____

3. Write the expressions that Joan uses to start and end the letter.

Start: _____
End: _____

4. Match the expressions from the letter to a definition.

1. *I believe that*	a) Because of this
2. *which is why*	b) This information is attached
3. *Furthermore / What is more*	c) My hope is
4. *As a result*	d) in my opinion
5. *As you can see from*	e) In addition
6. *I look forward to*	f) and for this reason

5. Complete the letter with the appropriate expressions.

I saw your advertisement for a tour guide in the York Globe last Saturday. (1) _____ I am the perfect candidate for the job.

(2) _____ my CV, I have been working with a voluntary organisation for the last three years. However, I have decided that I want to change professional direction, (3) _____ I am applying for a job in your company.

I have always been interested in tourism and our local area. (4) _____, I have been a member of our local Historical Society for several years. (5) _____, I know local history very well, and think I could be a very effective guide for visitors.

(6) _____ hearing from you in the near future.



STOP AND SEND 3

Read the advertisements. Then choose <u>one</u> of the jobs and write a formal letter of application for the job.

A

We are looking for summer camp monitors to work with kids aged 10 – 12. No previous experience required, but applicants must be sporty, good with children, and sociable.

B

Vegetarian restaurant needs part-time waiter to work at weekends. Previous experience an advantage but not 100% necessary.

GUIDE TO WRITING: WRITING A FORMAL LETTER

Follow these steps when you write a letter of application.

Step 1:

Make notes under the following headings:
- What the job is.
- Why I am suited to the job (my skills and qualifications).

Step 2:

Write the first draft of your letter.

- Address the letter to the right person.
- Include your address and the address of the person you are writing to.
- Say what the job is and where you saw it advertised.
- Make it clear why you want to work for the people you are writing to.
- Sound positive and enthusiastic.

Step 3:

Check your letter and write a final draft.
- Check that you have started and ended the letter correctly, that the information is clearly organised and that the grammar and vocabulary are correct.

MY LEARNER DIARY

1. Make a list of useful vocabulary you have learnt in this unit.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Translate these useful phrases into your language. Then add two more.

1. Have a seat. _____
2. Tell me about yourself. _____
3. I'm really into music. _____
4. What does the job involve? _____
5. Yeah, that's right. _____
6. That kind of stuff. _____
7. That sounds great! _____
8. _____
9. _____

3. Circle how well you can do the following:

Very well 5 – 4 – 3 – 2 – 1 – 0 Not at all

I can ask subject and object questions.	5 – 4 – 3 – 2 – 1 – 0
I can use the present perfect simple to talk about life experiences up to now.	5 – 4 – 3 – 2 – 1 – 0
I can use the present perfect continuous to talk about the duration of a state or event up to now.	5 – 4 – 3 – 2 – 1 – 0
I can talk about events or states that have present relevance.	5 – 4 – 3 – 2 – 1 – 0
I can take part in a job interview.	5 – 4 – 3 – 2 – 1 – 0
I can write a formal letter.	5 – 4 – 3 – 2 – 1 – 0

LEARNER TIP If you score yourself low, look again at that part of the unit. Try doing the activities again. Remember: the more you practise the better you will get!